APPENDIX B: BACKGROUND INFORMATION FOR STUDENT RECRUITMENT

Figure B.1: Population growth and Enrolment Demand

B.1 Demographics and Post-secondary Participation

Figure B.1, taken from the Association of Universities and Colleges of Canada report “Trends in Higher Education: Enrolment” (AUCC, 2007a) clearly indicates a projected decline in the 16-21 and the 22-24 year-old age groups over the coming years. Population growth will continue to drive enrolment demand over the coming decade, but not in subsequent decades. Nevertheless, these figures are averaged across Canada and therefore do not fully reflect the extent of the change anticipated for British Columbia — and for the Victoria region specifically — where the decline in the 18-21 year-old group is expected to have “strong negative impacts” on university enrolment.

In projecting long-term post-secondary participation, AUCC takes into consideration strong immigration, particularly in Ontario, along with changing attitudes regarding the value of a university education. As AUCC notes, “growth in participation has been a far more important driver of enrolment growth over the last thirty years than increases and decreases in the population of the key age cohorts that typically attend university” (2007, p. 43).

Figure B.2 notes the steady growth in participation rates in post-secondary education over the past decades and while it suggests that growth will continue under optimistic scenarios, both the constant participation rate and the low growth rate level off over the next five years. As the capacity of the post-secondary system in British Columbia has increased over the past few years, corresponding increases in participation seem likely to be absorbed by increased availability of university/college seats.

AUCC (2007) also provides an interesting representation of full time enrolment by discipline, (Figure 1.3), indicating that the majority of undergraduate students across Canada elect to study in the Social Sciences and Law. It is interesting to note that this preference does not carry through to the graduate level.

Figure B.4, from the Canada Millennium Scholarship Foundation, also indicates the degree to which students favour the Social Sciences, but suggests that students from immigrant families (new and first generation Canadians) tend to favour Engineering and Applied Sciences.

B.2 Origins of UVic Students

Data taken from the OIAP report titled “Applicant Behaviour and Admission/Arrival Patterns,” demonstrates that 95% of UVic’s undergraduate students come from British Columbia; most high school direct students from the Victoria area, followed by those from the Lower Mainland (Figure B:4).
B.2.a Camosun Region (Victoria and environs): approximately 13% of UVic’s first year intake in 2006/07 was comprised of high school direct students from the local Camosun Region. Of all the high school direct students moving on to post-secondary education in this region over the past five years, 40% have chosen UVic and 47% have chosen Camosun College.

B.2.b Vancouver Island: approximately 19% of UVic’s first year intake in 2006/07 was high school direct students from Vancouver Island outside of the Camosun Region. Of all the high school direct students moving on to post-secondary education from Vancouver Island over the past five years, 25% chose UVic and 26% chose Malaspina College. With the conversion of Malaspina to Vancouver Island University, it seems reasonable to expect that the proportion of Island students choosing VIU may increase.

B.2.c Lower Mainland: approximately 15% of UVic’s first year intake in 2006/07 was high school direct students from the Lower Mainland. Of all the high school direct students moving on to post-secondary education from the Lower Mainland over the past five years, 3% chose UVic, 21% chose UBC, and 15% opted for SFU or Kwantlen University College.

Values reported in Figure B.5, taken from the “Applicant Behaviour and Admission/Arrival Patterns” report available on the OIAP website, details the headcounts of students in the various years of study along with their institution of origin during the 2006/07 academic year. This figure illustrates the changing proportion of new and transfer students across the years of study and confirms the high proportion of students from British Columbia attending UVic (http://www.inst.uvic.ca/applicant/apps_fall2006.pdf).
**B.3 Transfer Student Dynamics**

Working in collaboration with the BC Council on Admissions Transfers (BCCAT), the Student Transitions Project (STP) (http://www.aved.gov.bc.ca/student_transitions) assembles data regarding student transitions from high school to post-secondary institutions, along with student movement among BC’s post-secondary institutions. Figure B.5 reflects the transfer patterns of students at UVic and its comparator schools in BC over a five year period. Relative to the peak in 2005, UVic’s transfer rate dropped 28% in 2008: the drop across five years is 20%. In addition to noting student transfers to UVic, the STP data also reflect the destination institutions for students who transferred out of UVic. In 2006/07, of 1,190 students who left UVic, 26% (305 students) went to Thompson Rivers University, 24% (280 students) went to Camosun College, and 10% (120 students) went to the University of British Columbia. While some of these students may have made this transition as part of an intentional study plan, departures for either college level study or distance and/or on-campus programs at TRU suggests that many of the students who left UVic may have made the switch in order to find a more congenial academic or social environment.
APPENDIX C: BACKGROUND INFORMATION FOR STUDENT RETENTION

Figure C.1: Student Age Distribution

C.1 Student Characteristics

Figure C.1, based on OIAP data, illustrates the distribution of ages for both undergraduate and graduate students in 2006/07 and clearly shows (not surprisingly) that the majority of UVic’s undergraduate students are in the 19-25 year-old age range.

Figure C.2 highlights the distribution of international students across the Faculties at UVic.

Figure C.2: International Students

C.2 Experiential Learning

As noted in the NSSE benchmark on Enriching Educational Experiences, approximately 8% of Social Sciences undergraduates participated in some form of experiential learning activity in 2008/09. Figure C.3 provides details specific to Social Sciences Undergraduate Co-op at UVic, indicating the year levels at which most experiential learning activities take place. Figure C.4 shows 2007/08 data for both
practica and co-op education experiences across the University and highlights the integration of such experiences in professional programs.

**Figure C.4: Coop, Practica and Internships**

C.3 Class size

One of the biggest challenges in student retention is creating personal connections between undergraduates and teaching faculty, particularly in first year. Large class sizes present particularly challenging situations for making these important connections, although the presence of teaching assistants and laboratory instructors may help to mitigate high student to teacher ratios. Figure C.5 provides a synopsis of average class size in the academic units that make up Social Sciences.

**Figure C.5: Social Sciences Section Sizes**

C.4 Student Attrition

UVic loses approximately 20% of its first year entry cohort annually, and another 30% of that cohort does not persist through to graduation. Student flow data, tracked by OIAP (Figure C.6), details attrition rates for the University generally and for the individual Faculties during 2006/07. The student attrition rate for Social Sciences is consistent with UVic rates. Conversely, Figure C.7 details the retention rates for Social Sciences students based on year of admission.

**Figure C.6: Attrition Rates in 1st and 2nd Year, 2006-07**
C.5 Student Satisfaction

Office of Institutional Analysis and Planning conducts surveys of student engagement and satisfaction which reflect the perspectives of UVic graduates on their experiences while attending the university. Figure C.8 summarizes some of the responses from UVic graduates to surveys conducted in 2002 and again in 2005. Of note are the small increases in levels of satisfaction, application of skills, and professional engagement in 2005, compared to 2002. Detailed outcomes by academic unit are available on the OIPA website at http://www.inst.uvic.ca/surveys.html.
APPENDIX D: COMPARATOR ANALYSIS

A review of comparator universities across Canada provides an informative synopsis of innovative practices that are being used to recruit and retain undergraduate students. A detailed database of recruitment and retention information presented on comparator schools’ websites was compiled over the summer and fall of 2008. It is organized in the following topics:

General Information

- Number of undergraduates in Humanities, Social Science, and Science
- Number of graduate students in Humanities, Social Science, and Science
- Origin of students

Recruitment

- Approaches to university branding
- Key messaging relating to the undergraduate experience
- Level of detail on disciplinary studies at top level: Social Sciences, Humanities and Science
- Financial Assistance
- Special Access Categories
- High School and IB Programs
- Key learning outcomes of undergraduate experience
- Interactive/engaging promotional media on the website

Persistence - First Year Experience

- What one learns in first year: skills, knowledge, abilities
- How one learns: class size, learning communities
- With Whom: Access to faculty; Community engagement/service learning
- Orientation and Study skills
- Relevance: to Career; to Society
- Curriculum themes: Civic Society; Sustainability; Social Justice; Service Learning; Research
- Community - Campus Life
- Housing/childcare
- Innovative Programming
- Innovative Delivery and Partnership

Retention - Second & Third Years

- Co-op learning
- Service learning
- Travel study/exchange
- Declaration of degree
Capstone - Fourth Year

- Relationship of learning to society and/or career
- Culminating events
- Transition to or Integration of graduate studies

The database includes core information for each university, along with text and URLs for programs or initiatives that were considered to be innovative. An Excel worksheet has been prepared for each university in the study, and key data is gathered on a summary sheet. A second database that focuses specifically on 1st year experience initiatives using a similar format has also been prepared. Both these databases reside in the Office of the Associate Dean of Social Sciences and can provide information to inform detailed planning of student enrolment initiatives. The universities that were identified as comparators include:

British Columbia

- University of Victoria
- University of British Columbia
- University of British Columbia-Okanagan
- Simon Fraser University
- University of Northern British Columbia
- Thompson Rivers University
- University of Vancouver Island

Other Canadian Universities

- University of Calgary
- University of Alberta
- Queens University
- University of Western Ontario
- McMaster University
- Guelph University
- University of Waterloo
- York University
- University of Toronto
- McGill University
- Dalhousie University

As these databases contain a vast amount of information, the notes from “The Competitive Landscape” Powerpoint Presentation (December 2008) highlight UVic’s key messaging along with the range of innovative recruitment and retention strategies that are being utilized elsewhere (ppt presentation available from the Associate Dean):

The Competitive Landscape: Notes from Powerpoint Presentation
Faculty of Social Sciences, University of Victoria, December 2008
Maclean’s perspective...

