

**Date:** Wednesday, April 6, 2011

**Time:** 2:30pm-3:34pm

**Room:** 203 Anthony P. Toldo Health and Education Centre

**Committee Members:** Ms. Joan Dalton, Dr. Lorna deWitt, Dr. Amy Fitzgerald, Mr. Anthony Meloche, Dr. Victoria Paraschak, Dr. Jagdish Pathak (chair), Dr. Katherine Quinsey, Dr. Kara Smith, Dr. Cyril Rodrigues, Prof. Larry Wilson, Dr. Alan Wright.

**Absent:** Dr. Majid Ahmadi, Mr. Ahmed Abou Gharam, Dr. Diane Kao, (regrets), Ms. Kim Orr, Ms. Ayesha Raza (regrets), Dr. Bruce Tucker (regrets), Mr. Stephen Willetts,

**In Attendance:** Ms. Russell Nadhee, Dr. Shelagh Towson, Ms. Renée Wintermute and Ms. Alison Zilli (University Secretariat).

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### **Formal Business**

#### **1 Approval of Agenda**

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

Wilson/de Witt  
**CARRIED**

#### **2 Approval of Minutes**

**MOTION:** That the minutes of the meeting of March 4, 2011 be approved.

Wright/de Witt  
**CARRIED**

#### **3 Business arising from the minutes**

Nothing to report.

#### **4 Outstanding business**

Nothing to report.

### **Items for Information**

#### **5 Reports/New Business**

##### **5.1 Aboriginal Education Centre Sixth Annual Report**

*(See document APC110406-5.1 for more details.)*

It was NOTED that:

- The Aboriginal Education Centre which was created in 1992 receives funding from the Ministry of Training, Colleges and Universities Aboriginal Education Office. Last year, funding was consolidated under a three-year multi-year agreement, including the Access to Opportunities funds.
- The mandate of the centre is to ensure that services and programs meet the needs of Aboriginal students in a culturally supportive atmosphere and to provide assistance with research projects, cultural activities that support researchers, faculty, and departments on campus.
- In response to a question raised, it was noted that the Centre is aware of approximately 111 aboriginal students on campus. However, since students need to self-identify, it is difficult to confirm the exact number of students. Some of the ways in which this information is being gathered is through the OUAC forms which include fields for band-funded students, aboriginal bursaries and self-identification.
- In response to a question raised regarding financial support for Aboriginal students, it was noted that the assistance program through Indian Affairs (which has been capped since 1984) has a long waiting list for prospective students. The Aboriginal Education Counselor assists students in

preparing funding applications and provides information about band-funding agencies and other financial aid services.

- In response to a question raised regarding demographics, it was noted that the majority of the aboriginal students that attend the University of Windsor are from the tri-county area.
- The area was commended for its recruitment and retention initiatives and its research collaborations.
- The document was received for information.

## **5.2 University of Windsor's Approach to E-Learning**

*(See document APC110406-5.2 for more details.)*

It was NOTED that:

- The University of Windsor's approach to e-learning document is a collaborative endeavour that was drafted over the past few years with the goal of developing a set of guiding principles for e-learning that would provide a context to make assessments and set priorities.
- The purpose of having an e-learning approach is to endorse on-line learning and to encourage instructors to adopt the newer technologies that would enhance the teaching and learning experience.
- E-learning is achieved through the use of electronic tools and technology such as clickers, computers, cell phone, electronic devices, teleconference, virtual environments, *etc.* It can take place inside the traditional classroom environment or through distance or blended course delivery.
- In response to a question raised regarding assessing whether an educational tool or product is successful, it was noted that a tool is assessed using traditional research methodology. (*i.e.*, setting a baseline, using control groups (one group using the tool, one group not using the tool), and analyzing the results to measure effectiveness.
- In response to a question raised regarding assessing student coursework while teaching in a virtual environment, it was noted that this can be done by having invigilated sites for Distance Education courses and by bringing students into an invigilated classroom for specific assignments/exams. For example, students may be submitting online writing assignments through CLEW for a large portion of their coursework, but could be brought into the classroom to do a writing assignment in a traditional format.

