

University of Windsor
Senate

*5.2.1: **Office of Student Experience Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Office of Student Experience Annual Report (2021-2022)

Submitted by: Dr. Phebe Lam, Associate Vice-President, Student Experience (acting)

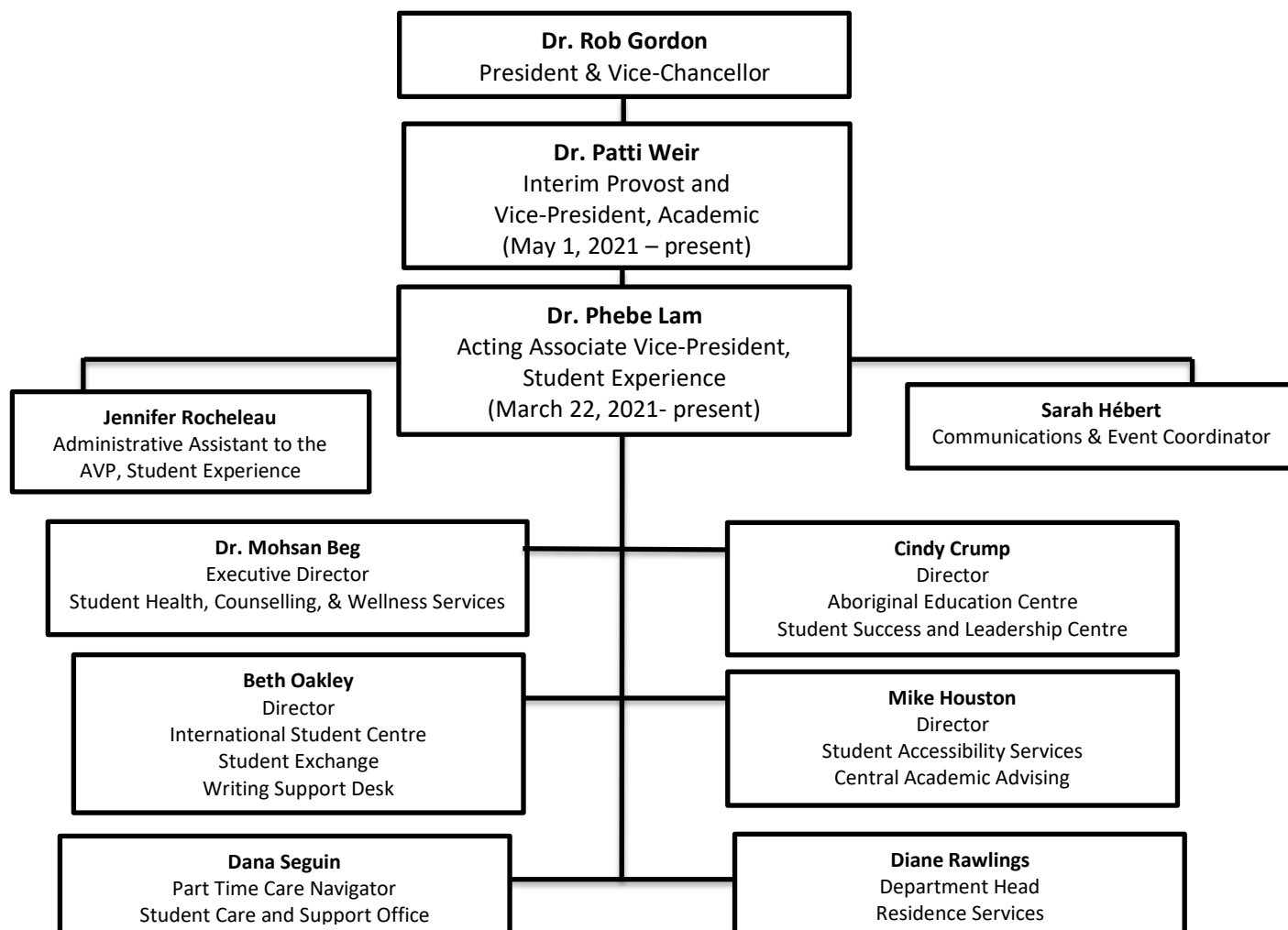
*Each area's director/department head provided unit information for this report

1. Executive Summary

A. **Introduction:** The mission of the Office of Student Experience (OSE) 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. These are the units within the Office of Student Experience portfolio comprising approximately 70 staff, not counting the 204 amazing students that worked alongside us.

- Aboriginal Education Centre - Turtle Island
- Centre for Student Learning Excellence (established in January 2023)
 - Central Advising (CA); Student Accessibility Services (SAS); Writing Support Desk (WSD)
- Student Success and Leadership Centre (SSLC)
 - Outstanding Scholars (OS); Transition Programming (Headstart & Welcome Week); Retention Programming (Bounce Back)
- International Student Centre (ISC) & Student Exchange
- Student Health, Counselling, and Wellness Services (SHCWS)
 - Student Health Services (SHS); Student Counselling Centre (SCC); Wellness Outreach Office (WOO)
- Student Care & Support Office: Care Navigation
- Residence Services

Office of Student Experience Organization Chart



B. Area's Goals and Objectives and the University's Strategic Plan (2021-2022)

1. *Provide an exceptional undergraduate experience.*

- Continue to support the UWindsor community in pandemic-related initiatives and services.
- Continue to develop and transform existing in-person programming to a virtual or hybrid format due to the restrictions of the pandemic.
- Continue to develop a Care Navigation unit to provide wholistic student-centered care and support through the Care Navigator (CN). A centralized point of support service for faculty, staff, and students.
- Continue to advocate for a new location for the Aboriginal Education Centre - Turtle Island.
- Deliver the fourth year of the OSE UWin Proud program that aims to increase student, faculty, and staff pride and sense of belonging and community at UWindsor.
- Create student work integrated learning experiences within the OSE and in collaboration with other units across campus.
- Continue to support students through telemedicine for Student Health Services.
- Continue to support student mental health through telecounselling and inclusive programming.
- Continue to implement recommendations from the Student Mental Health Strategy (4th year).
- Continue to implement a new student management system in Student Accessibility Services to better facilitate exams and day-to-day student meetings.
- Implement a transition program for incoming international students.
- Continue our efforts to support a Welcome Week program that brings together faculties and students into one community where students know they are welcomed and are Lancers.
- Continue to implement UWindsor's first Esports Program.
- Continue to develop and implement a student development curriculum for Residence students.
- Ensure the OSE Twitter, FB and Instagram accounts are producing content regularly to promote student experience services/initiatives to increase followers.
- Continue with delivery of the bi-weekly OSE newsletter.
- Complete and make progress on the following capital projects: a) refurbishment of the Student Centre seating area; b) the renovation of Esports (Vanier Hall) and Turtle Island space (Student Centre); and c) the renovation of the BIDE Institute Wellness Lounge.
- Develop and implement a new student led initiative that focuses on belonging, equity, diversity, inclusion, and decolonization (EDI & D), The BIDE Institute. Please see Appendix 2 for a full report.
 - Create new opportunities for students to gain leadership experience.
 - Create events and programs that focus on the sense of belonging and inclusion for international students such as the celebration of Diwali and Lunar New Year.
 - Consulting with the Faculty of Graduate Studies and student representatives from the faculty to review what can be done in creating better supports for students.
 - Creating spaces on campus that aim for provide safer space for students (i.e. Wellness Lounge in Dillon Hall, Wellness Space in HK, 2SLGBTQIA+ Peer Drop-in Centre).
 - Developing employment opportunities for undergraduate students to work within BIDE.
- Collaborate with Lancers Recover to provide support for students in recovery. Please see Appendix 2 for a full report.
 - **Lancers Recover** endeavors to provide 1-2 substance-free social events on or near campus each month to normalize the ability to have fun and participate in social activities without the use of alcohol or other drugs. For students who are in recovery, Lancers Recover strives to build community and connection between individuals with shared lived experiences, offering a weekly, all-pathways, mutual aid recovery meetings. Students are also able to participate in educational workshops to improve their knowledge of substance use issues, addiction, and recovery.