“The tectonic plates of Canadian higher education do not shift quickly or often, but when they move, they remake the geography. Such a deep shift is underway ... Universities are increasingly focusing their not inconsiderable genius and resources on improving undergrad education.”

(MacLean’s University Rankings ’08, November 24, 2008)

Comparator Schools

Primary Comparators

► Alberta
► British Columbia
► Calgary
► Dalhousie
► Guelph
► McGill
► McMaster
► Northern British Columbia
► Queens
► Simon Fraser
► Waterloo
► Western Ontario
► York University

Recruitment: New BC Universities

“Your B.C. Government has established seven new universities since 2001 and expanded university and college campuses across the province to give thousands of students the option to get a university or college education closer to home...”

(Your BC Government website)

► Capilano University
► Emily Carr University of Art and Design
► Kwantlen Polytechnic University
► Thompson Rivers
UBC – Okanagan
University of the Fraser Valley
Vancouver Island

Recruitment:  Branding

► Guelph: Changing Lives, Improving Life
► McMaster: Inspiring Innovation and Discovery
► York: Redefine the possible
► McGill: An international university with the brightest students in the world
► Queens: Engaging the World
► Simon Fraser: Thinking of the world
► Northern British Columbia: Canada’s Green University
► Waterloo: Canada’s most innovative university
► Calgary: This is now

Recruitment:  Messaging

► Alberta: “You’re what it’s all about”
► British Columbia: “Whoever you are, whatever your interests, and wherever you are from, you can connect with excellence and opportunity at UBC”
► Memorial: “Your place to become”
► UBC-Okanagan: “An intimate learning community”

Recruitment:  The Promise

► Guelph: “your education is more than just classroom learning - we will prepare you to be a successful citizen in our world. Beginning in your first year, you will be at the heart of our learner-centred, collaborative approach to learning in a challenging and dynamic university environment.”
► Queen’s: “you...discover who you really are, both in the classroom and beyond, in the four years you will spend here. Queen’s will test you, in all the ways you’d expect a world-leading university to do, but in others that might surprise you.

Recruitment:  UVic Branding

“We are the university of choice for outstanding students, faculty and staff who aspire to improve their world through exceptional learning and teaching, innovative research and real-life engagement within a welcoming and spectacular west coast environment.”
UVic’s Five Differential Advantages

► Innovative Research

We are a leading research university, advancing and applying knowledge for the benefit of society. Our...strengths...include global change and sustainability, society and health, oceans and climate, and indigenous and cultural studies.

► Inspired teaching

We are set apart by the quality of our teaching...our faculty bring their innovative research into an engaging classroom setting.

► Real-life learning

We offer dynamic learning opportunities that help students apply what they learn in the classroom to the outside world.

► Shaped by our spectacular west coast environment

We are located in a city rated as one of the most livable in the world and set in a spectacular natural environment.

► A welcoming and diverse community

We seek to attract students... from all backgrounds and stages of life.

Recruitment: Online Information

Podcasts and streaming video provide prospective students with virtual tours and presentations:

- **UBC-O**: UBCO.TV, an online TV station that features UBC-O’s programs, people and achievements [http://web.ubc.ca/okanagan/welcome.html](http://web.ubc.ca/okanagan/welcome.html).

- **Memorial**: Thinking of becoming a student? Our five ambassadors will tell you all you want to know [www.mun.ca/](http://www.mun.ca/).

- **Simon Fraser**: “Movie available online or via ipod/iphone for prospective students” [http://www.sfu.ca/prospectiveundergrads](http://www.sfu.ca/prospectiveundergrads).

Recruitment: Networking

Social networking provides links to other students:

- **Alberta**: Bears’ Den Online Community & Student Blogs – “your opportunity to connect with the UofA community even before you arrive on campus...explore, expand, get yourself in the picture.” [http://www.registrar.ualberta.ca/ro.cfm?id=270](http://www.registrar.ualberta.ca/ro.cfm?id=270).

- **Calgary**: You Tube Video Contest: “We asked students to show us their wow, and tell us what they loved about the U of C.”
Recruitment: Marketing Humanities

► Western Ontario: “Studying the Arts and Humanities offers you an intellectually, culturally and personally enriching education that will also prepare you for a rewarding career.”

► Calgary: “The humanities are a cornerstone of higher education...you will learn to read, think and write clearly and critically, developing an understanding of our intellectual traditions and their relevance to today's issues.”

► University of Waterloo: “Experience the Waterloo difference. Developing your desire to learn, inquire and reason – that’s what a liberal arts education is all about. Investigate questions that have engaged society for centuries. Create new ideas that will change the world. Build your skills and shape your future.”

Recruitment: Marketing Science

► McGill: “Education in Science at McGill gives you the tools to understand the world, and indeed to change the world in the most fundamental sense...students not only create their own future, they create the world's future.”

► Western Ontario: “Creativity is the essence of Science at Western. Engage your intellectual curiosity to recognize the deeper patterns formed from observations, experimentation, facts and probabilities.”

► Simon Fraser: “We pursue science from all perspectives - not bound by the rigid framework of a traditional school, we offer a firm foundation in science while encouraging students to harness our world-class resources to take the direction of their interests.”

Recruitment: Marketing Social Sciences

► Calgary: “You will learn to think critically, analyze problems, communicate effectively, gather and organize information, and interpret and assess situations. In a world where people typically have several careers during their lives, this type of education is invaluable preparation for success.”

► McMaster University: “Common across all of our programs...is a commitment to student-centered learning, links between teaching and research, an inter-disciplinary focus, and experiential education.”

► Western Ontario: “The Faculty is widely recognized for its excellence and innovation in undergraduate teaching and the quality of its research programs.”

Recruitment: Learning Outcomes

► Life and learning skills
► Lifelong ability/desire to learn
► Intellectual curiosity
► Breadth/depth of knowledge
► Interdisciplinary perspectives applied to real-world issues
► Practical experience
► Career preparedness
► Personal, social, community and professional leadership skills
► Analytical, problem solving and critical thinking skills
► Research, writing and communications skills
► Quantitative reasoning skills
► Flexibility/capacity for innovation
► Capacity to value diversity
► Ability to act as agents of positive change and to embrace challenge
► Awareness of obligations as global citizens
► Capacity to move on to graduate studies

Recruitment: Financial Incentives

► Western Ontario: Western guarantees that no qualified student will be unable to attend or be required to withdraw from an academic program for lack of access to adequate financial resources.

► Calgary: “If you are a first year student studying in the faculty of Communication and Culture, Humanities, Science or Social Sciences you can choose to enter into an agreement wherein we will guarantee you are able to graduate within four years of starting your program.”

Recruitment: Innovative Programs

► UBC-O: Health and Sustainability concentration; Cognitive Science, linking philosophy, psychology, linguistics and computer science in the study of intelligence
► Queens: Global Development Studies; Certificate in Lesbian, Gay and Transgender Studies
► Waterloo: Bachelor of Knowledge Integration
► Guelph: Environmental governance
► McGill: Middle East Program in Civil Society & Peace Building
► Western Ontario: Scholar’s Elective Program
York: Children’s Studies

UBC: Coordinated interdisciplinary Arts or Science programs

First Year: Orientation

Alberta: ‘T2U’ program is an online workshop for high school students to familiarize them with university life; Mentoring Aboriginal Peers (MAP) links 1st year students w/senior Aboriginal students (http://www.uofaweb.ualberta.ca/aboriginalservices/MAP.cfm http://www.uofaweb.ualberta.ca/academicsupport/whatist2u.cfm).

Western Ontario: through the Leadership and Mentorship Program, first year students are paired with upper-year students and faculty who can assist them as they adapt to university life.

Calgary: Degree Navigator helps to plan programs and access advising support (http://www.ucalgary.ca/gradguarantee).

York: the Redzone is a comprehensive webpage and video that walks new students through aspects of campus life (http://www.yorku.ca/web/futurestudents/firstyear/redzone.html).

First Year: Academic and Social Engagement

Western & Guelph: each have ‘academic’ clusters in residence

McMaster: The week-long Easy Summer Orientation gives 2000 1st year students the opportunity to meet peers from their own faculty as well as students from other faculties (http://dailynews.mcmaster.ca/story.cfm?id=5514).

Trent: upon acceptance, all 1st year students are assigned a novel to read over the summer. This serves as the basis for formal and informal discussion among students and faculty in the first term.

UBC: Coordinated Arts Program provides themed discussion groups linked to 1st year courses, including: global citizens; individuals in society; ecology and sustainability; and political science, philosophy and economics (http://www.arts.ubc.ca/arts-students/single-page-news/browse/5/article/365/new-cap-program-creates-small-learning-communities.html).

First Year: Program Options

McMaster: offers discipline-specific Inquiry courses to all first year students, focusing on the skills required to perform effectively at university and well beyond university (http://www.mcmaster.ca/cll/inquiry/index.htm).

