

Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

Telephone: (902) 585-1617
Facsimile: (902) 585-1078



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 10th March, 2014 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 10th February, 2014
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Time-sensitive items
 - a) Curriculum Committee revised curriculum changes to the Business program (*attached*) (*Page 3*)
 - b) Curriculum Committee curriculum changes to the Education program (*attached*) (*Page 7*)
 - c) Report from the APC regarding Considerations for Assessing Permanent Faculty Position Requests (includes original motion from APC, original motion from H. Wyle, list of collected responses, revised motion from the APC and Motion to extend the original submission dates for submission deadlines (*attached*) (*Page 8*))
 - d) Motion that Senate establish an Ad hoc Interdisciplinary Program Committee (*attached*) (*Page 29*)
 - e) Professor Emeriti Nominations from the Awards Committee (*previously circulated*)
- 5) Priority items
 - a) Report from the Research committee (*verbal report*)
 - b) Report from the By-laws Committee (*verbal report*)

- c) Report from the Curriculum Committee (*verbal report*)
 - d) Report from the TIE Committee (*verbal report*)
- 6) Brought forward from February 10th, 2014 Senate Meeting
- a) Motion regarding Affirmation of Senate Membership (*attached*) (*Page 30*)
 - b) Report from the APC (*attached*) (*Page 32*)
 - c) Report and Recommendations from the APRC, Review of the Department of Philosophy (*attached*) (*Page 35*)
 - d) LibQual Presentation: Ann Smith
- 7) New Business
- a) Report from the Faculty Development Committee regarding existing services to support Faculty Development (*attached*) (*Page 39*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Business Program Modification

Form 4 – Proposed Modification to a Program

Bachelor of Business Administration with Honours

1. Required business courses (45h): see #1 of the requirements for Bachelor of Business Administration
2. Further required business courses (12h): 3483, 3993, 4996.
3. 3h of business electives. For students in the second-year Core program, Busi 2993 is required and business electives are reduced to 12h.
4. Required non-business courses (15h): see #2 of the requirements for Bachelor of Business Administration.
5. 30h non-business electives
6. 15h university electives (business or non-business)
7. Students must achieve a B- or better in 57h of requirements 1 and 2, and a C or better in all requirements other than #4. Note that these grade requirements exceed the BBA requirements.
8. A minimum of 120h must be completed with a program GPA of 3.0 or better.

The objectives of the honours program in Business Administration are to develop outstanding and independent achievement, to enrich the educational program in breadth and depth beyond the normal program, and to encourage a student to work to maximum potential so as to increase his/her opportunities for graduate work and for challenging positions in business, industry, and civil service. Application for admission to the honours program should be made to the director, usually at the end of the second year of study.

Bachelor of Business Administration with Honours and Major in Accounting

1. Required business courses (45h): see #1 of the requirements for Bachelor of Business Administration.
2. Further required business courses (12h): 3483, 3993, 4996.
3. Additional required business courses from the accounting discipline (9h): Busi 2033, 3073 and 3083.
4. 15h business electives chosen from the following courses in the accounting and related disciplines: Busi 3113, 3223, 3623, 4013, 4073, 4083, and 4113 (or equivalents approved by the Business school).
5. Busi 2993 if in Core.
6. Required non-business courses (15h): see #2 of the requirements for Bachelor of Business Administration.
7. 30h non-business electives.
8. Students must achieve a B- or better in 57h of requirements 1 and 2, and a C or better in all requirements other than #6. Note that these grade requirements exceed the BBA requirements.
9. A minimum of 120h must be completed with a program GPA of 3.0 or better.

The objectives of the honours program in Business Administration are to develop outstanding and independent achievement, to enrich the educational program in breadth and depth beyond the normal program, and to encourage a student to work to maximum potential so as to increase his/her opportunities for graduate work and for challenging positions in business, industry, and

civil service. Application for admission to the honours program should be made to the director, usually at the end of the second year of study. Note: to obtain the major, 9h (6h if not in Core) of business electives must be relegated to the inapplicable category. In other words, honour students seeking the accounting major must take more credit hours (129 in Core or 126 if not in Core) than they need to satisfy the BBAH (120).

Bachelor of Business Administration with Honours and Major in Marketing

1. Required business courses (45h): see #1 of the requirements for Bachelor of Business Administration.
2. Further required business courses (12h): 3483, 3993, 4996.
3. Additional required business course from the marketing discipline (3h): Busi 3433.
4. 15h business electives chosen from the following courses in the marketing discipline: Busi 3463, 4403, 4413, 4423, 4433, 4473, 4483, 4543, and 4653 (or equivalents approved by the Business school).
5. Busi 2993 if in Core.
6. Required non-business courses (15h): see #2 of the requirements for Bachelor of Business Administration.
7. 30h non-business electives.
8. Students must achieve a B- or better in 57h of requirements 1 and 2, and a C or better in all requirements other than #6. Note that these grade requirements exceed the BBA requirements.
9. A minimum of 120h must be completed with a program GPA of 3.0 or better.

The objectives of the honours program in Business Administration are to develop outstanding and independent achievement, to enrich the educational program in breadth and depth beyond the normal program, and to encourage a student to work to maximum potential so as to increase his/her opportunities for graduate work and for challenging positions in business, industry, and civil service. Application for admission to the honours program should be made to the director, usually at the end of the second year of study. Note: honour students seeking the marketing major must take more credit hours (123) if in Core than they need to satisfy the BBAH (120).

BECOMES

Bachelor of Business Administration with Honours

1. Required Business courses (45h): 1013, 1703, 2803, 2013, 2223, 2233, 2423, 2433, 2513, 2733, 2743, 3063, 3613, 4953, 4963, each completed with a grade of B- or better.
2. Required non-business courses (15h): Econ 1013, 1023, Math 1613 or Math 1013, Comm 1213, Econ 2613, each completed with a C- grade or better.
3. Further required business courses (12h): 3483, 3993, 4886 or 4996, each completed with a grade of B- or better.
4. 3h of business electives.
5. 30h non-business electives
6. 15h university electives (business or non-business)
7. A minimum of 120h must be completed with a program GPA of 3.0 or better. Note this and other grade requirements exceed the requirements for both the BBA and BBA with Major degrees.

