

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 4:00 pm on Monday, 8th April 2013 in BAC 132.

The agenda follows:

1) Approval of Agenda

2) Minutes of the Meeting of 11th March, 2013

3) Announcements (*normally 10 minutes per speaker*)

4) Time-Sensitive Issues:

a) Honorary Degree Nominations – Department of Chemistry (*circulated separately*)

b) Honorary Degree Nomination (*circulated separately*)

c) Nominations for Chair and Deputy-Chair of Senate (*verbal: to be voted on in May*)

5) Carried forward from 11th March, 2013

a) Motion from the Academic Planning Committee regarding endorsement of a renewed articulation of “An Acadia Education” as a planning goal (*attached: amendment under consideration; see minutes for wording. Possible alternative wording from APC also attached*)

b) Report from Senate Honours Committee regarding Honours Forum (*attached*)

6) New Business

a) Two motions from the Tenure Track Teaching Complement Allocation Committee (TTTCAC) (*attached*)

b) Languages and Literature: response to APRC (*attached*)

- c) Discussion of Senate research study findings (*circulated separately; brief summary attached*)

7) Other Business

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Secretary of Senate

Original Motion from Academic Planning Committee

In an effort to help guide academic and institutional planning moving forward, the APC grounded its initial planning considerations in the University Strategic Plan. The plan was used by the APC to identify and articulate an overarching goal or 'end state' to which our planning efforts would be oriented. In its considerations, the APC was particularly drawn to the Mission statement and the description of "An Acadia Education". While the APC found that the Mission remains relevant, compelling and current, the APC also concluded that it needed to explicitly identify the key components of an Acadia Education, as these were considered to be at the heart of the APC's efforts. The APC felt that the best way to do this was through a re-statement and expansion of the existing description. Consequently, the APC offers this renewed articulation of an "Acadia Education" (as presented in Appendix A of the APC Report to Senate, Feb 11, 2013) and submits it in the form of a tangible end state and goal for all of the university to strive towards. The APC respectfully requests that Senate endorses this submission.

A. An Acadia education:

1. Is rigorous and liberal and requires students to gain knowledge and understanding across and within 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.

B. To accomplish this, an Acadia education:

1. Is personalized in that students and faculty build close educational relationships that foster critical thinking, deep understanding, and attitudes of lifelong learning.
2. Encompasses a variety of curricular and extracurricular experiences that develop engagement with community and society on the principles of modern citizenship, ethical decision-making, and accountability.
3. Emphasises the importance of understanding the environment in all its forms.
4. Promotes student participation in research in order to enhance their critical thinking and analytical reasoning and to foster their understanding that research plays a crucial role in the growth and development of all aspects of our world.

T. Herman, Chair, APC
March 4, 2013

Revised Version of Original Motion (reflected in the Minutes of March 11th, 2013)

Motion to move the text around in the original motion and to strike points B. 3 and 4. The wording ‘analytical reasoning’ in B. 4 would move into point A. 2. Moved by P. Hobson, seconded by W. Slights.

The amended motion would now read:

A. An Acadia education:

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

B. To accomplish this, an Acadia education:

1. Is personalized in that students and faculty build close educational relationships that foster critical thinking, deep understanding, and attitudes of lifelong learning.
2. Encompasses a variety of curricular and extracurricular experiences that develop engagement with community and society on the principles of modern citizenship, ethical decision-making, and accountability.

Possible Revised Motion from Academic Planning Committee

In an effort to help guide academic and institutional planning moving forward, the APC grounded its initial planning considerations in the University Strategic Plan (USP). The present document serves to amplify the content of the USP and is designed to serve as a guide for Academic Sector planning so that we can successfully achieve the Mission of the University. The USP was used by the APC to identify and articulate an overarching goal or 'end state' to which our planning efforts would be oriented. In its considerations, the APC was particularly drawn to the Mission statement and the description of "An Acadia Education". While the APC found that the Mission remains relevant, compelling and current, the APC also concluded that it needed to explicitly identify the key components of an Acadia Education, as these were considered to be at the heart of the APC's efforts. The APC felt that the best way to do this was through a re-statement and expansion of the existing description. Consequently, the APC offers this renewed articulation of an "Acadia Education" (modified slightly from that originally presented in Appendix A of the APC Report to Senate, Feb 11, 2013) and submits it in the form of a tangible end state and goal for all of the university to strive towards. The APC respectfully requests that Senate approve this submission as guidance for academic planning at Acadia.

