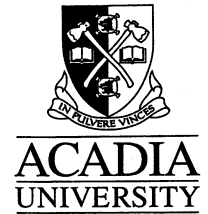


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Minutes of the Senate meeting of Monday 9th February, 2015

A meeting of the Senate of Acadia University occurred on Monday 9th February, 2015 beginning at 4:00 p.m. with Chair Paul Doerr presiding and 38 present.

1) Approval of Agenda

Motion to approve the agenda. Moved by D. Benoit, seconded by B. Anderson.

AGENDA APPROVED.

**2) Minutes of the Meeting of
12th January, 2015**

Motion to approve the Minutes of January 12th, 2015. Moved by H. Wyle, seconded by S. Hewitt.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements

a) From the Chair of Senate

The Chair noted regrets from L. Aylward, J. Banks, W. Brackney, R. Worvill, N. Clarke, R. Perrins, D. Green, J. Stanley, E. Callaghan, D. Seamone and J. Cayford.

J. Hennessy reported back to Senate on the questions and concerns raised previously about the Tutoring Service at Acadia.

J. Hennessy noted that the Tutoring Service fell under Student Services and was managed by a former MA student who reported directly to one of the Student Advisors. The service provided training for the tutors but they were paid directly by students that were using their service. The Tutoring Service provided students with an approved list of tutors.

Tutors needed to have a high GPA and to have an A- or better in any course that they tutored for along with a letter of recommendation from a faculty member. Retired faculty members were also able to tutor and were not supervised to the same extent.

Tutors were not allowed to assist students with grade enhancement and there was a requirement that students being tutored sign an agreement at the start of

the tutoring. Interviews were held between the Tutor Supervisor and the Tutor to discuss appropriate roles for tutors and a number of strategies to be used when tutoring. There was also an end of semester workshop to discuss ways to avoid crossing the line.

J. Hennessy stated that there had been a few reported incidents of students or tutors crossing the line, but those seem to be isolated. The increase could be because more students were taking advantage of the service.

J. Hennessy stated that he would be prepared to take any concerns back to Student Services.

A. Quema asked why Acadia had both a Writing Centre and a Tutoring Service and what was the connection between the two?

J. Hennessy felt that the Writing Centre dealt with writing whereas the Tutoring Service was a service that allowed students to hire people to help them in all subject areas.

A. Quema suggested that the Tutoring Service have a statement that would describe their mission and scope.

b) From the President

President Ivany referred to the story that was being covered by CBC News which was a survey of sexual assaults on university campuses across the country. President Ivany noted that a number of faculty, Senators and students had been very active on this issue and that many faculty members had had their students work on projects that attempted to both educate and change the climate around this issue. As a result of this work, several policies and procedures had been changed on campus, including the reporting of sexual assaults on campus. President Ivany noted that Acadia had worked hard to make it easier for victims to report incidents both on and off campus, and then for Acadia to provide as many supports as possible.

President Ivany recognized the irony in this case since the CBC investigation merely ranked the number of incidences per 10,000 students. President Ivany recognized that there was more work to be done in this area but was proud of what had already been achieved at Acadia. He noted that many institutions had reported zero sexual assault cases during the last five years and he expected that over the next few days the issue of under-reporting would also get some attention in the media.

J. Slights thanked President Ivany for addressing the issue but noted that she had been discouraged by the public response from Acadia which had appeared unnecessarily defensive and did not speak to the core issues that the President had pointed out. J. Slights asked how Acadia could better respond and bring forward some sort of active solution to the issue.

President Ivany was also disappointed with the initial response and indicated that Acadia had provided additional information that was not reflected in the CBC story.

J. Slight stated that on the CBC website it did indicate that what had been published was the complete response from Acadia.

President Ivany agreed to check. He stated that there was no need to be defensive and felt that on this issue Acadia had been responsible and progressive, and that in future Acadia needed to find a better way to tell its story.

G. Poulter pointed out that Acadia did not have a full-time properly trained Equity Officer on campus and urged the Administration to reinstate a full-time Equity Officer.

President Ivany offered to take the request under advisement.

A. Quema also believed that a full time Equity Officer was needed on campus. A. Quema also acknowledged the efforts of the students with SexFest two years ago and felt that it was incumbent on Faculty members to support the student endeavours, to support the Equity Officer, and to address the questions pedagogically.

G. Phillips felt that the reporting had been irresponsible and did not feel that the story had been brought forward in the right manner by the CBC.

A. Vibert echoed the concerns. She felt that although there were problems with the methodology, the response from Acadia led with the wrong points because it trivialized the issue, rather than taking the issue seriously. A. Vibert recognized that this was not accurate and found it very disappointing.

A. Vibert felt that Acadia should have stressed that it recognized sexual assault as a serious problem across campuses in the country, and that it had taken a number of initiatives during the last five years to make Acadia a safer campus for everyone.

A. Quema pointed out that comments could be posted on the CBC website.

4) Time Sensitive Items

a) Undergraduate Curriculum Changes for 2015-2016 (*attached*)

Motion to approve the Undergraduate Curriculum Changes for 2015-2016. Moved by R. Raeside, seconded by B. Anderson.

D. Serafini spoke to the motion and provided some updates to the summary sheets of curriculum changes. These were mainly from points 54-59 and covered in the descriptions of BAM and BAMH, in addition to Music: BM with various concentrations.

D. Serafini also drew attention to point number 138 which should read BSN (Health and Development Option).

D. Serafini noted that point number 161 was a course modification and not a new course as was point number 185.

J. Slights stated that it was a challenge to Senators to work through the lengthy document and asked whether significant changes to curriculum could be placed at the start of the document, rather than in amongst housekeeping changes.

V. Zamlynny suggested limiting the number of changes to be made in any given year.

D. Benoit agreed that it would be convenient to separate out the minor changes from the major ones, but that in order to do that agreement would need to be reached on what constituted a minor or major change. Changes to one course in a department often resulted in a knock-on effect to a number of other programs. D, Benoit asked whether it would be possible to show one change and then list all other areas affected by that change.

A. Quema understood the amount of work that the Curriculum committee and the Registrar's Office had to do in preparing the Curriculum change submissions to Senate and noted that staff had been cut. Summaries had not been provided this year. A. Quema pointed out that while faculty members on the Curriculum committee did peruse the whole document, it still remained for Senators from the three Faculties to discuss and read the document at Senate, to catch any mistakes that might have been made.

J. Hennessy asked where the proposed changes to Coop were for the Faculty of Arts.

D. Serafini confirmed that the changes to Coop for the Faculty of Arts were at the very end of the document – point number 194.

MOTION APPROVED.

**5) Brought forward from
January 12th, 2015 Senate
Meeting**

**a) Motion that Senate
approve Graduate
Curriculum changes to
the M.Ed. in Inclusive
Education (*attached*)**

Motion that Senate approve Graduate Curriculum changes to the M.Ed. in Inclusive Education.

The Chair noted that a motion was required for Senate to move this item off the table and onto the floor.

**Motion for Senate to move the tabled motion onto the floor of Senate.
Moved by A. Quema, seconded by H. Hemming.**

MOTION APPROVED.

The original motion was now discussed.

L. Murphy noted the Senator from Graduate Studies was absent and unable to speak to the motion.

D. Benoit stated that questions had been raised as to why moving EDUC 5123 from required to an elective status would allow more students access to the course.

A. Vibert responded that the Inclusive Education program carried more required courses than the other M. Ed programs. Students in other graduate programs also wish to take the course, but cannot find room if it is a core course for the M.Ed. Inclusive Education program. A number of students in this program are also part time students and take courses during the summer with room in their programs to take two courses, whereas three would present problems.

J. Slights pointed out that these were not the reasons that were stated on the curriculum form that came to Senate in January.

A. Vibert stated that the curriculum form had since been revised.

D. Benoit read out the wording on the curriculum form for EDUC 5123

A. Vibert provided further clarification.

MOTION APPROVED.

6) New Business

a) Academic Planning Committee Report and Motion for Senate (*attached*)

Motion to approve amended Criteria for Requests for Permanent Faculty Positions. Moved by J. Hennessy and seconded by A. Smith.

J. Hennessy stated that the new criteria and application form template were arrived at after extensive consultation with Faculty by way of Town Hall meetings and a roundtable with Heads and Directors of all units. The criteria had been modified in response to feedback that had been received.

A. Quema asked a question about process, noting that a distinction had been made between the four principles that the Academic Planning committee would follow and the three factors that the APC would use.

A. Quema asked whether at the individual unit level the departments should use the four principles or the three factors when preparing their submissions to the APC and when discussing the strength of their proposals.

J. Hennessy responded that the four principles were guidelines for the APC whereas the three factors were what the departments would use to outline their cases.

A. Quema stated that this approach had been discussed in the Faculty of Arts.
A. Quema asked how meetings at the unit level and Faculty level might play out when proposals had been made and the three factors had been followed,

while at the same time considering the four principles. If the Faculty decided to support the strongest proposals, which list of criteria would then be applied to the process at the Faculty level?

J. Hennessy felt that the principles and factors were linked together and were not intended to be seen separately. He recognized different Faculties might approach the process differently. The principles were intended to guide the APC. Any proposal that answered the factors but also took the principles into consideration would be a strong one.

H. Hemming stated that the template document on the second page it did state that the APC would be guided by the principle details on page 2 of the document but that the factors would be the focus of the discussion.

A. Quema found the wording to be ambiguous, noting that the Dean of Arts had mentioned that each unit could approach the preparation of proposals differently. Some might keep an eye on the principles as well as the factors; others might only concentrate on the factors.

H. Wyile noted that there had been extensive deliberations last year about the process and discussion about the financialization of the process. Herb was concerned about Point 4, which stated that the University Registrar would provide the core data (FCE, FTE, trends, etc.) and felt that this really only belonged in the template as a footnote.

J. Sights agreed. She did not feel that Point 4 had been discussed in the Town Hall meetings.

V. Zamlynny was uncomfortable in supporting the motion and felt that as there was only just quorum at the meeting it would be preferable to table the motion until the March meeting of Senate.

G. Poulter was not in support of the motion and wanted to know who the data would be released to, as metrics were not supposed to be an issue. If a department wanted to use metrics to support their argument that would be acceptable, but G. Poulter was not comfortable with the APC using metrics to support decisions.

Motion to table the motion from the APC to the March meeting of Senate. Moved by V. Zamlynny and seconded by J. Sights.

J. Hennessy noted that the delay could cause timing problems because departments and schools would not have the criteria to start discussing and ranking their requests, and the APC was due to bring a ranked list to Senate by May.

The Chair asked for any further comments.

A. Quema pointed out that a special meeting of Senate could be held in June, as had happened in previous years.

J. Hennessy suggested that Point 4 could become a footnote if necessary. He felt that metrics had been discussed in both the Town Hall meetings and the meetings with Heads and Directors, and that many had wanted to have access to metrics when preparing their submission.