Bachelor of Business Administration with Honours and Major

Students must complete a minimum of 120 credit hours, though most honours programs with major require the completion of more than 120h. All students must complete 72h as outlined in requirements 1-4 below, plus the additional courses as listed below for their chosen major.

1. All of the following (51h): BUSI 1013, BUSI 1703, BUSI 2803, BUSI 2013, BUSI 2223, BUSI 2233, BUSI 2423, BUSI 2433, BUSI 2513, BUSI 2733, BUSI 2743, BUSI 3063, BUSI 3483, BUSI 3613, BUSI 3993, BUSI 4953, BUSI 4963
2. 6h from: BUSI 4886 or BUSI 4996
3. All of the following (12h): COMM 1213, ECON 1013, ECON 1023, ECON 2613
4. 3h from: MATH 1613 or MATH 1013

Major in Accounting

5. All of the following (9h): BUSI 2033, BUSI 3073, BUSI 3083.
6. 15h from: BUSI 3113, BUSI 3223, BUSI 3623, BUSI 4013, BUSI 4073, BUSI 4083, BUSI 4113 (or approved equivalents)
7. 30h of non-business courses

Major in Business Technology Management

5. All of the following (21h): BUSI 3723, BUSI 3853, BUSI 4663, COMP 1813, COMP 2863, COMP 3513, COMP 2853
6. 6h from: BUSI 3293, BUSI 3733, BUSI 4553, BUSI 4653
7. 3h from COMP 1113, COMP 1893, COMP 2903, COMP 2923
8. 15h of non-business courses

Major in Employment Relations

5. All of the following (9h): BUSI 3313, BUSI 3323, BUSI 4313
6. 15h from BUSI 3483, BUSI 3623, BUSI 3723, BUSI 3733, BUSI 3753, BUSI 3763, BUSI 4323, BUSI 4633, BUSI 4663, BUSI 4933, BUSI 4943, COMM 1223
7. 15h from ECON 3313, ECON 3323, HIST 2403, PSYC 1013, PSYC 1023, PSYC 2123, SOCI 1006, SOCI 2223, SOCI 3253, SOCI 3543, IDST 2253, WGST 3023.
8. 15h of non-business courses

Major in Entrepreneurship and Innovation

5. All of the following (9h): BUSI 3773, BUSI 4773, BUSI 4553
6. 12h from BUSI 2763, BUSI 3723, BUSI 3853, BUSI 4403, BUSI 4613, BUSI 4653, ECON 3833, IDST 2706
7. 30h of non-business courses

Major in Finance

5. All of the following (12h): BUSI 2033, BUSI 3073 (or ECON 2623), BUSI 3243, BUSI 3273
6. 12h from BUSI 3233, BUSI 3253, BUSI 4223, BUSI 4233, BUSI 4243, BUSI 4253
7. 6h from ECON 2113 (or ECON 3913), ECON 2623, ECON 3133, ECON 3143.
8. 24h of non-business courses

Major in Marketing

5. BUSI 3433
6. 15h from BUSI 3463, BUSI 4403, BUSI 4413, BUSI 4423, BUSI 4433, BUSI 4473, BUSI 4483, BUSI 4543, BUSI 4653
7. 30h of non-business courses

Additional Requirements for all Honours BBA with Major programs:

- All courses from requirements #1&2 above must be completed with a grade of B- or better
- All courses from requirements #3&4 above must be completed with a grade of C- or better
- A minimum program GPA of 3.0 or better is required for graduation (n.b. this and other grade requirements exceed the requirements for both the BBA and BBA with Major degree)

The objectives of the honours program in Business Administration are to develop outstanding and independent achievement, to enrich the educational program in breadth and depth beyond the normal program, and to encourage a student to work to maximum potential so as to increase his/her opportunities for graduate work and for challenging positions in business, industry, and civil service. Application for admission to the honours program should be made to the director, usually at the end of the second year of study.

School of Education

Program modification

Additional text to be located on p. 83 of the current Calendar under “Course completion policy”:

Students who fall into any one of the following categories may be placed on probation and not permitted to proceed/continue/in their teaching practicum following a coursework term. Students who:

1. fail to complete and submit their coursework before the beginning of the ensuing practicum
2. fail a course in the BEd curriculum
3. are found to be unprofessional according to the School of Education Professional Conduct Manual and NSTU Code of Ethics

Failure in any two courses (including field placement courses) in the B.Ed. programme will result in dismissal from the programme.

Compendium of Responses to APC Consultation on Permanent Faculty Hiring

On 2014-02-17, at 4:41 PM, the following request was distributed by the Chair of the Academic Planning Committee electronically to all Senators and members of Faculty:

Dear Colleagues,

At the February Meeting of Senate the Academic Planning Committee was tasked with consulting widely on the question of principles used to prioritise permanent faculty position requests. The documents attached are provided for your information, and represent two alternative motions addressing the issue that have been brought forward to Senate. We invite you to review them and offer your comments on the principles that should be presented to Senate for its approval and which will serve to guide the prioritisation of permanent position requests by the Academic Planning Committee and Senate in future.

Comments may be sent directly to me as Chair of the APC, conveyed to the three faculty representatives on APC (David Duke, david.duke@acadiau.ca, Jeff Hooper, jeff.hooper@acadiau.ca, Terry Weatherbee, terrance.weatherbee@acadiau.ca), or communicated via your Head/Director to your dean, who sits on the APC. All submitted comments will be made available to Senate, with names redacted unless you indicate your willingness to have your name remain attached.

In order for the Committee to submit materials to Senate in a timely fashion we request that all submissions be received by noon on 26 February. I thank you in advance for your participation and feedback, and look forward to receiving your responses.

