

2017-2018

STUDENT AFFAIRS ANNUAL REPORT

ITEM FOR: INFORMATION

FORWARDED BY: ACADEMIC POLICY COMMITTEE



ABOUT STUDENT EXPERIENCE

OUR MISSION

The mission of the Office of Student Experience is to enrich the student experience through the provision of programs and services that advance student success, contribute to campus engagement and promote a safe, caring and inclusive environment.

THE PORTFOLIO



Student Success and Leadership
Centre (formerly Student Success Centre)

Academic Advising

Student Accessibility Services
(formerly Student Disabilities Services)

International Student Centre

Student Counselling Centre

Student Health Services
(new to the portfolio)

Turtle Island (Aboriginal Education
Centre)

Campus Community Police

The Academic Integrity and Student
Support Officer


Residence Services

The Outstanding Scholars Program


Writing Support Desk




GOALS AND OBJECTIVES OF REPORTING YEAR




1. Provide an exceptional undergraduate experience



2. Pursue strengths in research and graduate education



3. Recruit and retain the best faculty and staff



4. Engage and build the Windsor and Essex County Community through partnerships



5. Promote international engagement

1. PROVIDE AN EXCEPTIONAL UNDERGRADUATE EXPERIENCE



In the 2017-2018 academic year, Student Experience wanted to rethink our outreach and the recruitment of Indigenous students, with particular emphasis on renewing relationships with local high school students and high school students from Walpole Island. We hoped to support the University's efforts to increase the Indigenization of UWindsor's campus, its services, staff, faculty and academic offerings, while also looking to expand Academic Advising from two to three advisors. We wanted to update Head Start and execute on a fully re-envisioned Welcome Week while implementing a Bounce Back program helping first year students get back on track.

A high priority was to rebrand Student Disability Services to Student Accessibility Services, refurbish and expand space for students to write exams with Student Accessibility Services, as well as laying the ground work to establish a Student Wellness Centre.

We wanted to develop Student Leadership initiatives, including an Alternative Spring Break program, and conduct a review of Residence to ensure long-term sustainability. Student Experience wanted to grow our already strong relationships with the UWSA and Athletics to offer better, more fun, and better marketed events, and wanted to be one of the first universities in Ontario to offer the Enhanced Assess Acknowledge Act (EAAA) program to incoming students.

We aspired to develop a university-wide student mental health strategy and wanted to continue to deliver the Writing Support Desk, securing resources for this program to increase sustainability. Student Experience made a goal to update 80 percent of the websites in the Student Experience portfolio by April 2018, and wanted to continue to work with key partners on campus to explore an update to the CAW Student Centre.

2. PURSUE STRENGTHS IN RESEARCH AND GRADUATE EDUCATION

The goal in 2017/2018 was to have the Outstanding Scholar program continue to offer undergraduate research opportunities to 348 students.



3. RECRUIT AND RETAIN THE BEST FACULTY AND STAFF

In the 2017/2018 academic year we hoped to add professional staff capacity in the following areas:

Student Success and Leadership Centre

- Director or manager to lead the Student Success and Leadership Centre
- Full-time resource to administer the Outstanding Scholars Program and student leadership programs

Office of Student Experience

- Part-time person to coordinate and enhance the portfolio's web and social media presence

Student Accessibility Services

- Add a second Exam Coordinator

Academic Advising

- Add a third Academic Advisor

Writing Support Desk

- Secure resources so this unit is sustainable

4. ENGAGE AND BUILD THE WINDSOR AND ESSEX COUNTY COMMUNITY THROUGH PARTNERSHIPS

No goals were set in this area for 2017-18.



5. PROMOTE INTERNATIONAL ENGAGEMENT

In 2017/2018, Student Experience wanted to develop and deliver a detailed marketing and outreach plan to renew student interest in international exchanges, while increasing the number of students going on international exchange in 2017-18



ABORIGINAL EDUCATION CENTRE (TURTLE ISLAND)

2017-18 was a productive year in Turtle Island. Turtle Island now includes two full time staff members, Turtle Island Walk (September 2017) was opened, and we held our first Alternative Spring Break on Walpole Island (February 2018), which saw fifteen Indigenous and non-Indigenous students engage in a number of activities at the Walpole Island First Nation Heritage Centre.

The President's Indigenous Peoples Scholars hiring initiative was supported, which led to the successful hiring of five Indigenous faculty members in FAHS. Several smaller, but important, activities took place to increase UWindsor's engagement with Walpole Island First Nation, cultural retreats for UWindsor Indigenous students (Sweet Water Ceremony at the Enaahtig Family Healing Centre), and various on-campus activities in support of growing UWindsor student knowledge about Indigenous related issues.



