noun

1. academic department at the University of Guelph that inspires and empowers excellence in teaching and learning.

2. integral part of the University of Guelph’s learner-centred and research-intensive mission.
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I am pleased to share our annual report for 2018. Looking back over the past year, we certainly have some significant accomplishments to celebrate.

In 2018, we continued to advance institutional priorities including competency-based education, experiential learning, evidence-informed curriculum improvement, and the tracking and assessment of the achievement of learning outcomes. As well, we launched several new courses and programs, including the online Data Science Certificate program, designed to meet job market demands for data science professionals.

Inspired by the University’s Inclusion Framework, OpenEd fostered academic inclusion with programming offered to faculty, sessionals and TAs, focusing on curriculum design, teaching practices, and assessment activities. Diversity and Inclusive Approaches was the theme of our annual Teaching & Learning Innovations (TLI) Conference that engaged over 200 instructors, staff and students in meaningful dialogue about inclusive educational practices.

Continuing to research, pilot and adopt emerging technologies that enhance teaching and learning and improve productivity, we engaged in several pilots and application development projects. Riipen, a micro-experiential platform that connects employers with students to engage in industry-related projects, was implemented to expand our efforts related to providing experiential learning opportunities to students within curriculum. We also completed the development of the Course Outline Manager—a tool that will integrate with other institutional platforms to create consistent and accessible course outlines. As well, 30 classrooms were upgraded with standardized room controls, cabling and technologies to enhance the learning environment for instructors and students.

Our leadership in the field of lifelong learning has allowed us to contribute to discussions at the national level related to future skills, upskilling and the reskilling of the Canadian population. By offering relevant learning opportunities, we will continue to extend our reach and provide our learners with the necessary skills to transition into the workforce and to continue reskilling throughout their careers.

It is a pleasure to lead and work alongside such a dedicated group of individuals who are clearly committed to improving the lives of all who learn and work at the University of Guelph. I am inspired by their talents, creativity, and willingness to always strive for excellence in teaching and learning.
FACTS & FIGURES

33,293
Total online degree-credit enrolments

9,000+
Resolved Help Desk tickets (average 25 tickets/day)

248
Total online degree-credit offerings

43
Online/blended courses developed/redeveloped

12,764
Marketing email subscribers

55K
CourseLink logins daily

719
English language student enrolments

1,1829
Money raised for United Way

1,368
ED workshop, presentation and institute participants

5,205
Total non-degree enrolments
141
Total non-degree offerings

230
Total non-degree certificate or diploma program completions

110
Classrooms supported on campus

4129
Courses delivered through CourseLink

1617
Classroom inspection checks

420K+
Pageviews on OpenEd.uoguelph.ca

6600+
Social media followers

262
Marketing emails sent

4670
Equipment rentals from AV loan counter

4054
Exams written using Respondus technology

18000
Unique CourseLink visitors (by IP) daily
2018 SNAP SHOTS

FEBRUARY
Hosted the 27th Annual Ontario Turfgrass Symposium (OTS).

MARCH
Michelle Fach spoke at the International Women’s Day breakfast.

MARCH
Nataliya Borkovska, Ling Hu and Bill Hodges represented OpenEd at the TESOL 2018 International Convention and English Language Expo. Ling and Nataliya also did a poster presentation.

APRIL
Serge Desmarais, Michelle Fach and Dale Lackeyram collaborated to develop a publication called ‘Integrating Pedagogy and Technology to Measure Program and Institutional Learning Outcomes at the University of Guelph’.

APRIL
OpenEd and Equine Guelph ran an educational booth at the CanAm Equine Expo.
**MAY**
Marjory Gaouette and Meghan Clark attended the CAUCE conference in Halifax.

**MAY**
OpenEd’s Teaching English for Academic Purposes (TEAP) Certificate Program was recognized with an award of excellence program award at the CAUCE conference.

**NOVEMBER**
Ruth Neustifter facilitated a live Twitter chat. #AskDrRuthie

**MAY**
Scott Jamieson and his co-author James Papple launched their new textbook, Academic Inquiry 2, and hosted a professional development presentation.

