



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 6th November, 2017 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 10th October, 2017
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Carried Forward from October 10th, 2017 Senate meeting
 - a) Reports from Senate sub-committees:
 - i) Archives Committee (P. Doerr) (*attached*)
 - ii) Faculty Support Committee (D. Currie) (*to be circulated*)
 - b) On-line Course Offerings at Acadia – presentation and discussion (J. Banks)
- 5) New Business:
 - a) Big Picture discussion – items passed by Senate in September 2016. (A. Kieft)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Report of the Senate Archives Committee, 31 October 2016

The Senate Archives Committee met at 4 p.m. on Wednesday, 4 October 2017 in the Esther Clark Wright Archives. Acting Librarian Ann Smith served as transition chair, and the committee selected Stephen Henderson as chair for the coming year. Brenda Trofanenko will serve as secretary. The archivists, Pat Townsend and Wendy Robicheau, presented a report on the use of the archives by external researchers, students, and visiting classes. The report also detailed the summer term's social media postings promoting various collections, the professional development activities of the archivists, and their extensive work with the collections.

The committee then reviewed the mandate of the committee and the general policies of the archives. Questions were asked about the collection and digitization priorities. It was noted that the last survey of users was conducted in 2012, and it may be time for another to capture the needs and interests of the community.

The committee agreed to meet again at 4 p.m. on a Wednesday in March. The meeting adjourned at 4:50 p.m.

Submitted by Stephen Henderson, Chair

BIG PICTURE DISCUSSIONS- MOTION FROM SEPTEMBER 2016

Based on the outcomes of Senate discussions and the Academic Planning Committee's analysis and recommendations (see attached Appendix: "Big Picture Discussions" Timeline and Summary 2015-2016), the Senate Executive moves that the following Senate committees be properly constituted by October 31, 2016 and begin to take the following actions, reporting on their progress at the January 9, 2017 meeting of Senate.

Timetable, Instruction Hours, & Examination (TIE) Committee

- Review current scheduling practices and usage of slot system. Propose improvements to usage of current slot system and/or develop a new slot system model for comparison.
- Consider the feasibility of broader offerings of online courses and spring/summer on-campus Open Acadia courses, and whether these offerings can be better integrated into overall program offerings to improve flexibility and accessibility to students.

Faculty Support Committee

- 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?
- Investigate possible hybrid models of course delivery that incorporate in-class and online learning modalities.
- 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.")
- Propose various means of support for faculty teaching/pedagogy development activities.

Research Committee

- Highlight and celebrate current student research.
- Develop additional strategies to strengthen student research opportunities and profiles.

Academic Program Review Committee (APRC)- as part of the ongoing/upcoming review of B.Sc. and B.A. programs

- Investigate the consistency of minor, major, and other program requirements.
- Investigate a common requirement for undergraduate programs of 6 credit hours of English or alternative such as "writing intensive courses" and how those are identified.
- Investigate programs' perspectives on requirements and identify differences in relative levels of 1000/2000/3000/4000-level courses in undergraduate programs across disciplines.
- Investigate practices of course enrollment restrictions, course prerequisites, and relative openness of courses across disciplines.

Curriculum Policy Committee

- Consider how our classroom practices and academic programs support our definition of an Acadia Education. Propose ways that this can be further enhanced on campus.

- Develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure.
- Review outcomes from the APRC's review of the B.Sc. and B.A. programs (including but not limited to items listed above), and develop specific policy recommendations based on those outcomes.
- Review outcomes from the TIE and Faculty Support Committees' work on course delivery options, credit hour system, etc, and develop specific policy recommendations based on those outcomes.
- Changes related to graduate programs fall under the purview of the Senate Committee on Graduate Studies. However, there may be occasions when it would be judicious to have the two committees, or a subcommittee of the two committees, work together.

Ad Hoc Diversity and Inclusion Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), one Dean (appointed by Vice President Academic)
- Propose a response to the recommendations of the Truth and Reconciliation Commission.
- Consider specific strategies of how we can foster a more inclusive institution.
- Engage with key people and groups on campus (Equity Officer, Wong International Centre, Indigenous Student Society at Acadia, Welkaqnik Aboriginal Gathering Space at Acadia, Acadia Pride, WGS, AUFA-W, Enrollment Services, etc)

Ad Hoc Community Engagement Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), one Dean (appointed by Vice President Academic)
- Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.
- Consider how Acadia can strengthen its links to the broader community in future.
- Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.
- 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)

Ad Hoc Relationships with Other Post-Secondary Institutions Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), Vice President Academic
- 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)

