



NOTICE OF MEETING
There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Tuesday, October 25, 2016 at 1:30pm-3:30pm
In Room 209 Assumption Hall
AGENDA

Formal Business

- 1 Approval of Agenda**
- 2 Notes of meeting of September 13, 2016
E-Vote of September 13, 2016**
- 3 Business arising from the minutes**

Items for Information

- 4 Outstanding business**
 - 4.1 International Student Recruitment Annual Report** p.2 Dr. Ram Balachandar
APC161025-4.1
- 5 Reports/New Business**
 - 5.1 Centre for Teaching and Learning Annual Report** p. 7 Dr. Erika Kustra
Lead Reader: Dr. Karen Roland
APC161025-5.1

Items for Approval

- 5.2 Academic Accommodation for Students with Disabilities –Revision** p.12 Prof. Jeff Berryamn
APC161025-5.2
- 5.3 Provosts Working Group on Introductory Statistics and
Senate Policy on Introductory Statistics – Revision** p.14 Dr. Rick Caron
APC161025-5.3
- 5.4 Conduct of Exams – Appendix C – Revisions** p.15 Dr. Philip Dutton
APC161025-5.4
- 5.5 Mathematics and Statistics Admission Requirement Changes** p.16 Dr. Rick Caron
APC161025-5.5
- 5.6 Statement of Principles – Textbooks** p.17 Dr. Ziad Kobti
APC161025-5.6
- 5.7 Missing Three Consecutive Meetings** p.21 Dr. Philip Dutton
APC161025-5.7

Additional Business

- 6 Question period/Other business/Open Discussion**
- 7 Adjournment**

Please carefully review the ‘starred’ (*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and

**Academic Policy Committee
University of Windsor**

**Internationalization Annual Report (2015 – 2016)
Dr. Ram Balachandar, Vice-Provost, International Development**

1. Executive Summary

A. Introduction

Established in October 2014, the Office of the Vice-Provost, International Development oversees internationalization at the University of Windsor.

2015/16 was a busy year in terms of internationalization activities including those related to international recruitment, international collaborations, and student and stakeholder engagement. This report provides a summary of these activities.

The comprehensive 2015/16 internationalization report is attached herewith.

B. Goals and Objectives of Reporting Year

The Office of the Vice-Provost International Development (VP-ID) has made a concerted effort over the last year to engage internal and external stakeholders in internationalization efforts to enrich our campus and the extended community. The activities and initiatives noted below are related to such efforts.

C. Successes

1. The University continued to have a presence at a broad range of marketing and promotional activities across the globe to increase awareness of the institution, showcase high-quality program offerings, and demonstrate international support services available to all our students.
2. Significant efforts were made and continue to be undertaken to create and revise existing marketing and informational material to support both direct and educational representative (agent) supported recruitment activities.
3. The number of ranking systems available to international students is increasing. There are over 50+ national ranking systems and ten global rankings of various significance available to prospective students, and their future employers. As such, we have actively responded to requests to participate in multiple global ranking systems, including Shanghai Jiao Tong Academic Ranking of World Universities and Time Higher Education World Rankings.
4. Recognizing that international students learn about universities primarily online we have engaged multiple international marketing firms (BigChoice Group, Keystone Academic Solutions and SchoolFinder Group) to provide online international student recruitment solutions to increase student prospects & enrollments while diversifying the existing student body for pre-university, Bachelors, Masters, and Study Abroad students.
5. The VP-ID Office hosted a recruitment information session at the Canadian Embassy in Mexico City in March 2016 geared to parents and prospective students.
6. Held a campus information session to discuss the role of Educational Agents in March 2016.
7. In May 2016, the University will host its first ever familiarization "FAM" Tour to welcome over 60 educational agency representatives to Windsor for three days of training and familiarization with the campus.
8. For Fall 2015, the University received 5,193 international applications to our academic programs (2,037 UGrad & 3,128 Grad) with offers made to 2,269 students (861 UGrad & 1,408 Grad) suggesting strong initial interest in the University of Windsor; however, the majority did not elect to attend the

institution. In an effort to increase conversion from accepted to registered, we launched a unique pilot program connecting our current international students with applicants to facilitate sharing their own stories and experiences. To date, the International Student Ambassador program has conducted nearly 3,000 phone calls and connected with over 800+ international Fall 2016 applicants.

9. A Constituent Resource Management (CRM) system was acquired and implemented to better track and manage prospective student leads and international agreements.
10. The University successfully recruited 274 new full-time international undergraduate and 861 graduate students for 2015/16. A new enrollment record was met in Fall 2016 with 2,449 full-time international students electing to study at the University of Windsor (1,008 undergraduates and 1,441 graduate).
 - The Centre for Executive and Professional Education (CEPE) successfully recruited 422 new international students into seven distinct course-based graduate programs offered in partnership with the Faculties of Science, Business and Engineering.
 - CEPE continues to play a crucial role in delivery of high quality services to international graduate students. In Fall 2015, CEPE supported 48.6% of all full-time international graduate students at the University.
11. Welcomed Paul Bailey, Deputy Director from DFATD in July 2015 to present to campus stakeholder about Canada's strategic mandate and the University's role in international recruitment.
12. Championed the approval of revised tuition models for recruitment in Mexico (entrance scholarships for students entering academic studies directly from secondary school in the FAHSS, Business or Engineering undergraduate programs) and Turkey (flat tuition fee for an academic year as part of study abroad opportunity for students coming from Turkey).
13. A revised protocol has been established for international agreements and to manage the approval process in consultation with the Office of the Provost.
14. Over 20 new institutional agreements were negotiated with 16 agreements fully approved and executed for implementation. Ten existing student exchange agreements were renewed for another 5-year term. The following new agreements were approved:
 - AAUA (Nigeria) – Friendship agreement
 - UNESP (Brazil) – General MOU
 - UNICAMP (Brazil) – Study Abroad and Student Exchange
 - Bangor University (UK) – Student Exchange
 - Institut Supérieur d'Électronique et du Numérique (France) – General MOU
 - Indian School of Mines (India) – General MOU
 - GITAM (India) – Study Abroad Pathway Agreement
 - VIT (India) – Study Abroad Pathway Agreement
 - UFV/ SD College (India) – Study Abroad Pathway Agreement
 - KU Leuven FaBER (Belgium) – Student Exchange
 - Global International College (Nigeria) – General MOU
 - Fuzhou Foreign Language High School – Friendship agreement
 - Fuzhou No11 High School – Friendship agreement
 - Fuzhou Senior High School – Friendship agreement
 - Zhengzhou No. 4 Middle School – Friendship agreement
 - Zhengzhou No. 47 Middle School – Friendship agreement
15. Coordinated and hosted several delegation visits to campus as well as signing ceremonies at the University of Windsor. Delegates from the following universities visited campus:
 - AAUA (Nigeria)
 - BILGi (Turkey)
 - KU Leuven (Belgium)
 - Indian School of Mines (India)
 - Institut Supérieur d'Électronique et du Numérique (France)

