



Ann Hodgson <amh4@ualberta.ca>

Re: Submission of motions

1 message

Chanpreet Singh (ISA President) <isa.president@ualberta.ca>

Wed, Jan 13, 2021 at 8:31 AM

To: Ann Hodgson <ann.hodgson@ualberta.ca>

Cc: Kate Peters <kate.peters@ualberta.ca>, Steven Dew <steven.dew@ualberta.ca>, - gsavpaca <gsa.vpacademic@ualberta.ca>, David Draper <david.draper@su.ualberta.ca>, Joel Agarwal <joel.agarwal@su.ualberta.ca>, - gsapresi <gsa.president@ualberta.ca>

Hi Ann,

I hope you are doing well. I would like to submit three motions on behalf of ISA. Please add them to the COSA agenda, the order of motions is,

1. THAT the Council on Student Affairs (COSA) recommend that the General Faculties Council (GFC) make the recording of synchronously delivered lectures accessible to respective course enrolled students until in-person delivery resume.
2. THAT Council on Student Affairs (COSA) recommend that the General Faculties Council (GFC) to exempt the students facing synchronous learning acceptable accessibility challenges, such as and not limited to, students who parent, studying from a different time zone or having a poor internet connection from the participation grade/weightage based on attendance or activities requiring students to participate synchronously until in-person delivery resume.
3. THAT the Council on Student Affairs (COSA) recommend the General Faculties Council (GFC) to explore alternatives and resolve the concerns/issues related to the synchronous online learning.

Thanks, a lot Ann and Kate, for everything that you do for COSA and GFC.

Have a good day and stay safe,

Best Regards,
Chanpreet Singh
President
International Students' Association (ISA)

The University of Alberta,
Edmonton, Alberta, Canada.

Website: isa.ualberta.ca

[Facebook](#) | [Instagram](#) | [Twitter](#)

We would like to respectfully acknowledge that our University is located on Treaty 6 Territory.



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Sent with *Shift*

Item No. <>

**Governance Executive Summary
Action Item**

Agenda Title	Recording of synchronously delivered lectures accessible to respective course enrolled students until in-person delivery resume.
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Motion

<p>THAT the Council on Student Affairs (COSA) recommend that the General Faculties Council (GFC) make the recording of synchronously delivered lectures accessible to respective course enrolled students until in-person delivery resume.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Chanpreet Singh, President of International Students' Association (ISA)
Presenter(s)	Chanpreet Singh

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because the international/outer province students are severely suffering mentally and academically due to lack of adequate sleep caused as a result of live lectures not being recorded. Thus, the committee is requested to recommend the GFC to make the recording of synchronously delivered lectures accessible to respective course enrolled students until in-person delivery resume.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Due to Covid-19, the University of Alberta switched to the remote delivery of the lectures. This created an additional problem for the international students studying remotely at the University from around the world with varied time differences. It is the duty of the institution to provide every student an equitable access to the course content, but few academic staff members are not recording the lectures and are encouraging students to attend the synchronous lectures. This is leading to international students to wake up in the middle of the night or odd times according to their time zone to attend lectures which are scheduled as per Mountain Standard Time (MST).</p> <p>Students' who parent are also severely suffering due to their inability to take an active participation in a synchronously deliver lectures. Students from rural communities, or developing countries are also suffering due to poor internet connection, further limiting they ability to participation in a synchronously deliver lectures.</p> <p>Waking up at odd times to attend synchronous lectures is severely impacting international students not only mentally but also academically, as the students are not fully attentive in such lectures, and unable to concentrate. Leading to poor performance academically. Lack of adequate sleep is also leading to severe mental health issues.</p>