**AUGUST**
The first English Language Programs buddy video was launched.
SUMMARY OF PRESENTATIONS

Michelle Fach
Lifelong Learning in Canada
Reimagining the Potential of Universities in a World of AI and Automation
Universities Canada Education Committee Meeting
September – Ottawa, Canada

Natalie Green
Universal Design: Best Practices for Online Learning
Online Learning 2018 Global Summit & EdTech Expo
October – Toronto, Canada

Brad Jennings & John Walsh
Designing for Student Engagement
Online Learning 2018 Global Summit & EdTech Expo
October – Toronto, Canada

Dennis York
Getting into a Blended Learning Mindset: Engaging First-Year Students in a Large-Enrolment, Introductory Political Science Course
Online Learning 2018 Global Summit & EdTech Expo
October – Toronto, Canada
Brad Jennings & John Walsh
Encouraging a Diversity of Voices and Perspectives in Course Content through Student Generated Content
Teaching & Learning Innovations (TLI) Conference
July – Guelph, Canada

Greg Sabatine
Using the Brightspace API to Support Your Implementation at Scale
D2L Fusion
July – Houston, USA

Richard Gorrie
Technological Innovation in the Management and Inclusion of Disabled Students
SAPDU IX
October – Murcia, Spain

Marjory Gaouette
Mapping Your Student Customer Journey
CAUCE 2018 Conference
May – Halifax, Canada

Meghan Clark
Community of Practice Lead
CAUCE 2018 Conference
May – Halifax, Canada

Ling Hu and Nataliya Borkovska
Fostering and Sustaining Student Collaboration in Multicultural EAP Group Projects
TESOL International
October – Chicago, USA
Integrated Admission Pathway Launched

In September 2018, English Language Programs (ELP) launched the Integrated Admission Pathway—a new pathway specifically designed for international students looking to improve their English language proficiency while studying at the University of Guelph (U of G).

The pathway consists of a combination of selected degree-credit and English language courses to provide a simultaneous learning experience within a supported environment. After three semesters, students will have completed five degree-credit courses that can be applied towards their degree programs and will be well positioned for success in their undergraduate studies.

“The creation of this new pathway aims to prioritize English language training, while providing better support for our international students on campus,” said Michelle Fach, executive director of OpenEd. “We are pleased to roll out a newly-designed pathway that aligns with the University of Guelph’s Strategic Mandate Agreement to build international capacity for growth and change.”

“There’s often a gap between the academic expectations that international students have when they come to a Canadian university and what they actually encounter when they get here,” explained Julian Inglis, ELP business development and program manager. “The goal of the Integrated Admission Pathway is to close this gap and help our students become active members of the U of G community.”

“This program is very nice. We are improving our English and learning about the university environment. My experience on campus is awesome! The University of Guelph has a lot of fun stuff to do. The teachers help the students a lot and they always encourage us to become better students.”

Angel Vinuela Rivera, México
On Tuesday, May 29, 2018, OpenEd was recognized with an award of excellence program award at the 2018 Canadian Association for University Continuing Education (CAUCE) Conference. The award, Non-Credit Programming Over 48 Hours, observed OpenEd for their Teaching English for Academic Purposes (TEAP) Certificate Program.

Many members of the English Language Programs (ELP) team contributed to the success of the TEAP program. Course developers David Siefker, Samantha Burns and Cynthia Eden worked together to develop the curriculum. ELP academic coordinator/head instructor, Bill Hodges, and ELP business development and program manager, Julian Inglis, were instrumental in implementing the program.

"The thing that really stands out for me about this program is that out of all the other institutions that offer a similar program, we actually went to Mexico and did a needs analysis to understand the teaching context there," explained Inglis. "This made the program well-tailored to meet the needs of the teachers."

Michelle Fach, executive director, OpenEd, accepting the award on behalf of the English Language Programs unit.
Quality Matters Certification Achieved

Improving Online Course Quality

In 2018, the Distance Education (DE) team continued to focus its efforts on creating high-quality courses and ensuring that existing courses are maintained to internal quality standards. The team’s commitment to quality online education was strengthened through the completion of the Applying the Quality Matters Rubric (6th Edition) training, which reviews the criteria and expectations of the rubric standards and prepares practitioners to use the rubric in course design work.

The DE team’s focus on course design and maintenance resulted in:

- 18 online courses developed
- 2 blended courses developed
- 2 online modules developed
- 21 online courses redeveloped
- 15 online courses funded through the DE Development Fund
- 391 fully online courses maintained
- 26 hybrid courses maintained
- 15 residential courses supported

As part of OpenEd’s commitment to the University’s Strategic Mandate Agreement, the DE team is working towards certifying a number of online courses through Quality Matters (QM).

Quality Matters is a leader in quality assurance for online education and has received national recognition for its scalable, peer-based approach. Designed to promote student learning, QM is integral to continuous quality improvement. The University of Guelph was the first Canadian institution to join Quality Matters (2009) and is the first Canadian university with a course that has been reviewed by QM and carries the QM Certification Mark.