The two documents that were attached to the request are provided immediately below:

Motion A, from a group of Senators

Whereas: “The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders”; and

Whereas Senate has tasked the Academic Planning Committee (APC) with overseeing the process by which applications to advertise tenure-track faculty positions and continuing appointment librarian positions will be ranked by the Vice-President Academic; and

Whereas the APC will require principles to guide its decisions; therefore, be it Resolved that the APC’s decisions be made in accordance with the criteria listed below in priority order:

- 1) Maintaining viability of academic programs, including IDST programs, that have been approved by Senate;
- 2) Supporting a balance and diversity of programs across the university;

- 3) Fostering potential for interdisciplinary synergies;
- 4) Realizing greatest impact for program development;
- 5) Supporting the integrity of the varying pedagogical practices that are required by given disciplines.

Rationale:

Given that the powers of the disbanded Tenure-Track Teaching Complement Allocation Committee (TTTCAC) have been assumed by the APC, this motion, in the spirit of Senate's responsibility to maintain the integrity of the academic sector of the university, is intended to provide the APC with governing principles similar to those that previously informed the decisions of the TTTCAC. Reflecting principles established in the University's Strategic Plan and in its Mission Statement, this motion offers general guidance to the APC's deliberations before Senate votes on its recommendations, as well as to departments, programs, schools and institutes in their requests to APC for new or replacement positions. By promoting transparency and accountability, the motion also seeks to foster a sense of unity and cooperation across the academic sector.

Rationale for each principle and priority:

1. Maintaining viability of academic programs, including IDST programs, that have been approved by Senate:

- Reflecting the responsibility of the APC to past Senate decisions about academic programs, as well as ensuring the preservation of Acadia's historic academic strengths, this principle affirms that Senate should be the place where decisions about the future of academic programs are made.

2. Supporting a balance and diversity of programs across the university:

- In keeping with the idea that a liberal education is reflected in "balanced, rigorous, distinguished, and purposeful academic and co-curricular programmes" across the university, this principle promotes the idea that a diverse and healthy academic ecosystem - - benefitting students, academic researchers, and the community at large -- relies on exposure to different approaches, different skills, and different questions.

3. Fostering potential for interdisciplinary synergies:

- Given the necessity of IDST programming in order to reflect dynamic academic trends and a changing academic landscape, this principle promotes the integration of IDST program needs into the APC process; promotes integrating IDST programming into department, school, program justifications for new hires; and encourages and reflects pan-university conversations across disciplines, faculties and academic silos.

4. Realizing greatest impact for program development:

- Encouraging nuanced and inclusive deliberation about program growth, development, and innovation, this principle recognizes that new justifications need to be part of that deliberation and underlines the importance of identifying where investment will yield the greatest program, departmental, faculty, university and community effect or impact.

5. Supporting the integrity of the varying pedagogical practices that are required by given disciplines:

- Recognizing that individual programs have specific needs in order to deliver promised curriculum, this principle is intended to ensure that quality education and research is maintained at Acadia and to protect against growth strategies that undermine Acadia's commitment to "provide a personalized and rigorous liberal education."

Motion ‘B’, from Academic Planning Committee

The APC moves that Senate adopt the following as Considerations for Assessing Permanent Faculty Position Requests:

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:

- Alignment with the definition of an Acadia Education and Acadia’s Mission and Vision (Is this something Acadia wants to do?),
- Program/Subject Area/Capability Requirements (What do we need to do it well?), and
- 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.

In making its evaluation, the APC will endeavour to:

- 1) Ensure there is a diverse and balanced set of viable 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.

Responses to the request were received from individuals as well as units. The names of individual respondents have been redacted, unless the individuals instructed otherwise. Identities of unit responses are included.

Individual Responses

Name redacted – “I support the 2nd motion for APC. At the last meeting of the budget committee I suggested to disclose numbers – revenues and expenses – by department, saying we could “feed into the workings of other groups on campus.” Tom Herman said they would.”

C. Vibert – “I read the two motions. My thoughts are that if a university is going to survive then one cannot kill the programs that are growing and thriving. Programs such as Nutrition, Biology and Business provide the funds that enable professors in programs with low enrolments to be employed. The best way in the long run to ensure employment for professors in low enrolment programs is to ensure that high enrolment programs prosper. I support the APC approach to dealing with the issue of tenure track appointments.”

Name redacted – “I am writing to share my thoughts on the two motions on permanent faculty hiring. After reviewing the motions and discussing them with you briefly, I believe that motion B is the more helpful of the two motions. Motion B promotes hiring in line with Acadia’s Mission, its strategic plans and the need to ensure programs are sustainable and Motion A does not.”

A. Quéma – “My understanding is that the two motions are almost identical in certain respects. Points 3), 4), and 5) of motion A align with points 2), 3), and 4) of motion B (although motion B differs by mentioning sustainability in the context of pedagogical practices). The two approaches differ with respect to points 1) and 2) of motion A and point 1) of motion B. While the two motions endorse diversity and balance of programs, they obviously differ when it comes the means of doing so, and by means, I mean financial means and allocation of resources. The play around the word “viability” is rather fascinating. While motion A asks to maintain the viability of Arts programs so that they can live on, motion B posits that balance and diversity will revolve around programs that demonstrate viability. By the way, the same tension is analyzed in the report from the Commission on Building our New Economy.

Motion A betrays a concern if not an anxiety about the maintenance of programs in the humanities at a time when these programs have suffered cuts across the country. Enrolment figures are also down mostly because students are concerned about the economic outcome of an Arts degree in the context of a high youth unemployment rate. Motion B sends the signal that money does not grow on trees and that, given limited resources, choices have to be made to address enrolment growth in various programs across campus. In the meantime, rumours float around that the dice have been cast, and that positions will go to Science no matter what.

I do not endorse the notion of priority order that is stated in motion A. As a compromise with my Arts colleagues, I argued that the words “including IDST programs” be added to point 1) in order to send the signal that maintaining program viability (as priority # 1) should not occur at the expense of the development of IDST programs such as WGST or ESST. I am also concerned about the “conservative” effects of point 1) of motion A. While I do not wish to see any program reduced, I am also in favour of reconfiguring the way we organize programs. Maybe there is a way of using point 1) of motion B as a means of encouraging programs to undertake this reconfiguration (but then how do you do that without infringing academic freedom and the idea that professors are in the best position to determine the terms of knowledge and academic programs?). Right now, my sense is that point #1 of motion B is interpreted as a means of eliminating programs that are not considered viable.