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	<p>There might be few concerns related to Academic Freedom due to this recommendation, but it's important to understand that this recommendation is only applicable for a short term until in-person delivery of lectures resume. The committee members should recognize that Academic equity is also as important as Academic Freedom. Concerns related to Privacy are solvable as there is available technology and techniques to preserve the student and professor identity. Students are suffering mentally and it's institutions duty to accommodate these students by making this temporary policy change and thus make the recording of synchronously delivered lectures accessible to respective course enrolled students until in-person delivery resume.</p>
<p>Supplementary Notes and context</p>	<p><i>Concerns related to lectures not being recorded and participation grades were discussed in the Nov 5, 2020 meeting of the Council on Student Affairs. More details in the International Students' Association (ISA) open letter to the University Administration and the ISA's letter to COSA.</i></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • David Draper, Vice President Academic (University of Alberta Students' Union) • Sachiketha Reddy, Vice President Academic (University of Alberta Graduate Students' Association) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • 30+ GFC Graduate/Undergraduate Student Members. • Council of International Students <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • University of Alberta International (UAI) • Office of the Dean of Students. • Registrar and Associate registrars - University Registrar. • Vice Provost Learning Initiatives • Vice Provost Programs • Public Health Response Team Academic Impacts Group • Public Health Response Team • GFC Committee on the Learning Environment • GFC Programs Committee • GFC Executive • Festival of Teaching and Learning Steering Committee • GFC Academic Standards Committee
<p>Approval Route (Governance) (including meeting dates)</p>	

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Values: The University value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.</p>
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<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td data-bbox="570 327 1089 537"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 327 1542 537"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>1) Discrimination, Harassment and Duty to Accommodate Policy</p> <p>Principle 1: Equity:- Equity is about fairness: in access – to education, to employment – and in opportunity to succeed in these domains. As a guiding principle of this policy, equity reflects an understanding that the University of Alberta is an increasingly diverse community and that it will respect and value the differences of its members.</p> <p>Policy 3: GENERAL RESPONSIBILITIES:- It is a guiding principle of this policy that all members of the University community – including the Board of Governors and General Faculties Council – share responsibility for creating and maintaining a work, study, and living environment that supports the dignity of and equity for all persons, accommodates individuals based on protected grounds and is free of discrimination and harassment.</p> <p>2) Council on Student Affairs Term of References.</p> <p>3) GFC Mandate and Term of References.</p>		

Attachments (each to be numbered 1 - 2)

1. Attachment 1 (page(s) 1 - 5) – Open letter to the University Administration
2. Attachment 2 (page(s) 1 - 2) – Letter to the Council on Student Affairs (COSA)

Prepared by: <Chanpreet Sigh, ISA President, isa.president@ualberta.ca>

**Governance Executive Summary
Action Item**

Agenda Title	Exempt the students facing accessibility challenges, such as and not limited to, students who parent, studying from different time-zone or having a poor internet connection from the Participation Grade based on attendance or activities requiring students to participate synchronously.
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Motion

<p>THAT Council on Student Affairs (COSA) recommend that the General Faculties Council (GFC) to exempt the students facing synchronous learning acceptable accessibility challenges, such as and not limited to, students who parent, studying form a different time zone or having a poor internet connection from the participation grade/weightage based on attendance or activities requiring students to participate synchronously until in-person delivery resume.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Chanpreet Singh, President of International Students' Association (ISA)
Presenter(s)	Chanpreet Singh

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposal is before the committee because the odd time-zone students are severely suffering mentally and academically due to lack of adequate sleep caused as a result of the participation grade based on attendance or activities requiring students to participate synchronously. Students who parent or have poor internet connection are also limited to participate in synchronously delivered lectures. Thus, the committee is requested to recommend the GFC to exempt the students facing acceptable synchronous learning accessibility challenges, such as, students who parent, studying form a different time zone or having a poor internet connection from the participation grade/weightage based on attendance or activities requiring students to participate synchronously until in-person delivery resume.</p>