J. Slights asked to speak to the substance of the original motion and noted that Point 4 did not explain who the metrics information would be provided to. J. Slights asked whether the wording could be altered to show clearly that the Registrar would provide metrics information to the departments, rather than to the APC.

The Chair asked whether there was any more discussion on tabling the motion to the March meeting.

MOTION TO TABLE THE MOTION FAILED.

A. Quema suggested an amendment to the wording in Point 4 to capture the points raised by J. Slights.

D. Benoit recalled that the inclusion of data from the Registrar was to be included separately so that it would not take up space that each department would use when providing their proposal. This would give departments the ability to comment on the data. D. Benoit noted that for example, FCE counts needed to be done by December 1st. The departments needed to receive the information in the same format as the APC would receive it, but be allowed to make further comment on that information when submitting their requests. It was important that the APC received this data at the same time as receiving comments from the departments and schools.

A. Kiefte proposed the following motion to amend:

Motion to amend the original motion by removing item 4) and placing it instead as a footnote to item 3b). Moved by A. Kiefte and seconded by H. Wyle.

J. Slights had concerns about how the process would unfold, noting that where the data was to go would be a critical part of the footnote. J. Slights felt that the current wording jeopardized any program that wasn't going to make a recommendation for hiring based on empirical evidence. It was necessary to understand the integrity and capacity of programs beyond these metrics.

J. Hennessy preferred a footnote and requested an amendment to the amendment.

A. Quema was not in favour of a footnote because they were often not read or looked at too late. Secondly, A. Quema agreed with J. Slights that Point 4 was a major aspect of the process. A. Quema proposed a re-wording of the amendment.

B. Anderson asked to hear from the APC what the intent of the wording in Point 4 was, because Senators were making assumptions and considering changing wording. B. Anderson felt that departments should have the

opportunity to provide their best information for each of the three questions provided in the template.

A. Quema stated that it was clear that the University Registrar would provide the core data in support of requests for permanent faculty. Units and programs would be making these requests.

J. Hennessy responded to B. Anderson saying that some units wanted to have the data whereas others had not requested it. The APC did not feel it to be fair for some units to have the data and not others; as a result all units would receive the data.

AMENDMENT APPROVED.

The Chair brought the discussion back to the amendment of the main motion.

A. Quema requested an amendment in order to make sure that the information was stated clearly. Point 4 would be reinstated with a change in wording.

Motion to Amend the Amendment.

Point 4 would be reinstated and the wording altered to read: The University Registrar will provide the core data (FCE, FTE, trends, etc.) to all units and programs so that units and programs can use this information in support of requests for permanent faculty. Furthermore, the use of additional and pertinent quantitative and qualitative data is also encouraged. Additional supporting information may either be incorporated directly into the request template – i.e., if it addresses a specific factor(s) - or it may be appended to the final section of this template.

Moved by A. Quema and seconded by René Murphy.

C. Rushton asked whether the two changes could be separated and votes taken for the wording change and for returning Point 4 to the main document, rather than having it as a footnote.

A. Quema felt that departments preparing proposals would be asking the same sorts of questions and that clarification was needed.

R. Murphy stated that changing the wording in Point 4 did clarify things.

AMENDMENT OF THE MOTION APPROVED.

Discussion returned to the main motion.

MOTION APPROVED AS AMENDED.

D. Benoit reminded Senators that Saturday was the 10th Annual Robotics Competition at Acadia and would be held in the BAC and the Main Gym. 300-400 young kids would be present as well as Provincial ministers. Volunteers were welcome. D. Benoit stated that the top 30 teams from Junior

High in the Province and the top 10 teams from High School would be competing.

Motion to adjourn at 5:06 p.m.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Summary of Curriculum Changes

What follows in the chart below is a summary of the changes reviewed by the Curriculum Committee. For full details on each change, please refer to the full curriculum package appended at the end of this summary.

Change #	Type of Change	Program/ Course Affected	Notes and Changes
Faculty of Arts			
1	New Course	ART 3033	
2	New Course	ART 3043	
3	Course Modification	THEA 3883	a) change in course description b) prerequisite added: ENGL 1406 or 1413/1423
4	Course Modification	THEA 3893	a) change in course description b) prerequisite added: ENGL 1406 or 1413/1423
5	New Course	ESST 3513	ESST 3513 to be cross-coded with EDUC 42A3
6	New Course	ESST 3523	ESST 3523 to be cross-coded with EDUC 42B3
7	Course Modification	ESST 2003	a) prerequisite added: CODE 1023
8	Program Modification	ESST	a) WGST 2913 to 2 concentration areas b) courses added to list of recommended FPAS courses
9	New Course	HIST 1533	
10	New Course	HIST 1613	a) Proposed short title is too long: "The Ideas that Have Moved the Modern Era". Changed to: "Ideas that Moved the Modern Era".
11	New Course	HIST 1713	
12	New Course	HIST 1813	a) Cross-coded with ART 1813 b) proposed short title is longer than calendar title and too long -- calendar title to be used
13	New Course	HIST 1823	a) Cross-coded with ART 1823 b) proposed short title is longer than calendar title and too long -- calendar title to be used
14	New Course	HIST 2003	a) Cross-listed with CREL b) proposed short title is too long: changed to "Christian Religious Tradition"
15	New Course	HIST 2503	
16	New Course	HIST 2603	a) HIST 2603 added to Minors in WGST, Ethnocultural Diversity Studies, Canadian Studies b) Proposed short title is too long: to appear on transcript as "African Canadian Women's Hist"
17	New Course	HIST 2633	
18	New Course	HIST 2733	a) HIST 2733 added to Minors in Canadian Studies, Ethnocultural Diversity Studies, Diaspora studies (proposal makes reference to WGST as well, but course does not count towards WGST).
19	New Course	HIST 3403	
20	Course Deletion	HIST 2273	
21	Course Deletion	HIST 3433	

22	Course Deletion	HIST 3513	
23	Course Deletion	LATI 4996	
24	Course Modification	CLAS 2573	a) course description change b) CLAS 2573 cross-listed with ENGL, WGST
25	Course Modification	CLAS 3573	a) course description change b) CLAS 3573 cross-listed with ENGL, WGST
26	Course Modification	HIST 3243	a) course description change b) title change
27	Program Modification	History	a) expand the number of first-year courses that may count towards programs, b) HIST 2773 and 2783 removed as requirements for majors, c) breadth requirement added for majors, d) new research methods course added n.b. 1) under the new program requirements, History majors are limited to a maximum six hours of 1000 level courses. 2) The title for HIST 2633 has different spellings throughout the curriculum documents (“The Practicing Historian” vs. “The Practising Historian”). For consistency’s sake, the preferred spelling shall be “practicing” for all calendar references.
28	Program Modification	Material & Visual Culture	a) addition of courses to minor b) deletion of courses from minor.
29	Course Modification	IDST 1213	a) course description change b) title change
30	Course Modification	IDST 2463	a) change in course level: IDST 2463 becomes IDST 3463 b) Course description change: "A multi-disciplinary course to that offers students an in-depth exploration of literary movements of universal importance in these three target languages. The course will be offered in English. Students wishing to have this course count towards a major degree in the Department of Languages and Literatures will be required to write their assignments and essays in the language in which they major." n.b. This description differs from what follows in the curriculum document and is to be the one used in the calendar.
31	Course Modification	FRAN 4913	a) course description change, b) title change
32	Course Modification	FRAN 4923	a) course description change, b) title change
33	Course Modification	SPAN 2513	a) SPAN 2513 becomes SPAN 3513, b) course title change, c) prerequisite change
34	Course Modification	SPAN 2523	a) SPAN 2523 becomes SPAN 3523, b) course title change, c) prerequisite change
35	Program Modification	Spanish	a) updating of program description to include new numbers
36	New Lab	MUSI 1690L	
37	New Lab	MUSI 2690L	
38	New Course	MUSI 2693	
39	Lab deletion	MUSI 2130L/MUSI 2140L	a) content moved into MUSI 2693
40	New Lab	MUSI 4940L	
41	Lab Deletion	MUSI 1130L/MUSI 1140L	a) content moved into 1693

42	Course Deletion	MUSI 4533	
43	Course Modification	MUSI 2163	a) change in description, b) change in prerequisite
44	Course Modification	MUSI 2283	a) change in description, b) change in prerequisite
45	Course Modification	MUSI 3193	a) change in description, b) change in prerequisite
46	Course Modification	MUSI 3223	a) change in title, b) change in description, c) change in prerequisite
47	Course Modification	MUSI 3310	a) change in description, b) change in title
48	Course Modification	MUSI 3320	a) change in description, b) change in title
49	Course Modification	MUSI 3693	a) change in description, b) change in title
50	Course Modification	MUSI 4113	a) change in description, b) change in prerequisite
51	Course Modification	MUSI 4213	a) change in description, b) change in prerequisite
52	Course Modification	MUSI 4223	a) change in description, b) change in prerequisite
53	Program Modification	Music: BM	Changes to BM core: A) deletion of MUSI 1130L/1140L, b) deletion of MUSI 2130L/2140L, c) deletion of 6h from list of 6h History, d) addition of MUSI 1693/90L, e) addition of MUSI 2693/90L
54	Program Modification	Music: BAM	a) deletion of MUSI 1130L/1140L, b) deletion of MUSI 2130L/2140L, c) deletion of 6h from list of 6h History, d) addition of MUSI 1693/90L, e) addition of MUSI 2693/90L
55	Program Modification	Music: BAMH	a) deletion of MUSI 1130L/1140L, b) deletion of MUSI 2130L/2140L, c) deletion of 6h from list of 6h History d) addition of MUSI 1693/90L, d) addition of MUSI 2693/90L e) removal of MUSI 3133, 3156 and 4156 from degree choices, f) addition of MUSI 2063, 3003, and 4243 to degree choices.
56	Program Modification	Music: BM concentration in composition	a) Removal of MUSI 3133 from the course requirements
57	Program Modification	Music: BM concentration in musicology	a) deletion of 3 courses (MUSI 3133, 3156, 4156) from the list of possible courses in Section 4, b) addition of 3 courses – MUSI 2063, MUSI 3003, MUSI 4243 to the list of possible courses in Section 4, c) reduction of the required hours under Section 4 from 27 to 24, and the addition of a new section that states “Choose 3 hours from MUSI 2083, MUSI 2383, or MUSI 4693
58	Program Modification	Music: BM concentration in Music Education	a) fixing some inexact language that has crept into the description, b) simplification of the Music Education program course offerings by merging the Elementary and Secondary streams, c) allowing increased flexibility for students to opt for guitar, strings, and voice methods course options.
59	Program Modification	Music: BMT (Music Therapy)	a) deletion of MUSI 2143, b) deletion of MUSI 4533, c) deletion of 3h from list of 6h additional psychology, d) addition of PSYC 2133, e) addition of MUSI 1693/90L and MUSI 2693/90L
60	New Course	POLS 2003	

