



NOTICE OF MEETING
There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Wednesday, January 15, 2020 at 9:00am-11:00am
In Room 209 Assumption Hall
AGENDA

Formal Business

- 1 Approval of Agenda
- 2 Minutes of meeting of December 18, 2019
- 3 Business arising from the minutes
- 4 Outstanding business

Items for Information

- 5 Reports/New Business
 - 5.1 Budget Planning Process – feedback from APC **Douglas Kneale/Anna Kirby**
 - 5.2 **Leddy Library Annual Report** **Pascal Calarco**
Lead Reader: Dr. Terry Sefton APC200115-5.2

Item for Approval

- 5.3 Proposed Policy on Recording Lectures **Antonio Rossini**
APC200115-5.3

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: **Leddy Library Annual Report (2018-2019)**

Item for: **Information**

See attached.

Leddy Library Annual Report to APC, 2018-2019

1. Executive Summary

A. Introduction

The Leddy Library facilitates and transforms learning, research, and teaching by providing services, collections, and physical space to meet the needs of our community of students, staff, faculty, and researchers. Leddy Library serves as the main library for all disciplines at the University of Windsor, except for the Faculty of Law, which is served by the Paul Martin Law Library. The Leddy Library includes the Centre for Digital Scholarship, the University Archives, Rare Books & Special Collections, and the Academic Data Centre/Statistics Canada Research Data Centre.

The Library houses a collection of over 1.8 million titles in all formats, including approximately 700,000 unique e-book titles and 91,000 e-journal titles. Additionally, there are more than 15,000 digital objects available through the Leddy Library's institutional repository Scholarship @ UWindsor. The Leddy Library has built a comprehensive collection of online, full-text databases and journals, reference tools, and indexes, to meet the needs of the campus faculties, schools, centres, and institutes.

As digital resources have grown, the Library has transitioned away from print-based journals and books and funding for this material has been re-directed to electronic resources. Leveraging of library funding for digital resources has taken place through provincial (Ontario Council of University Libraries) and national (Canada Research Knowledge Network) consortial agreements, resulting in a complement of resources that compares well to other Ontario and Canadian institutions. Our virtual branch, the Leddy Library website, is as important as the two buildings that comprise our campus physical environment and connects users near and far with our services and collections.

In the 2018-2019 reporting year, Leddy Library welcomed almost 800,000 people through its doors, facilitated over 1 million full-text article downloads, and loaned over 53 thousand physical materials to campus patrons. More than 9,000 reference questions were answered through face-to-face, email, chat, and telephone services and over 7,000 people were reached via 197 teaching presentations.

The Library is committed to advancing and updating both the physical and virtual environments to better serve our community of teachers, learners, and researchers.

B. Goals and Objectives of Reporting Year

1. *Provide an exceptional undergraduate experience:*

As the number of international students at the University of Windsor continues to rise, Leddy Library's English Conversation Group has experienced a spike in attendance. The Library's English Conversation Group sessions help international students enhance language skills during their transition to academic life in Canada. Roughly 30 students take advantage of the weekly meetings to improve their English language skills in an informal, low-pressure environment.

As the information landscape continues to evolve, students are faced with a myriad of options to locate knowledge and information. Librarians ensure that students are prepared to locate, assess and evaluate the information for their academic needs. The Leddy librarians provided 197 information literacy classes during the reporting year, reaching over 7,148 students.

The Leddy Library partnered with the Wellness Outreach Office to enhance student mental health initiatives at the library. During the 2018-2019 academic year, students were treated to free massages to alleviate stress during intense academic periods.

In September 2018, Leddy Library hosted its first 'Human Library' event to highlight Science Literacy Week. Organized by Information Services Librarian, Roger Reka, the event showcased three PhD candidates from kinesiology, chemistry and biophysics, who provided information and acted as 'Human Books.' The event was well received by participants and guests and connected students, faculty, and staff with scientists (human books) to foster conversation about scientific research, and to promote the library as a place of community on campus.

