

A meeting of the Senate of Acadia University occurred on Monday, 11 February 2008 beginning at 4:07 p.m. with Chair Ian Wilks presiding and 37 present.

1) Approval of Minutes

a) Meeting of
14 January 2008

It was moved by C. Hoult and seconded by K. Whether *that the minutes of Monday, 14 January 2008 be approved as distributed.*

It was noted that minutes should read "C. Place" on p. 4, item 2)b).

MOTION WITH CORRECTION WAS CARRIED.

2) Announcements and
Communications

a) From the Chair

-re Regrets

Regrets were received from N. Clarke, H. Gardner, B. Hagerman, T. Hergett, A. Irving, D. Julien, J. Kirk, K. Milne, D. Seamone, M. Snyder, M. Trask, L. Whaley, and J. White.

-re Guests in Attendance

The Chair acknowledged guests to this meeting which included observers; J. Hennessy, to support School of Music curriculum changes; and Sonya Major, to speak on the Acadia University Co-Curricular Transcript.

-re Correspondence

BOG & Endowed Chairs
(078-61-END)

I. Wilks said he received communication from G. Lohnes of the Board of Governors (**APPENDIX A**) that acknowledged receipt of his letter regarding the endowed chairs issue and asked that Senate be informed that the matter had been put to the Board.

-re Retirement of G. Dinter-
Gottlieb

The Chair acknowledged the retirement of G. Dinter-Gottlieb as President and Vice-Chancellor of Acadia University and thus her last Senate meeting. He reflected on her participation in Senate during the years of her term in office, and noted that she had been a major contributor to so many of the debates and deliberations occurring during that time. He wished her well on behalf of the Senate of Acadia University.

b) From the President &
Vice-Chancellor

G. Dinter-Gottlieb said her work with the Senate was one of the things she was most proud of during her time at this University. She believed that the Senate had been shut out of decision-making in past years and now that this is changing, hoped that Senate would

continue to take its responsibilities as seriously as it had, in the future. She reminded Senators that the important issues of AU academic health and quality lie with the Senate. She wished the Senate well and thanked I. Wilks for his leadership as Chair of the Senate during her term.

c) From the Vice-President
(Academic)

T. Herman announced a proposal, in preparation for a collaborative Ph.D. program in Education Studies, involving three Maritime Universities (St. Francis Xavier, Mount St. Vincent and Acadia). The initial proposal had been prepared and VP(A)'s from these three institutions agreed to pursue a joint external assessment of this proposal to get an outside perspective on its academic merit and the capacity of the three Universities to collectively deliver the program. When this review was done, the proposal would come to the Senate for review and approval before any action was taken.

A letter of congratulation had gone out, from the President and VP(A), to those first year students (340) who had achieved a GPA of 3.0 or higher in their first term. As well as, a similar letter had gone to all returning students (142) who raised their sessional GPA one full point above last year's GPA.

He outlined several very productive and worthwhile workshops recently held in the Learning Commons, including a laptop showcase to evaluate the potential laptop brands and models. There were over 1,000 participants.

-re Notice of Motion for
Name Division of
Continuing and Distance
Education (**078-62-CDE**)

T. Herman gave notice of motion for the next meeting of the Senate as follows: *that the name of the Division of Continuing and Distance Education be changed to Open Acadia as outlined in a handout at today's meeting (APPENDIX B).*

In reply to a question from the floor, T. Herman confirmed that the Senate would receive the laptop recommendation through the Senate Acadia Advantage Review Committee.

-re Co-Curricular Transcript
(**078-63-CCT**)

S. Major gave a presentation on the Acadia Co-Curricular Transcript as attached (**APPENDIX C**). She had led this initiative in conjunction with the Students' Union, Student's Affairs, Registrar, Fountain Learning Commons, Co-op and Career Services, and Technology Services. This transcript was an official record that would complement extra or co-curricular student activities. Such activities would be validated through the Acadia Co-op and Career Services Office. This initiative came out of the Strategic Plan of 2006 and would be available for this year's graduating students. Such a transcript would be ordered and paid for separate from a regular

transcript. She said that such a transcript indicated that student activities outside the classroom are valued and thus should be chosen wisely. Although developed with undergraduate students in mind, no reason why it could not include students in the graduate program. T. Herman acknowledged that this idea had gone from birth to fruition in less than a year because of the efforts of C. Hoult, K. Wilson, L. Mason and D. Tzekakis.

