

Office of the Senate Secretariat

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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 14th April, 2014 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 10th March, 2014
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Time-sensitive items
 - a) Motion to amend honours thesis dates (*attached*)
 - b) Aegrotat Standing (*attached*)
 - c) Nomination for Professor Emeritus status (*previously circulated*)
 - d) Motion from the APC regarding Considerations for Assessing Permanent Faculty Position Requests (*attached*)
 - e) Motion from the APC to extend the original submission deadlines (*attached*)
 - f) Motion that Senate establish an Ad hoc Interdisciplinary Program Committee (*attached*)
 - g) A Motion to separate the School of Recreation Management and Kinesiology into a School of Kinesiology and a Department of Community Development. (*attached*)
- 5) Priority items
 - a) Report from the Research committee (*verbal report*)
 - b) Report from the By-laws Committee (*attached*)
 - c) Report from the Curriculum Committee (*verbal report*)
 - d) Report from the TIE Committee (*verbal report*)

- 6) Brought forward from March 10th, 2014 Senate Meeting
 - a) Motion regarding Affirmation of Senate Membership (*attached*)
 - b) Report from the APC (*attached*)
 - c) Report and Recommendations from the APRC, Review of the Department of Philosophy (*attached*)
 - d) Special Order 5:40: LibQual Presentation: Melissa Scanlan
 - e) Report from the Faculty Development Committee regarding resources (*attached*)

- 7) New Business
 - a) Notice of Nominees, Chair and Deputy Chair of Senate (*verbal notice*)
 - b) Notice of Motion re: Constitutional changes (*attached*)
 - c) Motion regarding Forward Planning Process (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Motion to amend a previously-approved Senate motion, regarding Honours thesis dates:

Last year (2012-2013), Senate established a deadline of March 31st for submission of Honours theses to Research & Graduate Studies. At that time, we were unaware that this is the date when the Acadia Print Shop closes for its annual inventory. In order to accommodate student printing needs in future, without further reducing the time available to external readers, I move that Senate change that date in the previously approved Calendar Dates to March 30th, for the 2014-2015 academic year.

David MacKinnon
Dean of Research & Graduate Studies

Motion: Aegrotat Standing

Aegrotat standing may be awarded in rare cases in which a student, based on serious medical or similar evidence, is unable to complete program requirements within a reasonable time, or at all. The designation is normally applied toward the end of a student's degree program, and may result in the awarding of an aegrotat degree.

An aegrotat degree is awarded only to students in good standing who have been unable to complete their program due to extraordinary and extenuating medical circumstances, usually resulting in death or permanent incapacitation. Normally, at least 75 per cent of the requirements for a credential must be successfully completed, with the balance fulfilled through the awarding of aegrotat standing.

Aegrotat standing is rarely granted. A formal request must be submitted to the Dean of the faculty in which the student is registered during their graduating year. The approval of the Dean and the Vice President Academic is necessary to grant this status.

Tom Herman

2014.04.04

Motion from the Academic Planning Committee

In making permanent faculty position requests, Senate will endeavour to:

- 1) Ensure there is a viable and diverse set of academic programs;
- 2) Foster potential for interdisciplinary synergies;
- 3) Realize greatest impact for program/subject area/capability development;
- 4) Support the integrity of the varying pedagogical practices, within a framework of overall sustainability.

The APC will use the following factors in assessing permanent faculty position requests as part of its mandate to make recommendations to Senate, with supporting rationale, on hiring priorities.

The factors are:

- 1) Alignment with the definition of an Acadia Education and Acadia's Mission and Vision (How does it contribute to the achievement of Acadia's goals and priorities?),
- 2) Program/Subject Area/Capability Requirements (What do we need to do it well?), and
- 3) How does it support institutional sustainability (Can Acadia afford it from an overall perspective?).

It is recognized that we value diversity in our academic programming and that requests will exhibit variability in the degree to which each factor is addressed. Requests will be assessed on all three factors and each must be present to some degree. Requests should explicitly address the first two points in detail.

Motion that the original submission dates for requests to the APC be extended:

Whereas the original submission date for requests to the APC was February 15, and

Whereas units will need to be aware of the criteria for assessment, and

Whereas Senate has not (as of March 3, 2014) approved a set of criteria

Be it resolved that, for the 2013-2014 academic year,

- 1) the deadline for position request submissions to the APC be extended to April 30,
- 2) the APC shall bring to Senate a recommendation for the June meeting of Senate, and
- 3) Senate shall submit a final list to the VP-Academic no later than July 1.

Motion that Senate establish an Ad hoc Interdisciplinary Program Committee

WHEREAS the Coordinators of the interdisciplinary programs at Acadia have identified numerous shared challenges affecting the administration and promotion of their programs and their ability to offer necessary and sufficient courses, and

WHEREAS these challenges arise from the lack of representation and ill-defined status and governance of IDST programs,

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;
- and
- (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.

A Motion to devolve the School of Recreation Management and Kinesiology into a School of Kinesiology and a Department of Community Development.

