**ACADEMIC POLICY COMMITTEE**
**Minutes of Meeting**

**Date:**     Thursday, March 21, 2024
**Time:**     9:00am-10:30am
**Location:** Room 209 Assumption Hall and via MS Teams

**Present:** Isabelle Barrette-Ng (Chair), Priscila Correa, Erika Kustra, Adam Mulcaster, Maureen Muldoon, Jessica Raffoul, Chitra Rangan, Debbie Rickeard, Walter Rischke, Karen Robson, Sara Scharoun Benson, Brahmjot Singh, Niel Van Engelen.

**Absent:** Hisham Barakat (regrets), Victoria Iannetta, Anneke Smit (regrets).

**In Attendance**: Nick Baker, Chris Busch; Renée Wintermute, Alison Zilli (University Secretariat).

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**1     Approval of Agenda**

**MOTION: That the agenda be approved.**

Chitra Rangan/Adam Mulcaster
**CARRIED**

**2     Minutes of meeting of February 14, 2024**

**MOTION: That the minutes of the meeting of February 14, 2024 be approved.**

Chitra Rangan/Jessica Raffoul
**CARRIED**

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

**4     Outstanding business**
    Nothing to report.

**5     Reports/New Business**
    **5.1     Global Engagement Annual Report (2022-2023)**
    *(See document APC240321-5.1 for more details.)*

    NOTED:
    ▪ A comprehensive presentation was provided on the activities and accomplishments of the Office of Enrolment Management over the prior academic year, as well as current and future initiatives.
    ▪ Over the past decade, Windsor has changed its recruitment strategies, including more direct and agent-assisted recruitment efforts, focusing on diversifying the student body. International enrolment now represents 33% of overall enrolment comprised of which 75% are graduate students.

    The floor was open for comments/questions:
    ▪ In response to a question raised about the breakdown of international enrolment between graduate research-based programs and international course-based programs, it was noted the predominance of international students are in course-based masters programs.

- In response to a question raised, it was noted that international course-based masters programs are open to domestic students. However, they are very expensive as they do no received government grants and so are offered on a cost-recovery basis to domestic students as well.
- Concern was raised regarding recruiting students into international course-based masters programs at the expense of research-based and undergraduate programs.
- Typically, memorandums of understanding (MOUs) are not deemed necessary because many faculty members collaborate with various institutions. Generally, agreements are initiated at the request of one or two parties, but some countries do require MOUs.
- It was noted that it is challenging to recruit internationally for research-based graduate programs due to funding barriers and the need for active engagement of faculty to make the connection and agrees to serve as supervisors.
- In response to a question raised, it was noted that the Go Global program offers international experiences to low-income and Indigenous students, enabling more equitable access to such experiences. .
- The document was received for information.

AGREED:
- Minor revisions were made to the report for clarification.

**5.2    Office of Open Learning Annual Report (2022-2024)**
*(See document APC240321-5.2 for more details.)*

NOTED:
- A presentation was provided on the various activities and initiatives of the Office of Open Learning (OOL) over the prior academic year, as well as future initiatives.
- The mandate of the OOL is to provide support and professional development for instructors of online, open, and hybrid learning and teaching through formal and informal development opportunities. This involves working collaboratively to design, develop, deliver, evaluate, and iterate high-quality, engaging, media-rich learning environments.
- OOL continues to provide opportunities for instructors to find support for online teaching, including new on-demand and open workshops, sprint sessions, drop-in sessions, one-on-one and group consultations, and live chat sessions.
- The three key themes in the OOL's work in 2022-2023 included: 1. Supporting the transition back to campus amidst a new reality; 2. Technology renewal and exploration; and, 3. Securing funding for digital, hybrid, and open teaching and learning.
- Core contributions included initiating the review of the new Learning Management System; authoring and co-authoring the development of over 30 open educational resources; hosting hundreds of workshops and presenting papers at over 18 conferences.
- eCampus Ontario Virtual Learning Strategy grants resulted in 19 projects successfully completed during the reporting period.
- Through the Training Equipment Renewal Fund (TERF), OOL and ITS led the development of a large grant proposal from the province and transformed 12 learning spaces across campus.
- In support of Indigenization and decolonization, the OOL has assisted in creating openly licensed Indigenous content and hired an Indigenous Learning Designer.
- Key challenges included the ongoing impact of COVID, the cybersecurity attack, accelerated implementation of new LMS, inability to hire due to inflexible working requirements, lack of space for staff, and no specialized production facilities.
- Future Recommendations include: 1) Review the impact of COVID19 policy changes on student success and determine what should be kept or modified; and 2) preparing for the policy changes to achieve the AODA's Accessibility Standards for Post-Secondary Education.

The floor was open for comment/questions.
- OOL was commended on the exceptional level of support provided on an ongoing basis to the campus

community.

- In response to a question raised regarding the development of a guide for *Ethical, Equitable and Sustainable Procurement of Educational Technology,* it was noted the goal is to find a partner that values environmental and social sustainability.
- The potential and challenges of AI are substantial, and most universities are under-resourced in this area. From an equity standpoint, it is critical that any AI tools licensed by the University include access to all faculty, staff, and students.
- In response to a question raised about the number of committees that members of OOL are on, it was noted that most members are Ancillary Academic Staff positions which entail significant service commitments.
- Although the creation of open textbooks provides cost-effective learning resources for students the burden of creating the textbook is borne on the instructor.  In response, it was noted that even though they take time to develop, open textbooks have resulted in significant cost savings for students and ensure all students have equal access to high-quality educational materials. However, there is a cost of producing the textbooks in terms of faculty time that can be prohibitive, particularly if there is no professional/RTP recognition.
- When developing Indigenous open resources, it is imperative to ensure that creators, particularly those from marginalized communities, are not exploited or overlooked. There are a set of principles on engagement and reciprocity developed by Indigenous persons at University of British Colombia which address creating Open Access Repositories (OARs) for Indigenous communities while emphasizing the community's autonomy in decision-making.
- The document was received for information.

AGREED:
- Minor revisions were made to the report for clarification.

## 6    Question period/Other business/Open Discussion
### 6.1    APC/Senate Annual Reports and Service Level Agreements

NOTED:
- A discussion ensued on the Service Level Agreements, which are now required for all non-academic administrative unit areas as part of the activity-based budgeting (ABB) model.
- The general consensus of APC was that the demand for reporting not only consumes valuable time and resources, but also diverts attention away from qualitative contributions, collaborative initiatives, and strategic priorities of areas with a heavy academic and policy service component.

AGREED:
- The draft memo will be circulated to members for feedback and finalization at the next meeting.

## 7    Adjournment

**MOTION: That the meeting be adjourned.**

Adam Mulcaster/Niel Van Engelen
**CARRIED**