A. 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.

B. To accomplish this, an Acadia education:

1. Is personalized in that students and faculty build close educational relationships that foster critical thinking, deep understanding, and attitudes of lifelong learning.
2. Encompasses a variety of curricular and extracurricular experiences that develop engagement with community and society on the principles of modern citizenship, ethical decision-making, and accountability.
3. Emphasizes the importance of understanding all facets of the environment.
4. Promotes students' participation in research and creative endeavours in order to enhance their critical thinking and analytical reasoning, and to foster their understanding of the importance of these activities.

T. Herman, Chair, APC

March 27, 2013

A brief report on the Honours Forum
(April 5 and 6, 2011)

Senate Honours Committee

The forum discussed the benefits of the honours program for students and faculty members. An overview of responses:

Students' viewpoint. The honours program means (1) a higher degree of disciplinary focus than an undergraduate degree with a specific major; (2) the development of an in-depth research project, problem solving skills, and critical thinking; and (3) it encourages freedom of thinking, i.e., students are writing deeply, and not just thinking about "getting it done."

Faculty members' perspective. Many faculty members feel that (1) it is rewarding to work with students at a higher level than through regular course work; (2) that tracking the success of students - especially those continuing on to graduate school – is a way of demonstrating the success of programs in the academic/professional community; and (3) students are engaged in research, which sometimes results in joint publications.

Forum participants were also asked to comment on the ideal thesis process, what an Acadia honours degree means to the rest of the academic world, and whether there is a way to "brand" it as an Acadia product.

Regarding the "the ideal thesis process", several issues were raised in the forum.

1. **The entry level of the students for the honours program** –forum participants discussed GPA requirements, time of entry in the honours program (e.g., at the beginning/end of 2nd or 3rd year), and writing skills. The Senate Honours Committee (SHC) is currently discussing this issue.
2. **Thesis proposal** –forum members suggested that a proposal is essential. The current SHC is discussing a format of the proposal that can be used by all faculties at the university and the timeline for submitting the proposal to R&GS.
3. **Thesis submission date** – forum participants agreed that under normal circumstances the submission date should be kept before the beginning of the exam period, which will allow sufficient time for a proper review process.
4. **Examination and Grading** – the forum members showed strong support for the close involvement of the second reader in the honours thesis. It was pointed out the second reader should be empowered to assign a (number) grade to the thesis, and perhaps, the second reader's name should also appear on the completed thesis along with the department head and supervisor(s). It turns out that the grading scheme varies from unit to unit. A few departments and schools have formal grading schemes that may or may not involve the second reader, whereas other units do not. The SHC is discussing this issue and will explore the feasibility of making the grading scheme more formal (i.e., grade distribution over the proposal, research, writing, and oral presentation (if any) by the supervisor and the reviewers).

5. **Role of the external reader** – the forum participants showed strong support for the external readers. There was some discussion on who would be an ideal external reader and the time constraints in getting thorough the external review process. The SHC agrees that the current external review process for the honours thesis is not very efficient in terms of utilizing the reviewer's time and expertise. Forum participants suggested selecting externals from a cognate department. The SHC noted that the survey conducted by a previous SHC also showed some dissatisfaction with the external review process. The SHC is discussing possible modifications to the external review process.

We are discussing the issues listed above, and will report the outcomes of our discussion as soon as we have something substantial. The information presented on the honours forum held in April 2011 is based on the notes and summary prepared by the previous Honours Committee chair (Dr. Sonia Hewitt).

Senate Honours Committee (Chair)

Pritam Ranjan

(Date: March 02, 2012)

Two motions from the TTTCAC to be included in the Agenda of the April 8 meeting. Anne Quéma will move the motion and Jeff Hennessy will second it.

Context: During the annual review process for the Tenure Track Teaching Complement Allocation Committee, it was revealed that there is widespread concern across campus regarding the nature and function of this committee. The Deans were therefore tasked with initiating a discussion of the issues with the Heads and Directors from each faculty and to report back to the committee. Following this consultation, the TTTCAC proposes the following two motions to Senate.

