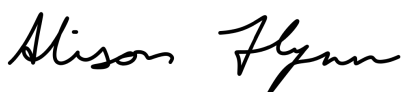


2023-06-28

Dear uOttawa community,

Over the last two years as Associate Vice-Provost, Academic Affairs, I've welcomed the opportunity to collaborate with many of you across campus. In this work, I am driven by the values of building more inclusive, equitable, healthy, and high quality educational environments in which students, professors, and staff can thrive. In this report, I share the issues that we worked to address, our approaches, and the outcomes of that work to date, and recommendations for next steps. Thank you for all that you all do and bring to the uOttawa community and I look forward to future opportunities to collaborate.

I had the pleasure of working closely with and being mentored by Aline Germain-Rutherford, an inspirational leader, researcher, and educator. Our community is stronger and better for her contributions and I wish her the best in her next adventures.



Alison Flynn, Ph.D.

3M National Teaching Fellow

Associate Vice-Provost, Academic Affairs

Member of the Global Young Academy

Full professor

Department of Chemistry and Biomolecular Sciences

University of Ottawa

She/Her

FlynnResearchGroup.com

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Comité stratégique pour le soutien à l'enseignement et l'apprentissage

Rationnel

Pour atteindre les objectifs de *Transformation 2030*, en ce qui concerne des enseignements aux approches pédagogiques innovantes et agiles, et des expériences d'apprentissage de qualité et adaptées aux besoins et réalités du 21^{ème} siècle, il est nécessaire de mieux appuyer les enseignants et les étudiants et de développer une approche de soutien à l'enseignement et à l'apprentissage qui est systémique, cohérente, coordonnée et collaborative.

Objectifs

- Définir les orientations institutionnelles en matière de soutien à l'enseignement et à l'apprentissage pour réaliser la vision académique de l'Université d'Ottawa.
- Identifier les stratégies nécessaires pour une approche systémique, cohérente, coordonnée et collaborative de soutien académique pour offrir des expériences d'enseignement et d'apprentissage de qualité aux enseignants et aux étudiants de l'Université d'Ottawa .
- Identifier des modèles et pratiques de soutien académique appropriés, agiles, et de qualité.
- Assurer un processus rigoureux pour mesurer l'efficacité de ces modèles et pratiques.
- Promouvoir et faciliter une communication efficace entre les différents secteurs qui agissent dans le domaine du soutien académique.

Key intentions

Our intentions were to address some of the key findings that emerged from the National Survey on Student Engagement (NSSE) 2020 (Figure 1), including improving the quality of teaching, support to help students succeed academically, improved feelings of mental health and wellbeing, and feelings of belonging. We were also working in the context of the pandemic where many colleagues described feeling disconnected.

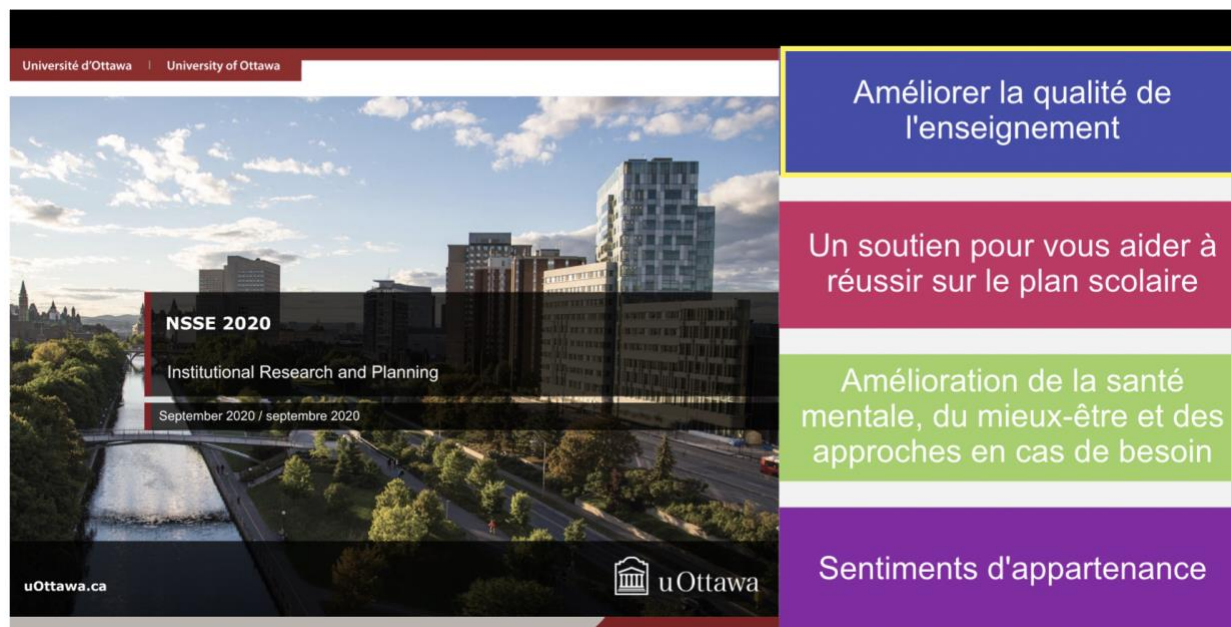


Figure 1. The Strategic committee for the support of teaching and learning sought to address four key aspects of the NSSE 2020.

Members

This committee has broad representation across the university, which offers a unique and important opportunity to address issues and learn from each other in a collaborative, institution-wide way. Committee membership could be further strengthened with additional professors as members (APUO and APTPUO).