I have no idea as to how to solve the problem, which has been a long-standing political and cultural issue at Acadia. Given the above comments, it would be logical for me to tilt towards motion B, but this would in all likelihood generate cuts, a position I cannot ethically defend—even though, as the acting coordinator of WGST, I was not invited by my colleagues to attend the meeting of chairs and directors when discussion took place about possible hiring and ranking in the Faculty of Arts.”

Name redacted - “My comments on this issue are as follows:

- I believe that we need a clear-cut plan on how to deal with departments on campus that are not “performing well”. How we gauge this performance is difficult, but I think that we need to consider the reach of the department (FCEs), the depth of the department (FTEs), the interaction between that department and other departments (i.e., may provide core service courses), and the like. I believe that having a good look at a department and how it performs will help determine the type of resources that the department in question needs. For example, some departments might be better off with a couple of permanent CLTs to increase teaching capacity rather than

another tenure track position. From an academic perspective, we would all love to have all of our faculty in tenure track positions, but the cost of such a move would be prohibitive.

- I think that the university needs more of a set "plan" to deal with replacements. It is currently an "unknown" as to how well a department needs to perform in order to be able to get a new tenure track position or get a replacement for a retirement. The target seems to be moving - sometimes it is FCEs, sometimes it is FTEs, other times it is average class size, etc. This makes it difficult for some departments to make a case for a tenure track position or replacement, as comparisons never seem to be "apple-to-apple" comparisons.

- We could use some radical thinking in terms of how positions are assigned on campus. Instead of positions being assigned to a department, it would be nice to consider positions being assigned to a faculty instead. Currently, departments seem to be fighting between themselves for positions, and this doesn't make a whole lot of sense. It is difficult to hire a faculty member to span multiple departments, and it would be nice to have a good model as to how this would be done. This would cut down on cases of departments teaching material that technically should be taught in other departments.

- The system is currently lacking with respect to dealing with departments that have "ups and downs" in enrolment. I'm not sure how to solve the issue, but it is something that needs to be addressed.

- While unpopular, it would be nice to see a true accounting for the teaching and research resources that individual departments receive. I realize that these things are hard to quantify, but we need to make an effort to explain resources and how they are used. A clear accounting of labs, instructors, CLTs, PADs, etc would go a long way to shining a light on how well some departments are staffed, and how other departments compare. While some might consider this move divisive, it would go a long way to explaining why one department was given a position over another department. Personally, I would be more than happy to support a tenure track position in another department if it was clear to me that the other department was in greater need of the position. Having said that, it is difficult to back a position in another department when that need is not as clearly defined, and it is questionable as to if the other department needs that position more than your own.

Having said all of that, my own thoughts align more closely with the APCs recommendations than those of the January motion from Senate. I don't like the idea of embedding particular teaching styles into the motion (as per item 5), and I very much disagree with item 1, where blindly maintaining viability of academic programs is automatically assigned a tenure track position. I believe that some academic programs that are in peril may benefit more from multiple instructor / CLT positions to boost teaching capacity than from a single tenure track position. The "academic viability" argument is one that can be made for just about any department (i.e., "We need a person who is an expert in area 'X' to be a viable academic department"), and doesn't address the overall concerns associated with making long-term appointments to various departments."

Name redacted - "I support the first motion and oppose the second for the following reasons:

The motion put forward by a group of senators Motion “A” equips the APC with clear “principles” to guide deliberations and decisions; whereas the principles in this motion are clear, in line with the mission statement, and can be applied with a reasonable expectation of accountability the APC motion is vague or at least oblique, and puts forward “factors” for consideration. The latter factors are laudable (in some cases borrowing language from Motion A but offer little substantive means of valuation. If I ask the question How would I, were I a member of the APC, think through an issue or a particular decision the first motion provides me a clear prioritized model for thinking through such decisions, while the present APC “factors” are without priority and would not facilitate processes of transparency to senate, to whom the APC is accountable, (or the broader academic community).

Secondly, were I a member of a group putting forward a recommendation for a position the first motion provides me explicit guidelines for thinking through making such a case And includes thinking about how such a hire would support other programs indeed the motion might be stronger if this were extended to say IDST programs and other departments.

Thirdly the first motion in its clarity and transparency of prioritized thinking through of the issue will help address what I see as a culture of insecurity, scarcity and fear which has taken root in the time of no (or few) hires.

I am responding as an arts senator and in particular my views are informed as a member of a multi-disciplinary department and someone who teaches in 4 inter-disciplinary programs on campus.”

Name redacted -

[Rationale for each principle and priority:

1. Maintaining viability of academic programs, including IDST programs, that have been approved by Senate: Reflecting the responsibility of the APC to past Senate decisions about academic programs, as well as ensuring the preservation of Acadia's historic academic strengths, this principle affirms that Senate should be the place where decisions about the future of academic programs are made.]

“I disagree with this statement almost 100%, because it inherently ties us to inflexibility and “tradition” that may not reflect current needs. Quite frankly, our historic academic strengths, and maintaining those and their viability, could completely shoot us in the foot – a foolish and silly notion. Moreover, that Senate should be the place where these decisions are made also implies that Senate is attuned, or more attuned to current needs and areas of interest ... I would argue that this is a complete fallacy. What we need is focus and strategic planning, not group hugging about how we can keep every program alive.

[2. Supporting a balance and diversity of programs across the university: In keeping with the idea that a liberal education is reflected in "balanced, rigorous, distinguished, and purposeful academic and co-curricular programmes" across the university, this principle promotes the idea that a diverse and healthy academic ecosystem -- benefitting students, academic researchers, and the community at large -- relies on exposure to different approaches, different skills, and different questions.]

This is a generic, vague statement that means nothing. If it needs to be there to keep people happy, fine, but it is typical, meaningless bureaucratese.

[3. *Fostering potential for interdisciplinary synergies*: Given the necessity of IDST programming in order to reflect dynamic academic trends and a changing academic landscape, this principle promotes the integration of IDST program needs into the APC process; promotes integrating IDST programming into department, school, program justifications for new hires; and encourages and reflects pan-university conversations across disciplines, faculties and academic silos.]

