

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 14th March, 2016 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 22nd February, 2016
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Time Sensitive Items
 - a) Report and Nominations from the Awards Committee (*previously circulated*)
 - Honorary Degree nominations (previously forwarded)
 - Professor Emeritus nominations (previous forwarded)
- 5) Carried over from February 22nd, 2016 Senate Meeting
 - a) Academic Planning Committee Report – identification of themes from the raw data
 - b) Senate discussion of the raw data and emerging themes
- 6) New Business
 - a) Election to replace vacancies on the Nominating Committee (*Registrar*)
 - b) Notice of Motion from the By-laws committee (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Report from the Awards Committee



OFFICE OF THE PRESIDENT

TO: MEMBERS OF SENATE, ACADIA UNIVERSITY
FROM: RAYMOND E. IVANY, PRESIDENT AND VICE-CHANCELLOR
SUBJECT: PROFESSOR EMERITI NOMINATIONS
DATE: MARCH 7, 2016

The Awards Committee for Honorary Degrees and Emeriti Distinction (Awards Committee) wish to recommend the following candidates for the designation of Professor Emeriti:

- Soren Bondrup-Nielson, Ph.D.
- Shelley MacDougall, Ph.D.
- Anthony (Tony) Thomson, Ph.D.

Drs. Bondrup-Nielson, MacDougall and Thomson's nominations all meet the criteria for Emeriti Distinction as outlined by Senate in the Professors, Librarian and Archivist Emeriti Guidelines, and, all are unanimously supported by their departments.

The supporting documents are attached for each nomination.


Raymond E. Ivany
President and Vice-Chancellor

March 7, 2016
Date

Senate Discussion of the Raw Data:

Extended notes from the small groups of Senators discussions on Monday December 14th, 2015

Group 1

Herb Wyile, Andrew Mitchell, Darcy Benoit, William Brackney

Scribe: Heather Hemming

- 1) What are the preeminent curriculum /academic program principles and priorities you want to see a future Acadia work toward and/or enact?
 - High quality in what we do – maintain our reputation – well rounded – able to do that. We have something good and lets stick with our core values – what does this mean for Acadia. Cherish the small liberal education experience- close student relationship – Limit some programs getting too big
 - What do we all do? Making sure we have access to and connections across the campus.
 - Focus on student and community
 - Breadth in programs liberal education - mistake to focus exclusively for training to participate in the economy – preparing to participate in a civil society - we are not a community college not here to merely focus on training for the economy – preparing for civic engagement
 - Live up to ideal of a university – seek for truth – open thought -
 - How can Acadia follow up on the truth and reconciliation agreement – address its relationship with the Aboriginal community?
 - Full integration of arts and sciences
 - We need to be committed to high quality limited graduate education
 - Focus on the principles in the New institutional research plan

- 2) Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalizing these principles and priorities? What supports/obstacles might you expect?
 - Creating new degrees with existing resources – use resources more effectively – merge resources for example some generic courses – cooperating with one another how many departments are teaching statistics
 - Operationalizing what we mean by a liberal education – should there central courses that all students take – common core

- Taking advantage of co-curricular opportunities – promoting the whole University experience – examining programs that co-curricular experiences are doable
- Change the way we measure units/programs/graduates on campus think about the University as a whole - make the best decisions for students not just thinking about FCE – what is important to us.
- Make hard academic choices focusing on collegiality
- Sharing reasons and rationale behind complement decisions
- Look for ways to hire Aboriginal faculty and incorporate indigenous knowledge(s) in our curriculum
-
- Receive responses from Institutional research plan – what do units think and how might they
- Develop much more private funding, Greater cooperation internationally
-
- Deeper relationships with sister institutions.

