



Minutes of the Senate Meeting of Monday March 13th, 2017.

A meeting of the Senate of Acadia University occurred on Monday 13th March, 2017 beginning at 4:00 p.m. with Chair A. Kieft presiding and 30 present. The meeting took place in BAC 132.

Approval of Agenda

The chair noted that there was quorum at present.

Motion to approve the agenda. Moved by A. Smith, seconded by M. Robertson.

MOTION TO APPROVE THE AGENDA CARRIED.

Minutes of the Meeting of
27th February, 2017

Motion to approve the Minutes of Monday 27th February, 2017 as distributed. Moved by J. Hennessy, seconded by R. Worvill.

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements

a) From the Chair of Senate

Regrets were received from S. Mesheau, E. Samson, J. Richard, J. Hollett, J. MacLeod, J. Leidl, D. Silver, D. Piper, G. Poulter, C. Morley, J. Grant, R. Seale, S. Sena, B. Jarvin, S. Sproule.

b) From the President

President Ivany discussed the Rath Endowed Professorship in the F.C. Manning School of Business and noted that he was delighted for Acadia to have received this. President Ivany felt that this model would be a feature in the next fund raising campaign. The ability to find resources that would support professorships and chairs on an endowed basis would be a key component of any campaign. He stated that in order for Acadia to maintain quality and small classes while Government funding continued to be constrained and only a finite amount of revenue could be generated from tuition; the third flow of funds from philanthropy would become increasingly more important.

M. Robertson asked whether the endowed professorship would allow for a new position or would it be filled by a professor already in the School of Business.

President Ivany responded that both models were available to Acadia. In this case, the professorship was funded at a level that would result in an existing member of the School of Business occupying the Professorship.

c) From the Vice-President Academic

H. Hemming reported on three events, two that had taken place and one that was on-going. The first was the 4th annual Acadia Student Research Innovation Conference which took place on March 3rd and 4th with a number

of presentations and a poster session. Dr. E. Wunker from the English Department gave the keynote address on Friday and a panel discussion on research and politics took place on Saturday at midday. Faculty members A. Biro, A. Quema, A. Redden and J. Brittain comprised the panel, with A. Kieft as moderator.

H. Hemming noted that the same weekend saw the 12th year of the Robot Programming Competition and the 11th year anniversary of the first Lego League Competition. H. Hemming commented on how interesting the competitions were and how encouraging it was to see many youth engaged with technology and a general support for STEM. H. Hemming extended thanks to D. Silver and D. Benoit for their leadership role and also to many Acadia students that assist in facilitating the event.

H. Hemming reported that the Acadia Art Gallery was currently offering an exhibit "The Scars Within" which was a photography exhibition by one of the Mi'kmaq members of the Acadia Decolonizing committee. H. Hemming encouraged Senators to attend and noted that the project had two aims: to act as a resource to individuals from psychologically abusive relationships, and secondly, to educate the public about the emotional and mental impact abuse has on victims and survivors. This was presented with the support of the Gloosecap First Nations and the Mi'kmaq Family and Children's Services.

A. Quema asked about the recent call for proposals for upcoming Canada Research Chairs.

H. Hemming responded that one vacancy occurred during the summer when M. Leiter left a CRC Chair and two other Chairs would be vacant in the near future. The desire was to consult with the community to see how they might conceptualize the Chair appointments. H. Hemming stated that flexibility existed internally in that a decision could be made to turn a Tier 1 Chair into two Tier 2 Chairs. In order to do this Acadia would need to go to the granting agencies and have this approved prior to actually appointing anyone, but H. Hemming stated that the agencies were open to Acadia reallocating both within the SSHRC and NSERC side of things as well as within the tier levels. H. Hemming stated that the Chairs needed to align with the Acadia Strategic Research Plan. She asked individuals and colleagues who could see a possibility for describing and conceptualizing a Chair to create a proposal and send it forward.

A. Quema asked whether there would be a public consultation within each Faculty and asked where the proposals should be submitted to.

H. Hemming stated that the process was intended to be fairly open ended and that a Faculty might want to work together to create a proposal or that a group of researchers working in different disciplines might want to work together to conceptualize a proposal. Proposals should be submitted to P. Crawford in R&G Studies.

