

Date: April 11, 2013
Time: 1:00pm-3:00pm
Room: 203 Toldo

Committee Members: Dr. Rick Caron (Chair), Dr. Lorna deWitt, Dr. Marcello Guarini, Dr. Ed King, Dr. Erika Kustra, Dr. Anna Lanoszka, Dr. Derek Northwood, Dr. Vicky Paraschak, Mr. Stephan Pigeon, Dr. Geri Salinitri, Prof. Brian Taylor, Ms. Nadia Timperio, Dr. Bruce Tucker, Prof. Larry Wilson, Ms. Shuzhen Zhao.

Absent: Ms. Sandra Aversa, Ms. Hagar Elsayed.

In Attendance: Ms. Alison Zilli and Ms. Renée Wintermute (University Secretariat).

Formal Business

As quorum was not reached, the following is an unofficial summary of the non-quorate meeting.

Formal Business

1 Approval of Agenda

The agenda was not formally approved at this time.

2 Approval of Minutes of the meeting of March 7, 2013

The minutes of the meeting of March 7, 2013 were not formally adopted at this time.

3 Business arising from the minutes

Nothing to report.

4 Outstanding Business

Nothing to report.

Items for Information

5 Reports/New Business

5.1 Tuition Fees - 2013/2014

(See document APC130411-5.1 for more details.)

NOTED:

- Members were reminded that the Ministry introduced a new tuition fee framework for fiscal year 2013-2014 (which will extend over 4 years) and that it is up to each individual university to decide how to raise their tuition fees within the confines of the Ministry's framework. However, to not apply the allowable increases based on regulations set by the government could result in a gap in fees between our University and others, with variances noted historically, and an inability to catch-up later.
- The goal was to devise a tuition fee schedule that would maximize the University's ability to produce a balanced budget for 2013-2014 within the rules, regulations and principles set out by the government and in the Board-approved tuition policy, while ensuring that the University remains competitive.
- Some of the principles guiding the tuition fee policy include: undertaking strategic initiatives, funding is a shared responsibility, all of those who benefit must contribute, determined in a transparent, reasonable and timely manner, contributes to quality education and experience, encourages major fundraising efforts and international fees are established based on competitive market condition and respective domestic revenue.
- Recommendations for domestic fees: a 5% increase for all year-one domestic professional programs which includes Business, Computer Science, Engineering and Law; a 4% increase for continuing years in professional programs and a 3% increase for all years in all other

undergraduate programs. The University is recommending a 5% increase for Year 1 in Business Graduate programs and Social Work Graduate programs, 4% for continuing years in these programs, and 0% for all years in all other graduate programs.

- Recommendations for international undergraduate fees: a 5% increase for all first year programs. The exceptions are Business, which will increase by 4%; Law, which will increase by 4%; and Arts, Social Science, Science, HK and Nursing, which will increase by 5.89% in order to match the tuition rate of 1st year Computer Science.
- Recommendations for international graduate fees: a 4% increase for all years which was determined after considering the competitiveness of international recruiting and the current fee in the top quartile. The exceptions to this is: 1st year MBA where there will be a 5.1% increase for the program; the MEng where there will be a 5.8% increase per course fee which reflects the increased program costs; and, a 9.5% increase in Economics and Computer Science which will better reflect the total of the domestic rate and grant.
- Other tuition fee increases proposed for the Centre for Executive and Professional Education include an increase of \$300 per program where English Language Training Program or English Academic Preparation Program is required, an increase of \$800 for all Master of Education Students who are requiring Pre-Graduate Preparation Program, and increase of \$1000 in lab fees for all Master of Medical Biotechnology students and increase of 6.7% (\$100) per course for all undergraduate preparatory courses for MEng and MOM.
- The following Compulsory Ancillary Fees were approved by the Compulsory Ancillary Fee Board in March 2013: 1) CPI Indexed Fee: 1.5% increase; 2) Recreation Fee: 1.5% increase plus \$2 a year for part time students and \$5 a year for full time students; 3) UWSA 3.8% increase in dental and drug plan, elimination of the OUSA fee; 4) OPUS: 10% increase in benefit plan; 5) GSS: 0.8% increase in benefit plan; 6) Law Computerize Examination Fee: new \$50 a year to allow students to write their final examinations via their laptops; and, 7) Elimination of the Distance Education fee.
- There will be a lower tuition rate for American students so that Windsor can be competitive with American institutions, particular in recruitment in the Michigan/Ohio regions, rather than having them pay international fees. The University of Windsor used to offer a competitive North American Free Trade Agreement (NAFTA) tuition fee to its US students. However, the discontinuation of the NAFTA fee has resulted in students from the United States having to pay international fees.