Lip service, to be frank. We have 1 cross-departmental hire in the university, I think (Alice Cohen?). After multiple attempts by some profs to collaborate with profs in other departments (research or program material), more often than not these efforts fail. Maybe personality driven. Anyways, sounds great, but I doubt will mean much unless we subscribe to some benevolent dictatorship than can actually move us forward.

[4. *Realizing greatest impact for program development*: Encouraging nuanced and inclusive deliberation about program growth, development, and innovation, this principle recognizes that new justifications need to be part of that deliberation and underlines the importance of identifying where investment will yield the greatest program, departmental, faculty, university and community effect or impact.]

Not really sure what this means.

[5. *Supporting the integrity of the varying pedagogical practices that are required by given disciplines*: Recognizing that individual programs have specific needs in order to deliver promised curriculum, this principle is intended to ensure that quality education and research is maintained at Acadia and to protect against growth strategies that undermine Acadia's commitment to "provide a personalized and rigorous liberal education."]

This is the one of the 5 that seems fine.

You can see how these comments relate to the final 4 points. Don't mean to sound too grumpy. I just honestly don't believe most of the baffle gab written above. Would love to be wrong."

Name redacted – "I am a little uncomfortable with a motion that specifically singles out IDST programs as particularly worthy of saving. Perhaps the crafters of this motion are worried about the future of IDST, but they shouldn't have special treatment. Having this as the #1 priority is also something I am uncomfortable with.

Secondly, if you are going to specify a priority order for criteria, there could reasonably be disagreement on the priority order. I think it is better to not have a priority order, or at least perhaps in groups (more like the APC proposal does with the first two). Strict priority order is too rigid and favors those who agree with the specific order. There are reasonable arguments for other orders. Do we really want to become engaged in an endless discussion about what the correct order should be?

Third, the only reason I can see for deciding to exclude a mention of "sustainability" is perhaps because such issues are not academic issues and thus shouldn't be addressed by Senate. But this should be made clear, not just that sustainability is something which is irrelevant."

Name redacted – "When I looked at the resolutions before, they both seem like apple pie and who could disagree with either one. Trying to read between the lines of each I realize I support Motion B more. It seems Motion A does not want to adjust for present day reality and I can't support that."

Name redacted – "I prefer motion B from the APC. This motion aims to maintain critical aspects of our university mandate while addressing important questions of program viability and sustainability."

Name redacted – "For me this issue is a no-brainer. I could not support the motion from the senators because I see it as a motion to shackle the University (and the APC in particular) to the status quo. And I don't believe that the status quo is good enough any more. I think the university must have a mechanism that fosters academic change. That change will of course be some mix of the good, the bad, and the so-so. Some people will, individually, be "winners", some "losers" but the University as a whole will flourish in the long run. Conversely, I am convinced that not doing anything (as I think the senators' motion would enforce) could only be bad for the University as a whole."

Name redacted – "I've had a chance to review the motions. I support the APC Motion and am strongly against the January Motion. In my opinion the latter is simply a tactic to maintain unviable programs, permitting them to jump the queue for replacements over units that desperately need them. I recognize that as a university we need to maintain a healthy humanities, but the January Motion is extreme and divisive."

Name redacted – "Motion B (APC) fits with the Acadia's Strategic Plan, so I support that as a better way to go. In general, I am in favor of curriculum reform. We need more flexibility in how we teach in order to better meet the needs of our students, including developing more courses that use student-centered approaches to learning, and those that provide links between academic units.

I have cold feet about the "Institutional sustainability". While I think change can revitalize a program, there are academic units I have concerns about if we take a short-term financial view. Some of the smaller departments need institutional support- such as replacing faculty who retire- in order to meet the challenges we will ask them to meet. The question of "Can Acadia Afford It?" needs to be considered over the long term. If we persist in our current short-term, financially-naive strategy of hiring faculty, we will do a lot of damage to the program over the long haul. For example, the administration thinks hiring CLTs rather than tenure-track faculty saves money, while ignoring the need to bring in top-notch candidates who can invigorate programs, bring in external funding, etc. That practice falls outside the motions before us, but serves as an example of the need to consider institutional sustainability within the context of building a strong program that is integrated across units, and is developed over the long term."

Name redacted – “The major concern seems to be that APC could make changes without Senators having a chance to consult. Thus for instance, if APC did not recommend a hire in a program already suffering a lack of resources, that program might simply fail without that eventuality ever coming before Senate. Thus, ‘viability’ of programs would require some sort of security in the language to meet these concerns, without creating immobility (program viability, if in question, must be brought to senate).”

Name redacted – “Overall the criteria listed in the two motions seem to capture important principles to follow when prioritizing the positions request. I support Motion B put forward/presented by the APC.”

Name redacted – “I write to comment on the APC consultation document that was circulated.

I do not support Motion A. The ideas discussed in support of this motion are laudable — maintaining program viability, interdisciplinary programs, diversity, program development and integrity. These are apple-pie issues that we all support.

However, I don’t believe the motion is a proper strategy for hiring for two reasons.

First, I don’t agree with the “priority order” that the criteria are listed in. Such a priority listing does not allow the APC do its job and properly weigh all criteria that should be considered in the hiring process. More importantly, the primary stress on program viability will halt the necessary evolution of the university. We have seen the introduction of new, often interdisciplinary, programs over the past decade that have proven important and popular. We also have many programs that are attracting large number of students, many more than they have resources to deal with. The needs of such programs are as important as the viability of other programs. The success of these programs deserves recognition. Given limited resources, we simply cannot put the rebuilding of all small departments/programs ahead of supporting all other needs of the university.

And, second, the ordered criteria list does not include all the criteria that should be considered in the hiring process. It says little about the current and future needs of our students, what programs, new and old, do they want supported? (They have been stating their preferences through their enrolment.) It does not mention the necessity of continuing to attract students to Acadia to support the University’s viability. It does not include any discussion of the program support from the provincial and federal governments that will, rightly or wrongly, be an important part of program viability and growth. The list of criteria can never be complete and must evolve as conditions change. Enforcing an ordered list of criteria will unnecessarily constrain the hiring procedure.