- SD College and University of Fraser Valley (India)

16. The Centre for English Language Development opened its second location in the former Winclare A in Vanier Hall. This newly renovated space on campus will allow for enhanced services and increased programming.
17. Over 400 students were successfully admitted into academic programs through the English Language Improvement Program (ELIP) pathway. Sixty-five percent of these students entered graduate programs with the remaining 35 % entering undergraduate programs.
18. An additional 50 students were successfully admitted into professional graduate programs through the English and Academic Preparation Program (EAPP) pathway.

D. Challenges

There are many challenges that need to be resolved; some are in progress since our last update:

1. Improvements to the online international application system are needed to more effectively and efficiently enable the Office of the Registrar to process applications within a globally competitive environment. [Ongoing]
2. An ERP system is being implemented by the University of Windsor to enable more effective and transparent communications with international applicants by all relevant stakeholders, including Office of the Registrar, Residence Services, Centre for English Language Development and Cashiers Office. [Ongoing]
3. Improvements should be undertaken to enable students entering the English Language Improvement Program register via the Student Information System. [Ongoing]
4. Students admitted to an undergraduate program and elect to participate in the University of Windsor's English Language Improvement Program (ELIP), to meet language proficiency, should not be required by the Institution to re-apply for admissions in cases where they need to defer their admissions to a future term to facilitate completion of ELIP. [Ongoing]
5. Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work – such as mathematics/calculus. [APC]
6. As we enter new markets, a review of proficiency measures and possible pathways with high-quality English language training programs within both the private and public sector should be explored. These programs can be evaluated for equivalency to the University of Windsor's English Language Improvement Program (ELIP Level 3); thereby, enhancing our ability to recruit prospective students who are already studying in Canada. [APC]
7. The VP-ID Office needs to be part of the discussions dealing with admission policies and protocols for international students as implementation of new processes in isolation impacts training for educational agencies and have the potential to hamper recruitment efforts.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

Strategic Priorities:

1. ***Provide an exceptional and supportive undergraduate experience***

- Facilitate recruitment, conversion, and successful transition into all undergraduate programs
- Provide pathway programs to enable access to high quality undergraduate education
- Establish a system to enable Faculties to communicate to students how an international experience can be incorporated into their degree

- Increase student participation in mobility programs
- Enhance supports available to international students to ensure that they have a rich learning and cultural experience

2. Pursue strengths in research and graduate education

3. Recruit and retain the best faculty and staff

4. Engage Windsor-Essex community

- Build partnerships within the community to increase awareness of Windsor-Essex as a study destination and pathways to the University's programs and services

5. Promote international engagement

- Increase the capacity of our students, faculty, staff and alumni to engage internationally
- Enhance our global presence
- Support the development and communication of strategic partnerships, including short-term, issues-based partnerships and within all areas of geographic focus
- Facilitate connections to support UWindsor international collaborations for both research and student learning

B. Future Actions/Initiatives

The 2016/17 academic year will see our activities focus on the following:

- Development of a comprehensive international enrolment committee comprised of representatives of all Faculty, Deans, and Senior administrators to better predict enrolment.
- Increase student mobility within our student exchange programs by 10%.
- Promote market-specific tuition models, or scholarship programs, in priority education markets, including Brazil, China, India, Mexico, North Africa and the Middle East, and Vietnam.
- Expend the delivery of language training programs presently taking place in China to support recruitment.
- Develop, in collaboration with key institutional stakeholders, and implement the University of Windsor's "Internationalization Plan" and strategy.
- To improve international recognition, web presence, and media awareness, participate in the QS Stars program. The QS Stars in companion to the QS Rankings that facilitates the evaluation of a university across a broader range of criteria with respect to established thresholds rather than performance of others. The objective is to allow UWindsor to shine, irrespective of our size, shape, and mission by providing an opportunity to reach out to our prospective students and stand out and be recognized for our internationalization excellence.
- Replace the existing online campus tour with an immersive interactive web-based virtual reality experience utilizing the professional services of YouVisit, a global leader in virtual tours and virtual reality.
- Continue to enhance our educational agent quality assurance process by developing and implementing a student review and "stars" model for our educational agent network; thereby enabling our students to provide feedback on their personal experience, promoting the delivery of strong client-centric service delivery by our agents, and identifying firms of concern.

C. Recommendations for Senate consideration (if any)

1. Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work – such as mathematics/calculus. [APC]

Centre for Teaching and Learning Annual Reporting to the Academic Policy Committee

1. Executive Summary

A. Introduction

The CTL works in partnership with faculty, staff, and students from across campus to create a culture of scholarly and effective teaching at the University of Windsor – a culture which values, recognizes, practices, and rewards teaching that is well-grounded in research and reflective practice, and thus likely to enhance and inspire student learning.