In reply to a question from the floor, S. Major felt that this was not a move to put less emphasis on the academic education of a student, rather it was an attempt to recognize learning outside the classroom. Although it would take resources on the part of administration, to create this transcript, it was consistent with what we do at Acadia University. This initiative was approved by the 2006 Strategic Plan.

3) New Business

a) Graduate Studies -
Curriculum Changes
(078-38 to 41-GRD)

It was moved by T. Herman and seconded by H. Hemming *that the Graduate Studies Curriculum changes for Education, Biology, Computer Science and Earth & Environmental Science (Geology) as attached to today's agenda be approved.*

MOTION WAS CARRIED

b) Vice-President (Academic)
- re Evaluation in Graduate
Courses (078-42-GRD)

There was no objection to addressing this motion at this meeting.

It was moved by T. Herman and seconded by D. Symons *that the requirement for a formal request for exemption from formal evaluation in graduate courses be deleted and the current wording in the EXAMINATION section of the graduate calendar be completely revised to read "Professors choosing to hold final examinations in graduate courses will do so at a time convenient to the students and themselves during the University examination period".*

A friendly amendment to the circulated motion was accepted and is reflected above.

MOTION AS AMENDED WAS CARRIED.

c) Academic Program Review
Committee - External
Review of Department of
Psychology & Response
(078-43-APR)

It was moved by T. Herman and seconded by L. Lusby *that Senate approve the Senate Academic Program Review Committee report on the External Review of the Department of Psychology.*

T. Herman spoke to this motion and noted that the departmental

response to this report was appended. He said that the APRC was keen to create a structure to monitor the response to completed academic reviews, provide appropriate feedback, and attempt to find resources to address the most pressing issues. He was delighted to receive such a strong response from the Department of Psychology to this External Report and was pleased that action had already been taken on some of the points brought out in this review.

D. Symons highlighted action taken since this report. He said that the matter of a Ph.D. program in Psychology had resulted in the formation of an internal committee to investigate such a vision. As a result, such a program appeared possible with the proper funding. The recommendation to drop discussion groups at the Introductory Psychology level had been acted upon and would not exist effective the coming academic year (which would result in three one-hour lectures a week), pending the acceptance of the Curriculum Committee Report at this meeting. He described a flow chart of the entire Psychology program that was developed as a tool for academic advising. Also, an effort was underway to strengthen the existing relationship between Faculty of Arts and Psychology; information regarding the departmental structure was now on the department's website; and a mentorship or information support program for new faculty had been implemented. He felt that the academic review process was well done and had many positive features.

T. Herman confirmed that a follow-up to all academic reviews would take place. He was pleased with the response of the Department of Psychology to this review and hoped this would become a model for future academic reviews.

-re Release Time for
Advancing Research
Activity (**078-64-RES**)

In reply to a question from the floor, discussion was held on an issue listed under "University-Wide Issues" which suggested "as an aid to advancing research activity, the University offer faculty release time that could be applied for on a competitive basis." T. Herman confirmed that by approving this report, this recommendation would be accepted. He believed that the appropriate place to start discussion and make this issue firm would be Senate's Research Committee.

The Chair requested, through the VP(A), that the Research Committee review other models on the issue of release time for faculty advancing research activity and report back to Senate for discussion.

A friendly amendment, from P. Hobson, was accepted to the motion on the table to remove "(with the departmental response to the review appended)" as reflected above.

MOTION WAS CARRIED AS AMENDED.

It was agreed to consider items, in the Curriculum Committee Report as presented at this meeting. There were minor changes to the copy distributed with the agenda.

d) Curriculum Committee -
Curriculum Changes for
Faculty of Arts
(078-44 to 51-CRE)

It was moved by R. Perrins and seconded by C. Hoult *that the curriculum changes for Faculty of Arts as outlined in the Senate Curriculum Report for 2008-2009 be approved.*

MOTION WAS CARRIED.