Group 2

APC Scribe – P. Williams

Gillian Poulter

Pat Townsend

Harish Kapoor

Pete Connelly

Jim MacLeod

Question #1

Index Card Notes

- Need recognition of Arts – no detriment to Science
- Classics to be retained?
- Policy of industry to support R & D conflict of interest?
- Coerced alteration of results?
- Flexibility of programming “nimbleness” – more electives in areas of interest for each student
- Community engagement
- Scheduling of faculty/students based on schedules; “students select courses” then Timetabling
- Maintaining accreditation standards of outside agencies

- Align undergrad programs with market needs
- Introduce research masters and via programs
- Increased cooperation across departments within Acadia University
- Increased academic/outside cooperation
- Online, timetable modifications
- Programs that will attract and serve a more diverse student body – African Canadian and Indigenous students in particular
- Programs/curriculum that will attract and serve a larger number of mature students
- Programs that give students flexibility and the opportunity to take an interdisciplinary and/or multidisciplinary approach
- A core of courses that includes digital literacy skills; exposure to pressing social issues (eg social justice)
- Continue primarily undergrad and liberal arts education
- Small classes
- Interaction on a one to one basis with faculty
- Develop new academic programs relevant to the 21st century
- Budget available to sustain current curriculum/programs and also to develop new programs
- Community

Discussion notes

- need to be flexible and nimble
- timetabling is an issue
- more community engagement
- recognize the value of the Arts
- retain Classics
- be vigilant with respect to ensuring industry does not interfere with the academy
- commitment to undergraduate liberal arts
- commitment to small classes
- ensure we are relevant to the 21st century
- more diverse student body
 - ensure that these students are “integrated” into the campus community
- more mature students
- flexibility – inter and multi-disciplinary
- core course on digital literacy
 - many aspects to this
 - responsible social media use
 - reliability of information
 - etc.
- core course in social justice

- align undergraduate programs with market needs
- more research in the undergrad programs
- increased cooperation across campus
- increase academic-industry co-operation
- explore different delivery modes – some on-line classes?
- Explore different scheduling patterns

Summary Points

- 1) Breakdown of the barriers that make it difficult to have a more integrated academic sector
- 2) Curriculum – both content and delivery – assessment models, delivery models
- 3) Diversity of the student body
- 4) Ensure we maintain our academic rigour and integrity

Question #2

Index Card Notes

- For diversity try creating/grouping courses that expose students to different cultures, religions, etc.
- Timetabling needs to be re-thought (eg science students need labs but that means they can't take a lot of Arts courses due to scheduling)
- Make team teaching do-able in terms of what constitutes teaching load; think about a 3 semester model and how that would work from faculty point of view
- Make computer work for curriculum rather than determine decisions about timetabling, prerequisites, etc.
- Make it easier to arrange cross-appointments
- Improve departmental cooperation
- Support/obstacles
- Recruitment of a different group – costly?
- Will some of the things talked about in question #1 require more admin support
- Budget
- Less money coming down from the federal/provincial systems
- New MOU hopeful?
- Need other sources of funding – maintain integrity at same time
- Technology – tools or toys? Info/knowledge/wisdom. Students have to know how to use technology for educational benefit.
- Engagement of students
- Decrease admin – too costly
- Lack of funding greatest obstacle
- Publicity pro and con affects applicants
- Lean administration/less regulations

- Hybrid course offerings – off/online
- Flexible schedule of teaching
- Don't treat students as clients

Discussion Notes

- Too much administration
- Need more funding
- Publicity pro/con affects applications/enrolment
- Diversity – will it cost more to have a more diverse student body?
- Budgets
- New ways to group courses – culture and diversity
- Rethink timetable/schedule
- Facilitate/encourage team teaching
- 3 semester model?
- Limitations imposed by the student information system – tail wagging dog
- Facilitate cross appointments
- Review and revise academic policies to align with approach to delivery
- Maintain integrity
- Technology – tool or toy?
 - Incorporate technology appropriately in learning – ethical use, responsible use, in class expectations
- Take assessment of teaching to another level to get more meaningful feedback

Summary Points

- 1) Timetabling and scheduling
- 2) Examine underlying policies and systems to ensure they facilitate as opposed to impede
- 3) Role of technology in learning
- 4) Different approaches to teaching
 - a. Team teaching
 - b. Delivery modes
 - c. Cross appointments
 - d. 3 semester model

Group 3

Present on December 14th 2015:

Ann Smith (University Librarian, Acting & APC member & Scribe)

Barb Anderson (P & A Sc)

Sheonagh McCullough (Layperson)

Beth Robinson (Prof St)

Christianne Rushton (Arts)

Regrets:

Ben MacDonald (Student, Theology)

Question 1

What are the preeminent curriculum/academic program principles and priorities you want to see a future Acadia work toward and/or enact?