Simon Fraser: All students must complete courses designated as Writing, Quantitative or Breadth as a foundation for educational excellence and career entry; the Surrey campus provides a one-year Arts & Social Sciences Foundation program (http://www.sfu.ca/ugcr/For_Students/WQB_Requirements/, http://students.surrey.sfu.ca/arts/expl).
UBC: Foundations is a full year program designed to provide “a comprehensive, integrated, cross-disciplinary introduction to the themes of the Faculty of Arts, including the Humanities, the Social Sciences, and the Fine Arts.” It brings new students and selected UBC Faculty together to explore knowledge in small groups (http://foundations.arts.ubc.ca/students/prospective/overview.htm).

First Year: Supports to Ensure Success

- McGill: Academic Expectations Day provides workshops dedicated to the academic preparedness of 1st year students (http://www.mcgill.ca/firstyear/academic/).

- Western Ontario: Three-day summer writing clinics build 1st year students’ capacity to write at the university level (http://www.sdc.uwo.ca/writing).

- McMaster: Academic Skills Online courses (http://csd.mcmaster.ca/academic/?CFID=272773&CFTOKEN=10848885).

- Guelph: Supported Learning Group Program – student led workshops on how to be successful in coursework (http://www.startonline.ca/journey/index.cfm/2008/7/2/Supported-Learning-Groups).

- Guelph: Bounce-back Program for students who earn less than 60% in 1st year courses – with a $1000 award for improvement (http://www.studentlife.uoguelph.ca/cns/BounceBack.html).

Undergrad Experience: Faculty Interactions

- Calgary: A Teaching and Learning Fund supports learning projects that “increase and improve one-on-one interaction with professors for first-year students” (https://www.ucalgary.ca/news/uofcpublications/change/changeishere).

- Guelph, Waterloo, Simon Fraser, McGill, UofA: Offer small (+/- 20 students) 1st year seminars taught by senior faculty (http://www.vpacademic.uoguelph.ca/avpa/fys/background), (http://www.adm.uwaterloo.ca/infosec/sixth_decade/theplan.html), (http://students.surrey.sfu.ca/arts/expl).

- McGill: Freshmen Interest Groups (FIGs) connect students and faculty in discussion groups. The Soup and Science program connects students with “the coolest professors” who talk about their research (www.mcgill.ca).

Undergrad Experience: Service Learning

- UBC: The Learning Exchange places students in service roles in Vancouver’s Downtown East side to support inner-city schools and non-profit organizations (http://www.learningexchange.ubc.ca/community_learn.html).

- Queen’s: The Community Outreach Centre assists students who reside off-campus to connect among themselves and with communities (http://www.queensu.ca/communityoutreachcentre/Welcome.html).
UBC, McMaster & Memorial: Tri-mentoring Program links 3rd and 4th year students with community/business mentors; these students in turn mentor 1st year students (http://www.students.ubc.ca/careers/mentoring.cfm?page=what).

Undergrad Experience: Undergraduate Research

- Calgary: Undergraduates get involved in research projects coordinated through the VP Research Office (http://www.ucalgary.ca/vpr/research/undergradresearch).
- Western Ontario: Scholar’s Elective courses connect 1st year and other students with faculty mentors in research projects (http://scholarselectives.uwo.ca/options.html).
- Waterloo: “all undergraduate students will participate in a ‘research’ or equivalent ‘inquiry based’ learning project” (http://www.adm.uwaterloo.ca/infosec/sixth_decade/theplan.html).

Undergrad Experience: Experiential Learning

- Waterloo: offers the world’s largest co-op program with 99% placement rate (http://findoutmore.uwaterloo.ca/coop/about.php).
- Queen’s: offers 12 to 16 month paid internship programs (http://careers.queensu.ca/students/quip.asp).

Undergrad Experience: Capstone Experiences

- Queen’s, McMaster, Calgary, Waterloo, SFU, Alberta: All describe final projects and required “capstone” courses that integrate themes covered in the curriculum
- Guelph: offers a Leadership Capstone course that takes place in workplace settings to explore the transition from student to employee or entrepreneur (http://www.startonline.ca/journey/index.cfm/2008/7/2/Supported-Learning-Groups).

Innovative Program Delivery

- UNBC: Cariboo Chilcotin Weekend University for First Nation learners (http://www.unbc.ca/regops/sc/weekend_u.html).
- SFU, Waterloo, Guelph, York: offer dual degrees with other institutions, covering interdisciplinary content
► **Queen’s:** offers first year program in Hestmonceus Castle in East Sussex (http://www.queensu.ca/isc/index.php?option=com_content&task=category&sectionid=5&id=15&Itemid=64).

**Distance Education**

► **Western Ontario:** Undergraduate degrees in Anthropology, Political Science, Psychology, and Sociology (http://www.registrar.uwo.ca/InfoServices/DegreesforPTstudents.pdf).

► **Memorial:** Expanding its off-campus programs to offer 72 new undergraduate and graduate courses in three years, including human kinetics, English, police studies (BA) (http://www.themuse.ca/view.php?aid=41271).

► **Simon Fraser:** numerous courses for on-campus degrees, certificates and diplomas in a range of disciplines are offered in distance formats (http://www.sfu.ca/cde).

► **Waterloo:** BA’s available entirely by distance education in Liberal Studies, English, Philosophy and Social Development Studies (http://de.uwaterloo.ca/undergraduate.html).

**Transition to Graduate Studies**

► **An American university (not known):** is reported to offer all high achieving undergraduates entry to grad school upon degree completion

► **McMaster:** Upon completion of 4 years, students may choose to complete a 5th year to earn both a BSc and an MSc (http://www.science.mcmaster.ca/~isci/AboutiSci.htm).

► **Calgary:** provides an ‘integrated’ BSc and MSc in Kinesiology for high achieving students (http://wcm2.ucalgary.ca/knes/undergrads/fourplusone).

**Lifelong Learning**

► **SFU, Calgary, Alberta, York, McGill, McMaster:** Graduate Certificates and Diplomas, both on-campus and at a distance, for professionals and for specialized disciplinary studies.

► **SFU:** The SFU Seniors Program provides access to credit studies as well as special lectures and workshops – tuition free (http://www.sfu.ca/seniors/welcome.htm?gclid=CIX8PvJo5cCFRIRagodpD9H-A).

► **UBC Access Studies:** straightforward access to take single courses in both undergraduate and graduate programs (http://www.students.ubc.ca/accessstudies).

► **Western Ontario:** Evening degree programs in Economics, Geography, Psychology, Sociology, Economics (http://www.registrar.uwo.ca/InfoServices/DegreesforPTstudents.pdf).
APPENDIX E: ENVIRONMENTAL SCAN SYNOPSIS

As a starting point for enrolment planning, the academic units within Social Sciences reflected on the ways in which they are responding to demographic, social, economic and policy trends that are shaping the university environment. This synopsis highlights the key observations and plans that this process revealed:

E.1 TRENDS IN UNIVERSITY PARTICIPATION

ANTHROPOLOGY
- One of our major challenges is that our students cannot move from an Anthropology undergraduate degree into an Education certificate—due to historic (anti-evolution) reasons Anthropology is not recognized as an acceptable undergraduate degree for Education students. There are two important ramifications. First, this means that undergraduate students wishing to become teachers will choose another department for their UG degree. Second, while high school teachers can choose to teach a course or two in Anthropology few have the knowledge and experience to do so. This means that their students leave high school with little or no exposure to our discipline so it does not occur to them to apply to Anthropology at the UG level.
- In order to address this challenge, we want to (1) augment the outreach programs (Lets’ Talk Anthropology; participation in UVic’s Speakers Bureau) we already have in place; (2) reach high schools (both local and outside the CRD) through the creation of a highly active, informative and visually interesting DVD that could also be streamed from our website or made available on YouTube; (3) participate to a greater degree in on-campus events such as the Challenge conference and SummerU (perhaps even sponsoring part of the event); (4) offer summer session courses for high school teachers (perhaps cross-listed with Education) and one day workshops on their professional development days; (5) work with UVic’s recruitment staff to enhance Anthropology’s profile especially among high school guidance counselors.
- A second issue that is of major concern to the Department of Anthropology is our website. It is well known that students today are highly computer literate/dependent. One of the primary tools for choosing schools both at the undergraduate and graduate level is an on-line search. There is an obvious visual component to the work that we do and we have been ready to completely revamp our website for months now but there are so many obstacles that have been put in place by the web developers at UVic that we cannot move forward. Financial and technical support for web development at the Department level should be a priority for the University. It has the potential to be one of our strongest recruitment tools.
- Finally, we need to clearly articulate the career benefits of an Anthropology degree. Anthropologists work not only in “traditional” academic settings but in government, business, law, mediation, medicine, NGO’s etc. Our response to this challenge includes hosting information sessions (our own career forums and panels), meeting with different kinds of employers to see what skills they are looking for specifically, and tracking our alumni more carefully and asking them to speak to potential students.