B. Goals and Objectives of Reporting Year

1. ***Provide an exceptional undergraduate experience:***

- a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
- b) Complete the campus-wide migration to and provide system support for Blackboard (with IT Services [ITS] and the Office of Open Learning [OOL])
- c) Partner with students to engage them in teaching and learning activities

2. ***Pursue strengths in research and graduate education:***

- a) Encourage and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
- b) Enhance undergraduate research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)
- c) Engage in scholarship to contribute to the enhancement of teaching and learning in higher education
- d) Support graduate assistant and teaching assistant (GA/TA) professional development in teaching

3. ***Recruit and retain the best faculty and staff:***

- a) Provide new and enhance existing support for early career faculty, including UWindsor's 50 new hires
- b) Enhance effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- c) Celebrate teaching excellence, and reward and value teaching in hiring, tenure, and promotion
- d) Support Faculty-level curriculum development, teaching initiatives, and accreditation processes
- e) Enhance the development of educational leadership, building capacity for distributed educational leadership

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- a) Partner with St. Clair College to host the Educational Development Caucus Conference

5. ***Promote international engagement:***

- a) Foster international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs

C. Successes

- Welcoming the Centre's highest number of faculty, staff, and student participants in workshops and programs: 1,483 total participants, a 37% increase from the previous year
- Transitioning to Blackboard, in collaboration with ITS and OOL and initiating the implementation of Outcomes and Analytics in the Blackboard to support Faculties
- Recognized nationally – with St. Clair College – as hosts of the Educational Development Caucus Conference
- Internationally highlighting UWindsor's work in teaching evaluation with a forum (117 participants)
- Supporting Faculty-level curriculum initiatives including Business and Engineering's accreditation
- Earning funding to enhance scholarly teaching and teaching initiatives with a Centre-led \$74,869 SSHRC grant on teaching culture; partnership on a 2.5 Million SSHRC grant; and \$250,000 for ongoing and completed grants
- Disseminating research findings for Centre and University-wide initiatives: 12 articles, books, and reports; 21 invited presentations; and 20 peer-reviewed presentations

D. Challenges

1. Ongoing changes in the CTL organization structure
2. Finalizing the implementation of Blackboard; addressing risk such as cyber attacks and system failure; developing appropriate guidelines and policies for use and sharing of data; and maintaining sufficient resources – both human and financial – to support the cross-campus learning management system
3. Effectively assessing the impact of CTL services and support to focus priorities and guide direction of the CTL

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan and Strategic Mandate Agreement, with particular focus on the undergraduate experience, pursuing research and graduate development of teaching, and recruiting and retaining the best faculty and staff.

1. **Provide an exceptional undergraduate experience:**

- a) **Foster exceptional teaching** and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
 - Welcomed the highest number of participants to attend Centre-led workshops and courses to date: 1,483 total participants (780 unique individuals) representing all Faculties and several non-academic units attended 104 sessions for a total of 5,062 contact hours
 - Held more than a thousand hours of individual and group consultations with instructors, staff, and students from every department on campus
 - Continued to offer the University Teaching Certificate, providing sustained and systematic development of teaching
 - Maintained strong CTL representation across campus, with staff sitting on 37 campus committees and 18 external committees to support teaching and learning
 - Contributed to the revision of University policies (i.e., *Turnitin.com* and gender references on the SET form)
 - Developed effective partnerships across campus: ORIS (undergraduate research), OOL (Blackboard, Echo 360), ITS (Blackboard), Human Resources (tracking training), Outstanding Scholars (UWill Discover), and Graduate Studies (GATA Network)
- b) **Complete the campus-wide migration to and provide system support for Blackboard** (with ITS and OOL)
 - Close to 100% of all students and 700 instructors were active in Blackboard by the end of the reporting period
 - Offered 200 workshops, consultations, and drop-in sessions to well over 600 face-to-face participants, with an average feedback rating of 3.9 out of a possible 4; in addition, over 600 participants registered in online training
 - Integrated virtual classrooms using the Blackboard Collaborate module, and provided system administrative support
 - Maintained a unique collaboration with ITS and OOL, as three units who bring together expertise in pedagogy and hybrid learning, hardware management, programming, and communications, in consultation with faculty and students
 - Purchased two modules – Outcomes and Analytics – to provide opportunities for individual instructors and departments or Faculties to access and report on data to assess student success
- c) **Partner with students to engage them in teaching and learning activities**
 - Partnered with 90 students as volunteers and co-organizers for teaching and learning events, as well as panelists and presenters at forums and conference, subsidizing their registration costs
 - Engaged undergraduate students in research and mentorship opportunities as research assistants, participants in the cross-campus run, UWill Discover Conference, and recipients of the Undergraduate Research Experience Grant
 - Supervised two PhD students and acted as committee members or external readers on 10 doctoral and six master's student committees

2. **Pursue strengths in research and graduate education:**

- a) **Encourage and support faculty as they develop a scholarly approach to teaching** and evidence-based decision-making, and engage in the scholarship of teaching and learning
 - Consulted with faculty from across disciplines on the scholarship of teaching and learning, co-facilitating sessions for national and international conferences
 - Focused the Centred on Learning Innovation Fund on teaching evaluation and for the first time offered departmental proposals, funding three departmental and two individual level grants for a total of \$19,895
 - Co-hosted – in Rochester, MI – the Windsor-Oakland Teaching and Learning Conference, *Transformative Student Learning*, welcoming 217 participants from across Ontario and Michigan, with UWindsor members (including a record number of undergraduate student presenters) facilitating 33 of the 65 peer-reviewed sessions: Jenni Hotte, UWindsor doctoral student, won the Dr. Wilbert J. McKeachie International Poster Prize
 - Awarded travel grants to 15 faculty members and graduate students from nine units to disseminate research at national and international teaching and learning conferences