D. Holmberg asked whether the process was open to being an NSERC or SSHRC CRC and asked who would be adjudicating.

H. Hemming stated that the proposals would be assessed by the VP Academic and the Deans.

4) New Business

a) **Call for nominations for Senate and Senate Committee vacancies**

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The Chair stated that R. Hare would be sending memos out to Faculty Election Officers and the Chairs of Nominating committees in the near future to highlight vacancies for 2017-18.

b) **Call for Nominations to replace Senator vacancies on the Senate Nominating Committee**

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J. Banks called for nominations from the floor of Senate to replace Senator vacancies on the Senate Nominating committee.

A. Quema asked which positions were vacant.

J. Banks responded that one Senator from the Faculty of Arts and one from the Faculty of Pure and Applied Science was needed for 2017-20.

5) **Any Other Business**

The Chair asked if there was any other business.

A Quema asked why the agenda was so light.

The Chair responded that Senate had met only two weeks ago, and stated that any academic matters could be added to agenda or discussed should Senators wish to do so. She noted that S. Mesheau had been asked to present to Senate during the March meeting but that she was not able to do that this month. Nothing else had been placed on the agenda.

A. Quema discussed the fact that Senate had embarked on the 'Big Picture' discussions last year and that a number of objectives were decided upon and distributed out to various committees in the form of tasks. A. Quema believed that future Senate meeting were going to have a part of the agenda allocated to discussing items that the committees would bring back to Senate. A. Quema felt that the process might have stalled. The original objectives had been ambitious and represented a lot of work and she did not see that the process was unfolding.

The Chair noted that at the February 27th meeting of Senate reports and updates came back to Senate from a number of the Senate sub-committees. She asked any Senators that were currently sitting on any of the committees to comment if they wished to do so.

H. Hemming pointed out that she sat on several of the committees, chairing some of them, and stated that she had been actively involved in the tasks but were still at the stage of preparing to bring reports back to Senate.

J. Banks agreed that his committee was also preparing to bring feedback to Senate but that the stormy weather had delayed things.

D. Holmberg asked whether the Academic Integrity committee had been meeting.

J. Banks noted that the committee had not met recently but was scheduled to do so.

The Chair asked whether Senators had other committees that they would like to ask about.

J. Stanley pointed out that he was currently writing a brief report for the Board of Governors on what was happening at Senate and felt that a lot of work was being carried out in response to the 'big picture' discussions last year.

G. Gibson asked about the overarching ideas that had been raised including the question of what a Liberal Education was. She felt that Senate could start to discuss some of the ideas that had been raised.

D. Holmberg noted that this question had been sent to the Curriculum Committee (Policy) but also noted that Senate had already defined an Acadia Education several years earlier. The Curriculum committee was going to take the pre-existing approved definition and see how activities align with it.

R. Raeside reminded Senate that in September he had reported to Senate that the Curriculum committee (Policy) had several items to discuss and that it would deal with some of them but not all at the same time. Because there was already a definition of an Acadia Education on the books the committee was not discussing this one at present. R. Raeside stated that at the April meeting of Senate the curriculum committee (Policy) would be submitting a procedure document for the creation and closure of programs.

The Chair asked Senate whether it would like to add the topic of Liberal Education and Acadia Education to the Senate agenda.

G. Gibson felt that at the 'big picture' workshops there had been a desire to revisit what a Liberal Education was and how should the University move towards offering a Liberal Education. G. Gibson was interested in having this conversation.

P. Callaghan commented on the work of the Curriculum Committee (Administration) noting that the work load in the fall term was heavy because of curriculum changes. He intended to bring the committee together in the winter term to revisit the process that was used in the fall.

A. Quema suggested waiting for reports to come from the sub-committees first so that Senate could have a concrete discussion that went beyond general statements.

D. MacKinnon stated that a sub-committee of the Graduate Studies committee was currently working on a document that studied what it was like to be a graduate student at Acadia and what was involved in taking a graduate program at Acadia. This was still at the sub-committee stage and he hoped that something would come forward in April.