Roughly 1,000 students, faculty and staff now call Windsor's downtown home. The Faculty of Social Work and School of Creative Arts have relocated to the downtown core following the innovative renovations of two historic Windsor buildings that have been re-designed as cutting-edge learning centres. Both faculties located in the downtown campus are assigned a liaison librarian to provide onsite reference services to students and faculty. This service allows them to connect with Leddy Library and educates them on how to effectively use library resources to find the materials they need for research. In addition, liaisons serve as representatives on their respective faculty councils and are involved with faculty research projects.

2. *Pursue strengths in research and graduate education:*

Leddy Library continues to act as a hub, catalyst, and steward for research on campus. Librarians work closely with faculty to ensure that their scholarly work is archived and accessible in the institutional repository. In the 2018-2019 reporting year, librarians assisted faculty by curating digital components to showcase research and scholarship. Over 700 items were posted to the institutional repository, *Scholarship at UWindsor*, including conference proceedings, journal publications, and digital books.

The Library supports a variety of open access initiatives to make scholarship more accessible to patrons. In 2018, Leddy Library hosted a week-long lecture series designed to give researchers and scholars an opportunity to network and learn how to increase research visibility through open access sources. Lectures focused on different open access topics, including a keynote with Gloria-Booth Morrison from Open Researcher and Contributor Identification (ORCID).

With changes to the Canadian federal granting agencies on the horizon, Leddy Library is collaborating with the Office of Research and Innovation Services, the Office of the Research Ethics Board, and Information Technology Services to develop an institutional strategy to enhance research data management practices.

3. *Recruit and retain the best faculty and staff:*

Leddy Library recognizes the importance of investing in the development and growth of the people who fuel the Library through professional development and recognition. In the past year, we have made significant strides in professional development for our team, offering training and education to enhance their roles and capacity to foster greater teaching, learning, and research support.

In 2018, Librarian and Acquisitions/Bibliographic Services department head, Shuzhen Zhao, completed her doctoral studies from the Faculty of Education at the University of Windsor. Zhao's dissertation focused on graduate students' information literacy needs in terms of electronic resources. Her study measured graduate students' information literacy competency and reviewed the challenges the students faced when searching for appropriate electronic collections.

Librarian and Information Services department head, Mita Williams, became a certified Data Carpentry Instructor. In June of 2019, she co-taught “R for Reproducible Scientific Analysis” and “Data Analysis and Visualization in R for Ecologists” to scientists at the Harrow Research and Development Centre of Agriculture Canada. Williams is one of two individuals on campus that is a certified Data Carpentry Instructor.

In the 2018-2019 academic year, the Library welcomed many new people to the team including a Communications Coordinator, a Digital Scholarship and Archiving Librarian and 13 new employees. In addition, the Library recruited faculty to fill the positions of Data Librarian and Archivist.

In January, Leddy Library provided a workshop for employees on student mental health, focusing on how to identify and engage with students in distress. The session was recorded for employees to review and allow for employees who were unable to attend to watch the session after.

4. *Engage and build the Windsor and Essex County community through partnerships:*

In 2019, Leddy Library partnered with the Windsor Public Library to offer an extended collection of resources to the University of Windsor community by arranging regular campus visits from FRED, the Freedom to Read, Educate, and Discover bookmobile. FRED delivers a plethora of both recreational and educational materials conveniently to campus. The partnership allows students, faculty, and staff to access the diverse offerings of the Windsor Public Library, including popular books, DVD’s, magazines, games, international, national and local newspapers as well as thousands of e-resources including popular digital streaming apps such as Kanopy and Hoopla that provide members access to movies, documentaries, eBooks and audiobooks. As libraries across Canada continue to experience funding shortfalls, creative partnerships between academic libraries and public libraries provide users with enhanced access to knowledge and information.

The Library’s Archives, Rare Books, and Special Collections (ARBSC) continues to develop important community partnerships. The ARBSC appraises, acquires, organizes, describes, preserves, and makes available an array of collections that are of importance to the University of Windsor and the local area. In the Fall of 2018, the ARBSC participated in Doors Open, a free, self-guided event that aims to build awareness and pride in community heritage treasures. Over 95 visitors were treated to a tour of the archives, facilities, and displays.