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<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<p>Due to Covid-19 the University of Alberta switched to the remote delivery of the lectures. This created an additional problem for the international or outer province students studying remotely at the University from around the world with varied time differences. Few Courses structure has weightage based on the attendance of the students or participation in an activity requiring students to participate synchronously. This is leading to international/outer province students to wake up in the middle of the night or odd times according to their time zone to attend lectures which are scheduled as per Mountain Standard Time (MST).</p> <p>Students' who parent are also severely suffering due to their inability to take an active participation in a synchronously deliver lectures. Students from rural communities, or developing countries are also suffering due to poor internet connection, further limiting they ability to participation in a synchronously deliver lectures.</p> <p>Waking up at odd times to attend lectures for marks is severely impacting international students not only mentally but also academically, as the students are not fully attentive in such lectures, and unable to concentrate. Leading to poor performance academically. Lack of adequate sleep is also leading to sever mental health issues.</p> <p>The students should not be forced to wake up at midnight or odd times to participate in lectures by using grade weightage as a tool/mean. While we understand that few courses might require an active class participation but at the same time it is unacceptable to force a student to compromise its mental health or physical wellbeing.</p> <p>There might be few concerns related to Academic Freedom due to this recommendation, but it's important to understand that this recommendation is only applicable for a short term and the committee members should recognize that Academic equity and student mental health is also as important as Academic Freedom. Students are suffering mentally and it's institutions duty to accommodate these students by making this temporary policy change and thus exempting the students facing synchronous learning acceptable accessibility challenges, such as and not limited to, students who parent, studying form a different time zone or having a poor internet connection from the participation grade/weightage based on attendance or activities requiring students to participate synchronously until in-person delivery resume.</p>
<p>Supplementary Notes and context</p>	<p><i>Concerns related to lectures not being recorded and participation grades were discussed in the Nov 5, 2020 meeting of the Council on Student Affairs. More details in the International Students' Association (ISA) open letter to the University Administration and the ISA's letter to COSA.</i></p>

Engagement and Routing (Include meeting dates)

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<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • David Draper, Vice President Academic (University of Alberta Students' Union) • Sachiketha Reddy, Vice President Academic (University of Alberta Graduate Students' Association)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Council of International Students • 30+ GFC Graduate/Undergraduate Student Members.
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<p>Approval Route (Governance) (including meeting dates)</p>	

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Values: The University value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Prepared by: Chanpreet Sigh, ISA President, isa.president@ualberta.ca

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Governance Executive Summary
Action Item

Agenda Title	Explore alternatives and resolve the synchronous online learning issues/concerns.
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Motion

THAT the Council on Student Affairs (COSA) recommend the General Faculties Council (GFC) to explore alternatives and resolve the concerns/issues related to the synchronous online learning.
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Chanpreet Singh, President of International Students' Association (ISA)
Presenter(s)	Chanpreet Singh

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because the General Faculties Council (GFC) need to explore alternatives and resolve issues related to the synchronous online learning, as the odd time-zone students are severely suffering mentally and academically due to lack of adequate sleep caused as a result of the recording of synchronously delivered lectures not being accessible to the students, participation grade based on attendance or activities requiring students to participate synchronously. Students who parent or have poor internet connection are also limited to participate in synchronously delivered lectures. The violation of student privacy with use remote proctoring tools. Thus, the committee is requested to recommend the General Faculties Council (GFC) to explore alternatives and resolve the concerns/issues related to the synchronous online learning.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Due to Covid-19 the University of Alberta switched to the remote delivery of the lectures. This created an additional problem for the international or outer province students studying remotely at the University from around the world with varied time differences. Few Courses structure has weightage based on the attendance of the students or participation in an activity requiring students to participate synchronously. This is leading to international/outer province students to wake up in the middle of the night or odd times according to their time zone to attend lectures which are scheduled as per Mountain Standard Time (MST).</p> <p>Students' who parent are also severely suffering due to their inability to take an active participation in a synchronously deliver lectures. Students from rural communities, or developing countries are also suffering due to poor internet connection, further limiting they ability to participation in a synchronously deliver lectures.</p> <p>Recording of the of synchronously delivered lectures and making it accessible to respective course enrolled students until in-person</p>

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	<p>delivery resume is the minimum that the University of Alberta can do to help students. It's easy to make decisions to use proctoring tools, by not considering that University of Alberta do have students which are in developing countries with hours of power cuts and poor internet connectivity.</p> <p>The GFC should acknowledge these concerns and take actions such as and not limited to making recording of synchronously delivered lectures accessible to respective course enrolled students until in-person delivery resume, exempting the students facing synchronous learning acceptable accessibility challenges, such as and not limited to, students who parent, studying form a different time zone or having a poor internet connection from the participation grade/weightage based on attendance or activities requiring students to participate synchronously until in-person delivery resume and banning the use of the proctoring tools violating student privacy.</p> <p>Waking up at odd times to attend lectures for marks is severely impacting international students not only mentally but also academically, as the students are not fully attentive in such lectures, and unable to concentrate. Leading to poor performance academically. Lack of adequate sleep is also leading to sever mental health issues.</p> <p>The students should not be forced to wake up at midnight or odd times to participate in lectures by using grade weightage as a tool/mean. While we understand that few courses might require an active class participation but at the same time it is unacceptable to force a student to compromise its mental health or physical wellbeing.</p> <p>There might be few concerns related to Academic Freedom due to this recommendation, but it's important to understand that this recommendation is only applicable for a short term and the committee members should recognize that Academic equity and student mental health is also as important as Academic Freedom. Students are suffering mentally and it's institutions duty to accommodate these students by making the required temporary policy changes and thus recommend the General Faculties Council (GFC) to explore alternatives and resolve the concerns/issues related to the synchronous online learning</p>
Supplementary Notes and context	<p><i>Concerns related to lectures not being recorded and participation grades were discussed in the Nov 5, 2020 meeting of the Council on Student Affairs. More details in the International Students' Association (ISA) open letter to the University Administration and the ISA's letter to COSA.</i></p>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • David Draper, Vice President Academic (University of Alberta Students' Union)
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<p>(parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> Sachiketha Reddy, Vice President Academic (University of Alberta Graduate Students' Association)
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<p>Approval Route (Governance) (including meeting dates)</p>	