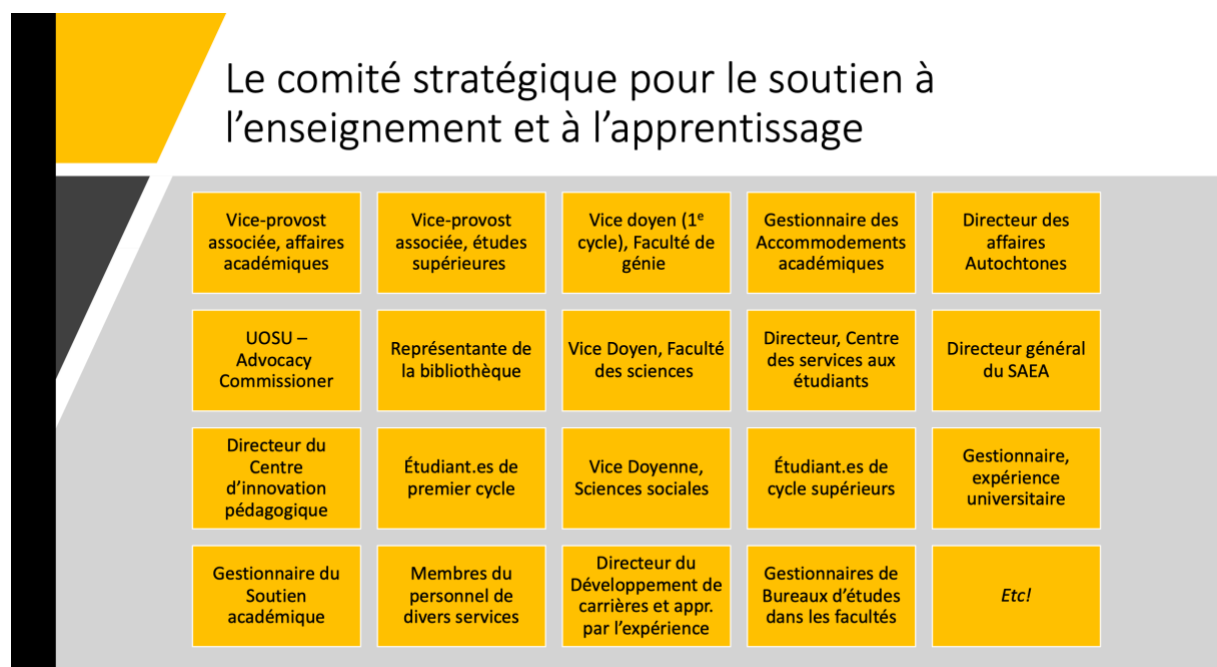


Figure 2. Membership of the Strategic committee for the support of teaching and learning.

Outcome: Guide for new professors

Being a new professor is hard... even while it's exciting! Our comprehensive guide for new professors is designed to welcome new professors and help navigate the exciting but often challenging world of academia (Figure 3).

Packed with practical tips and advice from experienced professors and students, this guide addresses everything from what to do in the first days on the job to developing your syllabus and teaching courses to building relationships with colleagues and fostering inclusive learning and research environments. You'll learn about effective teaching strategies, research opportunities, and ways to balance your academic responsibilities with your personal life.

With its simple format, practical advice, and the option to read in [French](#) or [English](#), new colleagues will be equipped to tackle the challenges of academia with confidence and excitement. Even seasoned professors will learn something (we did!).

The Guide was designed through working group discussions. The Guide's sections were written/contributed by experts in each of the areas, then revised by the working group. We sought feedback through consultations with professors (new and experienced) and services. In its last stages, the Guide was reviewed by linguistic services and TLSS created a graphic design.

The guide will be shared with new full-time and part-time professors through their welcome emails/packages, on the [TLSS](#) and research web pages, as well as through TLSS' orientation for new professors. We are raising awareness about the Guide with emails to members of the uOttawa community, including student associations, Deans, vice-Deans, vice-presidents. We also hope that Faculties will further share the guide.

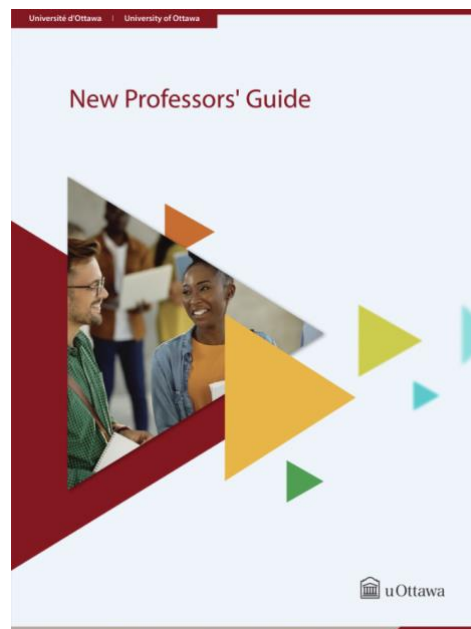


Figure 3. Guide for new professors.

Outcome: Spotlight on teaching and learning



The Spotlight on teaching and learning series included a series of sessions designed to share knowledge, make it easier to use the knowledge that has been shared, and to celebrate initiatives in education. The sessions focussed on inclusive education, strategic teaching decisions, and wellness. We also invited participants to share their ideas and join the conversation on slack, in a space for uOttawa educators. My sincere thanks to Nancy Vezina and Renata Uresti for their expertise and efforts in support of this initiative.

We had many fantastic sessions that were well-received by attendees and presented opportunities to connect as a community! The sessions included:

Santé mentale et mieux-être

Jenepher Lennox-Terrion, Vice-doyenne – Affaires étudiantes, Professeure titulaire, Faculté des arts

Éducation inclusive

Nicholas Ng-A-Fook, Vice-doyen – Programmes d'études supérieures, Professeur titulaire, Faculté d'éducation

Les accommodements scolaires

Vincent Beaulieu, Gestionnaire – Accommodements scolaires

Julie Sicotte, Conseillère juridique – Cabinet de la vice-rectrice à la gouvernance

Jean-Pascal Beaudoin, Spécialiste – Service d'appui à l'enseignement et à l'apprentissage (SAEA)

Graduate student mentorship

Audrey Giles, Full Professor, School of Human Kinetics

Expériences en matière de décolonisation et de savoirs autochtones à l'Université d'Ottawa

Mona Tolley, From the Kitigan Zibi Anishinabeg First Nation, Indigenous Curriculum Specialist at the University of Ottawa

uOCompetencies

Aline Germain-Rutherford, Vice-Provost, Academic Affairs

Étienne Trépanier, Lawyer, filmmaker, and web designer

Indigenous Law

Sophie Thériault, Full professor, Vice-doyenne aux études à la Faculté de droit (Section droit civil)

Eva Ottawa, Chercheuse atikamekw nehirowisiw, originaire de Manawan, au Québec

Panel on experiential learning

O'Connor, E.; Marcogliese, E.; Anis, H.; Faye, G.; Flynn, A. B.; Hayman, E.; and Stambouli, J. "Adapting experiential learning in times of uncertainty: Challenges, strategies, and recommendations moving forward" *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, **2022**, 8(4), 49-56.