- 1) That the Tenure Track Teaching Complement Allocation Committee be disbanded.
- 2) That the Academic Planning Committee be charged with recommending to Senate a new process that links the allocation of tenure track faculty to academic planning. In doing so, the TTTCAC urges the APC to preserve consultation with faculties and academic units as part of the new allocation process.

Anne Quéma
Chair of TTTCAC

Department of Languages and Literatures

Sustainability of the German and Spanish majors.

In September 2012, the APRC brought forward to Senate a number of recommendations arising from the review of the department that took place in 2010. These recommendations included a request that the Department of Languages and Literatures ‘explore the sustainability of their Spanish and German major programs and [...] examine innovative approaches to curriculum delivery’. The present document is the department’s response to that request. In fact, these units have for some time now been addressing in effective and innovative ways the challenge of delivering a sound major program with small numbers of faculty; these approaches are described below.

1. Some clarifications.

a) Staffing:

The **Spanish unit** currently has two full –time faculty members, one half-time-time faculty member and a colleague who holds a full-time appointment at Acadia but who belongs half-time to the Spanish unit and half-time to the German unit (a cross-appointment). The **German unit** has two full-time faculty members, the colleague who works half-time in German and half-time in Spanish, and a PAD position which is occupied by a different person each year. The PAD is a German student in training to become a teacher of English in Germany, who works for one year at Acadia on a half-time, nine-and-a-half month CLT contract.

The Spanish unit has no position equivalent to the PAD position in German or the *lecteur/lectrice* positions in French. Essentially however, both the Spanish unit and the German unit have a similar level of staffing: two full-time colleagues and two half-time colleagues; this means that they can offer from 15 to 17 courses on campus in any given year (including the language courses that are offered to meet Core requirements in the Arts and Pure and Applied Science faculties).

b) Numbers of majors:

During the period 2008-09 to 2012-13, Spanish has served 10, 13, 10, 12, and 9 majors respectively, according to the statistics issued on the EDEN system. At the same time, there have been from 1 to 4 students studying at a Spanish speaking institution in Spain who are not included in the figures dispensed through EDEN because they are studying abroad, usually on exchange. It is a requirement of the Spanish major that students spend at least one term studying at a Spanish-speaking institution in Spain or Latin America; most of these students spend a whole year abroad. Nevertheless, the EDEN figures do not reflect this. This year, in

addition to the 9 Spanish majors listed in the EDEN system, we have one Spanish major studying in Spain.

The same issue affects the statistics for German. The German major includes a compulsory year in Germany (the Freiburg program) and in any given year there can be up to about 9 students taking their 3000 level courses in Germany; however, these students are not included in the total number of German majors listed on EDEN. For the period 2008-09 to 2012-13, German served (including the Freiburg exchange students) 2, 10, 17, 21, and 21 majors, respectively. At the time the review of the department was conducted (March 2010), we had an unusually low number of German majors (2), a situation which we do not see as at all typical (14 majors 2006/7, 7 majors in 2007/8). It was most likely the result of the years of low enrolment generally at Acadia. Numbers have increased steadily since that date and there are currently 21 students enrolled as German majors studying on campus and in Freiburg.

These numbers compare very favorably with numbers of majors in other German and Spanish programs in the region. According to most recent CAUTG (Canadian Association of University Teachers of German) statistical survey the figures for the year (2011-12) show the following:

(i) German

Dalhousie University: four full-time faculty members, five part-time lecturers; 28 German majors

Memorial University: five full-time faculty members; one PAD, four part-time; 31 German majors

St. Mary's University: one full-time faculty member, one part-time; 5 German majors (the German major is not offered as a degree option any longer at Saint Mary's University)

University of New Brunswick: two full-time faculty-members, one PAD, one part-time; 2 German majors

Acadia University: two full-time faculty and two half-time; 21 German majors

According to the CAUTG survey results the German Studies Program at Acadia University has had the highest number of German majors per faculty nation-wide for the past two years.

