

Date: Wednesday, February 8, 2012

Time: 2:30pm-4:30 pm

Room: 203, Anthony P Toldo Health and Education Centre

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

Absent: Mr. Tareq Muhammad Supon, Ms. Sandra Aversa (regrets), Dr. Amy Fitzgerald (regrets), Prof. Larry Wilson, Dr. Shuzhen Zhao.

In Attendance: Ms. Cathy Maskell, Mr. Greg Marcotte, Ms. Charlene Yates, Renée Wintermute and Ms. Alison Zilli (University Secretariat).

Formal Business

1 Approval of Agenda

MOTION: That the agenda be approved.

King/Wright
CARRIED

2 Approval of Minutes

MOTION: That the minutes of the meeting of January 12, 2012 be approved.

deWitt/Salinitri
CARRIED

3 Business arising from the minutes

3.1 Revision to Admission Requirements for Transfer Students – Motion to Rescind

(See document APC120208-3.1 for more details.)

MOTION: That the proposed revision to admission requirements for transfer students, approved at the last APC meeting, be rescinded.

Rodrigues/Guarini

It was NOTED that:

- In response to a question raised about why the policy change is being rescinded, it was noted that after the consultation with the Office of the Registrar, the Provost, the Assistant Provost, Admissions and Recruitment, and the Assistant Registrar determined that the wording change was not appropriate.
- If this change had been approved, then students with any applied degree from the colleges would automatically be granted credit without review of transfer credit by the affected academic areas.

CARRIED

4 Outstanding business

Nothing to report.

5 Reports/New Business

Item for Approval

5.1 Revision to Admission Requirements for Transfer Students - Candidates from Degree Programs *(See document APC120208-5.1 for more details.)*

MOTION: That the proposed revision to admission requirements for transfer students – candidates from degree programs, be approved.

Rodrigues/deWitt

It was NOTED that:

- The proposed wording will align current policy with practice which allows candidates coming from degree programs that are offered at either a College of Applied Arts and Technology, a Canadian College or, a non-Canadian University, to request transfer credit that can be used towards a degree program at Windsor.
- In response to a concern raised regarding the issue that the policy wording specifies that the transfer credit will be determined by the Faculty Dean, rather than the Dean *or designate*, it was noted the Dean of the Faculty can delegate this to a designate without having it specified in the policy.
- The Dean may decide to charge the responsibility of reviewing transfer credit to his/her delegate, but it would not be automatically assumed.

CARRIED

Items for Information

5.2 Co-operative Education Programs Annual Report *(See document APC120208-5.1 for more details.)*

It was NOTED that:

- The Centre for Career Education continues to embark on a number of new initiatives to enhance and improve the educational experience of students in the co-operative education program.
- Over the past year, co-op enrolment has remained steady with an increase in the number of employment opportunities for co-op students and in the number of co-op applications.
- Co-op placements provide valuable opportunities for students to develop a variety of skills that are useful in furthering their career goals and enhancing employment opportunities. However, in order to secure a co-op placement in a competitive environment, students must be willing to invest a great deal of time and effort in preparing resumes as well as being open to securing placements outside of Windsor.
- Some highlights over the past year include: 1) the introduction of a new aerospace co-op option for the Mechanical Engineering program; 2) a feasibility study with employers regarding potential new co-op programs; 3) the ongoing improvement of *myCareer*, which is an online resource tool that allows students to review and apply online for positions and allows employers to post and review student applications; and, 4) the expansion of job development efforts (*i.e.*, hired a new part-time position for the Employer Developer role, entered into new partnerships with Connect Canada and Workforce Windsor Essex, increased opportunities with Schaeffer group, partnered with AUTO21 for internship program for graduate students and post doctoral fellows, *etc.*)
- In order to continue improving the co-op experience the Centre for Career Education has developed employer and student satisfaction surveys that will be launched in 2012.
- A few of the challenges from 2011 included: 1) limited mobility of students as well as staffing disruptions; 2) rising salary costs; 3) co-op fees not keeping pace with costs of running the program; and, 4) increase in student appeals which requires a great deal of staff resources.
- Some of the major priorities for 2012 include the following: 1) continuing to increase functionality to the *myCareer* system so that co-op employers will be able to manage their own accounts on the system.; 2) working to develop stronger relationship with employers to maximize co-op opportunities for students; and, 3) submission of renewal for accreditation of co-op programs through the Canadian Association for Co-operative Education.
- The Centre is committed to supporting learning centredness which is demonstrated through the senior reflection assignments that are submitted by co-op students highlighting the value of their co-

op experience. In addition, the Centre continues to work on identifying ways to measure learning outcomes in co-op programs.