2. ***Pursue strengths in research and graduate education:***

- Continue the Outstanding Scholars program, providing exceptional opportunities connecting undergraduate research opportunities for over 300 students over the 2021-22 academic year.
- Implement Voices of Undergraduate Research Experience with the Outstanding Scholars program. The internal report will inform new initiatives for the 2022-2023 academic year.
- Continue to implement the UWill Discover Research conference. This year, we will incorporate the values of EDI & D to the programming. It was the largest hybrid conference on campus for the Winter semester featuring over 100 presentations and 147 presenters. Abstracts are loaded to scholar.uwindsor.ca. For more information on UWill Discover see <https://www.youtube.com/@uwilldiscover4402>

3. ***Recruit and retain the best faculty and staff:***

- a. Excellence in care, services, and support for the entire UWindsor community.
- Even during the most challenging times with the pandemic, the university's unique challenges, OSE unit transitions, and the new acting AVPSE leadership, the OSE staff and student leaders continue to provide consistent and engaging student experiences while providing essential, uninterrupted, and quality care, services and support for all UWindsor students, staff, and faculty. **The dedication and commitment of those in the OSE is commendable. Their service during this year was invaluable.**

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- a. Re-engage in a partnership with the City of Windsor and St. Clair College.
- As of April 2021, the Acting AVP-SE began serving on the City of Windsor's Town and Gown Committee. Town and Gown is an advisory committee to the Windsor City Council. The committee develops and enhance relationships between the residents of the City of Windsor and the communities of the University of Windsor and St. Clair College.
- b. In addition to the myriad of on-campus partnerships, the Student Success and Leadership Centre had established meaningful partnerships that extend beyond the campus:
- United Way and St. Clair College - Ontario Postsecondary Access and Inclusion Program.
 - Southern First Nations Secretariat – PSE Capacity Development Tool committee.
- c. **BIDE**
- Direct line of communication with Windsor-Essex MPs, City Councilors, and leaders in the area of equity, diversity, inclusion, and decolonization.
 - Partnerships with organizations such as the Canadian Mental Health Association, Children's Aid Society, Arts Windsor-Essex, etc.
 - Recent release of BIDE's Sponsorship Package, allowing for more community engagement and support.
 - BIDE's Annual EDI&D Speaker Series, focusing on bringing to campus EDI&D leaders from the community.
- d. **Lancers Recover**
- Community partnerships between Lancers Recover and organizations within the Windsor-Essex community have enabled increased wrap-around support for students navigating substance use issues and recovery on campus. For example, the University of Windsor's partnership with the Breaking Free mobile app allows for 24/7 access to evidence-based online programming and support at all stages of the recovery journey.
 - Partnership with the Windsor Essex Community Health Center (weCHC) has allowed for the training and distribution of naloxone kits, as well as direct referral to substance use-specific counselling services.

- A partnership with the Phoenix allows for programming on- and off-campus supporting the development of sober active communities, inclusive of allies and individuals living a sober lifestyle for personal or religious reasons.
- Windsor also became one of the first cities in Canada to offer sober living accommodations specific to post-secondary students through New Beginnings Windsor-Essex, with wrap-around supports available, an idea informed in-part by collaboration with Lancers Recover to address this gap in services.

5. **Promote international engagement:**

- Planning the implementation of the new iWIL Go Global First Year Study Abroad Experiences (STEPS) and the Go Global Study Abroad programs through a collaboration with the Office of Enrolment Management, Faculty of Science, and the Office of Career Development and Experiential Learning.
- **Lancers Recover** is an institutional member with the Association of Recovery in Higher Education (ARHE) which is “the only association exclusively representing collegiate recovery programs (CRPs) and collegiate recovery communities (CRCs), the faculty and staff who support them, and the students who represent them. ARHE provides the education, resources, and community connection needed to help change the trajectory of recovering student’s lives. We are a network of professionals, administrators, faculty, staff, students, parents and policy makers” (ARHE, 2023). ARHE currently represents member institutions across the United States, Canada and the United Kingdom, with increasing recognition in other countries.

C. **Successes**

Please see Appendix 1: **Statistics for Services within the Office of Student Experience**

<p>Aboriginal Education Centre - Turtle Island</p>	<p>Turtle Island staff provided In-Person and Virtual programs for the 2021-22 year:</p> <ul style="list-style-type: none"> • <u>Programs/Events</u>: Land-based education, traditional medicine presentations, student and staff gatherings, campus tours, New Faculty Orientation, Head Start, Welcome Week’s Involvement Fair, Pow Wow Dance Workshop with Dancer James Jones, Orange Shirt Day Events, Sister in Spirit Vigil, speaker presentation with Indigenous Astronaut John Herrington, University Open Houses, virtual movie and game nights, craft workshops, fitness challenges, student holiday event, family day skating, and preparation for Spring Pow Wow. • In collaboration with CTL, the <u>Kokum’s Tea with Dr. Ashley Glassburn and Dr. Cynthia Stirbys</u> was a seminar that encompassed a thoughtful discussion surrounding Indigenous identity and heritage. Students explored topics of connection to Indigeneity, how to self-identify and what Indigeneity in post-secondary institutions looks like. • <u>Faculty Support</u>: Facilitated cultural competency with Cancer Care module series for faculty and staff, supported faculties with PDC form changes, and supported Indigenous scholars working group. • <u>Outreach</u> with Indigenous post-secondary school fairs. • <u>Allyship Tool-Kit</u> project to streamline Indigenous resources for potential students and resources for the UWindsor community. Sisco consulting was brought on to help facilitate this ongoing project. • Began conversations to develop a new three-year work plan at UWindsor to enhance and improve UWindsor’s Indigenous student service and retention activities. This plan involves continued discussions with the Aboriginal Education Council (now Indigenous Education Council) and senior administration. • A workplan developed in consultation with the Aboriginal Education Council Council (now Indigenous Education Council) resulted in a prioritization of the following: additional Indigenous staffing, space, enhancing Indigenous awareness initiatives across campus (i.e., Orange Shirt Day, convocation activities, and membership on various campus planning committees).
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- Turtle Island staff are consulted with and provided input through various committees on campus as well as province-wide committees.
- Continued to advocate for a new location for the Aboriginal Education Centre-Turtle Island.
- September 30, 2021, the Orange Shirt Day committee, comprised of Indigenous and non-Indigenous members, coordinated the first Orange Shirt Day on September 30th a collective event that included an event with the Indigenous community (Community OSD Walk). We created a virtual hub for OSD on the Indigenous Peoples website that highlighted a OSD events calendar, reflection and learning resources, healing and support resources, and two spotlighted OSD videos. Turtle Island Walk was light up with orange lights for 30 days and will be continued in the future. OSD t-shirts and lawn signs were sold, raising over \$10,000 for a fund for Indigenous students.

Student Care and Support: Care Navigator, ACT: Assessment and Care Team, and the Care Alert System

Student Care and Support Unit: This area includes the Care Navigation where a Care Navigator (CN) provides care and support for students (supporting them in navigating through various on and off campus resources-academic and non-academic support). The CN also support faculty and staff in their efforts to support students. Further, the CN reviews all Care Alerts that are submitted through the Care Alert System. The Care Alert form is a secure online form designed to support faculty, staff, and students in helping students who exhibit certain behaviours to get the help they need. The CN also provides administrative support for the Assessment and Care Team (ACT). ACT discusses every care alert report submitted and identifies intervention strategies that will provide the student and the campus community with the best level of support. Further, ACT is responsible for coordinating information, strategies, support services, and resources of the University in order to assist students who may be in distress and/or exhibiting behaviours of concern. In so doing, the ACT prioritizes student health and well-being, a successful academic experience, and a safe campus environment.

- Provide wholistic student care and support on and off campus.
- Bi-weekly and emergency ACT-Assessment and Care Team meetings.
- Monitoring of the Care Alert system.
- Work closely with on- and off-campus supports including Student Counselling Center, Student Health Services, Student Accessibility Services, Student Awards and Financial Aid Office, Residence Services, International Student Centre, Canterbury College, Windsor Downtown Mission, Hiatus House, Windsor hospitals, CMHA, etc.
- There were 70 student cases from 2021-2022.
 - 39 received via the Care Alert system
 - 31 received via direct communications with the Care Navigator.

Communications & Events Office

- Developed marketing campaigns for the following programs: UWinAlert, SafeLancer, Student Exchange, My Student Support Program (MySSP), and pandemic-related initiatives.
- Continued with delivery of bi-weekly OSE student newsletter (total of 17), with an average open rate of 34.4% and an average click rate of 1.8%, slightly below the industry standards.
- Webpage redesign of the Student Health, Counselling and Wellness Services.
- Ensured the OSE Twitter, Facebook, and Instagram accounts were producing content regularly to promote OSE services/initiatives, as the UWindsor community initiatives to increase student engagement and followers.
- Across our social media platforms, we released over 721 posts acquiring 438 impressions from 346 users. We improved on our average post engagement rate by half a percentage, to 3.69% and our largest growth in following was on Instagram, gaining 1,800 new followers.
- UWin Proud Campaign
 - With COVID-19 restrictions in place, our Fall 2021 Clean Up Day registration was maxed at 109 participants. Our Winter 2021 Clean Up Day saw 77 participants.
 - Our virtual October 6th Epic Bingo event had 366 registrants and over 500 participants.

- Collaborated with Lancer Athletics to host a homecoming football game, with COVID-19 restrictions in place and limited capacity we were able to distribute all student tickets available.
- Distributed 120 cupcakes and swag bags packed with UWindsor gear to students on UWin Day (First Wednesday in October)
- Hosted 14 Windsor Wednesday Shows, interviewing 39 guests from across our campus community.