COMMENTS/FEEDBACK

- APC understands that educational quality depends on the appropriate level of financial support; and the committee understands that tuition fees are an increasingly important part of that financial support. APC realizes that the university has little choice but to raise domestic tuition fees to the maximum level allowable under the government tuition fee framework. In order to be competitive in the international student market the University needs to set international fees according to the market while also compensating for the lack of government grants. While recognizing that the combination of higher tuition fees together with increased costs of living places a heavy financial burden on many of our student and that this burden has an impact on academic success, APC remains optimistic that the positive impact of a university education on future earnings make this burden a good investment. APC also understands that as students pay a larger portion of the complete costs of their education, they have a reasonable expectation of increased services and support as well as enhanced educational opportunities such as, for example, the Outstanding Scholar Award program.

Specific remarks included:

- In response to a question raised about tuition fee increases for international students, it was noted that international tuition fees are fully deregulated and that universities do not receive government grants for international students.
- According to the tuition guidelines Business, Computer Science, Law, Engineering are designated as being “professional” programs whereas Nursing falls within the category of “all other programs” for undergraduates.
- In response to a question raised regarding the final projected percentages on the charts and how these numbers were reached, it was noted that averages were gathered from past data and the outliers were taken out. It was further noted that the chart only provides a small snapshot of the full spreadsheet.

- In response to a concern raised as to why international undergraduate programs in the Arts and Social Sciences are being increased 5.89% “in order to match the tuition rate of 1st year Computer Science” particularly given that resources needed to run Science programs may be different from running programs in the Arts and Social Sciences, it was clarified that the tuition charts have grouped together Arts, Social Science *and Science*.
- Concern was raised regarding the issue that it is very difficult to understand the rationale pertaining to the international fee structure whereas it is clearly defined for domestic students. In response, it was noted that there is a consultation process that involves discussion with Deans, international recruiters, administrators involved in international initiatives, market conditions that permit variability in international countries and also takes into consideration the University’s new international student recruitment strategy, *etc*.
- Strong student concern was raised regarding the issue that there does not appear to be a consultative process that involves both domestic and international students when determining tuition fees.
- Concern was raised regarding the issue that there are increases in student tuition at the graduate level as the average graduate student does not receive grant funding, particularly in the arts and humanities. As a result they need to rely on student loans, teaching assistant positions and part-time jobs to fund their education. This makes it more difficult for these students to complete in-depth research, attend conferences, *etc*.
- It would be useful to frame the tuition fee package to show the impact on each of the five Strategic Priorities, listed in the University of Windsor's Strategic Plan.

AGREED:

For clarification

- For clarification sake, it was suggested that the term *Pro forma* be changed to “estimate” on all of the Tuition Comparison Charts.
- The tuition fee charts be amended in order to clarify that the 5.89% increase for undergraduate international students includes the Arts, Social Sciences, *and Science*.
- The professional vs. non-professional programs according to the tuition fee guidelines should be clearly outlined in the presentation (Where do nursing, kinesiology and education fit into the tuition framework?)

Consultation

- More detailed information should be provided on the consultation process for determining international tuition fees (What is the consultation process? Which key stakeholders are involved in the decision-making process? Do individual Faculties benefit from increases in international tuition fees?)
- There should be stronger outreach to students in order to provide them with comprehensive insight so that they understand the rationale for the various increases in tuition fees, both domestic and international.

Communication

- If tuition fees are being raised in order to improve the quality of education for students and the student experience then this should be clearly outlined in a comprehensive manner so that students can be advocates for student recruitment of peers.

5.2 Comprehensive Student Discipline Report

(See document APC130411-5.2 for more details.)