Curriculum Changes for
Faculty of Pure and Applied
Science
(078-52 to 58-CRE)

It was moved by R. Raeside and seconded by D. Symons *that the curriculum changes for Faculty of Pure and Applied Science as outlined in the Senate Curriculum Report for 2008-2009 be approved.*

MOTION WAS CARRIED AS AMENDED.

Curriculum changes for
Faculty of Professional
Studies **(078-59 to 60-CRE)**

It was moved by H. Hemming and seconded by R. Perrins *that the curriculum changes for Faculty of Professional Studies as outlined in the Senate Curriculum Report for 2008-2009 be approved.*

MOTION WAS CARRIED.

5) Adjournment

R. Perrins moved this meeting be adjourned. It was 5:26 p.m.

From: George Lohnes [mailto:lohn@tmclaw.com]
Sent: Sunday, February 03, 2008 11:18 AM
To: Ian Wilks
Cc: Irene Armstrong; ron.smith@ns.sympatico.ca
Subject: RE: Letter to Board - Endowed Chairs

Ian,

Your letter sent on behalf of Senate was considered by the Board of Governors at the Feb 1, 2008 meeting. The letter has been referred to the Finance Committee for consideration. A report will be made back to the Board and I will be in contact with you at that time.

If Senate has any questions in the interim, please let me know.

Regards,

George

George Lohnes
Board Secretary

From: Ian Wilks [mailto:ian.wilks@acadiu.ca]
Sent: Monday, December 10, 2007 8:34 PM
To: George Lohnes
Subject: Letter to Board

George --

I am sending these documents to you more formally in paper form. I am sending them electronically so that you may be familiar with their contents immediately.

The first document is a letter. The second two are appendices to the letter.

The letter is a request for information and direction. The President has asked Senate to craft a policy on the use of the Endowed Chairs. But certain aspects of how these Chairs would be assigned may depend on the original terms established by their donors. Senate cannot proceed without some guidance from the Board, perhaps through its Investment Committee.

-- Ian

Open Acadia: A Name Change Proposal for DCDE

The Board of the Division of Continuing and Distance Education (DCDE) has recently been considering the way in which DCDE is presented and perceived within Acadia University and externally. One issue that has been flagged is the name. While the name, the Division of Continuing and Distance Education, does emphasize two general aspects of our work (i.e., continuing education and distance education) it also has several limitations:

- It is long and awkward
- Without adding additional words, it does not indicate an association with Acadia University
- It does little to communicate DCDE's full and evolving role at Acadia University
- It is not particularly useful or 'catchy' in marketing efforts—something that is important in an increasingly competitive marketplace.

We are proposing that the name be changed to Open Acadia. Open Acadia is a name that addresses concerns we have with our current name. In particular, it emphasizes a key aspect of DCDE's role at Acadia: *open access*. DCDE provides access to Acadia programming and resource for individuals who would normally encounter barriers. These barriers include geographic location, time constraints, age, language and preferred mode of engagement. The unit also provides the campus community with opportunities that may be otherwise difficult to access. For students this includes opportunities to take courses outside normal campus teaching terms and to take non-credit programming that provides valuable extensions to their academic programs. For faculty and academic units, DCDE facilitates making courses available to broader and more diverse communities and, in some cases, the exploration of new approaches to teaching and learning. For all these reasons, we see Open Acadia is an excellent choice for a new name.

The term *open* has been used by other universities, both directly as part of their name (e.g., The Open University) and as a term closely associated with their name (e.g., Athabasca University, Canada's Open University). The term open is used at Guelph in a similar way to that which we are proposing at Acadia. Guelph has a unit much like DCDE that is called The Office of Open Learning. Thompson Rivers University also has a division called Open Learning, specializing largely in distance education. While the precise use of the word varies somewhat from institution to institution, in all cases it is closely associated with open access.

The new name, Open Acadia, offers an opportunity both a conceptual focus for the work that DCDE has historically done and for what it will do in the future. It also provides a fresh and contemporary tool that can be used in the education marketplace.



Acadia's Co-Curricular Transcript Spring, 2008

Acadia students are active contributors to the communities in which they live through their involvement in community service and volunteer work. The co-curricular transcript provides students a means to document and highlight their accomplishments, involvement in extracurricular activities, and additional learning developed outside of the classroom throughout their time at Acadia University. It is an official record of approved and verified activities that complement, but are not a credited part of, a student's academic program or coursework. It gives students a means to recognize their skills and abilities and when coupled with the academic transcript, provides increased marketability for potential employment and educational opportunities.