The Leddy Library’s role in institutional and community stewardship continues to grow. Leddy Library’s Southwestern Ontario Digital Archive (SWODA) is dedicated to assisting faculty, students, and other researchers in their exploration of southwestern Ontario history and culture by developing and curating a digital archive. In January, the library hosted the Southwestern Ontario Heritage Council meeting where, Information Services Librarian, Katharine Ball, presented “Capturing a region through digital archiving.” New additions to the archive included digital copies of the Ambassador Yearbooks, the Lance student newspaper, and the Weekly Assumption Collegian during the 2018-2019 reporting period.

5. *Promote international engagement:*

Information Services Librarian, Scott Cowan, highlighted the importance of queer stewardship in Windsor-Essex to an international audience at the 2019 ALMS conference hosted in Berlin, Germany. Over 400 participants from over 40 countries gathered to discuss the collection and preservation of materials of all types from LGBTQ2+ communities. As a speaker and panelist, Cowan’s lecture set to address the focus of the conference, ‘Queering Memory’ by sharing the latest project to come out of the first-year Women’s and Gender Studies course, Queer Activism.

The Leddy Library has fostered a longstanding relationship with Windsor’s Polish community for over 20 years. In 2018, the Library was gifted a 1991 facsimile of the 1791 Constitution of Poland from the

local Polish community. The facsimile is one of 1000 copies worldwide and will have a permanent display in the Library. The Polish constitution is the second modern national constitution, after the American Constitution, and was significant in the developments of other nations in Europe.

In addition, University Librarian, Pascal Calarco, joined the Windsor-Essex Economic Development Corporation along with a delegation of entrepreneurs, and education representatives to travel to Lublin, Poland for a Trade and Business Development Mission. Calarco visited academic libraries in Warsaw and Lublin to learn about their libraries and consider the possibilities for partnerships and exchange.

In October 2018, Grace Liu, initiated a visiting scholar program at Fudan University, a top ranked university in China. The visiting scholar program invited a 2-person team to visit the Fudan University Libraries for academic exchange on research data management and services, library systems, scholarly publishing and other services in academic libraries. The program was expanded to include other institutions in China, including Shanghai International Studies University, New York University Shanghai, Anhui University of Science and Technology, Shangrao Normal University, the Chinese University of Hong Kong, Shenzhen and Shenzhen MSU-BIT University.

C. Successes

- Fundraising a total amount of \$718,519.22 with our partners in the University Campaign office, the Library along with Di Maio Design Associates Architects and TCI Titan successfully completed the design and construction plan for the new Student Research Collaboratory. The Collaboratory space opened in the Fall of 2019.
- In the Winter of 2019, Leddy Library successfully launched a new course reserves system, Course Resource Lists powered by Leganto. Leganto, provided by ExLibris, is a new resource management system that integrates with the University of Windsor's Blackboard system to create and manage online reading lists. The interface was piloted with five courses in January and officially unveiled to the campus community as Course Resource Lists powered by Leganto in March. The system has been adopted by over 570 courses across 35 departments and faculties. More than 1,300 online and print course resources have been made available to students.
- A Master Space Planning committee has been established to provide vision and input for strategic space development for the Leddy Library. The committee is composed of various stakeholder representatives, library users, staff, and consultants. The diversity of the group will provide an opportunity to generate insights from different perspectives and to shape a vision that is representative of our library community.
- The Leddy Library has put aside money for two new collection funds to support the downtown campus. These funds focus on electronic resources that will be used primarily for the School of Social Work and the School of Creative Arts. The downtown campus has posed new challenges for Leddy's physical collection. Increasingly, materials are needed in more than one location. Therefore, this fund allows for the electronic surrogate for a physical item to be purchased.
- The University of Windsor has joined Collaborative Futures, an initiative led by the Ontario Council of University Libraries (OCUL) that connects 13 other university libraries to a shared next-generation library management system. Collaborative Futures is based on Ex Libris' Alma and Primo platforms, which the Leddy Library migrated to in 2014. The collaborative system will increase the visibility and access to collections across the various institutions.
- A 10-page comic book along with a teachers' guide is the latest development to grow out of the Breaking the Colour Barrier: Wilfred (Boomer) Harding and the Chatham Coloured All-Stars