ECONOMICS
- No response

ENVIRONMENTAL STUDIES

GEOGRAPHY
First year experience
- In light of lowering GPAs, concerns were expressed about capacity of students to be successful, particularly around their writing skills.
- How do we get students to feel that their home is in Geography: strengthen first year courses and provide a more integrative social environment for 1st year students. Suggest an orientation activity using geo-caching, involve faculty and have students organize the event
- Engage with students before they get on campus; provide high school students with opportunities to interact on campus

Student Recruitment
- Consider a SummerU course with a focus on geo-caching and GIS
• Invite high school students to the Spatial Salon
• Use Geography conference to connect with community more effectively, along with the Geography awareness week in November and make use of existing promotional materials
• Generate additional promotional materials for display in office and hallway areas to build awareness of the discipline, program opportunities and faculty interests; also use a digital photo display screen
• New course to teach Geography students about public education in this area

Promotions
• Recognize a need to brand the Department in order to build awareness
• Make better use of student flow data for Departmental planning purposes – allow the Dept to make more strategic choices.
• Shorten the student program declaration period in order to help identify and support Geography majors and the advising process – builds sense of affiliation with Department

POLITICAL SCIENCE
• Development of new introductory course (The World of Politics) designed to attract new students with motivations to learn about international relations and the politics of other countries. Delivered for the first time in 09/10
• Increased participation in Social Sciences Coop from political science students. More could be done to promote the COOP program to students in the first year.
• Unclear about effect of current recession. Historically there may be an inverse relation between economic downturns and registrations? No jobs therefore might as well continue in school?

PSYCHOLOGY
We acknowledge that the ideas herein are derived from reflections on our existing curriculum, educational context, and some plans that have been discussed for growth and change within the department as well as our intuitive speculations about adapting and growing in positive ways. We see potential benefit to considering current science on predictors of and interventions for academic success and retention as helpful in evaluating and growing our ideas. For example, a recent article in Perspectives on Psychological Science reports a meta-analysis (N = 72,431 students) indicating that study habits, study skills, and attitudes toward studying are powerful predictors of undergraduate success.

For Psychology to be more strategic in its approach to student recruitment and retention in light of changing student demographics, characteristics, and motivations, we want to:

Revamp our website
• Students use the web to gather information about schools and programs
• Our web presence is apt to play a key role in shaping prospective students’ first impressions of what we offer and either entice them to apply or get frustrated in finding no useful information and so move on to other universities with a better web presence
• We will strive to create a web presence that is easy to navigate and clearly illuminates the great things about our programs and people (this will require more than a small tweak to our existing website and will be informed by study of our current site to determine what parts are most often accessed and what content is perceived as useful and needed)
• The improved site will not only be a recruitment tool, but will also make it easier for students who come to UVic to succeed by making it easy to access a wide range of relevant information and resources

Create web-based learning opportunities for students
• Department currently offers little in the way of web-based learning options. We recognize that some of our students, seeking flexibility in their schedules, look to other institutions (e.g., Athabasca and TRU) for some of the courses required in their UVic Psychology Major program
• Our vision for the future sees us adding web-based education to our curriculum to give students flexibility in scheduling their time (juggle work/family commitments and university classes)
• We currently have a search underway to hire a senior instructor. Consistent with our interest in expanding our classroom boundaries, a key criterion we seek in this hire is expertise and enthusiasm for supporting the development and delivery of web-based education
Provide input to recruitment officers & participants in events such as Experience UVic for prospective students to ensure that students recognize job/career avenues that are paved by a psychology degree

- Addresses survey finding that “UG students indicate that a primary motivation for university participation is to find a job or prepare for a career”
- Help prospective students see that an undergraduate degree is essential to labour market participation

Enhance support for undergraduate social-support groups (i.e., the student course union, PsychOS, the Psi Chi Chapter)

- Furnish, decorate, and equip a meeting/hang-out/working space in Cornett for the students
- Redefine the roles of Undergraduate Advisor and Honours Advisor to include regular active outreach and support for our student community
- Visit PSYC 100A and PSYC 201 each semester

Harness the power of our alumni

- Provide prospective students with awareness of alumni career paths – brainstorm creative ways to weave alumni into a successful recruitment network
- Working in concert with the alumni office, we can help students develop a sense of identity where their affiliation with UVic is a dominant aspect of how they self-define, where they derive a sense of esteem
- Our graduates should be ambassadors for our institution and programs, recommending UVic to colleagues, family members, and friends

Work together with the broad university community to create a university environment that effectively functions as the students’ ‘neighbourhood’

- If students are indeed coming from further afield, they may be looking to their university community in the evenings and weekends to meet their intellectual and social needs – food for thought as to what we can do to offer intellectual and social support to students outside of classroom time?
- Peer support may be very important for students who have uprooted from other destinations – Psychology’s student groups (undergrad course union and honours society) could provide assistance and mentoring

**SOCIOLGY**

- With respect to strategic planning for increasing enrolments we believe a multi-pronged approach is needed. The first strategy would target potential and existing students by creating Sociology courses that address the general interests and issues of the “Echo” generation, thereby creating an opportunity for the general student population to try out the “sociological imagination”. Courses that deal with this specific generation’s concerns and interests would be our focus. Most students do not decide to pursue a degree in Sociology before entering university but make that choice after their first or second year. By having engaging, practical and relevant first year courses this could encourage more students to declare a Sociology major earlier.

- At this time, high schools do not offer a Sociology course. If possible, having a course option at this level would allow for greater exposure and interest earlier. The Department of Sociology is ready to work with the Dean’s office to promote inclusion of Sociology in the high school curriculum within the region. This, however, maybe a long-range goal. In the meanwhile, we can be actively recruiting in local high schools. We could employ the youthful and enthusiastic resources of our Sociology Undergraduate Course Union to promote the program and inform students about what Sociology is and the various employment options available after graduation. A more aggressive advertisement strategy both inside UVic and outside in the community, domestically and internationally is needed. UVic’s natural appeal of being located in an exceptionally mild and agreeable environment where students can enjoy a variety of sports activities, as well as opportunities for employment outside the university (thanks to tourism and the provincial government) should be more strongly promoted when recruiting across the country and beyond.

- Our department has a very active co-op program that allows students the opportunity to gain work experience in various fields. As in other social sciences departments, we attract more female than male students. We want to continue this trend but at the same time attract more male students. There is also considerable age diversity within our student body, with mature students coming back to upgrade and/or take courses out of personal interest.

Mature students bring experience and a unique perspective to the classroom, something we want to encourage. The economic downtown will likely benefit enrolment as more people may feel that if the job market is unstable, that being a student may be more advantageous, and that obtaining a degree would further career opportunities.
### E.2 POPULATION TRENDS

**ANTHROPOLOGY**
- We have noticed an increase in mature students in our classes—either retired “life-long learners” or individuals who are in career transition. These students bring a wealth of knowledge and diversity of experience and perspective to our classes. Many mature students, however, do not feel supported by the University and may even experience “ageism” in the classroom. While some of this must be addressed at the University level, we can respond to this challenge in a number of ways including working with the Center on Aging to develop a strategy for engaging and attracting senior students; hosting a coffee session in the department so students can meet each other and faculty (to nurture a sense of belonging); developing a series of lectures or programs that could fill the void left by the closure of Dunsmuir Lodge—this could take the form of lunch at the University Club followed by lectures by members of our faculty; making the most of admissions policies that make it easy for students to register for just one class; offering graduate certificates and diplomas.

**ECONOMICS**
- The department has currently very few mature students.

**ENVIRONMENTAL STUDIES**

**GEOGRAPHY**
- Observes a growing number of adult learners in classes
- Senior cohort should be considered as a potential market

**POLITICAL SCIENCE**
- Perhaps more courses designed in collaboration with Continuing Studies aimed at joint participation between students and older participants – along the lines of “Obama-McCain.” There are discussions between Political Science, Public Administration and the Center for Global Studies for a similar course (perhaps at the advanced undergraduate/graduate level) on “Global Political Issues.”

**PSYCHOLOGY**
- Question is under consideration

**SOCIOLGY**
- As sociologists we recognize the significance of aging and growing population trends and actively engage in research and teaching in these areas. The focus and content of our courses is very amenable to issues of aging, health, ethnicity and demographic and social change. We have recently restructured our program to make two concentrations available for Sociology majors: (1) Health and Aging and (2) Social Justice and Social Change. The health and aging concentration provides cutting-edge, practical and applicable knowledge that prepares students well for a variety of careers in the public and private sectors. The Social Justice and Social Change concentration provides students with a family of approaches to engage with the issues, problems and struggles of our time. Students with a passion for social justice, can also major in Sociology with a concentration in this program while pursuing a Minor in the Social Justice Studies program [http://web.uvic.ca/socialjustice/](http://web.uvic.ca/socialjustice/), with which the Sociology department is affiliated. We believe these two concentrations would be of interest and relevance to a wide variety of students, including Aboriginal, immigrant and mature students. We are preparing current and future students to respond to the changing demographic trends whether they seek employment as research policy analysts, community service workers, health care analysts, demographers, pollsters or work within non-government organizations.
- To make our courses more accessible we are looking into the possibility of developing online courses for distance education. We may also be able to benefit from marketing Sociology to senior citizens who have an interest in taking University-level courses. By establishing ties with Adult (Continuing) Education our courses could be offered to non-credit students of UVic.
### E.3 SOCIAL AND STUDENT DIVERSITY TRENDS

#### ANTHROPOLOGY
- **International Students:** We would like to increase the number of international students by working with Admissions to resolve issues of how GPAs are interpreted (and thus funding is awarded), encouraging UVic to make more money available to these students, encouraging UVic to announce exam dates at the start of term so that students can make travel plans, asking our Honors students to undertake a research project to determine the needs and interests of international students; sending a welcoming letter and hosting a social for students to make them feel “at home”.
- **Male Students:** We recognize that at the undergraduate level our student body is 70% female and the percentage at the Graduate level is even higher—estimated at 90%. Our challenge is to discover why that is (beyond the fact that more women are applying to Universities generally) and to increase male enrolment and engagement.
- **Aboriginal Students:** We are aware that OUBC is attracting students, particularly Aboriginal students, who might otherwise have come to Victoria. Anthropology can/should be better connected with the First Nations House and Aboriginal recruitment and programming on-campus and with the Office of Community-based Research. We can study how OUBC is positioning itself to attract Aboriginal learners; recruit Aboriginal master students; find ways to offer programs in communities; and adapt outreach materials (Let’s talk Anthropology) for First Nations communities.