(ii) Spanish (this information was received from the Heads of these departments)

Memorial University: two full-time faculty members; 12 Spanish majors

Mount Allison University: three full-time faculty members; 3 Spanish majors

St Francis Xavier University: two full-time faculty and one part-time; 10 Spanish majors (some of these are double majors)¹

St. Mary's University: two full-time faculty members and two part-time; 5 Spanish majors

University of PEI: two full-time faculty and 4 courses taught by part-time colleagues; 4 majors

Acadia university: two full-time faculty and two half-time: 10 Spanish majors

2. Innovative approaches to sustainability.

The Spanish and German units consider that they already have put in place some innovative approaches to maintaining a sound major program despite low staffing levels. On the matter of quality, we note that both majors require a minimum of 42 credit hours in Spanish or German, whereas at a number of other universities in our region which offer majors in these languages, a major can be obtained with fewer contact hours, generally 36, or two courses fewer than the number required at Acadia. At Acadia, the number of hours required for the Spanish major was raised from 36 to 42 a few years ago, in order to establish consistency between the major requirements for all three languages taught in the department.

a) Study abroad programs

The compulsory term or year of study abroad has been a critical component in allowing the Spanish and German units to offer students the number of courses they need to achieve a level of linguistic competence and cultural knowledge that is sufficient for the BA degree. Many of our majors are students who begin taking Spanish or German only when they arrive at Acadia; they complete at least 18 credit hours (and up to 24) before they leave for the year abroad.

Spanish students then typically take one term at a language Institute (where they receive in excess of 150 instructional hours in Spanish courses) prior to enrolling in three to five courses at the university in second term. These students typically return with credits that are equivalent to a full course load at Acadia (30 hours).

German students are required to complete two semesters at the Albert-Ludwigs University in Freiburg, Germany. The CYF (Canadian Year in Freiburg) program offers at least 15 credit hours (or five courses). These courses are taught exclusively to CYF students and are specifically designed to meet Canadian academic requirements. Students are expected to take the remaining 15 credit hours at the Albert-Ludwigs-University, the Pädagogische Hochschule or the Sprachlehrinstitut to return with credits that are equivalent to a full course load at Acadia (30 hours).

In both cases, the year abroad allows students to acquire the number of credits that they need in order to meet the requirements of the Major; but it also does much more than this. The first-

¹ Beginning in the academic year 2013-14, St. F-X will be offering its B.Ed. students the opportunity to specialize in Spanish as a teachable subjects; strength in their Spanish program is quite possibly related to this new opportunity.

hand experience of living in a country where the language under study is the language of the majority encourages progress at a much faster rate than is possible in the Anglophone community of Wolfville and area, and also equips students with first-hand experience of the living culture of the target language. Many of our students find this a truly enriching and transformative experience, not only in terms of their linguistic progress, but also in relation to how they come to understand culture and differences between cultures.

b) Double majors

The practice of academic advising gives colleagues from Spanish and German the opportunity to encourage capable students to add a language as a second major to another program of study. Adding a language major can enhance employment opportunities for our students in a number of different fields, including teaching and business. Spanish or German can be combined with any of the other Majors in Arts, but also with Business (for a BBA plus language) or with majors from the science faculty. A major in Spanish or German alone, may lead to limited career opportunities in Canada, except for the most able, but combining a major in one of these languages with another major enhances career opportunities and choices as well as enriching personal development through greater cultural awareness.

c) Minors

We have students from all three faculties seeking to minor in German or Spanish; 18 or 24 hours of credit in a given language can give a student the type of competency in a language that means they can continue to develop their skills in that language after they leave Acadia by continuing to read or to engage in listening activities (CDs, radio, films) in the target language and travel to places where that language is spoken. A minor in a second language can usefully be combined with any major.

d) Major in one language and a double minor in two others.

Under the present calendar regulations, it is possible for students who already have strong skills in French or German or Spanish, to major in one language and minor in two others. This type of degree attracts students with a keen interest in mastering other languages, who envisage a career involving frequent travel or the need to interact with clients from different linguistic communities. A very small number of students choose this option, but it is not one that is available at all Canadian universities.

e) IDST courses.

The Department of Languages and Literatures has created two IDST courses (delivered in English) which students majoring in Spanish and German (and French) can take for credit towards the major and which other students can take as an arts elective. These courses are:

IDST 2463 Contemporary Perspectives on French, German and Spanish Literatures and Cultures

A multi-disciplinary course to offer students a basic knowledge of literary and cultural periods/events of universal importance in these three target languages. The course will be

offered in English. Students wishing to have this course count towards a major degree in the Department of Languages and Literatures will be required to write their assignments and essays in the language in which they major.