The Faculty of Professional Studies (FPS) based on a unanimous vote of the FPS Council recommends to the Senate of Acadia University

Motion: That the Senate of Acadia University approve a change in the administrative structure of the School of Recreation Management and Kinesiology to the School of Kinesiology and the Department of Community Development.

This recommendation follows a unanimous recommendation from the FPS Planning Committee and a unanimous affirmative vote in the SRMK Faculty Council. This recommendation is based on the following rationale and procedures followed within SRMK.

Background:

Since 1974 there has been no appreciable overlap in core curriculum content in the School's degree programs and common elective course concentrations and other electives have decreased substantially over time. Other than the fact that both undergraduate degree programs administered by the School have a professional orientation, there are no appreciable theoretical, conceptual or procedural underpinnings to the programs that bind the School together. While coexistence has been generally amicable, the unprecedented growth in student enrolment in the Kinesiology program and the recent and substantive change in program emphasis of the previous Bachelor of Recreation Management to the Bachelor of Community Development has led to a need to reorganize the administration of the degree programs to more effectively support them.

While the Kinesiology program presently has high student demand, it lives in a highly competitive degree granting environment locally within Nova Scotia, regionally within Atlantic Canada, and nationally across Canada. To ensure the competitiveness and sustainability of the Kinesiology program which is also critical to continued health of the University as a whole, the Kinesiology faculty must fully focus on the affairs that directly concern program quality in the Bachelor of Kinesiology degree.

While the Bachelor of Recreation Management maintained essentially steady recruitment over the past two decades, the regional and national trend was a steady decline in demand for recreation management degree programs and an increasing demand for professionals more broadly trained in Community Development. Hence the reason why a change in degree to a Bachelor of Community Development was sought and approved by MPHEC this past summer (2013). To be successful with this transition, the Community Development faculty must

concentrate on developing a strong supportive professional community, supportive geographical communities and communities of interest, and focus marketing in an arena with little track record.

The benefits of separating the two degree programs into two distinct administrative units include increased accountability internally and with their respective professional constituencies, a sharper focus for marketing and promotional strategies, ability to focus directly on building the two professional constituencies, and increased ability to build academic linkages across campus and with other higher education institutions.

The Transitional Plan:

A committee co-led by the Dean of FPS and the Director, with a faculty representative from each of the Kinesiology and Community Development programs as well as a staff representative presented a transition plan that was unanimously accepted by the Kinesiology Faculty Council and the Community Development Faculty Council, and was subsequently ratified by a unanimous vote of the full SRMK Faculty Council. This was followed by consultation with the Vice-president Academic who provided advice on procedural matters.

Resource Implications:

The plan for disassociation will be phased in over the next twelve months with no new demands on support staff, offices and office equipment. The established program budget has been appropriated equitably among the two programs. Separating the units removes an ongoing level of administrative work and meetings at the "School" level, which was extra work for all faculty in the school.

For further background on the history of the School please refer to the addendum below:

The journey to today's school began in the fall of 1890 when a new gymnasium was built at Acadia. In 1910, an introductory and required course in physical education was formed. From 1911 until 1914 all first year students were required to take the Physical Training course as a requirement for a Bachelor of Arts degree. During World War One the course was removed but returned in 1921. At this time all first and second year students were required to take this course for the Bachelor of Arts and Bachelor of Science degrees.

In the early 1920's the Department of Physical Education was formed within the Faculty of Arts. In September 1969 the name was changed to the Department of Physical Education and Recreation which offered a Bachelor of Science in Recreation and Physical Education. In June 1974 the Department changed its name to the School of Recreation and Physical Education. Also that year Senate approved the establishment of a master's degree in Recreation. With the focus on kinesiology growing in Canada, in 1997 the School again changed its name to the School of Recreation Management and Kinesiology. The School now offered a Bachelor of Recreation Management (BRM) and a Bachelor of Kinesiology (BKin).

In 2007, the Recreation Management faculty began focusing more on Community Development in their curriculum.

The two undergraduate programs undertook the Senate review process in 2009. After lengthy delays, Senate approved the review documents in 2011 and some important and significant changes were implemented. The kinesiology program was also externally reviewed for accreditation in 2004 and re-accredited in 2011.

The implementation of some of the mandated changes led to the creation of a new degree in Community Development to eventually replace the Bachelor of Recreation Management.

In 2013, the change from the Bachelor of Recreation Management degree to a Bachelor of Community Development was approved by MPHEC.

The School now offers an accredited Bachelor of Kinesiology and a Bachelor of Community Development. For the next few years, students who were admitted to the Bachelor of Recreation Management and wish to remain in this degree program, can complete this degree.

The resulting structure and School name, no longer meet the needs of its constituents.

Senate By-Laws Committee
Bi- monthly Report to Senate, April 14 1014

Background

The Senate By-Laws Committee has embarked on this review of the Committee structure at the request of Senate. The Senate By-Laws Committee was asked to recommend options for a more effective and efficient Senate Committee structure, keeping at the foundation of our work, the Senate Terms of Reference. http://senate.acadiau.ca/Terms_of_Reference.html We are responding to a sense that streamlining the Committee process, while ensuring that the work of Senate is achieved, is an important outcome.