Motion A is trying to deal with many challenges that Acadia faces through a motion on hiring. I believe this is a serious mistake. A hiring policy is NOT the correct way for Senate to deal with the viability of our programs. If Senate wants to deal with program viability, then it should deal with it directly by discussing and determining the viability of our programs.

I believe Motion B is the better motion. It also recognizes the important characteristics of Acadia, the characteristics we want to sustain through the hiring process. However, it better balances all the needs of the university and allows the hiring process to evolve as necessary. It is a motion that focuses on the hiring process.”

R. Raeside – “I have reviewed both the motions you have provided for our consideration. On the face of it, it appears that both motions aim to advance the mission of Acadia University, but I do detect an element of tension between them. I suppose this tension is inevitable as Senate is charged with making decisions about the academic component of the University, whereas the APC must also take into account the fiscal reality.

Clearly any decision on the future of programs at Acadia must be made by the Senate, so either motion (or both motions?) can be debated there. However, my opinion is that Motion B is the more responsible motion. I consider that Motion A contains a fatal flaw, namely that the first criterion listed, “Maintaining viability of academic programs, including IDST programs, that have been approved by Senate,” is given priority over the others. If this criterion were taken to a level where it out-ranked all other criteria, which is the implication given by placing it as highest priority, then the University would be freezing itself in 2014, with no capability of adapting to changing needs. Programs come and go – in my time at Acadia I have seen Secretarial Science, Physical Education, Food Science, Home Economics, and most recently Recreation Management disappear, some because of changing conditions outside the University, some because of changing demands internally. Over the same period, we have introduced new programs in Nutrition, Community Development, Environmental Science, Environmental and Sustainability Studies, and most recently Actuarial Science, reflecting the needs of the broader community outside Acadia, as well as the aspirations of incoming students. Acadia must be able to continue to adapt to these needs and requirements.

To insist that what we have now is perfect and must be preserved is akin to the legendary ostrich burying its head in the sand to ignore the passing threats. It is irresponsible. The motion could be greatly improved by adding one word: “Maintaining viability of *viable* academic programs, including IDST programs, that have been approved by Senate”, but as it is written I consider it untenable.”

Name redacted – “I have given thought to how best to respond to your call for input on the question of principles used to prioritize permanent faculty positions, as in my mind, and as I tried to articulate at Senate, I see these as two pieces of work with some overlap and some areas where discussion would be required to come to a common agreement and understanding of what is in the best interest of all. How this call has been framed appears to be an 'either/or' request, which forces a choice between two options, neither of which are necessarily the 'best option.' In a forced choice situation, decisions are often made based on the least common denominator, not on what works best based on the multiple views of constituents. This may not have been the APCs intention, but it certainly reads that way to me.

I understand there is a time issue, and that having conversations to obtain and build on multiple perspectives is a challenge. That being said trying to sort out as important an issue as this by email/written input is bound to lead to more complications. How can you seek to understand the

perspectives of either the APC motion or the 'motion from the group of Senators' without having such a discussion? It does not feel to me like a process that will yield the most effective results, and could lead to further concerns about lack of transparency. I want to hear what underpins the rationale for the content of both motions (because it is indeed what is underneath both which is the most intriguing). This gaining of understanding in an open and honest forum can help to uncover principles. This is some of the most important work we will do and paves the way for the future of Acadia. We have to get this right, so rushing a process because of time will often ensure that we get to the opposite place, that of not getting it right.

This being said, I have a few thoughts on what was distributed:
From the motion from a 'Group of Acadia Senators':

- I do not support prioritization of principles prior to confirming them. Prioritization too soon (or at all) can cause serious negative consequences as it states a value for a specific principle at a point-in-time, which then becomes the highest value for decision-making now and into the future. It is hard to make effective decisions this way. It means that a specific principle will be the deal-maker most of the time, almost acting as a screen.
- The middle three principles from 'A Group of Senators' are worthy of further discussion.
- The first principle from 'A Group of Senators' hampers decision making – without the 'that have been approved by Senate' it could be useful, but I think the reason it is there (definitely an assumption on my part) is the reason this motion came forward in the first place, so this is where there needs to be more attention (and patience, understanding and an honest dialogue about the underpinnings that led to proposing this principle in the first place).
- The last principle from the 'Group of Senators' needs a reference to 'within available resources' (after 'pedagogical practices') but this is likely going to be as popular to the aforementioned 'Group' as removing the phrase related to Senate approval in their first principle.

From the APC Motion:

- Alignment with the definition and mission and vision is critical and forces those submitting for a position to consider the relationship to these (and become familiar with them if they aren't already). I'd say it is more than 'Is this something Acadia wants to do?' It is 'how does it contribute to the achievement of Acadia's goals and priorities?'
- I don't disagree with the second factor, that being said, it continues to keep the programs in silos. I would suggest also needing to identify the relationship to other programs on campus and/or the community, which forces units to look beyond and consider the impacts of their programs on others.
- The last I would frame as 'How does it support institutional sustainability?'
- The four points under 'In making its evaluation ...' should be moved to the top of the page.

You are going to get a variety of perspectives and it will be hard not to make assumptions about where people are coming from. In reading submissions, it is a challenge not to make such assumptions, so back to the argument about the need to have a fulsome and thoughtful dialogue

to uncover where people are really coming from and to co-create a set of principles. It is easy to misinterpret messages by email (or even in writing) <http://www.socsci.uci.edu/ssarc/internship/webdocs/session03/02-ByronArticle.pdf> for example. If we really want a set of principles which can move us forward together, what is the process that will best get us there? I leave that to the APC to sort out.

Thanks for your work and for asking for input. This is not a unit response, although I have had discussions with many in the SND about the issues, and am going to forward them what I have submitted. It is with a certain irony that I 'hit send' on this email message.”