- a) **Enhance undergraduate teaching and research experiences** in collaboration with ORIS
 - Awarded seven Undergraduate Research Experience Grants to support projects that involve undergraduate students in research and scholarly activities – directly funding 12 students and impacting over 300
 - With units across campus, and conference lead, Simon Du Toit, held the UWill Discover Conference, welcoming undergraduate students from nearly every Faculty on campus, presenting 52 sessions
- b) **Engage in scholarship** to contribute to the enhancement of teaching and learning in higher education
 - Principle investigator for a multi-institutional SSHRC Insight Development Grant, *Teaching Culture Indicators: Enhancing Quality Teaching* – an extension of a Ministry of Training, Colleges, and Universities' Productivity and Innovation Fund grant received two years ago to examine the perceptions of whether an institution values teaching
 - Collaborated on a successful multi-institutional SSHRC Partnership Grant worth more than two million dollars, providing consultation, training, and support through program assessment
 - Continued to develop and support projects with funding of more than \$250,000 such as the GATA Network, and Teaching Leadership Chairs
 - Disseminated scholarly work on University-wide initiatives resulting in 12 articles, books, and reports; 21 invited presentations; 20 peer-reviewed presentations;
 - Received recognition from the national group, *Academica Top Ten*; and the high number of downloaded copies of CTL articles ranked UWindsor among the most popular institutions in the Educational Commons on Scholarship of Teaching and Learning
 - Co-authored the first series of the Educational Developers Guide focused on educational portfolio development, now being reviewed for translation into Japanese
- c) **Support GA/TA professional development** in teaching
 - 372 students participated in regularly hosted CTL workshops and events
 - Provided targeted orientation for graduate students through GATAcademy, with 302 students from 10 Faculties attending, a 53% increase from the previous reporting year, and the highest number to attend the event since its inception
 - Supported two graduate students who make up the GATA Network – a partnership initiative with the Faculty of Graduate Studies – as they provided ongoing support for GAs and TAs including the release of the guide, *A Teaching Assistant's Guide to Online and Hybrid Learning*, developed in 2014-15 in collaboration with the Business and OOL; offered GATA Winter Academy to 60 participants; and hosted a new Blackboard site with over 741 members

3. **Recruit and retain the best faculty and staff.**

- a) **Provide new and enhance existing support for early career faculty** including UWindsor's 50 new hires
 - Contributed to the delivery and minor revisions of the 2015 New Faculty Orientation (NFO)
 - Hosted an Early Career Faculty Lunch and the Summer Series on Teaching and Learning with introductory and advanced sessions focused on teaching and learning, paired with the NFO to provide extended opportunities for development
 - Gave priority to early career faculty for CTL programs with capped registration
 - CTL Director phoned early career faculty for their recommendations for support
 - Based on feedback, literature, and models at other institutions, collaborated with the Office of the Provost to begin a complete redesign of the NFO and Early Career Faculty Support to be launched in August 2016, and which will now include participation from many campus service units, interactive workshops, and a mentoring program
- b) **Enhance effective approaches to evaluating teaching** integrated with hiring, tenure, and promotion
 - Consulted with instructors and heads on developing teaching dossiers, and provided feedback on drafts
 - Invited Visiting Fellow, Denise Chalmers – an international expert in developing and embedding teaching quality criteria, indicators, and assessment standards – who offered sessions to faculty and staff focused on the development of a teaching criteria framework
 - Co-hosted – with the Office of the Provost – a forum on how teaching is documented and evaluated, welcoming 117 faculty and administrators from UWindsor and from across Canada and the US
 - Collaborated with staff from the Office of the Provost to develop a flexible template for revising teaching evaluation criteria
 - Offered opportunities for faculty to explore topics of interest in teaching evaluation including workshops, consultations, and funding through the Centred on Learning Innovation Fund
- c) **Celebrate teaching excellence**, and reward and value teaching in hiring, tenure, and promotion
 - Welcomed 300 people to the 10th Annual Celebration of Teaching Excellence to celebrate 39 award winners from across campus, University Teaching Certificate graduates, and recipients of teaching and learning grants, marking the first year that all disciplines had representation as award winners
 - Coordinated a successful Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award and 3M National Teaching Fellowship Award, and were members of four campus or Faculty-wide

- d) **Support Faculty-level** curriculum development, teaching initiatives, and accreditation
 - Supported curriculum development through extended consultations with Nursing, Business, Digital Journalism, and Music
 - Explored online tools – with LMS Advisory and faculty members – to better track and assess learning outcomes for programs involved in external accreditation
 - Co-chaired the Senate Working Group on Learning Outcomes with a committee of faculty and staff to describe the current state of learning outcomes to inform future actions
- e) **Enhance the development of educational leadership**, building capacity for distributed educational leadership
 - Invited and mentored 33 faculty members and graduate students to co-facilitate workshops
 - Continued support for and collaborations with the Teaching Leadership Chairs including work on the Teaching Evaluation Forum; and arranging for a multi-institutional meeting of educational leaders – this group submitted a successful conference proposal to the Society for Teaching in Higher Education national conference
 - Mentored members of the GATA Network as leaders in graduate student support
 - Supported faculty as leaders of projects to enhance teaching and learning through the Centred on Learning Innovation Fund and the Undergraduate Research Experience Grant
 - Mentored faculty in writing their educational leadership statements and compiling evidence of their change initiatives as part of provincial and national award submissions: award winners in turn mentored and nominated over 25 colleagues for awards
 - Began the process to develop an Educational Leadership Award to recognize formal and informal leadership

4. **Engage and build the Windsor and Essex County community through partnerships:**