Design

The co-curricular transcript documents the following:

Leadership Activities: includes any leadership role in an organization, activity, or program that requires a minimum time commitment of 20 hours (e.g. club or organization president or executive member, student government member, committee chairperson, athletic team captain, etc).

Professional Development: includes participation in extra-curricular learning experiences such as workshops, seminars, conferences, training programs, work experience that are not included as part of the academic program. These may include part-time paid work, summer jobs, etc.

Honours, Awards, Recognition: includes any type of formal recognition bestowed individually or as part of a group that recognizes extra-curricular achievements or academic achievements that are not included as part of the academic transcript. These may include scholarships, bursaries, athletic awards, etc.

Participation: includes members in any organization, activity, athletic team, community service, or volunteer experience that involves a minimum of 20 hours of participation.

Benefits of the Co-Curricular Transcript to Students

- Complete learning: demonstrates the well-roundedness of students, adds value to students' degrees, and highlights the importance of learning that occurs outside of the classroom and credit course work
- Enhances growth: encourages extra-curricular involvement and community engagement, enhances skill development, and targets skill areas to complement career or education goals
- Increased marketability: connects experience with skills and improves credibility through validation

Benefits to Acadia

- Complete learning: demonstrates institutional commitment to the total learning experience, adds value to an Acadia degree and complements the academic curriculum
- "Grow with us" initiative: enhances recruitment through linking past interests with opportunities at Acadia
- Aligns with Acadia's mission statement
- Tangible evidence of the Acadia Spirit

Vision for the Future

- Co-curricular transcript to become an integral part of enrichment of student life at Acadia
- e-Portfolio, student advising, and skills development to be integrated into co-curricular transcript

"The core vision of Acadia University is to provide balanced, rigorous, distinguished, and purposeful academic and co-curricular programmes that ensure a personalized liberal

education for undergraduate and graduate students that prepares them to become leaders in a complex world.” (University Strategic Plan, 2006)

Co-Curricular Transcript



Co-Curricular Transcript

- Joint initiative:
 - Acadia Students' Union
 - Sheldon L. Fountain Learning Commons
 - Student Affairs
 - Registrar's Office
 - Co-op and Career Services
 - Technology Services



Co-Curricular Transcript

“Official record of verified activities that complement, but are not a credited part of, the academic program or course work”

Mirrors official Academic Transcript (format, look)

Leadership Activities
Professional Development
Honours, Awards, Recognition
Participation

2/26/2008

Co-Curricular Transcript



Why?

Acadia’s Vision of Educating the Whole Student

“The core vision of Acadia University is to provide balanced, rigorous, distinguished, and purposeful academic and **co-curricular** programmes that ensure a personalized liberal education for undergraduate and graduate students that prepares them to become leaders in a complex world.” Strategic Plan (2006)

2/26/2008

Co-Curricular Transcript



Why?

- Recognizes and values the learning that occurs outside of credited courses
- “Providing comprehensive, personalized advising that assists each student in designing a whole university experience, centered in the curriculum and augmented through **co-curricular and community-based experiences**.....to create a framework for personal, academic and occupational **SUCCESS.**” Strategic Plan (2006)



2/26/2008

Co-Curricular Transcript

National Survey of Student Engagement, 2007

- 66% students do community service or volunteer work
 - Canadian comparitors: 52%
- 69% 1st year students participate in university organizations
 - Canadian comparitors: 45%
- 68% work with faculty on university activities that are not coursework
 - Canadian comparitors: 39%
- 75% Acadia graduating students participate in university organizations
 - Canadian comparitors: 47%



2/26/2008

Co-Curricular Transcript

Canadian Counterparts

- **Dalhousie University**
 - e-portfolio, skills development record
- **Brock University**
 - EXPERIENCEPLUS Transcript
- **Grand Prairie Regional College, University of Calgary**
 - co-curricular transcript
- **Sir Wilfrid Laurier, University of Ottawa**
 - co-curricular record
- **Upcoming:**
 - University of British Columbia
 - University of Windsor
 - University of Guelph
 - **Mount Allison University**