61	Course Modification	POLS 2013	a) POLS 2013 added to WGST as methods option
62	Course Modification	POLS 3043	a) course to be restricted to POLS majors
63	Course Modification	POLS 4193	a) change in prerequisite
64	Course Modification	POLS 4393	a) change in prerequisite
65	Course Modification	POLS 4793	a) change in prerequisite
66	Course Modification	SOCI 3223	a) change in description, b) SOCI 3223 to be cross-listed with WGST c) change in prerequisite “12hrs SOCI completed (of which 3 hrs can be WGST 1413) OR 6hrs SOCI completed (of which 3hrs can be WGST 1413) plus NUTR 2323.” n.b. this prerequisite differs from what is presented in the curriculum document that follows.
67	Course Modification	SOCI 3803	a) change in description, b) change in title
68	New Course	WGST 3123	a) WGST 3123 to be added to minor in material and visual culture
69	New Course	WGST 4913	a) WGST 4913 cross-listed with SOCI, HIST, Canadian Studies, b) added to minors in minors: Diaspora Studies, Ethnocultural Diversity Studies
70	Program Modification	WGST	a) new required capstone course (WGST 4913), b) new elective course, c) 3h additional research methods courses for honours, d) WGST added to list of Co-Op program options, e) additional courses cross-listed
71	Program Modification	Diaspora Studies Minor	a) add HIST 2603, WGST 4913 as options
72	Program Modification	Ethnocultural Diversity Studies Minor	a) add HIST 2603, WGST 4913 as options
Faculty of Pure and Applied Science			
73	New Course	BIOL 3663	
74	Course Deletion	BIOL 3513	
75	Course Modification	BIOL 1813	a) course description change
76	Course Modification	BIOL 1823	a) course description change, b) prerequisite change
77	Course Modification	BIOL 1853	a) course description change
78	Course Modification	BIOL 1863	a) course description change
79	Course Modification	BIOL 2013	a) course title change
80	Course Modification	BIOL 2023	a) course description change, b) title change
81	Course Modification	BIOL 3613	a) course description change, b) title change
82	Course Modification	CHEM 3883	a) course description change, b) lab added
83	Program Modification	Biology	a) CHEM requirements within BIOL degree changed
84	Course Modification	COMP 1113	a) prerequisite added: NS Grade 12 Academic or Advanced Math (or equivalent) or Pre-calculus or 3h of mathematics.
85	Course Modification	COMP 2853	a) course title change, b) prerequisite change
86	Course Modification	COMP 2863	a) prerequisite change: 3h COMP or permission of School
87	Course Modification	COMP 3513	a) prerequisite change: COMP 1113, 1893 or 2863 with C- or better, or permission of School

88	Course Modification	APSC 1053	a) course description change
89	Course Modification	APSC 1113	a) course description change
90	Program Modification	Applied Science	
91	Program Modification	CAS	
92	New Course	GEOL 4303	
93	New course	CHEM 4903	
94	Course Modification	CHEM 1033	a) course title change
95	Course Modification	CHEM 1013	a) course title change, b) description change
96	Course Modification	CHEM 1023	a) course title change, b) description change
97	Course Modification	CHEM 1043	a) course title change
98	Course Modification	CHEM 1053	a) description change
99	Course Modification	CHEM 2103	a) prerequisite change
100	Course Modification	CHEM 2713	a) course title change
101	Course Modification	CHEM 3113	a) description change, b) prerequisite change
102	Course Modification	CHEM 3303	a) description change
103	Course Modification	CHEM 3823	a) prerequisite change
104	Course Modification	CHEM4123	a) description change
105	Course Modification	CHEM 4313	a) description change, b) prerequisite change
106	Course Modification	CHEM 4323	a) prerequisite change
107	Course Modification	CHEM 4513	a) description change, b) prerequisite change
108	Course Modification	CHEM 4523	a) description change, b) prerequisite change
109	Course Modification	CHEM 4723	a) description change, b) prerequisite change
110	Course Modification	CHEM 4733	a) description change, b) prerequisite change
111	Course Modification	CHEM 4803	a) description change, b) prerequisite change
112	Course Modification	CHEM 4823	a) prerequisite change
113	Program Modification	Chemistry - honours	a) Remove the option for honours students to receive major credit for Chem3913/3923, b) ii) Add the option to complete a BScH in chemistry concurrently with a Certificate of Applied Science.
114	Program Modification	Chemistry - majors	a) Add a requirement for chemistry majors to take one of CHEM 4903 or CHEM 3913, b) ii. Add the option to complete a BSc in chemistry concurrently with a Certificate of Applied Science.
115	Course Modification	GEOL 3323	a) prerequisite change
116	Course Modification	MATH 4996	a) description change
117	Program Modification	Math	The requirements to the Integrated BSc Math/B.Ed. Program, First Degree: BSc Double Major Mathematics with Education; Second Degree: Bachelor of Education, are being to changed to remove the minimum grade requirement in Math courses and to make the number of required courses match the requirement for a BSc Double Major.

118	Program Modification	Math	The requirements to the Integrated BSc Math/BEd Program, First Degree: BSc with Honours Mathematics and Statistics with Education; Second Degree: Bachelor of Education, are being changed to make the total number of hours to 150 and to make the number of required Science courses match the requirement for a BSc Double Major.
119	New Course	NUTR 2333	
120	New Course	NUTR 4053	
121	New Course	NUTR 4063	
122	Course Modification	NUTR 1503	a) title change
123	Course Modification	NUTR 2613	a) prerequisite change
124	Course Modification	NUTR 3513	a) prerequisite change b) NUTR 3513 to be added to BSN core
125	Course Modification	NUTR 3523	a) prerequisite change
126	Course Modification	NUTR 3533	a) prerequisite change, b) description change
127	Course Modification	NUTR 3543	a) prerequisite change
128	Course Modification	NUTR 3553	a) prerequisite change
129	Course Modification	NUTR 3713	a) prerequisite change, b) description change
130	Course Modification	NUTR 4033	a) prerequisite change, b) description change
131	Course Modification	NUTR 4513	a) title change, b) description change
132	Course Modification	NUTR 4523	a) prerequisite change
133	Course Modification	NUTR 4533	a) prerequisite change
134	Program Modification	BSN (Kinesiology Option)	Four existing courses (Nutr 3513 Community Nutrition), Nutr 3543 (Nutrition Education), Nutr 4223 (Sensory Evaluation of Food) and Nutr 4523 (Advanced Human Nutrition) have been added to the Nutrition core. The Nutrition core will now be 39 hrs (up from 27 hrs). Previously, Nutr 3513 was not a requirement, but now that it is being added as a pre-requisite to Nutr 3543, it will become part of the core and students will take 3h in Nutrition electives instead of 6h.
135	Program Modification	BSN (Biology second major)	Four existing courses (Nutr 3513 Community Nutrition), Nutr 3543 (Nutrition Education), Nutr 4223 (Sensory Evaluation of Food) and Nutr 4523 (Advanced Human Nutrition) have been added to the Nutrition core. The Nutrition core will now be 39 hrs (up from 27 hrs). Previously, Nutr 3513 was not a requirement, but now that it is being added as a pre-requisite to Nutr 3543, it will become part of the core and students will take 3h in Nutrition electives instead of 6h.
136	Program Modification	BSN (Psychology second major)	Four existing courses (Nutr 3513 Community Nutrition), Nutr 3543 (Nutrition Education), Nutr 4223 (Sensory Evaluation of Food) and Nutr 4523 (Advanced Human Nutrition) have been added to the Nutrition core. The Nutrition core will now be 39 hrs (up from 27 hrs). Previously, Nutr 3513 was not a requirement, but now that it is being added as a pre-requisite to Nutr 3543, it

			will become part of the core and students will take 3h in Nutrition electives instead of 6h.
137	Program Modification	BSN (Dietetics Option)	Four existing courses (Nutr 3513 Community Nutrition), Nutr 3543 (Nutrition Education), Nutr 4223 (Sensory Evaluation of Food) and Nutr 4523 (Advanced Human Nutrition) have been added to the Nutrition core. The Nutrition core will now be 39 hrs (up from 27 hrs). All four of these courses were listed as requirements for the Bachelor of Science in Nutrition (Dietetics option) program, but now they will be included in the core so do not need to be listed separately.
138	Program Deletion	BSN (Health and Development Option)	
139	Program Modification	BSN	Four existing courses (Nutr 3513 Community Nutrition), Nutr 3543 (Nutrition Education), Nutr 4223 (Sensory Evaluation of Food) and Nutr 4523 (Advanced Human Nutrition) have been added to the Nutrition core. The Nutrition core will now be 39 hrs (up from 27 hrs). Previously, Nutr 3513 was not a requirement for the Bachelor of Science in Nutrition program, but now that it is being added as a pre-requisite to Nutr 3543, it will become part of the core and students will take 3h in Nutrition electives instead of 6h.
140	Program Modification	Psychology	a) KINE 3693 (Seminar in Health Promotion and Wellness) added to list of courses that are acceptable for Applied Psychology Option credit and to the Psychology Department's list of cross-listed courses.
141	Program Modification	Psychology	a) Students required to complete 9 hours of Psychology courses at the 3000-4000 level not including cross-listed courses
142	Course Modification	COOP 1900	a) description change
143	Course Modification	COOP 2900	a) description change
144	Course Modification	COOP 3900	a) COOP 3900 becomes COOP 3903
145	Course Modification	COOP 4900	a) description change, b) prerequisite change
146	Course Modification	COOP 2700	a) COOP 2700 becomes COOP 3703
147	Program Modification	Co-op	a) for students enrolled in programs in the Faculty of Pure and Applied Science, three credit hours will be assigned to the final Co-op course required to complete the Co-op Option (COOP 3903).
Faculty of Professional Studies			
148	Course Modification	BUSI 2763	a) prerequisite change
149	Course Modification	BUSI 4473	a) BUSI 4473 becomes BUSI 3473, b) description change