project. Created by local artist Scott Chantler, with help from Librarian and History Professor, Heidi Jacobs and Miriam Wright, the comic brings to life the story of the 1934 Chatham Coloured All-Stars victory game. In addition to the comic, the team collaborated with English Professor and comics studies scholar, Dale Jacobs, to develop a teachers' guide to help educators bring the comic and story of Boomer Harding and the Chatham Coloured All-Stars into classrooms. The guide builds on the curricular resources that local teacher, Shantelle Browning Morgan, created for the Breaking the Colour Barrier project.

D. Challenges

- In terms of physical facilities, Leddy Library continues to face challenges in ensuring that there is adequate space to support undergraduate services, research, and study needs, while providing an effective and inviting learning environment. The Library currently offers 1,375 seats. Only 13% of the physical space of the Library is dedicated to student study space. It is recognized that we need to create more spaces to meet the wide range of student requirements including collaborative and individual study space.
- In addition to seats and study space, the library is a primary provider for computers and technology for students on campus. Students who do not own laptops rely on the computers available at Leddy Library to complete academic assignments, research, and printing. As the number of departmental and campus computer labs decreases, Leddy Library continues to provide this critical need for students. The Library currently provides 270 computer stations that offer an assortment of software to meet the needs of students in various faculties.
- There is increasing pressure and necessity for libraries to measure and articulate the value that they bring to the University, community, and beyond. Leddy Library must find ways to gain a better understanding of the needs, expectations, and behaviours of community members, as well as the ways in which users are impacted by library services. Evidenced-based assessment of library resources and services is increasingly imperative and must inform key decisions within our organization.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

		UWindsor Strategic Priorities				
		Provide an exceptional undergraduate experience	Pursue strengths in research and graduate education	Recruit and retain the best faculty and staff	Engage in community partnerships	Promote international engagement
2018-2019 Goals & Objectives						
	Invest: Organizational Capacity and Culture Build our organizational capacity and foster a culture that engages and supports the people of the library.			✓		✓

<ol style="list-style-type: none"> 1. Develop a strategic knowledge and skills development plan for staff and librarians to support the strategic priorities. 2. Establish mechanisms, share expertise, problem-solve and collaborate on initiatives in order to work towards best practices. 3. Develop and implement an internal communication plan to foster clear and transparent communication across the library. 4. Identify and implement strategies to support the research and scholarship role of librarians. 5. Identify and implement strategies to engage staff and librarians in planning initiatives including participation in working groups and committees. 					
<p>Innovate: Relevant Services, Supports and Collections</p> <p>Recalibrate our work within a multimodal environment to meet the needs of the University community.</p> <ol style="list-style-type: none"> 1. Establish an evidence-based framework to assess the usage of print and digital collections (including special collections and archival holdings) to inform collection management, budget and preservation decisions. 2. Establish an ongoing user consultation and research of best practices process to enable the library to make decisions regarding services, support and space. 3. Develop and implement a plan to make changes to services, supports and collections based on data gathered through assessments, consultations and research. 4. Develop and deploy a plan to align the library's investment, both employee and budgetary, with changes in practices and services. 5. Develop and implement a plan to address the specific needs of the downtown campus. 6. Develop a technology strategy to address current and emerging needs of the library and its users. 7. Invest in our web presence, as it is our "digital branch." 	✓			✓	