Raw Data

Student-centred curriculum. This means choice for students in terms of electives.

Core common first year programs within faculties or structured across faculties

More interdisciplinarity.

Produce a definition of a liberal education that is commonly understood/agreed to.

Continued conversations to track performance and progress which are regular, scheduled, across departments. There should be collaboration & learning across units including the library and support services.

Establish clear definition of “liberal education” (liberal education vs liberal arts education) and “service-learning” or “community engagement”. Definitions help to challenge resistance, anxiety, fear.

We need openness to restructuring, reconfiguration.

Identifying niche opportunities that are consonant with our values and which will distinguish us from other institutions.

Identify where is there room in the post-secondary market for growth? Need for growth

Rounded liberal education (need to have a common definition of what this means)

Principles & curriculum should support growth of students (research, critical thought, contribute as citizens the rounded type of individual found in a liberal education).

Connect to strategic research plan (needs to be alignment).

Prepare students for careers.

Provide growth for students.

Curriculum which is relevant to needs and strengths of NS population.

Program that uses local research while empowering those going into work-force and families in the province

Create a more symbiotic relationship between community and the schools

Long Summary Of Question 1 by APC Scribe Ann Smith

We should be operationalizing a student-centred curriculum. The curriculum should be about the student and not the professor. We should look at the curriculum and ask are we current, are we realistic?

There should be collaboration & learning across units including the Library and support services.

There should be openness to restructuring.

We should look for niche opportunities vis a vis competitors.

We should focus upon interdisciplinarity.

We need a common definition of what a liberal education (not a liberal arts education) means. A good definition of liberal education would encompass how we prepare students for careers and how we prepare students to be engaged citizens. It would include concepts such as the ability to communicate, develop self-discipline, problem-solve, and analytical thinking.

We should be connecting to the Strategic Research Plan.

We should move forwards by creativity and evolution not just past-practice. The curriculum has to be relevant to the Nova Scotia population and connect to the community.

There should be a service-learning component and learning outcomes attached to these.

Long Summary by APC Scribe Ann Smith sent to Rosie Hare On January 15th, 2015

Short summary is included in Senate minutes of 14th December 2015 when Christianne Rushton reported back to Senate.

Question 2

Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalizing these principles and priorities? What supports/obstacles might you expect?

Raw Data

Common first year programs within faculties (core first year program) and possibly between faculties.

Patience.

Using the timetable to its full potential.

Needs/assessments/survey for all faculty, staff, students to ascertain values, strengths, desired directions.

Revisit degree requirements and design more integrative, interdepartmental, programs or common core course clusters.

Morale building – Communicate Acadia's strengths and accomplishments to the Acadia Community.

Ensure that diverse programs see themselves represented.

Swim in the same direction.

Commitment, communication, collaboration.

University 101 course interdepartmental.

Clear agreed to goals and objectives.

Clear definition of a liberal education.

Time and patience.

Relationships...effective processes. valuing research.
Learning Organization.
Determining the priorities of a liberal education – researching/knowing its importance.
Accessing the populations that will be a rich resource while benefitting them at the same time.
Making Acadia a place where marginalized, less confident learners can see themselves.
Being exposed to service learning programs (perhaps music or education may already do this).
Tangible, realistic and self-sufficient departmental practices.
Decisions that are multi-faceted and that high-impact.
Inclusivity, equity and awareness of our deep inadequacies in these fields.
Curriculum that is not about the prof but about the student (link to #1 question).
Creativity and evolution – not resting on past practices just b/c that’s what has always been done.
Supports would be common definitions of a liberal education Vs liberal arts, community engagement.
Restructure the timetable in order to deliver a common experience for the student .
Co-teaching.
Course surrounding how to be a university student.
A support would be effective process to support change.
Obstacles we would expect are fear and resistance to change (built in defense mechanism)
Money is not the obstacle Learning Commons Model – Opportunity to share, build, relationships and talk about common issues.

