



ACADEMIC POLICY COMMITTEE (APC)  
Minutes of Meeting

**Date:** Thursday, November 26, 2015

**Time:** 9:30am-11:00am

**Room:** 209 Assumption Hall

**Committee Members:** Dr. Fazle Baki, Dr. Lorna deWitt, Dr. Erika Kustra, Dr. Scott Martyn, Dr. Mitra Mirhassani, Dr. Bruce Tucker, Dr. Katherine Quinsey, Dr. Karen Roland, Dr. Antonio Rossini, Dr. Alan Scoboria, Mr. Hassan Shahzad, Prof. John Weir, Dr. Chris Weisener, Ms. Shuzhen Zhao.

**Absent:** Ms. Shaista Akbar, Mr. Emmanuel Igodan, Mr. Sanam Mehta.

**In Attendance:** Prof. Lionel Walsh; Ms. Renée Wintermute and Alison Zilli (University Secretariat).

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**Formal Business**

**1 Approval of Agenda**

**MOTION:** That the agenda be approved.

Dr. A. Rossini/Dr. K. Quinsey  
**CARRIED**

**2 Approval of Minutes**

**MOTION:** That the minutes of the meeting of October 22, 2015 be approved.

Dr. E. Kustra/Prof J. Weir  
**CARRIED**

**3 Business arising from the minutes**

Nothing to report.

**Items for Information**

**4 Outstanding business**

**4.1 Multiple Final and Term Evaluations in 24 hours (Bylaw 51 Revisions)**

*(See document APC151126-4.1 for more details.)*

**MOTION:** That the proposed revisions to Bylaw 51 be approved, including incorporating the Policy on Multiple Exams in One Calendar Day, and be forwarded to the Bylaw Review Committee for consideration.

Dr. K. Quinsey/Dr. A. Rossini

**NOTED:**

- During the last academic year, Senate requested that APC revisit the policy on Multiple Final Examinations in one Calendar Day with a view to addressing accommodation for students who had three consecutive final exam slots in 24 hours and extending the provision to mid-terms.
- The current policy allows students with three final exams in one calendar day to apply to have one of their exams rescheduled to a supplemental examination day.

- Concern was raised regarding the issue that revisions to the policy will significantly increase administrative workloads for departments who will need to address formal requests.
- Instructors should be encouraged to work with students on an informal basis to find alternative accommodations to relieve hardship and stress, rather than by a prescriptive policy.
- In response to a concern raised about the issue that it is difficult for instructors to coordinate their term evaluations with colleagues as there is no central database where such information is shared, it was noted that the SIS has a system by which this can be done but it is undersubscribed.
- Given that instructors must provide students with a course syllabus outlining the approximate dates for tests, assignments on the first day of each course (and finalizing the dates by the end of the second week of classes), coordination of exams and term paper deadlines could be done collegially at the departmental level. This, however, is more difficult for those programs where students take courses from various departments and Faculties.
- In response to a question raised regarding whether consideration would ever be given to having a central exam bank which can be used for students who need to write supplemental examinations, which would be invigilated by another body, it was noted that this model would be drastically different from what is currently done in Ontario across the post-secondary sector and would require that all instructors prepare at least two versions of their evaluations.
- Instructors are encouraged to prepare 2-3 versions of their term evaluations and final examinations in order to ensure that there are at the same level of difficulty but slightly different in content.

**DEFEATED**

AGREED:

- The policy be sent back to the APC Subcommittee for further review.
- The APC Subcommittee be augmented to include the following members: Dr. Lorna de Witt, Dr. Erika Kustra, Mr. Sanam Mehta, Dr. Katherine Quinsey, Ms. Shaista Akbar, Dr. Alan Scoboria, Dr. Mitra Mirhassani, Mr. Hassan Shahzad.

