



NOTICE OF MEETING

**There will be a meeting of the
ACADEMIC POLICY COMMITTEE**

Thursday April 11, 2019 at 9:00am-11:00am

In Room 209 Assumption Hall

AGENDA

Formal Business

- 1 Approval of Agenda**
- 2 Minutes of meeting of March 26, 2019**
- 3 Business arising from the minutes**
- 4 Outstanding business**

Item for Information

- 5 Reports/New Business**
 - 5.1 Tuition Fees and Compulsory Ancillary Fees 2019/2020**

**Dave Butcher/ Andrew Kuntz
Anna Kirby**

Items for Approval

- 5.2 Admission Requirements for LAPS Aeronautics - Revision**

**Andrew Allen
APC190411-5.2**

- 5.3 Mental Health Subcommittee Report**

**Antonio Rossini
APC190411-5.3**

Item for Discussion

- 5.4 Recording Lectures – Provost request to APC**

**Antonio Rossini
APC190411-5.4**

Additional Business

- 6 Question period/Other business/Open Discussion**
- 7 Adjournment**

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

**University of Windsor
Academic Policy Committee**

5.2 Revision to Bachelor of Arts (Honours) in Liberal Arts and Professional Studies (LAPS) – Aeronautics Leadership Admission Requirements

Item for: **Approval**

Forwarded by: **Faculty of Arts, Humanities and Social Sciences**

MOTION: **That the admission requirements be revised as follows:**
ENG4U; and SPH34U and or MHF4U; or MCV4U or MDM4U

Current Requirements¹

-ENG4U is required.

-For the Liberal Arts and Professional Studies: Aeronautics Leadership (Flight Option), students need to have successfully completed SPH3U, and one of MHF4U, MCV4U or MDM4U.

Proposed requirements:

-ENG4U; and SPH34U and or MHF4U; or MCV4U or MDM4U

Rationale/Approvals:

- When the Bachelor of Arts Honours in LAPS Aeronautics Leadership Stream was developed in May 2012, the requirements were similar to those of other programs in the province.
- However, in time it was determined that the high school Math and Science were not required as they provide mostly foundational knowledge for the ground school component in our flight training at Journey Air.
- High school courses are not required for anyone to privately take flight training on their own at Journey Air.
- Changing the requirements to have either one Math *or* one Science course for admission will open up enrollments and attract more applicants to the program.
- The Aeronautics Leadership Stream is an all-round degree in Liberal Arts and Professional Studies focused on leadership and mentorship.
- The overall intention of the program is to provide an Honours degree relevant to students seeking careers as commercial pilots or in the aviation industry.
- Other university programs in the province offer specialized degrees; in Aviation Management and Organizational Studies (Western) requiring two Math courses from high school or a degree in Aviation Science or Geography (Waterloo) requiring two Science courses.
- The proposed change has been approved by the Faculty of Arts, Social Sciences and Humanities Council (April 4, 2019).

¹ http://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/admission_requirements_sa181005_0.pdf

**University of Windsor
Academic Policy Committee**

5.3: **APC Subcommittee Report on Student Mental Health Strategy (Recommendation 2)**

Item for: **Approval**

Forwarded by: **APC Subcommittee on Student Mental Health Strategy (Recommendation 2)**

MOTION: That the proposed revisions to Bylaw 51 be approved.*

**See pages 2-3 of the report. The proposed revisions have been vetted and are fully supported by the SGC Bylaw Review Committee.*

Mandate:

Recommendation 2 in the Student Mental Health Strategy: Explore current policies and practices as they relate to student mental health, and where deemed appropriate, develop updated policies, practices and make recommendation to ensure that there is a balance between academic fairness and compassion.

Report:

The Subcommittee reviewed Senate bylaws (4 relating to students) and Senate policies (55) to determine whether any changes were needed or appropriate to promote student mental health and better support students with mental health issues. The Subcommittee also discussed academic policies relating to mental health at a few Ontario post-secondary institutions, namely York University, Ryerson University, University of Toronto and George Brown College. All of these appeared to be more restrictive than Windsor's current policies. Finally, with the assistance of the Associate Vice-President Student Experience, a focus group conducted by and for students was held to identify possible areas for policy improvements based on their personal experiences.

The Subcommittee noted that current policies and bylaws appropriately provide the framework and principles within which decision-makers are to operate; noting that policies are flexible enough to allow for accommodations for students with mental health concerns and can be pursued through informal (instructor) or formal (associated dean) avenues as provided in bylaw 51, subject to any specific Faculty policy which stipulates that all requests for consideration based on health, bereavement or other extenuating circumstances are to be directed to the associate dean (as with Engineering and Business). With regard to a specific recommendation from the student focus group that more work needs to be done on bylaws and policies outlining accommodation during exams for student who experience mental health distress while writing, the Subcommittee noted that bylaw 51 allows a student to request consideration due to health circumstances that may have arisen at any time before, during or after the evaluation.