Hanan Anis, NSERC Chair in Entrepreneurial Engineering Design | Faculty Coordinator in Entrepreneurship and Innovation, Faculty of Engineering

Gaëlle Faye, Communications and Special Projects Officer – Anti-Racism & Inclusion Excellence, Office of the Provost and Vice-President Academic Affairs

Jamel Stambouli, Director, Élisabeth Bruyère School of Social Innovation, St.Paul University

Eileen O'Connor, School of Human Kinetics, University of Ottawa

Emily Marcogliese, Ph.D. student, School of Nursing

Ellis Hayman, Coordinator, Practicum Office – Teacher Education, Faculty of Education

Symposium on incoming students, with a focus on pandemic-related effects, needs, approaches we can take in courses, and available student services

Alison Flynn, Full professor and Associate Vice-Provost, Academic Affairs

Sylvie Lamoureux, Full professor and Associate Vice-Provost, Graduate and Postdoctoral Studies

David Trumpower, Full professor and Director of Education, Faculty of Education

Olivia Faucher, Manager, Academic Support

Mireille McLaughlin, Associate professor and vice-dean graduate studies

Nathalie Saumure, Student experience lead, Faculty of Social Sciences

Elaine Beaulieu, Assistant professor and Teaching Coordinator, Faculty of Science

Recommendations

We recommend that **regular committee meetings** continue, to Inclusive university that fosters and values the health and wellness of its community. The last committee meeting this year involved presentations by Manon Desgroseillers (graduate student survey, undergraduate exit survey) and Elizabeth Kristjansson (mental health and wellness framework). The survey findings and strategic framework provide important guides and ways to work on issues in our institution. The committee could more deeply explore the findings and specific actions that could be taken to address the issues identified as priorities (such as the Guide for new professors initiative).

The [Guide for new professors](#) needs ongoing promotion and will need an annual update. Pressbooks was used to create the guide as subsequent updates can be made easily and immediately, without the need for technical expertise. The Guide should be shared as the weblinks and not as PDFs, so that any updates become immediately available in all locations.

If the **Spotlight on teaching and learning series** is to continue, it will need additional logistical support for organizing and hosting sessions, updating the webpages, and translating materials (e.g., slides) into more actionable pieces (e.g., infographics, workshops). I also recommend strengthening the aspects of connecting members of the university community even by making conversation spaces available with scheduled times during sessions. The uOttawa Teaching and Learning Community on Slack could be renewed as another way to foster conversations and community-building. The access link can be found in related emails from TLSS or by contacting me directly.

Academic integrity committee

What a time to be part of an academic committee! From a rapid shift to remote learning in a pandemic to rapid advances in artificial intelligence, things are moving!

Academic Integrity is "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." – International Center for Academic Integrity.

The University of Ottawa’s Academic integrity committee is striving to improve our culture of academic integrity at uOttawa, and to do so equitable and inclusively. Our committee includes representatives from many parts of campus, including graduate and undergraduate students, vice-deans, services, etc. Our key activities are described in the sections that follow.

A model for building a culture of academic integrity

Improving a culture of academic integrity involves many different components, and the committee has created a model for doing so (Figure 4). The model involves: having clear policies and processes, communicating effectively, designing resources to support members of the community, and measuring our progress. Addressing uses and misuses of artificial intelligence are included in this model. This model was developed from ones used in other U15 institutions, including a change management model adapted from Prosci, the PEEER model (Promote, Engage, Educate, Empower, Reinforce) ([University of Manitoba report](#), 2017). In the following sections, I describe the model’s components, our work to date, and recommendations for next steps.

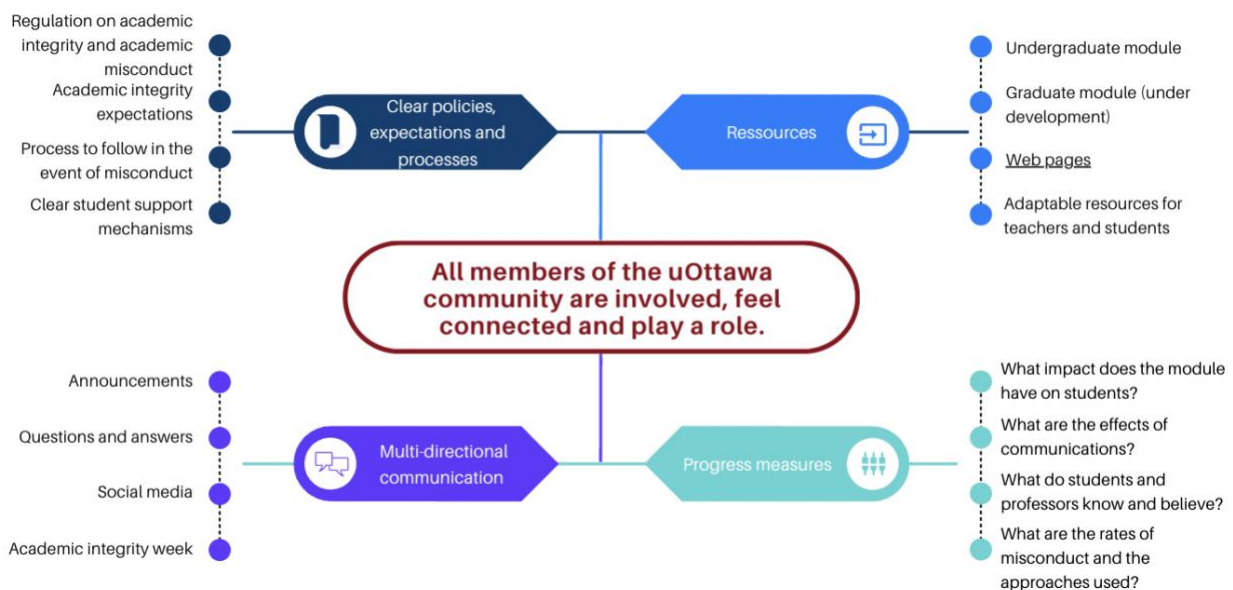


Figure 4. Model for building a culture of academic integrity.

