We are a leading Canadian university for students seeking an interdisciplinary, problem-oriented environmental education, so my responsibility is to maintain areas of quality and to help improve where I can. My vision is that our environmental curriculum reaches every UW student and that our own graduates lead environmental change as a result of their work-integrated, experiential, supportive and quality education.

Here, I report on the areas of activity and priorities highlighted in my previous (2018) report, tracking outcomes where possible. My portfolio is broad (including tasks split among three Associate Dean-Undergrad in the large faculties), so in several areas listed below I rely heavily on regular interactions and excellent work from central services such as Co-operative Education & Career Action (CECA), Marketing and Undergrad Recruitment (MUR), the Registrar’s Office (RO), and the Student Success Office (SSO). I thus emphasize my more ‘personal’ priorities with asterisks, though note that these will be reviewed in the coming months as the next UW and ENV strategic plans roll out.

Importantly, I am here to support the units in reaching their objectives. I would be more than happy to hear your ideas for how we can work together to further the undergraduate agenda in our Faculty.

A. RECRUITMENT
Given demographic trends, we are having to continue to work hard to maintain our domestic enrolment and our overall strategy has been to compensate for dips in some areas by increasing our international student population. I will continue to work with MUR to further analyze challenges/opportunities for our Faculty. Here are my priorities:

1. Broaden sustainability education at UW
   Last year, I prepared a service-teaching strategy to help our Faculty reach more undergraduate students across campus with appealing and influential courses. I also consulted with colleagues across campus to create a Diploma in Sustainability that is intended to be widely accessible to UW students. One of our new faculty-level lecturers, James Nugent, has been working with CEL to develop the online core course for the Diploma, which will be offered for the first time in Spring 2019 with an enrollment over 90 students.

2. Explore new markets
   As with other North American universities, we need to broaden our base beyond China. Canada-sourced visa students are a key group and the easiest to reach, but we are also planting seeds in potential markets in the U.S. and further abroad. To help nurture the growth of our Indian population, I travelled to India twice in 2018 and gave ‘outreach’ presentations to 2,500+ high school students (and Dean Andrey has just returned from our third trip there in April 2019).

3. *Develop high school outreach
   We also need to continue to grow our reputation among high-school students across the province and beyond. There are several ongoing outreach efforts, but the best example is that in May 2018 we hosted the provincial high school Envirothon competition for the first time, which brought 18 winning teams (125 students) from regional competitions across the province to UW. Although we intended to host it again this year (2019), funding cuts to our partner, Forests Ontario, have necessitated that we move online – though our Faculty is still a key, branded partner.

B. CO-OP AND EXPERIENTIAL EDUCATION
Work-integrated and experiential education form a key plank in our educational mandate. These experiences can provide some of the most fulfilling memories in an undergraduate degree. My priorities are as follows:

1. Increase student involvement in work-integrated learning
   Our overall co-op employment rate is very high, though it varies among programs and it is lower for first work terms. As a member of the Co-operative Education Council and the de facto AD-Co-op, I have been involved with consultation and implementation of evolving opportunities for student’s work-integrated learning, though the most exciting projects at present include i) the development of a talent framework that will clarify co-op learning outcomes to prepare our students for the 21st-century and ii) a mapping of how our students’ employment contributes to meeting the UN SDGs. I will continue to represent our students and Faculty in these initiatives.
2. *Improve student reflection*

   The limitations of existing co-op work term reports have been recognized for a long time, and I have been working on initiatives with CTE and CECA to improve them. Two recent developments provide the basis for significant improvement in coming years: i) after a lengthy RFP process, UW has selected an e-portfolio platform, Pebblepad, piloted by Jennifer Lynes, which we will consider adopting for a new approach to work term reflections (as recommended by a committee under Jeff Casello several years ago); and ii) we have successfully piloted the incorporation of work-term reports into PD courses. Stay tuned!

3. Increase field experiences for our students

   About 14% of our courses (37/258 from EDGE compilation) have a field experience. Our students greatly benefit from these experiences, so I continue to work with the Ecology Lab to increase these offerings.

4. Increase internationalization

   In addition to my trip to India, I have been working with Jaime Fohkens (Faculty Exchange Coordinator) and Waterloo International on internationalization, with outcomes that include doubling ENV students’ applications for exchange in 2019-2020 and developing an international exchange strategy.

C. STUDENT EXPERIENCE AND SUCCESS

   We can support our students in many ways, though some of my foci, in cooperation with the SSO and others, include improving transition into university (e.g., coordination of 5-minute metacognitive skills workshops to reach all of our students), awareness/support for mental health, and integration/support for int’l students.

D. OUTSTANDING ACADEMIC PROGRAMMING

   Our faculty are committed to high-quality teaching. Our curricula must be well-designed to ensure solid domain-specific knowledge and core competencies. Among other areas, here are my priorities:

   1. Ensure communication competency being met

      As a member of the Steering Committee, English Language Competency Initiative (SCELCI), I have initiated an external assessment of our Faculty’s communication courses.

   2. *Ensure continuity and complementarity of ENVS courses*

      Jean and I are committed to ensuring that regular faculty/lecturers will teach our key ENVS courses, and the hiring of James and Erin was a huge step forward in this regard. Pending the outcome of our strategic planning process, I will turn to a curricular review to ensure our faculty-level courses are complementary (e.g., ENVS195-200) and form adequate pathways (e.g., ecological science beyond ENVS200).

E. ACADEMIC INTEGRITY AND POLICY

   - The Office of the ADUG regularly deals with issues of academic integrity (as well as all issues related to Policy 33, Policies 70-72), including 140 cases in fiscal 2018-19 (99 in F2018 alone!), another significant increase compared to the previous year. In the interests of prevention, I am working with the SSO to map out where our first-year students learn about plagiarism and other violations of AI, so that we can improve accordingly. I have also led a UW-wide initiative to provide guidelines on collaboration and penalties for “excessive collaboration” that is on deck at SUC.

   - I am involved with diverse efforts to clarify/improve policy related to UG matters, including updates to our calendar through the UGSC and ongoing campus-wide review of UG policies and procedures with the other ADUGs (through the Undergraduate Operations Committee and Senate Undergraduate Council).

F. THE ECOLOGY LAB

   The Ecology Lab team initiates Experiential Learning in applicable courses and works diligently to increase number of offerings each term. Other contributions include hosting various workshops and outreach programs, supporting ENVigorate, hosting regional and provincial Envirotech, maintaining the Faculty’s naturalized gardens, and creating equipment tutorial and safety videos. Anne received a Staff Enhancement Experience Canada Grant, where she networked and learned about EL with colleagues out East.

G. THANK YOU: I am grateful for the assistance and support I’ve received from so many of you over the past year. It has been wonderful to work with such a great team!