ACADEMIC INTEGRITY AND STUDENT SUPPORT OFFICER



The Office of Student Experience hired a full time Academic Integrity and Student Support Officer. There were 93 reported academic misconduct cases, with 76 findings of misconduct, plagiarism being the cause of 68.4% (52/76) of the academic cases (See appendix 2 for full report). There were 8 non-academic misconduct Cases, 7 sexual misconduct cases, and 74 behavioural incident report cases.

CAMPUS COMMUNITY POLICE (CCP)

Campus Community Police is a 24-person team including 22 Special Constables and two administrators, including the Director and an administrative assistant. In 2017/2018 members of the Community Services Office took part in the annual Police Week festivities and displays at Devonshire Mall to assist in promoting safer communities. They provided on-site support through the CCP Community Services Office to Head Start, Welcome Week, Open House, Health Fair, Mental Health Awareness Week and International Student Orientation. Campus Police conducted numerous Crime Prevention Through Environmental Design surveys with a view to improve safety and security for users of campus facilities, while also completing the Annual Lighting and Foliage Safety Audit that focuses on providing information to facility services for repairs and on making suggestions for a safer campus. Staff, faculty and students participate in this process.



Campus Police provided over 900 hours of security for on-campus special events including Downtown Campus patrols, Welcome Week activities, Convocation and major sporting events. They implemented the new "Safe Lancer" mobile safety app which allows the user to activate several safety related features from their phone including: one-touch phone access to Campus Community Police, a personal blue



light for immediate assistance at your location, a virtual walk home feature, push notifications for weather related and other emergencies, access to campus emergency plans and on and off campus support services and quick links to Campus Police social media pages.

INTERNATIONAL STUDENT CENTRE (ISC)

The International Exchange program supported 5 students who participated in summer language programs via The Ontario/Rhône-Alpes and the Ontario/Baden-Württemberg (OBW) and Ontario Jiangsu (OJS) in Summer 2017. The ORA, OBW and OJS pertain to regions in France, Germany and China respectively. New marketing initiatives were implemented with the intent of growing the number of incoming and outgoing exchange students. A poster campaign (paper, social media and light boxes) highlighted the facts and myths of studying on exchange with engaging photos of actual students on exchange including personal testimonials of how their experiences enhanced their growth. Faculty champions continue to be supportive in providing information to students within specific departments. We continue to work with the Office of Enrolment Management to seek new partners to enhance the collection of destinations.



The ISC continues to support over 4,000 international students with only one certified immigration consultant who carries additional responsibility for organizing all orientation programming. Enhancements to a variety of orientation programs for new students were implemented. In particular, the ISC began to offer Facebook live pre-departure orientation sessions to prepare students for studying in Canada.

The former email listserv (WISEL) was retired and a new, more robust Blackboard communication system was set up to keep students informed of community announcements and events in the ISC and across campus. Blackboard is also used to store a wide range of resources online for 24/7 access by students. Through Blackboard, the ISC implemented virtual classrooms to provide various webinars, online Q&As and customized appointments to provide better service to students who can't visit the ISC physically due to their placements, health conditions or travel plans. Traditional drop-in hours have been replaced by online Q&As through Blackboard's virtual classroom. More than 200 students were served through the virtual classrooms. Students can still book mySuccess appointments for face to face meetings.

Various workshops have been expanded to help students with their study permits, entry visas, and work permits. In total, 39 immigration and visa workshops were conducted by the ISC during the 2017-2018 academic year and more than 2,600 students attended them. In partnership with the Student Counselling Centre, the ISC assisted with the launch and ongoing promotion of the Keep.meSafe (KMS) app. KMS provides 24/7 mental health support and resources to international students in a variety of languages. The ISC also worked to inform faculty and staff about this resource to support international students.

The ISC continued to work closely with campus community partners to plan events and activities that are appealing to international students and engaged them in the campus community.



The ISC conducted cross-cultural training for 12 Peer Advisors from Career Development and Experiential Learning. The training helped the peer advisors provide better cultural understanding and supports to the international students who came to Career Development and Experiential Learning for career advices.

RESIDENCE SERVICES

In 2018/2019 we were able to complete the Residence-Food Services Strategy, we secured \$5 million loan for capital upgrades, funded by Student Experience Fun, and partnered with Faculty of Science on a grant to create a Science Living and Learning Community in residence.

We also saw a 7.5% Increase in residence occupancy over 2016 (Nov. 1st data), and recruited 2 new Residence Life Coordinators. Residence student staff had 1082 documented intentional conversations with students, in line with our residence learning outcomes, and stronger partnerships were developed with Athletics and Recreational Services.



Our partnership with United Way resulted in four local organizations receiving donations from our residents, for specific projects and a day of volunteering for our student staff (On Track to Success, Life After Fifty, Campus Community Garden and Our West End) and 121 undergraduate students were recognized for their academic achievements in the fall of 2017.