Overall, the importance of academic integrity to the institution and as an academic community needs to be determined, and accordingly identify what supports to provide, including personnel (e.g., an academic integrity office), resources (e.g., communications, data collection, management, and analysis), academic integrity modules (graduate and undergraduate), and budget.

Policies and processes

Regulation on academic integrity and academic misconduct

This year, the academic [Regulation on Academic Integrity and Academic Misconduct](#) was modernized. Key changes included:

- Adding an expectation to work with academic integrity (not simply avoid misconduct),
- Changing to term “academic fraud” to “academic misconduct”, a more encompassing term that includes types of actions ranging from minor misconduct to fraud,
- Updating aspects of academic integrity (e.g., collaboration, artificial intelligence), and
- Equilibrating timelines in the academic misconduct processes for students and the university.

Terms of reference

The committee has prepared a Terms of References document for its work, which includes the mandate, committee composition, scope of work, etc.

University task force on artificial intelligence

Artificial intelligence presents incredible opportunities and serious challenges. Students, professors, and staff will need to use AI proficiently in every profession; many already do, while others are learning. We have both a need and responsibility to help students learn to use AI tools proficiently and with integrity. Two members of the academic integrity committee were part of a University Task Force on AI, which was chaired by Aline Germain-Rutherford: Sophie Thériault and Alison Flynn. Stay tuned for the Task Force’s report coming soon, which has been presented to Senate and the Administration Committee.

Communications

Communications related to academic integrity are intended to raise awareness, open opportunities for questions, and to communicate high values of working with integrity across all roles in the institution.

Academic integrity week

Every October, postsecondary institutions around the world use Academic Integrity Week to build awareness and skills. Our main activities to date have involved a media campaign and presentations by internationally-recognized researchers for presentations on academic integrity: Dr. Brenda Stoesz (University of Manitoba) and Dr. Sarah Elaine Eaton (University of Calgary). A day against contract cheating is a common (and important!) part of the week. This

week has excellent potential to further build awareness and community; student-led events are particularly well-received at other institutions (e.g., [Calgary](#), [UBC](#), [Columbia](#), [SFU](#)).

Academic integrity networks

There are also opportunities to become involved in provincial, national, and international academic integrity networks. Here are a few examples:

- [Academic Integrity Council of Ontario](#): mailing list for questions and discussions, monthly meeting, and annual meeting. uOttawa is a member.
- [Society for Teaching and Learning in Higher Education](#) (STLHE) Committee on Academic Integrity: committee with sub working groups that meets regularly
- STLHE annual [conference](#), with sessions on academic integrity
- [International Center for Academic Integrity](#): assessment services, resources, and consultations. uOttawa became a member of ICAI in 2021.

To support processes related to academic misconduct, future work could include developing email templates for professors and faculties to use when communicating allegations, processes, and decisions related to academic misconduct, including the ways in which students can be supported in the process (e.g., UOSU's Student Rights Centre). The Faculty of Arts has kindly shared their templates, which could be adapted for this purpose.

uOttawa communications

To date, student communications have primarily taken the form of social media posts (e.g., during academic integrity week, announcing the FAQ for artificial intelligence) and emails to inform incoming undergraduate students of the mandatory academic integrity module. Overall, reaching students has not met with great success. Communications with professors have been sent via TLSS or vice-deans.

A communication strategy related to academic integrity has been drafted; the next steps would be to discuss it with the academic integrity committee and plan to enact it (e.g., during academic integrity week).

Resources

Webpages

We created a series of [webpages](#) for members of the uOttawa community (Figure 5), including [students](#), [professors](#), and [researchers](#) (who could include professors, students, and staff), as well as information about the associated [committees and working groups](#).

