



NOTICE OF MEETING
There will be a meeting of the
SENATE STUDENT CAUCUS
Friday, October 7, 2016 at 9:30am-11:00am
in Room 209 Assumption Hall
AGENDA

Formal Business

- 1 Approval of Agenda
2 Minutes of Meeting of September 9, 2016
3 Business arising from the minutes
4 Outstanding business

Items for Information

- 5 Reports/New Business
5.1 Report of the Student Liaison Subcommittee and Co-Chair Mr. R. J D'Aguilar
5.2 Student Caucus IT Advisory Ms. Anna Kirby
5.3 Report on Student Affairs and Life on Campus Mr. Ryan Flannagan Mr. Dave McEwan

Items for Approval/Referral

- 5.4 Considerations for Enhancing Safety on Campus Dr. Ziad Kobti
(Working Group Report) SC161007-5.4
5.5 Statement of Principles on Educational Resources for Courses Dr. Ziad Kobti
(textbooks and other support materials) (Working Group Report) SC161007-5.5

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
Senate Student Caucus**

5.4: Considerations for Enhancing Safety on Campus

Item for: **Approval**

Forwarded by: **Working Group on Safety Around Campus**

MOTION: That the Considerations for Enhancing Safety on Campus be forwarded to the Associate Vice-President, Student Experience who “will refer the matters to, and liaise with, appropriate University bodies”, in accordance with Bylaw 3.

Student Caucus fielded a number of concerns from the student community, including campus residents, commuters, and downtown members regarding essential safety concerns. Caucus established a working group to collect and address these concerns, these included meetings with the campus police and emergency response team representatives.

While several points were raised throughout the discussions, the objective of this report is to provide a concise set of recommendations that would be forwarded to the appropriate body(ies) for further discussion and follow-up with the aim to enhance critical areas of safety on campus and the immediate neighboring community frequented by our students. It is inline with our mission to ensure that our students feel safe on campus.

Considerations for Enhancing Safety on Campus:

1. A student should be able to report a safety and accessibility related concern through a readily accessible mechanism online. The student should then be able to track the response seeing it through to resolution in a reasonable timeframe. A similar example that currently exists on campus is the TeamDynamix solution on the ITS/LMS website allowing students (and staff) to report and track issues.
2. Student groups should have a designated health and safety representative on each of their boards. This person also serves as a liaison member to the central health and safety committee.
3. There should be an accountable and transparent centralized body established to assess, regularly review, and recommend security monitoring policies and monitoring equipment across campus. This includes security cameras, electronic key access, alarm systems, lighting, etc. Furthermore, there should be a clear financial support mechanism and a way for AAUs/Faculties to report and enhance the security installations in areas requiring safety monitoring.
4. A consistent and clear campus policy on key control access that is uniform across campus, particularly for grad labs. Eg. DH not accessible to grad students after hours, while LT/ER/EH/BB/etc. are. Review key control access procedures to consider more advanced technologies in deploying key access across campus. Consider also solutions like lock boxes or other options for students to access spaces more readily.
5. Address the issue of power failures on campus, including adequate backup lighting and safe classroom evacuation procedures.
6. In emergency situations: prompt access to accurate and real-time information to all occupants and the campus community on situation updates and instructions. Establish and maintain a central line for emergencies that is answered 24/7. Maintain increased visibility of safety presence on campus (i.e., campus police doing more patrols on campus, vehicle drive-by's to establish a better sense of security, Walksafe program, etc.)
(Ex: How is campus safety measured? By what metrics, survey, etc.? Is there an established method of gauging campus safety at other campuses elsewhere?)
7. In consultation with the City of Windsor, the university ensures oversight of proper and maintained street lighting and street crossing safety within the immediate vicinity. Overhead visual warnings for drivers are recommended in high traffic areas.
8. Delayed maintenance issues, eg. Water leaks on electrical equipment and hallways.
9. Training and education: in reference to regular students (e.g. Not just TA/GA) eg. Alert sign up, emergency phone, police location, report issues, and others; possibly embedded in the student orientation workshops. A key tag line for safety: **Recognize, Respond and Report.** (**Recognize** an issue, **Respond** by **Reporting** it to the appropriate authority.)
10. External contractors on official business should be identified with a visible identification badge when on campus.

**University of Windsor
Senate Student Caucus**

5.5: **Statement of Principles on Educational Resources for Courses (textbooks and other support materials)**

Item for: **Approval**

Forwarded by: **Working Group on Textbook Costs**

MOTION: That the Statement of Principles on Educational Resources for Courses be referred to the Academic Policy Committee for consideration.

Statement of Principles

Understanding that courses normally require students to acquire learning resources (such as textbooks) and recognizing that instructors' selection of required and recommended textbooks and other support materials should be based on the instructor's careful assessment of what would provide students with the best learning experience for the course, instructors should strive to identify textbooks and other support materials for their courses at no cost, or at the lowest possible cost to students.

