



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

**Date:** Tuesday, January 14, 2014

**Time:** 1:05pm-2:50pm

**Room:** In Room 500, Chrysler Hall Tower

**Committee Members:** Mr. Mohammad Alam, Dr. Rick Caron (chair), Mr. Jake DeJong, Dr. Katherine Quinsey, Dr. Iain Samson, Dr. Bruce Tucker, Dr. Alan Wright, Ms. Shuzhen Zhao.

**Absent:** Dr. Lorna deWitt (regrets), Dr. Mitch Fields (regrets), Dr. Ann Lanoszka (regrets), Mr. Michael Livingston (regrets), Dr. Scott Martyn (regrets), Dr. Derek Northwood (regrets), Mr. Julien Paquette (regrets), Dr. Geri Salinitri (regrets), Prof. Larry Wilson (regrets).

**In Attendance:** Dr. Danieli Arbex, Dr. Erika Kustra, Mr. Darrel Laurendeau, Dr. Clayton Smith, Ms. Renée Wintermute, Danielle Handsor (University Secretariat).

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*As quorum was not reached, the following are the unofficial notes of the meeting.*

**Formal Business**

**1 Approval of Agenda**

Although items were not discussed in sequential order, the minutes do reflect the agenda order of business. The agenda was not approved at this time.

**2 Approval of Minutes**

The item was deferred to the next meeting.

**3 Business arising from the minutes**

Nothing to report.

**4 Outstanding business**

- At the Senate meeting in January, the Leddy Library's Annual Report was received for information and the Pearson Test of English (PTE) Academic was adopted as one of the English language proficiency requirement options for international students.
- Senate has tasked the chair of APC to meet with international recruitment areas to discuss English proficiency requirement options and common minimum scores for entry to both undergraduate and graduate programs, and conduct an initial assessment for Senate.
- The Medical Notes and Rules of Conduct on Examinations revised policies will be discussed at February's Senate meeting.
- The 100% Requirement subcommittee will be submitting their report to APC shortly.

**Items for Information**

**5 Reports/New Business**

**5.1 Centre for Teaching and Learning Annual Report**

*(See document APC140114-5.1 for more details.)*

**NOTED:**

- The Centre for Teaching and Learning (CTL) gave a PowerPoint presentation structured around the University of Windsor's strategic priorities. CTL's largest focus is on the strategic priority, *providing an exceptional undergraduate experience.*

Provide an exceptional undergraduate experience

- Starting in 2010, CTL has been able to track faculty engagement. Over the past three years, faculty engagement has increase significantly, with the Faculty of Arts, Humanities and Social

Sciences with the largest representation.

- CTL facilitates student learning and provides support for CLEW courses and project sites. In Fall 2012, just under 100% of students registered at the University were enrolled in at least one course that used CLEW.
- Currently, 70 technologically renovated classrooms on campus require permanent CTL support.
- CTL makes available tools for instructors to use to help engage their students. In 2010, CTL moved from an equipment delivery model to a pick-up model. Following the installation of the new AV equipment in classrooms, the number of pick-ups has decreased, allowing for student staff to go back to assisting with deliveries.
- CTL also supports uView, the highly successful and unique cataloging system. Individuals can upload and share videos and students can peer review each other's work. Over 6,000 uploaded videos received four million hits from across the globe, which is more than double the hits in 2011-2012. The same system also feeds the public displays on campus.

#### Pursue strengths in research and graduate education

- CTL is contributing to a scholarly approach to teaching and learning by 1) researching the impact of programs and supporting research on teaching in higher education, 2) launching the second-level certificate of the University Teaching Certificate and 3) supporting graduate assistants and teaching assistant professional development.
- CTL provides support and funds for graduate research.
- The University of Windsor and Oakland University hosted the annual the University of Windsor-Oakland University Teaching and Learning Conference titled: On The Verge: Debating the Future of University Teaching.

#### Recruit and retain the best faculty and staff

- CTL is establishing embedded and sustainable programming for faculty, establishing networks and/or communities of practice among instructors, and celebrating teaching excellence on March 19, 2014.

#### Engage and build the Windsor and Essex County community through partnerships

- CTL provides video and photographic support for community events. There is a Photographer at most events and CTL live streams both Spring and Fall convocations.
- CTL also supports consultations between the University and community members regarding the downtown campus.

#### Promote international engagement

- CTL promotes international engagement through their Visiting Fellows in Educational Development Program. In six years, the program has welcomed 29 Fellows from Australia, Belgium, Canada, China, Jamaica, Nigeria, South Africa, the United Kingdom and the United States. The program has drawn awareness among educational developers and two more groups are already booked to come to campus to share their teaching and learning practices.