150	Program Modification	BBA & BBAH with major in Employment Relations	One of the degree requirements for the BBA with Major in Employment Relations (and the equivalent requirement for the BBA with Honours and Major in Employment Relations) is revised to provide more flexibility in choosing non-business courses related to students' program of study.
151	Program Modification	BBA & BBAH with major in Marketing	BUSI 3473 is made a required course for students majoring in Marketing
152	Course Modification	KINE 1013	a) description change, b) title change
153	Course Modification	KINE 2003	a) prerequisite change
154	Course Modification	KINE 2023	a) description change, b) prerequisite change
155	Course Modification	KINE 2133	a) description change, b) prerequisite change
156	Course Modification	KINE 2293	a) KINE 2293 becomes KINE 1993
157	Course Modification	KINE 2493	a) description change, b) prerequisite change
158	Course Modification	KINE 3133	a) description change, b) prerequisite change
159	Course Modification	KINE 3373	a) prerequisite change
160	Course Modification	KINE 3853	a) prerequisite change
161	Course Modification	KINE 4333	a) description change, b) prerequisite change
162	Course Modification	KINE 4633	a) description change, b) prerequisite change
163	Program Modification	BKIN	KINE 2023 added to the Kinesiology core requirements.
164	Program Modification	BKINH	KINE 2023 added to the Kinesiology core requirements.
165	Program Modification	BKIN with BIOL	KINE 2023 added to the Kinesiology core requirements.
166	Program Modification	BKINH with BIOL	KINE 2023 added to the Kinesiology core requirements.
167	Program Modification	BKIN with NUTR	KINE 2023 added to the Kinesiology core requirements.
168	Program Modification	BKINH with NUTR	KINE 2023 added to the Kinesiology core requirements.
169	Program Modification	BKIN with PSYC	KINE 2023 added to the Kinesiology core requirements.
170	Program Modification	BKINH with PSYC	KINE 2023 added to the Kinesiology core requirements.
171	New Course	CODE 3603	
172	New Course	CODE 3613	
173	New Course	CODE 3623	
174	Course Deletion	CODE 3533	
175	Course Modification	CODE 1023	a) prerequisite change
176	Course Modification	CODE 1033	a) prerequisite change
177	Course Modification	CODE 2513	a) description change, b) title change
178	Course Modification	CODE 3013	a) prerequisite change
179	Course Modification	CODE 3543	a) description change, b) title change
180	Course Modification	CODE 3583	a) description change, b) title change
181	Course Modification	CODE 3593	a) description change, b) title change
182	Course Modification	CODE 3973	a) prerequisite change

183	Course Modification	CODE 4013	a) description change
184	Course Modification	CODE 4059	a) description change, b) prerequisite change
185	Course Modification	CODE 4593	
186	Course Modification	EDUC 3203	a) description change
187	Program Modification	Education	EDUC 42G3 becomes an elective course
188	Program Modification	Education	EDUC 4303 becomes an elective course
189	Program Modification	Education	EDUC 4553 becomes an elective course
Faculty of Arts (late submissions and included at the end of the curriculum package)			
190	Program Modification	Sociology	a) WGST 1413, WGST 3123, WGST 4913 to be cross-listed with Sociology
191	Course Modification	ART 1113	a) ART 1113 becomes ART 1813
192	Course Modification	ART 1123	a) ART 1123 becomes ART 1823
193	Program Modification	Spanish	a) 3h of Spanish or Spanish American culture (whichever was not taken at the 2000 3000 level) b) IDST 3463 and IDST 3473 may be counted towards the major credit in Spanish
194	Program Modification	Co-op	a) See Co-Op changes 142-147 above b) for students enrolled in programs in the Faculty of Arts, three credit hours will be assigned to the final Co-op course required to complete the Co-op Option (COOP 3903).

Acadia University Senate Graduate Studies Committee

Form 4: Proposed Modification to a program

Please forward an electronic copy of this form to the Research and Graduate Studies Office.

Department/School: Education

Date: November 2014

Brief summary of comments from Department/School meeting:

1. Program being modified: **Master of Education in Inclusive Education**

2. Outline the changes you are requesting to this program.

EDUC 5123 – Curriculum Practice for Students “At Risk”, currently a required course, will become an elective with the new title Curriculum Practice for Diverse Learners. (Please refer to the accompanying course modification form).

3. State the reason for requesting this modification. Please be specific.

Changing the status of EDUC 5123 from a required to an elective course in the M.Ed. program permits the course to be offered to all other M.Ed. students (Curriculum, Counselling, and Leadership) more often, and without the necessary step of giving the first available spots to M.Ed. Inclusive Education program students. In addition, making EDUC 5123 an elective makes it easier for the delivery of EDUC 5063 and EDUC 50H3, the two core required courses of the M.Ed. Inclusive Education program, to be offered and registered in jointly by beginning graduate students during our summer institute. This program change increases the ease with which students can complete the degree in a timely manner, cohesion of program offerings in terms of scope and sequence, and improves the availability of relevant, cross-program electives for all M.Ed. students.

4. CURRENT DESCRIPTION: MASTER OF EDUCATION (INCLUSIVE EDUCATION)

Students must complete 30h as follows:

1. EDUC 50H3, 5063, 5123, 5303; EDUC 5513 or 50G3
 2. Program Electives (15h course route, 6h thesis route). Program electives are selected from graduate courses offered by the School of Education or from approved graduate courses offered by other departments or schools.
 3. Students doing the thesis M.Ed. will choose EDUC 5966 and EDUC 5113 or 5523.
- Non-thesis students may substitute EDUC 50G3 – Research Literacy for EDUC 5513 – Research Design as their required research course.

PROPOSED DESCRIPTION: MASTER OF EDUCATION (INCLUSIVE EDUCATION)

Students must complete 30h as follows:

1. EDUC 50H3, 5063, 5303; EDUC 5513 or 50G3
 2. Program Electives (18h course route, 9h thesis route). Program electives are selected from graduate courses offered by the School of Education or from approved graduate courses offered by other departments or schools.
 3. Students doing the thesis M.Ed. will choose EDUC 5966 and EDUC 5113 or 5523.
- Non-thesis students may substitute EDUC 50G3 – Research Literacy for EDUC 5513 – Research Design as their required research course.

5. Please complete appropriate forms for courses additions, deletions, etc. indicated by this program modification.

APC Report to Senate on the Development of “Criteria for Requests for Tenure-Track Positions”, January 2015

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Please note: the majority of this report is informational, to reflect the process undertaken by the APC in drafting the new Criteria for Senate’s consideration. The specific language of the new Criteria, together with the requested Application Template to be employed by units, may be found on pp. 16 and 20 of the report.

Town Hall Meetings Regarding Considerations for Assessing Permanent Faculty Position Requests

Town Hall #1 – 27 October

Meeting began with a review of the process and comments from APC members as to their feeling / satisfaction with the way the program worked.

TW took the lead, explaining how we used criteria in ranking lists of PFPRs. Program demands had to be balanced by institutional settings. APC found that some position requests adhered to the criteria, while others did not. This made it difficult to ensure a complete balance based on the justifications that were provided in submissions. The process of rank-ordering met the requirements established by the criteria last year.

Darcy Benoit: if we were to keep these priorities, is there anything that was missing that the APC would like to see? Was the FPAS package better than FA on purely administrative grounds?

APC will never be aware of the full nuances of the interrelationships between programs, and we have to rely on the “pre-screening” that’s done at faculty level to provide this.

Sonya Major: question raised about the creation of the DCD; was there any discussion regarding the creation of that at APC? And is there not a disconnect between the large-impact elements of that policy and the planning activities of the APC?

Rene Murphy: no resource implications for the creation of DCD in relation to what came before; it’s just a reorientation of existing resources.

John Eustace: pointed out that there were no criteria in place when FA was producing its ranked list; this was therefore done in a vacuum.

TW: pointed out that this was a last-minute process for APC too, that it inherited the process from TTTCAC.

Shelley McDougall: Units should provide longer-term justification of their requests (I think she misunderstands the length of the one-year criterion directed by Senate; this is a process aiming for a longer-term planning environment).

Igor Semenenko: Information disclosure at the departmental level, which programs pay for themselves, which do not – sustainability of programs. This was a request that came forward through the Budget Information Committee in February 2014; assurance from the then-VPA Tom Herman was that such information would be provided. (Costs of programs, enrollment, money brought in by student fees in particular programs, etc.)

PW: The data are already available to Senate, so it's possible to access them there. These include costing by program. Money no longer follows individual students as it once did, however, so the correlation between student numbers and revenue at a program level is no longer absolute.

Brian VanBlarcom: What are the metrics for program viability?

PW: are there sufficient resources to offer, say, a rigorous, robust academic program that is meaningful for students?

TW: and is the program viable within the costing structure that currently obtains, and is likely to obtain, at the university and extra-university environment for the foreseeable future?

John Eustace: pointed out that the allocation of resources can have a significant impact on the long-term viability of programs.

Jonathan Fowles: Is it the case that financial considerations are **not** part of the APC review?

TW: The APC does not factor in financial considerations. That's the role of the Vice-President Academic.

Chris Shields: Should there not be a standard application that should be used in submitting requests for positions? Would that not make the work of the APC more straightforward?

PW: Such a form used to exist in the old days.

Glenys Gibson: which is the greater criterion, stronger individual programs or interdisciplinary opportunities between programs?

PW: Both. It's going to depend on the environment from which proposals are emanating, especially in relation to maintaining program viability.

Herb Wyile: The APC had a much longer timeframe to take up the mandate of establishing the criteria for positions. The APC provided three separate lists – faculty, instructor, librarian – to Senate for its approval which were then acted upon by the VPA

Andrew Biro: Can we have objective criteria that work across all departments and schools? The uniqueness of programs needs to be reflected in flexibility of criteria. There should be an accounting, from APC as to its ranking process.

Sonya Major: If we're using criteria, then call them criteria, and then develop some metrics that align them with the Acadia Education and Acadia's Mission and Vision. Some kind of metrical analysis is needed to nail down the objectivity of the business of the APC.

TW: We aren't happy with the fuzziness of the process either. The point is that there is no metrical set that can be applied across the board, without damaging the unique nature of program requests (cf Andrew's point above)

Darcy Benoit: Pointed out that metrics are essentially useless because they're not even counted commonly across the board (some units count w/ds, others don't for example). If we are using horizons too (the last four years, for example) they can skew the unit's narrative (CompSci, for example, looks worse than it is because of a trough 4 years ago).

Andy Mitchell: This is the best process we've had so far. We've had input from Senate and on Senate, we've had meetings such as this one, the fuzziness of the criteria is a benefit rather than a negative.

Notes from Jeff Hennessy, as I had to leave for another meeting at this point, and Jeff very kindly took over recording duties.

