**ACADEMIC POLICY COMMITTEE**
**Minutes of Meeting**

**Date:** Wednesday, October 23, 2024
**Time:** 9:05am-11:00am
**Location:** Room 209 Assumption Hall and via MS Teams

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

**Absent:** Juliet Bushi (regrets), Kristina Nikolova (regrets), Anneke Smit.

**In Attendance**: Nick Baker, Ray Darling (Registrar), John Dube (Institutional Analysis); For item 5.1: Shae Harasym, Gillian Heisz; For items 5-1 and 5.2: Selinda Berg; Renée Wintermute (University Secretary), Alison Zilli (Associate University Secretary).

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**1    Approval of Agenda**

   **MOTION: That the agenda be approved**.

Maureen Muldoon/Chitra Rangan
**CARRIED**

**2    Minutes of meeting of September 19, 2024**

   **MOTION: That the minutes of the meeting of September 19, 2024 be approved.**

Adam Mulcaster/Jessiva Raffoul
**CARRIED**

**3    Business arising from the minutes**
Nothing to report.

**4    Outstanding business**
Nothing to report.

**5    Reports/New Business**
   **5.1    Textbook Pilot Program**
   *(See document APC241023-5.1 for more details.)*

   NOTED:
   ▪ UWIN Textbook Pass program is a partnership between the University of Windsor and Follett Canada, whereby course material is provided to the students through LMS, Brightspace once they are enrolled in their course at a fixed rate.
   ▪ Following feedback received, the program proposal was revised to a voluntary opt-in model for faculty members and an opt-out model for students.
   ▪ Neither the mandatory approach, nor the maintaining the status quo were viable options.
   ▪ The rationale for implementing the Textbook Pass program was to address the declining bookstore sales and to support students who want affordable digital options.
   ▪ In response to question raised, it was noted that summer feedback indicated that 8% of students chose to opt-out (but that there was positive engagement overall).  Fall 2024 feedback is pending.

- Members raised concerns regarding accessibility for students such as connectivity issues, access to laptops, continued access to course materials when the course is completed, and compliance with accessibility standards.
- Print versions and hard copies of the course material will always be made available in the library.
- Faculty and students were encouraged to share lived experiences and feedback on the program, which will be crucial in shaping future decisions for the program.

**5.2  Leddy Library Annual Report**
*(See document APC241023-5.2 for more details.)*

NOTED:
- A comprehensive presentation was provided on the activities and accomplishments of the Leddy Library over the past academic year, as well as current and future initiatives.
- Leddy Library's alliance with the Ontario Council of University Libraries (OCUL) facilitates the sharing of digital and print resources, enhancing accessibility and cost efficiency through collective purchasing.
- Leddy Library plays an important role in the preservation and stewardship of key university documents through its University Archives.
- The library is operating beyond its budget due to inflation and financial pressures. To maintain sustainability, the focus is on preserving essential resources, such as full-text access, while making strategic cuts in less critical areas.
- The library is shifting from a department-specific liaison model to service-based model where Librarians will focus their expertise on three core areas: 1) Teaching and learning support; 2) Research services; and 3) General user queries
- Leddy library continues to increase the number of group study and meeting rooms available to the campus community and has begun discussions on a child-friendly room.
- Although the library is exploring alternative approaches to assess impact (including community-focused metrics), converting qualitative impacts into measurable outcomes remains a challenge.
- Building infrastructure and maintenance continues to be an ongoing challenge.

The floor was open for comments/questions:
- Leddy Library was commended on the exceptional level of support provided to the campus community, particularly the outreach to support faculty and students.
- In response to a question raised regarding the reduction in hours, it was noted that the library is closing at 11:00pm instead of 2:00am which will help cut down cost of overtime hours.
- Information about Research Data Management was not included in this year's report as implementation details are still pending from the Tri-Council. Currently the larger issue is local data storage.

AGREED:
- Minor revisions were made to the report for clarification.

**5.3  Office of Open Learning Annual Report**
*(See document APC241023-5.2 for more details.)*

NOTED:
- A comprehensive presentation was provided on the various activities and initiatives of the Office of Open Learning (OOL) over the prior academic year, as well as future initiatives.
- The OOL coordinated and hosted Open Education Week, with the largest participation to date (17 events, 322 registrants).
- The OOL Team continues to support online, open and technology enabled teaching and learning by hosting communities of interest in digital learning, artificial intelligence, interactive design, AODA compliance, micro credentials, course modalities.
- In collaboration with ITS, facilities, and finance, OOL successfully secured funding from the TERF program for projects that will enhance pedagogical flexibility and enhance the student experience. (i.e., virtual

anatomy tables, updating simulation lab equipment in Nursing, refurbish Leddy Library computer lab.)
- Compliance with upcoming AODA standards presents institutional risks as it will require time and resources to adapt policies and inclusive language requirements under accessibility standards.
- OOL awarded grants for five faculty led projects on digital, online and open learning; hosted two Visiting Fellows in digital and open learning, and staff published in many peer-reviewed journal articles, etc.
- Key challenges include: 1) staffing and budget cuts (50% of staff expected to be lost due to hiring freeze); 2) response to generative AI; 3) accessibility; and, 4) supporting technology.
- Due to financial challenges, clear prioritization will be critical to maintain progress on key initiatives.

The floor was open for comments/questions:
- Office of Open Learning was commended for its exceptional support to the campus community, particularly given the staffing constraints.
- Regarding the costs of developing an institutional data strategy, it was noted that digital cloud-based systems and data storage are expensive.
- In response to a question raised, it was noted that while the Accessibility for Ontarians with Disabilities Act (AODA) aims for full accessibility by 2025, the specific timelines remain unclear.
- In response to a question raised it was noted that the Office contributes to reducing carbon emissions by promoting flexible teaching approaches such as virtual learning which minimizes student travel.

AGREED:
- A glossary of terms be added to the report.

**5.4 APC Subcommittee on Generative Artificial Intelligence**
*(See document APC241023-5.4 for more details.)*
a. University of Windsor Principles and Guidance on the use of generative Artificial Intelligence (generative AI) Systems in Higher Education
b. Website: Generative Artificial Intelligence at UWindsor (Draft)

NOTED:
- The Academic Policy Committee (APC) Subcommittee on generative Artificial Intelligence (AI) was tasked with developing guidance for the University community on the use of generative AI.
- The guide provides key definitions and terms and sets out a series of universal principles for responsible use of generative AI.
- Faculty members are still developing the technological skills needed to effectively use AI tools and, with AI deeply embedded in everyday technology, it can be challenging for students to discern when they are using it, further complicating oversight.
- While specialized AI tools for research and analysis are increasingly integral, debates persist about what AI literacy should encompass.
- Despite differing opinions, there is an urgent need to define AI literacy to help individuals understand its risks, benefits, and values.
- The integration of generative AI is rapidly transforming knowledge creation and academic practices, disrupting long-standing institutional frameworks.
- This dynamic landscape underscores the necessity for continuous dialogue and adaptation. This will require continuous review and revisions to the *Principles and Guidance* document and the website, as appropriate.

# 6 Question period/Other business/Open Discussion
Nothing to report.

# 7 Adjournment

**MOTION: That the meeting be adjourned.**

Jessica Raffoul/Adam Mulcaster
**CARRIED**