



ACADEMIC POLICY COMMITTEE (APC)
Minutes of Meeting

Date: Tuesday, October 25, 2016

Time: 9:30am-11:00am

Room: 209 Assumption Hall

Committee Members: Ms. Ghadeer Alghosein, Dr. Fazle Baki, Prof. Jeff Berryman, Ms. Joan Dalton Dr. Philip Dutton (chair), Mr. Ahmed Khalifa, Dr. Erika Kustra, Dr. Scott Martyn Dr. Katherine Quinsey, Dr. Karen Roland, Dr. Alan Scoboria. Prof. John Weir.

Absent: Dr. Lorna deWitt, (regrets), Dr. Shervin Erfani, Mr. Darish Karimi, Dr. Antonio Rossini (regrets),

In Attendance: Dr. Ram Balachandar, Dr. Ziad Kobti, Ms. Renée Wintermute and Alison Zilli (University Secretariat).

1 Approval of Agenda

Although the items were not discussed in sequential order, the minutes do reflect the agenda order of business.

MOTION: That the agenda be approved.

Ms. J. Dalton/Dr. E. Kustra
CARRIED

2 Approval of Minutes

(See documents APC160913N and APC160913-E-Vote)

The notes and E-Vote of September 2106 were received for information.

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

4.1 International Student Recruitment Annual Report

(See document APC161025-4.1 for more details.)

NOTES:

- The International Student Recruitment Report provides an overview of the various challenges, goals and successes of the area during 2015-2016.
- In response to a question raised about the notation pertaining to how 2269 students were given offers but the majority of them decided not to attend the institution, it was noted that this was much lower than the norm for international students.

AGREED:

- Comparison charts would be helpful in illustrating attrition of international students when information about a decline in students' acceptance is included in the report. (Example Chart on Fall 2015)
- The item be place on a future agenda along with the larger international report.

Items for Information

5 Reports/New Business

5.1 Centre for Teaching and Learning Annual Report

(See document APC161025-5.1 for more details.)

NOTED:

- A presentation highlighting the work of the Centre for Teaching and Learning (CTL) over the past year was provided.
- CTL provides leadership and expertise in pedagogy, educational technology and media production to enhance teaching and learning in support of the University of Windsor Strategic Plan.
- Structurally, the CTL has moved out of the Faculty of Education at the beginning of the reporting period and back to the Provost's Office. The component that deals with AV, Videography, photography was moved to Information Technology Services in March 2016.
- Over the past year, CTL workshops drew over 1483 registrants (780 unique) which is a significant increase from the previous year.
- In addition to offering departmental events and retreats, CTL hosts workshops in seminar series, summer series, teaching dossier academic and half courses.
- CTL staff has conducted hundreds of individual consultations with members representing every Faculty on campus on topics such as curriculum development, learning outcomes, teaching dossiers and research.
- The Centre continues to increase its offerings of the Faculty-sponsored GATAcademy as well as workshops so that teaching assistants and graduate assistants have the opportunity to participate in professional development.
- The launch of Blackboard and continued support of CLEW has been successful and 100% of registered students were enrolled in at least one course in CLEW.
- Recently CTL purchased Blackboard Outcomes and Analytics which is geared to helping gather data to demonstrate program effectiveness using analytic tools which will be helpful for program areas.
- There were 217 participants that attended the Windsor-Oakland Teaching and Learning Conference.
- CTL is facing a number of challenges including: the ongoing changes in the organizational structure; implementation of Blackboard Learn, which requires addressing risk such as cyber-attacks and system failure guidelines, and policies for use and sharing of data and maintaining sufficient resources; assessing the impact of CTL services and support.
- Future actions include the following: 1) Enhance support for early career faculty with ongoing support for mid- to late-career instructors; 2) Enhance the teaching culture on campus; 3) Support and enhance curriculum initiatives through workshops, consultations, learning outcomes feedback, and tools such as Blackboard Outcomes; 4) Support high-impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences; and, 5) Continue to assess the impact and structure of the CTL through an external review.
- Recommendations include: 1) Examine appropriate guidelines and policies for use and sharing of data as the institution moves towards greater collection and use of big data.

The floor was open for comments/feedback.

- Report from the Lead Reader: *The 2016 CTL Annual Report Executive Summary provides a comprehensive account of the impressive and campus-wide activities that the CTL has carried out to enhance teaching and learning expertise and leadership on our campus; as the report suggests, to foster "a culture of scholarly and effective teaching at the University of Windsor." The executive summary provides a present and historical description of the Centre's work in the required format, and accurately and succinctly summarizes information under each of the required criteria – specifically, in the Executive Summary, the required linkages between the Centre's work and the University's strategic plan priorities are clearly defined and reported.*
- In response to a question raised about mentorship, it was noted that mentorship should be reciprocal. In some instances, people may be deeply engaged in research but may need help with trying to

present the findings and disseminate the information.

- The work that CTL is engaged in, in terms of offering assistance to program areas undergoing accreditation, has been invaluable.
- The document was received for information.

Items for Approval

5.2 Policy on Academic Accommodation for Students with Disabilities - Revision

(See document APC161025-5.2 for more details.)

MOTION: That the proposed revisions to the Policy on Academic Accommodation for Students with Disabilities be approved.