In 2018, GEOG*2210 - Environment and Resources became certified with a score of 98/100.

**GEOG*2210 - Environment and Resources**

This course examines the interrelationships between people and biophysical processes. The main themes are: 1) characteristics of natural resources and processes through which they are developed and used and 2) human response to environmental conditions, including natural hazards and global change. Contemporary Canadian case studies will be presented at the regional and national scales.

Course applies to Certificate in Environmental Citizenship and Certificate in Environmental Conservation.
Continuous Improvement

Supported Continuous Improvement of Academic Programs

In 2018, the Educational Development (ED) team saw ongoing growth in engagement with continuous curriculum improvement. This included course redevelopments, new program developments, curriculum review projects, and support for departments through institutional quality assurance processes. The team continues to guide work at all University of Guelph campuses, and the University of Guelph-Humber. The range of this work—from assessments to whole programs—has positively affected the quality of curriculum for thousands of our students on all our campuses.

The highlight of this work is the growth in meaningful engagement in two distinct ways. Firstly, undergraduate programs are engaging in curriculum mapping, and post-curriculum mapping activities more frequently as they utilize more and more evidence to inform curricula decision-making.

Secondly, the strengths in the undergraduate setting are also resulting in substantial growth in post-graduate curricular discussions that highlight the strengths of the research and advanced training of graduate students at U of G.

The ED team has been involved in more than six international/national/provincial projects, 20 multi-institutional activities, and well over 40 University-wide (multi-campus) initiatives that advance the University of Guelph’s leadership in teaching and learning.
40th Guelph Sexuality Conference

"Social comparisons can impact perceptions of current relationships". Don’t compare your relationship with someone who wants to brag, rather get up close and personal with someone who is looking to complain #UofGSexConf

Congratulations to @RahimThawer !! We’re thankful to have someone as hardworking as you on our #UofGSexConf committee and who contributes so much us and others! #Pride

Learning more about the history of midwifery and abortion and how midwives could help solve the lack of abortion care in communities across Canada @UoGSexConf #UofGsexconf

"Who are the people who are important to you?" rather than "Who is in your family?" when asking clients about what their support system looks like. @DrRuthie #UofGsexconf
Karen B. K. Chan
@karenbkkchan

Attachment Theory can apply to how we relate to our phones and techy devices. love it. 🤔 @Dr_Markie_Twist #UofGSexConf

What's My Body Doing
@whatsmybodydoin

Can all STI testing interviews go like this??? Non judgemental, harm reduction, queer framework. #UofGSexConf

K Alexander, MD FRCSC
@drkalexander

#UofGSexConf
Love a conference where clearly stated Values shape the dialogue

Josie
@ThaUosieQuinn

I’d rather be hated for who I am than loved for who I’m not. Truth Is... #UofGsexconf

11:05 AM - 14 Jun 2018

Thanks for having us @UoGSexConf 😊 Such great discussion during our workshop on #HumanRights & #HealthyRelationships @actioncanadashr #SexEd #BeyondTheBasics

UoG SexConf @UoGSexConf
@MakZook & Brittany Veron from @actioncanadashr are teaching us at the #UoGSexConf how to challenge human rights violations and support/empathize with youth & individuals that face these violations! And we can’t forget about healthy relationships!

9:15 AM - 17 Jun 2018
10th Accessibility Conference

The Continuing Education team hosted the 10th Annual Accessibility Conference, ‘Designing for Diverse Abilities’.

Over the past decade, the conference has provided sessions on accessible information and communication. Each year, the conference theme reflects the five Accessibility of Ontario Disabilities Act (AODA) standards: customer service, information and communication, employment, transportation, and design of public spaces.

Conference attendance continues to expand, with this year’s attendance exceeding 400 participants. The event draws participants from educational institutions, government, and non-government and private sector organizations.
University of Guelph Rolls Out BlindSquare

Thanks to a generous donation from the Guelph Lions Club, the University of Guelph became the first university worldwide to enable all three levels of BlindSquare on campus.

BlindSquare, an application designed for iOS devices, helps visually impaired and blind people independently navigate their way around campus.

Jim Sanders, Guelph Lions Club president, and other Lions Club representatives presented this donation to Jill Vigers, manager of architectural services with Physical Resources, and Christopher Moulton, Alumni Affairs and Development, at this year’s Accessibility Conference.

“I would like to thank the members of the Guelph Lions Club who have unanimously agreed to support a five-year grant of $48,000 to make this campus accessible,” said Vigers.

