



ACADEMIC POLICY COMMITTEE (APC)
Minutes of Meeting

Date: Tuesday March 26, 2019

Time: 9:00am-10:45am

Room: 209 Assumption Hall

Committee Members: Dr. Fazle Baki, Dr. Cheryl Collier, Dr. Sue Fox, Dr. James Gauld, Dr. Erika Kustra, Dr. Scott Martyn, Dr. Dan Mennill, Dr. Wansoo Park, Darren Larue, Dr. Antonio Rossini, Dr. Terry Sefton, Lena Sleiman, Dr. Jill Urbanic, Dr. Sujith Xavier.

Absent: Aftab Anwer, Yasin Avci (regrets), Mr. Scott Cowan (regrets).

In Attendance Alice Miller, Chris Busch, Judy Bornais, Ms. Renée Wintermute (University Secretary), Ms Alison Zilli (University Secretariat).

1 Approval of Agenda

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

MOTION: That the agenda be approved.

Dr. S. Martyn/Dr. C. Collier
CARRIED

2 Approval of Minutes

MOTION: That the minutes of the Academic Policy Committee meeting of February 25, 2019 be approved.

Dr. W. Park/Dr. J. Urbanic
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

4.1 Template for Annual Reporting to Academic Policy Committee – Revised

(See document APC190326-4.1 for more details.)

NOTED:

- At the APC meeting of January 2019, it was agreed that a section entitled “Lessons Learned” be included in the template for annual reports.
- The section would be used to reflect positive and negative experiences encountered during project implementation.

AGREED:

- The draft wording was revised to read: Lessons Learned **and Reflections**: [This section **may** be used to share information that reflects both positive and negative experiences encountered during project implementation. Lessons learned **and reflections** can mitigate issues arising in future projects.]
- The document was received for information.

Item for Approval

5 Reports/New Business

5.1 Policy on Course Numbering – Proposed Revisions

(See document APC190326-5.1 for more details.)

MOTION: That the proposed changes to the Policy on Course Numbering be approved.

Dr. C. Collier/Dr. D. Mennill

NOTED:

- The rationale to limit course renumbering and to not permit the reuse of course numbers is so that there is greater transportability and standardization in the sector for the portability of courses.
- The University is part of an international association that is moving to an environment where digital data for students is portable.
- A course that has been renumbered (or reused) creates a ripple effect of work for students and organizations when dealing with transfer credit evaluation as it requires a historical query of the old course information, description and instructor syllabi which is not automated.

CARRIED

Items for Information

5.2 Experiential Learning Annual Report

(See document APC190326-5.2 for more details.)

NOTED:

- An overview highlighting the extensive work of the Office of Experiential Learning for the academic period of 2017-2018 was provided.
- The Office is comprised of two distinctive units, both reporting to the Executive Director Experiential Learning, Co-operative Education and Workplace Partnerships.
- There were many successes over the past year. Some highlights included:
 - Changes were made to the Volunteer Internship Program to align with a Community Service-Learning model (VIP-CSL) which allows students who are service learners to apply their disciplinary knowledge while addressing community need. The program is now called VIP-CSL.
 - The Office collaborated with the Faculty of Graduate Studies to host an inaugural Propel XL Conference which is a professional development event for graduate students.
 - There has been growth in student engagement with Career Development and Experiential Learning.
 - Three new professional development modules of “Transform”, a revamped job readiness curriculum, were launched.
 - The Work Study Program *Ignite* launched a new wage subsidy model for Faculty and staff who wish to hire a student for positions. The program provides co-curricular experiential learning opportunities for students.
- The main challenges for the Office include: 1) growth and system change; 2) managing the registration of students in the Transform Modules; 3) setbacks with “Outcomes”, an institutional experiential learning management system (ORBIS); 4) engaging domestic students in programs; 5) international student prep and placement; and 5) dedicated space for employers to conduct interviews.

The floor was open for comments/questions.

- In response to a question raised regarding internship vs co-op placements, it was noted that both integrate work experience with classroom learning and are normally paid over an extended period of time.
- A question was raised regarding the program *Transform* and whether there could be some metrics included to describe the employability and workplace productivity. (i.e., What specifically does this

program entail? What are the metrics considered, *etc.*)