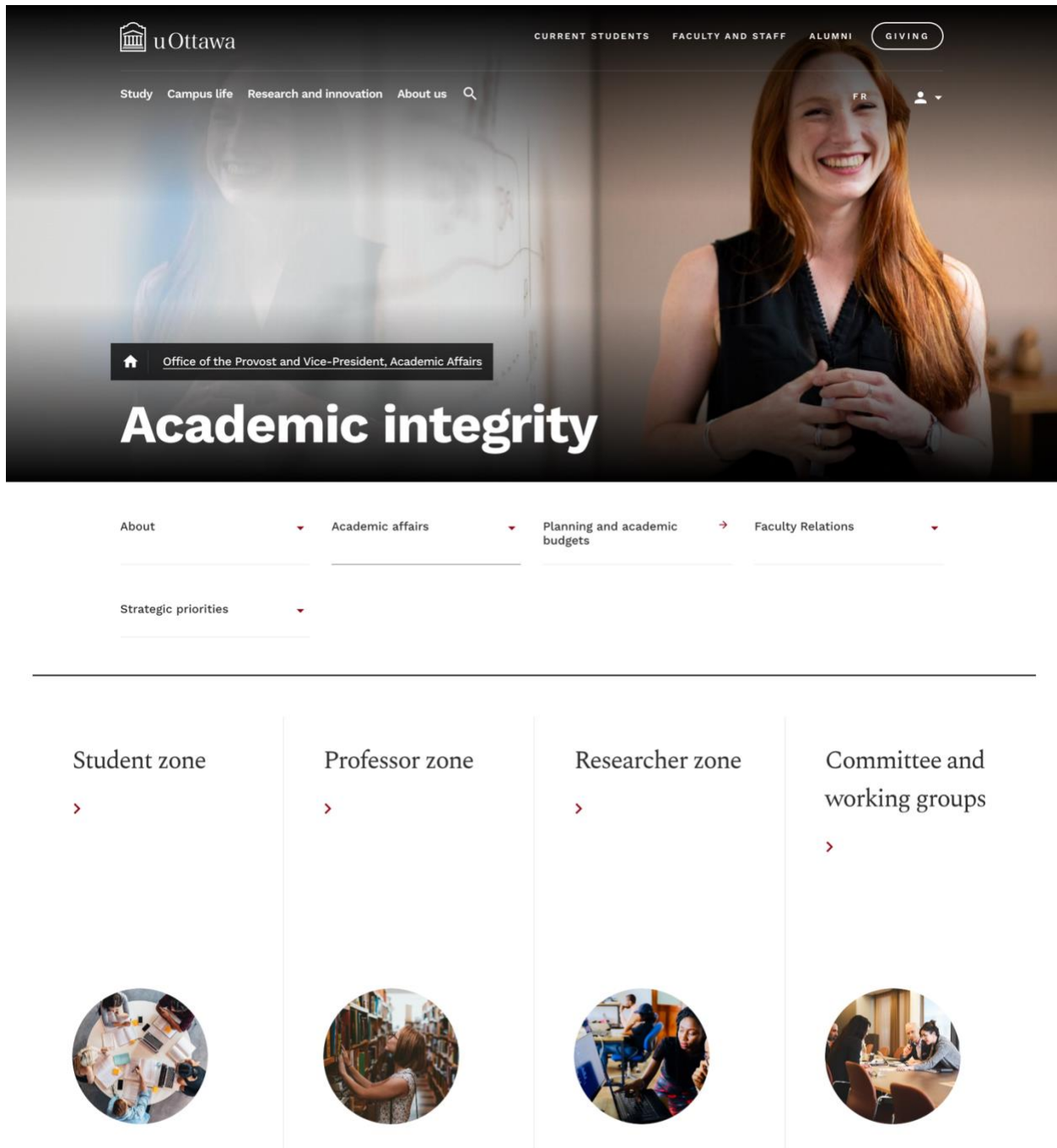


Figure 5. The academic integrity web pages have zones for students, professors, researchers, and a section about the academic integrity work at uOttawa.

Within the page for professors, we encourage focusing on the idea that students are preparing for their careers and the majority want to learn and work with integrity. By understanding the reasons for misconduct (Figure 6), we can better address it.

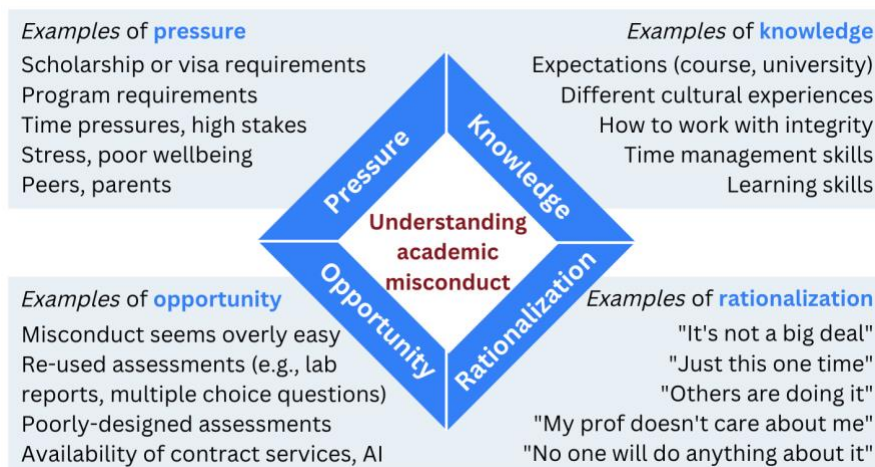


Figure 6. Reasons students engage in academic misconduct, which fall in four main categories: pressure, lack of knowledge, opportunity, and rationalization.

We also encourage professors to focus on three main areas for maximizing academic integrity and minimizing misconduct in their courses: communication, assessment, and the academic integrity process. The academic integrity web page describes the key ideas, while TLSS can help professors further in each area.


Infographics and adaptable templates

To further support members of the community, we created a series of infographics for students, researchers, and professors to raise awareness about academic integrity, including the accompanying expectations, information about the academic integrity module, and other resources. We also created templates for professors that can be adapt for their course communications (e.g., syllabi) to articulate their expectations for assessments (e.g., whether artificial intelligence tools can be used, individual/group assessment, open/closed book).

We also created an information sheet primarily for staff in the Offices of Undergraduate Programs. This sheet gives information about the academic integrity module and where students should be directed with any questions.

ACADEMIC INTEGRITY MODULE (UNDERGRADUATE)

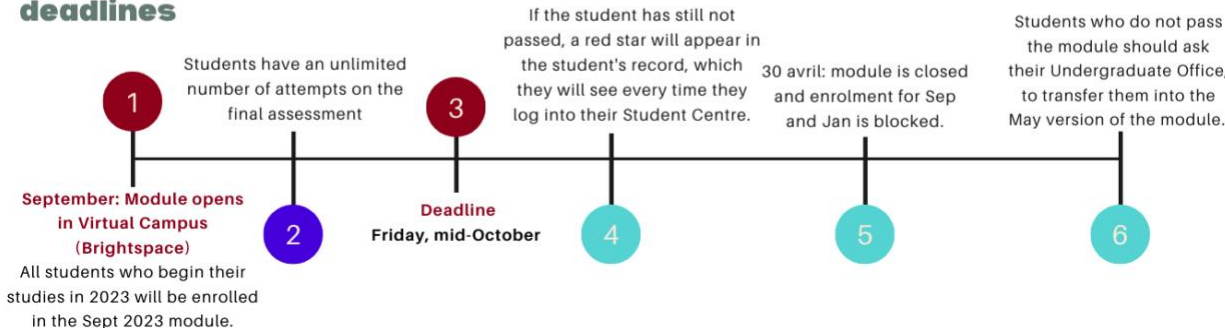
INFO FOR STAFF


 uOttawa

What and why?

Integrity is a universal value at the heart of all academic and professional activities. Every member of the University community is responsible for sharing and acquiring knowledge with honesty and integrity. The mandatory academic integrity training module is designed to help new undergraduate students understand the University's culture of academic integrity and how to work with integrity. This document is intended to provide personnel with key information.

Process and deadlines



1 September: Module opens in Virtual Campus (Brightspace)
All students who begin their studies in 2023 will be enrolled in the Sept 2023 module.

2 Students have an unlimited number of attempts on the final assessment

3 Deadline Friday, mid-October

4 If the student has still not passed, a red star will appear in the student's record, which they will see every time they log into their Student Centre.

5 30 avril: module is closed and enrolment for Sep and Jan is blocked.

6 Students who do not pass the module should ask their Undergraduate Office, to transfer them into the May version of the module.

