

Date: Friday, December 14, 2012

Time: 10:30-12:00

Room: 203 Toldo

Committee Members: Dr. Rick Caron (Chair), Dr. Marcello Guarini, Dr. Ed King, Dr. Erika Kustra, Dr. Anna Lanoszka, Dr. Derek Northwood, Dr. Vicky Paraschak, Mr. Stephan Pigeon, Dr. Geri Salinitri, Prof. Brian Taylor, Ms. Nadia Timperio, Dr. Bruce Tucker, Prof. Larry Wilson, Dr. Shuzhen Zhao.

Absent: Ms. Sandra Aversa, Dr. Lorna deWitt, Ms. Hagar Elsayed.

In Attendance: Mr. Sean Moriarty, Ms. Gwen Ebbett, Prof. Peter Miller, Ms. Charlene Yates, Ms. Renée Wintermute, Ms. Alison Zilli (University Secretariat).

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

Formal Business

1 Approval of Agenda

MOTION: That the agenda be approved.

Dr. E. King/Dr. V. Paraschak
CARRIED, as amended

2 Approval of Minutes

MOTION: That the minutes of the meeting of November 23, 2012 be approved.

Mr. S. Pigeon/Dr. E. Kustra
CARRIED

3 Business arising from the minutes

Nothing to report.

Items for Approval

4 Outstanding business

4.1 APC Subcommittee on English Language Proficiency Report

(See document APC121214-4.1 for more details.)

MOTION: That the Report on English Language Proficiency be forwarded to Senate for review.

Dr. V. Paraschak/Dr. E. King

NOTED:

- The report on English Language Proficiency was discussed at the meeting of October 26, 2012. Following the meeting, a small group met to identify the appropriate agents to review the various recommendations.
- One of the most important factors in generating this report was being able to differentiate between proficiency and competency in relationship to the mandate, as competency is defined as knowledge of the language and proficiency is defined as the skill demonstrated in its use.
- Instructors are not always able to specifically identify which students in their classes are international students and therefore it is difficult to provide them with additional mentoring and guidance.
- Educating domestic and international students about different cultures through workshops could raise their cultural awareness and understanding, as people often interpret and evaluate things in different ways.
- In response to a concern raised about TOEFL vs. the new English language proficiency test that has

been developed internally by the University of Windsor in order to screen for international recruitment, it was noted that the latter will serve to better test for proficiency, whereas the TOEFL tests can help determine at which level a student will fit into the English Language Proficiency (ELIP) program. However, any changes to replace the TOEFL with the new “home-grown” English Language proficiency test would require Senate approval.

FRIENDLY AMENDMENT: “Item 2.3: Next steps: ***Submission to APC/Senate, as appropriate.*** ~~Agents will report annually to APC, normally through their regular reports, until the recommendation has been fully considered and addressed, as appropriate.”~~

CARRIED, as amended

4.2 Policy on University Access to Student Emails and Disclosure

(See document APC121214-4.2 for more details.)

MOTION: That the Policy on University Access to Student Emails and Disclosure be approved.

Dr. B. Tucker/Dr. V. Paraschak

NOTED:

- The draft Policy on University Access to Student Email and Disclosure was sent to McTague Law firm for legal opinion and was subsequently sent to the University's Director of Community Legal Aid for comments/feedback. These comments were distributed.
- Currently, the University of Windsor has an informal practice in place where student emails are accessed only in circumstances deemed absolutely necessary.
- The intent of the proposed policy is to have a mechanism to view email in critical circumstances where there is probability that failure to act could result in bodily harm.
- The policy will help protect students by intervening in extremely vulnerable or life threatening situations while upholding academic integrity and campus security.
- On the one hand, there were strong views on allowing such access with a few supporting a policy that would limit the ability to access the emails for the above reasons. On the other hand, some members argued that students are not employees, that their right to privacy is paramount, and that while the University may own the email system, there is a reasonable expectation of privacy on the part of students particularly since they are required by the University to use its email address. Should criminal or serious mental or physical health concerns arise, there are already established ways to deal with these in legislation.
- The following section of the Supreme Court of Canada decision was quoted by a member of APC: *“The Court left no doubt in R. v. Morelli, 2010 SCC 8, [2010] 1 S.C.R. 253, that Canadians may reasonably expect privacy in the information contained on their own personal computers. In my view, the same applies to information on work computers, at least where personal use is permitted or reasonably expected.”*

AGREED:

- That the draft Policy on University Access to Student Emails and Disclosure be sent to the General Council for the Canadian Civil Liberties Association for feedback.