IDST 3473 Introduction to contemporary French, German and Spanish Film

A multi-disciplinary course covering developments in French, German and Spanish film as well as the theories shaping them, with a focus on literary adaptations. The course will be offered in English. Students wishing to count this course towards a major in a language will be required to write their assignments and essays in the language of that major.

IDST 3473 will be offered in the 2013-14 academic session; the German unit is allocating one of its senior course slots to this course, which will be taught by the colleague holding the cross-appointment. Interdisciplinary courses aimed at majors in all three languages taught through the Department of L & L are an effective way to use the faculty resources that we have; one faculty member (aided perhaps by one or two colleagues providing invited lectures or classes during the course of the term) can deliver a course that contributes to three different majors. The downside of this approach is that the course has to be taught in English, whereas advanced level courses from each language major are typically conducted in the target language. Teaching in the target language means that students continue to develop their oral and written comprehension skills whilst studying literature and culture and is an important component in skill development. We think that a limited number of these shared courses given in English can be valuable in terms of the effective use of resources but we do not envisage developing any more of them because of the limitations they impose on the use of the target language.

f) Cross-appointment

Following two retirements from the German unit, the department requested and was granted a tenure stream cross-appointment in German and Spanish. In 2010 a successful hiring was made and we now have a colleague who teaches in both units (alternating between giving three and two courses per year in each unit). This innovative position has allowed the Department to maintain the German major while adding course offerings in the Spanish unit.

3. What the four-year degree in Spanish or German offers.

Relatively few students have taken either German or Spanish courses before coming to Acadia. For this reason, the program in both units is structured as one which will allow a student to develop from the beginner level to functional competency in the four essential languages skills: listening, speaking, reading, writing.

In the **first year**, students are acquainted with the basic grammar rules of each language and acquire a vocabulary of fundamental expressions allowing them to cope with everyday activities. This formation includes developing the cultural awareness necessary to function effectively in regions where the target language is dominant.

The **second year** program builds on this foundation. Students take courses that reinforce their competency in grammar and structure whilst also taking courses that also develop their skills

in oral expression as well reading skills and cultural awareness. With 21 or 24 credit hours behind them, students are in a position to make a success of the year abroad.

The **third year** is spent studying abroad where students can accumulate up to 30 credit hours in the target language; they can also take fewer hours in their language major and take courses in other disciplines if these have been pre-approved for credit by the relevant department at Acadia.

In their **fourth year**, students take from 6 to 12 credit hours in the target language (more if they wish) to maintain their existing skills and strengthen their reading whilst completing any other degree requirements they could not meet while away.

Students who arrive at Acadia with some experience of the language enter the program at the level commensurate with their skills (usually second year) and take all their courses at the higher levels. Skill level is determined by a placement test and/or an interview with a faculty member from the unit.

Because of the year abroad, capable students majoring in German and Spanish have the opportunity to develop very strong skills in all aspects of the language before graduating. The year abroad experience forces students to develop a degree of competency which they are unlikely to acquire without spending time in a place where the target language dominates. The courses we offer here represent a range of courses in literature and culture as well as in language to provide students with a well-balanced 42 credit hour specialization.

4. Common European Framework of Reference for Languages.

In 2002, the Council of Europe passed a resolution adopting the CEFR for languages as a means of creating universally-recognized systems of validation of language competencies. The CEFR ‘provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates.’ The framework was developed ‘through a process of scientific research and wide consultation, and provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner.’

(http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

In the absence of any comparable internationally valid standard in North America, the CEFR is increasingly being recognized and adopted as an appropriate tool for structuring language instruction in Canada and the USA. The German unit at Acadia will shortly become a centre which can offer CEFR testing (as the French unit currently is), and the Spanish unit is able to direct interested students to relevant centres if they wish to have their skills assessed according to this framework. The primary CEFR tests assess various language competencies, including oral comprehension, written comprehension, language structures (grammar), oral expression and written expression, according to a six-level scale: A1 (elementary); A2 (advanced elementary); B1 (intermediate) B2 (advanced intermediate); C1 (superior); C2 (advanced superior). At its meeting of 14 April 2011, the Department of L & L unanimously adopted the motion *that the Department explore the possibility of integrating and applying international accredited standards into the curriculum for language courses in the Department of*

Languages and Literatures. Our goal would be to see language majors graduating with a level of B2 in all the skills, with some students achieving C1 in some of the skills. It will ultimately be very helpful for graduating Acadia students to know how they place in terms of the CEFR scales and it will increasingly be significant information for employers. By adopting a proactive stance in relation to the CEFR for languages, the German and Spanish units (and this is also true for French) are ensuring that they keep pace with international developments in language learning and assessment.

