

**Ad-Hoc Committees of Senate 2021-2022**

IDST AD HOC COMMITTEE of SENATE

ACADEMIC DISCIPLINE APPEALS COMMITTEE OF SENATE

COMMUNITY ENGAGEMENT COMMITTEE OF SENATE

COURSE AND TEACHING EFFECTIVENESS

## **Description of Currently Active Ad-Hoc Senate Committees**

### **IDST AD HOC COMMITTEE of SENATE - Terms of Reference:**

BE IT MOVED THAT Senate establish an Interdisciplinary Program Committee that will make proposals for:

- (a) the rationalized governance and administration of IDST programs;
- (b) the representation of IDST faculty on major decision-making committees, including hiring committees to ensure that IDST programs are supported when hiring is done;
- (c) the support of IDST programs through curriculum visibility, flexibility, and procedures such as systematic cross-listing and cross-coding;
- (d) mechanisms by which departments will be advantaged by supporting interdisciplinary studies and programs.

BE IT FURTHER MOVED THAT the proposed committee be composed of a representative from each of the IDST programs chosen by the respective IDST program, as well as a faculty representative from each of the faculties, elected via the appropriate faculty elections officer and a student preferably from an IDST program and chosen by the SRC.

- One Student    Lydia Houck    2020-2021

Committee: **Academic Discipline Appeals Committee**

Type: Ad-hoc

Status: Appointed and meets only when necessary.

The Academic Discipline Appeals Committee shall be activated as needed by the Chair of Senate, after notification by the Vice-President (Academic). The membership of the Academic Discipline Appeals Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

- One member of the Faculty of Arts
- One member of the Faculty of Professional Studies
- One member of the Faculty of Pure and Applied Science
- Two students

The duties of the Academic Discipline Appeals Committee shall be:

To deal with any matter of academic discipline which cannot be resolved by the Vice-President (Academic)

Membership (5)      Representative

1	Prof. St.	Kelly Dye
1	P&A Sc.	
1	Arts	
1	Student	
1	Student	

Chair: Senate Chair – Anna Kiefte (2019-2020)

Procedures for Appointment of Faculty: Nominated and elected within each Faculty.

## Community Engagement Committee

A new **Ad Hoc Community Engagement Committee** will be formed and has been directed by Senate to begin to take the following actions.

- 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)

Once the committee is properly constituted, an initial meeting will be scheduled. The committee will report on their initial work at the January 9, 2017 meeting of Senate.

### Membership (5)

### Representative

1	Dean	
1	Arts	Cynthia Alexander
1	Prof. St.	M. Sweatman
1	P&A Sc.	Catherine Morley
1	Student	

Chair: Catherine Morley

Procedures for Appointment of Faculty: Nominated and elected within each Faculty.

Procedure for appointment of Dean: Appointed by the VP Academic

Once the committee is properly constituted, an initial meeting will be scheduled. The committee will report on their initial work at the January 9, 2017 meeting of Senate.

## **Motion from Senate Executive- Senate Meeting of June 9, 2021**

Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be formed for the 2021-2022 academic year, with membership and terms of reference as outlined.

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At the May 2021 meeting of Faculty Council, the following motion was passed by Faculty Council:

**Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.**

Faculty Council is a committee of Senate, and at the last Senate meeting the topic of how to address this motion was discussed. As a way forward, the Senate Executive proposes that an Ad Hoc committee of Senate be formed to explore options for (1) collecting student course feedback, and (2) supporting faculty in improving course and teaching effectiveness. The proposed membership and terms of reference follow.

### **Committee: Course and Teaching Effectiveness Committee**

Type: Ad-hoc

The committee shall be comprised of the following twelve members.

- One Faculty Dean (Dean of Arts, Dean of Science, or Dean of Professional Studies), appointed by the Provost and Vice-President Academic
- Director of Open Acadia (or designate)
- Two faculty members from the Faculty of Arts\*\*
- Two faculty members from the Faculty of Professional Studies\*\*
- Two faculty members from the Faculty of Pure and Applied Science\*\*
- One faculty member from the College of Divinity and Faculty of Theology, elected by the College of Divinity and Faculty of Theology
- One undergraduate student, appointed by the Acadia Students' Union
- One graduate student, appointed by Acadia Graduate Students' Association
- Equity, Diversity, and Inclusion Officer

Chair: Member of the committee, elected by the committee. The Faculty Dean shall call the first meeting. The committee shall hold its first meeting by no later than September 15, 2021.