Progress

Since we last reported to Senate, we have met with the Senate Executive to share our emerging ideas, including:

- Our intention is not to eliminate Senate responsibilities, and as possible strive for a way to complete the work more effectively.
- Make this an improved Committee process and overcome the inertia, which comes from some Committees not having an active role over a period of time.
- Consider an oversight mechanism to monitor the achievements of Senate Committees.

We engaged the Senate Executive in a preliminary discussion about the structure and composition (similar to what was shared during our last Senate update, with some additional details), including the identification of Standing Committees, 'Just-in-time' Committees to complete specific pieces of timely work, and a monitoring process. We wanted to reinforce that not all Senate work needs to be completed by Standing Committees; results can be achieved by working on important issues aligned with the Senate terms of Reference, as they emerge.

We received very useful and thoughtful reminders and comments from the members of Senate Executive, including, that decisions need to be anchored in governance, and that academic accountability is nested in Senate. We were encouraged to identify whether there are gaps that exist, which would mean we are currently not meeting all aspects of the mandate of Senate. A way to do this is to complete a mapping process, to look at what we need to do as a Senate and map this against the Committee work being done. Edith Callaghan indicated an interest in talking with the By-Laws Committee about how we could move on this idea. Senate Executive encouraged us to develop a timeline for the restructuring mandate and reinforced that this included a clear set of recommendations with a justification. As well, it was agreed that a monitoring process was important.

At this point, our principal objective is to determine the best way of achieving the work of Senate and so it is valuable for all of us "not to let preoccupation with the structure that does exist, distract us from the bigger picture of what needs to be done and how it might be done effectively and efficiently." *Jim MacLeod, Senate By-Laws Committee*

Next Steps

What we would appreciate advice on is how quickly we want to move on this work. It is not viable to complete a set of recommendations related to restructuring, which can be implemented, by September 2014. We are confident we can have a clear direction by this date, and report on milestones to Senate along the way.

Barb Anderson, Chair (Representative, Faculty of Pure and Applied Science)
William Brackney (Representative, Faculty of Theology)
Jim MacLeod (Representative, Faculty of Professional Studies)
Herb Wylie (Representative, Faculty of Arts)

Motion Regarding Affirmation of Senate Membership

Background: There were discrepancies amongst various membership lists of Senate. These discrepancies were resolved to Senate's satisfaction last year (see Senate minutes of November 2012). When the Board of Governors was asked to approve these motions, they found their own records also did not fully match Senate's records. Eventually, the Governance Committee of the Board of Governors asked Senate to simply affirm its full current understanding of its own membership; the Board of Governors will then affirm that membership as well, and that list will be used by both bodies as the approved membership from that point forward. As per the Constitution, this motion requires 30 days' Notice of Motion in Senate and a 2/3 majority vote, followed by 30 days' Notice of Motion at the Board of Governors and a 2/3 majority vote.

Motion:

Senate affirms that its appropriate current membership, as of 2013, is as follows:

Chair (see Note below)

Deputy-Chair (from the Elected Faculty Members of Senate)

Chancellor

President

Vice-President, Academic

Vice-President, Enrolment and Student Services (non-voting)

Vice-President, Finance and Administration and Chief Financial Officer (non-voting)

Dean of Arts

Dean of Professional Studies

Dean of Pure and Applied Science

Dean of Theology

Dean of Research and Graduate Studies

Director of Open Acadia

University Librarian

Professional Librarian from among members of the University Community holding appointments as professional librarians.

Registrar, Secretary to Senate (non-voting)

Student Union President

Twenty-seven members of Faculty, to include nine from each of the Faculties of Arts, Professional Studies, and Pure and Applied Science. This membership shall include one representative from each school.

A member of the Faculty of Theology

Three members of the Board of Governors

Six students, at least one of whom shall be a Graduate Student (see Note below)

Three lay persons, nominated by the Senate Nominating Committee who are not eligible for membership under the roles and categories laid out above provided they are not full-time employees of Acadia at the time they are appointed lay members.

Note: The position of Chair is open to ex officio members of Senate, Senators, and Faculty members who are not Senators. Should an ex officio member of Senate be elected as Chairperson, there shall be no adjustment to the composition of Senate; should a Faculty member of Senate be elected as Chairperson, a replacement member shall be elected from the Faculty to which the Chair belongs; should a member from the Faculty at large be elected, there shall be no adjustment to the composition of Senate.

Note: Four student members of Senate shall be appointed by the Acadia Students' Representative Council. The term of service shall be the same as that of the SRC which appointed them. One student member of Senate shall be appointed by the Graduate Students Association and shall serve a one-year term commencing in September of each year. One student member of Senate shall normally be appointed by the Acadia Divinity College Student Association, and shall serve a one-year term commencing in September of each year. In the event the Acadia Divinity College Student Association is not able to select a representative in a timely fashion in a given year, the appointment shall be made by the Dean of Theology. Unless otherwise specified, student members of Senate Committees shall be appointed by the Acadia Students' Representative Council.