Rationale:

- Costs for course materials, particularly textbooks, can be prohibitive for students. It is not uncommon for a single textbook to run in the hundreds of dollars. This can hinder student learning and success, when choices are made not to purchase an important textbook because the cost is prohibitive. Further, it can make it even harder for students from disadvantaged backgrounds to consider university, particularly given that OSAP assessments are conservative when considering the cost of textbooks.
- Open educational resources are a viable and accessible option. They can be accessed anywhere, at any time, and are free of cost.
- The University's Strategic Mandate Agreement (SMA) with the province identifies open learning as an area of institutional strength. It states that "[w]e will explore options in course re-design that build upon capacity we have begun to invest in, specifically in our leading edge development and *use of open access educational resources, texts and course materials*. These efforts will improve student learning, foster collaborative pedagogical innovation, and lower course delivery costs" (SMA, p.5) (emphasis added). Further, as a progressive student-centred University that strives to provide an exceptional and supportive student experience and as "a place with a commitment to learning and discovery, and a commitment to social justice and all of the expectations and opportunities that come with it – *access to education for all*, recognition of the importance of community, and a belief in the entrepreneurial spirit that has been vital to the economy in this region of our country." (Strategic Plan, p.8,9,11) (emphasis added), it is important that the University take a principled position and declare that its instructors are committed to finding the lowest-cost, or preferably no-cost, course materials provided that doing so does not compromise student learning.
- It is understood that there are some courses for which the best textbook or course materials are among the most expensive and there are no comparable lower cost alternatives. The primary focus when selecting course materials must be on the provision of the best teaching and learning experience.
- Access to education is also increased by selecting open educational resources since these resources are digitized and therefore accessible to students with disabilities, and more readily available for students studying at a distance.
- Consideration should be given to how the University might recognize instructors who make demonstrable efforts to identify low or no cost textbooks and other course materials.

The following memo has been circulated several times since it was first drafted in 2008. However, it has not been circulated recently as updates were needed. The document was forwarded to the Library, CTL, Open Learning, Provost's Office, and the Bookstore and updates were made in the form of items 1-6, along with the statement of principles.

MEMO: Recommendations to Instructors for Reducing Costs to Students for Course Materials (e.g., textbooks)

The following are recommendations for ways in which textbooks and other course materials might be made more readily available to students at the lowest possible prices or at no cost.

Students understand that there are course materials associated with each course and that there are generally costs involved in obtaining the required or recommended materials. Costs for some course materials, particularly textbooks, can be prohibitive. There are several ways in which instructors can help students in this respect, all the while ensuring that continued high standards in the content of the course material are met. Please consider the following (some suggestions will be more applicable in some courses and disciplines than in others):

1. **Try to identify textbooks that are equivalent in content** and delivery that are free of cost and/or that are more reasonably priced than those "pushed" by the major publisher. **Instructors should first consider** the feasibility of **using open educational resources** for their required or recommended course materials. There is a growing number of good quality open access course materials. These materials come at no cost. Students can choose to view the materials online at no cost, print certain portions, or print the entire book. The cost associated with printing would be borne by the student but likely would be significantly less than the cost of a traditional hard copy textbook. The Leddy Library is creating a repository of open educational resources. In addition to the Leddy Library, instructors are also encouraged to visit OpenStax College (www.openstax.org), a Rice University-based initiative, which "uses philanthropic gifts to produce high-quality, peer-reviewed textbooks that are free online and low-cost in print" (<http://www.rice.edu/unconventional/textbooks.shtml>) and BCcampus OpenEd (<https://open.bccampus.ca>). "Since 2012, British Columbia has pursued a strategy to create open digital textbooks to help meet the soaring prices of print materials required for many classes" ([http://academica.ca/top-ten/bc-universities-look-open-source-address-\"absurd\"-textbook-prices](http://academica.ca/top-ten/bc-universities-look-open-source-address-\)).
2. Instructors can also **create** their own **course materials** by borrowing and adapting from **existing open education resources**. Again, because the material is compiled from open educational resources, there is no cost to the student.
3. Instructors are encouraged to **create, maintain and update** their own course materials and to publish them as **open educational resources**, through a robust peer-reviewed process. When creating their own open textbooks, instructors should also create a complete suite of support materials associated with the e-textbooks such as solution manuals, slides, etc.
4. While the Leddy Library does not purchase textbooks, instructors with an **extra copy of the textbook** should consider placing it **on course reserve** for student use throughout the semester. Where the course material is available at the Leddy Library, instructors are encouraged to place copies on course reserve and/or provide the call number of the book on the course syllabus.
5. The option of **renting a textbook** is also available through many publishers. Instructors should consider whether there is both a buy and a rent option for their selected textbooks. While the student would not retain the textbook at the end of the semester, the rent option may be significantly lower in cost.
6. Instructors seeking to offer digital learning opportunities to students can require students to **purchase digital learning resources** for instructional purposes, including assessment of learning, within specific limits (click [here](#) for policy). When determining whether to require the purchase of digital resources, instructors should weigh the cost to students against the advantages of the digital resources in the students' learning. In all cases, instructors are encouraged to identify low-cost or no-cost alternatives, wherever possible.