## **5 Reports/New Business**

### **5.1 Board of Governors In-Course Medals - Recommendations**

*(See document APC151126-5.1 for more details.)*

**MOTION: That proposed revisions to the Board of Governors In-Course Medals be approved.**

These medals are awarded annually, ~~in the Fall semester~~ **at the end of the Winter term**, to the undergraduate student in each Faculty who had the highest cumulative average of all non-graduating students **in that Faculty at the end of the preceding regular (September–May) session**. A minimum cumulative average of 78.5% is required. The student must have completed the equivalent of at least ten courses at the University and must be registered full-time in an honours degree program. ~~Students are considered for this medal based on the Faculty in which they are enrolled at the time the medals are awarded.~~

Ms. Hassan Shahzad/Dr. Karen Roland

NOTED:

- The revision to the Board of Governors In-Course Medals changes the time of the awarding from Fall to Winter so that students will be assessed for the award based on the Faculty in which they completed their prior year's course work.
- In response to a question raised regarding which Faculty a student would receive the award in if they were in a joint program, such as Behaviour Cognition and Neuroscience, it was noted that it is awarded based on their first major and/or in the Faculty in which the program is housed.
- In response to a question raised about the somewhat low minimum cumulative average of 78.5%, it was noted that this was converted from a 10.5 in the former 13-point grading scale. The minimum will not be an issue since it is the best students in each Faculty that receives the award. However,

increasing the average would increase the perceived honour of the award.

- In response to a question raised regarding how pass/fail courses factor into the average calculation, it was noted that they are not counted towards a student's average. It was further noted that GLIER recently changed some of their courses to a percentage as it was discovered that pass/fail courses were putting their graduate students at a disadvantage when applying for scholarships and awards.

## **Items for Information**

### **5.2 Student Recruitment Annual Report (2014-2015)**

*(See document APC151126-5.2 more details.)*

NOTED:

- A presentation highlighting the work of the Student Recruitment Office over the past year was provided.
- The Student Recruitment Office (SRG) recruits eligible students of diverse backgrounds from a regional, notational and North American pool of prospective students.
- The Office is committed to ethics and professionalism in student recruitment.
- Through multiple recruitment strategies, the Office is committed to inspiring eligible students to choose UWindso and gain access to an excellent post-secondary education.
- Goal and Objectives include: 1) Collaborating with internal and external partners to execute the annual Recruitment Plan; 2) Advance the University's Retention efforts by recruiting students who are academically prepared; 3) Implementing processes and procedures that ensure information and services are available to prospective students and their parents in a timely, accurate fashion; 4) Recruit qualified students through effective recruitment and marketing strategies, including communication through electronic means, telecommunications, campus-based program, and off campus recruiting events; 5) To increase the quality and quantity of students who enroll in all programs in order to support the University's academic and financial goals; 7) To use best professional practices to execute a quality recruitment Plan directed towards students and parents through multiple formats.
- The success of the recruitment plan will assist the University in recruiting and retaining the best faculty and staff due to the quality of our students and ability to recruit a sufficient number of students to meet the University's budget targets.
- The Office promotes international engagement by recruiting in the United States and Mexico.
- The SRO participates in a wide variety of activities to actively promote recruitment such as the Ontario Universities Fair, visiting individual schools and mini-fairs across the province, attending and hosting guidance counselor events, organizing student telecounselling, hosting campus tours, and, attending applicant receptions.
- Future initiatives include: 1) Revising and updating the recruitment plan to include more electronic recruitment initiatives; 2) Creating a campaign to increase student awareness of the University beyond the Tri-County region; 3) Making a budget request based on the needs of the recruitment plan; 4) hiring and training new staff; and, 5) consulting with the development of a Mission statement for the Student Recruitment Office.

The floor was open for comments/questions:

- Given that students and parents communicate (*i.e.*, paper print materials, vs. digital media), it was noted that incorporating 2 levels of communication (one for the student and one for the parent/guardian) is an effective strategy.
- The challenges that the Student Recruitment Office has been undergoing due to insufficient staff resources and increased responsibilities should be addressed at a higher level.
- Given that cooperation from departments to allocate time to recruit students is challenging, it would be ideal to identify a champion in each area to act as the liaison between the Office of Student Recruitment and activities being pursued at the departmental level.
- The issue of the recruitment office using 7 different platforms to generate data on prospective students will be addressed via a customer relations management system.

- The idea of having Satellite campuses in the GTA may be an alternative solution for recruiting students.

AGREED

- That notion of recruiting students with diverse learning styles should be incorporated into the mission statement.

#### **Additional Business**

#### **6 Question period/Other business/Open Discussion**

Nothing to report.

#### **7 Adjournment**

**MOTION: The meeting be adjourned.**

Ms. H. Shazad/Dr. E. Kustra

**CARRIED**