Academic Planning Committee Report to Senate, January 2014

Preamble: The Academic Planning Committee (APC) was constituted as a Standing Committee of Senate by Senate at its meeting of 18 June 2012. The mandate of the APC is as follows: “The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.”

The APC membership is as follows:

- 1 Vice President Academic T. Herman (ex-officio)
- 1 Dean of Arts R. Perrins (ex-officio)
- 1 Dean of Prof. Studies H. Hemming (ex-officio); G. Bissix (Acting, 1 Jan–30 Jun 2014)
- 1 Dean of P&A Sc. P. Williams (ex-officio)
- 1 Faculty Member J. Hooper 3 yr (ret. 2016)
- 1 Faculty Member T. Weatherbee 2 yr (ret. 2014)
- 1 Faculty Member D. Duke 3 yr (ret. 2015)
- 1 Student D. Shea 1 yr (ret. 2014)

The Chair of the Committee is the Vice President Academic.

(Source: *Acadia University, Committees of Senate – 2013-14, p. 8.*)

Since its last report to Senate (18 June 2013), the APC has met on six occasions (26 June 2013, 4 July 2013 (jointly with TIE), 8 August 2013 (jointly with TIE), 12 Nov 2013, 10 Dec 2013, 17 Dec 2013). For the information of Senators, please consult the 18 Jun 2013 report submitted to Senate for the activities of the APC prior to that date.

Timetabling

In response to concerns expressed by students, faculty and staff regarding our existing timetable and its present use, the APC examined data on course conflicts, classroom utilization, enrolment by time slot and slot use. It met twice jointly with the TIE (Timetable, Instruction Hours, and Examination) Committee in July and August to explore these data as well as review the existing Senate Guidelines Governing Timetabling. From those meetings a joint unanimous motion to Senate emerged proposing an addendum to the existing Guidelines which explicitly describes principles and features to guide timetable planning. The motion was subsequently passed in the September 2013 meeting of Senate.

Further exploration of timetable reform is presently underway in the TIE Committee. Discussions with the TIE Committee and the Registrar revealed that the existing TIE by-laws may require revision to allow more flexibility in setting and recommending policy, including the need to clarify the oversight responsibilities of the TIE vs. those of the Registrar.

Program Approval Process

The APC examined and discussed the present approval process for new academic programs or significant modifications to existing programs, and determined that the present process lacks a mechanism to ensure that changes align with institutional priorities and that resource requirements are systematically reviewed. To that end, in consultation with the Registrar, the APC has drafted a proposed process that clearly outlines the responsibilities of those involved; it provides the APC, with clear communication to Senate, oversight responsibilities, without interfering with the robust curriculum development and approval process that already exists. Creation of the proposed process will come forward as a motion to Senate shortly.

Supporting Interdisciplinary Studies at Acadia

In its recent review of Women's and Gender Studies, the Academic Program Review Committee recommended that the Academic Planning Committee examine governance challenges facing inter/transdisciplinary programs. To that end, in December we met with a group of IDST Program Coordinators, who offered a series of joint recommendations on governance and hiring procedures for IDST programs. Recommendations included clearer definition of the status of IDST programs, their coordinators, and their representation on decision-making bodies; adequate support mechanisms for IDST hiring; and support for IDST faculty after hiring.

A free-wheeling and productive discussion followed, including an exploration of the complex and dynamic relationship between units, disciplines and programs. There was also discussion of the efficacy of creating a Senate Committee on IDST; the Academic Planning Committee is presently considering bringing forward a motion to that end. The APC will also ensure that inter/transdisciplinary programs and dependencies are considered as a separate factor in its considerations going forward.

Structural Change Capacity

Discussions with the IDST Coordinators underscored the importance of developing mechanisms to match resources and structure. Shifts in enrolment patterns and changes in staffing levels due to attrition have created a situation where there is greater disparity between resource levels across campus. Indeed, the Academic Planning Committee is concerned that in order to fully address the challenges arising from our return to institutional carrying capacity, volatility in program demand, and severely constrained resources, we need to entertain campus-wide conversations around structural change and its potential role in achieving strategic planning goals and a sustainable configuration.

Allocation of Permanent Faculty Positions

In October, the Vice-President Academic informed the Deans and the Acting University Librarian that a modest hiring environment is anticipated in the upcoming year. As a result, it is expected that individual programs, following the guidelines approved by Senate on 18 June 2013, will be preparing requests for submission to the APC. To that end, the APC is developing an assessment tool for evaluating requests based on several dimensions of sustainability; it will circulate a synopsis of that tool shortly.

The APC has received several informal suggestions from individuals as well as a formal request from one academic unit that the University defer further permanent faculty hiring until it

develops and implements a strategic change framework that allows us to align organizational processes and structure to make most effective use of scarce resources. The APC appreciates this sentiment, acknowledges the structure-resource challenges we face and will ensure that any permanent hiring at this juncture will be cautious and deliberative.