	<p>Integrate: Community Engagement and Outreach</p> <p>Position the library as a valued partner and strengthen our connections on campus and in the community.</p> <ol style="list-style-type: none"> 1. Develop a comprehensive marketing and communication plan to improve awareness and understanding of library resources and services. 2. Establish collaborative programs/initiatives with academic and administrative areas to support research, teaching, student learning and the student experience. 3. Develop and implement a fundraising plan to support the space transformation and service enhancements. 4. Manage, strengthen and cultivate connections within campus and with the broader community through targeted services, events, collaborations and other opportunities. 				✓	
	<p>Invigorate: Transformation of Our Spaces</p> <p>Transform the library space into an innovative campus hub for learning, teaching, research, and creative activity.</p> <ol style="list-style-type: none"> 1. Identify and implement key actions to modernize the library and create flexible, welcoming, safe, accessible and comfortable spaces for learning, collaboration, research and independent study (including space, furniture and other environmental factors). 2. Conduct a comprehensive review of the library spaces, users' needs and develop a space master plan. 3. Create and promote multi-purpose spaces to increase engagement of the campus and broader community. 4. Identify and implement opportunities to improve the discovery and visibility of services, spaces and collections. 	✓	✓	✓		

B. Future Actions/Initiatives

Progress Report on Future Actions & Initiatives: 2018/19 Annual Report

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| 1. Development of a WCAG 2.0 Level AA website. | 1. Leddy Library has formed a website working group to lead the redesign of the website to comply with WCAG2.0 AA standards. |
| 2. Implementation of Leganto, a new course reading system. | 2. Leganto was introduced to campus in January 2019 as Course Resource Lists powered by Leganto. The system is now integrated with Blackboard and has been adopted by over 570 courses across 35 departments and faculties. More than 1,300 online and print course resources have been made available to students. |
| 3. Renovating the main building to incorporate the new Student Research Collaboratory. | 3. Construction for the state-of-the-art Student Research Collaboratory began in May 2019 and was completed in September. |
| 4. Develop a Librarian Criteria Committee to establish clearer career status indicators. | 4. Leddy Library formed the Librarian Criteria Committee and is making progress towards creating criteria to clarify career trajectory. |

In the current reporting year (2018/2019) Leddy Library is pursuing the following specific actions and initiatives:

1. Develop a knowledge and skills development plan for staff and librarians to support the strategic priorities.
2. Create an institutional strategy for research data management practice on campus.
3. Work with institutional analysis to analyze institutional citations and create a citation database.
4. Establish a vision, seek input, and select an architect for strategic space development in the Leddy Library.
5. Plan and complete the redesign of the library website to meet the AODA compliance for 2021.

C. Recommendations for Senate consideration

No recommendations for consideration at this time.

University of Windsor
Academic Policy Committee

5.3: **Proposed Policy on Recording Lectures**

Item for: **Approval**

Forwarded by: **APC Subcommittee on Recording Lectures**

MOTION: That the proposed Policy on Recording Lectures be approved.*

**Approval of the policy would supersede the November 2016 Statement Regarding Student Recording of Lectures for Personal Use issued by the Office of the Provost.*

Rationale:

- In April 2019, the Acting Provost requested that APC give consideration to whether the current policies and practices concerning recording of lectures required the creation of a fuller and more nuanced policy, and if so, requested that APC take on the responsibility of creating such a policy document for Senate's consideration and adoption.
- It is recognized that the learning process can be different for each student. For instance, some students learn by taking hand-written notes while others learn by repeatedly listening to materials. The proposed policy seeks to strike a balance between the diverse learning needs of students and concerns over privacy and intellectual property.
- Because students and guest presenters do not have control over the rules of the classroom or the course, it is important to require that they grant permission in writing for the recording of their presentations. For instructors, the default is that lectures may be recorded unless they inform students in the course syllabus that recordings are not permitted.
- It is understood that students registered with Student Accessibility Services for whom recording lectures is an approved academic accommodation must be permitted to record in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act, with the exception of discussions that would divulge personal information in the context of required course work.
- The Subcommittee reviewed policies at various Canadian universities including: University of Guelph, Queen's University, Trent University, University of Toronto, Wilfrid Laurier University, Nipissing University, University of Calgary, Concordia University, McGill University, and University of Victoria.

