



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 27th February, 2017 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 9th January, 2017
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Time Sensitive Item
 - a) Motion from the Graduate Curriculum Committee – MA SOCI Curriculum Changes (*attached*)
- 5) New Business
 - a) Motion that the mandate/duties of the Admissions and Academic Standing Committee (Policy) be altered to read as follows: ‘Duties: to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, **evaluation methods** and academic regulations.’ (A. Mitchell) (*attached*)
 - b) Report from the Ad-hoc Community Engagement Committee (C. Morley)
 - c) Report from the Ad-hoc Committee on Relationships with other Post-Secondary Institutions (P. Lauzon)
 - d) Update from the Ad-hoc Committee on Diversity and Inclusion (J. Hennessy)
 - e) Report from the Faculty Support Committee (D. Silver)
 - f) Report from the T.I.E. Committee (J. Banks)
 - g) Report from the Awards Committee – Honorary Degree recommendations (R. Ivany) (*to be circulated separately*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

**Graduate Curriculum Changes (MA in SOCI)
Approved by the Senate Committee on Graduate Studies**

COURSE DELETIONS

SOCI 5203 – Sociology of Work
SOCI 5223 – Sociology of Occupations
SOCI 5333 – Sociology of Political Economy
SOCI 5343 – Sociology of Development
SOCI 5413 – Sociology of Gender and Feminism
SOCI 5423 – Sociology of Aging

Reason for deletions: These courses are no longer offered

Notice of Motion from a member of Senate – Dr. Andrew Mitchell

Motion that the duties of the Admission and Academic Standing Committee (Policy) be changed to read:

'Duties: to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, **evaluation methods** and academic regulations.'



**Report the Senate Ad Hoc Committee on Community Engagement
Submitted by Catherine Morley, Chair (cmorley@acadiau.ca)**

MEMBERS

Jeff Hooper, Dean of Science
Wendy Robicheau, Faculty Rep (Arts)
Mary Sweatman, Faculty Rep (Prof. Studies)
Catherine Morley, Faculty Rep (Science)
Oliver Jacob, Student Rep

Mandate:

1. Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.
2. Consider how Acadia can strengthen its links to the broader community in future.
3. Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.
4. Engage with key people and groups on campus (Co-op office, ALL program, Department of Community Development, Associated Alumni of Acadia University, Acadia Entrepreneurship Centre, Acadia Athletics, SMILE, Performing Arts Series, etc)

Activities:

1. The Committee has met twice (January 26; Feb 7); meeting biweekly
2. Election of Chair: Catherine Morley, Faculty Rep (Science) serving as Chair for the 2016/2017 Winter Semester.
3. **Reviewed Committee Mandate:** The Committee reviewed each mandate item provided by Senate. Explained further under Item 4 below, the Committee identified the bolded mandate items as priorities for the remainder of the 2016/2017 Winter Semester.
 - i. **Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.**
 - Discussion re: Committee's interpretation of this mandate item. It was agreed that 'Acadia' was meant to include both students and faculty, and 'broader community' was meant to encompass the on-campus community as well as the greater Wolfville and area community. The Committee agreed these were two distinct activities and that we should be documenting

and celebrating our community engagements **and** the ways that these engagements are being incorporated into program curricula.

- Agreed that it is likely that some information gathering is already happening at a Unit level and that it would be important to develop a coherent process for information gathering.
 - It was identified that there is already documentation of some community engagement activities by faculty included in the Vice President Academic's report to Senate.
- ii. **Consider how Acadia can strengthen its links to the broader community in future.**
- The Committee agreed that it is important that community engagement is not limited to Acadia reaching out to the community but also welcoming community members and groups who reach out to Acadia's campus.
 - Initial thoughts about celebrating current engagement related to sharing connections on the Acadia website (e.g., homepage and departmental/program pages).
 - Agreed to explore possible documentation approaches to coalesce current community engagement initiatives for the information of the Committee, Senate, and the public-at-large.
- iii. **Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.**
- Preliminary information was gathered re: use and adoption of the co-curricular transcript. Not well used at Acadia. Agreed to explore how this or a similar documentation of co-curricular activities occurs at other post-secondary institutions.
 - Discussed connection to Town of Wolfville and efforts to support connections between community groups and Acadia students through service learning opportunities.
- iv. **Engage with key people and groups on campus**
- Agreed this will unfold as we pursue work on the above.

Committee Goals for the Current Year

The Committee decided to focus on the following items specific and measurable goals for the Winter term:

- Determine the current status and usage of the co-curricular transcript and how Acadia University could better support and enhance its use for its current and future students.
- Look into status of current community engagement activities by department/faculty; explore how to ensure the myriad of important and innovative activities are documented, reported and celebrated!