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1"> <tr> <td> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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	<p>5. Responsibilities Additional to Delegated Authority</p> <p>5.1 Review and recommend to the GFC standing committees and GFC on various issues related to teaching and learning, academic programs, research, student financial support, student accessibility, significant changes to the academic schedule, student conduct, planning, and facilities</p> <p>5.2 Review of issues may be requested by GFC, its standing committees, or initiated by the Council on Student Affairs</p> <p>3) GFC Mandate and Term of References.</p>
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Attachments (each to be numbered 1 - 2)

1. Attachment 1 (page(s) 1 - 5) – Open letter to the University Administration
2. Attachment 2 (page(s) 1 - 2) – Letter to the Council on Student Affairs (COSA)

Prepared by: Chanpreet Singh, ISA President, isa.president@ualberta.ca



University of Alberta
**INTERNATIONAL STUDENTS'
ASSOCIATION**

Date: December 3, 2020

Immediate Release

Open Letter to the University Administration

This letter is addressed to the University President, Provost and Academic Administration of the University of Alberta by the University of Alberta International Students' Association (UAISA, hereby ISA), to call upon the University to address the concerns related to recording of live lectures not being mandatory, participation grades and the use of remote proctoring softwares. The ISA raised these concerns earlier this year in the Council on Student Affairs (COSA), but unfortunately, the administration so far has failed to adequately address these concerns.

One particular concern raised by the ISA is the lack of live recorded lectures that could be used as resources by students, with some professors and sessional lecturers not offering any live recorded lectures at all. Adhering to the live classes schedule designed based on the MST time zone results in students living across the world compromising their sleep and well-being to attend classes. Therefore, some international students are missing live lectures or lacking enough attention and concentration while taking online courses as it is late at night in their country. These factors are negatively affecting their capabilities to effectively learn their course material, and ultimately their well-being.

We have also raised concerns regarding courses having participation weightage, to insist students to attend live lectures, again forcing international students to wake up in the middle of night for these participation credits.

Many professors are using multiple proctoring systems (i.e, SEM and ExamLock) to conduct remote proctoring for quizzes, seminars and exams. These softwares require a stable internet connection and have lighting requirements, which are not available to every international student studying around the globe. While we understand that final exams may require some sort of proctoring, making every weekly quiz or seminar proctored might be unfair to students sitting around the world, especially in developing nations. We as ISA stand by the UASU advocacy effort in banning the use of remote proctoring softwares.

International students are not in a different timezone by choice, they are in their home country due to very restricted availability of Canadian visa services, global travel restrictions and living expenses in Canada. As one of the leading internationalized universities, it is the duty of the University of Alberta to support international students in such times and address their concerns.



University of Alberta

INTERNATIONAL STUDENTS' ASSOCIATION

Our concerns have been frequently ignored by the administration, but as an advocate of international students, it is our duty and responsibility towards our community to write this open letter to the administration to make ourselves heard. The University of Alberta has 9,000+ international students, who chose University of Alberta amongst all other great institutions not only in Canada but globally, and this is how we are addressing concerns/issues that are impacting them the most by sidelining them under the name of Academic Freedom. It is unfair for the university to claim that it is not possible for it to simply make live-recorded lectures available whereas, on the other hand, it is relatively easier for the university to ask an international student to wake up at 2 am for four months.