Long Summary of Question 2 By APC Scribe Ann Smith

We imagine operationalizing these principles by redefining the curriculum, which will take time. There needs to be a symbiotic relationship with local communities but they need to truly benefit. We would like to establish common core programs and a common experience for Acadia students which is student centric and produces good thinkers, good citizens etc (This might take the form of a course such as “how to be a student 101”). We may need to sculpt the timetable to do this. Supports include collective agreement on common definitions and guiding principles. We need a clearly defined and agreed to liberal education. From this we can establish goals and objectives. We need creative processes to move us forward and an innovation culture. Obstacles include fierce competition in post-secondary education in Canada. There are reasonable and perceived fears about change from members of the Acadia Community. Obstacles include the way we think about the timetable.

Long Summary Sent to Rosie Hare (Recording Secretary For Senate) on January 15th

Short Summary is contained in Senate Minutes of December 14th when Barb Anderson reported back to Senate.

Group 4

Scribe: Matthew Lukeman

Suzanne Grey

Paul Abela

James Stanley

David MacKinnon

Question 1

1. Investigate offering a foundational program for all students
2. We should examine program sustainability.
3. Consider dividing departments into “arts and sciences” and “professional studies”.
4. Maintain our thin but import band of graduate programs in units with the capacity to offer excellent programs.
5. Have a discussion about our connections with the community.
6. Allow professional studies students to take a minor. Business students are encouraged to write ‘concentration’ on resumés instead.
7. For languages and literatures, there should be a more diverse curriculum (e.g. many French courses are history courses taught in French). Bring back business French!
8. Don’t make course selection so restrictive for students – allow greater flexibility in course choice.
9. Provide a genuine liberal arts education – our alumni should be “society’s scouts”. One that is grounded in helping our students build a deep foundation for citizenship, employment, and global perspective.
10. Have an academic model that increasingly shifts toward collaboration and interdisciplinarity, holistic teaching and learning.

Question 2

1. Identify areas of greatest need in realizing robust arts/science/prof. st. programs.
2. Embark on an external funding campaign – focused scholarships, research chairs, etc.
3. Build an achievable timetable.
4. Work to get more funding for academics and library.
5. Begin or better build on what we already do that touches and gets our students in touch with the pressing issues facing communities and the globe, and organize how we communicate that.
6. We have no money, but lots of resources? We should find new ways to use our resources effectively.
7. Build a bigger and better case for why universities like Acadia are essential to progress.

Group 5:

Scribe – David Duke

Glenys Gibson
Romira Worvill
Scott Landry
Gwen Phillips

5-minute jotted ideas (Round 1)

Gwen

- Acadia has done a good job of attracting a particular kind of student, but we need to keep doing this. One way is by targeting undergraduate research programs (students should be interdisciplinary, with meaningful exposure to both Arts and Sciences). Students should get a **sound basis in both**.
- Program focus must be on **society's needs**.
- Stakeholder needs (esp. of the students) is crucial

Scott

- Diversity both of the students themselves and the ability to go across disciplines (e.g., free up timetable for students to access different programs)
- Curriculum should develop students with **integrity**, and learn how to cope with **adversity** (here, giving them the tools to deal with future adversity)

Romira

- Endpoint should be what do our graduates look like? Commitment to Liberal Arts must be the cornerstone (diversity, tolerance, climate, global citizenship), whatever the discipline they are following. Values should link to their specialisation.
- Should be opportunities for Anglophone students to learn the languages for their fellow students, whatever *their* origin (e.g., Mandarin, Arabic, Japanese).
- Interdisciplinarity is important too.
- General principle: specialisation should be maintained, with maximum opportunity for interdisciplinarity too.

Glenys

- More availability of interdisciplinarity, with stackable options
- (STEAM, not STEM)
- Adaptability of students – they will be going into a world where career-hopping will be common
- Enhance student experience by allowing them to benefit from smaller student-led discussions.

1. **Training Students to be resilient, with integrity as the cornerstone of their studies. They should be open to other perspectives, either in a formally academic sense (through exposure to other cultures in the academic environment itself) or informally (through the maintenance and expansion of an environment that celebrates diversity).**

2. **Research opportunities for undergraduates are key because they provide the environment within which students can develop tools of self-reliance (and hence resiliency) while also feeling that they are engaged in activities that make a difference.**
3. **A careful balance must be struck between the foundation created by disciplinary specialisation and the opportunities for multiple perspectives offered by interdisciplinarity. STEAM vs STEM should be the model. Finding this balance will likely be key to who we are in 10 years' time.**
 - **Timetabling needs to be examined to create greater flexibility for students. This can be within the existing two-semester framework, or we can also look at spring/summer expansions for students to complete their studies in 3 years, for example. (Fee structures, etc., could be looked at).**

Dealing with question 2: Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalising these principles and priorities? What supports/obstacles might you expect?