5. Conclusion.

The German and Spanish units offer a well-balanced and suitably demanding Major degree while providing non-specialists with the opportunity to minor in a language, meet core requirements or pursue a second language that interests them. When compared with other departments in Atlantic Canada, it is clear that our exchange programs have proven to be an effective way of maintaining the opportunity for students to major in one of these languages despite shrinking resources and declining numbers of faculty. Study abroad programs have long been recognized as an exceptionally enriching component of a liberal arts degree which not only give students the chance to develop their language skills but also transform their understanding of the world. Our new IDST course will bring together students from all three language units into a shared course; this will be a fruitful opportunity for them to exchange views and share knowledge about the culture of their Major. In addition, since it is open to students from all three faculties, this course will also give students from other specializations the chance to experience an advanced course from our unit without needing advanced skills in one of our three languages. The unit expects this to be a popular course and would certainly be interested in exploring the possibility of cross-listing it with another department. Finally, it is worth noting that the study of a second (or third or fourth) language has long been a central component of a solid liberal arts degree and that it is in Acadia's interests to maintain such options at a time when young people are increasingly realizing that command of additional languages is a valuable skill in today's global job market.

Brief Summary: Canadian University Senates Project

(for details, see "Canadian University Senates Project: A Summary for Acadia University, by Pennock, L., Jones, G. A., Leclerc, J. M., & Li, Sh. X. (2013), as circulated to Senate)

This research project on Senates across Canada summarized its main findings as centring around five common themes. Some of these themes have also arisen in discussion at Senate over the last few years:

1. Questions regarding the effectiveness of Senate's oversight of program quality, teaching, and learning. (*"...the importance of senates' focusing on the 'big picture' ... and not simply being distracted by the details of things like course approvals"*)
2. Questions surrounding Senate's relevance (or lack thereof), effectiveness, and power, especially in financial matters. (*"... a sense that senates lack relevance or power ... a real hunger on the part of respondents for lively, meaningful debate on meaningful issues"*)
3. Role confusion and power imbalance/struggle between Senate and Board/administration (*"...frustration that the senate's authority over academic matters is weakened by its lack of power or influence over financial matters...few opportunities for the board and senate to connect in any meaningful way... perception that boards of governors being a corporate agenda to the academy."*)
4. Need to get faculty members engaged and involved in collegial self-governance. (*"... the challenge of engaging potential senate members ... and for the senate itself to become more engaged in carrying out its governance role and responsibilities. Factors such as apathy, poor communication about the importance of collegial self-governance, and workload pressures..."*)
5. Need for constitutional change and reform. (*"...comments related to the size of the governing body... diversifying or rebalancing the membership ... need to clarify reporting and authority relationships between [senate and individual faculty councils]..."*)

The study also provided average data across all institutions, and data for Acadia's Senate. The results for Acadia are based on a small sample. Nevertheless, here are a few notable trends where we seemed to differ from the average:

- A. "I know the organizational structure of the university." Avg Agree: 88%; Acadia: 55%
- B. "I believe processes are in place to assure our senate that the academic quality of our university is maintained." Avg Agree: 62%; Acadia 45%
- C. "I believe that it is difficult for our senate to make decisions involving significant change." Avg Agree: 62%; Acadia 100%
- D. "The size of our senate acts as a barrier to effective decision making." Avg Agree: 29%; Acadia 73%
- E. "I believe our senate should have more autonomy from our university's governing board." Avg Agree: 42%; Acadia 18%

And here are a few statements where what we should do and actually do don't seem to mesh:

- F. "Senate should/does periodically review its own performance." Acadia: 100% "should"; 18% "does"
- G. "Senate should/does play a role in determining the future direction of the university." Acadia: 100% "should"; 18% "does"

Question: Should we do anything to address some of these concerns; if so, what?