International Student Centre (ISC)

- Supported international students through the International Readiness Plan to ensure government mandated COVID-19 arrival procedures.
- Appointments, drop-ins, and workshops were primarily conducted virtually.
- Worked with the Cashier’s Office to secure accurate student data to Green Shield for accounting and payment purposes.
- Student orientation programs were conducted virtually and were well-attended.
- Designed and delivered a 6-week transition program at the beginning of each semester for incoming international students (Suitcase to Backpack).
- Collaboration with the Faculty of Nursing, two Nursing Students hosted a number of virtual presentations on health and wellness. They will also host a once a week “chat with a Nursing Student” session.
- Began developing a new marketing campaign to renew efforts to promote student exchange to UWindsor students post Covid-19. Thus, a significant resurgence of students in incoming and outgoing exchange occurred post-pandemic.
- A drop-in mentoring program was implemented as part of the Suitcase to Backpack program to meet with current students for questions and connection.
- Continued planning the implementation of the new iWIL Go Global First Year Study Abroad Experiences (STEPS) and the Go Global Study Abroad programs. Forming the job descriptions of two new hires to widen access and equity to participation in outbound student mobility programming. There will be a priority for Indigenous learners, students with disabilities, and low-income learners. Furthermore, there is a goal of diversifying destination countries with a focus on non-traditional destinations (e.g., Latin America, Africa, Asia, etc.).
See appendix 1

Residence Services

- Continued to offer regular online engagement opportunities throughout COVID restrictions and began to offer in person programming once permitted.
- Further developed hybrid Resident/Community Assistant training, based on feedback from previous year. Hosted a full week of in-person training to supplement the online component.
- The Community Assistant hosted two Health & Wellness related programs each month since September & will continue this semester. They are smaller in nature and have been things like anti-stress kits, wellness walks, positive messages hung up around the residence buildings, making stress-balls and this semester we are participating in some Bell Let's Talk programming and Love Yourself type programming.
- Continued to work with GLIER on wastewater testing.
- Residence staff successfully managed a limited number of Covid cases in residence; following procedures established in previous year.
- Transitioned to StarRez from eRezLife for data management within residence life.
- Launched StarRez room assignment software and this led to improved service and allowed students to select their own roommate.
- Hired a new Residence Life Coordinator who started in January 2022.
- Received a Black Leadership and Excellence grant and launched the initiative in 2021-22.

Student Counselling Centre (SCC) & the

- Student Counselling Centre continued to provide services through telecounselling during the reporting period.

Wellness Outreach Office

- Saw an increase demand for services as students struggling with on-going pandemic related impact on mental health.
- Hired a number of additional part-time therapists to meet this increased demand.
- Hired a full-time therapist for Black and racialized students.
- Continued to offer group therapy options to students including groups such as emotional regulation, cognitive-behavioural therapy, and targeted groups for vulnerable populations (e.g., black students, 2SLGBTQIA+).
- 90% of students that received 10 sessions or less showed strong adherence to the SCC short-term counselling service delivery model.
- Continued to support Therapy Assistant Online (TAO) online modules for embedded in-class use. Currently used in Engineering, Nursing, and the Centre for English Learning Development (CELD) English Language Improvement Program (ELIP).
- In collaboration with My Student Support Program (MySSP), produced quarterly and annual reports. MySSP is a 24/7 access to counselling services via call or text, including services for students abroad. Furthermore, students have access to 35+ languages/cultures.
- Wellness Outreach Office continued to provide mental health education and created several virtual education sessions/campaigns aimed at prevention efforts.
 - January 2022: Bell Let's Talk, Lancer's Care Week / Onward Together, Connecting and Coping through Uncertainty and Change. Focus was on pandemic-related mental health and adjusting to return to campus. Included virtual mental health training opportunities, significant social media content, yoga through Lancer Rec, meditation through Student Counselling, and a campus-wide "moment of kindness" on Bell Let's Talk Day (January 26th), led by yoga instructor Coco Nicole Daignault. Partnered with UWSA on self-care packages to be distributed on Bell Let's Talk Day.
 - Toolkits: Return to Campus & Coping Toolkits. Developed a 9-part Coping with Stress Toolkit on SHCWS website and launched for December final exam period.
 - Suicide Prevention. Continuing to work on the development of our *It Matters that You're Here* campaign. The campus video currently in production and will be launched alongside psychoeducational campaign content as soon as it's complete. This will be a year-round campaign geared towards enhancing suicide awareness and prevention efforts on campus, fostering hope, and providing practical education that builds self-advocacy skills for students who are struggling.
 - Wellness Livestream. A grassroots student-led wellness initiative developed by a talented group of student leaders. The Livestream featured team and campus-developed content focused on supporting wellness (e.g., healthy recipes, coping tips, etc.) Members of the Livestream team also produced several wellness videos for the virtual lounge of a Recruitment event in December. Instagram: @uwinwellnesslive
 - UWindsor Campus Mental Health Collaborative: An evolution of the previous Heads Together Committee, the Campus Mental Health Collaborative will bring together partners from across campus to discuss mental health and wellness initiatives, best practices, and campus needs and provide support to each other.
- The Student Mental Health Strategy (SMHS) is in year 4 of 5, and the Implementation Committee continued to work towards the 39 recommendations for the SMHS. This year 9 of the strategy's 39 recommendations were implemented, including the distribution of \$12,200.00 in funding to 6 student, staff and faculty wellness projects/initiatives that align with the recommendations.
- Provided training to UWindsor staff and faculty regarding such topics as Supporting Students in Distress, Developing a Growth Mindset During the Pandemic, and Mental Health 101.

Student Health Services (SHS)

- Student Health Services remained open for virtual appointments to provide telehealth solutions (video appointments) and in-person when necessary.

- Supported the University's efforts to allow international and residence students to attend campus by continuing to run Covid-19 testing clinic on campus.
- In the absence of the Windsor-Essex County Health Unit support, delivered a flu vaccination clinic for faculty, staff and students.
- Continued to deliver specialized psychiatry services virtually.
- Delivered on campus primary care services to all students effectively and efficiently.

Student Success and Leadership Centre (SSLC)

Outstanding Scholar

- The Outstanding Scholar coordinator reviewed program regulations and practices. Proposed changes include summer research placement opportunities, a new extra-curricular model that provides students with opportunities for structured reflection, human development, international leadership skills, and specific opportunities to build relevant leadership opportunities for Outstanding Scholars. For example, in fall 2022 the OS program featured structured orientation events, new leadership curriculum opportunities and a framework for Outstanding Scholar candidate participation was launched.
- The Outstanding Scholar program transitioned to an online reporting system using a Workflow SharePoint document. Students no longer submit paper copies for contracts and faculty can submit proposals online. More than 240 projects go through a 10-stage approval process for each contract each semester. The OS coordinator has worked with IT services, HR, and Payroll to reduce the number of anomalies in the system to maintain the workflow.
- The UWill Discover conference featured over 100 presentations and 147 presenters. Abstracts are loaded to scholar.uwindsor.ca. For more information on UWill Discover see <https://www.youtube.com/@uwilldiscover4402>
- In fall 2022, in partnership with the Office of Vice President Research Innovation and the Faculty of Science, the team planned for a successful 35,000 SSHRC grant application where all students who worked UWill Discover received payment for their work. Shifting the model from a completely volunteer model to an experiential learning and paid opportunity for student workers.

Retention Programming (BounceBack):

- Continued to deliver Bounce Back (BB; retention program) in a virtual format; Provided data to indicate whether the program has an impact on academic success over a two-year period.
 - Students who graduated the BB program had an overall 4.09% increase in their semester average post Bounce Back intervention.
 - For students who had an increase in their semester average, after completing BB that number jumps to an 7.42% average increase.
 - In addition, graduates of BB experienced statistically significant increases in scores for measures of self-efficacy, resilience, and sense of confidence in being able to succeed academically.
 - Students also reported a collective 63% increase in their sense of connection to others on campus.
 - Clinically significant decreases in overall distress scores, and a self-reported 61.4% increase in their ability to cope with stress.
 - BB supported both academic and personal success for students who graduated the program.

Transition Programming:

- Welcome Week Sponsorship:
 - Campus partners and faculty were our greatest partners in providing items for our Orientation kits. We decided to do faculty specific orientation kits this year. Every faculty provided items that were put into each faculty specific orientation kit.
 - OHREA approved Women's Safety Grant Funding towards the development of Orientation Kit bags in the amount of \$9096.50. We continued to include the consent

messaging on the orientation kit bags, as we have done in the past. In total, 2,457 orientation kits were assembled.