- a) **Partner with St. Clair College** to host the Educational Development Caucus Conference (EDC)
 - Successfully collaborated with St. Clair College to host the national conference of the EDC, welcoming 152 delegates – the highest number of registrants at this conference to date – representing 56 institutions worldwide, including 22 UWindsor faculty, staff, and students
 - Received an overall conference feedback rating of 4.72/5

5. **Promote international engagement:**

- b) **Foster international relationships and global perspectives** with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs
 - Hosted five Visiting Fellows from China, Australia, US, and New Zealand for a total of 40 Visiting Fellows in nine years, all of whom continue to contribute to UWindsor's international profile
 - Welcomed 29 faculty members from China to the International Faculty Development Program to gain diverse intercultural experiences, innovative approaches to teaching and learning, and increased global understanding
 - CTL staff maintained memberships with 12 societies and participated in multiple inter-institutional partnerships, which enable and enrich relationships with colleagues and institutions worldwide, bringing rich, new perspectives and ideas from around the globe, (e.g., Dr. Erika Kustra was elected Chair of the Educational Developers Caucus, and Dr. Pierre Boulos is President-Elect, International History, Philosophy, and Science Teaching)
 - Participated in external reviews of other centres for teaching and learning

B. **Future Actions/Initiatives for 2016-2017**

1. Enhance support for early career faculty in the context of ongoing support for mid- to late-career instructors
2. Enhance the teaching culture on campus, which includes distributed support of formal and informal leaders, support for the effective evaluation of teaching, and engaging students as partners in educational development
3. Support and enhance curriculum initiatives through workshops, consultations, learning outcomes feedback, and implementing tools such as Blackboard Outcomes
4. Support high-impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences
5. Continue to assess the impact and structure of the CTL through an external review

C. **Recommendations for Senate consideration**

1. Examine appropriate guidelines and policies for use and sharing of data as the institution moves towards greater collection and use of big data

Future Actions Identified in 2014-15 APC Report	Actions Completed in 2015-16 APC Report
1. Enhance support for early career faculty including UWindsor's 50 new hires	<ul style="list-style-type: none"> • Collaborated to offer New Faculty Orientation (NFO) • Hosted a New Faculty Lunch paired with sessions during the CTL Summer Series • Gave priority to early career faculty for CTL programs with limited registration • Phoned early career faculty for their recommendations for support • Based on the feedback, literature, and models at other institutions, collaborated with the Office of the Provost to redesign NFO and early career faculty support
2. Collaborate to enhance effective approaches to evaluating teaching, integrated with hiring, tenure, and promotion	<ul style="list-style-type: none"> • Consulted with instructors and heads on developing teaching dossiers, and provided feedback on drafts • Invited Visiting Fellow, Denise Chalmers – an international expert in developing and embedding teaching quality criteria, indicators, and assessment standards • Offered three sessions to faculty and staff focused on the development of a teaching criteria framework • Co-hosted a forum, <i>Weighed in the Balance</i>, on the evaluation of teaching • Collaborated with the staff from the Office of the Provost to develop a flexible template for revising criteria • Offered opportunities for faculty to explore topics of interest through the Centred on Learning Innovation Fund
3. Enhance development of educational leadership	<ul style="list-style-type: none"> • Thirty-three faculty members and graduate students were invited to co-facilitate workshops • Supported and collaborated with Teaching Leadership Chairs (TLCs) • Invited TLCs to co-host the forum on teaching evaluation • Arranged for multi-institutional meeting of educational leaders, and a group submitted a successful conference submission • Mentored members of the GATA Network • Supported faculty as leaders of projects through the Centred on Learning Innovation Fund and the Undergraduate Research Experience Grant • Supported nominations of provincial and national teaching awards, mentoring faculty in writing their educational leadership statements and compiling evidence of their change initiatives • Worked on developing an Educational Leadership Award
4. Host the international Educational Development Caucus Conference for international engagement	<ul style="list-style-type: none"> • Collaborated with St. Clair College to host the national conference of the Educational Developers Caucus
5. Complete the campus-wide migration to Blackboard	<ul style="list-style-type: none"> • Completed the migration from CLEW to Blackboard Learn • Initiated the integration of Outcomes and Analytics modules for Blackboard
6. Focus on assessing impact and using this information to enhance CTL services	<ul style="list-style-type: none"> • Invited a Visiting Fellow to run sessions on assessing impact and consulted on the impact of centre programs • Engaged in externally facilitated examination of CTL practices as well as an internal retreat to review CTL's mission, mandate, and vision • Began discussions for an external review
7. Collaborate with the Provost to examine the organizational structure with move back to the Office of the Provost	<ul style="list-style-type: none"> • Completed

Please Note: Future Actions Identified in 2014-2015 related to Media and Educational Technologies Unit (ie. AV, photography, videography, videoconferencing) will be addressed in the IT Services Report as this reorganization took place in March, 2016.

**University of Windsor
Academic Policy Committee**

5.2: Policy on Academic Accommodation for Students with Disabilities – Revisions

Item for: **Approval**

MOTION: That the proposed revisions to the Policy on Academic Accommodation for Students with Disabilities be approved

Proposed Revisions:

[...]

Documentation

Students with disabilities who self-identify to the Student Success Centre - Student Disability Services are required to adhere to the documentation guidelines outlined by that office, in accordance with current legislation ~~to provide documentation relevant to their condition in order to qualify for accommodations.~~ **Any such documentation should clearly indicate that the student has been diagnosed with, or is being assessed for a disability. Depending upon the disability, there are circumstances (specifically, mental health) where the student may elect not to disclose a specific diagnosis and is not required to do so.**

Confidentiality

The University is dedicated to maintaining the privacy of a student's information to the greatest extent possible. Any information related to the specific nature and impact of a student's disability will remain on file in a secure location within the Student Success Centre - Student Disability Services.