APC Forward Planning Process

The APC is presently developing a forward planning proposal that outlines a strategic framework for insuring sustainable academic integrity. It intends to bring that framework to the February meeting of Senate for discussion.

Respectfully submitted,
Tom Herman, Chair

**Academic Program Review Committee –
Recommendations arising from the Review of the Department of Philosophy**

December 19, 2013

The Academic Program Review Committee (APRC) received the formal response from the Department of Philosophy to the External Review Team's report on April 26, 2013. We subsequently met on November 26, 2013 with the Department Head, Dr. Marc Ramsay, to discuss the Department's response to the review. After careful consideration of the review, the response to it from the Department, and our discussion with the Department Head, the APRC offers a set of recommendations below. The reviewers' recommendations are included in italics, with the original recommendation number and section (Teaching/Research/Service = T/R/S) in the External Academic Program Review document in brackets [].

A copy of the review and the Department's response will be made available to Senate. The APRC's recommendations are presented below **in bold**, organized by level of priority, from highest (1) to lowest (3). Within each level of priority the order of recommendations is arbitrary:

Priority 1

[T1, R1, S2] We very strongly recommend that some way be found of providing a new and continuing full-time faculty position for the Department of Philosophy, perhaps conjointly with another department or program, and that ways of maximizing the usefulness of this appointment in relation to (other) non-strengths of the Philosophy Department mentioned above and below, and indeed across the Faculty of Arts, be identified and implemented.

- 1. The APRC recommends that the Department of Philosophy work towards collaboration with other units and programs on a range of activities to help meet the needs of the department. We respect the Department's challenge with the current part-time hiring process and encourage the University to develop a process to better facilitate multi-year appointments that allow for some continuity and flexibility at the program-staffing level.**

[T6] We recommend that the following efforts be made in respect of cross-listing: (1) Identify all the courses offered by other departments at Acadia that might properly be allowed to count toward a Philosophy major; (2) identify all the Philosophy courses that might properly be counted toward the major of another department; (3) explore prospects of cross-listing, in a sense that would allow course descriptions under the same number to appear in the curricula of both participating departments (e.g., POLS/PHIL 4343 Political Philosophy I); and (4), wherever appropriate and feasible, cross-list.

- 2. The APRC strongly endorses this recommendation. We feel that identifying courses offered in other departments that may count towards a Philosophy degree helps to**

increase student choice and flexibility as well as to increase the flexibility within the department to diversify its course offerings and support its research activity. We also feel that working with other units to identify Philosophy courses that may count towards other majors helps to increase flexibility as well as to diversify the pool of students available to take Philosophy courses.

[T7] We recommend that through cross-listing, or in any other feasible way, the Department teach special topics courses more regularly.

- 3. The APRC feels there is a direct connection between cross-listing courses and the amount of flexibility created within the Department as well as for students. We strongly endorse the recommendation to explore the cross-listing of courses in other areas with Philosophy.**

Priority 2

[T3] We recommend that the REB, SPT, and ESST commitments in respect of .17 teaching allotments be in some way institutionally entrenched as multi-year commitments, which are activated without yearly applications from the Department.

- 4. The APRC acknowledges the planning challenges that result from the current process and encourages the University to work towards a multi-year budget-planning process that allows for some certainty for units. We recommend a 3-year cycle that allows for a multi-year commitment of resources where appropriate, but also affords an opportunity for review and assessment at the end of the commitment.**

[T8]) We recommend that the Department consider ways in which its courses might address the interests and needs of the growing number of international students and students outside of the Faculty of Arts.

- 5. The APRC acknowledges the efforts already made to promote Philosophy offerings to students outside of the department and faculty. We encourage the discussion to continue at the Department level and support the efforts currently underway to promote its offering of logic courses to international students.**

(R2) We recommend that the University consider and seek to implement ways of changing the guidelines for McCain funding so as to permit .17 relief for any professor with an academic book contract who needs extra time to ready his or her book manuscript for publication.

- 6. While McCain funding may not be the most appropriate mechanism to achieve this end, the APRC encourages the Department to work with the Dean of Research and Graduate Studies to explore and identify options for external funding for temporary teaching relief when carrying an acute scholarly burden.**

(R3) We recommend that the Department and the Dean of Research and Graduate Studies actively explore ways of improving their dialogue about research productivity and, in particular, about success in external grant applications and on taking advantage of internal funding opportunities.

- 7. The APRC endorses this recommendation. As well, we recommend that the Department engage the Dean of Research and Graduate Studies in dialogue about how research within the Department might be reflected in any strategic research plan.**

[Students] We strongly recommend that the University seek to provide further opportunities for Philosophy students to obtain scholarships, bursaries, research assistantships, and related kinds of support.

- 8. The APRC recommends that the Department work with the Office of Advancement to identify opportunities for external funds for student support (scholarships, bursaries, research assistantships), including targeting Philosophy Alumni.**

Priority 3

[T2] We recommend that two or more 3000-level Philosophy courses required or usable for the major be converted to 4000-level courses.