Vigers learned of BlindSquare during the 2017 Accessibility Conference when Debbie Gillespie, accessibility consultant at the Canadian National Institute for the Blind (CNIB), presented about the positive impact the technology had on the lives of individuals with visual impairments.

“For 96 years, the Lions have devoted themselves to helping blind people,” said Sanders. “We are excited and privileged to be part of this ground-breaking announcement. The 10th Annual Accessibility Conference has become the go-to event each year to discuss new direction and there’s no doubt that the University of Guelph will become the first fully-accessible campus.”

“For those of us who are blind or partially sighted, this is going to be the model for Canada and the rest of the world,” he concluded.
Inclusion

Inclusion in the Academic Landscape

The culture of inclusion at the University spans areas of diversity, access, and inclusive practice and design in an intentional manner. Building on the University’s Inclusion Framework, OpenEd’s efforts have kickstarted work in the academic landscape that continues to grow. This includes areas of how our curriculum, teaching, learning, and assessment activities are becoming more inclusive, from our course designs to what distinguishes us academically.

The range of this work included the TLI conference. Organized by OpenEd and other collaborating areas on campus, sessions engaged over 200 instructors, staff and students in meaningful dialogue about inclusive practices in education.

Terrific conference. I think the topic of diversity and inclusion should be part of every TLI conference in the future. Similarly, it would be good to have an Indigenous-oriented session of some kind in every future TLI. Both areas are important and highly relevant to most broader topics in teaching and learning.

TLI Conference participant
In December 2018, Tommy Mayberry, educational developer at OpenEd, concluded the Fall 2018 PSEER Seminar Series with a discussion on gender pronouns and teaching. In this presentation, Mayberry articulated the importance of fostering inclusivity in teaching, and presented suggestions on how to create and maintain an inviting place for students. “We can start to make inviting spaces by modelling our own pronouns and transparently inviting our students to do so as well,” explained Mayberry.

They expressed that a few ways to begin to create an inclusive space is to display your pronouns in email signatures, syllabi, business cards, social media profiles, academic profiles, office spaces and name tags.

“As a general rule of thumb, when someone asks you to refer to them a certain way, just do it,” emphasized Mayberry.

Throughout the discussion, Mayberry answered questions from attendees and explained the value of word choice and open mindedness to sharing pronouns. They mentioned that sharing your pronouns invites others to share theirs as well.

Mayberry concluded their talk by stating that, in most cases, professors just need to ask their students, “how would you like me to refer to you?”

Inclusion Seminar

he she they
Introduced the Course Creation Tool, saving 60+ hours of staff time and adding significant convenience for faculty.

Developed and piloted PEAR (Peer Evaluation, Assessment and Review) 2.0, with added flexibility for instructors and increased functionality for students.

Deployed in-house developed Course Outline Manager for courses in SOE, OAC, CBS, COA and OAC, allowing faculty to create standardized, accessible course outlines.

Thank you for overseeing the technical setup of last night’s Senate meeting. Members arrived early for the meeting, which was not an issue due to setup being completed well in advance of the start time. Your seamless maneuvering of the microphones passed around during the deliberative discussion added to a smoothly-run meeting. As well, your promptness in providing us with the podcast recording the next morning was greatly appreciated.

Annette Block
Deployed H5P coding for online course interactivity.

Supported funding announcements, convocations, Board of Governors & Senate events, Science Complex Atrium events, and conferences—including College Royal, Farm Smart, OTS, ORFA, EDC, TLI, Drainage, and more.

Completed API project with the library that will automatically push course e-Reserve material into CourseLink courses.

Completed 21 major and 9 minor in-house installations, as well as a refresh of the GW2 Main/Mini Link.
Universal Design Project

In the summer of 2016, OpenEd was successful in receiving funding from the Ministry of Training, Colleges and Universities through eCampusOntario, as part of their Faculty Supports Project. The proposal from OpenEd focused on the assessment of a variety of Universal Design (UD) lenses in order to develop a set of best practices for creating online learning opportunities that meet the needs of as many learners as possible.

The goal of the OpenEd project was to develop a publicly accessible website that distills Universal Design (UD) principles into easily understood and readily applied strategies that faculty and instructional design teams can reference.

“The project team wanted to explore the common best practices across the UD models and synthesize those into key principles that are manageable for practitioners to digest,” said Natalie Green, associate director, Distance Education.

Looking at three key models—Universal Instructional Design (UID), Universal Design for Learning (UDL) and Universal Design for Instruction (UDI)—with an eye for any overlapping and complementary principles, the team found that all three models are valuable frameworks for applying Universal Design to educational environments.