The ISA strongly urges the University of Alberta Administration to address these concerns and make considerate decisions for the international students. The UAlberta international students' community is suffering across the globe and it is yet to see what our very own institution does to help them in such hard times. Today, the entire international students' community stands united and expresses these concerns through international student leaders who have joined this open letter initiative and their thoughts are attached to this letter.

The UAISA and entire international students' community calls upon the University of Alberta to make recording of live lectures mandatory and ban participation grades.

Regards,

Chanpreet Singh
President of ISA



Support from the entire International Students' Community

"A lot of students need to get up at mid-night to attend courses, seminars and labs, with eight-hour time differences. We feel that studying in such a way is harmful to our physical and mental well-being, and makes it more difficult for us to obtain achievements in those courses we are attending. So we hope that the university can make arrangements regarding this issue to ease our struggles, and make the opportunity for every student in U of A to obtain knowledge and make progress as fair as possible. "

- Kevin Tang,
President of the Chinese Students and Scholars Association

"The University of Alberta's Black Students' Association stands behind the International Students' Association in their open letter to the University of Alberta. We at the UABSA are committed to helping the international black identifying students at the University of Alberta, this includes advocating for students to have equal access to their classes. We understand that this time has been stressful and challenging for all however, that does not take away the fact that each and every student should have equal access to attending lectures and seminars even if they are in a different time zone. For this reason, the UABSA stands behind the recommendation to make it a priority for professors to record their lectures for international students. "

-Celine Caruso Dixon
President of the Black Students' Association

"As the president of the Indian Students' Association, It is extremely sad to see students who are currently abroad, go through so much, than the rest of us during these tough times especially on factors that are accommodable. Research has shown that sleep loss leads to learning and memory impairment, as well as decreased attention and vigilance, which can eventually lead to low grades and potentially lead them into a negative feedback loop. Considering the long-term consequences of our actions right now, I would like to appeal for providing the students with flexibility, in the terms of recorded lectures and to forgo participation grades to ease their burden. I sincerely hope that the university will reconsider its decision and make this a norm to support its students."

-Priyanka Maripuri
President of the Indian Students' Association



University of Alberta

INTERNATIONAL STUDENTS' ASSOCIATION

“International students are at a disadvantage in this new online environment with mandatory live lectures, having to wake up at irregular hours to receive marks for their classes. As the university strives to create an environment with EDI at the forefront, it is crucial that recorded lectures are available to students across the globe. To create equity in our learning, it is essential that these recordings are provided to students.”

-Nicole de Grano & Rupert Gomez
Co-Presidents of the Philippine Students' Association

“The university experience makes a great difference in nourishing one's personality, in the times we are living in I believe the International Student Community is already at a great disadvantage and going through enough stress, so not providing the International students with proper resources such as recorded lectures is just setting them up for failure. I cannot stress this enough, I do strongly support the ISA for taking the initiative and bringing this matter to the responsible personnel, and would like to see the University take proper actions to address this issue.”

-Maimoona Kanwal
President of the Pakistani Students' Association

“Vietnam is 14 hours ahead of the MST time zone, forcing many of our international Vietnamese students to attend classes anywhere from 10PM to 5AM. A lot of homes in Vietnam are small, and oftentimes study and bedroom spaces are shared with other family members. It is incredibly hard for students to wake up to attend live lectures in the middle of the night while also trying to be considerate to their family.”

-Noella Chu
President of the Vietnamese Student's Association

“Through these dynamic times, it is important to understand how decisions made can affect students, both locally and internationally. Adapting to the intersect between recent changes in education and the current global circumstance can already be a task of its own, however introducing new obstacles to those who live in different time zones can be overbearing. It is essential to recognize the needs of students and offer a fair system in which education prosperity can be achieved. Not only can these changes prove to be beneficial to the academic success of students, but also to their mental health.”

-Elfas Johannes
President of the Eritrean & Ethiopian Students' Association



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“Some professors refuse to record lectures on the basis of “encouraging students to attend live lectures to not miss anything behind.” I believe that this is unreasonable and discriminatory against international students who are not currently residing in Canada due to time difference. This is a trying time for all of us, educators and students, but we do hope that in order for students to study and for educators to instruct optimally, recorded lectures, more diverse availability times for office hours and banning participation grades will be the most beneficial solution to both students and educators.”