NOTED:

- This is the eighth annual Comprehensive Student Discipline Report prepared by the Academic Integrity Office together with the assistance of, and with information provided by various offices across campus.
- The report is intended to better educate the campus community on academic and non-academic misconduct issues.
- A brief summary of the statistical data was provided under the following categories: 1) total investigations; 2) results of investigations; 3) academic/non academic; 4) type of offence; 5) informal vs. formal resolution; 6) sanctions; 7) gender; 8) repeat offender; 9) domestic/international; and, 10) mediation.
- There were 153 allegations of integrity violations that were filed with the Judicial Affairs and Hearings Officer for onward forwarding to Associate Deans (or the Vice-Provost, Students in the

case of non-academic violations), which represents a significant reduction from the previous year where there were 249.

- There were 110 allegations of integrity violations that were forwarded to the Academic Integrity Office (AIO) by either Associate Deans (academic violations) or others (non-academic violations) for further investigation. This is also a reduction from last year where there were 186 complaints filed.
- Plagiarism continues to be the most prevalent integrity violation followed by unauthorized collaboration and exam cheating and plagiarism in take-home exams.
- In response to a question raised regarding how the AIO is working to reshape the student experience so that students are more aware of how to avoid plagiarism and also how to reduce the overall problem on campus, it was noted that education on plagiarism and cheating continues to be of utmost importance in understanding how to avoid academic misconduct.
- Educating instructors so that they are more attentive and aware of how to incorporate educational information about plagiarism into their classroom is also an essential component in avoiding plagiarism.
- Concern was raised regarding the issue that education about plagiarism is extremely important but it can sometimes have a reverse affect on students. For instance, students may be so concerned about plagiarism that they may be too fearful to compose an original argument in a research paper. Therefore, education must also go hand in hand with encouraging students to continuing making original arguments for the sake of research.
- The document was received for information.

5.3 Student Affairs Report

(See document APC130411-5.3 for more details.)

NOTED:

- A comprehensive overview was provided on the various initiatives and activities that occur through the Student Affairs Office.
- The Student Affairs Office supports student success through academic, career and personal counseling, learning skills support, transitional support, skill development through applied learning opportunities, support of aboriginal and first general students and accommodation for students with special needs.
- "Student Health 101" readership has increased significantly thanks to increase efforts of the Community Health Nursing Placements to market the online health and wellness magazine to students.
- The Student Life Enhancement Fund, which is administered through Student Affairs and was created through an agreement with senior management and the Deans' Council, has been very successful in supporting students interested in pursuing co-curricular activities. Guidelines for the program can be accessed online at <http://www.uwindsor.ca/sponsorshiprequests>.
- The Co-Curricular Transcript (CCT), which enables students to showcase their skill development and leadership experiences to potential employers and graduate schools has been extremely well received by students. This official document details the students' activities, as well as the corresponding skills that have been gained from each activity.
- Advocating responsible drinking through the alcohol education program continues with new initiatives and there was strong student response to special programs that focused on spring break and St. Patrick's Day, which encouraged students to drink responsibly.
- The Aboriginal Education Centre was awarded a Strategic Priority Fund for a 4Winds STEM and Beginning Teaching Time project, based on the success of outreach and awareness programs.
- The Connecting4Success Program supported 172 first-year First Generation Students through a mentoring program.
- Student Disability Services facilitated over 4000 exams for students with disabilities in the 2011/12 academic year
- The Advising Centre supported over 5000 students seeking advice on course selection, changes of major and academic standing.
- The Student Counseling Centre provided mental health services to over 700 students and 3500 hours of direct clinical service. In direct response to the issue of increased student mental health issues, two initiatives were undertaken: 1) the drafting of a Behavioral Intervention Policy which will direct the actions of the Assessment and Care Team (ACT) which oversees issues of behaviours of concern exhibited by students; and, 2) the development of a comprehensive

Mental Health Awareness Week to provide information to the campus on mental health issues, and to work toward decreasing the stigma associated with mental health issues.

- A report was developed on student academic writing needs on campus, soliciting information from both faculty members and students on perceived support needs and methods by which to provide this service. Challenges identified in providing such support include the fact that it is labour intensive to provide in one-on-one settings, it should be learning centered rather than an editing service and it is often sought by students reactively rather than proactively. For 2012/13 the service will continue to be offered in the Library through graduate students with added support from retired faculty.
- The document was received for information.

