



ACADEMIC POLICY COMMITTEE (APC)
Minutes of Meeting

Date: May 13, 2021
Time: 9:00am-10:40am
Location: MS Teams (Virtual Meeting)

Present: Fazle Baki, Jeff Berryman, Judy Bornais, Maria Cioppa, Scott Cowan, Emily Fraser, Erika Kustra, Dragana Martinovic, Scott Martyn, Janice McAdam, Wansoo Park, Antonio Rossini (Chair), Anneke Smit.

Absent: Mohammed Abdulaziz, (regrets), Aman Patel, Rashid Rashidzadeh (regrets), Jill Urbanic (regrets).

In Attendance: Matthew D’Asti, Christopher Busch, Rick Caron, Cindy Crump, Philip Dutton, Mike Houston, Phebe Lam, Beth Natale, Beth Oakley, Diane Rawlings, Deena Wang; Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

1 Approval of Agenda

MOTION: That the agenda be approved.

Scott Martyn/Maria Cioppa
CARRIED

2 Approval of Minutes

MOTION: That the minutes of the meeting of April 8, 2021 be approved.

Judy Bornais/Scott Martyn
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

Nothing to report.

Items for Information

5 Reports/New Business

5.1 Proposed Changes to Mathematics and Statistics Admission Requirements

(See document APC210513-5.1 for more details.)

MOTION: That the proposed revisions to the Mathematics and Statistics admission requirements be approved.

Fazle Baki/Anneke Smit

NOTED:

- The Department is proposing that applicants have an average of at least 70% in each of the math high school courses if they are taken. Currently, at minimum of 70% is only required for MHF4U and MCV4U.

AGREED:

- The Concurrent Bachelor of Mathematics (Honours) Education was added to the list of programs.

CARRIED, as amended

5.2 Internationalization Annual Report (2020-2021)

(See document APC210513-5.2 for more details.)

NOTED:

- An extensive overview was provided on internationalization activities including recruitment and engagement for the period January 1, 2020 to April 30, 2021.
- Comprehensive internationalization impacts all aspects of campus life.
- Building partnerships and facilitating connections within the community is an important aspect of Internationalization as it creates a critical foundation for supporting collaborative student research and learning.
- Some of the objectives of the reporting year was to facilitate the recruitment, conversion, and successful transition of international undergraduate students and enhance support available to international students to ensure that they have a rich learning and cultural experience.
- The office has been helping to support the integration of an international and global dimension into the curriculum for all students within a domestic learning environment.
- The office is exploring diverse education opportunities, such as with Chitkara University in India and the University of Canada in Egypt.
- Some of the successes have included: preliminary work on the International Enrolment Management Strategy, including developing a plan to diversify international student population; received approval for COVID-19 Readiness plan; and invested in scholarships designed to relieve financial strain for students impacted by the pandemic.
- The UWindsor's Internationalization plan has faced unprecedented challenges because of the COVID-19 pandemic. International mobility programs have been put on hold due to border closures, health concerns, and a shift to an online learning experience.
- A dedicated website is being established with information, resources, and testimonials about short-term faculty-led international mobility.
- A future goal is to advocate for the University's adoption of a Comprehensive Internationalization Framework.
- The document was received for information.

The floor was open for comments/questions.

- The University was commended for supporting the safe arrival of 780 international students as a result of the approval of the COVID-19 Readiness Plan.
- In response to a question raised about the International Enrolment Management Strategy, it was noted that it is currently in the development phase.
- In response to a question raised, it was noted that the degree completion pathway with Chikara University is with the Odette School of Business.
- In response to question raised, it was noted that there are performance metrics for both in-country recruiters and the University's agent network is currently under development.
- In response to a clarification sought pertaining to the Emerging Leaders in the Americas Program (ELAP) and Study in Canada scholarships, it was noted that in 2020/21 six applications were facilitated (three were funded) but all were delayed due to the pandemic. There were nine applications this year with funding decisions being made in June 2021.
- Minor revisions and clarifications were made to the report.

5.2 Student Experience Annual Report (2020-2021)

(See document APC210513-5.2 for more details.)

NOTED:

- The Office of Student Experience umbrella is broad and includes the following 11 units: Academic Advising, Student Success and Leadership Centre, Student Accessibility Services, International Student Centre, Student Health, Counselling and Wellness Services, Campus Community Police, Residence Services, Outstanding Scholars Program, Turtle Island (Aboriginal Education Centre), Academic Integrity

and Student Support Office, and the Writing Support Desk.

- The mission of the Office of Student Experience is to enrich the student experience through the provision of programs and services that advance student success, contribute to campus engagement, and promote a safe, caring, and inclusive environment.
- The overall goal of the Office is to enrich the student experience through programs and services to support student engagement and success.
- Successes in the Aboriginal Education Centre included the completion of the Sisco Consulting report, a research project on supporting enhancement of Indigenous student experience and collaboration with the Faculty of Education with a teaching aboriginal training and education program.
- The International Student Centre continues to have high rates of students supported through online and on-campus orientations and workshops.
- The Student Counselling Centre has continued to implement the Stepped Care Model, expanded wellness into the curriculum through the Therapy Assistance Online program, and provided training on mental health topics.
- Student Health Services provided extensive health services to students, including additional pandemic support since March 2020.
- The major challenges are: 1) funding for critical positions; 2) Space; and 3) meeting increased student needs and demands for support services.
- The area was commended for the exceptional level of support provided on an ongoing basis to students.
- The document was received for information.

The floor was open for comments/questions.

- In response to a question raised, it was noted that the office is in the process of revisiting their overall mission statement and structure and looking at different models of student experience that are supported by research literature.
- In response to a question raised about the challenges that students are experiencing during the pandemic, it was noted that anxiety was one of the top concerns.
- There has been a significant increase in the number of resources needed to support student mental health issues. In addition, it is unclear as to how many students need mental health support but do not access these resources or reach out for support.
- There has been a high incidence of mental health professionals leaving their positions due to “burn-out”.

AGREED:

- For future reports, it was suggested that the data gathered from each of the units should be consistent in terms of identifying unique students vs repeating students.
- That a footnote be added to the report and appendices to highlight and explain the significant changes in the data by Student Accessibility Services (SAS).

Additional Business

6 Question period/Other business/Open Discussion

6.0 Revision to Policy on the Conduct of Exams and Tests

(See document APC210513-6.0 for more details.)

NOTED:

- Chegg is a service that provides immediate access to homework help. In addition, questions can be submitted with quick turnaround time for responses.
- Use of online resources (i.e., Chegg) during an evaluation is considered to be major cheating, as they are unauthorized aids.
- Cheating cases are creating an excessive amount of work for instructors, Heads, and adjudicators as they are spending valuable time and resources comparing and compiling data from questions submitted to answers available on the internet service.
- In response to a proposal for specific language allowing the use of IP address as means to determine

whether cheating occurred to be added to the policy on the conduct of exams, it was noted that privacy considerations, who could access the information, and the fact that IP addresses identify the location and not the user, need to be carefully considered.

AGREED:

- A Subcommittee comprised of Antonio Rossini, Maria Cioppa, Janice McAdam, Nick Baker, Bodek Frak or designate was established.

7 Adjournment

MOTION: That the meeting be adjourned.

Judy Bornais/Fazle Baki
CARRIED