

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

Date: Thursday, November 11, 2011

Time: 2:30pm-4:150pm

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

Committee Members: Dr. Lorna deWitt, Dr. Amy Fitzgerald, Dr. Marcello Guarini, Dr. Derek Northwood, Ms. Kim Orr, Dr. Victoria Paraschak, Dr. Katherine Quinsey (chair), Dr. Cyril Rodrigues, Dr. Geri Salinitri, Dr. Bruce Tucker, Prof. Larry Wilson, Dr. Alan Wright, Mr. Omar Zghal.

Absent: Dr. Ed King (regrets), Dr. Martha Reavley (regrets), Mr. Tareq Muhammad Supon, Dr. Shuzhen Zhao.

In Attendance: Ms. Charlene Yates, Dr. Tanja Collet-Najem, Ms. Renée Wintermute (University Secretary) and Ms. Alison Zilli (Senate Secretariat).

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

Formal Business

1 Approval of Agenda

Items 5.3 and 5.4 were moved to the beginning of the agenda.

MOTION: That the agenda be approved.

Paraschak/Salinitri
CARRIED

2 Approval of Minutes

MOTION: That the minutes of the meeting of October 12, 2011 be approved.

deWitt/Paraschak
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

Nothing to report.

5 Reports/New Business

5.1 IT Steering Committee Annual Report

(See document APC111110-5.1 for more details.)

It was NOTED that:

- Mr. Sean Moriarty, acting executive director of IT services and chair of the IT Steering Executive Committee was welcomed to Academic Policy Committee.
- The 11th annual report summarizes the activities of the IT Steering Committee (ITSC) over the past academic year and outlines the current status of the IT Strategic Plan and IT Review.
- IT initiatives are essential for efficient operation and to assist with effective and efficient teaching and research, and the recruitment and retention of students and faculty.
- The seven major achievements over the past year include: 1) Having Windsor/Essex being

named a Top 7 Intelligent Community, 2) Being recognized as a leader in the area of Emergency Preparedness; 3) Working on the Centre for Engineering and Innovation Building (wireless networking, firewall, telecommunications); 4) Increasing the use of technology in teaching and learning using CLEW (copyright, collaboration) alongside the Centre for Teaching and Learning; 5) Working in collaboration with Leddy Library to introduce new procedures in compliance with changing copyright rules; 6) Recommending moving to Google Apps for Education for student email; and, 7) Completion of phase 2 of campus wide IT review.

- The fifth annual campus technology day was a successful event having more than 250 participants in attendance. The event was an excellent venue for exchanging ideas about the use of technology on campus. The keynote speaker, David Fraser, provided insight into the current law affecting copyright, privacy and cloud computing.
- Some of the projects that IT services is currently involved in include CLEW upgrade to increasing functionality, upgrading the Infrastructure, increasing client support, enhancing security, as well as upgrading the electronic Research Services Office (eRSO), upgrading enterprise systems, upgrading the University web site to Drupal system, working on policies.
- Some issues and challenges faced this year included: 1) IT Review – the next phase will include changes in governance and tracking process; 2) budget realignment process; 3) campus expansion (downtown campus); 4) teaching and learning; 5) keeping up with pace of change; 6) continuous improvement of ongoing operations.
- Members were informed that as a result of recent changes in organizational structures, IT services will now be reporting to the Provost's office.
- In response to a question raised regarding whether the reporting structure is similar at other universities, it was noted that according to a query, there are approximately 10 other IT services that report to the Provost's office and a few others that report directly to the President.
- In response to a question raised regarding the changes to the reporting structure and how IT services feels that this may affect their strategic planning, it was noted that by having this new reporting structure there will likely be more input provided from the faculty level. This will better facilitate the academic needs of the university in line with its mission and strategic plan.
- In response to a question raised as to why IT services is recommending that student email be moved to Google Apps for Education, it was noted that the main impetus was to increase service to students and to lower cost. It was also noted that moving Student webmail to Google will provide increased service to students, include additional features such as web based applications, more storage space, increase support for mobile devices, *etc.*
- Currently many students already have their email forwarded directly from their uwindsor webmail address to another service provider such as Google or hotmail, *etc.*
- In response to a question raised, it was noted that student will continue to have a "uwin" email address, rather than a "google" ID address.
- In response to a question raised regarding the issue that when Google is harvesting ebooks through Leddy Library they are only able to harvest 80% of the information rather than 100%, it was noted that this question will need to be further reviewed, in consultation with the Library.
- IT services was commended for doing an excellent job with providing students and staff with exemplary services.
- The document was received for information.