A. Warner - “I would like to express my support for motion A proposed by the Academic Planning Committee based on your request for input. I have several reasons:

1. It more clearly prioritizes program viability and the need to look at cross-discipline collaboration through IDST programs and other initiatives. Strategic collaboration is one way to support multiple programs/disciplines with a limited number of hires, though of course a half a person maybe better than no person, but still maybe insufficient if a full person is needed. Still it makes a lot of sense and allows the university to bring new expertise in growing areas into the faculty. I strongly believe that programs need a minimum core teaching complement to survive effectively and this needs to be prioritized over other demands. When it comes to small programs, moving forward, there are only two options— to provide that minimum teaching complement, or if it is decided that the enrolment or justification for that is not there, then the program should be terminated and the resources redeployed to areas that make sense. I am not recommending the latter option, but I believe the worst of all worlds is to have the University and the specific faculty be delivering a program without the resources to make it work. Death by a thousand cuts is not an appropriate strategy for programs, either we resource the number of programs we choose to resource or we give up a few, in which case we only offer the programs that we prioritize.

2. Given we have very limited financial and faculty resources, we need to clearly limit total enrolment and possibly discipline or program enrolment in given circumstances. Ray Ivany has noted we are at about maximum university enrolment (3600?), in which case, we need to put in place procedures to limit enrolments over that level. We need to give relief to programs that are growing their numbers due to trends when they are not able to grow their faculty complement.

3. I strongly agree that pedagogical practices are important and differ across disciplines. This is a challenging discussion though as to how this would play out in faculty complements.

4. I find option B far more vague as the strategic mission, vision and plan includes a broad array of ideas that could be used to justify most any hire. In other words, this option offers minimal criteria to judge any request for faculty resources, and hence is not very useful.

Unit Responses

FPAS Planning Committee - Submission to the APC regarding motions A and B

“Motions A and B were circulated to all heads and directors in FPAS for discussion within units. Discussions were held and feedback was brought to a meeting of the FPAS Planning Committee (which consists of all the Heads and Directors in the Faculty.)

The consensus view of the FPAS planning committee, based on feedback from the entire faculty, is:

- 1) Motion B is the preferred approach.
- 2) The prioritized approach taken in Motion A does not allow sufficient flexibility to deal with the full diversity of academic programs.
- 3) Point 1 in Motion A places maintaining all current academic programs as the overriding consideration and it is felt that this will tend to “crystallize” our academic programming in its current configuration and inhibit our ability to evolve as an institution.
- 4) Overall sustainability must be a part of our academic planning.”

Dept. of Earth and Environmental Science -

“Regarding the FPAS Planning Committee Submission to the APC regarding motions A and B, I brought this topic up at the E &ES Departmental Meeting on February 14, 2014. At that meeting, after considerable discussion, it was agreed (unanimously) that Motion B is the preferred approach and that the prioritized approach taken in Motion A (the January Motion) does not allow sufficient flexibility to deal with the full diversity of academic programs. A number of our members have also sent in personal comments on this issue.”

Ian Spooner, Head

Dept. of Psychology –

Response to the APC's request for feedback regarding the principles used to prioritize permanent faculty position requests.

Sonya Major

February 26, 2014

I preface this response with two points:

1. I personally believe the APC was tasked with developing the principles for prioritizing permanent faculty positions and then to report back to Senate for its deliberation, regardless of whether or not this was stated explicitly in the mandate of the APC.
2. Dr. Holmberg was not an active participant in the discussions on this issue in deference to her position as Chair of Senate.

After consulting with all faculty colleagues in the Psychology Department, I have the following to offer to the APC regarding the principles that have been brought forward to Senate by Dr. Wyle and by the APC.

First, these are our comments regarding Dr. Wyle's prioritized list.

- 1) Maintaining viability of academic programs, including IDST programs, that have been approved by Senate;

While there is a clear acknowledgment of the importance of maintaining a range of traditional offerings that are consistent with the philosophy of a liberal education, the majority of Psychology faculty do not believe that this should be the first priority. It is agreed that prioritizing maintenance of Senate--approved programs stifles the development of new programs, course offerings, and curricular change, particularly given the fiscal environment in which we operate. Further, it is not the case that the current list of academic programs offered at the university is solely reflective of the philosophy of liberal education. The curriculum reflects both an appreciation of traditional liberal education and the development of programs and courses that reflect societal developments; by prioritizing maintenance of current programs, we will be setting in stone the current programs, which in time will become less reflective of societal issues. Curriculum ought to be dynamic and reflect a balance of traditional liberal education disciplines and societal change.

- 2) Supporting a balance and diversity of programs across the university;

We agree that this should be a priority.

- 3) Fostering potential for interdisciplinary synergies;

We agree, although we would like to see “interdisciplinary synergies” defined more clearly. We understand further that this may provide opportunities for growth and development where scholarly interests align.

4) Realizing greatest impact for program development;

We agree.

5) Supporting the integrity of the varying pedagogical practices that are required by given disciplines.

We agree in part with this recommendation, as we are concerned about how pedagogy is impacted when increases in enrolment do not result in an increase in complement which, in turn, impacts the ability deliver personalized and rigorous liberal education. We are concerned, however, that there is a reliance on tradition rather than on the empirical evidence regarding best pedagogical practice when, for instance, establishing class size limits.

Second, this is our response to Motion B, from the Academic Planning Committee

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:

- Alignment with the definition of an Acadia Education and Acadia’s Mission and Vision (Is this something Acadia wants to do?),

We agree that this should be given priority. We feel this provides a principled rationale and will provide the balance of adhering to the philosophy of liberal education while also being responsive to a changing society.

- Program/Subject Area/Capability Requirements (What do we need to do it well?),

We agree that quality of course and program offerings must be considered. Acadia has a reputation for academic excellence; this should not be eroded.

- and Institutional sustainability (Can Acadia afford it from an overall perspective?).

We have seen how resource allocation in the past has led us to a situation where institutional sustainability has been challenged. We agree that resource allocation has to be made in a financially-responsible and sustainable manner.

In making its evaluation, the APC will endeavor to:

1) Ensure there is a diverse and balanced set of viable academic programs;

This must be considered in order to maintain the ability to offer a rigorous liberal education, as defined in Acadia's mission, the elements of which were agreed to by Senate last year.

2) Foster potential for interdisciplinary synergies;

We agree that Acadia is in an excellent position to develop, and has, developed strong interdisciplinary programs; we would still like to see the concept of interdisciplinary synergies defined in more detail.