#### ECONOMICS
- No response

#### ENVIRONMENTAL STUDIES

#### GEOGRAPHY
- Not aware of international ratio, but sense a pressure to internationalize. Concern that the supervision of international students exceeds the requirements for a domestic student. International students bring important perspectives
- Get rid of differential fees – share more funding with departments and provide incentives for faculty to engage with international students. Need greater reinvestment of tuition and grant revenues at the departmental level
- Get rid of graduate tuition altogether – perception that all interest in graduate students is driven by funding
- Consider how to reposition the department intellectually to attract international students, particularly if domestic market is drying up
- At grad level, students are attracted by faculty and their research interests rather than marketing initiatives. Therefore greater investment in faculty required.

#### POLITICAL SCIENCE
- Political Science is already seeing the effects of globalization with the enormous interest in international relations/world politics. These are the courses with historically the highest demand and longest waitlists.
- Enrolment of Aboriginal students is low, even though indigenous issues are discussed in a number of courses.

#### PSYCHOLOGY
- Our courses are attuned to the aging population in illuminating how people grow and change as they grow older. For example, we offer courses in lifespan development and aging, health psychology
- Our dept is home to top-notch researchers in the field of aging – our curriculum evolves (e.g., content is updated; new courses are added) to showcase the expertise of our faculty members – thus our curriculum will change to keep pace with the research expertise in house
  - Review and revamp our curriculum to support learning objectives of adults interested in lifelong learning to support interests and/or career transitions
  - Our plan to develop web-based learning opportunities will fit well with this activity

#### SOCIETY
- We project that trends in diversity, inclusion and globalization would positively impact our department’s enrolment and classroom environments. Currently, we do not attract many international undergraduates, due to language barriers as well as barriers in how we recognize credentials. Since our discipline examines issues relevant to international students and they would bring a unique perspective to the classroom, we would welcome more
international students. We recognize that they may require additional support and we are willing to provide it, as needed. Aboriginal students may be easier to attract. Course unions could be effective in assisting in marketing to this group.

### E. 4 ECONOMIC AND WORKFORCE TRENDS

#### ANTHROPOLOGY
- Involve alumni in course and course union presentations to raise students’ awareness of career prospects
- Help students understand skills needed for professional practice and the importance of graduate studies for career progression
- A Facebook for alumni could help track what graduates are doing with their degrees
- Increasingly government and industry recruit social science grads – determine their skills expectations: numeracy skills, qualitative analysis skills. What do employers want? How can skills be developed? Survey where anthropology graduates go professionally in order to help students understand career paths

#### ECONOMICS
- The world-wide financial crisis will have a very substantial impact on Canada’s economy that will last for at least two years. The crisis will likely increase interest in economics education throughout the world. Hence, all other things equal, the implications of the world-wide financial crisis for the Department will be more favorable that its implications on the Faculty as a whole. The overall effect of the crisis on student enrolment and retention of the Department is tough to predict but may well be positive.

#### ENVIRONMENTAL STUDIES

#### GEOGRAPHY
- Further strengthen co-op program; minors are designed to strengthen students’ resumes; developing field work courses in concentrated formats
- Haven’t investigated distance learning and would be interested
- Need better job links at upper undergraduate level in BA program; more skills based courses; more opportunities for community-based learning in professional contexts
- Note tension in trying to be too workplace-focused
- Need to recognize the market niches occupied by competition and differentiate UVic

#### POLITICAL SCIENCE
- Each year the Undergraduate Politics Society runs a “Careers Night” and invites former graduates from political science to talk about their career experiences and progress and how political science has helped them in later life. This is a really successful event, and always well attended (with the incentive of some beer!)
- A further specific proposal relates to the relations between POLI and SPA. The School has developed a Minor in Public Administration. We had been intending to “market” this degree to our students, with the message that a major in POLI and a minor in Public Administration would be an excellent preparation for a career in the public service. We need some time (and resources) to do this properly.
- There may also be opportunities to deliver one or two courses in online format; the department has had preliminary discussions about distance education with respect to our new POLI 201 (Canadian Politics). We need resources, however, for course development. Social Sciences should be considering online delivery as part of a wider faculty initiative, with the resourcing issues carefully considered at the faculty level. There are opportunities for further distance education in one or two courses in political science, but it has to be done properly.

#### PSYCHOLOGY
- Review participation levels in Psychology Co-op Option with an eye to growing participation in co-op (in particular in health care and social assistance where growth and replacement demand is anticipated to be very high)
- Explore ideas for adapting existing courses and/or creating new courses or workshops (with flexible scheduling) to create learning opportunities for working professionals seeking to gain new knowledge and advance their careers

#### SOCIOLOGY
• Based on the Projected Demand by Major Industrial Groups chart provided, Sociology grads will continue to find employment in many areas. Writing, analysis, critical thinking and evaluation are all transferable skills. Understanding statistics and social trends is also very useful and portable. Our co-op program allows students to gain career training while in the Sociology undergrad program which aids in the transition to future employment.

E. 5 EDUCATION MARKETPLACE TRENDS

ANTHROPOLOGY
• Be symbiotic with other programs in order to serve as a ‘feeder’ program – i.e., Law, Island Medical Program, and communicate how Anthropology facilitates access to advanced studies in other disciplines
• At the graduate level, SFU has recently developed a CRM program combined with a field school. New program on First Nations Archaeology, and new building – these present real competition for UVic.
• Consider a partnership with Camosun’s CRM program to encourage transfers to UVic
• New partnerships for field schools are under consideration – challenge is to create viable programs for the small numbers suited to such programs. The university needs to be patient and supportive in growing these programs. How can Anthropology balance its resources and class size expectations in order to ensure goodwill in Aboriginal communities and be respectful of cultural traditions
• Reconsider rebalancing enrolment limits to facilitate small group and field sessions.
• Continue to expand co-op opportunities

ECONOMICS
• A significant change in B.C.’s post-secondary system is the emergence of new universities and colleges. Often these institutions offer new degrees in either business or economics. The current competitive environment of the Department is one in which almost all post-secondary institutions, including new ones, offer Business and/or Economics degrees. This is not the case for most other degrees UVic offers. The implications of unfavourable marketplace trends may be more pronounced for Economics than for the Faculty as a whole.

ENVIRONMENTAL STUDIES

GEOGRAPHY
• Question whether undergrad shortfalls will continue during the economic downturn. Will government cut back on the capacity that they have developed in recent years?

POLITICAL SCIENCE
• Very unclear impact on our enrolments from other undergraduate programs in the province. We take in a high proportion of transfer students which accounts for the bulge in our enrolments at the 3rd year.

PSYCHOLOGY
Clarify, develop, and illuminate the benefits of attending a ‘Research University’
• The number of degree-granting institutions in BC has grown. However, there are only 4 “research universities” – we need to showcase our research strength and communicate the benefits of that strength to undergraduates
Reach out to high school students in innovative ways
• Perhaps permit students to enrol part-time while they are still attending high school (into existing courses or develop new courses to suit this group)
As noted before, weave Alumni into the recruiting picture
Review our undergraduate curriculum with an eye to renaming and/or repackaging courses and programs
• Our 100- and 200-level course in particular should receive careful review; changes to these courses might require a “culture shift” within our dept
In the current model, we offer only 2 courses at the 100-level and they are taught to large groups (typically 300 students) -- do we need other courses at this stage or should there be faculty-wide courses (introducing the Social Sciences) or should we be doing something outside the classroom to help students engage, feel a sense of belonging? Is this the place
<table>
<thead>
<tr>
<th><strong>SOCIOLOGY</strong></th>
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<tbody>
<tr>
<td>• Although new universities and colleges have expanded students’ options, UVic is still a destination university with opportunities not available to students at other locations. As mentioned earlier, more local high school recruitment and marketing would be useful and could be undertaken by the department. But this has to be in consort with the Faculty, as well fit into the overall university marketing strategy and funding for recruitment.</td>
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**E. 6 POST-SECONDARY POLICY CONTEXT**

**ANTHROPOLOGY**

• In relation to the objective of increasing availability of classes we have increased the maximum enrolment cap on many of our classes, have reduced or eliminate pre-requisites for many of our 2nd and 3rd year classes and have developed several new, broad interest courses including one on the Archaeology of BC

• In terms of links to programs that focus on key economic and social priorities ANTH courses form part of a number of minors including the Social Justice Minor and the Human Dimensions of Climate Change minor

• Similarly, many ANTH faculty and students are involved in community-based research both in BC and abroad; this research is integrated into faculty teaching.