The Chair asked J. Banks about work that was being carried out on the University Calendar policies and whether an Acadia Education was being factored into that.

J. Banks responded that the work was focussed on regulatory policies and producing a road map for both faculty and students.

J. Hennessy commented that on Saturday he had attended the School of Music auditions and felt that they had attracted the best slate of potential students that he had ever seen in the past. He noted that both their musical abilities and their grades were excellent but that also their idea of what Acadia could offer them was well thought out. Many were only applying to Acadia and when asked why, they responded that because of the change to the program, they found it more comprehensive and appealing to the type of musician that they were. Students that had not previously been able to imagine attending a music school were now attracted to the program.

J. Hennessy noted that by changing the Music program to be unique and by liberalising the program they were attracting very high quality students and a different type of music student, and that for this year, the strategy appeared to have worked. Students were now provided with a lot of flexibility in their program. J. Hennessy suggested that other programs at Acadia might also benefit by introducing additional flexibility to their course offerings when pursuing a Liberal Education.

R. Worvill asked whether the BA and B.Sc. degrees were currently being reviewed.

H. Hemming agreed that a self-study was in the process of being completed and that once finished, a review team would come to campus and consult widely. H. Hemming commented that it had been a difficult process to get started because the mandate of the review and the procedures for establishing it were so different from what was previously done at Acadia. It had therefore taken quite some time for the APRC to conceptualize what needed to be involved in the self-study.

H. Hemming noted that information was being gathered and that the external team of reviewers would come to campus during the third week in September.

R. Worvill felt that several things were happening at once and that the result of the evaluation of the current degrees needed to be known before a meaningful definition of a Liberal Education could be decided. R. Worvill recognized the extensive changes in the School of Music but felt that some departments might want to know what was coming through in terms of the external review, or in terms of a definition of a Liberal Education, in order to go through a conceptualization process in relation to their own programs.

R. Worvill felt that a schedule would be helpful so that if Senators were making decisions about things or improving policies they had the relevant information to hand.

H. Hemming stated that in the framing of the self-study report and review the committee was looking at the programs from a Liberal Education perspective. Examples would be whether or not there needed to be common Core components for both the BA and the BSc and how students could take courses more easily from both the Science and the Arts Faculty. The committee were also discussing who would be asked to serve as the external reviewer because it was important to have external individuals who have had some experience and expertise in creating programs from a Liberal Education framework.

D. MacKinnon commented on the School of Music introduction of more flexibility into their program. He noted that in general the University has designed programs and then invited the students in to take the programs, whereas the School of Music approach was now to create an inter-personal learning environment for the students where the students now had the opportunity for significant input into the nature of the education that they were to receive.

J. Hooper added that there were universities where students were able to sit with an advisor and build their own program based on their interests.

A. Quema pointed out that in order to do this a lot of time would need to be spent and assistance provided to the student. A. Quema noted that students in Science were interested in taking a degree in language and needed the flexibility in the curriculum to be able to do this. Many challenges existed at present.

A. Quema felt that the Arts Core was fairly flexible as it included 30 credit hours of free floating course options. She felt that if there was a Core common to Science, Professional Studies and Arts there would be more flexibility and also a meeting of the minds which would allow for interesting approaches in IDST courses.

J. Hennessy noted that the Arts Core was designed for a breadth of subject areas and as a result new students didn't always know what courses to pick. More guidance could be needed but he agreed that a common Core could be an exciting approach. J. Hennessy stated that last year he offered a course on albums and that half of the students were from other disciplines (science, kinesiology etc.). The student that did the best in the class was a Chemistry major.

A. Quema agreed that the same synergies are experienced in the WGST courses throughout each course.

P. Callaghan pointed out that the 'liberal' aspect of the Business degree was that 30 credit hours of University electives needed to be taken by the students as opposed to Business electives. This has always been protected by the School of Business. P. Callaghan stated that if the curriculum was just left wide open students may not capture the best opportunities for themselves.

a) Adjournment

There being no more business, the Chair called for a motion to adjourn at 4:50 p.m. Moved by D. MacKinnon.

ORIGINAL SIGNED

R. Hare, Recording Secretary