Gwen

An emphasis on Science / Technology / Engineering / ARTS / Math is key (with the emphasis on the Arts). STEM teaching has to become STEAM teaching for the university to remain attractive to students, and to produce good students for the 21st century.

Scott

Our size favours the ability to change; we are all on campus and so the facilitation of communication between faculties will be key.
 Culture of community involvement / academic all-canadians demonstrates how new cultures can be forged, and quickly.
 We need to move forward as a team, rather than work in silos.

Glenys

If there are things that we can change, then we can move forward with those (cf. Romira's point).
 Everything comes back to the establishment of resilience and adaptability – how do we frame better links across campus? This can be made attractive to incoming students.
 Learning-centred approaches also fit into the resiliency and adaptability model as well.

Romira

Timetabling should be a focus of change – people will accept it.
 Capacity to change – how do we move forward by exploiting existing capacity and developing new capacity for change that does not jeopardize – or is *seen to* jeopardize – current programming and people.

Review of the BA and BSc degrees will be important in the context of this process.

Distillation of the Group's Main Points (Reported back to Senate):

1. These discussions come back to the **structure of the degree** (core vs. breadth). Simple things like number of hours in class; looking at more creative learning models (e.g., the Politics Passport as an example). Interdisciplinary courses that are tailored to majors from different programs should also be developed but not "orphaned" by the IDST label.
2. Students can be our leaders in this, if we provide them the tools. They can be active participants in ways that generate research, new learning, community engagement (e.g., SMILE, Kinderskills, Active Aging, CODE programs, Cultural engagement – e.g. the School of Music). Not everyone would HAVE to participate, but an environment needs to be created for students AND faculty to participate meaningfully if they wish (again, use the School of Music as an example of this).
3. Academic All-Canadian philosophy shows how programs and attitudes – environments – can change rapidly. Student mentorship (the BioBud program which mentors intros) should be developed. Senior student perspectives need to be actioned for the incoming students, as this has tangible benefits both for students (increased confidence/success, etc.) and for the institutions (lower attrition rates, better-adjusted students, etc.).
4. Students must be required to be exposed in a real, meaningful way to perspectives and units outside their own.
5. Opportunities afforded by the U4 model need to be explored/actioned as appropriate.

Random Notes

Barb Anderson, "Sculpting the Timetable" → nice phrase.

Ray – spend some time on those things that we are going to put at the core of this exercise (read: APC – go look at the higher-level stuff first). Then go to the details / operational stuff.

Group 6:

Scribe – Fallis Thompson

Ian Hutchinson

Emily Samson

Harry Gardner

Jennifer MacDonald

Question 1:

- Acadia prides itself on being a Liberal Arts University
 - We need to clarify this vision
 - What is going to be our focus?
 - What do we have to offer that is unique from other schools that brand themselves in a similar way?

- Small classes is one of our key pieces when recruiting students and this allows us to give better feedback to our students
 - We need to ensure that this is maintained
- We should be focusing on “Liberal Learning” – critical thought, students setting their own educational journey, give students the ability to confront challenges in a critical way
 - Students have multiple different perspectives and we should use this to our advantage
 - There is a diversity in learning and how knowledge can be acquired
 - Help students contextualize themselves in a larger space
- We need our focus to always be the student and to keep them in mind, the learning environment should reflect this
 - What does the ideal Acadia student look like?
 - We need to find the balance between bringing more students but also being able to provide them with the feedback they need and treat them as individuals
- The pedagogy should be driven by the professors and not the computer system
 - Keep technology current
 - Innovate in response to change
 - Ability to operationalize changes
- We should work on a link between the Divinity College programs and other masters programs at Acadia – this led to a discussion of providing a link to all programs in general
 - Different departments and schools seem unaware of the links between programs or similarities between them
 - Create a will among faculty to innovate and investigate – overcome the structural barriers
 - Break down silos to look for opportunities and have a collective will to do so
- Be committed to a culture of dialogue where we value the commitment from all members of the Acadia community and also create the opportunity to do so
- Continue to use research to inform learning and it should be referenced in our guiding principles
- Come up with a way to figure out how and where we have a conversation about our priorities and this will begin with a conversation about resources
 - Shouldn't be trying to optimize what is available
 - What to identify principles as opposed to priorities