- Fowles – Proposed new form: 1/3 metrics (FCEs etc.), 1/3 value to university, 1/3 strategic direction. Similar to grant applications. Could it work for all units?
- Wyile – Some more careful attention to language. More definition without too much constraint. E.g. overall sustainability – flashpoint term. Financial vs. overall sustainability (losing important aspect of university). Perhaps list of principles succinct but definitions elsewhere that could provide for more interpretation.
- Peter – agreed that sustainability must be much broader.
- Wyile – define interdisciplinary synergies – ways to flesh it out concretely.
- Terry – asked for language recommendations. Pointed out that APC spent a lot of time discussing language in current criteria. Suggested example of Canadian Politics position – not a response to financial sustainability – response to question of viability and legitimacy.
- Wyile not suggesting exhaustive list – just more balance to mitigate discussion around language.
- Fowles – three categories form idea could allow for more nuance in addressing criteria

- Peter asked if people liked the 3-part application idea. Reluctance to assign equal weighting to each section.
- Eustace – agrees that weighting could be problematic. Value assessed through narrative not through numbers.
- Fowles suggests that three sections could allow for expression of value
- Eustace suggests use of term sustainability – negative implication. Wary of value being nailed down to financials.
- Others disagree. Fowles suggests that this would only be part of application.
- Glynnis – agrees that sustainability concept is problematic. But encouraged with notion of new priorities and growth. Should be central to process.
- Fowles – challenge of assigning positions in current MOU climate. Not to repeat same practices of past few years.
- Darcy – vision section could be how unit will continue to provide offering instead of idea of growth.
- Darcy - Question of keeping departments not part of APC deliberations
- Hennessy - question about whether or not 3-part form could be adapted to interdisciplinary hires
- Response - that depends on framing
- Shields - question about research engagement – is this taken into account when determining ranked order
- Response from Terry – yes.
- No other questions.

Units represented: Engineering, Computer Science, English, Politics, Business, Sociology, Kinesiology, Biology, Economics, Chemistry, Classics, Psychology; 27 total participants apart from APC.

Town Hall #2 – 3 November

Eva Curry, Vern Provencal, B. Anderson, Paul Abela, Alan Warner, Lisa Price, Alice Cohen, Ian Hutchinson, Stephen Mockford, Gillian Poulter, Bryan Latta

Peter in the Chair provided a background to the consultation process.

Eva: should we be concerned about the broader provincial landscape and the potential impacts of the changing Post-secondary environment (PSE) on the campus. What impacts will this also have on the Acadia Education and the Acadia Mission.

PW: This element will be important and it will likely have an impact, longer-term. We will be considering these larger-scale questions (we likely will have no choice).

BA: What's the APC's view on the use of the criteria that were developed last year?

DD: it was a straightforward process, using the criteria, with a couple of challenges in terms of timing, etc.

VP: Question about principles vs criteria: are these not occasionally mutually exclusive (core offerings vs interdisciplinarity). Currently the criteria and principles are too vague to be meaningful guides to submissions for TT positions

JH: pointed out that last week's meeting did produce the opinion that there should be greater specificity in these areas, but not too much specificity.

ML: Pointed out that it's essentially impossible to cover all criteria / principles – but that's the way that funding, or institutional capability, or external environments – all of these function. Submissions by necessity therefore must address the maximum number as effectively as possible. None is prioritised over any other beyond the explicit requirement that submissions must address factors #1 and #2 in detail.

PA: What are the differences between the old TTTCAC system and this one?

PW: The new system is similar to the old TTTCAC in two ways: 1. Senate can reorder the APC list as it sees fit; 2. The VPA can accept the list or modify it as he/she sees fit.

PA: There's so little constraint in the new criteria. This provides considerable leeway to for APC and VPA to remake the institution as they see fit. Constraints should be applied.

So:

Principle 1 – there should be stronger language than “set” of programs. There should be language that supports the viability of departments and programs. (So Principle 1 should read, “Ensure there is a viability and diversity to departments and programs”.)

The term “sustainability” should be eliminated because sustainability is already built into the administrative structure (the administration may or may not support programs financially).

There is also concern about the use of language “interdisciplinary synergies”

AW: Programs should be interpreted as the fundamental element of Senate; it is the “academic program” that is the fundamental unit of Senate (the term “unit” is an administrative / contractual term).

VP: Argued that the broader landscape needs to be altered significantly – the universities that connect their constituencies to the politics of the present are those that will likely emerge as successful in the new environment. We should be thinking “outside the box” asking questions about the organic nature of our educational value.

BA: Vern's comments important in relation to the broader discussion of the Acadia education – we therefore need the flexibility of criteria (and most importantly their ongoing review) to respond to the changing nature of education. She responded to PA's comments about language to show that it is present to demonstrate the breadth of teaching / pedagogy ongoing at Acadia and to preserve it. People need to clearly understand the factor elements in terms of structure and so better language needs to be created here.

GP: Pointed out that departments should be rewarded for interdisciplinary activity; the hiring process should stimulate interdisciplinary synergies rather than reinforce disciplinary silos.

BROADER DISCUSSION ON MISSION / EDUCATION / INSTITUTIONAL PHILOSOPHY NEEDED

PA: we need to have better language surrounding Principle #3 because program and subject capabilities are fluid. We should not be using current snapshots for the allocation of resources, and we would do this more thoroughly in the absence of Principle#3.

AC: At what point do other factors / commitments (diversity in hiring, for example) come into play? How do we stop a unit from crafting the “perfect” position that is unfillable?

LP: What feedback was provided to individual units about success/failure of their proposals?

PW: the feedback loop should be closed more effectively for units bringing forward new proposals in upcoming years.

Units represented: Mathematics, History and Classics, Nutrition, Philosophy, Community Development, Psychology, E&ES, Business, Biology, History and Classics/Women’s Studies, Physics.

The following document was circulated in December 2014, and was based on the notes/responses from the two “Town Hall” meetings held in the Fall Term (27 October and 4 November 2014), and on the written unit responses solicited by the APC on the criteria as they stood in December 2014. One correction, in red, has been made to this document on the basis of Herb Wyile’s comments at the meeting of Unit / Program representatives on 9 January 2015.

Wording of the TT Criteria prior to the Town Hall circulated for input / discussion from Units and Individual Faculty:

In making permanent faculty position requests, Senate and the APC will consider principles such as:

- 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.

* * *

Summary of Unit Responses:

Note: One element that arose from both the town halls and several of the unit submissions (e.g., from the School of Business) is that a template for applications would be extremely helpful.

~~No unit response rejected the criteria as they currently stand. ENGL was opposed to the criteria as they are outlined above.~~

Accepts the Criteria as they currently stand:

DCD / ECON / BUSI (in principle) / EDUC (with the proviso that, “we support these criteria - so long as the criteria are not interpreted or applied in such a way as to systematically advantage one faculty or academic unit over others.”) / KINE / WGST / ESST

Expresses concerns about the Criteria as they currently stand (note: I would say that all the responses below either express qualified support for or are silent on the overall suitability of the criteria in their current form):

COMP – concerned about “moving goalposts” and “what constitutes a good proposal”; overall transparency is an issue for them also.

HIST/CLAS – would it not be better to move to a single list, rather than the two lists of criteria and principles.

MUSI – pointed out that Factor #2 is (a) too vague as to be meaningful and (b) is internally inconsistent (a capability is one thing, excellence is another). Overall however the School of Music was comfortable with the principles and factors as encompassing what they do in the SoM.

PHIL / ENGL / POLS – each submission expressed significant problems with the terms “sustainability” and “viability”. PHIL’s objection was more clear and straightforward than ENGL’s. In essence their argument is that the element of sustainability is financial, and that is already the institution’s prerogative via Board and Administrative routes. The financial element of sustainability should not be an element of consideration for the APC acting as an agent of the Senate, either explicitly or even implied. So we either redefine sustainability to a narrower sense encompassing only insofar as it relates to the integrity of academic programming, or we remove it / replace it altogether.

PHIL is also concerned by the term “greatest impact” in Principle #3. They have read it to mean, potentially, the area that attracts the greatest number of students. My perspective is that last year we did not and still now do not intend it to mean this and so we may wish to reframe that term to be more specific.

POLS also offers the following concern that is worth quoting in full as it opens a door for the APC to address an elephant in the room:

What remains absent is adequate recognition that, particularly with the precipitous and uneven decline in tenure-track faculty positions in recent years, the viability of certain programs may be threatened. This concern is about ensuring that academic programs are not rendered unsustainable by staffing and budgetary vicissitudes. Although the Politics department is no longer acutely threatened with this scenario itself, we feel strongly that programs should not be closed because random retirements or resignations have left them without sufficient faculty resources to continue to offer robust programs (and ones that can attract students). *The first principle is to “Ensure there is a viable and diverse set of academic programs,” but we feel that stronger language could be crafted to support programs facing existential crises because of staffing vacancies. Any responsible planning process should have provisions for closing programs, but those decisions must be based on a robust academic planning process that makes program closure an explicit and conscious decision.* (my emphasis)

WGST – pointed out in their submission (which was positive) that the policy should explicitly state that there’s no suggestion in the process that to be successful in one year’s competition precludes subsequent success. As an IDST program they are interested in exploring cross-

disciplinary hires and thus, as they write, “in order to make it advantageous to departments to participate in interdisciplinary hiring, it must be clear that doing so one year will not preclude proposing, and potentially receiving, another hire (full or cross-appointment) in a subsequent year.”

On the basis of these submissions, the *Criteria* were modified as follows, and re-circulated to Units / Programs in advance of the meeting with individual representatives of units / programs on 9 January 2015:

In making permanent faculty position requests, Senate and the APC will consider principles that:

- 1) Ensure there is rich diversity, reflective of a strong liberal education, in our academic programming;
- 2) Foster opportunities for interdisciplinary synergies among programs and units;
- 3) Allow for the development of program / subject areas, together with the capability to offer them effectively, consistent with the tenets expressed in Acadia's Mission and Vision and in the Definition of "An Acadia Education" (*Acadia Senate, 11 February 2013, p. 94*);
- 4) Respect the variety of pedagogical practices necessary to offer academic programming consonant with a strong liberal education.

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. In its report to Senate in which permanent faculty position requests are prioritised the APC will elucidate the manner in which individual requests were judged on the basis of these factors.

The factors are:

- 1) To what extent does the proposed position align with the definition of an Acadia Education and Acadia's Mission and Vision (How does it contribute to the achievement of Acadia's stated institutional goals and priorities?),
- 2) To what extent does the proposed position enrich and enhance academic capacity in a program / subject area or areas?
- 3) What resources are anticipated as being requisite to maximise Factor No. 2? , and
- 4) How does the proposed position support institutional integrity (How does it contribute to the overall diversity and viability of Acadia's academic environment?).

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

Notes from Unit Representatives' Meeting, 9 January 2015 (David Duke's Notes).