- In response to a question raised regarding the issue that there was a higher proportion of students in the sciences than the arts and social sciences, it was noted that although there is student interest in pursuing co-op opportunities in these areas it is more difficult to secure employment.
- The Centre was commended for their co-op learning outcomes initiatives and their collaboration in the learning outcomes assessment model publication for co-op students.
- In response to a question raised, it was noted that approximately 19.2% of the co-op population is comprised of international students, with the majority of the students from the Faculty of Engineering
- In response to a question raised about how many universities submit their program for co-op accreditation, it was noted that about 1/3 of the universities in Ontario submit their programs for accreditation.
- Ms. Karen Benzinger, Director of the Centre for Career Education was commended for her ongoing efforts.
- The document was received for information.

5.3 Leddy Library Annual Report

(See document APC120208-5.3 for more details.)

It was NOTED that:

- Leddy Library continues to be a very busy and vibrant place for learning, research and networking, and is known to be the largest source of public computing on the campus. However, the continued response to budget realignment has been challenging as the library is now in the fourth year of budget alignments.
- Leddy Library is working on increasing its acquisitions in a digital format which are growing at a rapid rate as technology allows for a shift to more electronic content.
- Leddy Library continues to develop its Southwestern Ontario Digital Archives by scanning hundreds of visual items, including local photographs, postcards and engravings which provide users with interesting and unique local resources.
- The landscape around copyright and its application to universities continues to be debated and reviewed. The library has worked in collaboration with administration and faculty members on campus to chart a course forward that would provide the best copyright options for the university. The library has had good participation in the process of looking at new software that will help with copyright clearance.
- Librarian members continue to work on developing their personal and collaborative profile as faculty/scholars through research and publications.
- Information literacy instruction in the classroom continues to be relevant and well received with enhanced curriculum and positive feedback about the sessions.
- In response to a concern raised regarding whether there is still an increase in people coming into the library with the enhanced trend toward digitization, it was noted that the library is still seeing close to one million users each year.
- As a result of the growing trend in digitization the library is exploring issues around digital textbooks. The library will be piloting a digital textbook project designed to explore how e-textbooks will work in the classroom as well as working with the library consortium to secure funding to pursue various projects that relate to accessibility of e-books and licensing.
- The Library is looking to re-purpose some areas of the library to create new study spaces and equipment spaces for students.
- The document was received for information.

5.4 Wi-Fi Subcommittee Final Report

(See document APC120208-5.4 for more details.)

It was NOTED that:

- The Wi-Fi Subcommittee report which was brought to the last APC meeting provides an overview of the issues and realities surrounding the use of wireless and mobile devices in classrooms.
- The article *Navigating the Mobile Classroom Faculty Tipsheet*, which is an excellent resource for instructors, should be viewed as an Appendix to the report.
- Given that there are a variety of approaches and opinions on laptop/technology use in the

classroom, instructors should be encouraged to include their acceptable use policy regarding wireless and mobile devices to their course syllabus, in accordance with Senate policies.

- The well-research, clear and concise report should serve as a model for future reports.
- The document was received for information.

Additional Business

6 Question period/Other business

Completing the SET Form Online

As follow-up to the discussion at Senate regarding the advantages and the disadvantages of completing Student Evaluations of Teaching (SET) forms online for all students, members were informed that in light of the Senate feedback, a pilot project is underway to introduce the online survey in 8 classrooms that normally would be completing the SET in hard-copy format. A video has been filmed about the importance of the SET scores in order to encourage students to fill out the form online. In addition, reminders will be sent through emails in hopes of increasing user-response rates.

6.1 Update from Subcommittees

6.1.1 New Grading Scale Subcommittee

Members were informed that the Subcommittee has been meeting regularly to review all current regulations, criteria, and policies pertaining to the 13 point scale. It was noted that the University is on track to implement the 100% grading scale beginning Fall 2013, in accordance with the Senate resolution. A preliminary document will be circulated to APC for its next meeting.

6.1.2 English Language Proficiency Subcommittee

It was noted that Subcommittee has been meeting regularly to review all aspects of their mandate regarding how to set a foundation for addressing English language proficiency at Windsor (*i.e.*, proficiency vs. competency). The goal is to find a way forward that will address English *competency* as some of the research reviewed has indicated that students who pass an English language proficiency tests can still be challenged in terms of first-year academic success. One of the main principles that the Subcommittee would like to uphold is the issue of ensuring that all students are treated fairly. It is anticipated that a report will be forwarded to APC in April.

7 Adjournment

MOTION: That the meeting be adjourned.

deWitt/King
CARRIED