It was agreed that, in general, the issue is not with the bylaws or policies, which provide for the balance between academic fairness and compassion, but rather due to 1) a lack of knowledge of the bylaw or policy on the part of instructors and students; 2) a disregard for the bylaw or policy on the part of some instructors; and 3) the differing documentation requirements (e.g., from a death certificate, to obituaries, to snapshots of social media posts confirming the passing of a close relative or friend) and the differing opinions among decision-makers on an appropriate resolution. These issues result in inconsistent application/resolution among and between Faculties on matters that may well involve the same, or similar, questions of fact.

It is also apparent that more education and reminders to instructors on the bylaws and policies affecting students are needed. This should be undertaken regularly by heads, possibly as an item on a September Council agenda. Similarly, students on Council should then inform the students they represent about the bylaws and policies affecting them and who to contact (head or associate dean) with any questions or concerns. Students also need to be proactive and inform themselves on existing policies and bylaws and points of contact so that they are equipped with the information should the need arise.

Bylaw 51 – Proposed Changes

The Subcommittee agreed with the student focus group recommendation that bylaw 51 should require that course syllabi include information on the University's mental health resources (which can be found at www.uwindsor.ca/wellness). The Subcommittee also identified an additional revision to bylaw 51 to explicitly establish that mental health issues will be considered under clause 1.18 and 2.6:

1.2 By the first day of each course, the Instructor must provide students with a written course outline which includes precise information concerning the following:

[...]

1.2.7 information regarding the University's mental health resources.

~~1.2.87~~ and any other matters mandated by University, Senate, or Faculty Policy.

[...]

2.1.1 By the first day of each course, the Instructor must provide students with a written course outline which includes precise information concerning the following:

[...]

2.1.1.7 information regarding the University's mental health resources.

~~2.1.1.87~~ and any other matters mandated by University, Senate, or Faculty Policy.

[...]

1.18.1 Considerations for Health, Bereavement, or Extenuating Circumstances

Informal Request

1.18.1.1 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances (**including mental health issues**) ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request through the Office of the Registrar is also possible in accordance with paragraph 1.18.1.2.

Formal Request

1.18.1.2 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances (**including mental health issues**) ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty,

caring for an ill family member, labour disputes, etc.), should communicate with the Office of the Registrar as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Office of the Registrar forthwith and will be forwarded to the Dean of the Faculty in which the course is offered. If the Dean of the Faculty offering the course finds the grounds sufficient, the student's request will be forwarded to the Instructor who shall provide an alternate evaluation or accommodation. The Dean of the Faculty offering the course shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

2.6. Considerations for Health, Bereavement, or Extenuating Circumstances

Informal Request

- 2.6.1. A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances **(including mental health issues)** ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request is also possible in accordance with paragraph 2.6.2.

Formal Request

- 2.6.2 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances **(including mental health issues)** ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Head of the AAU offering the course and the Faculty of Graduate Studies as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Faculty of Graduate Studies forthwith and will be forwarded to the Head of the AAU offering the course. The Head of the AAU offering the course shall consult with the instructor and make a recommendation to the Dean of Graduate Studies. If the Dean of Graduate Studies approves the recommendation, the Head of the AAU offering the course shall make appropriate arrangements for the alternate evaluation or accommodation. The Dean of Graduate Studies shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

Course Syllabus – Suggested Wording

Feeling Overwhelmed?

From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone.

For help addressing mental or physical health concerns on campus, contact (519) 253-3000:

- ❖ Health Services at ext. 7002 (or go to: <http://www.uwindsor.ca/studentcounselling/>)
- ❖ Student Counselling Centre at ext. 4616
- ❖ Peer Support Centre at ext. 4551

A full list of on- and off-campus resources is available on <http://www.uwindsor.ca/wellness>

Should you need to request alternative accommodation contact your instructor, head or associate dean.

Other Student Focus Group Recommendations:

In addition to recommendations presented which are addressed above, the student focus group also forwarded four other recommendations and three miscellaneous items:

Student Focus Group: The needs of students during and after mental health crises (e.g., suicide attempts), including the care of mental health providers (e.g., Residence Assistants), must be addressed.

There appeared to be some misunderstanding with how suicide checks are conducted and the follow-up that occurs. There needs to be better communication between Residence, Student Counselling and Campus Police so that Residence Assistants are aware that follow-ups do occur. Suicide checks should be conducted by trained individuals and should not be part of the duties of a Resident Assistant, unless they have received the appropriate training. If this is the case, there should also be a built-in debrief opportunity for Resident Assistants who are involved in suicide checks.