*\*\* Faculty members include archivists, curators, instructors, lecturers, librarians, and professors. They shall be elected by a general call for nominations from the Faculty Elections Officer.*

**Membership (12)****Representative**

1	Dean	Corinne Haigh (FPS)
1	Director of Open Acadia (or designate)	Jeff Banks
1	Arts	Richard Cunningham
1	Arts	
1	Professional Studies	Michael Corbett
1	Professional Studies	
1	Pure & Applied Science	Stephanie Jones
1	Pure & Applied Science	Eva Curry
1	College of Divinity	Stuart Blythe
1	Undergraduate Student	
1	Graduate Student	
1	Equity, Diversity, and Inclusion Officer	Polly Leonard

Chair:

**Terms of Reference:**

The purpose of the committee is to explore methods for (1) collecting student course feedback, and (2) supporting faculty in improving course and teaching effectiveness. The following activities may guide the committee's work:

- Conduct two surveys, one for students and one for faculty members, related to how student course feedback may be gathered and how course and teaching effectiveness may be best reflected upon and assessed.
- Review existing practices at Acadia and other institutions.
- Review the literature related to student surveys of courses and teaching, particularly in the areas of effectiveness of surveys, bias, and equity.
- Recommend to Senate new processes to replace current student surveys, which may include: development of new student surveys, development of teaching dossier templates, development of faculty self-reflection documents related to teaching activities, classroom observations from peers and/or academic administrators, mentoring programs, and/or attendance at professional development programming.
- Identify other bodies or committees that may be best positioned to complete tasks related to recommended processes.
- Liaise with the AUFA and the University Administration to identify parts of the Collective Agreement that would need to be revisited in order for the university to implement any recommended processes.
- Liaise with Technology Services to identify possible integration of some of the recommended processes into the new Colleague system.
- Complete other activities that members of the committee deem beneficial.
- Report back to Senate in June 2022. Report shall include highlights of survey results, status of process recommendations, and status of committee work. The committee shall recommend whether its mandate should be extended for an additional year.

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**Motion passed by Faculty Council on May 4, 2021:**

**Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.**

Notes/ Issues to Consider (not an exhaustive list):

- The Collective Agreement states that “Candidates shall present evidence of their teaching activities as part of their dossier. Where the evidence relates to classroom performance, it should be based on direct observation by peers and/or academic administrators or by student surveys as in Article 17.02 A (n).”
- Under the current CA, faculty members are required to administer student surveys, and summaries of the numerical data has to be included in their renewal, tenure, and promotion (RTP) documents.
- There is ample evidence to suggest student surveys can be biased and do not always provide a good assessment of student learning. These issues apply particularly strongly to women or BIPOC faculty members, raising equity concerns. Student surveys often work best as formative assessments to help faculty members improve their teaching, rather than as summative assessments to measure and compare faculty performance. (We believe that other groups or individuals on campus have been collecting such evidence, which could be collated and shared).
- Note the current system for conducting electronic student surveys will no longer work under Colleague. The system and procedures will therefore have to be re-examined for the Fall term anyway.
- Making student surveys optional for RTP procedures would have to be a matter for negotiations.
- However, it would still be within the purview of Senate to revise the current survey form to ensure the questions asked align with best practices.
- Workshops or other guidance could be made available to help faculty who are interested in other methods of documenting their teaching activities for RTP purposes, and / or assessing their teaching effectiveness for their own formative professional development. Examples might include:
  - Guidance on development of effective formative student surveys;
  - Guidance on developing effective teaching dossiers;
  - Procedures to help facilitate classroom observation by peers and/or academic administrators;
  - More opportunities to obtain professional training, mentoring, and / or peer support around teaching issues.