



ACADEMIC POLICY COMMITTEE
Minutes of Meeting

Date: Thursday, November 28, 2024
Time: 9:05am-10:20am
Location: Room 209 Assumption Hall and via MS Teams

Present: Nadia Azar, Hisham Barakat, Isabelle Barrette-Ng, Juliet Bushi, Aiden Carr, Milad Moradi Haydarloo, Erika Kustra, Adam Mulcaster, Maureen Muldoon, Kristina Nikolova, Jessica Raffoul, Karen Robson, Chitra Rangan, Suki Randhawa, Jacqueline Stagner.

Absent: Anneke Smit (regrets).

In Attendance: Ray Darling (Registrar), John Dube (Institutional Analysis), Chris Busch (Global Engagement); Alison Zilli (Associate University Secretary).

1 Approval of Agenda

MOTION: That the agenda be approved.

Chitra Rangan/Maureen Muldoon
CARRIED

2 Minutes of meeting of October 23, 2024

MOTION: That the minutes of the meeting of October 23, 2024 be approved.

Jessica Raffoul/Adam Mulcaster
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding business

Nothing to report.

5 Reports/New Business

5.1 Gateway Policy (Alternative Admissions) Discontinue
(See document APC241128-5.1 for more details.)

MOTION: That the Gateway Policy be discontinued.

Chitra Rangan/Adam Mulcaster
CARRIED

5.2 Global Engagement Annual Report

(See document APC241128-5.2 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.

- The IRCC policy changes (November 2023) and geopolitical climate have significantly affected international recruitment efforts over the past year.
- The team has developed online recruitment events, webinars, and student portals that are user-friendly, multilingual, and visually inclusive to cater to diverse audiences.
- Recruitment and retention is addressed through the Strategic Enrolment Management Plan (SEM).

The floor was open for comments/questions:

- In response to a question raised, it was noted there are different types of partnerships, such as academic (i.e., joint degree programs like Udine-Engineering joint masters, student exchanges); research-based partnerships; and, recruitment-focused collaborations.
- There is a pressing need to integrate cultural competencies into the curriculum to enhance students' global perspectives and cross-cultural understanding.
- In response to a question raised, it was noted that diversifying markets is crucial to strengthen international student recruitment strategies.
- The Go Global program (which provides financial support to lower-income students for international exchanges) will remain government-funded until March 2025,
- Although student exchanges are transformative experiences, they are resource intensive. To address this, the team is exploring alternative cost effective strategies to achieve similar goals, such as implementing Collaborative Online International Learning.
- In response to a question raised, it was noted that the international partnership agreements aim to create transfer pathways to generate opportunities for mobility, cross-border learning, and joint research.
- Student concern was raised regarding the reduction of international PhD students and its implications on UWindsor's reputation and financial strategy.
- Future reports could highlight the impact of partnerships and programs which would link data to impact.
- The document was received for information.

AGREED:

- Minor revisions were made to the report for clarification.

5.3 Centre for Teaching and Learning Annual Report (2023-2024)

(See document APC241128-5.3 for more details.)

NOTED:

- An overview was provided on Centre for Teaching and Learning activities, accomplishments, and challenges over the past academic year, as well as current and future initiatives.
- Over the past year, CTL hosted a wide range of workshops and courses, successfully launched a nationally-recognized teaching certificate program, and conducted reviews focussing on Indigenization, Decolonization and Accessibility for Ontarians with Disabilities Act (AODA) compliance.
- CTL also continued to conduct hundreds of individual consultations on topics such as curriculum development, learning outcomes, teaching dossiers, and research.
- CTL members continue to engage in scholarship to enhance teaching and learning through research grants, publications, and conferences.
- High staff turnover due to sabbaticals, illnesses, and secondments has created a shortage of staff to meet the growing demand for teaching and learning support.
- Future actions include reviewing and prioritizing critical offerings and reducing non-essential commitments.

The floor was open for comments/feedback:

- The CTL was commended on the exceptional level of support provided during these challenging times, especially given that they have limited support staff.
- The document was received for information.

6 Question period/Other business/Open Discussion

6.1 APC Subcommittee on Generative Artificial Intelligence

NOTED:

- A Generative AI webpage has been created and includes the Principles for the Responsible use of Generative Artificial Intelligence in Academic Practice, guidance specific to instructors and students, and a feedback form for questions, suggestions, or requests.

7 Adjournment

MOTION: That the meeting be adjourned.

Jessica Raffoul/Maureen Muldoon

CARRIED