Units Represented / Persons in Attendance: Chem, HistClas, Engl/Thea, Library, Music, SOK, Pols, Nutr, Math, CompSci, WGST, Phys, Psyc, Biol, Busi, Soci
(John Murimboh, Paul Doerr, Herb Wyile, Pat Townsend, Christianne Rushton, Chris Shields, Jeff Hennessy, Andrew Biro, Ann Smith, B. Anderson, Zelda Abramson, Jeff Hooper, Darcy Benoit, Gillian Poulter, Heather Hemming, Bob Perrins, Peter Williams, Stephen Mockford, Sonya Major, Ian Hutchinson, Terry Weatherbee, Matt Lukeman, David Duke)

SoK – no real problems with criteria as outlined; POLS concerns re: program elimination are echoed, but SOK is particularly interested in process (incl. Jonathan Fowles' form being developed and used as part of the process of applying for TT positions)

ENGL/THEA – summary is not an accurate representation of unit responses; they felt their submission was entirely clear and reject the claim that it wasn't. It is the position of ENG/THEA that the criteria must be firmly grounded in the academic vision and mission of the university. Academic integrity of the institution must be front and central; the financialised language of the original criteria was a concern and the feeling is that has been addressed in the revised version but only to a degree. The concern is that the APC is a committee of Senate and its job is not financial. The secondary concern is the extent to which financial factors (sustainability factors) would form a basis of decision-making.

POLS – shares ENGL concern that APC must remain as a committee of Senate and not involved in financial considerations; academic integrity rather than fiscal sustainability should be the sole basis for the committee's decision-making. From the POLS perspective the feeling is that the "proof is in the pudding" – how will the criteria be applied in concrete terms.

SoK – discussed the structure and intent of the application form, and its three parts.

WGST – concerned that a form would add a whole new set of criteria; SOK pointed out that it would basically reflect the criteria as revised and presented in the circular, plus an opportunity to add some metrical information – for information purposes, not as a fractionator.

COMPSCI – Again, the ability to include data in support of an application is a good thing.

There should be one set of data generated through the Registrar's Office and disseminated to all for use in their applications (this is what the TTTAC process used to incorporate)

COMPSCI – the metrics must include HR (people, HR capacity, can they do what they're supposed to do, do they need an addition, etc., etc.). The application / data should show the size of the unit / program to allow for relative comparison by the APC in their deliberations.

NUTR – both ENGL and POLS raise very important points. From NUTR perspective, position considerations must be carefully examined (and this is from the perspective of a unit that was one position loss / non-hire away from collapsing). Recommends another year-horizon and another evaluation of the process at the end of that year. Goodwill and trust has to be in place

and so we need to determine which of the factors and principles need to be changed amended now for that trust to be established / maintained.

POLS – had a specific question about Factor #3 (resourcing in addition to the position itself – labs, etc.)

ENGL – why are there still factors and principles in place? What's the rationale for maintaining that double layer?

HIST – concern is that everything's going to come down to metrics.

PSYC – thinks there's plenty of flexibility; metrics will not be the sole, or perhaps even the major, criterion upon which a position request will succeed or fail. You can't rely on current major numbers at present anyway, because there's forward planning that has to be factored in as well.

Terry Weatherbee noted that the wider the range of criteria upon which the APC can work, the better.

MUSI – Can factors 2 and 3 be combined?

COMP – resourcing does matter: what if there's one position request that is expensive, vs two people who aren't. What's better for the university might be the two hires rather than the one; that would be a resource-based (or could be).

PSYC – we're getting too deeply into the weeds here. This resourcing question is not a major concern, nor should it be. Nor is it indicated as such in the revised criteria as they stand.

BUSI – we can all find ways to legitimate a potential position. We've all spent a LOT of time on these factors and principles; they are adequate for where we need to go. Let's not over financialise the argument but let's not fool ourselves either – financial considerations will be introduced at some point.

WGST – Should there be one list or three?

SOK – If we have three lists, what's to stop the BoG from hiring from the cheapest lists (i.e., instructors first, then librarians, then TT faculty)?

POLS – this is clearly an academic decision, one that needs to be handled by Senate.

ENGL – APC's job is ONLY to lay out the academic criteria for prioritising position requests.

*** Remove Factor #3 ***

Peter Williams – what if APC has a request from a unit with zero majors. Should that request be judged on par with the others? Does it make sense for Senate to be the body that determines whether a program should continue or not?

SOCI – the question of what kind of university we want needs to be key as well; what is the essence of Acadia?

Terry – that's not APC's focus (although it's a consideration). It would be brought into sharper focus IF Senate would provide it.

Meeting wrapped up ca. 11:45 am

Notes from Unit Representatives' Meeting, 9 January 2015 (Jeff Hennessy's Notes).

Major (Psych), Mockford (BIO), Hutchinson (BUSI), Marimboh (CHEM), Doerr (HIST/CLAS), Wyle (ENGL/THEA), Rushton (MUSI), Shields (KINE), Hennessy (APC), Biro (POLI), Smith (APC), Anderson (NUTR), Abramson (SOCI), Hooper (APC), Benoit (COMP), Poulter (WGST), Lukeman (APC), Hemming (APC), Perrins (APC), Williams (APC), Duke (APC), Weatherbee (APC)

Kinesiology

- program elimination discussion worth having
- grant application approach idea
- criteria makes sense, but process still unclear

English/Theatre

- statement that “no unit rejected criteria as they stand” not true
- English summary – concerned with statement about clarity – considered their submission clear and concrete
- Concern with the financialized language of original criteria
- addressed to a degree
- concerned with way criteria can be interpreted
- APC concerned with academic integrity, not financial work
- Sonya – question about English's concerns – is it just concern with critique of not being clear
- Herb – no – concern that there was editorializing and strategizing based on their submission

Politics

- shares concern about need to maintain separation of APC as senate committee and board/admin on the other
- APC should be concerned with academic integrity rather than fiscal sustainability
- Difficult to assess principles without knowing how they will be implemented

- Process or application that is of concern
- 3-part form idea being drafted – Shields read out proposal
- Poulter – concerned that form offers new set of criteria, not aligned with proposed criteria
- Benoit – metrics useful – gives committee data without context – prefer that department be allowed to use numbers in proposal – also comment on breakdown of human resources
-

Nutrition

- Agree with principles
- Agree with concerns of ENGL and POLI
- Agree that info collected align with principles and considerations adopted
- Suggest after a year to have a transparent review of the process
- What is the language that would need to be modified for units to agree to this proposal?

Biro – question about #3 – what resources are anticipated? - not clear what that means.

- Lab space, equipment, startup funding etc.
- Not all positions are equal, expense-wise

Herb – why are there both factors and principles?

- Could the list be simplified?
- Doerr – principles are idealistic, factors are practical
- Weatherbee – that's the point – principles are larger scale
- Williams – Principles guide the APC, factors are what units need to speak to
- Benoit – allows units to use principles if factors don't work
- Major – Units will be different – some will use metrics as argument, others will not.
- Perrins – principles are last check
- Weatherbee – Politics request for Canadianist not based on metrics. Will likely be a combination of quantitative and qualitative factors on decision-making process

Music

- Factors 2 and 3 are related, so why separate?
- Could be combined
- Biro – now discussing costs – not sure it's APC's purview
- Suggest eliminate Factor 3
- Weatherbee – who provides that information?
- Weatherbee – what is a financial consideration? Do we completely ignore resource needs?
- Benoit – decision of how many to hire IS based on resource requirements

Hutchinson – everyone can make a case based on factors and principles

- getting caught up by the bicameral structure

- likes the idea of not financializing too much, but suggests that at some point finances will affect decision
- Should spend time discussing what we can't afford to lose as an institution

Poulter – also need to know how the lists work

- Perrins – 3 lists at the moment
- Concern that instructors are “cheaper”
- Biro – also concerned with separate lists – is an academic decision
- Weatherbee – lists are a senate decision
- Herb – still concerned with financial considerations. Reservations of APC considering budget forecasting. Job is to lay out academic priorities.
- Williams – how does senate determine if a program should be eliminated?
- Abramson – question of what type of program does this institution want to offer? WGST – important program that will always lose out with metric data
- Poulter – departments have suffered because of lack of resources – can't be held account for drop off in students
- Benoit – Needs to be a balance between majors and service departments

Mockford – 2 kinds of need. Existential vs. structural (program requirements)

Herb – pleased with level for consultation and deliberation. Thanked APC.

On the basis of the meeting of Unit / Program representatives with the APC on 9 January 2015 a modified version of the *Criteria* has been developed for consideration by Senate at its February meeting, as follows:

“Criteria for Requests for Tenure-Track Positions”

In making permanent faculty position requests, Senate and the APC will consider principles that:

- 1) Ensure there is rich diversity, reflective of a strong liberal education, in our academic programming;
- 2) Foster opportunities for interdisciplinary synergies among programs and units;
- 3) Allow for the development of program / subject areas, together with the capability to offer them effectively, consistent with the tenets expressed in Acadia’s Mission and Vision and in the Definition of “An Acadia Education” (*Acadia Senate, 11 February 2013, p. 94*);
- 4) Respect the variety of pedagogical practices necessary to offer academic programming consonant with a strong liberal education.

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. In its report to Senate in which permanent faculty position requests are prioritised the APC will elucidate the manner in which individual requests were judged on the basis of these factors.

The factors are:

- 1) To what extent does the proposed position align with the definition of an Acadia Education and Acadia’s Mission and Vision (How does it contribute to the achievement of Acadia’s stated institutional goals and priorities?),
- 2) To what extent does the proposed position enrich and enhance academic capacity in a program / subject area or areas?
- ~~3) What resources are anticipated as being requisite to maximise Factor No. 2?, and~~
- 4) 3) How does the proposed position support institutional integrity (How does it contribute to the overall diversity and viability of Acadia’s academic environment?).

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

Acadia University Permanent Faculty Application Request Template

1. When considering requests for the staffing of permanent faculty positions the University Senate and the Academic Planning Committee will be guided by the following principles:
 - a. Continue to ensure that there is a rich diversity in our academic programming which reflects the strong liberal education tradition of the university;
 - b. Foster opportunities for interdisciplinary synergies among program and units which allow for the development of program/subject areas; together with the capabilities needed to offer them effectively, consistent with the tenets expressed in Acadia's Mission, Vision, and Senate's definition of "An Acadia Education"; and
 - c. Respect the variety of pedagogical practices necessary to offer academic programming consonant with our strong liberal educational orientation.
2. Requests for permanent faculty will be made using this template and should be kept to a maximum of three (3) pages. While it is recognized that Acadia's diverse and rich academic environment means that requests for permanent faculty will exhibit some variability, all requests should explicitly address each of the individual factors enumerated in paragraph 3 below.
3. In accordance with its mandate to make recommendations to Senate for the staffing of permanent faculty positions, the Academic Planning Committee will use the following factors when assessing requests;
 - a. To what extent does the proposed request align with the definition of an Acadia Education and Acadia's Mission and Vision and how does the request contribute to the achievement of Acadia's stated institutional goals and priorities?
 - b. To what extent does the proposed request enrich and enhance the academic capacity of a program(s) or subject area(s)?
 - c. To what extent does the proposed request support institutional integrity and to what extent does it contribute to the overall diversity and viability of Acadia's academic environment?
4. While the University Registrar will provide the core data (FCE, FTE, trends, etc.) to be used in support of requests for permanent faculty, the use of additional and pertinent quantitative and qualitative data is also encouraged. Additional supporting information may either be incorporated directly into the request template – i.e., if it addresses a specific factor(s) - or it may be appended to the final section of this template.