It was AGREED that:

- The subtitle "*Philosophy of E-Learning*" be removed from the cover page of the document.
- The second last paragraph of the document (before the references) be removed.
- Given that the presenters would like this document to go to Senate for endorsement, it was suggest that this be put on the Senate Steering Committee agenda for approval, rather than for information.

**MOTION: That the University of Windsor's Approach to E-Learning, be approved.**

Dalton/deWitt  
**CARRIED**

## **5.3 Comprehensive Student Discipline Sixth Annual Report**

### **5.3.1 Five Year Report on Student Discipline**

*(See documents APC110406-5.3 and 5.3.1 for more details.)*

It was NOTED that:

- The Academic Integrity Office Five Year Report covers the period from 2004/05 to 2008/09 whereas the Comprehensive Student Discipline report informs the University community on misconduct that occurred during the 2009/2010 academic year.
- The Comprehensive Student Report is intended to identify trends over time that will assist in providing a basis for prevention and education intervention whereas the Five Year Report is designed to identify trends that may inform the University on the nature and extent of disciplinary complaints over time.
- The number of investigations varies from year to year peaking in 2007/08. The total number of investigations for the five-year period was 736. However, every year there is more academic misconduct than non-academic misconduct.

- Plagiarism complaints dominated, followed by exam cheating, unauthorized collaboration, cases involving multiple offences, and academic forgery/fraud.
- In response to a concern raised about the high incidence of plagiarism, it was noted that it is anticipated in the future that a proposal will go forward to Senate that would require student to take an online plagiarism tutorial. Currently, the Academic Integrity Officer provides information sessions to international students during Orientation and also provides in-class sessions on the invitation of instructors.
- In response to a question raised about turnitin.com, plagiarism software, it was noted that is a helpful tool for detecting plagiarism. Student can pay a minimal fee in order to put in their own submissions and review their work, to ensure that they have properly cited all sources in their paper.
- In response to a question raised regarding the breakdown of student cheating per year, it was noted that this information would be arduous to gather and analyze. However, consideration might be given to being able to divide the student population by first year vs. senior level students, etc.
- The data in the reports reflect only the number of instances of academic and non-academic misconduct that are formally reported and processed on campus.
- In response to a question raised regarding what type of measures are being taken to increase invigilation, it was noted that this issue resides solely in the prospective Faculties/Departments. *(Note: the Senate Exam Policy (appendix A) includes guidelines that state that there should be no more than 30 candidates per invigilator per examination/test.)*
- Members were reminded that the *Review on Academic Integrity Report* is currently in the process of being reviewed by Student Committee.
- The documents were received for information.

It was AGREED that:

- Consideration be given the changing the word “recidivist” to “repeat offender”.

### **Item for Approval**

#### **5.4 FASS - Admission Requirements (FAW I and FAW II)**

*(See documents APC110406-5.4 for more details.)*

- It was NOTED that:
- The proposed requirements will allow students who have taken equivalent courses to FAW I and FAW II at St. Clair College to replace the FAW I and FAW II courses with other University of Windsor courses with course content that they previously would not have taken at St. Clair College.
- In response to a question raised about course equivalencies and transfer credits for students coming from one of the Colleges, it was noted that this is determined based on the regulations outlined in specific articulation agreements that are created by the respective academic units. There are many different articulation agreements that pertain to various areas of study on campus. (Please refer to the University Calendar for specific details. [www.uwindsor.ca/calendar](http://www.uwindsor.ca/calendar) - Go to *University/College Agreements*)

**MOTION:** That all University of Windsor articulation agreements and degree completion programs pertaining to University of Windsor students transferring from St. Clair College be amended to permit St. Clair College students who have completed St. Clair College Foundations of Academic Writing I (FAW 100) to receive transfer credit for University of Windsor Foundations of Academic Writing I (01-01-150); and, St. Clair College students who have completed St. Clair College Foundations of Academic Writing II (FAW 105) to receive transfer credit for University of Windsor Foundations of Academic Writing II (01-01-151), on the understanding that transfer credits given for one or both of these courses will not increase the number of transfer credits to which they are entitled according to the articulation or degree completion agreement nor decrease the number of courses they must complete in order to earn a University of Windsor degree.

Quinsey/Smith  
**CARRIED**

### **Additional Business**

#### **7 Question period/Other Business**

Nothing to report.

#### **8 Adjournment**

**MOTION:** That the meeting be adjourned.