STUDENT COUNSELLING CENTRE (SCC)

The SCC now has 3 full-time clinical psychologists including the Director, 3 full-time clinical therapists (one in the Faculty of Law), 6 part-time counsellors, two clinical psychology Ph.D graduate students on practicum, and one receptionist. Given the increasing demands for mental health services, SCC explored ways to efficiently provide services in a timely manner and in alternative formats and this led to the identification of the Stepped Care model of treatment. Student Experience was able to implement Keep.meSafe (a 24/7/365 telephone/chat service) for all international students available in 30 different languages.



TAO (Therapy Assistance On-Line) was piloted which is a series of on-line therapy modules that can be used both by therapists in their work with students but also as a wellness component in formal university coursework (this aspect will be piloted in 2018-19). This was the first year of receiving mental health grants (\$229,000) that allowed for hiring of part-time Clinical Therapists in Engineering (replacing the one last year in ISC), Business, and in the main office at SCC. Also allowed for hiring of part-time Mental Health and Wellness Coordinator who started to deliver several awareness and anti-stigma programs.

Finally, training was provided to students, faculty, staff on a variety of mental health topics (e.g., Identifying and Supporting Students in Distress; Suicide Prevention, Mental Health First Aid, etc.), and work continued in developing a comprehensive Student Mental Health Strategy.



STUDENT
MENTAL
HEALTH
STRATEGY

STUDENT SUCCESS AND LEADERSHIP CENTRE (SSLC)

In Winter 2018, resources were provided by of the Office of the Provost to fund a full-time Director to manage the Student Success and Leadership Centre, and in February 2018, a comprehensive renovation of the Student Success and Leadership Centre was completed. The space was greatly improved for staff and students.

With the second year of delivering the re-designed Head Start program. Updates have been well received by students and parents. 97% of students that attended head start indicated that they felt better prepared to start school in September as a result of attending Head Start. This also was the second year of the fully redeveloped Welcome Week program. We further refined the faculty competitive element and the result was a further enhancement to school spirit and identity with the campus. We also saw our highest registration yet with welcome week which was at 1,567 students. Program was executed in a highly satisfactory way from an event planning perspective. Excellent feedback and support received from student leaders and incoming students. The results of the assessments that participants filled out are as follows:

- 85% of students rated our welcome week program an above average experience
- River Games was rated as the best program offered during welcome week
- At least half of them made friends (connections with the campus community)
- 27.1% of students indicated that on average they met 5 – 8 people
- 25.1% of students indicated that on average they met 1 – 4 people



The Bounce Back program was implemented in Winter 2018. The program is evidence-based and is designed to help struggling students identify actions, behaviours and skills that will improve their academic performance. In Winter 2018, 61 students were accepted into the program with 32 students graduated (5 or more sessions, including one-on-one make up sessions). Program is to be expanded in Fall 2018. The average increase for active participants (from those who attended 2 or more sessions in addition to one-on-one support) in Winter 2018 was 11.08 %.

An Alternative Spring Break program was implemented for the first time with two locations: Walpole Island First Nation (15 students) and the Downtown Mission (5 students). Both locations had successful experiences and many lessons were learned. The program is to be delivered again during reading week 2019 in Costa Rica and during the Faculty of Educations reading week in March on Walpole Island First Nation.



In 2017-2018 SSLC continued to provide external award information via the website, as well as chairing the university's Rhodes Scholarship committee, with two Rhodes Scholarship applications submitted in August 2017. The SSLC Leadership Hub website was launched, as well as the creation of the Leadership Network of stakeholders across the campus, and leadership opportunities available were promoted to all students, which was the basis for planning two conferences during 2018-2019. Finally, SSLC was able to pilot TAO (Therapy Assistance On-Line) on campus, a series of on-line therapy modules.

WRITING SUPPORT DESK (WSD)

The Writing Support Desk continues to be a highly regarded service by students from all disciplines and levels of study. Customized workshops continue to be designed for specific academic disciplines (by request), and additional workshops are offered at Leddy to support general student writing needs.

The Writing Support Desk saw a total of 5,442 students for one-on-one appointments, and 2,388 who attended workshops in 2017-18 (Sept 1-Aug 18). This shows an increase of 1,059 one-on-one appointments and 1015 workshop attendees since the last reporting period. In August 2018, permanent resources secured for a full-time position. This will provide consistent administrative and student support for the Desk.



STUDENT ACCESSIBILITY SERVICES (SAS)

In February 2018, a comprehensive renovation of SAS was completed. The space is greatly improved for staff and students and as a result of the updates, SAS has approximately 25% additional space in its exam centre.