Factor 1: To what extent does the proposed request align with the definition of an Acadia Education and Acadia's Mission and Vision and how does the request contribute to the achievement of Acadia's stated institutional goals and priorities?

Factor 2: To what extent does the request enrich and enhance the academic capacity of a program(s) or subject area(s)?

Factor 3: To what extent does the request support institutional integrity and to what extent does it contribute to the overall diversity and viability of Acadia's academic environment?

Appendix: Unit Submissions in response to APC's call for comment on the *Criteria* in November 2014 (as received)

To: Dr. Robert Perrins -Acting VP Academic (cc. Dr. Heather Hemming – Dean FPS)
From: Dr. Ian Hutchinson (Director – FC Manning School of Business)
Re: Considerations for Assessing Permanent Faculty Position Requests
Date: December 1, 2014

The School of Business has recently reviewed the current criteria for assessing permanent faculty position requests as set out in the “Invitation to Attend Town Hall Meetings Regarding Considerations for Assessing Permanent Faculty Position Requests”. In accordance with the APC's request for the units to produce responses we provide the following:

1. The School believes that the purpose of each of the set principles and factors set out in the Current Criteria for assessing permanent faculty position requests needs to be clarified. There was some confusion over how a unit applying for a permanent faculty position would/should “consider” the principles, and furthermore how the factors to be used by the APC would/should play into a submission for a permanent faculty position.
2. The School understands that during the first of the Town Hall sessions a suggestion was made to incorporate a template or framework of sorts that would serve both as a guide to position request submissions and that would serve to ensure relative consistency within the population of position requests. The School believes that such an approach would be helpful to both the units submitting requests and to the APC.

Finally the School is hopeful that Acadia that some of the outcomes of the APC's forward planning process will inform future submissions of permanent position requests and the ranking thereof.

Regards



Ian Hutchinson

* * *

From: Glyn Bissix
Sent: Monday, December 08, 2014 4:05 PM
To: Heather Hemming
Subject: APC Tenure Criteria

Dear Dr. Hemming,

This e-mail is to note that the Community Development Faculty did deliberate on the Criteria used by Senate to recommend to the President future tenure and permanent positions. We are confident that the present criteria work well and should be continued.

Regards

Glyn Bissix, PhD. Professor and Head

Department of Community Development

Professor, Environmental and Sustainability Studies,

Acadia University

550 Main Street,

Wolfville, Nova Scotia, Canada B4P 2R6

* * *

December 8, 2014

To: Jeff Hennessey, Dean of Arts

From: Brian VanBlarcom, Head economics Department

Re: APC TT Criteria Review

Jeff

The Department of Economics accepts the current “principles” and “factors” associated with Considerations for Assessing Permanent Faculty Positions Requests.

This position is based on: 1) Informal dialog in our Department. 2) The discussion of these criteria and information provided by APC members in the “Town Hall” meetings made it clear that the “principles” (and associated metrics) were interpreted in the context of (as defined/framed by) each individual application. Furthermore, that any attempt to narrowly define the terms contained in the “principles” or to explicitly identify acceptable metrics of these “principles” is unworkable and undesirable.

Cheers,

Brian

* * *

English and Theatre: Departmental Response to APC Criteria

In general, the department finds the APC criteria vague and ideologically troubling. The department appreciates the necessity of ensuring that the language used in forming the criteria is open-ended so as not to exclude applications from the diverse disciplines that allow Acadia to fulfill its academic mission and vision. At the same time, however, we find troubling that the criteria almost single-mindedly privilege financial considerations over the academic integrity of the institution in assessments for permanent faculty positions.

With regard to the “principles” considered and the “factors” assessed by Senate and the APC, the department noted that all four “principles” and two of three “factors” operate under a financial rather than academic impetus. Principle 1, which refers to the “viability” of academic programs, invites a financial assessment of viability. Principle 2, with its focus on fostering “interdisciplinary synergies,” can be read as an attack on the integrity of departmental complement in the interests of cost savings through resource sharing. Principle 3, with its emphasis on realizing “the greatest impact” and

“capability development,” seems a vague and misleading way of framing a cost benefits analysis. Principle 4, which privileges “a framework of overall sustainability,” contains the clearest statement of a preoccupation with financial rather than academic considerations. Factor 2 reiterates the “cost benefit analysis” language of Principle 3, and Factor 3 reiterates the “sustainability” preoccupations of Principle 4. Notably, the only criterion that is not implicated by financial considerations is Factor 1, which prioritizes

the Academic Mission and Vision of the university.

The department finds the use of the terms “viable” and “sustainability” particularly problematic. These are biological terms that have been appropriated by businesses and governments, emptied of their disciplinary signification and the concomitant moral imperative of responsible environmental stewardship, and retooled to justify “downsizing” in the case of businesses and conservative political agendas in the case of governments. Should the APC and Senate endorse the uncritical use of such terms in the assessment of applications for academic positions, both bodies will quickly undermine any claim they might make to ensuring that the planning process privileges the academic integrity of the institution.

It is the position of the Department of English and Theatre that the criteria for assessment of applications for permanent faculty positions must be firmly grounded in the academic mission and vision of the university, not the administration’s financial preoccupations.

To that end, we assert that the criteria should focus on the academic integrity of the institution—its faculties, schools, departments, and programs—and we offer the following revision of the APC criteria: Criteria to be considered in ranking faculty position requests:

- 1) The position contributes to Acadia University’s Academic Mission and Vision and to the maintenance of a tradition of liberal arts excellence for which Acadia is known.
- 2) The position contributes to the academic integrity of the university; and that integrity, consistent with the vision of the university, is to be measured by the delivery of a diverse set of academic programs, including interdisciplinary programs, and a diverse set of pedagogical practices.
- 3) The position contributes to the academic integrity of an individual program operating within nationally and/or internationally recognized disciplinary boundaries.

Respectfully submitted by the Department of English and Theatre

* * *

From: Paul Doerr <paul.doerr@acadiau.ca>

Date: Monday, December 15, 2014 at 1:51 AM

To: "Jeff Hennessy (jeff.hennessy@acadiau.ca)" <jeff.hennessy@acadiau.ca>

Subject: APC feedback

Hi Jeff,

Well technically it is the 15th.

I have only had one suggestion from the History and Classics department re: APC feedback on the tenure track criteria. And that is perhaps it might be time to move to a single list of criteria, as opposed to one list of principles and another of factors. Otherwise that’s it.

Paul

* * *

From: Christianne Rushton <christianne.rushton@acadiau.ca>
Date: Friday, December 12, 2014 at 10:26 AM
To: Jeff Hennessy <jeff.hennessy@acadiau.ca>
Subject: RE: APC TT Criteria review

Good morning,

The School of Music faculty council met yesterday (December 11, 2014) to discuss the criteria for Tenure Track positions.

We felt that although the three factors listed were broad enough to encompass all that we do, the second factor was the most difficult to understand.

In fact, it was noted more than once that it was very unclear and “not even really a sentence”. Due to this ambiguity, we felt it difficult to find and define ourselves. We suggest other words like “wide”, “diverse”, “course offerings”, “program delivery”.

As well, as re-doing the final question “What do we need to do it well?” We felt that that sentence was at odds with the topics within the second factor. For example, we could prove that we have the “Capability” to provide our program, but “doing it well” is a different discussion. “Capable is different than Excellence.”

While the second factor did indeed monopolize a great deal of our time, we had a substantial discussion about the entire document and feel that it would accurately reflect who we are and what we do.

We thank the APC for their time and their hard work on our behalf.

Sincerely,
Christianne
Dr. Christianne Rushton
Director of the School of Music
Head of Voice
Associate Professor
Acadia School of Music
902-585-1512
christianne.rushton@acadiau.ca

* * *

Dear Jeff,

The Philosophy Department does not have a consensus position on the criteria. I asked for individual feedback, and I have gathered all the individual comments and concerns. The comments are spliced into the text of the criteria.

Regards,
Marc

In making permanent faculty position requests, Senate and the APC will consider principles such as:

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

The notion of a 'diverse set' doesn't offer any protection to individual departments. It appears to suggest looking at 'block' of programs. That could be a worry.

- 2) Foster potential for interdisciplinary synergies;
- 3) Realize greatest impact for program/subject area/capability development;

What does 'greatest impact' mean? Does this mean programs with fewer students will be discriminated against? Unchecked, that principle will lock in and amplify existing disparities.

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

What does 'sustainability' mean? Maybe it means nothing? What it shouldn't mean is the right of the employer to direct pedagogical practices in its hiring. These flow from academic freedom and exist as rights of all members.

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?).

One issue here is that decisions on the allocation of funds is the Employer's prerogative (consistent with the CA). Bringing in language on 'sustainability' imports financial considerations in what should be simply policy considerations. The Employer already has the power of the purse string. It shouldn't be duplicated in terms of what guides programmatic concerns for what position(s) should be prioritized by the committee

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.

* * *

The Politics department offers the following comments on the Considerations for Assessing Permanent Faculty Position Requests:

The department is supportive of a transparent and equitable process for assessing applications for faculty positions, that will facilitate and support academic planning at Acadia. With a couple of reservations (below), we are generally supportive of the four "principles" and three "factors" that

were established on an interim basis in 2013-14. We also have two process-related concerns that we feel need to be addressed. Each of these will be addressed in turn.

Our first concern about the substance of the principles and factors has to do with the use of the term “sustainability,” which appears in principle 4 (“framework of overall sustainability”) and factor 3 (“institutional sustainability”). It is telling, and we think misguided, that “sustainability” is literally the last word (figuratively, the bottom line) in both the statement of principles and the list of factors. We are concerned about the use of “sustainability” because, as Dr Timothy Luke noted, in delivering the Sydney Taylor Memorial Lecture in our department last year, it is increasingly recognized as “one of the least meaningful and most overused words in the English language.”¹ Use of the term without an effective context (very much as in “framework of overall sustainability”) is meaningless, allowing different readers to deploy their particular understanding of the term, or more precisely, allowing more powerful actors to make their understanding the effective reality. In a context of austerity (both specific to the institution and within the broader culture), “sustainability” effectively comes to be defined as “fiscally affordable.” This definition is particularly regrettable, because in a bicameral governance system, it is precisely *not* Senate’s responsibility to focus on fiscal issues. The job of Senate, and by extension the APC, is to focus on the academic mission of the university. (Factors 1 and 2, for example, are appropriate.) Considerations of fiscal “sustainability” should be made by the Board of Governors, and by extension by the VP (Academic) in deciding how many (not which) positions are to be authorized.