- Information in the form of charts for the new work study program *Ignite* would be helpful to convey this in a clear and concise manner. (*i.e.*, How many depts/students/what are the student demographics? *etc*)
- In response to a question, it was noted that the funding received was one-time funding.
- In response to a question raised about the experience maps being out-of-date, it was noted that the information is distributed directly to the Departments for review. However, since the most recent data generated by the Government of Ontario is old (*i.e.*, 5 years), this could be listed as a challenge.
- The report should emphasize the accomplishments of the faculty and staff receiving certification as a result of the NSSE Experiential Education Academy.
- Demographics of the students at the Propel XL Conference as well as demographics of student engagement at Career Development and Experiential Learning workshops could be included in the report. (*i.e.*, professional masters, vs research, PhD, programs, year of study, department, *etc.*)
- Clarification is needed to explain why there is a discrepancy between the number of co-op students, the number of employers, and the number of placements. (*i.e.*, there are 1700 students enrolled in co-op with 2300 employers posted opportunities but only 386 placements. What is the distribution of employers vs student discipline? Are there more employers in one field vs students than another?)
- In response to a question raised about the launch of a new comprehensive Student Experience Transcript, it was noted that the skills and credentials students gain through an Faculty-approved course or program will be included on their student experience transcript and is generated automatically through the content management system. (This is different from the co-curricular transcript administered by the VP Experience.)
- For clarification, it was suggested that a statement be added to indicate that there are also efforts pertaining to placement done at the Faculty-level (*i.e.*, professional placement for law students, education, *etc.*)

5.3 Internationalization Annual Report

(See document APC190326-5.3 for more details.)

NOTED:

- An overview was provided on internationalization activities including recruitment and engagement for the academic period of 2017/2018.
- As of June 1, 2018, the Office of International Development was dissolved, and responsibility was moved to the Office of the Associate Vice-President, Enrolment Management.
- The new Office facilitates internationalization efforts which includes activities such as academic and student mobility, cross-cultural learning, and development of faculty research partnerships and networks.
- Rather than focusing on a large number of institutional agreements, the area is concerned with the quality, depth and amount of students participating in an agreement with other institutions.

The floor was open for comments/questions:

- That the success and challenges be listed under the three key headings of “academic and student mobility; cross-cultural learning; and development of faculty research partnerships and networks” which are the key activities listed in the Executive Summary.
- In response to a question raised about 20 new agreements and whether there is a positive influx of students, it was noted that the area is in the process of adopting an assessment system to evaluate new incoming and existing partnerships.
- Although there are over 50+ national ranking systems and ten global rankings of various significance available to prospective students, and their future employers, it is unclear where Windsor fits in these rankings. In response it was noted that a ranking chart could be added.
- In response to a question raised about the Centre for English Language Development having approximately a 65% pass rate which seems low, it was noted that these numbers are misleading as there are many other levels to take into consideration when talking about the ELIP pathway. Generally, students who successfully complete the ELIP program graduate with marks in the high 90’s.

- In response to a question raised regarding whether the ELIP program is recognized outside of Windsor, it was noted that ELIP only serves students going to the University of Windsor and does not transfer to other institutions. However, similar programs such as the one at York university are recognized by other universities.
- In response to the comment under future actions regarding undertaking a review of existing international recruitment and admissions practices in efforts to diversify the student population, it was noted that diversify the student population at the department level may be challenging, as there are many departments that have a homogenous student population.
- It was noted that Windsor does not have a comprehensive international recruitment strategy. However, one of the goals is to develop a strategy for the next 3-5 years.
- The Challenges section could be augmented to include items mentioned in the report such as: 1) that unlimited growth in international student enrolments appears to be at an abrupt end; 2) there are problems with students obtaining VISAs; 3) there are emerging alternative approaches that have an impact on enrolment such as "Internationalization at home"; 4) there is a decline in ESL enrolment (though this may be a positive outcome if it means students are meeting the University's English proficiency requirements from the outset); 5) there is limited diversity of our international student population; 7) there are many Faculties without an international student population.
- The Recommendation to Senate to include on the PDC Forms a requirement to report on how the course/program learning outcomes build on international, intercultural or global dimension within the curriculum should include a reference to the University's Mission and the Strategic Mandate Agreement (SMA2) to make a stronger case.
- In response to a question raised about the creation of an International Partnership Assessment Rating System (IPARS), it was noted that the University of Calgary is being used as a model for establishing an International assessment rating system for Windsor.
- Given that Appendix F has extended beyond the time frame of the reporting year it was suggested that this be collapsed to just the 2017-2018 academic year.
- The report should clarify whether (and how many) students in the international course-based program in Education participated in the ELIP program.
- Evidence indicates that international students who spend 1-2 years in the ELIP program seem to be more successful in their studies as a result of the additional time to adjust to being in Canada. It seems that students who begin their studies immediately have more challenges in adjusting to the culture, climate, etc.
- In response to the comment made regarding a larger demographic of international students using the Academic Writing Support services vs domestic students, it was noted that in general international students seems to access support more frequently and this could be for editing purposes and improving practice if English is not their first language.
- Encouraging faculty to teach international culture within the classrooms through programs and peer mentorship would be advantageous.
- A number of additional revisions were suggested and will be made prior to submission to Senate to strengthen the report, including text clarifications and clearer data.

Additional Business

6 Question Period/Other Business/Open Discussion

Nothing to report.

7 Adjournment

MOTION: That the meeting be adjourned.

Dr. J. Gauld/Dr. J. Urbanic
CARRIED