Appendix: “Big Picture Discussions” Timeline and Summary 2015-2016

September 14th, 2015

The list of potential topics identified by Senate Executive were presented to Senate and discussed:

- Consistency of minors and majors and the number of required hours
- Equitable distribution between Faculties of Tier 1 Scholarships
- Processes for putting in place course enrolment restrictions
- Mandate of the new Curriculum Committee (Policy)
- Review of the level of 1st, 2nd or 3rd year courses and whether there are differences
- Consideration of a common requirement of 6 credit hours of English across the campus or a collection of writing intensive courses approved by Senate
- Continued work on changes to the slot system, including consideration of differential credit hours
- Consideration of mechanisms/processes for degree and program changes, including program closure
- Consideration of academic integrity issues and whether changes to the current policy would be desirable.

December 14th, 2015

Discussion occurred at Senate in small groups to discuss the following two questions:

- 1) What are the preeminent curriculum/academic program principles and priorities you want to see a future Acadia work toward and/or enact?
- 2) Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalizing these principles and priorities? What supports /obstacles might you expect?

March 14th, 2016

Academic Planning Committee presented Emergent Themes from Question 1 of the December 14th, 2015 discussion:

1. Maintain yet clarify what we mean by a “liberal education”: The Senate should work toward a common understanding of what is meant by a liberal education as laid out in the statement “An Acadia Education” approved by the body in April 2013, and engage the campus.
2. Our focus must be a student-centric orientation for education: Our highly-interactive, closely linked student/faculty/staff relationship must continue.
3. An Integrated Academic Sector: There needs to be a broader integration of the academic sector (e.g., common core, curriculum development, timetabling). In some cases programs will be constrained by external factors (e.g., accreditation) but these must be the exception, not the norm.

4. Responding to 21st Century Concerns: Curriculum must be relevant as preparation for effective participation in an increasingly complex world and students must be exposed to the full diversity of that world.

5. Community Connections/Engagement as part of the Acadia experience: Both in terms of pedagogical function and as a reflection of the role of Acadia as a university in the 21st-century world.

6. Supporting strategic research initiatives: Research must involve both undergraduate and graduate level opportunities.

April 11th, 2016

The following was approved by Senate:

Principles Emerging from the Senate Discussion

Whereas Senate embarked on a “Big Picture” Discussion in December 2015, and whereas the Academic Planning Committee was directed by Senate to identify emergent themes from that discussion, and subsequently principles based on the discussion and ensuing debate in Senate, the Academic Planning Committee moves that the following principles be adopted by Senate:

1. Senate reaffirms the definition of an Acadia Education, passed at Senate April 2013, i.e.,

An Acadia education:

1. Is rigorous and liberal and requires students to gain knowledge and understanding within and across disciplines.
2. Focuses on the whole student and fosters healthy academic, social, and residential experiences to develop well-rounded critical thinkers, engaged citizens, and lifelong learners.

2. Acadia believes that opportunities for flexibility and choice in rigorous student learning within the liberal education framework should be enhanced.

3. Acadia continues to support the broader integration of the academic sector.

4. Acadia’s educational environment promotes engagement, awareness of current societal issues including equity and diversity, and critical analysis in our graduates as they enter the broader world.

5. Acadia believes in supporting community connections and engagement as part of the university experience.

6. Acadia believes in engaging our students with research.

June 15th, 2016

Recommendations from the APC were presented to Senate for the priorities, goals, and tasks of Senate arising from Question 2 of the December 14th, 2015 discussion. The order does not imply any ranking on the part of the APC:

- The APC recommends that Senate as a body explore connections / relationships with other institutions.
- The APC recommends that the newly-established Curriculum Policy Committee review and operationalize the concept and practice of a Liberal Education.
- The APC recommends that the TIE Committee review current practices of the scheduling.
- The APC recommends that the TIE Committee determine the feasibility of broader offerings in spring/summer sessions, and that the Registrar review current fee structures with the intention of facilitating flexibility for students.
- The APC recommends that the Faculty Support Committee should consider the issues of the role of technology in learning and hybrid course offerings off/online.
- The APC recommends that the Teaching Resource Committee (Joint Board of Governors / Senate) develop a strategy to determine from all stakeholders what resources are needed to be effective teachers.
- The APC recommends that the newly-established Curriculum Policy Committee consider options for class delivery options extending beyond the 3h / 6h option, considering the models for alternative delivery formats already in place in some programs.
- The APC recommends that the Senate Honours Committee consider strategies to strengthen student research opportunities and profiles.
- APC recommends the Creation of Ad-Hoc Committees by Senate to consider the academic dimensions of Diversity and Inclusion and of Community Engagement.