Student Focus Group: The Voluntary Withdrawal date should be moved to last day of classes. If it is not moved, special efforts should be taken to ensure that students have an easier time withdrawing from courses even after the current deadline has passed.

Bylaw 51 requires that instructors provide a minimum 20% feedback on students' in-course performance prior to the VW date. This date is set at $\frac{3}{4}$ into the semester, which the Subcommittee feels is generous. If the concern is that instructors are not providing the 20% feedback, this needs to be pursued with the head and/or the associate dean. As noted by the student focus group, there is a concern that students may not be as invested in their course work if they feel they can withdraw at any time. The Subcommittee also noted that there is a mechanism in place, under bylaw 51, to obtain a late VW or aegrotat standing. Such requests would fall under the section on considerations for health, bereavement and extenuating circumstances. The Subcommittee was informed that the Associate Deans Group concurred with this assessment at an earlier meeting.

Student Focus Group: Participants supported Satisfactory/Unsatisfactory grade designation, because it would alleviate mental health issues.

The Subcommittee agreed that this would require significantly more discussion and recommends forwarding it to the Provost for further discussion. There was concern expressed with designating some courses as "easy" courses and with the assumption that a Satisfactory/Unsatisfactory would be an easier grade to obtain. It was noted that in many courses currently designated as Satisfactory/Unsatisfactory or Pass/Non-Pass, the equivalent of 50% is not a pass. In such courses, students must demonstrate that they have met the basic competencies which numerically could translate to 70%, for example.

The Subcommittee also noted that having too many S/U courses could impact a students' eligibility for scholarships and bursaries and their applications to graduate school.

Student Focus Group: Consideration of Indigenous peoples and practices need to be taken into account when engaging in dialogue about mental health and wellness on campus.

The Subcommittee noted that this recommendation is similar to recommendations made in the Student Mental Health strategy (e.g., recommendations 11, 19, 25 and 33), and will be addressed by the strategy's implementation team.

Student Focus Group - Miscellaneous items:

- a. *Timing of exams and assignments: Participants appreciate having a system in place that allows them to move an exam if they have three taking place within a 24-hour period. They would like this system extended to midterms and assignments without a lengthy or barrier-laden process.*

Subcommittee: Such a provision for midterms and assignments (in-term evaluations) has been in place since June 2016.

- b. *Appeals: Participants would like a more accessible and less lengthy appeals process.*

Subcommittee: This is often a matter of individual schedules. However, more can be done to try to ensure a quicker process.

- c. *Acquisition of doctor's notes: Acquiring doctor's notes may be difficult at times, particularly when mental health issues arise. Doctor's notes may also be acquired when a student is not actually ill. Additionally, there is financial burden placed on students who may require a doctor's note, but cannot afford one.*

Subcommittee: It was agreed that the need for official documentation is about upholding integrity. Instances of false reports of personal or family illness, or death of a close relative are not uncommon. It was noted that the fee is at least halved at the Student Counselling Centre.

APC Subcommittee Membership

John Antoniw, Peer Support Centre

Fazle Baki, Business (APC)

Sue Fox, Associate Dean Nursing (APC)

Debbie Kane, Associate Dean Graduate Studies

Phebe Lam, Learning Specialist, Academic and Student Success

Siddharth Patel, graduate student (APC)

Rosemary Plastow (Clinical Psychologist, Student Counselling Centre)

Christine Quaglia (Central Advising)

Antonio Rossini, LLC (APC) (Chair)

Danielle Soulliere, Associate Dean FAHSS

Lena Sleiman, undergraduate student (APC)

Jill Urbanic, Engineering (APC)

**University of Windsor
Academic Policy Committee**

5.4 **Recording of Lectures**

Item for: **Discussion**

Forwarded by: **Provost**

The Provost requests the APC to give consideration on whether the current policies and practices concerning recording of lectures requires the creation of a fuller and more nuanced policy, and if so, could the APC take on the responsibility of creating such a policy document for Senate's consideration and adoption.

Background:

In Winter 2014, the Administration discontinued its policy on Audio-recording for Students with Disabilities based on advice from legal counsel that it was unfair to require students with disabilities to seek approval to record lectures while not requiring other students to do so. Based on legal advice, the University's position as of 2014 is that any student may record lectures provided it is for personal study use. Windsor took the position that a policy was not required since the ability to record lectures is covered under the fair dealings section of the Copyright Act. Senate then asked the Provost to disseminate this information.