3) Realize greatest impact for program/subject area/capability development;

We assume that this means that we will continue to build on current strengths and resources, within and beyond the university and to add new programs where feasible.

4) Support the integrity of the varying pedagogical practices, within a framework of overall sustainability.

Maintaining the ability to provide a rigorous and personalized liberal education should be given priority.

In sum, the Psychology Department aligns itself with the priorities brought forward by the APC. We see priority one of the Wyle proposal as particularly constricting, limiting opportunity for growth or change in academic programs.

Manning School of Business -

“I have consulted with colleagues in the School of Business who have not responded directly to you, or another APC member, as regards the Motions on Permanent Faculty Hiring. I have heard from eight of the twelve permanent faculty member (other than myself) we now have on staff. Two permanent faculty members are on leave (sabbatical and medical) I did not expect to consult with them. Another is a member of the APC and another is a Senator who will respond to you directly. (Several of the cc'd faculty members have also responded directly to an APC member.).

As you know the School forwarded a letter (attached) to the APC some weeks ago wherein we recommended that the University take a “strategic pause” as regards any long-term financial commitments, including tenure track hires, until it had sorted the structural deficit staring us in the face.

In the School’s view the fundamental difference in the two motions included in the APC consultation document you included with your email of February 17th is tangentially related to the sustainability problem we refer to in our letter to the APC. Let me explain. Motion A resolves that the APC’s decisions be made in accordance with five criteria the first of which is: “Maintaining viability of academic programs, including IDST programs, that have been approved by Senate”. The rationale which accompanies this criteria does not address the issue of how adherence to this criteria effectively ties the university’s hands in terms of responding to change. Following this criteria it would appear that all programs that have been approved by Senate must continue to be funded. How do we square this with the need for change in our academic programming that will permit us to respond to both the changing academic environment and the urgent need for a pathway to financial sustainability?

While the School believes the rationale around the APC criteria found in Motion B need further fleshing out, it can support those criteria in as much as they do not tie our hands with respect to responding to change. All of which is to say that that the Motion B criteria seem to be better aligned with the need to ensure institutional sustainability going forward.

I. Hutchinson

December 2, 2013

Dr. Tom Herman, Chair
Academic Planning Committee (APC)
Acadia University

Dear Dr. Herman:

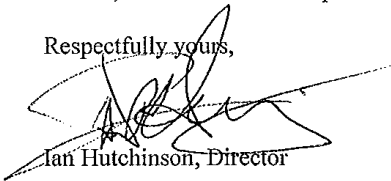
Over the last year or more, during planning sessions facilitated by our Advisory Board and during discussions with other stakeholders (students, employers, local businesses), we have been challenged to ensure that our current organizational processes and structure are properly aligned so as to make the best use of scarce resources. We know that similar challenges have confronted other schools and departments across campus.

Building upon Acadia's reputation for teaching and research excellence, the Manning School suggests that the university now consider strategic realignments to help position us for sustainability as, despite improvements in operations, enrollment, and the institution's overall financial positioning, Acadia still faces significant challenges. In order to position the university as a sustainable institution, Acadia needs to develop and implement a strategically focused "change" framework, a change framework that enables discussion vis-a-vis potential institutional re-configurations and yet which pays homage to our institutional values.

In keeping with best practices, we ask that the APC address the need for such a change framework before the institution agrees to additional long-term financial commitments. Specifically, we ask for a deferral in tenure-track hiring, and other initiatives with long-term financial implications that may tie our hands as we search for the best way forward. Our view is that the status quo and the traditional and familiar approaches that we have used in the past for such resource allocation decisions are no longer viable given current institutional risk. Taking a strategic "pause" now will provide the time required to develop an alternative approach that may illuminate the better path toward sustainability.

Given that the institution is poised to make significant long-term commitments, we would be remiss if we did not bring forward this request for a moratorium on any fiscal action that we may come to regret as precipitous. By enabling positive changes now, ones that link Acadia's strategic intentions, plans, and actions, Acadia will be well positioned for its next 175 years.

Respectfully yours,



Ian Hutchinson, Director

Acadia University
F.C. Manning School of Business Administration
Wolfville, Nova Scotia, B4P 2R6, Canada
Telephone: (902) 585-1216 | Facsimile: (902) 585-1085 | Web: <http://business.acadiau.ca>

Acadia Students' Union –

“Here are some comments from my constituents:

Comments from the Students Representative Council

-APC continues to work as it has in the past- it is the most representative sub-committee on Senate and that we should entrust this decision in them.

-The reality is that some decisions have been made in Senate that pre-date us that we weren't around for that restricted the amount of elected courses students have to take- this unfortunately has left us with this problem, that some courses are more 'important' to take than others in a liberal arts degree.

-We need to have a more robust discussion at senate about it- APC doesn't have final say, and can't change their decision after Senate has made a decision on their recommendations. This needs to be made very clear, since there are major misconceptions around it.

-Most of all we need to think about what is happening at the school right now and compare it to what could happen in the future- is this process just a band aid for issues happening now- if so, will the process still be viable/applicable in the future in a different situation?

Comments from Students in general

-We trust the students who are sitting on Senate that we voted in. We need to make sure the process is fair but robust, as viable above all else.

-I especially made time to talk to arts students and they feel like this is what this committee is for so we should trust them to do this job, especially since there is a student representative on it.

-This is the reason why we voted a student into this position- to represent them and they feel they can trust the student who is sitting on the committee to ensure their voices are heard.”

Darcy Shea

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 15,
- 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.

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 |

| Descriptives | | | | | |
|--------------------|-------------|--|--|---|--|
| University | Reviewed by | Notes | Office or Centre Name | Staff supported? | Web Presence |
| 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. | |

| | Support & Development | | | |
|-------------------|--|--|---|---|
| University | Resource development | Workshops and/or conferences | Development grants | Certificates/credits |
| 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 | |

| Support & Development | | | | |
|-----------------------|---|--|--------------------|--|
| University | Resource development | Workshops and/or conferences | Development grants | Certificates/credits |
| 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 |

| Awards | | | | |
|-------------------|--|--|---|--|
| University | Type | Levels | Reward (\$ or other) | Celebration / recognition |
| 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 |