In some circumstances, the accommodation process may require that a student disclose information to staff or faculty beyond the Student Success Centre – Student Disability Services if the knowledge is required to perform their duties under the terms of this policy.

~~The nature and severity of the disability should only be made known to the extent that it is necessary for the University to assess the validity of the accommodation request and the available choices in terms of an appropriate accommodation in the circumstances. This will not always involve disclosing the student's diagnosis, and if it does, the information about the diagnosis should be restricted by the "need to know" principle. The focus should be on the accommodation, rather than the reason it is required, unless there is a basis to question the existence or extent of the disability or the good faith of the request.~~

Medical and other health-related information should generally be restricted to Student Disability Services, and should not be disclosed to faculty or staff of the University. This restriction is founded on several grounds, including the importance of confidentiality as a human rights principle of dignity and respect.

All such information disclosed to faculty or staff will only be provided with the consent of the student.

[...]

APPENDIX A: BACKGROUND

[...]

Academic Accommodations

An accommodation refers to any service, equipment, or arrangement that is put in place to support a student with a disability in the university setting and is meant to enable students to best perform the essential requirements of their academic program. **Functional limitations that lead to accommodations will be identified by medical professionals who are supporting the student.**

[...]

Rationale:

- Wording has been revised consistent with legislation and guidelines to ensure that the information is as straightforward as possible and high level. Specifics required to implement the policy will be included in the forms developed by the office.

**University of Windsor
Academic Policy Committee**

5.3 **Provost Working Group on Introductory Statistics**

Item for: **Approval**

MOTION: That the proposed revisions to the Policy on Introductory Statistics Courses be approved.

Rationale

At the November, 2015 meeting of the Program Development Committee (PDC) of Senate a question about the relevancy of the Senate Policy on Introductory Statistics Courses was raised during the review of a proposal for a program change which would have run counter to that policy. PDC agreed that it was time to review the policy, particularly in light of Senate's recently revised Policy on Course Equivalencies. The Provost created Working Group to review the policy. The committee members are Rick Caron, Katherine Quinsey and Lionel Walsh. The committee met on several occasions and examined enrolment statistics, compared the topics listed in calendar descriptions as well as recent course outlines and, where available, learning outcomes. We met with instructors of 02-250, 73-202, 95-269, 85-222 and 65-205.

Current Policy on Introductory Statistics

Credit may not be given for more than one introductory statistics course regardless of from which Faculty they are taken. Students in Arts, Humanities and Social Sciences will normally take the General Faculty course 02-250. Students in Business will normally take 73-102 and students in Science will normally take 65-205."

Proposed Revisions to Policy on Introductory Statistics

This policy applies to the following introductory statistics courses:

Human Kinetics	95-269 Measurement and Evaluation,
Engineering	85-222 Engineering Treatment of Experimental Data,
Business	73-202 Business Data Analysis,
Science	65-205 Statistics for the Sciences, and
FAHSS	02-250 Basic Quantitative Methods in Social Sciences.

Students will normally take the course offered by their own Faculty.

In light of the Senate Policy on Course Equivalencies, the following substitutes may be made:

1. 02-250 is a substitute for 95-269 and vice versa.
2. 02-250 is a substitute for 73-202.
3. 95-269 is a substitute for 73-202.
4. 73-202, together with its pre-requisite 73-100, can be substituted for one of either 95-269 or 02-250.
5. 85-222 can be substituted for one of either 73-202, 95-269 or 02-250.
6. 65-205 can be substituted for one of either 73-202, 95-269 or 02-250.
7. The courses 73-202, 95-269 and 02-250 cannot be substituted for either 85-222 or 65-205.
8. 65-205 can be taken for credit subsequent to 85-222, 73-202, 95-269, and 02-250.

University of Windsor
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5.4: **Policy on Conduct of Exams and Tests – Revisions to Appendix C**

Item for: **Approval**

MOTION: That the proposed revision be made to Appendix C of the Policy on the Conduct of Exams and Tests.

Proposed Revision:

Appendix C

Use **and/or possession** of an unauthorized aid constitutes cheating. ~~Possession of an unauthorized aid constitutes general misconduct. Allegations of use or possession of unauthorized aids~~ **and** will be dealt with in accordance with Bylaw 31. Because of their storage and data retrieval capabilities, use of unauthorized electronic aids is considered a particularly serious offence. The University also treats seriously possession of an unauthorized electronic device that has not been powered off. Possession of an unauthorized electronic device that has been powered off but has not been appropriately stored may also be considered an offence subject to disciplinary procedures under Bylaw 31.

[...]

Rationale:

- Simplifies and clarifies language around misconduct. Use of the phrase “general misconduct” can be confusing since it is not used or defined elsewhere in policies or bylaws.

**University of Windsor
Academic Policy Committee**

5.5 Policy on Admission Requirements (Undergraduate) - Revisions

item for: Approval

MOTION: That the Admission Requirements for the Honours Mathematics (B.Math), General Mathematics (B.Math), Mathematics and Statistics (B.Math) and Mathematics and Computer Science (B.Math) programs be revised to no longer recommend that students take the course SPH4U (Physics, Grade 12, University Preparation).

Rationale:

- The course SPH4U is not a prerequisite for any of our program degree requirements that count towards the major average, that is, for any course with a 03-62 or 03-65 prefix.
- The Mathematic and Statistics degree programs do not require students to take a university physics course.
- Many students choose to take a year one physics course, but the prerequisites for these course do not include SPH4U except as a recommendation. For example, the prerequisites for “03-64-140 *Introductory Physics*” are grade 12 “U” advanced functions and introductory calculus; both of which are required for admission to our programs.
- Finally, the recommendation might give the false impression to applicants of the importance of SPH4U to success in Mathematics and Statistics programs.

