University of Windsor

ACADEMIC POLICY COMMITTEE (APC)
Minutes of Meeting

Date: Thursday, May 18, 2023
Time: 9:00am-11:00am
Location: Room 209 Assumption Hall and via MS Teams

Present: Isabelle Barrette-Ng (Chair), Priscilia Correa, Nick Hector, Erika Kustra, Scott Martyn, Janice McAdam, Adam Mulcaster, Rashid Rashidzadeh, Anneke Smit, Edwin Tam, Niel Van Engelen.

Absent: Fazle Baki, Lydia Miljan (regrets), Debbie Rickeard.

In Attendance: Dennis Jackson; Renée Wintermute (University Secretary), Alison Zilli (University Secretariat)

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1   **Approval of Agenda**

   MOTION: That the agenda be approved.

   Erika Kustra/Priscila Correa
   CARRIED

2   **Minutes of meeting of April 13, 2023**

   MOTION: That the minutes of the meeting of April 13, 2023 be approved.

   Erika Kustra/Priscila Correa
   CARRIED

3   **Business arising from the minutes**
   Nothing to report.

4   **Outstanding business**
   Nothing to report.

5   **Reports/New Business**
   5.1 **Student Experience Annual Report**
   (See document APC230518-5.1 for more details.)

   NOTED:
   ▪ A presentation was provided on the various activities and initiatives of the Office of Student Experience.
   ▪ 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.
   ▪ One of the ongoing initiatives of the Office is to continue to provide student support and services both in person and in an hybrid format which has increased student outreach.
   ▪ The new Centre for Student Learning Excellence has brought together Student Accessibility Services, Central Academic Advising, and the Writing Support Desk.
   ▪ The first annual Orange Shirt Day (at the University of Windsor) was held on September 30th to honour the lost children and survivors of residential school, their families, and the community. The Turtle Island Walk was lit up with orange lights for 30 day and proceeds from t-shirt sales and signs raised over

$10,000 for a fund for Indigenous students.

- The mental health and wellness of international students studying in Canada was impacted during the pandemic and additional supports and resources were required. Many students felt isolated, lost their jobs, and could no longer afford food or rent.
- The Student Counselling Centre also saw an increase in the demand for services as students were struggling with on-going pandemic-related impact on mental health and a number of additional therapists were hired to meet this increased demand.
- The implementation of wastewater testing was extremely helpful in mitigating Covid outbreaks in Residence.
- During the reporting period, the Outstanding Scholars program successfully transitioned to an online reporting system using a Workflow SharePoint document and more than 240 projects went through the approval process.
- New student initiatives included: 1) the establishment of the Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute which is a student led institution that serves to provide a platform for underrepresented and marginalized groups on campus; and, 2) the Lancers Recover Program which provides support for students seeking recovery while they are pursuing their academic, professional, and personal goals.

AGREED:
- The area was commended for the exceptional level of support provided on an ongoing basis to students.
- Future reports should include the approximate number of students that work for OSE and should underscore that initiatives to provide an exceptional student experience extend to both undergraduate and graduate students.
- Minor revisions were made to the report.

5.2 **Student Academic Misconduct Report**
(See document APC230518-5.2 for more details.)

The document was received for information.

5.3 **Report of the Task Force on Student Evaluations of Teaching (SET) Proposed Policy and Bylaw 23 Revisions** *(See document APC230518-5.3 for more details.)*

MOTION 1: That the proposed revisions to the policy on student evaluations of teaching be approved.

Edwin Tam/Erika Kustra

NOTED:
- The mandate of the SET Task Force was to review the questionnaire and its implementation, with a goal of improving the overall practice and policy.
- An extensive consultation process included focus groups and pilots, as well as continued analysis and feedback from faculty and students.
- The proposed draft survey instrument, which will be renamed *Student Perception of Teaching (SPT),* includes a variety of questions pertaining to instructor delivery, grading expectation and feedback, positive learning environment, facilitation of learning, workload and difficulty, student motivation, global questions, and student learning questions.
- The proposed UCAPT evaluation form has been significantly revised to eliminate direct correlation between SPT results and RTP teaching assessment and in order to provide greater opportunity for insightful commentary. The new UCAPT form also explicitly states that SPT survey results cannot be used as the sole source of information regarding teaching.
- In response to a question raised about relying solely on the survey results to evaluate teaching effectiveness, it was stressed that Bylaw 23 stipulates that RTP Committees must also consider other sources of information such as evidence of mentorship, peer evaluation, teaching dossiers, course outcomes, Indigenous ways of knowing, *etc.* The SPT survey results cannot be used as the sole source

of information regarding teaching. Stronger wording is being proposed to Senate Bylaw 23 to further emphasize this point.
- In response to a question regarding the timeframe it took for students to complete the pilot form (which was much longer), it was noted that the it took students on average of about 7-10 minutes to complete 48 questions.
- In response to a question raised about some of the questions seemingly overlapping, it was noted that the questions have been pared down from a larger set, and may continue to be refined by a standing implementation/review Steering Committee based on testing, feedback, and responses. It was noted the greater the number of questions and answers available for analysis, the greater the reliability of the tool.

  Given concerns about bias, instructors will be encouraged to self-identify, so that data can be collected, analyzed, and monitored. The Steering Committee may also conduct special analysis of specific courses for bias.

  The question about ethnicity/race should allow for multiple selections, where a student identifies under more than one category.
- Given that there is a section that will allow student to provide open-ended responses, it was suggested that the number of characters be restricted to avoid extremely long answers.
- A continuous improvement approach has been established to monitor SPT.

AGREED
- A section will be added permitting the Steering Committee to run pilot questions, for use and analysis by the Steering Committee only, prior to recommending any formal to the Senate.
- A section will be added permitting instructors to ask additional questions for feedback to the instructor only (in addition to the overall comments which are also provided to the instructor).

CARRIED, as amended

MOTION 2: That the proposed revisions to bylaw 23 be approved.

Edwin Tam/Erika Kustra
CARRIED

6 **Question period/Other business/Open Discussion**
6.1 **APC Subcommittee on Course Modality Definitions – Update**
(See document APC230518-6.1 for more details.)

NOTED:
- The APC Subcommittee is in the process of consulting with Deans, Associate Deans, AAU Heads, and students regarding course modality definitions.
- Course modality definitions are important as they impact student course selection, space planning, and enrolment/retention, and provide students with information on course requirements and commitments to set them up for success as they select and register for courses.
- The APC Subcommittee is proposing definitions for five course modalities: in-person teaching, fully online (synchronous/asynchronous), remote (synchronous/asynchronous), hybrid, and hy-flex. Each modality has guidelines for assessment approaches.
- Currently course modalities are being interpreted differently across campus, which has led to confusion and concerns from students who made life choices based on the course modality selected that have cost and other implications if there is no consistency.

7 **Adjournment**

MOTION: That the meeting be adjourned.

Edwin Tam/Anneke Smit
CARRIED