MOTION: That the item be TABLED.

Dr. V. Parashak/Mr. S. Pigeon

CARRIED

Items for Information/Discussion

5 Reports/New Business

5.1 Regulations on Additional Undergraduate Degrees

(See document APC121214-5.1 for more details.)

NOTED

- The current regulations on Additional Undergraduate Degrees do not permit students to obtain a second degree in the same discipline or area of study, unless it is to upgrade from a General to an Honours degree, regardless of what institution they attended and where they earned their degree.
- The opinion was expressed that a student from another country who wants to repeat the same

degree here in Canada, should be permitted to do so and that students should be awarded up to 20 transfer credits, for example. Others noted that this may provide an unfair advantage to students who are completing the same degree for a second time and competing for spaces, awards, etc.

- In order for students to be eligible for a second degree, the area of study must be distinctly different so that there is no significant overlap between the first and second degree.
- Students who have undergraduate degrees from other recognized domestic or international universities are eligible to apply to graduate programs. It is contradictory to allow a student with the appropriate undergraduate degree to enrol in a graduate degree program and at the same time send the message that they may opt to complete the same undergraduate degree a second time.
- Students with a degree from a non-recognized institution may complete an undergraduate degree in the same area of study.
- Students with degrees that are ineligible or who do not meet the criteria for eligibility to graduate school (*i.e.*, grades or courses) are permitted to enroll as non-degree students in order to upgrade their skills, or fill in missing courses or necessary learning gaps for graduate school.
- Concern was raised regarding the issue that someone who has completed, for example, an honours degree from another university with a “B” average, then re-takes that same degree and gets an “A” average may lead to inaccurate reputational comparisons between institutions. One institution may be perceived as being easier, then another comparable institution.
- The opinion was expressed that it is not appropriate or within the University of Windsor’s jurisdiction to say that a degree from another country is less valuable than one from Windsor when that credential comes from a recognized post-secondary institution.
- Graduates from professional schools from other provinces or countries (*i.e.*, nursing, medical, *etc.*) follow a different process where they are required to re-take credentials in practicing countries. For example, a foreign-trained physician may need to go through a residency program to practice in North America.
- There may be Ministry concerns as the government is unlikely to agree to fund a University twice for a student completing the same degree.
- If the regulation extends only to international students, it was argued that there may not be any harm in permitting them to take the same degree twice as it would be revenue generating, provided that Windsor does not give them too many transfer credits. However, on the other hand it was expressed that allowing students to take the same degree and content twice is “double-dipping” in terms of content and provides an unfair advantage. Further, these students should be encouraged to complete a Masters degree.

AGREED

- That the following research be conducted to determine whether there is an issue to address, and that this item be placed on the next APC agenda: 1) What are the policies on additional degrees at other universities?; 2) Would universities receive government funding for students completing the same degree twice?; 3) How prevalent is this request from students to complete second degrees in the same area of study?

5.2 IT Steering Committee Annual Report (2011-2012)

(See document APC121214-5.2 for more details.)

NOTED

- Mr. Sean Moriarty, Chair of the IT Steering Executive Committee and Ms. Gwen Ebbett, Chair of IT Advisory Committee, were welcomed to Academic Policy Committee.
- The 12th annual report summarizes the activities of the IT Steering Committee over the past academic year and outlines the current status of the IT Strategic Plan and IT Review.
- Information Technology 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.
- IT providers on campus have implemented a large number of projects including: 1) Upgrading CLEW to increase reliability and speed of system; 2) Embedding a Copyright tool inside CLEW; 3) Initiating a Learning Management System review to examine the current LMS and user needs; 4) Implementing ARES, a new copyright management system which assists with managing University compliance with copyright obligations; 5) Implementing a new Residence wireless network; 6) Implementing Eduroam to enable wireless access for University personnel at institutions throughout the province and the world; 7) Installing technology and four new SunRay terminals in

new International Student Centre; and 8) Creating a new online application which makes scheduling appointments with academic advisors easier for students.