“Understanding the commonalities and differences between the models makes the overall concept of Universal Design more accessible to practitioners and its application less restrictive,” noted Richard Gorrie, associate director, Educational Technologies.

The final stage of the project was to create a list of key best practices that are common across the models and organize them according to the various stages of an online course: design, development, delivery, and evaluation. The Universal Design – Best Practices for Online Learning website was designed around these stages and includes academic literature and a variety of support materials.

“By making these resources available to instructors and design teams, we’re hoping to minimize barriers and maximize learning for all students,” concluded Green.

OpenEd.uoguelph.ca/UID
design
development
delivery
evaluation
In January 2018, OpenEd launched the Data Science Certificate program. This new online program was designed to meet an increased demand for professionals with data analytics skills. A number of national research reports have projected high future growth in data analytics, which suggests opportunities in this field will continue to expand. This one-year certificate program is comprised of three consecutive online courses and provides a solid understanding of data science and the role of the data scientist in the real-world environment.

Elizabeth Manafo, Certificate in Knowledge Mobilization graduate

This program helped me understand the scope of data science, introduced me to new tools, and provided a way to collaborate with others on multiple data science projects. I've always liked working with numbers and more recently I've become interested in data science and machine learning. The programs that make up this certificate are perfect preparation for anyone moving into these areas.”

Aaron Toth, Data Science Certificate student

The Certificate in Knowledge Mobilization is an innovative program that has advanced my knowledge and skills as a modern-day social researcher. I was looking for a way to update and fine tune my skills, while building competence in the ever-novel areas of knowledge translation and mobilization. Each of the three courses presented material in an interactive format, making my learning experience tangible and engaging. Through this program, I learned how to promote meaningful utilization of research findings. As a self-employed individual, this certificate is critical in keeping me competitive and up to date in the research world.

Elizabeth Manafo, Certificate in Knowledge Mobilization graduate
CBE Module Funding

University Secures $1M for Competency-Based Education Pilot Projects

In March 2018, the University of Guelph was successful in receiving funding from the Ministry of Advanced Education and Skills Development for two competency-based education (CBE) pilot projects.

The University received $1 million to explore ways to leverage the functionality of the D2L system—using a CBE pedagogical approach to support students in courses with high failure rates—while supporting efforts related to student success, mental wellness, time to completion, and lifelong learning.

The first pilot project involves the development of CBE modules that will advance learning in courses that have been identified as having high-failure rates. Students will be able to personalize their learning by progressing through the course material at their own pace, choosing to focus their time on concepts they find more challenging.

For students who have had an unsuccessful attempt at a course with a high failure rate, the second pilot will offer them an opportunity to retake the course in an accelerated CBE format during the summer months. The accelerated courses will be structured for students to study at their own pace, prompting them with more information and support as required. This option aims to prevent delays in academic program progress.

Both pilots will encourage student engagement through animation and other innovative learning technologies.

“This is an excellent opportunity for the University of Guelph to strengthen its partnership with D2L, an important and strategic partner,” said Michelle Fach, executive director of OpenEd. “We look forward to exploring ways in which advanced technologies and pedagogical approaches can be used to promote academic excellence and skill development in students with different learning styles.”

CBE is a learner-centred approach that focuses on assessment of learners and their ability to demonstrate specific skills and competencies. The self-paced nature of CBE fosters student engagement and ownership of their learning, while receiving feedback and guidance in a supportive environment.
WELLNESS COMMITTEE HIGHLIGHTS

Natalie Green, member of the Johnston Hall Local Health and Safety Committee, received certification in Mental Health First Aid (MHFA) through the Mental Health Commission of Canada. MHFA is the help provided to a person developing a mental health problem or experiencing a mental health crisis, including, but not limited to, students, staff and faculty.

Jessica Martin was invited to attend the Excellence Canada Summit in Toronto on November 6, where the University of Guelph was awarded the Bronze Level Healthy Workplace Certification.
OpenEd was awarded an $1800 Wellness@Work Grant for our Be Well, Live Well, Work Well proposal. This covered our kick-off event, the wellness carts, and event guest speakers.
PARTNERS

Ontario Agricultural College (OAC)

College of Social and Applied Human Sciences

GUELPH TURFGRASS INSTITUTE

College of Arts

Community Engaged Scholarship Institute (CESI)

Ontario Veterinary College (OVC)

SPORTS TURF CANADA

Biodiversity Institute of Ontario
### FINAL ENROLMENT DATA

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