Where to direct students with questions about...

- How to access or operate the Virtual Campus (Brightspace): contact [Brightspace support](#)
- Module requirements and content: [FAQ about academic integrity](#)
- How to register in or access the module (e.g., module not in Brightspace, language change): Faculty's Office of Undergraduate Programs
- Questions about the processus : Integrite.Integrity@uOttawa.ca

If the student was not successful...

- **After many attempts:** Encourage the students to work through the module's content slowly.
- **By the deadline:** Encourage the student to complete the module as soon as possible. The red star on their file will disappear once they have completed the module.
- **By April 30 (module closed, enrolment blocked for Sep and Jan):** A member of the undergraduate office can register the student in the May module that corresponds to their program's language. The module needs to be completed before enrolment can continue.

Results in uOCampus

Module passed: S. Module not passed: NS. Module incomplete: Blank = student made 0–2 unsuccessful attempts. Blank results will be modified to **EIN** during winter end of trimester operations..

Academic integrity web pages for : [students](#) | [professors](#) | [researchers](#) | [everyone](#)

Email: Integrite.Integrity@uOttawa.ca

Figure 7. Information sheet about the academic integrity module for staff in the Offices of Undergraduate Programs.

Academic integrity module for undergraduate students

All incoming undergraduate students take a mandatory module on academic integrity in their first year of studies. The module has been running for two years, with over 20,000 students being a part of this initiative.

Many thanks to the many conversations and efforts involved in making such a large, cross-Faculty and service initiative work, including members of the TLSS (Sébastien Leduc, Jeanette Caron, Rémi Rousseau, Maryse Sullivan), academic support (Olivia Faucher, Catherine Lavoie, mentors), the Service of the Registrar (Isabelle Mayrand), IT (Josée Néron), Vice-deans undergraduate studies, [working group members](#), staff in the Offices of Undergraduate Programs, and Aline Germain-Rutherford!

The module is designed to welcome students to uOttawa while helping them learning the importance of working with academic integrity during their studies. The modules guides them through what academic integrity is and the associated values (Figure 8), the academic regulation on academic integrity and academic misconduct, types of misconduct and what happens when there is an allegation of misconduct, and how to work with integrity—including with artificial intelligence in the 2023 version. Each section is interactive. The end of the module asks students to sign a commitment to work with academic integrity and finishes with an assessment, which must be passed with a minimum 75%.

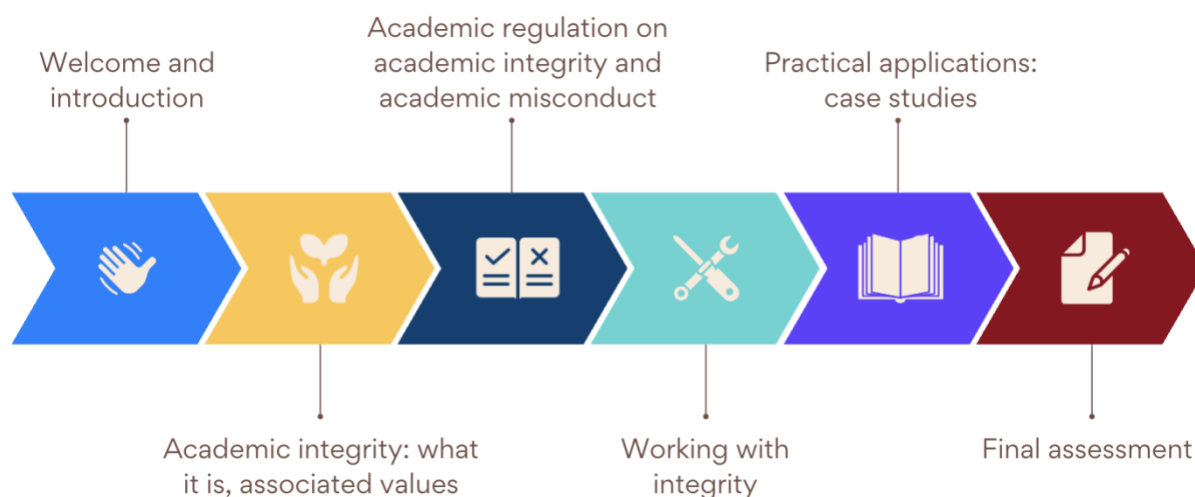


Figure 8. The structure of the academic integrity module for undergraduate students. The 2023 version includes a section on artificial intelligence.

In the first two years, students had a few attempts to pass and were then referred to a mentor for additional support, before they could return to the module and have three more attempts. Starting in fall 2023, they will have unlimited attempts and will be provided with more detailed feedback on each attempt, to support their learning in a more automated way. Each revision of the module involved considering the data available (e.g., success rates), consultations (e.g., with mentors, staff, students), discussions with a working group and with the academic integrity committee, and approval of changes by the vice-deans, undergraduate studies. An

operational team from each major service meets biweekly (more or less frequently as needed) to monitor the module’s implementation and address issues; chaired by Alison Flynn, the team includes Sébastien Leduc (TLSS), Isabelle Mayrand (Service of the Registrar, Academic Support), Julie Gareau (Communications, Office of the Provost), Véronic Tardif (uOSatisfaction), and Élise Detellier (Office of the vice-provost, academic affairs).

The vast majority of students complete the module successfully by the deadline, >96% (Figure 9). For those who did not complete the module by the deadline, their registration for the following academic year was blocked pending completion. They could request to be transferred to a special iteration of the module starting in May; their registration was unblocked once the module was successfully completed. Students received emails at least monthly about the module, as well as near the deadlines.