Items for Approval

5.4 Policy on Access to Student Emails

(See document APC130411-5.4 for more details.)

NOTED:

- Members were reminded that the Policy on Access to Student Emails was approved the APC meeting on the meeting of March 7, 2013. However, when the Policy went forward to Senate Steering Committee (SSC) on March 27, 2013 members were unclear as to the purpose of the policy. There was also a concern raised about whether the policy would prevent the University from acting in serious health or safety situations and concern was also raised regarding the issue that there is a difference between the University being “legally authorized” to inspect student email vs. “legally required”.
- Based on this feedback, the use of the word “authorization” has been clarified and the last portion of the policy was deleted.
- In response to a question raised regarding what the legislation states, it was noted that FIPPA¹ allows access to emails under situations of impending danger.

AGREED:

- The changes to the document suggested by SSC were mostly contained in the rationale, which does not require additional approval. APC agreed that the suggestion to delete the last sentence of the policy was a friendly amendment, as it did not change the intent or impact of the policy. The revisions were therefore approved by general consent.²
- The legislation pertaining to the relevant FIPPA clause(s) will be added to the rationale.

5.5 Senate Policy E3 – Rules of Conduct for Examinations Revisions

(See document APC130411-5.5 for more details.)

NOTED:

- The policy is being updated to reflect the prevalence of personal electronic devices, and to provide procedures that will protect the privacy rights of students as relates to their personal devices.
- The proposed procedures in cases of unauthorized electronic aids in examinations are based on current practice in some Faculties.
- Since examinations are no longer written in large examination halls, it is generally more appropriate for the Presiding Officer (instructor) to have students place their backpacks under their seats, rather than at one end of the classroom, particularly given that most students have personal electronic devices.
- Concern was raised regarding the provision outlined in section 4.6: “*hats/caps must be removed and placed under the desk or chair, or at only one end of the examination room...*” as it is extremely common that students, particularly men, wear baseball caps on a daily basis. In response, it was noted that since students are generally not comfortable removing their ball caps

¹ • Sections 10 and 11 of FIPPA authorize, and in fact obligate, the disclosure of private information including email correspondence where health and safety are at risk. The decision is made by the Head, which I expect under regulations is the President or his/her delegates.

² As reiterated in the e-vote of April 12-18, 2013.

the practice of many instructors is to simply ask them to flip them backwards so that features can be clearly seen.

- The original rationale for that clause could have been to deter students from hiding answers under the peek of their hat, or be able to gaze at someone else's exam paper without anyone noticing. However, this really is not issue unless the hat obscures all facial features of the student.
- In response to a question raised reading what the rationale would be for requiring students to put their electronic devices in a "clear plastic zip-lock type bag on their desk", it was noted that this idea stemmed from a pilot project from the Academic Integrity Officer where they handed out clear zip-lock bags during examinations. However, this may no longer be necessary, environmental and/or cost effective. Also, a clear plastic bag could still permit the student to navigate a touch screen smartphone.

AGREED

- That students be permitted to wear hats provided that they do not obscure facial features: *"Hats/caps may be worn unless they obscure facial features, in which case, they must be removed and placed under the desk or chair, or at only one end of the examination room as designated by the Presiding Officer."*
- "The suggestion to place the electronic device in a clear plastic bag on the desk was changed to *"in a container on the desk so that it is not readily accessible."*
- The revised document will be circulated for e-vote, in accordance with bylaw 3, given that it seems straightforward with only a few minor changes proposed by members at the meeting and given that APC did have an initial discussion on the proposed revisions at its quorate meeting of March 7, 2013.

Items for Discussion

5.6 Semester Length – Survey Template

(See document APC130411-5.6 for more details.)

Due to time constraints, this item was deferred to the next agenda.

5.7 Annual Reporting to APC – Survey Template

(See document APC130411-5.7 for more details.)

Due to time constraints, this item was deferred to the next agenda.

Additional Business

6 Question period/Other business

Nothing to report.

7 Adjournment

The meeting was adjourned at 3:00pm