Once again SAS administered a record number of exams in 2017-18: 5,928 a 15% increase from the year before. To support the increasing number of exams being delivered, Student Experience funded the creation of a second exam coordinator position. This was a part-time position and was created to ensure there was a professional staff member administering exams at all times. In particular, this position would supervise evening exams. The SAS Learning Support Advisors had 673 active clients 2017-18.



ACADEMIC ADVISING



For the bulk of the year, the Advising team included two full-time advisors, but with increased funding from the Office of the Provost a third full-time advisor was hired in the second half of the academic year. The addition of a third advising position had been a longstanding request on the part of the Student Experience. The addition of this third advisor will go some distance to improving student wait-times and satisfaction.

In 2017-18, the Academic Advisors met with 5624 students, which is a 5% increase in student visits from the previous year.

OFFICE OF STUDENT EXPERIENCE

In the 2017-18, Student Experience led the process to develop the Student Mental Health Strategy. This involved the coordination of an advisory committee, the delivery of significant student survey, plus its analysis, several focus groups and the writing of the strategy itself. Student Experience also led the Assessment and Care Team process, which managed nearly 100 at-risk or behavioural challenged students.

A Communications Assistant position was created, and while part-time, this role had a significant impact in several areas including: website updates, social media and student engagement and the creation of a student newsletter. Communications across the portfolio became better coordinated and more strategic.



Student Experience was able to Establish a new student newsletter which kept students updated on a variety of activities and opportunities across campus. In total, 16 newsletters were sent to all UWindsor students.

Finally, partnering with the Sexual Misconduct Response and Prevention Office, Student Experience secured a three-year resource commitment from the Office of the Provost to deliver the Enhanced Assess Acknowledge Act program (known as Flip the Script on campus). Flip the Script graduated 83 students in 2017-18.





RESOURCES

Several critical resources were addressed in 2017-18 including the creation of the following positions: Director, Student Success and Leadership Centre, a third Academic Advisor (full time), a second Exam Coordinator (part-time) in Student Accessibility Services, the creation of a part-time Communications Assistant position in the Office of Student Experience. Additionally, \$150,000 in base funding was provided for the Writing Support Desk. Additional needed investments have been identified in the following areas:

- The creation of a Student Accessibility Services exam space on the downtown campus will require a professional staff member to be present to administer exams in that location (addressed in 2018-19).
- The Immigration Advisor in the International Student Centre is a nearly full capacity in terms of the number of students she can provide timely advice to.
- The growing complexity of security services and investigations on campus and for reasons of redundancy, Campus Police requires an Assistant Director or Manager position to relieve the Director role of several responsibilities

While current resources are meeting the basic needs of Indigenous students, as the University is going to further expand its energies into Indigenous-related curricula and academic programs, additional resources will be needed for Turtle Island.

PROGRAMS AND SERVICES

The space situation for Turtle Island remains unchanged from 16-17. While the space is ideally located in a major student hub, the space itself is not meeting the needs of staff and students. For example, there is no enclosed office for staff to meet with students who may need to discuss private matters.

Each of Turtle Island Walk, the River Commons, and David A. Wilson Commons are wonderful new outdoors spaces and all of them make important contributions to UWindso's campus becoming a more welcoming place. However, it has been noted that each of these locations could benefit from some type of shading structure that would make the spaces better used by students, staff and faculty during the hotter months of the year.



It remains the case that the CAW Student Centre requires significant updates in a number of areas including furniture, various aesthetic elements and a renewed Market Place among many other requirements. In 2017-18, an architectural consulting firm was hired to produce a re-visioning of the CAW Student Centre and a re-envision plan was presented to the University. No action was taken to address or respond to the proposal.



PROGRAMS AND SERVICES

As has been the case for several years, the Co-curricular Transcript (CCT) remains an under-utilized program. The absence of a professional staff member **who can dedicate approximately 25% of their time to support this service** will continue to limit the CCT's impact. **As it stands presently, limited resources impacts how the CCT is marketed to students, faculty and staff and this limiting the amount of positions that are being added to the CCT each.** It is also unclear if the CCT is being used by students to support their career journey during and after University.



In 2017-18, UWindsor had the fewest number of students go on international exchange in a number of years. In response, the International Student Centre developed a comprehensive marketing campaign which included a new website, new marketing materials, increased social media and the identification of faculty champions. Improved results are expected in 2018-19.

Academic Advising has been an ongoing challenge for Student Experience. Due to the volume of students seen by this unit, the addition of a third Advisor allows the unit to provide only a basic level of service to students. For the most part, Academic Advisors in the central advising unit can only react to the students who make appointments to see them. Ideally, the Advisors would be able to conduct outreach to students who are struggling academically and who are not actively seeking advice or supports. As well, there is a need for the central Academic Advisors to connect with the Faculty-based Advisors to build relationships to better support students who interact across these service providers. The volume of students seen by the central advising team makes proactive outreach to struggling students and building relationships very difficult.





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