Excerpt from Senate Meeting of February 14, 2014:

Stemming from a Human Rights review, the University, in consultation with legal counsel, has decided to eliminate the Audio-Recording Policy for students with disabilities. As this is an administrative policy, Senate is simply being informed of the discontinuation. At the next Senate meeting there will be a discussion on the human rights review of the Special Needs Policy.

In response to a question raised about the discontinuation of the Audio-Recording Policy for students with disabilities, it was noted that *all* students could now tape lectures for their own personal use, thus making the practice more inclusive. Regulations and limits surrounding audio-recording of lectures are covered in the fair-dealings section of the federal copyright act, and so a separate University policy stating the same would be redundant.

Concern was expressed regarding students disseminating lectures. In response, it was noted that the rights to record do not extend beyond the student's use of personal study. The Provost has agreed to send out a mass e-mail informing students of the discontinuation of the Audio-Recording Policy and their rights and limitations regarding audio-recording lectures. It was suggested that faculty include a link to the Copyright Act in their course syllabus.

If a student has breached copyright, the faculty member should bring this to the attention of the Dean, the Provost and Legal Counsel. It was also suggested that the faculty member contact the Academic Integrity Office for direction and support.

Current Situation:

The Provost's Policy Statement is meant to address all this. (*See Appendix A*)

While the Provost's Statement recommends (but does not require) wording for the syllabus, this does not mean that an instructor may choose whether to permit recordings of lectures. As noted above, students can record lectures for personal use as per the Copyright Act. It is the sharing of the recording that requires the instructor's approval, not the actual recording. Further, if this is an accessibility issue, I'm fairly certain the instructor cannot refuse to provide the required accommodation (though I'll leave that to the experts).

RE: audio-recording of lectures:

In February 2014, Senate noted that all students can record lectures provided that the recording is for their own personal use. The right to record does not extend beyond the student's use for personal study. The Provost subsequently notified students of this, stressing that "the material recorded still belongs to the professor, and can only be used for study in the course in question. For any other use, students should obtain the permission of the professor in question." This should be made clear on the course syllabus. If a student shares or disseminates a recorded lecture in any way, thereby breaching copyright legislation, the student will be subject to University misconduct policies, at minimum. This too should be made clear on the course syllabus.

RE: audio-recording group discussions:

It is appropriate to take the position that group discussions, where there may be intimate disclosures made by students, are not to be recorded (either via notes or audio recordings), provided that no testable material or substantive instruction is going on during those moments. In such cases, these discussions are not part of the instructor's lecture. However please note that if someone has an approved accommodation, the student should not be required to turn off the recording device. An explanation should be provided to students concerning why no recording is allowed during those times. This might be very helpful in preventing complaints that may arise if students understand the reasoning behind the restriction. If complaints arise based on this position, they would have to be dealt with on a one-off basis.

Conclusion:

Since 2014, the issue of recording lectures by students has been raised periodically. Recently, the argument has been made that the policy statement focuses upon the copyright arguments and fair use, rather than privacy issues of students not to be recorded in class. Is there an expectation of privacy in a class held at a public institution? Should instructors be able to prohibit students from recording lectures?

Other items for considerations:

1. What are other universities' policies relating to recording lectures?
2. If a policy is developed allowing instructors professors to prohibit the recording of lectures, how can this be policed (laptops, smartphones, *etc*)? If a student records a lecture and uses it for personal study use only (as permitted by the Copyright Act) will the University be able to pursue an academic misconduct charge? Should a policy (if any) be more about prohibiting the posting or sharing of the materials?

Appendix A

Statement Regarding Student Recording of Lectures for Personal Use

The fair dealings section of the Copyright Act allows for the recording of lectures by students provided that it is for their own private/personal study. Sharing of the recording or dissemination of any kind is not permitted without the express written permission of the instructor. Cases of breaches may be brought to the attention of the Dean, the Provost or Legal Counsel, and an academic misconduct complaint filed through Bylaw 31.

Instructors may wish to contact the Academic Integrity Office for support relating to the filing of an academic misconduct complaint. Instructors are encouraged to include the following statement about the recording of lectures on the course syllabus to ensure that students understand the regulations and limitations surrounding the recording of lectures.

Syllabus Statement:

All students may record lectures, provided that the recording is for their own personal study use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Recordings are not substitutes for attending class.

Regulations and limits surrounding recording of lectures are covered in the fair dealings section of the Federal Copyright Act. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors. It is therefore stressed that the material recorded still belongs to the instructor, and can only be used for personal study in the course in question. Students who record lectures may not share, distribute, email or otherwise communicate or disseminate these materials unless written consent from the instructor has first been obtained.

If a student shares or disseminates a recorded lecture in any way (including transcriptions), thereby breaching copyright legislation, the student will be subject to University misconduct policies, at minimum, and may be subject to other legal action.

Office of the Provost November 2016