MEETING OF THE 27th OCTOBER 2016


The meeting begins at 12h15 in room ME.B1.10

1. General information

The recording of the CCE’s General Assembly meeting of the 13th October 2016 is available on the CCE website. This meeting will be divided in two parts; the first part will cover the agenda items here below and the second part will be dedicated to discussing the CCE and CDS meetings with the members of the CCE board. CCE members are welcome to participate.

A Billard received positive feedback regarding the issues of the CCE’s General Assembly. Many comments of appreciation were also given for the web access to the exam classrooms uploaded on the CCE’s website, and we thank O. Lévêque for his work. In case a room turns out to be either too big or too small for the number of students, the SAC can always be contacted in order to change the initially attributed room.

2. Participation to the AAQ meeting in Bern on the 25.11.2016

An AAQ meeting (Institutional Accreditation Day 2016), at which the CCE will be represented by C. Holliger, will take place in Bern on the 25th November. A. Billard will meet W. Pralong in order to exchange information and discuss the implication that the CCE should have. The EPFL Presidency insists that being the official entity of teachers representation the CCE should be represented at this meeting. As a reminder, if the EPF wish to be fully accredited, a number of conditions must be fulfilled, and the creation of means for teaching evaluation is one of them. A workgroup has been created by the VPAA in order to meet these needs, and W. Pralong will be supervising these activities. As S. Deparis has specified, unlike the CTI, this accreditation is mandatory.

3. Proposal of change of the directive for the arrangements given for handicapped students

It often occurs that the SAC warns a teacher that a student presenting a handicap should be given fitted conditions around the exam he has to take, often granted as additional time during the exam adjusted given their disability.
In the MA section, S. Deparis has brought up this issue with his colleagues and it appears that
the teachers often do not have a say in the matter. A certain number of questions should
thus be answered, such as: depending on the disability, do all special arrangements make
sense? (e.g. a temporary disability like a fractured arm, or real handicap..) Do these special
arrangements give students advantages they are not entitled to?

Several members of the CCE have encountered situations in which they had to make special
arrangements for students with disabilities. It appears however that the teachers were not
sufficiently involved in SACs decision making process.

While there are different types of disabilities, the special arrangements they require can be
made easily enough in most cases provided that the teacher is involved in the decision
making process. However, presenting a medical certificate should not be sufficient ground to
be given special arrangements if there is an injustice issue toward students with actual
disabilities. While it is obvious that students with disabilities should be offered assistance,
the provided arrangements must be truly useful. Thus, the text of the guideline should
perhaps be modified accordingly.

A. Billard suggested that D. Chuard should soon be invited to discuss this issue with the CCE.
Among other things, it should be discussed whether the number of requests for special
arrangements is increasing, how the SAC deals with the students who request it, whether the
deadlines should be extended and what percentage of students are not provided with the
arrangements they need. Once these questions are answered, a document more relevant to
the matter could be drafted and implemented. The quality of the communication between
the teachers and the students should also be improved for a better understanding of the
issue.

5. Varia

A. Billard has provided some information regarding the CDS and CCE meeting upcoming on
the 23rd November. While a representative of the CCE used to be officially invited to the CDS
meetings, it is no longer the case, even though some CCE members still attend these meeting
because of their function. A. Billard contacted P. Vandergheynst to discuss the
complementary roles of the CCE and the CDS. These last two years, joint CCE and CDS
meetings have been few and far apart, and quite obviously so, since no further meeting with
Ph. Gillet can be planned owing to his eminent departure.
A. Billard and P. Vandergheynst suggest that the CDS and the CCE meet once a semester for a
constructive information exchange, which would allow the two complementary entities to
define future projects, considering that the CCE sees itself as a teaching think tank and the
CDS is in charge of the follow up and the implementation of teaching projects. The CCE could
work on themes such as teaching evaluation and the reform of the 1st year BA, while sharing
its reflexions with the CDS during their meetings.

End of meeting at 12h50
PV / S. Muller