- Welcome Week: This year's Welcome Week structure was completed online, as it was last year, due to the restrictions of covid-19. The following outlines the changes we experienced this year. Some campus partners held in person events; with heavy monitoring and approval processes put in place by the Health and Safety team.
 - The SSLC offered entirely online events, other than Orientation Kit pick up, to support and provide a safe environment for all undergraduate students wanting to participate.
 - 846 students registered for Welcome Week. Registration allowed students to be placed on a Faculty leader team and have contact with an upper year student in their faculty. We saw a total of 1,073 students participate in our events compared to 1628 in the summer of 2020.
 - Our most well-attended event was Welcome Day which saw 852 students log in to Vairs to access their Program Orientations, the Involvement Fair and the Welcoming Celebration. Program Orientations saw a large amount of student attendance with a total of 775 students accessing presentations. There was a total of 31 different Program Orientations offered that day. The Involvement Fair saw 8343 booth visits in total, with a total of 19 booths offered. Our Q and A session has 93 students click on the link to attend, and the Welcoming Celebration had 163 people click on the link to join the session
 - We continued to administer the Community Building Program. 91 students registered to be paired with upper year students (Community Building Leaders) in their Faculty. The program saw an initial enrolment of 85 Community Building Leaders however by the end of the summer only 43 upper year students remained engaged in the program. CB Leaders were to host individual biweekly check ins throughout the summer as well as 2 events online with their students as a group.
- Head Start: Reduced 3 virtual days to 2 virtual online days – July 17th, 2021 & August 12th, 2021 and only saw a reduction of 50 students participate online in comparison to the summer of 2020.
 - 857 students registered to participate in head start compared to 1,125 in 2020.
 - 493 students participated in a virtual head start day compared to 542 in 2020.
 - We didn't collect student numbers so I am unable to indicate how many from each faculty attended.

Leadership

- Leadership Conferences
 - AIM Leadership Conference – The online conference (run on Zoom) featured presentations regarding communication, emotional intelligence, rules of order and team building exercises. Approximately 25 students achieved a certificate of completion.
 - Lancer Leadership Conference featured was run live and online including leadership presentations about sport, undergraduate research, and student leadership. The keynote was UWindsor Alumni and Olympian Noelle Montcalm. There were additional community presenters from Alum Mike Akpata, Diana Sarkis, and Dr. Ted Voakes. The team also built an online networking session on Gather. There were 43 people registered for the conference.
 - Four student staff were hired for the Fall and Winter semester. Staff established infrastructure for online work and hybrid conferences. The staff also assisted with UWill Discover (the campus' largest hybrid student conference).
 - One staff member reviewed administrative and training practices regarding student leadership. An internal report created new recommendations for the fall 2022/2023 year. The recommendation to have an infrastructure for

curriculum includes three main themes: Interpersonal Leadership, Group/Communication Leadership, and International Leadership. The framework is being applied for current conferences and the Outstanding Scholar curriculum.

- The Voices of Undergraduate Research students conducted internal interviews to better understand the student research experience on campus. The VURE students shared recommendations for UG research frameworks in the upcoming years. VURE served as panelists at the UWill Discover conference and at the LLC 2022 conference.
- The Golden Key Society recruited new members, gave away scholarships and maintained their club despite the online challenges. Their work enabled new recruitment of members for Fall 2022 with on campus events including a new member event, fundraising initiatives, and opportunities for purchasing professional school study guides at reduced costs.
- Relay For Life was modified to a shortened 5 hour event in March 2022 and despite the many challenges coming out of the pandemic, we still managed to raise \$30,479 with over 200 students engaging in this initiative.
- Lancer Gaming: Increase of academic awards given to students, number of students receiving the awards and student staff hired. Added two new games to the program which extended our reach to more students. Was granted physical space on campus and secured a sponsorship with Lenovo Canada for that space.
 - Two additional games added – Rocket League and Valorant Increased Social Media reach to over 200 students
 - 5 student staff positions created
 - Attendance at annual tryouts reached over 50 students
 - Increased player count from 10 to 17, amounting to 34 academic awards
 - Over 100 games played through both semesters
 - 5 playoff appearances through the National Association of Collegiate Esports (NACE) and Ontario Post-Secondary Esports (OPSE)
 - Rocket League placed top 3 in Ontario; Program placed top 10 overall in Ontario

Writing Support Desk (WSD)

- Transferred WSD workshops to an online format.
- Continued to offer opportunities for both in person (when permitted) and virtual advising appointments.
(see appendix 1)

Student Accessibility Services (SAS)

- SAS Advisors continued to meet with new and previously registered students with disabilities via Teams, phone, and e-mail.
- The SAS transition program called, BUILD, was conducted virtually for students. Student attendees were about 50% less than when the program was delivered in person.
- SAS staff spent the summer months configuring AIM, the new SAS software system. Data transfers from the legacy system began during this year.
 - SAS staff participated in module training for the new AIM system.
- SAS Advisors worked with the Centre for Teaching and Learning (CTL), Office of Open Learning (OOL), and OHREA to ensure accommodations were appropriate and respected in the online environment.
- The unit has seen a dramatic increase in service and demand over time. See appendix 1

Central Academic Advising (CAA)

- All advising was conducted remotely through e-mail, Teams meetings, Blackboard chats or by phone.
- Semesterly and an annual report were produced based on interactions/appointments with students. These were shared with faculty program advisors during semester workshops as well as in meetings with departmental program advisors.

- CAA staff participated in conversion events coordinated through the Office of Enrolment Management.
- CAA Advisors worked with the UWinsite Sustainment group as well as associate deans and program advisors recommending edits to the student advisement reports.
- Central Academic Advising hosted three Professional Development (PD) workshops with faculty program advisors. Workshops also included opportunities to share and discuss program changes as well as CAA protocols.

The BIDE Institute

In 2021, The Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute was created by student co-founders, Fardovza Kusow and Hussein Samhat. Through the four pillars of belonging, inclusivity, diversity, and equity, BIDE provides student support, advocacy, and connection delivered from passion, perspective, and experience. BIDE provide students a space where they feel comfortable learning, sharing and growing through empathy, thoughtfulness, creative action, and collaborative leadership. All programming, initiatives, and events are implemented in alignment with at least one of the core pillars of the Institute. BIDE is supported by Dr. Phebe Lam (AVPSE) and Dr. Clinton Beckford (VP EDI). It is the first of its kind across Canada. The first year of BIDE's primary goal was to research, consult, design and plan. Here are some of the successes of our first year:

- Increased visibility across the student body by nearly 50% in accordance with social media reports, event reports, and a feedback survey from students.
- Implementation of new events such as Diwali, Lunar New Year, Multicultural Bake Sale, and the BIDE Cocktail Reception.
- Return of previous events such as Orange Shirt Day, EDI&D Speaker Series, and Student Leader Panel.
- Launch of the Wellness Lounge and Care Cabinet.
- Increase in sponsorship supports through university campus partners, as well as external donors.

Lancers Recover

Lancers Recover is a Student Recovery Program, modeled after Collegiate Recovery Programs in the U.S. The mission of the Lancers Recover Program is to provide support for students in or seeking recovery while they are pursuing their academic, professional, and personal goals by: Connecting students in recovery with shared experience; Normalizing the recovery identity on campus through education and awareness; Providing an intentional, recovery-informed space for students; and facilitating social activities for students without the use of alcohol or other drugs.

- Successfully held weekly recovery meetings, monthly sober social events, biweekly Phoenix fitness classes (held on campus beginning in Winter 2023) and organized several engaging informational booths at events on campus.
- Delivered Recovery Ally Training.
- Brought Naloxone Training to campus.
- Developed educational resources, conducted and participated in research initiatives, worked towards policy development, and acquired a variety of revenue streams throughout the year.
- Developed several strong relationships with community and on-campus partners to facilitate a network of holistic care and referrals for students in recovery.

D. Challenges

Resources

- Student Counselling Centre (SCC) – some key critical positions within SCC (e.g., intake coordinator and group therapy coordinator) are paid from a Government Mental Health Grant that will expire March 31, 2024. These positions are essential services within the SCC, there needs to be a permanent funding commitment in place.

The Executive Director of the SHCWS will submit a proposal to Provost Budget Committee for support for some key roles (i.e., Intake Coordinator).