- Salsabila Natasha Andhika Putri
President of the Indonesian Students' Association

"The Nigerian Students' Association at the University of Alberta is committed to ensuring that Nigerian students enjoy a rich and fulfilling learning experience. The presentation of lectures and exams in a synchronous manner places a vast disadvantage to students residing outside of Canada. While we recognize the need to ensure academic integrity, it is also crucial to ensure academic fairness. Requiring students to attend lectures or write examinations at really late hours is far from equality, in our opinion. It is vital to have all classes recorded and available to be watched at the students' earliest convenience. We strongly urge the University of Alberta's Administration to consider this request in preparation for Winter 2020 and upcoming semesters hosted virtually.

-James Aina
President of the Nigerian Students' Association



University of Alberta
**INTERNATIONAL STUDENTS'
ASSOCIATION**

Date: November 2, 2020

Office of the Vice President Academic

Impact of Online Learning on International Students

Covid-19 has made this academic year a challenging one for the entire UofA Community. The international student community overseas is currently facing increasingly hard challenges when trying to navigate through the technical aspects of remote learning. This document shall summarize a few of the challenges faced by international students.

Issue with Lectures not being recorded:

One particular concern raised by our community is the lack of live recorded lectures that students could use as resources, and which some professors and seasonal lectures are not offering at all. ISA is committed to raise awareness and foster changes regarding this issue. For international students overseas, time zone differences are affecting their ability to productively engage in online classes, mainly because of the odd times some lectures are being delivered in their home countries (e.g. very early mornings). It is also important to understand that our university has students from over 156+ countries, some of these students are in countries where there are no adequate internet connections, and hence are highly affected by the delivery of online live classes. Therefore, some international students are missing live lectures or lacking enough attention and concentration while taking online courses. These factors are negatively affecting their capabilities to effectively learn their course material, and ultimately their well-being.

Adhering to the live classes schedule designed based on the MST time zone results in students living across the world compromising their sleep and well-being to attend classes. Making the recordings available is crucial for the well-being and success of international students (currently residing around the world in different time zones) as they would be able to watch the lectures at a more appropriate schedule instead of joining classes in the middle of the night in some countries, as mentioned earlier. Recording lectures made available for later review could also potentially assist students in general to do better in the course as they would be to study the material multiple times and with better attentiveness.



Issue with Participation grade:

Few courses have participation weightage, to insist students to attend live lectures. While we understand that the motivation behind participation marks is to increase students participation and attendance, at the same time forcing international students to wake up in the middle of night for these participation credits is not valid. While, mandating attendance for a single lecture over the term for in-class activity is an exception, expecting students to attend every lecture in the middle of night is a concern. This would eventually lead to unfair performance evaluation of students from a different time zone.

Issue with Proctoring Systems - Smart Monitoring System (SEM) or ExamLock

Many professors are using multiple proctoring systems (i.e, SEM and ExamLock) to conduct remote proctoring for quizzes, seminars and exams. Such systems block the users computer and monitor students movements using webcams and audio/screen recorders. We understand that it is essential to proctor exams for academic integrity purposes, but it is also important to understand that our university has students from over 156+ countries, with not all of them having access to adequate internet connection. Students have also informed ISA about hardship in meeting the lightning requirements when using the proctoring systems. In addition, many countries do not have adequate electricity supply, thus leading to unpredictable power outages while writing exams on SEM or ExamLock. While we understand that final exams might need some sort of proctoring but making every weekly quiz or seminar proctored might be unfair to students sitting around the world, especially in developing nations.

Conclusion:

As an international student advocating body at the University of Alberta, we bring forward aforementioned concerns to the university administration and seek cooperation in resolving the concerns as we believe no student should have to wake up at odd times (for example, 3 am in the morning) for a whole term to attend classes. We understand that these are difficult times for both students and professors. The professors and students are both currently undergoing a learning process in which different means of technology/technique have to be experimented with, to understand what works best for online education. Most of the concerns outlined in this document are solvable by providing specific instructions to the professors such as making it mandatory for every lecture to be recorded, banning participation grades forcing students to attend more than one lecture, and restricting proctoring tools to only final exams or very essential components of a course. ISA looks forward to hearing more from the administration on the issues outlined in this document and we are committed to work together in resolving the aforementioned issues.