- 9. The APRC recognizes the work already completed to convert Phil 3853 to a 4000-level course and encourages their efforts to examine a limited number of additional courses that may be candidates for conversion.**

[T4] We recommend that public relations material and events be prepared which take pains to advertise to students the links between their non-philosophical studies (e.g., in the sciences) and the various 'philosophy of' courses taught by the Department (e.g., Philosophy of Science), as well as the benefits of combining the two.

- 10. APRC acknowledges the efforts already made to promote Philosophy offerings to students outside of the department, as well as the relatively strong enrolments that have resulted. There may be additional opportunities for further promotion; to that end, the APRC encourages the Department to proceed with its plans to more widely advertise its logic courses to non-Philosophy majors.**

[T5] We recommend that a working space for students admitted to the new MA in Social and Political Thought be found in BAC, near the participating departments.

- 11. The APRC acknowledges the importance of student space. We also recognize the limitations the institution faces (i.e. there is no unused space in the BAC). We also respect the desire of departments to retain dedicated meeting spaces. The APRC encourages the Dean of Arts to engage faculty members in the relevant programs to work together to identify possible solutions for a space that is in closer proximity to faculty members teaching in the SPT program.**

(R4) We recommend that all faculty teaching in the Philosophy unit, possibly in concert with other philosophers from the region or local academics from relevant non-philosophical disciplines, form a discussion group with the explicit aim of generating and criticizing more paper or chapter drafts in preparation for eventual publication.

- 12. The APRC recommends that the Department work with the VPA to facilitate a structure for this activity. We suggest the U4 League might provide one avenue to explore possibilities.**

(R5) We recommend that members of the Department seek to participate more regularly in national and regional philosophy conferences.

13. The APRC acknowledges the need of faculty members within the Department of Philosophy to participate in conferences most appropriate to their research. At the same time, we encourage faculty members to look for opportunities to participate in national and regional philosophy conferences as appropriate.

(S1) We recommend that members of the Department deliberately consider how to scale back modestly on service work while keeping the Department running efficiently.

14. The APRC recommends that the Department monitor their service commitments, but also recognizes and appreciates the important role that the Department's service plays both within the institution and within broader communities, as well acknowledges the profile that their service helps create for the Department.

Report of the Faculty Development Committee, 28 February 2014

The Faculty Development Committee met on 5 February 2014. All three members at the meeting are new to the FDC, which has not met for at least two years. Lisa Price was elected Chair, and the committee considered the last report of the FDC, presented to the 9 October 2012 meeting of Senate. That report called for a re-working of the FDC's mandate to emphasize the teaching component of faculty development, lamented the loss of the Learning Commons, and suggested a series of workshops on effective and innovative pedagogical practices.

The committee then turned to the motion passed at the 9 December 2013 meeting of Senate:

Senate directs the Faculty Development Committee to report to Senate, by the March meeting, on teaching awards and other practices for teaching support and development on campus, and also to explore models for teaching support and development at other AAU institutions.

The committee then came up with a list of teaching supports, programs and awards that are offered by other AAU institutions (and Bishop's) for the purposes of comparison to Acadia. The universities were divided among committee members who then investigated whether the institutions have centres or offices for the support of teaching and what their web presence is; whether there is dedicated staff in those centres; whether regular programming, workshops or conferences are offered; whether development is acknowledged through certificates or diplomas; whether teaching excellence is celebrated and what nature of teaching awards are offered.

Observations from the survey

It appears that almost all universities in the region have centres for the support of teaching and/or professional development. Most of these centres have dedicated staff – including administrative assistants, directors, and/or faculty with course releases. Most of the centres run regular workshops, seminars or conferences on pedagogical methods, technology, preparation of teaching dossiers; some offer courses leading to a Diploma in University Teaching. Most universities also regularly confer teaching awards within faculties and across the university and celebrate those who have demonstrated excellence in teaching at convocations, on webpages or in university publications. Some institutions offer prizes to teaching award winners in the form of extra professional development funds. In comparison to other AAU institutions, Acadia provides very limited teaching support and awards. The Fountain Learning Commons still exists in name, however, there has been no programming or employed staff/director since 2010. Approximately 10 years ago, Acadia offered some grant support to faculty to develop scholarship in teaching and learning, the Teaching and Learning Enhancement Awards program. Teaching engagement fellowships were also granted in the form of course release to faculty who wanted to develop innovative approaches to teaching. These programs have not existed for the past five years. Presently, a number of awards exist at Acadia which recognize excellence in teaching. The Acadia Students Union offers two awards. The Teaching Recognition Award is awarded to newer faculty members who have demonstrated strong in-class teaching and support of student development. The Community Leadership in Teaching Award recognizes professors who are excellent teachers and have a strong presence in the community. The Alumni Association also awards the Alumni Award for Excellence in Teaching recognizes professors who have a “continued record of excellence in teaching,” although

this particular award has not been granted for the past four years. The Faculty of Professional Studies awards on an annual basis an Outstanding Teaching Award.