**ECONOMICS**

• No response

**ENVIRONMENTAL STUDIES**

**GEOGRAPHY**

• Concern that despite increased capacity, resources are finite and limit capacity to attract students

• Will decreased endowments across the country level the playing field for UVic’s capacity to offer financial supports?

**POLITICAL SCIENCE**

• Ministry priorities will **NOT** shape our program planning and enrolment strategies. Ministry priorities change regularly.

• However, we already offer a number of courses which overlap with current topical issues of interest to the government: environmental politics, the politics and policy surrounding IT (privacy, security etc); electoral reform and probably others.

**PSYCHOLOGY**

• As noted above, the Department is poised to create new online learning options. Directly speaks to Ministry’s Service Plan (Feb 2007) initiative of supporting online learning

• As the University reaches out to international students, our Department will seek guidance from the Learning and Teaching Centre on course planning and re-design to support internationalization and above-noted ideas concerning peer mentoring could be of tremendous benefit to supporting international students

• Review and revision of our curriculum to support the Ministry’s focus on preparing students for positions in child protection, mental health service, hospitals, schools, youth correction agencies, infant development programs and other related areas

• Explore possible new connections and creative programming ideas that might arise between Psychology and Child and Youth Care, Human and Social Development, Island Medical Program

• Psychology has among its ranks top researchers in fields related to health, law and infant development

**SOCIOLOGY**

• The department has already taken steps in line with the Ministry priorities, such as opening up most of our undergrad classes to interested students. Very few of our courses have caps, thus making space for most of those who would like to enrol. Further, faculty members are actively pursuing relevant, timely and cutting-edge research that is being published in well respected journals, as well as being brought directly into the classroom. The Director of the newly created Minor in Social Justice Program is from our department and thus we have a strong link to that program and
investment in its success.

### E.7 ENVIRONMENTAL TRENDS

**ANTHROPOLOGY**
- Developed new courses such “Globalization, Health and the Environment”
- ANTH courses part of new minor “Human Dimensions of Climate Change”
- Some faculty researching environmental issues in both present and ancient settings; applied component of this research

**ECONOMICS**
- No response

**ENVIRONMENTAL STUDIES**
- Growing expertise on climate change and impacts developing
- Resource management theme is being recast to reflect environmental sustainability
- Curriculum is being recast to reflect this change
- The Department is rebranding itself to reflect this theme – need to do a better job; there is confusion related to the role of Environmental Studies
- How can the Department serve a broad interest in environmental studies as a service across campus? More sections; more collaboration with other disciplines
- Fix webpage – the university’s systems inhibit departmental re-writing and re-design

**POLITICAL SCIENCE**
- 3 courses dedicated to the politics of the environment (globally and in Canadian context).
- Several students (at honours and graduate levels) write theses on environmental issues.

**PSYCHOLOGY**
Our existing curriculum and faculty hold strength in this area
- Department offers courses in environmental psychology at graduate and undergraduate level
- Two faculty members have expertise as environmental psychologists – Bob Gifford and Fred Grouzet
- Gifford and Grouzet to be consulted regarding this question as we further develop our ideas in this area

Develop connections with Environmental Studies
- Bob Gifford is cross-appointed with ES
- Good opportunity exists to explore creative new programming

**SOCIOLOGY**
- In addition to our specific course in Environmental Sociology (465) many other courses incorporate environmental change, determinants and consequences as a topic of ongoing discussion. Students taking the Human Dimensions of Climate Change program would find courses of interest in Sociology and as a department we are willing to partner and participate with this program as needed.

### E.8 CIVIC ENGAGEMENT TRENDS

**ANTHROPOLOGY**
- Faculty and students in the Anthropology Department have a long history of civic engagement both in Canada and abroad. This is a core component of both our research and teaching programs. We have faculty working with organizations such as AIDS Vancouver Island and the Center on Aging, as well as with several First Nations groups.
We address issues such as preservation and development of cultural heritage, homelessness, human interaction with water in fragile ecosystems, children’s sense of health and illness etc.

- This research is integrated into our courses (in both content and approach).

### ECONOMICS

- No response

### ENVIRONMENTAL STUDIES

### GEOGRAPHY

- embedded in the curriculum; need better promotion to emphasize that these themes are embedded in the curriculum
- part of the branding process
- some confusion about the University’s expectations to the point that there is a sense of being overwhelmed
- in addition to degree to which it is embedded in curriculum the department recognizes that faculty are actively involved in community – further attention to this in web presentations and other branding is needed to reinforce this as a departmental value
- most students who access department website are already UVic students

### POLITICAL SCIENCE

- Civic engagement and social responsibility are two of the express purposes of political science programs. I quote from our strategic plan:
  
  “Promoting civic engagement and global citizenship are at the core of the educational mission of the Department of Political Science. We emphasize the development of skills in critical analysis and in-depth knowledge about key issues in contemporary political, social, and economic life at all levels, from the local to the global. We seek to enhance understanding of politics and governance, including how communities and institutions collectively shape and respond to rapid social, economic, environmental, and global changes, and the social and ethical dimensions of the choices we face. Concrete knowledge and skills in critical analysis enable citizens to engage more effectively with the issues facing their communities and the larger world, and to better understand and engage with each other across their differences.”

### PSYCHOLOGY

- Work in concert with Office of Community-Based Research
  
  - Psychology is home to a number of researchers engaged in community-based research and community outreach in a variety of capacities
  
  - Ideas for innovative course-delivery and/or new courses and programs could be informed by a very strong set of scholars and practitioners within Psychology’s ranks

### SOCIOLOGY

- In keeping with an increasing emphasis on accountability and relevance, several Sociology faculty members are conducting community-based research that addresses various pertinent community issues. Grad students and upper level undergraduates have been able to assist in this research, giving them practical skills. The results of this research have been presented in various forums, from academic conferences to community meetings or for front-line workers/professionals in their field. Faculty members have been involved in the Dean’s luncheons lecture series, bringing their research findings to a broader audience. Inviting guest lecturers into the classroom (with positions in government or non-profit organizations) adds relevance and interest to topic discussion. In addition, when possible, teachers incorporate field trips in the curriculum to provide opportunity for experiential learning. Research methods and design courses typically send students into the “real world” to gather data or engage in observational studies, thereby encouraging experiential learning and a sense of civic engagement.

### E.9 TECHNOLOGICAL TRENDS

### ANTHROPOLOGY

- We offer courses on culture and technology and are part of a minor on technology
- Clickers are often used with great success in ANTH 100; other programs such as the “Virtual Dig” have been used in
| ANTHROPOLOGY | • We offer courses on film making using the latest software and equipment  
| • Archaeology students working on Faculty field projects learn to use surveying equipment and mapping/drawing programs etc  
| • At the moment Anthropology has the second largest number of courses with a Moodle component in the University  
| • Will be attending workshops on topics such as using Moodle effectively in the classroom to engage students  
| • We are planning to use Facebook and other social networking sites to engage and attract students and to follow up on our alumni  
| • Again, we need to highlight how crucial it is for us to be able to revamp our website  |
| SOCIOLOGY |  |
| PSYCHOLOGY |  |
| POLITICAL SCIENCE | • We could probably as a department make more effective use of available instructional technologies. There is a considerable upfront investment of time and energy in bringing an established course into the Moodle environment, for example.  
| • We would also draw attention to the work of Arthur Kroker and PACTAC, as well as the Minor in Technology and Society. The purpose of this minor is to allow students to more critically engage with social and political impacts of IT.  
| • See comments above about online course delivery. This will probably be a central component of the faculty’s response.  |
| ECONOMICS | • Faculty members in the Department of Economics generally have a high degree of literacy when it comes to computers and technological innovations, and generally a very positive attitude to adopt technological innovations. As indicated in the “Environmental Trends” document, adoption of some such technologies can improve student engagement and student learning. While economists at UVic have a relatively high inclination to adopt new technologies to enhance student engagement, the same can be said of economists working at competing academic institutions such as SFU and UBC  |
| ENVIRONMENTAL STUDIES |  |
| GEOGRAPHY | • No response  |
| PSYCHOLOGY | • Psychology Faculty members currently use available learning technologies to support education in their classes (e.g., Blackboard, Moodle)  
| • Provide training to support faculty and teaching assistants in using new technologies  
| • Psychology plans to pioneer some distance education to attract new learners  
| • As noted previously, search for a Senior Instructor with skill in adapting courses for web-based delivery, is underway  |
| SOCIOLOGY | • The department actively encourages all faculty to use the latest technology in the classroom. Blackboard, Web CT, Moodle, PowerPoint and blogs are all being used to improve information access and sharing and to enhance the overall student/teacher experience. In larger classes, clickers are being used with great success. The interactive nature keeps the students engaged and provides the instructor with immediate feedback on student comprehension of and involvement with the material. Having a larger group of TAs provide tutorial sessions creates a more personal experience and a student-centered learning environment while also giving advanced Masters and doctoral students experience in teaching.  
| • Although online/distance courses have not been developed or implemented in this department, we are willing to look into this type of teaching format as it may be a draw for certain learners.  |
| E.10 ACADEMIC TRENDS |  |
| ANTHROPOLOGY |  |
- Anthropology is inherently multidisciplinary and most, if not all, of our faculty are engaged in research with individuals in other disciplines; this is reflected in our teaching practices as well.
- Many of our faculty are associated with different centers on campus.
- Need coordination of the roles of departments in supporting minors to stay current with program expectations.
- Department is very committed to a thoughtful analysis of how it is serving students and has a series of strategies in place to identify the needs and interests of our students.