We have similar concerns about “realize greatest impact” in the third principle. Again, there are a number of ways that “impact” can be defined or demonstrated. Our concern is that in the current context of scarce faculty resources and a push to maintain relatively high enrolments, “impact” will mean focusing hiring where there are greater student numbers of students to teach.

The final concern about substance is about an absence in the list, and follows from the first concern. What remains absent is adequate recognition that, particularly with the precipitous and uneven decline in tenure-track faculty positions in recent years, the viability of certain programs may be threatened. This concern is about ensuring that academic programs are not rendered unsustainable by staffing and budgetary vicissitudes. Although the Politics department is no longer acutely threatened with this scenario itself, we feel strongly that programs should not be closed because random retirements or resignations have left them without sufficient faculty resources to continue to offer robust programs (and ones that can attract students). The first principle is to “Ensure there is a viable and diverse set of academic programs,” but we feel that stronger language could be crafted to support programs facing existential crises because of staffing vacancies. Any responsible planning process should have provisions for closing programs, but those decisions must be based on a robust academic planning process that makes program closure an explicit and conscious decision.

As for the process concerns, the first is about the “translation” of abstract principles and factors. Like many others, we are wary of the imposition of one-size-fits-all metrics. However, the absence of a clearly communicated sense of how the principles and factors are being put into practice makes the process of crafting proposals that speak effectively to the principles and factors a

¹http://polisci.acadiau.ca/tl_files/sites/polisci/resources/Documents/Sydney%20Taylor%20Memorial%20Lecture.pdf, p3.

matter of guesswork, or worse, can give the appearance of arbitrary decision-making with post-hoc justifications.

The second process concern has to do with the creation of separate ranked lists for professors, instructors, and librarians. Put simply, this process effectively allows programs with positions in two classes to “double-dip.” At least as it operated last year, it was grossly prejudicial against programs, largely in the Faculty of Arts, which do not employ instructors.

Respectfully submitted,

Andrew Biro
Head, Department of Politics

* * *

From: Darcy Benoit <darcy.benoit@acadiau.ca>
Date: Monday, December 15, 2014 at 8:05 PM
To: 'Peter Williams' <peter.williams@acadiau.ca>
Subject: Fwd: [Socs] [ScienceHeads] APC Town Hall Document

Peter,
From the perspective of departmental feedback, I have points 1-3 directly from Danny, with point 4 from the School in general.

To the extent to which existing human resources are considered in the making of faculty hires in the future, a complete account of full and part-time research and education human resources should be considered per unit. Why: (1) It is equitable for a department with professors who are primarily doing research or industry work to account for these individuals when assessing current faculty for their unit. Their efforts do contribute in terms of unit credibility, leadership, and carrying the load of the unit. (2) Instructors and full-time technicians in a unit provide wonderful support in terms of teaching and research – it is equitable to account of their contributions to research and teaching. Perhaps three things have been done recently by the TTTCAC, but if it has not, it should be.

We need a method by which units can pitch new and potentially lucrative courses and programs (many of them interdisciplinary), such that they can compete with the more traditional “lost a person, need to refill the position” applications. This is essential if we are to find new markets in the post-secondary space. Need to think out of the box.

We need to consider methods of hiring people and paying them as full-time professors on an annual basis without immediately placing them on the tenure track. Such positions are more attractive than CLT or per-course contracts and it would provide real help in the service areas for units, and create and fuel new ideas. Most new hires would work hard to help justify a tenure track position in a unit.

There is concern that the goalposts keep moving when a School / Department is trying to get a new faculty position. It seems like a couple of years of working towards FCEs or some other sort of measure usually ends up with a “We are now using this different measure to determine who gets TT positions”. This is a difficult process to work with, as it seems that regardless of what we do as a School, we are always a couple of steps behind when it comes to getting a TT position. (I understand that the goalposts keep moving because the situation at the university keeps moving, but shifting priorities tend to make it look to some faculty that the criteria are adjusted to give particular departments an advantage.)

From a personal perspective, I know that this is a difficult process to manage. I think that transparency is key here, to the point where it would be useful for the APC to make all of the applications to the APC available to all of the heads and directors. I think that it would be useful for us to be able to see what constitutes a “good” application, and for us to be able to see what is priority for the university.

darcy

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Darcy Benoit

<http://cs.acadiau.ca/~dbenoit/>

* * *

From: A. Vibert [mailto:ann.vibert@acadiau.ca]

Sent: Monday, December 01, 2014 2:38 PM

To: Robert Perrins

Cc: Heather Hemming

Subject: Criteria APC used for ranking

Hi Bob: I'm sending along to you, as Chair of APC, School of Ed feedback on the APC criteria for ranking permanent positions:

School of Education faculty find the APC proposed rationale and criteria for permanent hiring to be fine, underlining as they do Acadia's commitment to providing diverse programming, supporting interdisciplinary synergies, realizing impact, and supporting pedagogical variety in a framework of resonance with Acadia's mission/programme coherence/fiscal responsibility. We believe that these are sensible and obvious criteria.

But we would point out that, given that language is by its nature necessarily interpretive, the devil is not in the details of the written criteria, but in the interpretive process of their application. Therefore, we support these criteria - so long as the criteria are not interpreted or applied in such a way as to systematically advantage one faculty or academic unit over others.

Thanks for the opportunity to respond -

A. Vibert, Ph.D.

Director, School of Education

Acadia University

From: Gregory Mackinnon [mailto:gregory.mackinnon@acadiau.ca]

Sent: Friday, November 28, 2014 12:23 PM

To: Shauna Sweeney

Subject: RE: Criteria APC used for ranking

This looks fine to me.

From: Shauna Sweeney [mailto:shauna.coldwell-sweeney@acadiau.ca]

Sent: Wednesday, November 26, 2014 4:15 PM
Subject: Criteria APC used for ranking

Colleagues: In June the Acadia Planning Committee recommended a set of criteria for guiding APC deliberations concerning Permanent Faculty Position requests. APC is currently seeking faculty feedback, through chairs, heads, and directors, on the criteria.

I'm happy to compile said feedback and send it on to the APC. To that end, could you please send me your thoughts on the following by December 1st?

Thanks, all - Ann

Rationale: The committee offers the following rationale for this recommendation. First and foremost, the Senate has directed (April 14, 2014) the APC to base its deliberations concerning Permanent Faculty Position Requests on the following criteria:

* Ensure there is a viable and diverse set of academic programs; * Foster potential for interdisciplinary synergies; * Realize greatest impact for program/subject area/capability development; * 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:

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

While the APC was mindful of short and medium-term program needs, it heavily weighed the reasonable expectations of sustained long-term program demand and broader University needs of supporting a liberal education in shaping its recommendations for authorising permanent positions. In determining inter-faculty rankings the APC also considered where new hires would best mitigate the FCE/FTE program demands currently experienced across the university.

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SOK response to APC request.

Two town hall meetings chaired by the acting VP Academic were held. At the first of the two meetings, several SOK faculty members attended and participated in the discussion. At that meeting, Dr. Jonathon Fowles proposed that each department/ unit looking for a tenure track position submit a three part document similar to a grant application. Dr. Fowles' suggested process would have units outline the past, present and what they would expect in the future in the application. Key aspects of this were discussed and it appeared to get some support from the audience as well as those on the APC present at the meeting.

Below is a summary of Dr. Fowles' proposal:

Section 1 – 'Metrics'

Identify numbers of students in program, faculty, part-timers, courses listed, electives, students per course, number of labs, operating budget, number of service programs, typical service commitments by faculty, community engagement activities, etc. research grants/ publications from the unit. Number of honours theses supervised – directed readings, independent study courses, masters and PhD students, post-doctoral fellows, visiting scholars, etc.

Section 2 – The fit of a position to support the Acadia Education experience

Where does the position fit within the strategic plan of the university?

How does this complement the unit and what it offers to students as part of an Acadia education (i.e. service courses – liberal education, required courses, etc.). Are there specific issues that influence within the units (i.e. critical threshold of faculty to offer courses, programs).

Section 3 – The need for the position based on population or societal demographics/trends or national/ international recognition of expertise, accreditation etc.

Looking back and forward for the discipline – how will this position help to train the next generation of thinkers? What population factors influence the 'need' for this position in the future (i.e. aging demographics for health & wellness application or Computer Science predicted need for more computer programmers in the future).

Dr. Fowles suggested that the first section should be mostly like providing a CV (with number of pubs, grants, etc.), so that all people submit the same 'data' and this data can be reviewed by the committee in whatever context they want.

The other two sections are to be much more the commentary that can justify the request in whichever way the unit wishes based on the perspective taken. The applications should be adjudicated based on the unit's ability to appropriately justify links with Acadia priorities, sustainable principle and priorities for society/discipline.

At the next School Council meeting on November 7th, a discussion about the meetings and Dr. Fowles' suggestion took place. It was suggested that we suggest the proposal include things that were not listed including awareness of very large core class sizes, history of the department and background (retirements, accreditation requirements, etc). For each faculty member there should be data on the number of students they have contact with (i.e. how many students are taught per term/ academic year) and this averaged for the unit. We should also continue to use some measure of FCE's as flawed as they might be in some cases. Other important things like number of part-time positions in the unit, positions held at Acadia by Faculty members, or in the profession or society, faculty teaching loads (overloads), number of students taught in classes and labs, number of graduate students and instructors contributing to teaching/ labs, and number of students supervised (thesis and independent study and directed readings) should also be included in all proposals.

The School of Kinesiology would encourage the APC to move forward with Jonathon's proposal and the few additions noted at our council meeting as a template for feedback from the University and then use that final document created for the next rounds of tenure track requests.

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WOMEN'S AND GENDER STUDIES

RESPONSE TO APC REGARDING CONSIDERATIONS FOR ASSESSING PERMANENT FACULTY POSITION REQUESTS

Members of the Women's and Gender Studies Planning Committee have discussed the principles and factors established for 2013/14 and have the following recommendations for 2014/15:

1. We strongly recommend the continued consideration of interdisciplinary hiring. We believe that faculty cross-appointments would benefit WGS by providing some staffing stability and an opportunity for long-term planning – both of which are impossible when we have no influence on which of our cross-listed courses are offered.
2. Since IDST programs can currently not hire faculty themselves, and tacit understandings tend to get lost with time, the terms of appointment of cross-appointed faculty need to be transparent and understood by all parties involved. For instance, if there is a tenure-track hire between two or three departments/programs, then it is important for it to be clearly stated, in writing, as to how much of that appointee's teaching and service will be dedicated each year to each department/program. This will enable the departments/programs to plan ahead with confidence. Importantly, it will also avoid unfair expectations being placed on the faculty member in terms of service.
3. In order to make it advantageous to departments to participate in interdisciplinary hiring, it must be clear that doing so one year will not preclude proposing, and potentially receiving, another hire (full or cross-appointment) in a subsequent year.