- Student Care & Support Office – Currently, the Care Navigator that services UWindsor students is a part-time contract position since 2020. Due to the increased need for student care and support, there needs to be a permanent funding commitment for a full-time position. The acting AVPSE will submit a proposal to Provost Budget Committee for support.
- Central Academic Advising (CAA) – There are two advising positions that are funded through three sources: CAA's operating budget, the Credit Transfer Institutional Grant (CTIG) through the Office of the Registrar, and the OSE carry forward funds. The CTIG grant is funded annually and not permanent funding, this is concerning as CAA is already understaffed for the number of students that seek support.
- Residence Services – Though students started to transition back to campus, residence capacity was still reduced due to the single room requirement from the ministry and university. With an occupancy of 75% this continued to be challenging from a financial perspective. Staff changes through retirement or transfer to another department added to resource challenges. Residence life programming is an area that will need support to create programming that meets the learning outcomes for Residence Services. During 2022-2023, the acting AVPSE will provide support in hiring a part time residence life program coordinator.
- International Student Centre (ISC) – The ISC faced staffing challenges, since the implementation of remote services, many international students that were hired to work the front desk were laid off. This did not meet the significantly increased number of email communications due to the pandemic for ISC staff to respond to. The administration of the Green Shield Health Insurance program relied on one full time staff member and one part-time Office Coordinator to manage. These staffing levels are not sustainable for what is required to effectively manage this program. The acting AVPSE will work with the Director on staff support.
- The Outstanding Scholars program needs review for its payment methods. A rate of pay of \$16.35/hour to \$17.30/hour is narrowly above minimum wage. Consequently, some students are working additional hours, and a few have left the program for higher paying opportunities on and off campus. Compare this rate to teaching assistant rates which are \$20.39 per hour (Years 1 and 2) – and \$21.99 per hour (Years 3 and 4) – \$21.99 per hour.
 - The OS program currently states that there is a coordinator and an advisor in its documents but there is no advisor. The OS program is a large program where there is only one person running the program. Adding an advisor and/or administrative assistant to the program would create many new curricular opportunities for Outstanding Scholars students and other students conducting research on campus.
 - Outstanding Scholars students are eager to attend conferences but the budget for these structured opportunities does not support the scale for the demand.

Programs and Services

- Student Counselling Centre (SCC) – Due to the fluctuation of staff and the high demand for mental health services since the pandemic, there is a gap in the ability to provide timely service to students. Having MySSP, the 24-hour virtual counselling resource, available to students did help mitigate the effects, though only slightly.
- Central Academic Advising (CAA) - Ability to meet student demand for appointments during peak periods throughout the year continues to be a challenge.
- International Student Centre (ISC) - The mental health and wellness of international students studying in Canada was impacted during the pandemic and additional supports and resources from staff was required. Many students felt isolated and lost their jobs. Many reached out to the ISC for financial support when they could no longer afford food or rent. The ISC worked closely with the OSE Care Navigator, OSE Student Emergency Funds, Campus Food Pantry, Student Awards and Financial Aid, as well as the external community to ensure that additional resources and financial support was available to international students. Housing continues to be serious concern.
- International Student Centre (ISC) - Student Exchange Program - Although the numbers of incoming and outgoing students did not return to pre-pandemic levels, we were pleased nonetheless. The Exchange Administrator was in constant contact with partners abroad inquiring about restrictions and sharing the return to campus situation at UWindsor for applying students.
- Writing Support Desk (WSD) – Due to the pandemic, virtual learning, significant learning gaps, and advances in technology, the WSD will need to consider adapting to the current needs of students. This area needs a review

of their services and support functions. There may be a need to expand the services offered (i.e., tutoring model).

- Lancers Recover: Primary challenges for Lancers Recover this year have been access to space and dedicated staffing. Additionally, Lancers Recover has discovered a need for greater resource development at the University of Windsor to support students at all stages of change within a continuum of substance use, including the questioning, and information seeking phase, for which there are currently NO resources to help students understand their drinking patterns/habits and help them determine if they may need assistance with making changes to their use. There is a pressing need for the development and distribution of educational materials.
- Student Care and Support Unit (Care Navigation) - Minimal in-person interactions during the 2021-2022 year with fewer opportunities to educate campus on the existence of the Assessment and Care Team, Care Alert, and Care Navigations.
- Student Accessibility Services (SAS) – Ability to meet student demand as there is an increasing number of students registering with SAS, as well as, increasing number of disabilities (i.e., mental health) being identified by registered students. Please see Table 1.1. This increased complexity of accommodations because of the increasing number of disabilities being identified, has placed an increase strain on the current services offered.

Table 1.1 Total Number of Disabilities Accommodated

Category	2019-20		2020-21		2021-22	
	Number of Cases	Percentage	Number of Cases	Percentage	Number of Cases	Percentage
Acquired Brain Injury	46	4%	40	3.5%	47	4%
Attention Deficit Hyperactivity Disorder	171	17%	222	20%	241	21%
Autism Spectrum Disorder	12	1%	10	1%	10	1%
Chronic Medical / Systemic	79	8%	84	8%	83	8%
Deaf, deaf, Deafened, hard of Hearing	12	1%	15	1%	12	1%
Learning Disability	171	17%	180	16%	171	15%
Low Vision, Blind	15	1%	17	1.5%	13	1%
Mobility, Functional Other	60	6%	43	4%	21	2%
Psychiatric	458	45%	490	45%	444	39%
Total	984	100%	1101	100%	1128	100%

Space

- Several areas across the OSE units do not have enough space for student services and programming. These concerns are not new and have been ongoing:
 - Aboriginal Education Centre – Turtle Island. The current space situation for Turtle Island remains unchanged from 2016 through to 2022. Turtle Island’s most stated concern is lack of space for gathering as well as having appropriate office space for staff to have more privacy when speaking with students. Currently staff are in cubicles in an open space (CAW facing the main atrium), and every conversation that is had is public.
 - The University is actively seeking options for the future home of Turtle Island.

- We have decided to renovate the current space in the Student Centre and have begun the process with facilities. We hope to open the space for Fall 2022.
 - Student Accessibility Services – Limited space available for testing during midterms and final exam periods for students with accommodations. OSE Staff will give up their office space for students to write their tests.
 - Student Health, Counselling and Wellness Services – Lack of sufficient space continues to be a limiting factor in terms of effective service delivery. With additional space, we could add more doctors and more therapists that would allow for increased capacity to service students seeking medical and mental health services. We are working with the VP Finance and Operations and the Provost/VP Academics on options and hope to secure a location by the end of the year.
 - Withing the Dillon Hall office space of the Student Success and Leadership Centre, we have ‘loaned’ out three offices to units that are not student support services within the OSE (Sexual Violence Prevention, Resistance, and Support Office-2 rooms, and the Office of VP EDI-Black Student Support Coordinator-1 room).
 - We currently more than 2 staff members that do not have an office, the Care Navigator (provides care and support to students), and the Transition and Retention assistant. Further, the Student Counselling Centre has a shortage of office space for student support and could use the extra room within Dillon Hall.
 - Student Success and Leadership Centre (SSLC) face challenges with space. Much of our work is programming which means that groups of students are gathering for regular meetings, collaborations, or events.
 - Bounce Back Program – students who seek academic care and support who have taken the step to join the Bounce Back program would benefit greatly from a regular space where they can meet. The more consistency regarding location and time of support, the fewer barriers that are present for skipping a session or increasing anxiety by needing to navigate to a new location every session.
 - The Outstanding Scholars program does not have designated space. Typically, honours programs have a designated house where top academic students interact, provide mentorship opportunities, and regularly scheduled events. With over 340 students in the program, we have an opportunity to raise the profile of the institution by demonstrating that we provide resources to our top academic students.
 - Residence Services - There continues to be a lack of space to provide Residence Life programming for residence students.
- Due to the covid guidelines as set forth by the ministry and university, we faced several challenges within several student services units:
 - Student Accessibility Services - Challenge of accommodating individualized exam settings for students requiring that accommodation.
 - Central Academic Advising - Offices are less than 200sqft in space, this space is not able to accommodate face-to-face advising appointments. We will continue to meet with students virtually.

Communications & Events

- During the Fall & Winter 2022 semester, due to the pandemic and the campus operating mainly virtually, we had to put a pause on many UWin Proud events that would have been traditionally held in person and on campus. We did continue to hold the Windsor Wednesday Show online, with a new host of the show. Attendance and views for the show were very low.
- During the summer of 2022, we hired a part-time Special Projects Coordinator to help plan special projects that surround Return to Campus to revive a sense of belonging and community for students, faculty, and staff.

E. Future Actions/Initiatives

- Return to Campus Fall 2022: Preparations for return to campus. We hired a PT Special Projects Coordinator to create special programming and initiatives for students.
 - Target: Three cohorts of students Years 1, 2, and 3 that will be on campus for the first time.

EContinue to build a sense of belonging and community for students, especially post-pandemic and through collaboration with other units across campus and the community (i.e., ISC, BIDE Institute, Lancers Recover, Lancer Athletics, CMHA, etc).