Current Requirements:

- ENG4U (English, Grade 12, University Preparation)
- MHF4U (Advanced Functions, Grade 12, University Preparation)
- MCV4U (Calculus and Vectors, Grade 12, University Preparation)
- SPH4U (Physics, Grade 12, University Preparation) recommended.

Proposed Change:

That the recommendation to take the course SPH4U be removed.
~~SPH4U (Physics, Grade 12, University Preparation) recommended~~

**University of Windsor
Academic Policy Committee**

5.5: **Statement of Principles on Educational Resources for Courses (textbooks and other support materials)**

Item for: **Approval**

Forwarded by: **Senate Student Caucus**

The following is being forwarded by the Senate Student Caucus for consideration by APC:

MOTION: That the Statement of Principles on Educational Resources for Courses be approved.

Statement of Principles

Understanding that courses normally require students to acquire learning resources (such as textbooks) and recognizing that instructors' selection of required and recommended textbooks and other support materials should be based on the instructor's careful assessment of what would provide students with the best learning experience for the course, instructors should strive to identify textbooks and other support materials for their courses at no cost, or at the lowest possible cost to students.

Rationale:

- Costs for course materials, particularly textbooks, can be prohibitive for students. It is not uncommon for a single textbook to run in the hundreds of dollars. This can hinder student learning and success, when choices are made not to purchase an important textbook because the cost is prohibitive. Further, it can make it even harder for students from disadvantaged backgrounds to consider university, particularly given that OSAP assessments are conservative when considering the cost of textbooks.
- Open educational resources are a viable and accessible option. They can be accessed anywhere, at any time, and are free of cost.
- The University's Strategic Mandate Agreement (SMA) with the province identifies open learning as an area of institutional strength. It states that "[w]e will explore options in course re-design that build upon capacity we have begun to invest in, specifically in our leading edge development and *use of open access educational resources, texts and course materials*. These efforts will improve student learning, foster collaborative pedagogical innovation, and lower course delivery costs" (SMA, p.5) (emphasis added). Further, as a progressive student-centred University that strives to provide an exceptional and supportive student experience and as "a place with a commitment to learning and discovery, and a commitment to social justice and all of the expectations and opportunities that come with it – *access to education for all*, recognition of the importance of community, and a belief in the entrepreneurial spirit that has been vital to the economy in this region of our country." (Strategic Plan, p.8,9,11) (emphasis added), it is important that the University take a principled position and declare that its instructors are committed to finding the lowest-cost, or preferably no-cost, course materials provided that doing so does not compromise student learning.
- It is understood that there are some courses for which the best textbook or course materials are among the most expensive and there are no comparable lower cost alternatives. The primary focus when selecting course materials must be on the provision of the best teaching and learning experience.
- Access to education is also increased by selecting open educational resources since these resources are digitized and therefore accessible to students with disabilities, and more readily available for students studying at a distance.
- Consideration should be given to how the University might recognize instructors who make demonstrable efforts to identify low or no cost textbooks and other course materials.

The following memo has been circulated several times since it was first drafted in 2008. However, it has not been circulated recently as updates were needed. The document was forwarded to the Library, CTL, Open Learning, Provost's Office, and the Bookstore and updates were made in the form of items 1-6, along with the statement of principles.

MEMO: Recommendations to Instructors for Reducing Costs to Students for Course Materials (e.g., textbooks)

The following are recommendations for ways in which textbooks and other course materials might be made more readily available to students at the lowest possible prices or at no cost.

Students understand that there are course materials associated with each course and that there are generally costs involved in obtaining the required or recommended materials. Costs for some course materials, particularly textbooks, can be prohibitive. There are several ways in which instructors can help students in this respect, all the while ensuring that continued high standards in the content of the course material are met. Please consider the following (some suggestions will be more applicable in some courses and disciplines than in others):

1. **Try to identify textbooks that are equivalent in content** and delivery that are free of cost and/or that are more reasonably priced than those “pushed” by the major publisher. **Instructors should first consider** the feasibility of **using open educational resources** for their required or recommended course materials. There is a growing number of good quality open access course materials. These materials come at no cost. Students can choose to view the materials online at no cost, print certain portions, or print the entire book. The cost associated with printing would be borne by the student but likely would be significantly less than the cost of a traditional hard copy textbook. The Leddy Library is creating a repository of open educational resources. In addition to the Leddy Library, instructors are also encouraged to visit OpenStax College (www.openstax.org), a Rice University-based initiative, which “uses philanthropic gifts to produce high-quality, peer-reviewed textbooks that are free online and low-cost in print” (<http://www.rice.edu/unconventional/textbooks.shtml>) and BCcampus OpenEd (<https://open.bccampus.ca>). “Since 2012, British Columbia has pursued a strategy to create open digital textbooks to help meet the soaring prices of print materials required for many classes” (<http://academica.ca/top-ten/bc-universities-look-open-source-address-“absurd”-textbook-prices>).
2. Instructors can also **create** their own **course materials** by borrowing and adapting from **existing open education resources**. Again, because the material is compiled from open educational resources, there is no cost to the student.
3. Instructors are encouraged to **create, maintain and update** their own course materials and to publish them as **open educational resources**, through a robust peer-reviewed process. When creating their own open textbooks, instructors should also create a complete suite of support materials associated with the e-textbooks such as solution manuals, slides, etc.
4. While the Leddy Library does not purchase textbooks, instructors with an **extra copy of the textbook** should consider placing it **on course reserve** for student use throughout the semester. Where the course material is available at the Leddy Library, instructors are encouraged to place copies on course reserve and/or provide the call number of the book on the course syllabus.
5. The option of **renting a textbook** is also available through many publishers. Instructors should consider whether there is both a buy and a rent option for their selected textbooks. While the student would not retain the textbook at the end of the semester, the rent option may be significantly lower in cost.
6. Instructors seeking to offer digital learning opportunities to students can require students to **purchase digital learning resources** for instructional purposes, including assessment of learning, within specific limits (click [here](#) for policy). When determining whether to require the purchase of digital resources, instructors should weigh the cost to students against the advantages of the digital resources in the students’ learning. In all cases, instructors are encouraged to identify low-cost or no-cost alternatives, wherever possible.