In 2004, the Dean's Committee prepared a proposal for Faculty Awards. The proposal examined models for faculty development offered at other AAU institutions. It outlines a detailed Faculty Awards Nomination Program.

Conclusions

The FDC will continue to investigate ways of promoting faculty development and celebrating excellence in teaching, and will do so under the assumption that no new resources will be forthcoming. The FDC will consult the March 2004 proposal for Faculty Awards. At the very least, Acadia must develop resources to assist its faculty with applications for regional and national awards for teaching excellence. To succeed, faculty development at Acadia will require widespread participation/engagement.

Lisa Price, Chair
Jonathon Fowles
Stephen Henderson

Descriptives

University	Reviewed by	Notes	Office or Centre Name	Staff supported?	Web Presence
Acadia	Jonathon	Mission statement values excellence in teaching, invests in outstanding faculty ; The University community will support, recognize, and reward faculty through enhanced faculty professional development, an increased availability of teaching resources, and new programmes through which good teaching is identified and rewarded.	Learning Commons "Acadia will create a Centre for Curriculum, Learning, and Teaching, led by faculty, to coordinate faculty support and support pedagogical excellence across the disciplines. To support excellence in teaching, the University will continue to provide advanced technological resources and sponsor periodic symposia and conferences on effective pedagogy."	No, not since 2010	Limited - some from strategic plan 2006
Bishops	Jonathon	Mission statement values excellence in teaching			Could not find anything through web
CBU	Jonathon		CBU Centre for Teaching and Learning	Coordinator, faculty liaison, Manager tech & online learning, technical writer web support, manager online learning.	Yes
Dalhousie	Lisa		Centre for Learning and Teaching	21 directly employed or associated with Centre somehow	Yes
MSVU	Steve		Teaching and Learning Centre	No, not since 2012	Yes, but not prominently featured
Mt. Allison	Steve		Purdy Crawford Teaching Centre	Yes - on leave Winter 2014	Yes, but not prominently featured

MUN	Jonathon	DELTS is perhaps best known as a distance education provider. But we're so much more. We service all on-campus technical support, media production and course delivery, and offer faculty and graduate student training opportunities and course support	DELTS - Distance Education, Learning and Teaching Support Centre creation of the Instructional Development Office created in 1997. (now DELTS)	Yes - several	Extensive through DELTS and the Presidents teaching awards
PEI	Jonathon	Webster centre philosophy - faculty receive the help they need in a timely practical manner, support faculty to become better teachers	Webster Centre for Teaching and Learning - Faculty development office for Faculty	Yes - director and staff.	Online brochure - mostly for student support
SMU	Lisa		Centre for Academic and Instructional Development	Four staff members including a director	Yes
St.Thomas	Steve		Learning and Teaching Development Committee	Yes - Faculty coordinator with 2 course releases	Yes - direct link from homepage
STFX	Lisa		No Centre	No	Yes
UNB	Steve		Centre for Enhanced Teaching and Learning	Yes; director, project manager and at least one admin assistant	Yes, but not prominently featured

	Support & Development			
University	Resource development	Workshops and/or conferences	Development grants	Certificates/credits
Acadia		not specific to teaching; e.g. wellness etc.	through PD	no
Bishops				
CBU	teaching dossier, journals and blogs, course design and delivery; EXTENSIVE online materials and guidance	yes - online tips, in person workshops	not seen	not seen
Dalhousie	Professional dev., new teaching dev., TA development	regular workshops and annual conference	Teaching grants for course design and development, and assessment of student learning, travel and student engagement	certificates
MSVU	No	Not recently; hosted AAU Teaching Showcase 2011	No	No
Mt. Allison	No	Yes; teaching portfolio workshop; Fall Teaching Day; hosted AAU Teaching Showcase 2013	No	No
MUN	teaching portfolios, classroom etechnology, course development, awards preparations	Through development workshops and seminars, programs for the teaching development of faculty and graduate students; From face-to-face seminars and online sessions to one-on-one consultations and meetings, Allyson Hajek, instructional design specialist with DELTS, helps Memorial's faculty and instructors enhance their teaching and related skills.	Yes.	
PEI	teaching dossier	Lets talk teaching day, brown bag lunch series, teaching dossier workshop, teaching partners program for new faculty	apply for PD funding for workshops courses, seminars	

SMU	A number of resources including academic technologies, resource webpage, new faculty orientation and network, and individual consultations	Not obvious from webpage	Project, travel and development grants (called awards on website)	
St.Thomas	Yes; guidance for using social media and developing alternative teaching methods	Yes; lunchbag lectures, Friday afternoon workshops	No	Yes; courses leading to a Diploma in University Teaching offered in coordination with UNB; \$300 cost is covered by STU upon completion
STFX	Faculty mentoring program, teaching resources webpage	Brown bag lunch series around teaching	Travel grants and scholarly teaching grants	
UNB	Yes; have worked with faculty to develop multimedia teaching tools & supports	Yes; workshops seem to be offered as well as "Kaleidoscope" annual December conference on teaching	No	Yes; courses leading to a Diploma in University Teaching offered in coordination with STU; \$316 for UNB full-time & part-time faculty and grad students

