

**ACADEMIC POLICY COMMITTEE (APC)
Minutes of Meeting**

Date: Wednesday, October 14, 2011

Time: 2:35pm-3:30pm

Committee Members: Dr. Lorna deWitt, Dr. Marcello Guarini, Dr. Derek Northwood, Ms. Kim Orr, Dr. Victoria Paraschak, Dr. Katherine Quinsey (chair), Dr. Cyril Rodrigues, Dr. Martha Reavley, Dr. Ed King, Prof. Larry Wilson, Dr. Alan Wright, Mr. Omar Zghal.

Absent: Dr. Amy Fitzgerald (regrets), Dr. Geri Salinitri (regrets), Mr. Tareq Muhammad Supon (regrets), Dr. Bruce Tucker (regrets), Dr. Shuzhen Zhao (regrets).

In Attendance: Ms. Charlene Yates, Dr. Gordon Joughin, Ms. Renée Wintermute and Ms. Alison Zilli (University Secretariat).

Formal Business

1 Approval of Agenda

MOTION: That the agenda be approved.

King/deWitt
CARRIED

2 Approval of Minutes

MOTION: That the minutes of the meeting of September 24, 2010 be approved.

Paraschak/Guarini
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

Nothing to report.

5 Reports/New Business

Items for Approval

5.1 English Language Proficiency Requirements
(See document APC110908-5.1 for more details.)

MOTION: At the discretion of the University, applicants with an English Language Proficiency score disparate to their academic English prerequisite achievement may be asked to present further evidence of proficiency.

Paraschak/King

It was NOTED that:

- There has been a significant increase in fraudulent English language proficiency test scores that is becoming apparent to admissions officers who have to admit students

based on their English Language Proficiency scores. Often, fraudulent test scores are not determined prior to admittance to the University.

- TOFEL has had to investigate many allegations of false test scores from international schools due to an increase in offshore schools teaching Canadian curriculum.
- The proposed policy revision will allow the University to request further evidence of English Language Proficiency, if deemed necessary. An example of this would be if there is a significant discrepancy between a student's English language proficiency test score and their academic English marks.
- A suggestion was made to remove the phrase "At the discretion of the University" as it was expressed that the University should have the ability to require students to present an alternative proficiency score/test, *etc.*
- In response to the suggestion to replace "the University" with "admissions officer", so that the policy accurately reflects that it is up to the admissions officer to make this decision, rather than the broader University, it was noted that a change like this may cause administration issues if the role of the admissions officer ever changes or if there is an instance where someone else (i.e., in the Office of the Register) needs to fulfill this task. This would then require another revision to the policy. It is understood that the admissions officer rather than the university as a whole will be making these decisions.

FRIENDLY AMENDMENT: ~~At the discretion of the University~~ **The university reserves the right to require** applicants with an English Language Proficiency score disparate to **from** their academic English prerequisite achievement ~~may be asked~~ to present further evidence of proficiency.

CARRIED, as amended

Item for Information

5.2 Centre for Teaching and Learning Annual Report

(See document APC1111012-5.2 for more details.)

It was NOTED that:

- The Centre for Teaching and Learning (CTL) contributed to the development of many vibrant and enriching programs through partnerships with various individuals and groups across the university sector.
- One of the ongoing goals of the Centre is to enrich the student experience and inspire student engagement through contributions to teaching and learning.
- The CTL has received more than \$140,000 in provincial and University-wide funding to study the impact of its teaching development programs, and to develop programs at both the undergraduate and graduate level.
- Now in its second year, the University Teaching Certificate program has garnered national and international recognition and it is the only internationally recognized graduate teaching certificate program in North America. The Staff and Educational Development Association (SEDA) has recognized the program.
- Last year, the CTL partnered with Facilities Services to completely renovate rooms in Dillon and Memorial Hall, establishing the Digital Media classrooms on campus.
- The CTL has updated the University's classroom database so that instructors can now remotely view general purpose classrooms; identify seating capacity, view types of technology tools available and request AV equipment. Many people on campus are still unaware that there are state-of-the-art studio facilities for multimedia production on campus in the basement of Lambton tower.
- The CTL hosted 72 teaching and learning workshops with a total of 749 participants. The workshops were related to pedagogy, CLEW training, active learning strategies, student engagement, *etc.*
- THE CTL continues to increase its offerings of faculty-specific GATAcademies so that teaching assistants and graduate assistants have the opportunity to participate in professional development.
- The Collaborative Learning Environment Windsor (CLEW) continues to be promoted as an effective pedagogical tool for instructors. The CTL supports the adoption of these courses

- and project sites which are being used by a large population.
- The CTL has established career development opportunities for early career faculty, and faculty new to the University. It was noted that 100% of faculty hired in the last year participated in CTL events.
- The CTL provides a wide variety of multi-media services including video, audio, and photographic production services.
- Over the past year, CTL staff conducted hundreds of individual consultations with members representing every faculty on campus on topics such as curriculum, learning outcomes, teaching dossiers, research, etc.
- In addition, CTL staff provided classroom observations to teaching staff which is helpful in providing instructors with insight into the quality of student learning in their classrooms, and their role in facilitating that learning.
- The CTL continues to host an annual Celebration of Teaching Excellence which honors educators who have received awards internally, provincially or nationally.
- Last year, the CTL is hosting the Windsor and Oakland Teaching and Learning Conference which was a cross-border collaboration that alternates between the two campuses annually.. Last year there were 183 participants from 24 different institutions across North America who attended the conference. The theme of the event was *Moving beyond the Traditional Classroom: Engaging Students through Experience*.
- The CTL is involved in coordinating and developing submissions to external teaching award competitions.
- The Visiting Fellows program has been very successful and well received by the campus community and internationally. In 2010, CTL researchers received more than \$57,000 in provincial funding to study the impact of their teaching development program.
- A question was raised regarding whether the report is intended to be geared to internal or external members of the community. In response, it was noted that this is an annual report that goes to Senate but is also posted on the Centre for Teaching and Learning's website. It was further noted that the rationale for creating a comprehensive report is in line with the new activity based budgeting model which requires the area to quantify and track activities and services that incur costs at the Centre in order to account for them. In response, it was suggested that the report be abbreviated for external audiences so that it includes information in a summarized format highlighting the accomplishments of the CTL, but removing the more in-depth details.
- In response to a question raised as to whether the CTL has been able review the teaching scores of professors who have gone through the CTL training were more effective as a result of this, it was noted that voluntary information is consistently being collected anonymously from students on professors who have been through the Certificate program, but it is extremely difficult to measure even though expectations should be higher in terms of direct student satisfaction. As follow-up to this comment, it was suggested that another way to evaluate is to assess the satisfaction gained by teaching for the professor who has taken the CTL course/program since that may contribute to a faculty member's retention at the university if they are having enhanced feelings of competency around teaching.
- The document was received for information.

Additional Business

6 Question period/Other Business

Nothing to report.

7 Adjournment

MOTION: That the meeting be adjourned.

Paraschak/King
CARRIED