7. **Different offerings of a course in different terms should ideally use the same textbook** for two reasons: a) a student who fails a course and retakes it the following term should not have to buy yet another textbook and b) it will increase availability of used textbooks. Instructors are encouraged to construct course material so that current and previous textbooks (one or two editions) are sufficient, perhaps with some additional material being made available for those students who do not have the most recent edition, and to identify core books which could be used consistently, enabling students to make purchases in a wide variety of ways that will reduce their costs while still allowing them to have the right materials. If a course changes its textbook each year or if sections of a course use a different textbook because instructors choose to go different ways (even though the differences between books are minimal at the introductory level), it greatly reduces the flexibility that students have to recycle books among each other or purchase them on the used book market. Instructors are also encouraged to consult with other instructors to see if there is a single book that can be used over two courses, or that can at least continue to be used as a resource for other courses.
8. An important way to ensure cost-effective hard copy textbook purchasing is **early ordering by instructors**. It may be possible to negotiate textbook prices if book orders are placed on or before the Bookstore's deadline. The Bookstore can also contact used-book distributors to try to get the assigned textbooks at a discounted price. Large quantities of used books can only be acquired when there is sufficient lead time. Orders which are not placed on time will likely have to be filled through a publisher at higher cost which must be passed along to students. Any steps that can be taken with Faculties and Departments to ensure that instructors meet timelines of the Bookstore will result in cost savings to students and better availability of course materials at the start of courses.
9. Whenever possible it would be helpful if Heads would **assign course materials for those courses for which late instructional appointments are anticipated**. In some areas, this is already done and ensures that students will have course materials available to them early in the semester and at a cost that is reasonable. Where ordering of course materials is left as the responsibility of an instructor appointed late (as is the unavoidable case in many instances), the inevitable result is more expensive and often much-delayed course materials for students.
10. **Avoid purchasing textbook "bundles"**. Bundling has become common practice among publishers, allowing them to charge more by providing additional materials that may not be needed or wanted. Additional books, access codes and/or electronic devices do not add value to bundles unless they are fully incorporated into the course.
11. **Review costs when dealing with publishers**. Instructors who are choosing the hard copy textbooks as teaching resources might not realize that the price of the textbooks can be negotiated with the supplier. This negotiation has to happen between the instructor and the supplier, since only the instructor can suggest that s/he will change to a different textbook/supplier. This negotiation can take a few forms. For example, a) agree to use a particular edition of a book, as required reading, only if the publisher guarantees that the edition will remain available for say, five years; b) agree to use a textbook only if the price is reduced by 20% to students at Windsor.
12. **Make first-year students aware of the buyback policy of the University Bookstore**. The University Bookstore buys back used textbooks all year long. The University Bookstore pays up to 50% of the list price for textbooks which have been adopted for upcoming terms. The sooner the Bookstore receives a textbook order, the sooner it can start buying the book back from the students. Instructors should also warn students that they need to be aware of any proposed change in the textbook edition used in a course. (In some cases there are negligible changes between editions.)
13. Instructors may contact the Bookstore to create their own **CUSTOM TEXTBOOK** which would include a compilation of various required chapters from one or more textbooks which the Publisher can produce at a reduction of the cost of the full textbook. This is more efficient than requiring students to purchase the full textbook at full price when only a portion of the course material is actually required content, for success.

14. The Bookstore **price matches new textbooks** with Amazon.ca and Indigo.ca to reduce costs for students. The Bookstore also offers guaranteed buyback, which can be thought of as **a reverse rental of a textbook**. The Bookstore guarantees buyback of a book at a certain price when purchased. When the book is brought back at the end of the semester, the student is reimbursed the guaranteed price and thus has only spent the difference for the 4 months of use for the textbook.
15. **Careful consideration of what constitutes a required text** (as opposed to a recommended text) can also help students. A recommended book is purchased by the Bookstore only in very small numbers while a required text is purchased in larger numbers. Few students buy recommended books. However, the solution to this is not to make a recommended book a required one. Students often buy books which are subsequently used only for a few of their pages and feel that they have spent a lot of money for what they perceive as very little value.
16. Where instructors are not using open educational resources which are available electronically, **course notes packages or courseware** (with reference to freely available online material), as opposed to textbooks, are often a very good way to provide students with what they need and cut costs. Document Imaging Centre is the vehicle whereby these are produced.
17. **Contact the Leddy Library and/or the Bookstore** to find out more about the ways in which instructors can help to reduce costs to students for required or recommended course materials.

As instructors consider these various options, they are reminded that copyright must be respected. The Leddy Library can assist with copyright questions or concerns. The Library is an active partner in compiling, creating and distributing open access resources. The Centre for Teaching and Learning is also a partner in helping identify textbooks or other course materials to meet the course's intended learning outcomes.

If you have any other recommendations that you think might be helpful in assisting students to have access to necessary course materials in a cost-effective way, please share these with others and the Student Caucus.

**University of Windsor
Academic Policy Committee**

5.7: APC Membership - Missing Three Consecutive Meetings

Item for: **Approval**

MOTION: An APC member shall be deemed to have resigned if s/he is absent from three consecutive regular meetings of the Academic Policy Committee.

Rationale:

- A member who misses three consecutive meetings, for whatever reason, is
 - 1) effectively missing close to a full semester of the discussions of the Committee
 - 2) unable to properly contribute to the work of the Committee
 - 3) impacting the Committee's ability to fulfill its mandate where quorum is not reached
- This motion is in keeping with the clause in Senate Bylaw 1, 10.2.