7. **Different offerings of a course in different terms should ideally use the same textbook** for two reasons: a) a student who fails a course and retakes it the following term should not have to buy yet another textbook and b) it will increase availability of used textbooks. Instructors are encouraged to construct course material so that current and previous textbooks (one or two editions) are sufficient, perhaps with some additional material being made available for those students who do not have the most recent edition, and to identify core books which could be used consistently, enabling students to make purchases in a wide variety of ways that will reduce their costs while still allowing them to have the right materials. If a course changes its textbook each year or if sections of a course use a different textbook because instructors choose to go different ways (even though the differences between books are minimal at the introductory level), it greatly reduces the flexibility that students have to recycle books among each other or purchase them on the used book market. Instructors are also encouraged to consult with other instructors to see if there is a single book that can be used over two courses, or that can at least continue to be used as a resource for other courses.
8. An important way to ensure cost-effective hard copy textbook purchasing is **early ordering by instructors**. It may be possible to negotiate textbook prices if book orders are placed on or before the Bookstore's deadline. The Bookstore can also contact used-book distributors to try to get the assigned textbooks at a discounted price. Large quantities of used books can only be acquired when there is sufficient lead time. Orders which are not placed on time will likely have to be filled through a publisher at higher cost which must be passed along to students. Any steps that can be taken with Faculties and Departments to ensure that instructors meet timelines of the Bookstore will result in cost savings to students and better availability of course materials at the start of courses.
9. Whenever possible it would be helpful if Heads would **assign course materials for those courses for which late instructional appointments are anticipated**. In some areas, this is already done and ensures that students will have course materials available to them early in the semester and at a cost that is reasonable. Where ordering of course materials is left as the responsibility of an instructor appointed late (as is the unavoidable case in many instances), the inevitable result is more expensive and often much-delayed course materials for students.
10. **Avoid purchasing textbook "bundles"**. Bundling has become common practice among publishers, allowing them to charge more by providing additional materials that may not be needed or wanted. Additional books, access codes and/or electronic devices do not add value to bundles unless they are fully incorporated into the course.
11. **Review costs when dealing with publishers**. Instructors who are choosing the hard copy textbooks as teaching resources might not realize that the price of the textbooks can be negotiated with the supplier. This negotiation has to happen between the instructor and the supplier, since only the instructor can suggest that s/he will change to a different textbook/supplier. This negotiation can take a few forms. For example, a) agree to use a particular edition of a book, as required reading, only if the publisher guarantees that the edition will remain available for say, five years; b) agree to use a textbook only if the price is reduced by 20% to students at Windsor.
12. **Make first-year students aware of the buyback policy of the University Bookstore**. The University Bookstore buys back used textbooks all year long. The University Bookstore pays up to 50% of the list price for textbooks which have been adopted for upcoming terms. The sooner the Bookstore receives a textbook order, the sooner it can start buying the book back from the students. Instructors should also warn students that they need to be aware of any proposed change in the textbook edition used in a course. (In some cases there are negligible changes between editions.)
13. Instructors may contact the Bookstore to create their own **CUSTOM TEXTBOOK** which would include a compilation of various required chapters from one or more textbooks which the Publisher can produce at a reduction of the cost of the full textbook. This is more efficient than requiring students to purchase the full textbook at full price when only a portion of the course material is actually required content, for success.

14. The Bookstore **price matches new textbooks** with Amazon.ca and Indigo.ca to reduce costs for students. The Bookstore also offers guaranteed buyback, which can be thought of as **a reverse rental of a textbook**. The Bookstore guarantees buyback of a book at a certain price when purchased. When the book is brought back at the end of the semester, the student is reimbursed the guaranteed price and thus has only spent the difference for the 4 months of use for the textbook.
15. **Careful consideration of what constitutes a required text** (as opposed to a recommended text) can also help students. A recommended book is purchased by the Bookstore only in very small numbers while a required text is purchased in larger numbers. Few students buy recommended books. However, the solution to this is not to make a recommended book a required one. Students often buy books which are subsequently used only for a few of their pages and feel that they have spent a lot of money for what they perceive as very little value.
16. Where instructors are not using open educational resources which are available electronically, **course notes packages or courseware** (with reference to freely available online material), as opposed to textbooks, are often a very good way to provide students with what they need and cut costs. Document Imaging Centre is the vehicle whereby these are produced.
17. **Contact the Leddy Library and/or the Bookstore** to find out more about the ways in which instructors can help to reduce costs to students for required or recommended course materials.

As instructors consider these various options, they are reminded that copyright must be respected. The Leddy Library can assist with copyright questions or concerns. The Library is an active partner in compiling, creating and distributing open access resources. The Centre for Teaching and Learning is also a partner in helping identify textbooks or other course materials to meet the course's intended learning outcomes.

If you have any other recommendations that you think might be helpful in assisting students to have access to necessary course materials in a cost-effective way, please share these with others and the Student Caucus.