	Awards			
University	Type	Levels	Reward (\$ or other)	Celebration / recognition
Acadia	FPS	Student - ASU, department, Alumni	FPS \$1000	FPS at FPS meeting
Bishops				
CBU	Alumni Teaching Awards; Instructional Leadership awards; Society for Teaching and Learning in Higher education Alan blizzard award	Alumni and Instructional awards can be forwarded for AAU awards	not identified	Recognition of AAU awards; and other awards on website listing
Dalhousie	President's award, Alumni award, Part-time instructor award, and leadership award	4 University-wide teaching grants	All have certificates and one has permanent plaque and gift	Presented at meeting like Senate, covered in Dal news
MSVU	External (support for preparing award applications)			No
Mt. Allison	Internal - Faculty (Crake) and university-wide (Tucker)		Crake - \$2000; Tucker - \$5000; both go to PD fund	Yes
MUN	Presidents Award for Distinguished Teaching, Presidents Awards for outstanding Teaching	Distinguished = only faculty with 10 years teaching experience; Faculty & Lecturers and instructional staff 2 separate categories for outstanding teaching award.	Distinguished & Outstanding teaching awards = \$5000 toward teaching activities & PD, award in Univ calendar, personalized scroll,	Recognition at President's Award Ceremony, Name on plaque in public space in University building.
PEI				
SMU	Educational Leadership Award, University Teaching Scholar	University award	Monetary reward for leadership award, plaque	Announcement at convocation and noted on webpage
St.Thomas	Full-time and part-time awards, and "instructional leadership" award	University-wide	\$1500 for full-time award; \$250 for part-time award paid to PD funds	Yes; awards presented at Spring Convocation

STFX	Outstanding Teaching Award	University award	Certificate	Award presented at convocation, webpage devoted to university, regional and national award winners
UNB	Four university-wide awards; at least seven faculty specific awards	Mostly full-time; possibly one part-time award	unknown	Yes; publication of a newsletter with profiles of award winners

Motions Regarding Changes to the Constitution and By-laws

Background: The circulated document contains changes to Senate’s Constitution and By-laws. The changes highlighted in yellow have already been approved at previous Senate meetings, and are included here merely for Senators’ information. Note that the changes to Senate membership still require formal ratification by the Board of Governors. Changes highlighted in blue are fairly minor “housekeeping” changes, designed to bring the constitution and by-laws in line with how things are actually done, in practice (e.g., acknowledge electronic circulation of documents; note allocation of duties between Secretary, Recording Secretary, and Chair, as actually practiced). Changes highlighted in green are new additions, agreed to in principle by Senate at its December 2013 meeting. Note there has been one new addition, not discussed at the December 2013 meeting: the addition of a “Transition Chair” for each committee, to attempt to address the problem of committees not meeting because no Chair has been assigned to call a meeting.

Motions: That Senate approve the “housekeeping” changes to the Constitution and By-laws, highlighted in blue in the attached document.

That Senate approve the changes to the procedures of Senate Committees, highlighted in green in the attached document.

Senate Committee on Academic Planning

2014.03.28

The Academic Planning Committee moves that Senate approve the following Academic Sector forward planning process:

The intent of the Academic Sector Forward Planning Process is to determine how best to position the academic sector to meet the needs of students and faculty for the next twenty-five years.

Planning Principles

The following principles will serve to guide the various activities taking place within the planning process;

Value Based – planning activities will, first and foremost, preserve the Acadia essence by building upon the long-running traditions of the university as a post-secondary institution and the ideals of an “Acadia Education” as ratified by Senate.

Activity Based – planning activities will be focused upon the selection, maintenance, and development of desired teaching and research activities irrespective of current structural configurations.

Sustainable – planning activities will ensure that the total activity set (teaching and research activities) is structurally configured in such a way as to be both viable and sustainable at the aggregate level in terms of both university operations and resource perspectives.

Planning Process

This process will permit comprehensive engagement with the entire academic sector in order to seek and receive input from all stakeholders. The process will involve town halls, round-tables, submissions, and informal conversations. In the third phase the Academic Sector would be joined by other university stakeholders (e.g. operations, finance, recruiting, etc.). It is anticipated that the entire process will be completed within one year.

Phase 1: Academic Sector Consultation - Activity Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of teaching and research activities that the academic stakeholders wish to develop, repurpose, transform or eliminate.

Phase 2: Academic Sector Consultation - Sustainability Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of structural options available to meet the capabilities determined in Phase 1.

Phase 3: Full Sector Consultation - Alignment and Investment Conversation Series and Activities

This Conversation Series is designed to thoroughly explore the range and scope of options available to meet the capability and structural requirements identified by the Academic Sector in Phase 1 and 2 by the University stakeholders. Alignment and Investment Implementation activities commence.