See attached for proposed policy.

PROPOSED Policy on Recording Lectures

Purpose

This Policy sets out the rules and regulations surrounding the recording of lectures.

Application/Scope of Policy

This policy applies to all documents, materials, and other in-class activities presented, used and/or distributed in the (physical or virtual) classroom context by the instructor, guest lecturers, or students.

This policy applies to all members of the university community.

Exceptions to Policy

Students registered with Student Accessibility Services for whom recording lectures is an approved academic accommodation must be permitted to record, with the exception of discussions that would divulge personal information in the context of required course work which may not be recorded in any format. Any dissemination of the recording in any form (including transcription) is prohibited without the explicit written consent of the instructor. (see below) Where there is an approved accommodation to record lectures, notice should be provided to the class that the lectures may be recorded.

Definitions

In this policy,

“Recording” means the audio and/or video or photographic capture of classroom activities (e.g., lecture, discussion, learning activities) by any electronic or digital means, either original or copied/shared.

“Lectures” means any classroom activity including lectures, tutorials, labs, classroom discussions, presentations or performances, or other activities whether taking place in a physical or virtual classroom setting conducted by the course instructor, but does not include presentations or performances by classmates or guest lecturers.

“Presenter” means a student or classmate, or a guest lecturer.

Introduction/Background

Taking notes of classroom lectures and discussions can be an aid to comprehension and retention of the material. As such, this forms part of the recognized and accepted practice of students. The University also recognizes that there are valid personal and academic reasons for allowing and using lecture recordings as study tools. The University has adopted the following policy in order to prioritize learning and to control and regulate the recording of lectures noting that:

1. Lectures are considered the intellectual property of the instructor, and copyright guidelines and regulations apply to the recording of lectures. Likewise, lectures or presentations by guest lecturers and students are the intellectual property of the guest lecturer or student, as the case may be. The Federal Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by instructors, guest lecturers, and student presentations.
2. Recording lectures also requires the observation of privacy considerations for students in the class whose presence or statements might also be recorded. Some students have very serious and genuine reasons for not wanting their presence in a particular class or at a particular institution to be public information and may be endangered by insufficient privacy protection.

Policy Statement

Lectures may be recorded, unless the instructor has stated in the course syllabus (hard copy or electronic) that the recording of lectures is not permitted. The recording of guest lecturer or classmate presentations or performances is not permitted without the written consent of the presenters. Students registered with Student Accessibility Services for whom recording lectures is an approved academic accommodation must be permitted to record, with the exception of discussions that would divulge personal information in the context of required course work which may not be recorded in any format. Notice should be provided by the instructor to the class when lectures may be recorded. The instructor shall not share any personal identifying information about the person(s) recording the lectures.

Limits may be placed by the instructor specifying what can be recorded and in what format (eg., audio-recording, video-recording, photo, etc.). Further, the instructor may declare, in writing, prior to a particular lecture or class session that recording is prohibited.

Any recording of lectures or guest lecturer/classmate presentations by students can be used only for the purposes of private study by the individual student. The recording (including any transcriptions or any translation to any other form) cannot be shared, distributed, emailed, posted online or otherwise disseminated or communicated in any form or to any other person (including fellow classmates) unless written consent has first been obtained from the instructor or presenter.

Students who record a lecture after the instructor has prohibited such recordings, or who record a guest lecturer or classmate presentation or performance without the written consent of the presenter, or who disseminate a recording without the explicit written permission from the instructor or presenter will be subject to the University's misconduct policies, at minimum.

Where the recording captures the image of classroom activities (e.g., video-recording or other image-capture technology), such recording must only capture the instructor or the presenter within the classroom setting.

Cross References:

Student Code of Conduct

Senate Bylaw 31: Academic Integrity

Procedures for Addressing Student Non-Academic Misconduct

Copyright Act

Freedom of Information and Protection of Privacy Act

Academic Accommodation for Students with Disabilities