Relationships with Other Post-Secondary Institutions Committee Transition Report to Senate – Plans for 2017

Membership:

Chair: Paul Lauzon, Arts Representative

VP Academic: Heather Hemming

Professional Studies Representative: Chris Shields

Pure & Applied Science Representative: Allison Walker

Student Representative: Oliver Gardiner

MANDATE:

- Investigate how Acadia is currently engaged with the U4 League, and how the relationships can enhance students' curricular experiences and faculty development and research experiences.
 - Investigate existing relationships with community colleges/universities and 2+2-type agreements/bulk transfer programs (i.e. NSCC-Acadia Business programs, Sir Sanford Fleming College-Acadia Earth Science programs, Memorial University-Acadia Nutrition and Dietetics programs, Acadia-Dalhousie Engineering programs, etc). Identify possible additional relationships and develop a clear process for future proposals.
 - Investigate other current or potential linkages that may benefit Acadia.
 - Engage with key people and groups on campus (U4 league committee members, School of Business, Department of Earth and Environmental Science, School of Nutrition, School of Engineering, etc.)
1. Paul Lauzon is the Chair of the Relationships with Other Post-Secondary Institutions Committee.
 2. Meetings have been held on January 13th and 25th, 2017. Additional meetings will be scheduled throughout the year.
 3. Modalities for the upcoming year (all meetings will be held in person, or some will be held via conference call, Skype, etc.)
 4. The Committee reviewed its duties and determined the following initial tasks:
 - a. Develop a model of recommended steps to establishing successful agreements beneficial to Acadia and feasible to implement:
 - i. Nationally
 - ii. Internationally
 - iii. Internationally non-English Language Programs
 - b. Work closely with the working group on Recruitment

Faculty Support Committee Report to Senate

The current Faculty Support Committee (FSC) is composed of the following people:

Membership(9)	Representative	Term	Retirement	Replacement
1 VP Academic (or designate)	Jeff Banks		ex-officio	
1 Assoc. of Atlantic Univ FDC rep	Darcy Benoit		ex-officio	
1 Coord. of Academic Technologies	Duane Currie		ex-officio	
1 Arts	Lance LaRocque	3 yrs.	2019	
1 Prof. St.	Ann Dodge	2 yrs.	2018	
1 P & A Sc.	Danny Silver [Chair]	1 yr.	2017	<i>Repl. L. Price Sabb</i>
1 Theology	Christopher Killaccky	1 yr.	2017	
1 Librarian/Archivist	Mike Beazley [Sec]	1 yr.	2017	
1 Student	Senewa Sena	1 yr.	2017	

The FSCs' Mission Statement: To contribute to the success and development of Acadia University Faculty.

Standard duties of the FSC are:

- 1) to advocate for teaching and learning resources for faculty
- 2) to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
- 3) to collect faculty ideas and develop suggestions to meet faculty development needs
- 4) to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
- 5) to consider such matters as Senate may from time to time entrust to the Committee

2016-17 requests from Senate and progress to date:

The FSC has met six times since October, 2016 (Oct 10, Nov 3, Nov 17, Dec 20, Jan 11, Feb 08), with several sub-committee meetings taking place since November, 2016. We have focused on the Senate requests made of the committee in 2016, while taking into consideration the committee's larger mandate. This has resulted in the creation of three working sub-committees: a survey group, an alternative/hybrid course and credit group, and a learning and teaching ways and means group. The following summarizes the progress made on each of the requests by these groups:

- 1) **Investigate current research and practices related to the role of technology in learning.**
How are faculty at Acadia using technology at present, and how can the university further support sound pedagogical use of technology in future?

- During the process of investigating recent surveys on the role of learning technologies at other institutions, the committee concluded that it would be beneficial to broaden our survey and investigative efforts to consider more general resources in support for teaching and learning. Learning technologies is one of several important factors affecting teaching and learning at the post-secondary level.
- A committee of the FSC is now completing a survey with the objective: To determine the resources and services of greatest importance/value to faculty in support of teaching and learning at Acadia University.
- The plan is conduct this survey in early March, 2017, and compile the results for the April Senate meeting.

2) Investigate possible hybrid models of course delivery that incorporate in-class and online learning modalities.

- Following a preliminary study and discussion by the committee into approaches, advantages and disadvantages of online, hybrid, and flipped courses, a sub-committee was formed. This sub-committee will further study and summarize alternative/hybrid course delivery methods.
- A report is planned for the early May timeframe.

3) If necessary, develop an updated statement(s) of what a credit hour and/or a 3-credit course is, based on alternative/hybrid models. (Current statements from calendar: "Credit Hour: The standard unit by which the course work offered by universities is normally measured. One credit hour (1h) is assigned to a class that meets fifty minutes per week in class instruction, exclusive of laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent class hours at intersession." and "A 3-credit course will have a minimum of 36 contact hours.")

- Several committee members initially investigated the major sources of thinking on credit hour assignment given alternative/hybrid course deliver models. The conclusion was that a lot of good work has occurred in Europe because of the European Union's efforts to set post-secondary course standards (see the Bologna Process guidelines).
- It was agreed that the sub-committee working on alternative/hybrid course models also tackle the closely related issue of course credits
- The report planned for early May from this group will contain a summary of best practices in the area of course credit assignment.

4) Propose various means of support for faculty teaching/pedagogy development activities.

- It is quite clear to the committee that there is significant need for improved levels of support for teaching and learning at Acadia
- This need comes as a result of the fading away of the Acadia Institute for Teaching and Technology and the Learning Commons due to declining financial resources
- The committee has reviewed the resources available at other universities and has been particularly influenced by a conference call meeting with a member of the Purdy Crawford Teaching Centre at Mount Alison University

- A ways and means sub-committee has been created to complete a detailed study of the resources needed at Acadia for teaching and learning. This group will review and provide input to the survey being developed, and take into consideration faculty feedback from that survey.
- The report is planned for the late May time frame.