



ACADEMIC POLICY COMMITTEE (APC) Minutes of Meeting

Date: Thursday, February 11, 2021
Time: 9:00am-10:50am
Location: MS Teams (Virtual Meeting)

Present: Chris Baillargeon, Jeff Berryman, Judy Bornais, Scott Cowan, Maria Cioppa, Emily Fraser, Erika Kustra, Dragana Martinovic, Aman Patel, Wansoo Park, Antonio Rossini (chair), Anneke Smit, Jill Urbanic.

Absent: Mohammed Abdulaziz(regrets), Fazle Baki (regrets), Scott Martyn (regrets), Rashid Rashidzadeh (regrets).

In Attendance: Pascal Calarco, Patti Weir, Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).
Although items were not discussed in sequential order, the minutes do reflect the agenda order of business.

1 Approval of Agenda

MOTION: That the agenda be approved.

S. Martyn/M. Cioppa
CARRIED

2 Approval of Minutes

MOTION: That the minutes of the meeting of December 17, 2020 be approved.

M. Abdulaziz/J. Bornais
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

Nothing to report.

Item for Approval

5 Reports/New Business

5.1 BCS (Honours Applied Computing) for University Graduates and BCS (General) for University Graduates – Admission Requirement Revisions
(See document APC210211-5.1 for more details.)

MOTION 1: That the proposed revisions to the admission requirements for the Bachelor of Computer Science (General) for University Graduates be approved; and,

MOTION 2: That the proposed revisions to the admission requirements for the Bachelor of Computer Science (Honours Applied Computing) for University Graduates be approved.

C. Baillargeon/J.Urbanic

NOTED:

- The proposed revisions will bring the admission requirements in line with other Bachelor of Computer Science programs.

CARRIED

5.2 Policy on Graduate Faculty Designation – Revision

(See document APC210211-5.2 for more details.)

MOTION: That the proposed revisions to the Policy on Graduate Faculty Designation be approved.

W. Park/A. Smit

NOTED:

- The proposed revisions to the Policy on Graduate Faculty Designation adds clear language to indicate that anyone who takes on a supervisory responsibility will be able to complete this responsibility to completion.
- The current practice is to ensure that the term of a Limited Term and Adjunct Faculty appointment is of sufficient length to cover the duration of the research portion of a master's or doctoral degree.

FRIENDLY AMENDMENT: “In order to act as co-supervisor for a doctoral student, the ~~appointment~~ **adjunct appointee** must have a minimum of 30 months left on their appointment at the time of application for graduate status, and for co-supervision of master’s students, 18 months.”

CARRIED, as amended

Items for Information

5.3 Leddy Library Annual Report (2019-2020)

(See document APC210211-5.3 for more details.)

NOTED:

- A brief overview was provided on the activities and accomplishments of the Leddy Library over the past academic year, as well as current and future initiatives.
- Over the past decade, the Library has transitioned away from print-based journals and books and funding for this material has been re-directed to electronic resources.
- In March 2020, Leddy Library moved to an online environment to ensure that students were able to continue to access library services, through various virtual options.
- At the beginning of the pandemic, it became apparent that Library staff needed better computing equipment to be able to create an efficient remote working environment. Given this, the Library offered equipment borrowing, including laptops, and chairs, etc.

The floor was open for comments/feedback:

- In response to a question raised about whether consideration has been given to loaning laptops to students, faculty, and staff, it was noted this service would be possible, but the equipment would have to be owned and supplied by the University.
- It was suggested that the Strategic Goals be linked to the External Review Recommendations in order to better illustrate how the Library is advancing with its strategic priorities.

AGREED:

- Due to time restraints, this item will be placed on the next agenda for continued discussion.

5.4 Centre for Teaching and Learning Annual Report (2019-2020)

(See document APC210210-5.4 for more details.)

NOTED:

- A comprehensive presentation was provided on the Centre for Teaching and Learning (CTL) activities and accomplishments over the past academic year, as well as current and future initiatives.
- The CTL provides leadership and expertise in pedagogy and educational technology to enhance teaching and learning.
- Over the past year, the CTL hosted 98 courses, programs, and workshops which drew in more than 1800 participants (903 unique individuals).

- The CTL, together with the Office of Open Learning, has led and supported the campus-wide transition to online teaching and learning and virtual support.
- CTL has also conducted hundreds of individual consultations on topics such as curriculum development, learning outcomes, teaching dossiers, and research.
- In support of Indigenizing curriculum and pedagogy, CTL has hired an Indigenous Curriculum and Pedagogy Coordinator, hosted indigenous workshops, and designed an online Foundation Series.
- There are over 92% courses that have active Blackboard sites. There has also been an increase in the use of the Learning Management System interactive tools, which are facilitated by CTL.
- CTL continues to engage in scholarship to enhance teaching and learning through research grants, publications, conferences, *etc.*
- CTL is facing a number of challenges including: sustaining capacity to support remote teaching; securing financial support from external sources to help fiscal constraints; and, sustaining initiatives as two positions (originally conceived of as permanent) are temporary.
- Future actions include the following: 1) continue to support remote teaching; 2) facilitate increased awareness and support for Indigenization of the curriculum; 3) support anti-black racism initiatives; 4) support curriculum development; 5) data governance and learning analytics; 6) support Blackboard; 7) support effective teaching through sustainable core programming; 8) support and promote the scholarship of teaching and learning; 9) support experiential learning.
- One of the recommendations for Senate consideration is to consider developing a Teaching and Learning Strategic Plan that aligns with the University of Windsor's future Strategic Plans.

The floor was open for comments/feedback:

- In response to a question raised regarding the role of CTL in community engagement, it was noted that although the area has supported many community consultations, the main focus is internal (or external with other universities) as well as engaging with surrounding Indigenous communities.
- In response to a question raised about whether the University Teaching Certificate could be broadened to be taught to high-school teachers, it was noted that this would take too much support away from the campus. However, all research and educational resources are accessible and shareable across the sector.
- The Faculty of Education does offer an undergraduate Minor in Organizational Teaching and Learning, open to non-Education university students, that deals with organizational context outside the K-12 system.
- The document was received for information.

6 Question period/Other business/Open Discussion

Nothing to report.

7 Adjournment

MOTION: That the meeting be adjourned.

J. Urbanic/J. Bornais

CARRIED