**ECONOMICS**

- The Department has been very active in program development in the last two years. In 2007-08 the Department introduced three new 4-year programs, increasing our total offering from two to five including the *BA Honours* and the *BSc Honours* programs. While both Honours programs existed nominally prior to 2007-08, students hardly ever declared an Honours program. The BSc major served as the Honours program of the Department. However, over time the BSc major grew quite substantially and the Department decided to increase differentiation between its programs. This differentiation took effect in 2007-08. In that year 9 students enrolled in one of the two new Honours programs and in 2008-09 that number grew to 13 students. Second, the Department started offering a new program jointly with the Mathematics Department in 2007-08, namely the BSc in *Financial Mathematics and Economics*. In 2008-09 the Department started the BA Minor in Economic Policy. The Department will witness the impact of these program changes, including their impact on student enrolment and retention, in the years ahead. While it is very difficult to predict how program development will affect the Department, these programs were of course designed with the aim of increasing student enrolment and retention rates. Besides program development, several new courses were developed as well. These courses are discussed under “Student engagement” below.
- As explained under (1) above the Department has recently introduced three new 4-year programs. These programs have lead to the development of new, or redefinition of existing courses. For instance *Econ 468: Financial Econometrics* has been introduced in light of the new *Financial Mathematics and Economics* program. The Department has also introduced three new first-year courses that attempt to reach out to students and potential students on and off campus. *Econ 111: The Economy and the Environment* and *Econ 112: Strategy, Conflict, and Cooperation* were first offered in 2007-08 and attracted 144 and 87 students, respectively, in that year. The enrolment figures for 2008-09 for these courses are 203 and 129 students, respectively. *Econ 113: Introduction to the Economics of Policy Analysis* was introduced in 2008-09 and currently has 165 students enrolled.

**ENVIRONMENTAL STUDIES**

**GEOGRAPHY**

- Initiate Coastal studies major and minor programs, a Minor in Climate Change; add in GEO 110; a Geomatics minor.

**POLITICAL SCIENCE**

- Political science is inherently interdisciplinary/multidisciplinary. We have close connections to: philosophy, sociology, economics, history, public administration, and others. It is probable that students do seek a more multi-disciplinary perspective these days, but not sure that this is a recent trend.
- It would be worth analyzing whether more students are doing joint degrees today than in the past.

**PSYCHOLOGY**

- Currently gathering input from Dept members.

**SOCIOLGY**

- To allow for increased enrolment we have opened up classes to greater numbers of undergraduate students. We have increased our grad enrolment as well as synchronized our undergrad and grad programs. Recognizing that sociological inquiry crosses and intersects with various other disciplines, many faculty members are engaged in interdisciplinary research and teaching. Inter-disciplinary programs include the CSPT and the Social Justice Studies program. Many faculty members are affiliates of various research centres, including: Centre on Aging, Centre for Addictions Research BC, Centre for Asia-Pacific Initiatives, Centre for Youth and Society, Population Research Group and the Centre for Community Health Promotion Research. Being affiliated with these inter-disciplinary centres allows for greater sharing of resources and knowledge and brings a broader perspective into the classroom. (see attachment)
### E.11 TEACHING/LEARNING TRENDS

**ANTHROPOLOGY**
- Much of this has been addressed above but to reiterate here we are responding to these trends through the use of technology (both to enhance the learning process but also to reach students); the diversity of courses we offer (broad interest, civic engagement/community based research/increasing number of “hands-on” courses or courses with lab components and/or field schools/variety of evaluation methods); the inclusion of students in faculty research and our use of co-op programs.
- Several of our faculty have participated in Course Redesign workshops at the Learning and Teaching Center
- Will be attending workshops on topics such as how to use Moodle effectively in the classroom to engage students

**ECONOMICS**
- No response

**ENVIRONMENTAL STUDIES**

**GEOGRAPHY**
- No response

**POLITICAL SCIENCE**
- See above, with respect to perhaps combined courses with Continuing Studies and Distance education.

**PSYCHOLOGY**
- Explore ideas for developing new learning opportunities under the umbrella of Continuing Studies
- Adapt and think/participate creatively as the University advances to a new vision of Summer Session

**SOCIOLOGY**
- As the student body becomes more diverse with various learning styles, the department can respond in numerous ways. As discussed earlier, incorporating various teaching methods and using the latest technology maintains student interest and enhances learning. Allowing some flexibility in the test taking and evaluation process can make learning more accessible. Experiential learning is facilitated through field trips and the co-operative program. Our students are diverse in age, life experience and ability but not as ethnically diverse as some other disciplines. Several of our faculty members have taught with the University 101 and 102 programs, bringing Sociology to those that would not otherwise be able to partake in a university course.

### E. 12 STUDENT ENGAGEMENT TRENDS

**ANTHROPOLOGY**
- As noted above we are currently researching our students needs and interests, we have made efforts to contact our scholarship winners and to make our UG students feel more at home and we will continue to do so; we are using social networking sites to engage students; many faculty have Moodle components to their classes that facilitate discussion forums, many faculty include students in their research and offer them opportunities to develop career skills and to publish; we are committed to co-op opportunities
- Several of our faculty have participated in Course Redesign workshops at the Learning and Teaching Center
- Will be attending workshops on topics such as how to use Moodle effectively in the classroom to engage students

**ECONOMICS**
- Students who have spend part of their economics education elsewhere in Canada, either before or after their experience at UVic, stress almost invariably that the Faculty in the Department are very generous with their time and very devoted teachers. For example, while Economics faculty at UVic hold regular office hours, just like elsewhere, the mainstream culture in the Department is to hold an open-door policy. Students can essentially drop by most of their professors whenever they want. There is a lot of attention for individual learners. This aspect of the culture at UVic Economics gives us a natural advantage vis-a-vis almost all other competing academic institutions with a research
focus in North-America.

- Our culture will likely again render us an advantage over the competition in light of increasing demands by students in terms of the quality of the education they expect to get at UVic.
- While it is near-impossible to gauge the exact implications of recent new programs introduced by the Department presumably the implications will become clear over the next 1-5 years, i.e. a period including the 3-year window for the Faculty’s Enrolment Plan.

---

### ENVIRONMENTAL STUDIES

#### GEOGRAPHY

- No response

#### POLITICAL SCIENCE

- See above with respect to the comments on the new POLI 103.
- A heavy research/thesis component is integrated into a Polical Science honours degree.

### PSYCHOLOGY

Student-faculty interactions are currently supported through the two student groups within the Department (PSYCHOS and Psi Chi)

- Faculty members provide mentorship to the groups
- Past events organized by the groups include faculty debates, conversations with faculty members, end-of-year banquet
- Quest to support student engagement and satisfaction can benefit from these groups

Peer mentoring

Re-thinking undergraduate advising in the Department

- Currently one faculty member, serving as undergraduate advisor, is kept busy assisting student with issues related to their progress through the program (e.g., requests for waivers)
- Perhaps other advisors (graduate students?) could assist students in areas such as career-planning, professional and personal development

### SOCIOLOGY

- Our department has recently revamped its Sociology 100 course, dividing it into two distinct sections: (1) Soci 100A focuses on more micro issues and developments in Canadian society and (2) Soci 100B is focused on macro level concerns at the international/global level. This allows for a greater number of students enrolled in first year Sociology courses, expanding the general knowledge of the student body about what Sociology is and how it is relevant to today. Instructors for these courses work in a team environment, their textbooks are the same and the material covered is also coordinated. The TAs for these courses also work as team members. TA led tutorials are mandatory where first year students read and critically analyze original sociological work and have an opportunity for small group discussion. This gives the MA and PhD students teaching experience and provides a more intimate and personal learning environment for the students. Lectures include the use of clickers, PowerPoint, Webcasts and other advanced technologies. Guest lecturers are brought in to make the research or social discussion of the day more “real”. By grabbing and holding their interest in this introductory course, our hope is that more will enrol in further courses and decide to obtain a major or minor in our department. That said, we must ensure that our upper level undergraduate courses are also student-centered, relevant and engaging. The successes and lessons learned from the Sociology 100 courses can be shared with all faculty members in the department.
- The redesigning of the course was made possible by a grant from the Learning and Teaching Centre. Surveys were completed by exiting students and changes made based upon responses. Further grants would make it possible to consider additional course makeovers.
- Encouraging greater involvement of the Sociology course union would help to maintain and strengthen student engagement. The earlier “at risk” students can be identified and directed toward the appropriate on-campus service provider, the more likely they are to have a positive educational experience.
APPENDIX F: STUDENT COMMUNICATIONS TEMPLATES AND SCRIPTS

The following student communications templates and scripts are copied from the Faculty of Human and Social Development Enrolment Plan as a starting point for developing these materials for the Faculty of Social Sciences.....

Letter Taxonomy

The following is a general taxonomy for a recruitment letter. Some manipulation of the template may be needed given the audience, purpose, or objective of a communication.

