Student Affairs Professional Development Day

“As a department what else could we do to contribute to SEM?”

November 29, 2012
Aboriginal Student Centre

- More education of staff, faculty and students of Native American epistemology and pedagogy on cultural world view history and colonial experience

- Resilience in relationship building with students; never give up on their pride, identity, or education

- Contribute to University of Manitoba mission statement of creating and preserving Indigenous knowledge; respectful inclusion
Academic Learning Centre

- Incorporate more Indigenous programming in our services
- Centralized and expanded content tutoring, 1 to 1 support
- Online resources through our department, we see less than 10% 1 to 1, we know they access resources online
- Writing fellows to work with high intensive writing courses, dealing with D F and W
- Extended support for students on probation
Enrolment Services, Financial Aid and Awards, Student Recruitment

- Matching promises with services provided
- Personalized connections with students and other members of enrollment services
- Create strategies to support change within units
- 10% international student population, where do we go next with this? More resources as far as staff, space and resources
Enrolment 2

• Create a cross-unit forum to discuss transition and retention issues

• Development of instant messaging system students can use to gain faster access to better information

• Comprehensive student package ie. U1 startbook also including information of student affairs and direct entry
Student counseling and career services

- Develop counseling/consulting programs and services for specific groups on campus eg. international students, graduate students, single parents

- Expand and develop skills and experiences of student focusing on employment outcomes (Co-op education, work study domestic and international)

- Understanding and combating social issues on campus through grassroots initiatives in partnership with students ie. Peer counseling program

- Expand career development and employment support for international, Aboriginal, alumni, graduate and prospective students

- Explore additional and complementary service delivery mechanisms

- Enhance and expand career services profile on campus through involvement on committees and being involved in consultation – raise profile with industry and government. In order to do this we need more specialized staff
English Language Centre

• Connect more with faculties, in particular with advisors in each faculty ie. Help students choose faculties with first hand information/recruitment, and then to track students to understand why students are doing poorly in third and fourth year
English Language Centre

• Alumni ie. Mentoring

• Student life; getting involved, making their mark, how students can contribute to the university community, peace garden
International Centre for Students

• We have the ability, willingness and expertise to engage in discussions about the entire international student life cycle

• Collect, analyze and share information and data on international students and student viability and influence strategic discussions

• Enhancing an outstanding student experience by increasing the amount of international/inter cultural experience for all UofM student both locally and internationally
Registrar’s Office

• Improvement of student services ie. New phone system (wait time, call back, chat function), extending hours by using flex time, longer hours, more support during registration process through timetable builders, reducing time from hours to minutes, common set of customer service standards, redesign counter for better accessibility, expand AskUManitoba, one-stop

• Improve information mainly through calendar and websites, building a degree audit system, giving student calendar with better structure, navigation, content

• Classroom space optimization – supporting enrolment increases by scheduling adequate/appropriate space, use data to inform planning process in terms of building better time schedules
Student Accessibility Services

• Opportunities for enhanced academic learning ie. Universal instructional design, opportunities to work with UTS to help provide opportunities for instructors to learn and apply universal design principles in classrooms or online version that supports not just students with disabilities but all students with a range of different learning styles (enhancing our current offerings, coaching, academic attendant, assistive technology)

• Transitions from various aspects- Help students transition from high school to university ie. Summer transition program, work with students and their faculties with transition issues eg. Deaf student in medicine

• Recruitment - Invited by community leaders and high schools to talk about accessibility services
Student Services – PlayCare, Student Advocacy, Services for Students at Bannatyne

- Finding out from students what they want and need (focus groups, surveys, direct conversations) by asking beyond student government executives ie. Use Ryerson's student project in their intro to university course where they ask to name one thing at the university that needs ‘fixing’

- Enhancement of daycare services for students on campus which would include more spaces for childcare and better physical space i.e. Southlands development

- A Student Success Centre which would be welcoming to student and would include advocates, academic/hybrid advisors, academic learning centre staff, academic coaches, an early alert team and career advisors
Student Life Student Affairs Chaplains’ Association

• Improvement of ID card distribution

• Change timing of admission and ensure incoming students accept offers in advance

• Crowd source funding for programs

• Improve data collection re: learned outcomes and impact of program on student success
University 1

• Student focused promotion/collaboration/engagement/recognition: group advising, more outreach to students, reach out to more of the U1 student population not just targeted groups, speak the student's language, offer more programs and connections

• Create closer links with faculties/partnerships – being connected with curriculum: focused on first year instruction – promote contact with faculties, build stronger connections with other departments, work with other units to help with student preparedness

• Transition to incorporation, outreach and preparedness before coming to university, expectation of students coming to university. Know correct policies/procedures, first 6 weeks programming matching expectation with realities, increased contact prior to university starting, quality programming, comfortable safe place to seek help, strengthen connections with recruitment
University Health Services

- Consider opening practice to family members of International and Aboriginal students (with adequate staff)
- Work with health and wellness educator to promote well being for a positive and successful student experience
- Improve collaboration with other S.A. units to best assist students