- Care Navigation, Student Care and Support: Continue to work on educating campus on the existence of the Assessment and Care Team, Care Alert, and Care Navigation.
 - Collaborate with campus partners, as well as off campus partners, on effectively support students through a wholistic and student-centered approach.
 - Review the current ACT terms of reference, including team membership.
- Space:
 - Continue to advocate for a suitable home for Turtle Island.
 - SHCWS space concerns, specifically with Student Counselling Centre.
- Transition for two units (International Student Centre-Director retiring) and the new Centre for Student Learning Excellence (SAS, CAA, and WSD).
- EDI & D: weaving EDI & D within OSE areas, specifically transition programming (Headstart and Welcome Week) and through collaboration with Office of VP EDI and BIDE.
- Focus on international student experience, mental health and wellness.
 - Special events that focus on the experiencing Windsor and Canadian culture.
 - BIDE: creation of an International Student Advisory Council.
 - BIDE: student led events to celebrate culture, and support diversity and inclusivity.
 - Care and support through the OSE Care Navigator.
- Building community within the OSE for staff (i.e., breakfast gatherings, Coffee with Phebe, etc)
- Opportunities for professional development for OSE Staff
 - For example, through funding from the SMHS, Mental Health First Aid certification will be offered to all OSE staff including student staff, approved by the Provost/VP Academics.
- Partnerships with the student unions (UWSA, GSS, OPUS) on initiatives.
 - UWSA: supporting events and working closely with the executives on legacy projects.
 - GSS: legacy projects such as Menstrual Equity (BIDE), and possible beach volleyball in quad in front next to Assumption Parking Lot; mental health and graduate students remain a concern.
- Build student leadership opportunities through mentorship and work-integrated learning experiences.
- Campus Safety:
 - Lancers Recover: Naxolone training and Naxolone kit within Residence Services, SHCWS, Campus Community Police, SMRS, etc.
- Collaborations with campus partners on services, support, and events/initiatives to further dismantle silos and to promote community.
 - Lancer Athletics: sponsorship and collaboration.
 - Faculty partnership and collaboration.

F. **Recommendations for Senate consideration (if any)**

There are no recommendations for Senate consideration.

APPENDICES

Appendix 1 Statistics for Services within the Office of Student Experience

Department	Service	2018/19	2019/20	2020/21	2021/22
Aboriginal Education Centre-Turtle Island	Identified Full Time Indigenous Students	157	162	159	148
	Identified Part Time Indigenous Students	38	24	22	44
International Student Centre	International Student Advising Walk-ins and Appointments	3163	1593	1415 *in person appts	1396 *in person appts
	Uncategorized appointments	4506	4454	45,628 Communications only from general email mailboxes	21,528 Communications from general email mailboxes
	Walk-ins and appointments with Health Administrator	1856	975	141	242
	Appointments with Exchange Administrator	1003	1232	648	634
	Outgoing Exchange Students	82	63	1	23
	Incoming Exchange Students	80	77	7	57
	ISC Orientations				1963
	Immigration Workshops				2225
Outstanding Scholars Program	Outstanding Scholars Total	332	324	332	345
	1st Year Outstanding Scholars Candidates	100	104	103	100
	2nd Year Outstanding Scholars	80	81	81	90
	3rd Year Outstanding Scholars	75	73	78	79
	4th Year Outstanding Scholars	77	66	70	76
Residence Services	Students in Residence	889	830	228	524
	First Year Students in Residence	605	575	146	315
	Upper Year Students in Residence	284	255	82	209

	International Students in Residence (Regardless of first year or upper)	225	178	51	125
Student Counselling Centre	Students Served	1071	1034	869	851
	Appointments	5600	5635	5821	5501
	% International Students	11%	15%	12%	11%
	% Residence Students	9%	11%	11%	2%
	% Part-time Students	7%		6%	11%
Student Health Services	Patient Visits	9641	9591	5182	6705
	New Patients Registered	1695		472	2900
	Mental Health Visits (part of patient visit total)	1367	1815	1524	1708
	Psychiatrist Visits (part of patient visit total) Note: No psychiatrist from June to Aug	303		119	148
Central Academic Advising	Advising Appointments *Total number, not unique	5979	6972	7448	9221 Acad. Advising: 5908 Acad. Concerns: 408 Change of major: 664 Degree planning: 727 General Advising: 1439 Transfer Advising: 75
	% 1st Year Appointments	12%	26%	19%	20%
	% 2nd Year Appointments	29%	27%	26%	23%
	% 3rd Year Appointments	34%	25%	29%	29%
	% 4th Year Appointments	23%	22%	26%	28%
Transition Program: The Community Builder Program	Total participants	N/A	N/A	250	99
	Total Student Leaders	N/A	N/A	40	33

Retention Program: Bounce Back	Applications accepted	218	271	206	210
	Active participants	120	160	144	155
	Graduated BounceBack	86	115	141	89
Student Accessibility Services	Students Registered with SAS	754	854	912	1128
	Disabilities Supported	880	984	1101	Not available at time of report submission
	Exam Accommodations	6260	4949	0	592
Writing Support Desk	Students Served - Fall	2310	5796	4061	Not available at time of report submission
	Students Served - Winter	2211	5817	4002	Not available at time of report submission
	Students Served - Summer	919	2134	3729	Not available at time of report submission
	Workshop Attendees (annual)	4173	8042	6785	Not available at time of report submission

Appendix 2

Detailed Report

2021-Present: New Office of Student Experience Initiatives

1. **The BIDE Institute** (Fardovza Kusow, Hussein Samhat, Dr. Phebe Lam)
2. **Lancers Recover** (Dr. Onawa Labelle, Mack Park)

A. Introduction

The BIDE Institute: The Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute is a student led institution through the Office of Student Experience that serves to provide a platform for underrepresented and marginalized groups on the University of Windsor campus. All programming, initiatives, and events are implemented in alignment with at least one of the core pillars of the Institute. BIDE is supported by Dr. Phebe Lam (OSE) and Dr. Clinton Beckford (OVP EDI).

- **Belonging:** Safer spaces should not be a privilege. The BIDE Institute strives on continuously work towards creating both brave and safer spaces for all students at the University of Windsor. A place where all students feel they belong.
- **Inclusivity:** BIDE aims to represent all groups of students and be inclusive with the approaches we take in enhancing the student experience.
- **Diversity:** The University of Windsor is a diverse campus, meaning that it is filled with diverse experiences; all of which BIDE hopes to provide a platform to share these experiences and allow these voices to be amplified.
- **Equity:** The journey towards equity is on-going. BIDE strives to ensure that equitable opportunities are available to all students.

Lancers Recover is a Student Recovery Program, modeled after Collegiate Recovery Programs in the U.S. The mission of the Lancers Recover Program is to provide support for students in or seeking recovery while they are pursuing their academic, professional, and personal goals by: Connecting students in recovery with shared experience; Normalizing the recovery identity on campus through education and awareness; Providing an intentional, recovery-informed space for students; and facilitating social activities for students without the use of alcohol or other drugs.

B. Goals and Objectives of Reporting Year

6. *Provide an exceptional undergraduate experience:*

BIDE

- Create new opportunities for students to gain leadership experience.
- Create events and programs that focus on the sense of belonging and inclusion for international students such as the celebration of Diwali and Lunar New Year.
- Consulting with the Faculty of Graduate Studies and student representatives from the faculty to review what can be done in creating better supports for students.
- Creating spaces on campus that aim for provide safer space for students (i.e. Wellness Lounge in Dillon Hall, Wellness Space in HK, 2SLGBTQIA+ Peer Drop-in Centre).
- Developing employment opportunities for undergraduate students to work within BIDE.

Lancers Recover endeavors to provide 1-2 substance-free social events on or near campus each month to normalize the ability to have fun and participate in social activities without the use of alcohol or other drugs. For students who are in recovery, Lancers Recover strives to build community and connection between individuals with shared lived experiences, offering a weekly, all-pathways, mutual aid recovery meeting. Students are also able to participate in educational workshops to improve their knowledge of substance use issues, addiction, and recovery.

7. ***Pursue strengths in research and graduate education:***

BIDE:

- Consulting with the Faculty of Graduate Studies and student representatives from the faculty to review what can be done in creating better supports for students.

Lancers Recover: Research opportunities with Lancers Recover have been provided for Outstanding Scholar students and thesis students under Dr. LaBelle's supervision, including several thesis projects, and a longitudinal outcome study currently underway. Notably, Lancers Recover was the first student recovery program to launch in Ontario in 2020 and was the second program to launch in all of Canada. Dozens of students have been reached through direct services, and hundreds have received training and information on campus. In the time that has passed since our launch, 8 additional programs have launched, with several more in the development phase-which occurred in large part due to the efforts of the Lancers Recover Coordinator. Shortly after launching, our coordinator helped organize a nation-wide student recovery collaborative to help universities share resources and support each other through the development process. In 2022, the University of Calgary received a provincial grant to help bring student recovery programs to *every publicly funded university in Alberta*, which demonstrates the quick growth of this important service across the country. However, there is still a dearth of knowledge about the unique aspects and needs of programs in Canada, and an opportunity for additional research to be done.