- Moving student webmail system from Lotus Notes to Google has received positive feedback as students now have more storage space, increased support for mobile devices, and additional features such as web-based applications.
- The new myUWindsor Mobile App has brought student service to a new level with a mobile application that provides students with the opportunity to do everything from checking their email, courses, schedules, grades, and financial information from the convenience of a mobile cell phone/device.
- A major accomplishment was receiving the Microsoft Technology Innovation 2012 award, awarded by Microsoft Canada, the Canadian Association of Chiefs of Policy and the Canadian (CACP) and CACP Informatics Committee. The project allows for the sharing of information in real-time between multiple organizations to increase inter-operability.
- After a year of evaluation, the University purchased a license to an Open Learning tool called *Blackboard Collaborate* which has been providing the campus with access to a virtual classroom environment that assists departments that want to implement open and hybrid courses in their curriculum as it provides a web-based space for communication and interaction between people.
- University of Windsor's Campus Technology Day, which was held in May 2012 was a success with over 250 faculty, staff, and students in attendance to exchange ideas about the use of technology on campus.
- IT Services is on track to change the look and feel of the University of Windsor's website to reflect the upcoming 50th Anniversary of the University.
- In response to a question raised about whether IT services has identified any policy gaps, although there is a policy on how to handle data on mobile devices people still need to be better educated about safeguarding their laptops, and electronic devices, etc. In the future policies, may need to be developed to deal with the web management team, etc.
- Future projects include: 1) Installing an online graduate admission system; 2) implementing a Document Management System for the University Secretariat and Provost's office; 3) enhancing the myUWindsor student registration system; 4) upgrading the electrical power system in the computer centre; 5) installing fiber optic cable between the new CEI building and the CELD building; 6) upgrading bandwidth for internet and ORION.
- In response to a question raised about the enhancement to registration of courses through the myUWindsor system, it was noted that in November 2012, IT opened three different online registration pathways, which was very helpful for students. In the future, students will be able to register using the SIS or myUWindsor portal.
- IT services was commended for doing an excellent job with providing students and staff with exemplary services.
- The document was received for information.

5.3 Centre for Teaching and Learning Annual Report (2011-2012)

(See document APC121214-5.3 for more details.)

NOTED

- 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 undergraduate and graduate student experience and inspire student engagement through contributions to teaching and learning.
- Now in its third 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 second cohort graduated in 2011-2012.
- CTL provides leadership and expertise in the areas of pedagogy, educational technologies and media production to enhance teaching and learning in support of the University of Windsor's Strategic Plan.
- In 2011-12, staff worked with over 60 departments and administrative units by offering workshops and courses, through consultations and curriculum development, and by providing research and travel grants.
- CTL staff has conducted hundreds of individual consultations with members representing every Faculty on campus on topics such as curriculum, learning outcomes, teaching dossiers and research. CTL is also involved in coordinating and developing submissions to external teaching

award competitions.

- The Centre continues to increase its offerings of Faculty-specific GATAcademies so that teaching assistants and graduate assistants have the opportunity to participate in professional development. This year there was a 41% increase in attendance.
- CTL attracted more than \$150,000 in provincial and University-wide funding to develop teaching and learning initiatives and evaluate teaching tools. This is significant given that there are currently no government grants available for teaching and learning research.
- A wide variety of multi-media support services including video, audio, and photographic production services are provided through the Centre for Teaching and Learning.
- Over the past year, CTL has faced a number of challenges. The first main challenge is that the Evergreening Plan in which funding is being sought to launch a sustainable long-term classroom equipment plan. The second challenge pertains to finding a way to assess program impact in a way that is sustainable and conclusive. The third challenge is finding ways to support and sustain new initiatives pertaining too Learning Management Systems including Blackboard Collaborate and ePortfolios.
- The document was received for information.

AGREED

- Due to time constraints, the question of potential policy gaps and suggestions for programming priorities will be placed on the next agenda.

5.4 Annual Reports (2010-2011)

5.4.1 Co-operative Education Centre Annual Report

(See document APC121214-5.4.1 for more details.)

This item was deferred to a future agenda.

5.4.2 Aboriginal Education Centre Annual Report

(See document APC121214-5.4.2 for more details.)

This item was deferred to a future agenda.

5.4.3 Leddy Library Annual Report

(See document APC121214-5.4.3 for more details.)

This item was deferred to a future agenda.

Additional Business

6 Question period/Other business/Open discussion

A comment was made regarding the issue that it is very difficult to gather online data for submission to the new program approval process and that there should be efforts made to devise a system where faculty members can easily access necessary data, beyond the departmental level.

6.1 Update from Subcommittees

This item was deferred to a future agenda.

6.2 Examination Booklets – Revision to Motion at SSC

NOTED:

- Members were informed that instead of having a motion to merge the two examination booklets into one booklet, Senate Steering Committee made a friendly amendment to the motion proposed by APC to “that the Senate policy of March 17, 2004 on final and mid-term examination booklets be deleted”. The intent and outcome is unchanged.

7 Adjournment

MOTION: That the meeting be adjourned.

Mr. S. Pigeon/Dr. V. Paraschak
CARRIED