Question 2:

- Liberal Learning – in 1st year students get to branch out and experience all faculties and multiple departments
- The first step is identifying and agreeing upon a vision
 - Sharing assets and resources and avoiding the idea of winners and losers

- Some departments and schools may become defensive because of a possible resource loss but the larger picture and the entire campus should be looked at
- What do we already have? Where can we move forward to from here?
- Money is seen as the biggest problem, however, distrust is actually the biggest problem
 - How do we build trust among all faculty members and move beyond fear
 - There is an “Us vs. Them” idea due to the collective agreement, is this partly leading to distrust?
 - Build relationships between professors to rebuild trust
 - Break down the silos or save the departments, what do we want?
- Build bridges between the disciplines and look at ways to collaborate academically – both teaching and research
 - Build trust between departments
 - There will be a level of collaboration required for a “common first year”
 - There is a high level of cynicism which is leading a lack of innovation
 - Lack of hope, working and focusing year to year instead of long term
 - More value in one another and all departments
 - Build relationships throughout the university – hopefully allows for a lack of burnout among professors
- Talk of pedagogy needs to happen outside of the bargaining table (for example, class sizes, teaching hours, etc.)
 - Who is to initiate this? How do we ensure that these provide a safe and trusting environment?
 - A common result will be needed in order for it to be a success
 - Would we be willing to experiment and try doing this?
 - A bottom up idea could be an option, let the ideas come from the departments and the faculties
 - The board needs to understand what the issues are and be open to hear from faculty

Maximize what is available on campus, collaborate without repercussions

Group Seven:

Scribe: Jeff Hennessy

Amanda Loder

Hugh Chipman

Rob Raeside

Anna Kieft

Jocelyn Graham

1. What are the preeminent curriculum/ academic program principles and priorities you want to see a future Acadia work toward and/ or enact?

- maintenance of the core academic program
- diversity of programs
- common core across the campus
- later major declaration perhaps
- more cross collaboration between departments
- maintain quantity and quality of graduate and undergraduate research
- development of primary areas of relevance to the 21st century – looking forward
- maintain small classes and hands-on experiences
- classics, arts, science – all students should have foundations across disciplines

2. Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalizing these principles and priorities? What supports/ obstacles might you expect?

- opportunity in BA/BSc review to reconsider overall structures for degrees of more than half students
- increase availability of free electives in the degree
- giving up stuff (i.e. required courses) within programs – innovate, do new things, be willing to let some course requirements go
- students tend to be conservative at the beginning
- educating faculty about what students should be encouraged to take as courses - faculty becoming more familiar with the curricular opportunities across campus
- limitations on course opportunities due to major, first-year, and pre-requisite restrictions
- not enough training for advising for faculty (professional development)
- maybe in science rotate intro courses in science by in theme areas or have more sections with different focuses with fewer students
- interdisciplinary work needs to be recognized in a career development process
- research centres that can connect departments to each other and to the community
- reach out to media to recognize Acadia as a source of experts to celebrate our research expertise
- more targeting of college students to complete degrees – more defined transfer agreements

Group 8

Scribe: Jeff Hooper

Erin Patterson

John Colton

Jeff Banks

Diane Holmberg

Group Summaries:

Question 1:

- Importance of tenure-stream faculty/librarians, supporting experiences (research, etc.) and small university environment
- greater collaboration, between students/faculty and among departments
- cocurricular transcript-style requirements
- fostering innovative programming options (e.g. passport)
- fostering and strengthening critical thinking and a liberal arts education

Question 2:

- barriers: credits/structure of faculties/departments
- ways of fostering innovative curricular programming options
 - e.g. a course is 3h per week: can we use those 3h in more innovative ways, like flipping a classroom?
- more consistencies in how we define outcomes of a course
- need to foster more links between academic units e.g. passport, and think more broadly than disciplines
- support cross-disciplinary e.g. workshops
- rethink Fountain Commons (perhaps as a Centre for Interdisciplinary Studies)
- letting go of what we don't do well
- 5-year Bachelors/Masters programs
- better info for faculty/staff re systemic barriers
- case studies of successful/failing innovations
- framework to support innovative learning
- research funding challenges

Raw Data:

Question 1:

=====

Summary Discussion points:

- greater cooperation among departments
- flexible curriculum approaches
- highlight Undergrad research
- focus on strengths
- employer needs (e.g. business) and skills to suit the market
- strengthen liberal arts approach
- emphasize critical thinking/critical analysis

- foster empathy
- focus on "whole student" and "whole professor"
- need to be what we advertise: small class sizes

Senator A

- maintain and strengthen approach to liberal arts education
- emphasize critical thinking and a critical response to information
- through this liberal arts approach, foster tolerance, diversity, empathy
- focus on "the whole student" but also on "the whole professor"
- be what we advertise: small classes, really

Senator B

- more consistencies across disciplines/faculties in terms of course and program outcomes
- greater flexibility in modes of delivery
- more links between academic units
- foster innovative programming options

Senator C

- continue emphasis on small university, close knit faculty and students; students get to know each other, too
- continue engagement in research/comm dev, esp at undergrad -- strong trans.
- flexible curriculum a feature (e.g. variety of majors/minors)
- connection of students with full-time (tenure-track) faculty - in-depth involvement, in courses and research
- interdisciplinary work good - could be strengthened
- hands-on learning key - both in-class and in projects, etc.
- community engagement (see learning making a difference) valuable

Senator D

- greater cooperation among departments
- flexible curriculum approaches
- greater interdisciplinary collaboration
- highlight undergrad research
- focus on strengths
- connections program great but not sustainable
- how could we sustain this type of program?
- employability - relevance to economic development - how do we address this shift?
- new hires based on program integrity/sustainability
- support students who understand/appreciate interdisciplinary
- tenure-track, full time faculty

Question 2:

=====

Summary Discussion points:

- ways of fostering innovative curricular programming options
 - e.g. a course is 3h per week: can we use those 3h in more innovative ways, like flipping a classroom?
- more consistencies in how we define outcomes of a course. This can depend on who teaches it and which classroom
- need to foster more links between academic units e.g. passport, and think more broadly than disciplines
- support cross-disciplinary e.g. workshops
- rethink Fountain Commons (perhaps as a Centre for Interdisciplinary Studies)
- letting go of what we don't do well
- 5-year Bachelors/Masters programs
- flexibility of admin staff/faculty to support innov. ideas
- improve showcasing of student research (esp. in Arts)
- better info for faculty/staff re systemic barriers
- case studies of successful/failing innovations
- framework to support innovative learning
- we already do many of these things
- barriers: credits/structure of faculties/departments
- research funding challenges
- engage donors, etc. to fund student research
- figuring out obstacles and eliminating them

Senator A

- given the "givens", there are no acceptable answers to this question
- unacceptable answers: ask even more of the faculty who remain

- u/g research showcase, especially in the Arts
- politics passport idea
- faculty passport!

Senator B

- major obstacle: EDEN
- need to build a framework to support innovative programming that integrates:
 - eLearning
 - classroom
- strength is our people
- inform faculty/staff about our *systems*
- Case Studies on successful/failed programming ideas

Senator C

- need clear articulation of liberal education
- how to foster interdisciplinary? Are the faculties an obstacle? Do we need them?
- people like interdisciplinary in principle; in practice not if it impinges on depts at all
- as discussed before, things like credits/timetabling can get in the way...
- research funding climate a challenge -- how can we foster funding for research/comm engagement if external funds dry up?
- sticking to principles - danger of following funding/pressure to always connect to industry, immediate needs
- already doing a lot of what we want (small classes, close rel faculty, etc., good research exp.)