8. ***Recruit and retain the best faculty and staff:***

BIDE

- Recruiting a balance of upper-year and lower-year students to create a line of succession and staff consistency in BIDE.
- The Institute is student-led, meaning the team is student-led. From Executive Directors to BIDE Student Leaders, all day-to-day operations are handled by the Executive Directors, Pillars are overseen by their respective Student Directors, and tasks are carried out by the BIDE Student Leaders.
- The clear line of succession allows for more leadership opportunities over the course of a student's time with BIDE.
- Direct mentorship and learning experience from University of Windsor senior administrative leaders.
- Networking opportunities with senior administration, community partners, and leaders across Windsor-Essex.

Lancers Recover: Substance use issues do not only affect students but are also experienced in the lives of faculty and staff. One goal of Lancers Recover is to expand to offer services to the entire campus community. The existence of this program may help to recruit and retain high-performing faculty and staff on campus. Currently, the support of students who are in recovery or seeking support from substance use issues can empower the entire campus and create a more inclusive environment for all campus members. Training of faculty and staff in supporting students through referrals, as well as recovery ally training and naloxone training, has been a priority this year.

9. ***Engage and build the Windsor and Essex County community through partnerships:***

BIDE

- Direct line of communication with Windsor-Essex MPs, City Councilors, and leaders in the field of Equity, Diversity, Inclusion, and Decolonization.
- Partnerships with organizations such as the Canadian Mental Health Association, Children's Aid Society, Arts Windsor-Essex, etc.
- Recent release of BIDE's Sponsorship Package, allowing for more community engagement and support.
- BIDE's Annual EDI&D Speaker Series, focusing on EDI&D leaders in the community.

Lancers Recover: Community partnerships between Lancers Recover and organizations within the Windsor-Essex community have enabled increased wrap-around support for students navigating substance use issues and recovery on campus. For example, the University of Windsor's partnership with the Breaking Free mobile app allows for 24/7 access to evidence-based online programming and support at all stages of the recovery journey. Partnership with

the Windsor Essex Community Health Center (weCHC) has allowed for the training and distribution of naloxone kits, as well as direct referral to substance use-specific counselling services. A partnership with the Phoenix allows for programming on- and off-campus supporting the development of sober active communities, inclusive of allies and individuals living a sober lifestyle for personal or religious reasons. Windsor also became one of the first cities in Canada to offer sober living accommodations specific to post-secondary students through New Beginnings Windsor-Essex, with wrap-around supports available, an idea informed in-part by collaboration with Lancers Recover to address this gap in services.

10. **Promote international engagement:**

BIDE

- Working with the Faculty of Graduate Studies to encourage feedback and advisement from international students on the operations of BIDE.
- Planning and implementing Diwali and Lunar New Year Events.
- EDI&D Speaker Series.

Lancers Recover is cognizant of the cultural and social differences around substance use, substance use issues, and pathways of recovery. Maintaining an inclusive meeting format that is supportive of all recovery pathways, students can feel more welcome at the meetings. Lancers Recover is an institutional member with the Association of Recovery in Higher Education (ARHE) which is “the only association exclusively representing collegiate recovery programs (CRPs) and collegiate recovery communities (CRCs), the faculty and staff who support them, and the students who represent them. ARHE provides the education, resources, and community connection needed to help change the trajectory of recovering student’s lives. We are a network of professionals, administrators, faculty, staff, students, parents and policy makers” (ARHE, 2023). ARHE currently represents member institutions across the United States, Canada and the United Kingdom, with increasing recognition in other countries.

C. Successes

BIDE

1. Increased visibility across the student body by nearly 50% in accordance with social media reports, event reports, and a feedback survey from students.
2. Implementation of new events such as Diwali, Lunar New Year, Multicultural Bake Sale, and the BIDE Cocktail Reception.
3. Return of previous events such as Orange Shirt Day, EDI&D Speaker Series, and Student Leader Panel.
4. Launch of the Wellness Lounge and Care Cabinet.
5. Increase in sponsorship supports through university campus partners, as well as, external donors.

Lancers Recover has successfully held weekly recovery meetings, monthly sober social events, biweekly Phoenix fitness classes (held on campus beginning in Winter 2023) and organized several engaging informational booths at events on campus. Lancers Recover has delivered Recovery Ally Training and brought Naloxone Training to campus. Lancers Recover has also developed educational resources, conducted and participated in research initiatives, worked towards policy development, and acquired a variety of revenue streams throughout the year. Lastly, Lancers Recover has developed several strong relationships with community and on-campus partners to facilitate a network of holistic care and referrals for students in recovery.

D. Challenges

BIDE:

- This was our first year of design, planning and implementation of BIDE. There were several challenges with startup, one example is the ability to reach out to community organizations and partners. Our focus quickly

turned to giving more time to developing relationship with the student body, student organizations, and the campus community.

Lancers Recover: Primary challenges for Lancers Recover this year have been access to space and dedicated staffing. Additionally, Lancers Recover has discovered a need for greater resource development at the University of Windsor to support students at all stages of change within a continuum of substance use, including the questioning, and information seeking phase, for which there are currently NO resources to help students understand their drinking patterns/habits and help them determine if they may need assistance with making changes to their use. There is a pressing need for the development and distribution of educational materials, which requires a budget for ongoing printing costs.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

BIDE:

The synergies between the University of Windsor's vision and the goals of the BIDE Institute are that both institutions describe themselves as being student-centered, progressive, and using the challenges faced by their communities to further their goals. When reflecting specifically on the five strategic priorities, the BIDE Institute aligns with them in the following ways:

1. Through the employment opportunities we offer student staff, they are taking the lead on many projects and initiatives they would like to see come to life. This includes the enhancement of current programs, and the introduction and development of new ones. We provide students with an exceptional, almost one-of-a-kind work integrated learning experience, to work alongside campus administration, campus partners, and with one another in ways that provide them access to a platform to make the change they want to see.
2. With research and data being at the core of the foundation of BIDE through the lens of critical race theory and culturally responsive pedagogy, our team has been able build programming through the Menstrual Equity and Care Cabinet initiatives. Research is the foundation of the work we do within BIDE, and students believe in the data that reflects the rationales and the need for the work done.
3. See B.3 under Goals and Objectives.
4. See B.4 under Goals and Objectives.
5. See B.5 under Goals and Objectives.

Lancers Recover

Recovery Meetings:

Lancers Recover offered weekly peer-to-peer mutual aid recovery meetings for students wishing to explore their substance use patterns. These meetings have been held every Friday from 3-4pm. Fall 2022 saw approximately 10-15 students per meeting each week, with numbers dropping to about 5-6 students per week over the Winter semester, largely due to changes in students' schedules. Many students have indicated that if the meetings were offered on alternative days of the week in addition to Friday's meeting, they would attend. Over 55 students have requested to be added to the weekly email list.

Sober Social Events:

Regular social events were held over the 2022-2023 academic year. In October, Lancers Recover held an on-campus Walking Labyrinth Event (in collaboration with Student Counselling and Wellness Services), with approximately 20 students walking the labyrinth throughout the day and over 80 students taking resources. Lancers Recover members had a Halloween party and screening of the Addams Family Film (11 students in attendance), followed by a button making social in November (6 students). In January, Lancers Recover held a wellness-themed music/poetry event (in collaboration with the Peer Support Centre and UWinPride; approximately 50 students). An off-campus board game event was held in February (4 students), followed by a St. Patrick's Day board game night on-campus in March (in collaboration with Residence Services; 32 students). All of these events were intended to create a safe space for students and to help reduce stigma surrounding the

recovery identity. We are making great gains in this area and will continue to do so with the help of the OSE, private donations, and institutional support.

The Phoenix:

Lancers Recover has partnered with The Phoenix to bring functional fitness classes to the Toldo Lancer Centre. The Phoenix is a non-profit organization which aims to build sober active communities. Phoenix classes are free, volunteer run, and require only 48 hours of sobriety. These classes are an opportunity to normalize substance-free spaces and build community without requiring a “recovery identity” to participate, welcoming any student who wishes to engage in a substance-free lifestyle. Seven classes over the Winter 2023 semester were scheduled, with attendance ranging from 6-10 participants per class.

Information Booths:

In the 2022-2023 academic year, Lancers Recover held booths at the GATA Networking Event and Welcome Week Involvement Fair (September), Campus Mental Health Day (October), Lancers Care Week (January), OPUS Winter Social (February) and St. Patrick’s Day (March). Information and resource booths were also set up at each of the social events hosted.