Dr. K. Quinsey/Dr K. Roland

NOTED:

- The proposed change to the policy is a result of revised guidelines from the Ontario Human Rights Commission (OHRC) for accommodating students with mental health issues.
- Clarification was sought regarding the issue that the proposed revision specifies the following phrase: “[...] ...there are circumstances (specifically mental health) where a student may elect to not disclose a specific diagnosis and is not required to do so.” In response, it was noted that the term “mental health” is complex and sensitive and was not defined by the Commission which requested that University have clear wording in their policies relating to mental health and the choice of the student not to disclose the diagnosis.
- In response to a question about the definition of disability and how a condition such as pregnancy may fit in with this, it was noted that accommodations for students having children fall under the provisions for students for medical accommodations – not mental health issues.
- A discussion ensued on the various ways that mental health issues could be defined within the context of the revised policy. After much discussion, it was agreed that the proposed revisions be retained as it is in line with the Commission’s guidelines to specifically highlight the issue of mental health.

CARRIED

5.3 Provosts Working Group on Introductory Statistics and Senate Policy on Introductory Statistics - Revision

(See document APC161025-5.3 for more details.)

MOTION: That the proposed revisions to the Policy on Introductory Statistics Courses be approved.

Dr. E. Kustra/Dr. K. Quinsey

NOTED:

- Last year the Provost created a working group to review the learning outcomes for all introductory statistics courses to determine whether they are equivalent as defined by the Senate policy on course equivalencies as the policy on introductory statistics courses had not been reviewed in two decades.
- The proposed revisions are now more in line with the policy on course equivalencies which determines equivalencies based on learning outcomes.

AGREED:

- Clarification was sought regarding whether course 85-222, *Engineering Treatment of Experimental Data* should be included in the list of courses that can be substituted for 65-205. (Ex: If a student completed course 65-205 Statistics for the Sciences and then moves to Engineering, can they get the credit?). The Chair will seek clarification and add the appropriate wording.

CARRIED, subject to the above clarification

5.4 Conduct of Exams – Appendix C - Revisions

(See document APC161025-5.4 for more details.)

MOTION: That the proposed revision be made to Appendix C of the Policy on the Conduct of Exams and Tests.

Prof. J. Weir/ Mr. Ahmed Khalifa

NOTED:

- Given that there is not a definition in the Senate bylaws pertaining to the term “general misconduct”, the revision clarifies this language.

AGREED

- The first and second sentence be separated to denote two distinct paragraphs.
- For additional clarification, it was agreed that Appendix C: #4 be revised as follows: If an electronic device is confiscated, record the brand name, model number, whether **it was in an on, off or dormant state** ~~or not it was on~~, and whether ~~or not~~ it was concealed.

CARRIED, as amended

5.5 Mathematics and Statistics Admission Requirement Changes

(See document APC161025-5.5 for more details.)

MOTION: That the admission requirements for the Honours Mathematics (B.Math), General Mathematics (B.Math), Mathematics and Statistics (B.Math) and Mathematics and Computer Science (B.Math) programs be revised to no longer recommend that students take the course SPH4U (Physics, Grade 12, University Preparation).

NOTED:

- The Grade 12 Physics course is not a prerequisite for any of the program degree requirements.

CARRIED

5.6 Statement of Principles – Textbooks

(See document APC161025-5.5 for more details.)

MOTION: That the Statement of Principles on Educational Resources for Courses be approved: *“Understanding that courses normally require students to acquire learning resources (such as textbooks) and recognizing that instructors’ selection of required and recommended textbooks and other support materials should be based on the instructor’s careful assessment of what would provide students with the best learning experience for the course, instructors should strive to identify textbooks and other support materials for their courses at no cost, or at the lowest possible cost to students.”*

Dr. E. Kustra/ Mr. Ahmed Khalifa

NOTED:

- The *Statement of Principles* was generated during a Working Group review of a textbook memo that was circulated years ago to instructors encouraging them to consider ways in which text books and course materials might be made more readily available to students at the lowest possible prices.
- Given the increasing price of textbooks, Student Caucus felt that it was timely to revisit this issue and to provide updated information on new initiatives that can help reduce the price of textbooks.
- The primary focus when selecting course materials must be on the provision of the best teaching and learning experience.
- The memo be widely circulated to members of the academic community and be housed in a central

location, possibly by the CTL, with web links to areas across campus such as Office of Open Learning, Leddy Library, etc.

CARRIED

5.7 Missing Three Consecutive Meetings

(See document APC161025-5.7 for more details.)

MOTION: An APC member shall be deemed to have resigned if s/he is absent from three consecutive regular meetings of the Academic Policy Committee.

Dr. E. Kustra/Dr. K. Quinsey

NOTED:

- According to Senate Bylaw 1, a member who misses three consecutive meetings, for whatever reason, will be deemed resigned.
- Since this provision is already enacted in Senate Bylaw 1, a separate motion is not required. The clause should and will be enforced consistently across all standing committee.

WITHDRAWN

6 Question Period/Other Business/Open Discussion

Nothing to report.

7 Adjournment

MOTION: That the meeting be adjourned.

Dr. S. Martyn/Dr. A. Scoboria

CARRIED