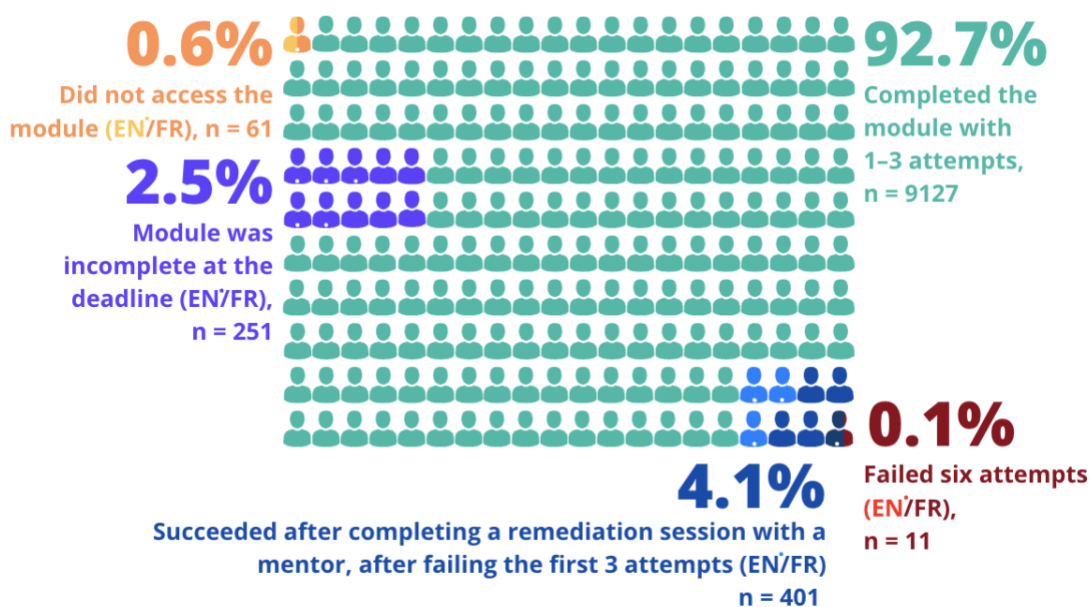


Figure 9. Success rates in the module, 2022–2023, N = 9851, n = 3231 (FR), n = 6620 (EN). Each person icon represents approximately 50 people. Analysis by: Sébastien Leduc, SAEA.

There were some correlations between success in the module and various groups, including GPA, with a university average of 94% (Figure 10). Non-binary students, men, Indigenous students, and those with lower GPAs had lower success rates on the module than women and students with higher GPAs. Students with academic accommodations had success rates approximately equal to the average. The average success rate across Faculties ranged from 90 – 98% (data not shown).

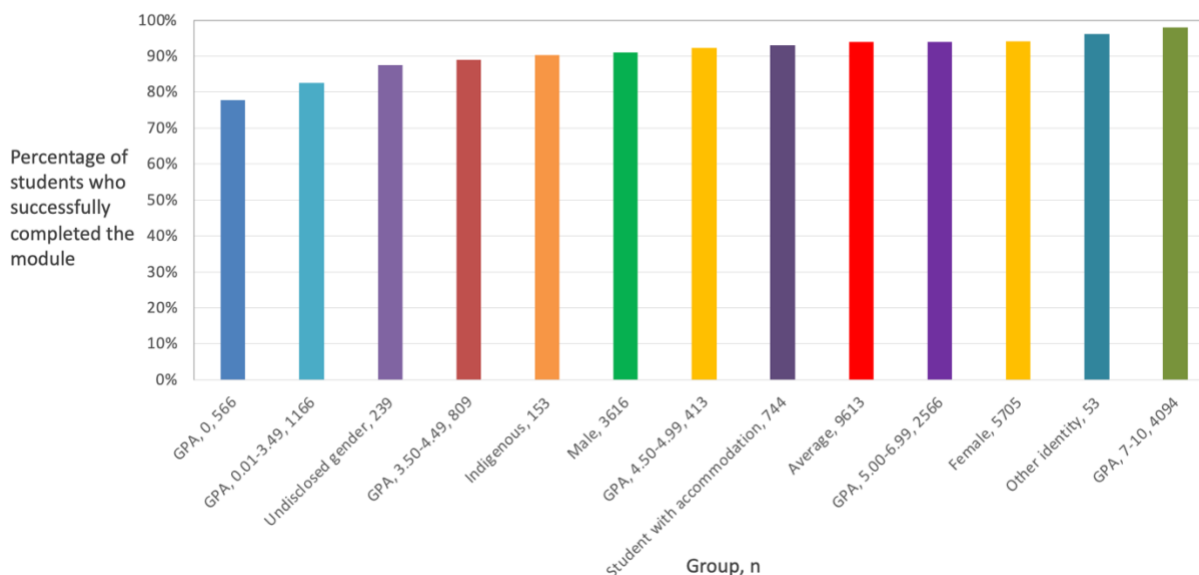


Figure 10. Success rates by gender, GPA, Indigenous status, and academic accommodation status. Data provided by Isabelle Mayrand, Office of the Registrar.

Academic integrity module for graduate students

The work toward an academic integrity module for graduate students has begun and is intended to restart once new members have joined the Office of the Vice-Provost, Graduate and postdoctoral affairs, with Ioan Nistor and Sylvie Lamoureux—originally the leads for this module’s content—having finished their mandates. To date, the working group has drafted intended learning outcomes for the module and indicated a strong desire to use as much of the content and structure as possible from the undergraduate module. There was strong consensus among the vice-deans, graduate studies, for a mandatory module of this type.

The working group committee members included: Alison Flynn, Ioan Nistor, Claire Turenne-Sjolander, Catherine Paquet, Rémi Rousseau, a [GSAED](#) representative, and Jeanette Caron; a vice-dean graduate studies is also needed for the working group.

Academic integrity guide for professors

An academic integrity guide for professors does not exist but would be useful (detecting, reporting, and options for sanctions in courses), including examples of how to use the pedagogical approach and email templates that capture the intentions to build a positive culture of academic integrity while maintaining high academic standards. The guide could incorporate or point to the information currently on the academic integrity webpages. The Faculty of Arts has kindly provided their academic integrity guide for professors, which would be a strong starting point for a university-wide resource.

Resources for students, professors, and staff

We have created a series of resources for professors, students, and staff. Many of those for professors are designed to be adaptable, meant to be a starting point that can be adapted by the professor for their own course context.

Progress measures

Measuring the progress of a culture of academic integrity aims to guide efforts, identifying areas of need, the effectiveness of initiatives, and overall beliefs, perceptions, and attitudes about academic integrity. The committee identified a series of key evaluation questions, data sources, and desired outcomes from academic integrity activities/initiatives, having looked at academic integrity reports from other institutions (e.g., McMaster, Queen's, Toronto) and discussed priorities at our own institution. In general, there is less data about academic integrity and misconduct than in other countries.