#### Challenges/ Future Actions and Initiatives

- Some of the challenges that CTL are currently facing include: replacing classroom multimedia equipment, assessing the impact of CTL programs while maintaining participant anonymity, and conducting the Learning Management System Review in an effective, comprehensive, and timely fashion in light of budget limitations.
- Future actions and initiatives include research and consulting external stakeholders interested in sponsoring long-term classroom upgrades, developing a virtual tour of classroom learning space, and developing online tutorials for classroom console usage.
- The University applied for the Productivity Innovation Fund in December 2013 and received six grants totaling 1.3 million dollars. The grants are for targeted projects and the monies must be spent by March 2014. The grants will greatly assist CTL to move forward with their future initiatives.

#### Discussion

- CTL was congratulated on their high quality professional reports. Their annual report addressed the strategic priorities, future actions and recommendations for future policy changes.
- It was suggested that prior to replacing classroom technology, CTL should contact faculty that

teach in the same classroom, and ask them what kinds of technology they would like to see in the classroom. This approach could result in a reduced budget, as some equipment may remain unused.

- It was noted that CTL should offer sessions for faculty on how to use the various classroom technologies.
- GLIER is not a faculty, therefore it was suggested that GLIER be listed as a “unit” or remove entirely from the statistics. Other minor corrections were noted.
- It was noted that CTL is forging partnerships with universities overseas on the topic of faculty development. Last summer, 12 faculty members from Shanghai University of Engineering Sciences (SUES) enrolled in a three-week, intensive professional development program offered through CTL.
- It was suggested that all faculty on campus should be trained every five years on classroom technology.

## **5.2 Considerations for Improvements: Student Discipline System**

### **5.2a Considerations for Improvement: Student Discipline System PowerPoint Presentation**

*(See document APC140114-5.2 for more details.)*

#### **NOTED:**

- Most academic integrity cases are now being resolved at the informal level with the Associate Deans.
- Some concerns regarding the current Academic Integrity System include: the system is overly legalistic and bureaucratic; it takes too long to get through the system; bylaw language is not easy to understand and; student rights and responsibilities are not clearly stated. Lastly, there is too much emphasis placed on enforcement rather than education. A balance needs to exist between enforcement and education, while ensuring that standards are adhered to.
- Most Canadian universities have academic integrity in the faculty domain. Non-academic issues are forwarded to the Dean of Students and a Senate committee handles appeals.
- The student governments recommended having an ombudsperson, a neutral person, to assist the student throughout the process and explain their rights and responsibilities. This ombudsperson will not be a student government representative, as these positions change from year to year.
- It will no longer be the responsibility of the Academic Integrity Officer (AIO) to carry the cases to the panel. Rather, the AIO will be educating students on plagiarism and acting as a resource for faculty.
- It was suggested that Associate Deans be provided with guidelines, and encouraged to follow the guidelines so that there is consistency and fairness amongst the Faculties. Perhaps there should also be an annual audit between the faculty members and the AIO. In response, it was noted that the propose system would allow Associate Deans to veer from the guidelines if they are able to provide a clear, written rationale for doing so.
- To decrease the number of plagiarism cases, it was suggested that the University provides students with support to improve their writing and understand plagiarism. The University still has not found the correct model. The Academic Writing Centre largely provided editorial services, and that may not be the solution either. Students are saying that ongoing writing support needs to be incorporated in the revised system.
- In response to a question regarding the timing of informing a student of their right to counsel, it was noted that up until the sanction is issued, faculty are encouraged to work with the student. Consideration might be given to having an ombudsperson in the pre-sanctioning phase, and legal counsel at the appeal stage. For example, McMaster University mentions in its policy that a lawyer cannot participate in the pre-sanctioning phase.
- A question was raised as to how CTL could assist faculty members in their roles. In response, it was noted that CTL can assist faculty with developing teaching modules on plagiarism, sharing tips and approaches to teaching that would diminish misconduct (*i.e.*, have students regularly submit drafts of their assignments, so that faculty can catch errors early in the process) and provide additional training for teaching assistants and graduate assistants on how to effectively proctor examinations (*i.e.*, eye contact, if a student has a question walk to them), *etc.*
- Any feedback regarding the revised Student Discipline System should be forwarded to the Bylaw Review Committee. Dr. Clayton Smith and Dr. Daniel Arbex will be available for support.
- It was suggested that the new bylaw be drafted from scratch.

### **Additional Business**

#### **6 Question period/Other Business**

Nothing to report.

#### **7 Adjournment**

This meeting was adjourned at 2:50pm.