Senator D

- support cross-disciplinary through workshops/conferences and research summits
- Fountain Commons: centre for Interdisciplinary studies and engagement
- flexibility on part of staff, faculty and admin to support innovative ideas
- letting go of what we cannot do well
- innovative collaborative approaches to graduate studies
- 5-year program Bachelors/Masters

Notice of Motion from the By-laws Committee

Acadia University Senate Curriculum Committees

On April 13, 2015, Senate moved to divide the Curriculum Committee

“that the Curriculum committee be divided into two standing committees: Curriculum committee (Administrative), which would be responsible for duty one of the present mandate; and Curriculum committee (Policy), which would be responsible for duties two to five of the present mandate.”

The duties of the Curriculum Committee (as it existed in the past) were:

- (1) to consider recommendations from any Faculty, Department or School for changes in its degree, certificate or diploma regulations and make recommendations to Senate;
- (2) to initiate and make recommendations concerning changes in the curriculum; in particular, to make recommendations concerning the requirements for any degree;
- (3) to consider changes in the curriculum which may be made necessary by changes in secondary school matriculation standards;
- (4) to consider submissions from all departments or schools, or from any individual concerning changes in the curriculum;
- (5) to consider such other matters as Senate may from time to time entrust to the Committee.

On 6 October 2015, and amended 3 March 2016, the Curriculum Committee minuted:

- the current committee should complete the December/January committee work this year, thereby functioning as the Curriculum Committee (Administrative).
- a new committee should be populated to deal with the Curriculum Committee (Policy) issues.
- the Curriculum Committee (Administrative) should comprise:
 - o Registrar† (non-voting, *ex officio*)
 - o University Librarian or delegate (voting)
 - o two members from the Faculty of Arts,
 - o two members from the Faculty of Pure & Applied Science
 - o two members from the Faculty of Professional Studies
 - o one member from the Faculty of Theology
 - o one student
 - o the chair† of the Curriculum Committee (Policy) committee.
- the Curriculum Committee (Policy) should be smaller, comprising:
 - o Registrar† (non-voting, *ex officio*)
 - o University Librarian or delegate (voting)
 - o one member* the Faculty of Arts
 - o one member* the Faculty of Pure & Applied Science
 - o one member* the Faculty of Professional Studies
 - o one member from Faculty of Theology
 - o one student

- the chair† of the Curriculum Committee (Administrative) committee.
- * one of the members from the Faculties of Arts, Pure and Applied Science and Professional Studies is designated as having specific responsibility for IDST issues, on a rotating basis.
- † the members so-marked are members of both committees

Curriculum Committee (Administrative)

The normal process for undergraduate curriculum changes needed for the introduction of new courses or programs, or the modification or deletion of existing courses or programs is as follows:

- development of concept by department or school and completion of SCC form
- consideration by Faculty curriculum committee for recommendation to Faculty Council
- consideration by Faculty Council for recommendation to Senate Curriculum Committee
- consideration by Senate Curriculum Committee for recommendation to Senate
- approval by Senate.

The mandate of the Senate Curriculum Committee (Administrative) is:

- 1) to oversee and co-ordinate all proposed changes in undergraduate degree, certificate or diploma requirements, including interaction with the originators, and to make recommendations to Senate concerning such changes.
- 2) to identify issues arising as a result of recommended changes in undergraduate degree, certificate or diploma requirements, and to forward issues to relevant bodies for consideration and action.
- 3) to consider all changes in undergraduate courses from all departments or schools, or from any individual concerning changes in the curriculum, including interaction with the originators, and to make recommendations to Senate concerning such changes.
- 4) to collaborate with the Registrar's office to produce the programs of study and course listings sections of the annual Calendar.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

Curriculum Committee (Policy)

The mandate of the Curriculum Committee (Policy) is:

- 1) to investigate innovative and alternative methods of provision of undergraduate curriculum.
Rationale: this ensures the committee is forward-thinking and proactive in its role.
- 2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties.
Rationale: this ensures the Policy committee will take the initiative in the development of curriculum policies.
- 3) to ensure that the implementation of policies for undergraduate curriculum is managed, evaluated, revised and disseminated in a coherent and coordinated fashion.
Rationale: this provides for the on-going improvement of curriculum policies.
- 4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
Rationale: this provides advice and recommendations concerning the procedures used in the consideration of curriculum.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

Continuing members on the Curriculum Committee will complete their current terms on either of the two committees. It was recognised that the staggering of terms will be decided when it is known who will continue from the 2015-16 committee.