Recovery Ally Training:

Recovery Ally Training was developed by Lancers Recover in 2021 as a key tool in educating about substance use issues and recovery, understand how stigma and bias are perpetuated, and the language and tools of effective allyship to reduce stigma on campus. This training is primarily aimed at people who do not identify as being in recovery, inclusive of the entire campus, and has been adapted for various audiences and departments to meet their unique needs when supporting students. The training was delivered to approximately 160 students and staff at both the University of Windsor and St. Clair College during the first year. In Fall 2022, some related training was provided by Lancers Recover to Residence Assistants. Lancers Recover was asked by Hotel Dieu Grace Hospital to deliver this training as part of their Wellness Through Grace Event, which was recorded and provided to high school classrooms across Windsor-Essex. The Recovery Ally Training was subsequently delivered to the Peer Support Centre in September, during Campus Mental Health Day in October, to faculty and staff as part of the Human Resources professional development calendar in November, and during Lancers Care Week in January to staff and students. A one-hour guest lecture was given in the PSYC 4270 Methods of Behavioural Change and SWRK 3600 Social Work and Substance Misuse courses and brief presentations delivered to the GART 1200 and GART 2200 courses by request. Lancers Recover will be delivering a second Recovery Ally Training session to faculty and staff in April 2023 as a second professional development opportunity.

Naloxone Training:

In partnership with the Office of Student Experience and the Windsor-Essex Community Health Center (weCHC), front-line staff at the University of Windsor have been trained in the purpose and administration of naloxone kits – the life-saving medication administered to individuals experiences the effects of opioid toxicity. Six training sessions have been delivered so far, focusing on the Student Medical Response Service, Campus Police, Residence Services, and Student Health. Personal kits were made available to staff during these trainings, and additional kits were distributed to both staff and students during a naloxone booth located in the CAW in January. Approximately 130 personal kits were distributed on campus. Residence is also now equipped with (4) registered and controlled naloxone kits monitored by Health & Safety, with pending approval to post additional kits at CCP and SMRS.

Resource Development:

Over the summer of 2022, Lancers Recover created a 40-page psychoeducational colouring and activity workbook for students with information covering four broad categories: Examining substance use; Supporting others; Wellness and coping strategies; and Resources. This workbook was printed and disseminated to students throughout the year.

Lancers Recover also designed and printer flyers, brochures, bookmarks (10 unique designs), and recovery-supportive buttons (25 unique designs). Branded pens, stickers and water bottles were also purchased for dissemination.

On social media, the Lancers Recover Instagram account has over 530 followers. Educational posts are continually developed to increase the normalization of substance use and related issues, as well as provide resource information to students.

Research:

An ongoing research project titled “Lancers Recover: Assessing Student Participation and Academic and Recovery Outcomes at UWindsor” was initiated during the 2021 academic year to gather baseline data on participants. This project was started as an Outstanding Scholars project, providing an opportunity for an undergraduate student to engage with research and complete tasks such as perform literature reviews, stay current on new research within the field, undergo survey development, create and submit an REB application, disseminate information to stakeholders, complete APA7 formatting revisions, and disseminate a survey. This year, the project has been continued by another Outstanding Scholar student, who will continue survey dissemination on an on-going basis to monitor progress of recovery outcomes.

The Program Coordinator conducted a qualitative thesis project evaluating participant experiences in student recovery programs in Canada, including experiences of students at the University of Windsor, the University of British Columbia Vancouver, the University of British Columbia Okanagan, and the University of Saskatchewan. This project is currently under review at a high impact journal (the Journal of Substance Use and Addiction Treatment) and will be the first published research in Canada exploring student experiences in these programs. Importantly, notable differences in diversity, equity and inclusion were noted in our Canadian sample compared to the US programs, which is described at length in this publication. This project was presented at an international conference through the Association of Recovery in Higher Education in June, 2022. The Program Coordinator also presented on a panel discussion at this conference titled “From Student to Staff: Navigating the Transition Into the Collegiate Recovery Field.” The coordinator for Lancers Recover was asked to participate in the Higher Education Centre for Alcohol and Other Drugs National Meeting in July 2022 for a keynote panel titled “The Future is Now: Students & Young Professionals Doing the Work.” This work places the University of Windsor at the forefront of research on the student recovery movement not only in Ontario, but in all of Canada. We will continue to pave the way for other institutions throughout the country, provided we have the funding to do so.

Additional research projects are currently underway within Dr. LaBelle’s research lab which will support the development of the Lancers Recover program, and for which participants have been heavily recruited by Lancers Recover participants. These projects include a study on 2SLGBTQ+ Student Experiences with Substances and Peer Recovery Support Services in Canada. Both projects are the first of their kind and will be submitted for publication in high impact journals upon their completion, which is not typical for undergraduate research projects – providing evidence of this important work in the field.

Policy:

Lancers Recover has submitted a policy brief to the federal government through the National Student Paper Competition to recommend the inclusion of student recovery programs in federal health initiatives. Next steps in this avenue of creating change are underway and include submitting a private member’s bill through connections with a local MP who supports the recovery movement. Our aim is to replicate the initiative underway in Alberta and secure provincial support for the development of student recovery programs at every university and college in Ontario.

Funding:

Over the past year, Lancers Recover received funding through Ignite to hire two student employees, as well as Outstanding Scholars for one research assistant. Lancers Recover was also awarded a second grant through the Student Mental Health Strategy Fund totally \$2600 for the 2022-2023 academic year. A community donation was awarded by Manor Realty Ltd. in the amount of \$1500. Private fundraising by Dr. LaBelle and a donation from the program coordinator resulted in an additional \$1200 in support. Funding for the program coordinator’s wages, rental space for the Phoenix program, and an annual ARHE membership were provided through the Office of

Student Experience. Lancers Recover is currently working on a grant application for additional funding for the upcoming year.

Community and On-campus Partnerships:

In addition to established community partnerships (listed above), Lancers Recover participated in several cross-campus initiatives over the academic year to strengthen student support, referrals, and wrap-around care. For example, Lancers Recover participated in campus events coordination meetings, the lancers care week working group, the blue and yellow folder working group, and the *"It Matters That You're Here"* suicide awareness and prevention campaign video. Lancers Recover was also added to several campus resource lists, and was included within the FAHSS syllabus template.

B. Future Actions/Initiatives

The BIDE Institute's strategic goals for the next year include:

1. Continue to increase presence in the Windsor-Essex Community.
2. Increase presence and visibility across areas of main campus such as Human Kinetics and the TLC, as well as Downtown Campuses.
3. Onboarding a new team of BIDE Student Pillar Directors and BIDE Student Leaders.
4. Piloting the UWSA x BIDE Partnership as a student service.
5. Launching two additional Wellness Spaces on campus (FAHSS and HK).
6. Expanding programming through consultation, partnership and collaboration.
7. Collecting feedback from the campus community, specifically the student body.
8. Reviewing options for financial sustainability.

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Recovery Meetings:

Lancers Recover will continue to offer weekly recovery meetings. In addition to the all-recovery format utilizing reflection readings, personal sharing, and peer support, Self-Management and Recovery Training (SMART) recovery meetings plan to be offered in the upcoming year. SMART Recovery utilizes a four-point program: 1) Building and maintaining the motivation to change; 2) Coping with urges to use; 3) Managing thoughts, feelings, and behaviours in an effective way without addictive behaviours; and 4) Living a balanced, positive, and healthy life. Utilizing evidence-based intervention methods, SMART recovery meetings can provide an enriching experience for students on campus.

On-Campus Education and Normalization of the Recovery Identity:

Lancers Recover plans to continue providing Recovery Ally Training offered to both students and staff on campus. Over the next year, continued partnerships with on-campus services can increase the reach of the training delivery.

Additional naloxone training is planned for Counselling and Wellness Services, OSE Directors, and campus staff at the downtown locations. Another naloxone booth offering each semester to distribute personal naloxone kits will help to increase the prevalence of naloxone on campus in case of emergency and accidental drug poisoning. This is important due to the increased prevalence of a toxic drug supply in Windsor-Essex identified by the Windsor Essex Community Opioid & Substance Strategy (WECOSS).

Information booths on campus will continued to be offered at least 3-4 times per semester to provide information and referrals to the campus community.

Lancers Recover is also in the process of actively developing a five-minute informational video about the program which will be used to showcase the services offered and to normalizing recovery and recovery supports on campus. The video will also be used in a grant application for programmatic funding from a community organization.

Sober Social Events:

Lancers Recover will continue to offer at least one sober social event per month. Additionally, the continuation of Phoenix classes will provide free fitness opportunities to build community amongst students and promote physical wellness.

Development of Prevention Initiatives:

Lancers Recover plans to develop a substance use prevention training as an additional psychoeducational offering on-campus. This training will be developed over the upcoming year to increase substance literacy and effective prevention methods.

Community and On-campus Partnerships:

Over the next year, additional community partnerships will be formulated to increase referrals to the Lancers Recover service. This will also improve community-based referral networks for students accessing the service in order to meet unique student needs.

Lancers Recover also intends on broadening its reach on campus by furthering connecting with student-focused groups to better support all students in recovery or struggling with their substance use.

Funding:

Over the next year, Lancers Recover will continue to explore grant funding opportunities and fundraising initiatives with the aim of acquiring sufficient funds to cover the costs of ongoing student-focused events.

Additional future actions and initiatives will be dependent on the expansion of services, as recommended below.

C. Recommendations for Senate consideration (if any)

None