Matters related to EDI have been less studied; For example, one study found that international students were five times more likely to be reported for misconduct than domestic students (Beasley, 2016; Davis, 2021), although misconduct rates were approximately equal (Bretag, 2019). Males are more often reported for misconduct than females (Beasley 2016), although actual misconduct rates are unclear; data connected gender are lacking (Eaton, 2021). Different cultures often have different expectations for academic integrity (Hendy et al., 2021).

Some findings have already been described above in the section for the academic integrity module. In 2020, students' and professors' beliefs were explored with the McCabe survey (a survey used internationally in academic integrity contexts), in a study led by Dr. Elaine Beaulieu, Department of Biology, Faculty of Science, funded by the Office of the Vice-Provost, Academic Affairs. In 2022–2023, Dr. Beaulieu led a new study that focussed on students' perceptions.

The rates of misconduct used to be collected and reported on the academic integrity web page; however, they have not been for the past few years. Institutional data on misconduct rates (and related information) is lacking.

BEPC/BES : groupe de travail

Le groupe de travail des Bureaux des études de premier cycle (BEPC) et les Bureaux des études supérieures et postdoctorales (BES) visent à identifier les formations et d'autres ressources qui pourraient aider les membres du personnel de ces bureaux à mieux guider et soutenir les étudiants. Guidé surtout par Véronic Tardif, ce groupe de travail est composé de membres des BEPC et BES, et d'autres personnel de soutien : Annie Baylor (Chef administratif, BES, Faculté Telfer), Olivia Faucher (Chef, Soutien académique), Alison Flynn (Vice-provost associée aux affaires académiques), Julie Lamothe (Chef administratif, BEPC, Faculté des sciences), Lorie Laroche (Spécialiste en éducation, SAEA), et Andrée-Anne Maranda (Directrice associée, Service de santé et mieux-être).

Réseau de conseillances

Créer en 2022, ce réseau vise à la fois les spécialistes et les agent.e.s principaux autant au premier cycle qu'aux cycles supérieurs. L'objectif est de permettre au personnel des BEPC et des BES d'obtenir les ressources dont ils ont besoin pour se perfectionner dans leur travail, mais aussi de leur donner des opportunités de réseautage et de partage d'information entre collègues, cycles et facultés.

Un comité aviseur a aussi été créé. Guidé par Véronic Tardif, le Comité aviseur est composé de membres de toutes les facultés (BEPC et/ou BES) et il détermine les activités à prioriser pour le réseau de conseillances.

Formations pour les membres du personnel des BEPC et BES

L'influence des biais implicites sur notre travail : Explications et impacts

Avril 2022

Cette formation, offerte par Lorie Laroche, visait à sensibiliser le personnel des BEPC et des BES aux raccourcis mentaux utilisés pour prendre des décisions et orienter nos comportements. Cet atelier visait à comprendre et remarquer les biais inconscients et l'impact qu'ils peuvent avoir sur notre travail et nos interactions. Le personnel a pu apprendre et perfectionner des comportements pour les aider à construire une culture plus inclusive avec leurs collègues et étudiants.

Comprendre l'aide financière canadienne et internationale d'un point de vue académique

Août 2022

Cette séance d'information, offerte par Christine MacGregor, a permis de présenter au personnel la relation complexe entre l'aide financière gouvernementale et les décisions académiques prises par les étudiants. Les abandons, les différés, les retraits, les abandons rétroactifs avec et sans remboursement, les changements de programme, les classes répétées et le choix d'aller à temps partiel ou à temps plein ont tous un impact sur l'aide financière gouvernementale. Des informations ont été fournies au personnel académique pour guider au mieux leurs étudiants vers des décisions qui leur permettront de rester forts sur le plan

académique et responsables sur le plan financier. Les services et l'appui offerts aux étudiants en détresse financière ont aussi été présentés.

Comprendre les bourses d'un point de vue académique

Août 2022

Mélissa Hanson a offert cette séance d'information qui présentait le fonctionnement des bourses à l'Université d'Ottawa, notamment les changements majeurs aux bourses à partir de 2022-2023 qui ont un effet significatif sur les étudiants. L'impact de l'abolition de la bourse au mérite à partir du trimestre d'hiver 2023 et les changements pour la bourse d'exonération partielle des droits de scolarité ont été présentés. Les conséquences d'un abandon partiel ou complet des études lorsqu'un étudiant est récipiendaire de bourse ont aussi été expliquées.

Séance d'information - Service des finances et Comptes étudiants

Octobre 2022

Offerte par Étienne Poirier, gestionnaire des comptes étudiants, cette séance a permis d'expliquer le mandat de l'équipe de Comptes étudiants ainsi que l'interconnectivité entre leurs principaux partenaires (Info Service, Registraire et l'aide financière. Certains aspects clés de leur service ont été abordés, tels que les méthodes de paiement, la date limite de paiement, les remboursements, les plans de paiement, le parrainage ainsi que le processus d'appel.

Formation de base Excel

Février 2023

Offerte par le professeur Jeffrey Keillor, cette formation visait à permettre au personnel de comprendre les bases d'Excel, de définir un tableau de données Excel tout en combinant des filtres et des tris pour analyser les différentes requêtes. Différentes formules et outils de formatage ont été expliqués.

À venir

Le professeur Keillor organisera des capsules Excel qui seront disponibles dans l'intranet en tout temps pour les membres du réseau qui pourraient en avoir besoin.

Symposium du personnel scolaire

Le personnel scolaire participe, deux fois par année, à un symposium du personnel scolaire. Ce symposium permet de former et informer le personnel scolaire et leur offrir une occasion de réseautage. Le leadership de ce symposium relève de l'équipe du Registraire et nous avons contribué activement à la préparation et l'organisation de cet événement avec eux. Les symposiums ont eu lieu le 6 mai 2022, le 25 octobre 2022 et le 5 mai 2023.

Intranet

L'intranet est une collection de toutes les ressources de gestion académique pour les membres du personnel aux BEPC et BES, incluant les : procédures, guides, ressources de formation. Une nouvelle page a été créé dans l'intranet pour le Réseau de conseillances. Veuillez consulter Véronic Tardif si vous désirez y avoir accès.