5.2 SET Distance Education

(See document APC111110-5.2 for more details.)

It was NOTED that:

- The current policy for Student Evaluations of Teaching (SET) forms only requires that students in courses offered through distance education to complete the forms online, whereas students in all other courses complete a hard copy version of the form in class.
- Some of the advantages of online rating are that it reduces turnaround time for results, standardizes reporting function, supports custom analyses and provides secure archiving. In addition, an online system offers every student equal access to the evaluation process, it reduces the workload for administrative staff and is more cost effective (*i.e.*, reduces paper consumption, more environmentally friendly, *etc.*).
- The literature researched consistently shows that there is no bias due to the method of data collection as students wanting to provide feedback about a course will still complete the evaluation online.
- One of the disadvantages is that it might lower the response rate due to a decrease in participation. However, if low response rates are an issue, they could be increased by communicating the importance of the SET on campus, providing incentives to students, providing easy access to online evaluations, *etc.*
- In conclusion it was noted that if the University moves to an online system for SET then it was suggested that they continue reviewing the practices of other universities and draw on the experience of other institutions alongside reviewing the relevant scholarly literature to modify current practices prior to implementation.

APC Comments:

- An on-line tool would be easier and more “user-friendly” to students who are familiar with on-line surveys.
- In response to the question raised as to whether this could be implemented using Clicker technology, it was noted that this would not work for Windsor as students need to be registered to a Clicker and the classrooms would need to be technically supported to use this technology.
- In response to concern raised regarding the issue that response rates might lower using an on-line format, it was noted that this would need to be addressed by encouraging students about the importance of SET and by providing them with access to computers or online equipment.
- An advantage of having online surveys would be that results could be generated immediately and as a result IT services would be able to post instructors’ results to the SIS in a more timely fashion, which would be helpful for students who choose to review these scores when choosing class instructors.
- The general consensus of APC members was that they favoured the move to using an on-line tool if it could be completed in class but, they also understood that the logistics of this could be an obstacle.
- If there was an acceptable way to ensure that a high percentage of students completed the form, there would be support for moving SET forms on-line for all courses.
- The document was received for information.

It was AGREED that:

- This item be forwarded to Senate for discussion.

Item for Approval

5.3 College of Applied Arts and Technology Transfer Policy - Reinstate

(See document APC111110-5.3 for more details.)

It was NOTED that:

- In 2009 a revision was made to the Mature Student Policy which ended up removing this transfer policy from the undergraduate calendar.
- The original intent was not to remove this wording from the calendar for all students, but only to revise the wording for students who fell under the Mature Student Policy.
- The proposed policy pertains to students who do not fall under any other existing articulation agreement.

MOTION: That the following College of Applied Arts and Technology Transfer Policy be reinstated: From a College of Applied Arts and Technology: Applicants who have completed two years of a three-year program with a cumulative average of B (70%) will be considered for admission to First Year of an appropriate program. Applicants who have graduated from a two-year program with a cumulative average of B will be considered for admission to First Year of an appropriate program. Applicants who have graduated from a three-year program with a cumulative average of B will be considered for admission to Second Year of an appropriate program.

Paraschak/Wright
CARRIED

5.4 Policy for Exemption from the Foundations of Academic Writing I and II - Revision

(See document APC111110-5.4 for more details.)

It was NOTED that:

- Currently, ambiguity in the current language for the Policy for Exemption from FAW I and II has created challenges regarding interpretation of the policy. The proposed revisions will clarify the original intent of the FASS policy which was that exemptions will not reduce the number of courses that a student needs to complete their degree.
- In response to a question raised, it was noted that FAW I and II are online undergraduate courses that are required for all students in the first year of their FASS programs.
- The FAW I and II courses are meant for students to take during their first and second semesters of their program in order to help improve their writing skills.
- Student should be encouraged to consistently keep working on improving their writing skills, where they are in undergraduate or graduate programs.

MOTION: That the proposed revision to the Policy for Exemption from the Foundations of Academic Writing I and II (01-150, 01-151) be approved. *

**Pending Faculty of Arts and Sciences Council approval.*

Paraschak/Guarini
CARRIED

Additional Business

6 Question period/Other Business

Nothing to report.

7 Adjournment

MOTION: That the meeting be adjourned.

CARRIED