APC260115A

ACADEMIC POLICY COMMITTEE
Minutes of Meeting

Date: Thursday, January 15, 2026
Time: 9:00am-10:30am
Location: Room 209 Assumption Hall and via MS Teams

PRESENT: Nadia Azar, Isabelle Barrette-Ng (Chair), Juliet Bushi, Geoff Callaghan, Eahab Elsaid, Erika Kustra, Kristina Nikolova, Jacqueline Stagner, Dora Strelkova, Jessica Raffoul, Chitra Rangan.

ABSENT: Adam Mulcaster (regrets), Gina Pittman (regrets), Husam Morra, Hisham Barkarat, Muharem Kianieff.

IN ATTENDANCE: Ray Darling (Registrar), Alison Zilli (Associate University Secretary), Renée Wintermute (University Secretary)

---

1 Approval of Agenda

MOTION: That the agenda be approved.

Kristina Nikolova /Jessica Raffoul
CARRIED

2 Minutes of meeting of December 10, 2025

MOTION: That the minutes of the meeting of December 10, 2025, be approved.

Kristina Nikolova /Jessica Raffoul
CARRIED

3 Business arising from the minutes
Nothing to report.

4 Outstanding business
Nothing to report.

5 Reports/New Business

5.1 Centre for Teaching and Learning Annual Report
(See document APC260115-5.1 for more details.)

NOTED:

- An overview was provided on Centre for Teaching and Learning activities, accomplishments, and challenges over the past academic year, as well as current and future initiatives.
- The goal of the Centre is to promote instructional excellence across career stages and to facilitate conversations about teaching and learning, with an emphasis on integrity and informed decision-making.
- Over the past year, CTL conduct hundreds of consultations on topics such as curriculum development, learning outcomes, Indigenization, teaching dossiers, and research.
- CTL members participate in numerous cross-campus committees playing a unique connective role in cross-campus community building.

- On May 1, 2025, the Office of Open Learning merged under the Centre for Teaching and Learning bringing along four members as well elements of their mandate and programming.
- This expanded mandate provided CTL with new opportunities for teaching and programming but also presented challenges due to the overall change and resource allocation.
- Several initiatives have been cut due to budget constraints, including the visiting fellow program, the celebration of teaching excellence, etc.

The floor was open for comments/questions:

- The CTL was commended on the continued exceptional level of support provided.
- In response to a question raised regarding *Turnitin*, it was noted this is a writing analysis tool that detects inconsistencies in writing but cannot detect AI content.
- Instead of relying on detection software, there is a focus on educating instructors on how to design assessments more effectively so that it is harder to cheat.
- CTL is looking at how data from Brightspace can be used to identify students who may be academically struggling so "early alert" notifications can be sent to advisors for intervention.
- In response to a question raised about whether the Brightspace testing functionality will be reviewed, (given AI's ability to complete tests), it was noted that consideration is being given to hosting an assessment "hackathon" where faculty create assessments and students demonstrate how AI could be used to complete the assignment.
- In response to concern about removing Student Perceptions of Teaching comments which are racist or discriminatory before sharing them with the instructors, it was noted that this is not possible as manual review is labour intensive and purchasing software (i.e, Blue.ai) is not feasible.
- Concern was raised regarding the limited support hours for Brightspace. In response it was noted that the area is working on enhancing the hours of support, where budget allows, now that staffing has stabilized.
- In response to a question raised about making the University Teaching Certificate, it was noted that the program is a valuable "add-on" for faculty members, sessionals, and post-doctoral students, with impact reflected in enhanced teaching skills and increased student engagement.
- In response to a question raised about setting up "lockdown browsers" to reduce cheating, it was noted that this was considered but it is only effective if an assessment or exam is conducted in a designated, invigilated space.
- The document was received for information.

6 Question period/Other business/Open Discussion

6.1 Cross-Career Courses

NOTED:

- Concern was raised that instructors may not allow students who have completed a course at the undergraduate level to take the same course at the graduate level, as permitted by the policy.
- If a graduate student has taken the cross-career course at the undergraduate level, they may obtain graduate credit for it by registering for the graduate level course and completing only the graduate level assessments.
- A supporting document is being developed to better explain cross-career courses so that instructors have a better understanding of the implications and processes.

7 Adjournment

MOTION: That the meeting be adjourned.

Kristina Nikolova/Jessica Raffoul

CARRIED