UVic Logo and Address
Recipient’s Name and Address

Dear <Insert First Name>:

FIRST PARAGRAPH: Begin with a compelling, introduction that captures the interest of the reader and makes him or her want to read more. This may include a special offer such as an invitation to visit UVic, an opportunity to meet with a faculty advisor, or a scholarship.

SECOND PARAGRAPH: The details of the message should be described in this paragraph. The description should be concise and intuitive. Personalize this information if possible.

THIRD PARAGRAPH: Convey your “call to action” in this paragraph. Clearly articulate the desired action and related steps to complete the action.

Sincerely,

Author’s Name and Title

Contact Information

P.S. Always include a P.S. that reiterates your key message and “call to action...
<table>
<thead>
<tr>
<th>Person</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Caller</td>
<td>Hello. I am &lt;insert student’s name&gt;, a student in the &lt;insert UVic program name&gt; program at the University of Victoria. Do you have a few minutes for me to share some information about the University and the &lt;insert program name&gt; program?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Student Caller</td>
<td>If NO: Is there a better time for me to call? If YES: What evening this week would work best for you? What time? If NO: Are you still interested in the University of Victoria? If YES: How else may I be of service to you? Thank you for your time. If NO: Thank you for your time. I hope you will consider our University in the future.</td>
</tr>
<tr>
<td>Student Caller</td>
<td>If YES: Great! Let me begin by telling you what it’s like to live and study on the west coast. <strong>Convey benefits:</strong> climate, picturesque setting, activities in the surrounding area, learning opportunities unique to the area, campus life, living in residence.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>That sounds interesting.</td>
</tr>
<tr>
<td>Student Caller</td>
<td>Are you still planning to major in &lt;insert intended major&gt;?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Student Caller</td>
<td>If NO: So what is your current area of interest?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>I’m interested in ________ major.</td>
</tr>
<tr>
<td>Student Caller</td>
<td>That’s not my major, but I’ll tell you what I know about that program...</td>
</tr>
<tr>
<td>Student Caller</td>
<td>If YES: That’s my major as well. I’ll tell you about my experience with the program. <strong>Convey benefits:</strong> expertise of faculty, small class size, interaction between faculty and students, opportunities for students such as program related organizations, co-ops, research, and special projects.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Thanks</td>
</tr>
<tr>
<td>Student Caller</td>
<td>What questions can I answer for you at this time? Answer questions.</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Caller</td>
<td>I’ve enjoyed talking with you. I hope you can visit the campus or participate in one of our Web sessions. Let me tell you about upcoming opportunities &lt;insert events available in the immediate future; if none, promote a daily campus visit&gt;. Optional: Let me know when you plan to visit, so that I can meet you in person. My contact information is...</td>
</tr>
<tr>
<td>Student Caller</td>
<td>Thank you for your time. I look forward to seeing you at UVic! Good-bye.</td>
</tr>
</tbody>
</table>

**Email Message to Transfers**

Subject Header: Transferring to University Made Easy

<insert recipient’s name>,

Hi. I’m a student at the University of Victoria. I transferred here <insert how long ago>. Since I transferred to UVic myself, I’m pleased to explain the process to you.

I applied online though the Post-Secondary Application Service of British Columbia (https://myprofile.bccampus.ca/login.form?redirect_from=from.pasbc.uvic&redirect_to=to.pasbc.common-form.uvic) and sent in my transcripts. Within a few weeks, I received a transfer evaluation with a course-by-course description of how my credit would transfer to the University. Then, I called an advisor to discuss what courses I needed to complete my degree and what courses I should take in the upcoming semester. From there, I registered online, and I was ready to start.

If you need help with the process don’t hesitate to contact me or the professional staff in the Admissions Office (250/472-4935). I look forward to seeing you at the University of Victoria.

Sincerely,

Author’s Name and Student Major

Contact Information (optional)
# Aboriginal Student Calling Script

<table>
<thead>
<tr>
<th>Person</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Caller</td>
<td>Hello. I am <code>&lt;insert student’s name&gt;</code>, a student in the <code>&lt;insert UVic program name&gt;</code> program at the University of Victoria. As an Aboriginal student myself, I’m keen to let new students know what UVic offers so you’ll feel welcome when you come. Do you have a few minutes to talk?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Student Caller</td>
<td><strong>If NO:</strong> Is there a better time for me to call? <strong>If YES:</strong> What evening this week would work best for you? What time? <strong>If NO:</strong> Are you still interested in the University of Victoria? <strong>If YES:</strong> How else may I be of service to you? Thank you for your time. <strong>If NO:</strong> Thank you for your time. I hope you will consider our University in the future.</td>
</tr>
<tr>
<td>Student Caller</td>
<td><strong>If YES:</strong> Great! Let me begin by telling you about my experiences as an Aboriginal student on campus. <strong>Convey benefits:</strong> relationship of the University with the Aboriginal people, welcoming environment, opportunities to connect with other Aboriginal students, availability of Aboriginal student services and events, life in residence.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>That sounds interesting.</td>
</tr>
<tr>
<td>Student Caller</td>
<td>Are you still planning to major in <code>&lt;insert intended major&gt;</code>?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Student Caller</td>
<td><strong>If NO:</strong> So what is your current area of interest?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>I’m interested in <code>______</code> major.</td>
</tr>
<tr>
<td>Student Caller</td>
<td>That’s not my major, but I’ll tell you what I know about that program...</td>
</tr>
<tr>
<td>Student Caller</td>
<td><strong>If YES:</strong> That’s my major as well. I’ll tell you about my experience with the program. <strong>Convey benefits:</strong> expertise of faculty, small class size, interaction between faculty and students, opportunities for students such as program related organizations, co-ops, research, and special projects.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Thanks.</td>
</tr>
</tbody>
</table>


<table>
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<tr>
<th>Student Caller</th>
<th>What questions can I answer for you at this time? <strong>Answer questions.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Caller</td>
<td>I’ve enjoyed talking with you. I hope you can visit the campus or participate in one of our Web sessions. Let me tell you about upcoming opportunities &lt;insert events available in the immediate future; if none, promote a daily campus visit&gt;. <strong>Optional:</strong> Let me know when you plan to visit, so that I can meet you in person. My contact information is...</td>
</tr>
<tr>
<td>Student Caller</td>
<td>Thank you for your time. I look forward to seeing you at UVic! Goodbye.</td>
</tr>
<tr>
<td>Person</td>
<td>Message</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>Hello. I am &lt;insert faculty member’s name&gt;, one of the professors in the &lt;insert UVic program name&gt; program at the University of Victoria. I want to congratulate you on your admission to the University. Do you have a few minutes for me to share some information about the &lt;insert program name&gt; program?</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>If NO: Is there a better time for me to call? If YES: What evening this week would work best for you? What time? If NO: Are you still interested in the University of Victoria? If YES: How else may I be of service to you? Thank you for your time. If NO: Thank you for your time. I hope you will consider our University in the future.</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>If YES: Great! Let me begin by telling you about our program. Describe: program requirements, student accomplishments, faculty expertise.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>That sounds interesting.</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>Tell me about your career interests and what you enjoy studying.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Answer</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>Respond by focusing connections between the student interests and opportunities and options within the program.</td>
</tr>
<tr>
<td>Prospective Student</td>
<td>Thanks.</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>What questions can I answer for you at this time? Answer questions.</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>I’ve enjoyed talking with you. I hope you can attend our admitted student open house in the spring. More information about that event will be sent to you as we get closer to &lt;insert open house date&gt;. If you plan to visit before then, please let me know and perhaps we will have an opportunity to meet.</td>
</tr>
<tr>
<td>Faculty Caller</td>
<td>Thank you for your time. I look forward to seeing you in my class at UVic! Good-bye.</td>
</tr>
</tbody>
</table>
Parent-to-Parent Calling Script

<table>
<thead>
<tr>
<th>Person</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Caller</td>
<td>Hello. I am &lt;insert parent’s name&gt;, my son/daughter attends the University of Victoria. Do you have a few minutes for me to share my perspectives on the University?</td>
</tr>
<tr>
<td>Prospective Parent</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Parent Caller</td>
<td>If NO: Is there a better time for me to call? If YES: What evening this week would work best for you? What time? If NO: Is your son/daughter still interested in the University of Victoria? If YES: How else may I be of service to you? Thank you for your time. If NO: Thank you for your time. I hope your son/daughter will consider our University in the future.</td>
</tr>
<tr>
<td>Parent Caller</td>
<td>If YES: Great! Let me begin by telling you about my son’s/daughter’s experience at UVic. <strong>Describe:</strong> your student’s connections with faculty, the supportive environment at UVic, opportunities your son/daughter has had while at UVic, your student’s future prospects as the result of their UVic experience.</td>
</tr>
<tr>
<td>Prospective Parent</td>
<td>That sounds interesting.</td>
</tr>
<tr>
<td>Parent Caller</td>
<td>What questions can I answer for you at this time? <strong>Answer questions.</strong></td>
</tr>
<tr>
<td>Parent Caller</td>
<td>I’ve enjoyed talking with you. I hope you can attend our admitted student open house with your son/daughter in the spring. More information about that event will be sent to you as we get closer to &lt;insert open house date&gt;.</td>
</tr>
<tr>
<td>Parent Caller</td>
<td>Thank you for your time. Please let me know if I can be of further assistance to you as your son/daughter prepares to enter the University. Good-bye.</td>
</tr>
</tbody>
</table>