



Minutes of the Senate meeting of Monday 8th September, 2014

A meeting of the Senate of Acadia University occurred on Monday 8 September 2014 beginning at 4:00 p.m. with Chair Paul Doerr presiding and 47 present and 1 guest.

- 1) Approval of Agenda
- Before the motion to approve the agenda was moved, the Chair requested that item 5) a) be removed from the agenda as the report had not been received, and that item 6) a) be changed to a discussion instead of a notice of motion.

There were no objections.

Motion to approve the agenda as revised. Moved by T. Weatherbee, seconded by B. Perrins.

MOTION CARRIED.

- 2) Minutes of the Meeting of
11 June, 2014

Motion to approve the Minutes of Wednesday 11th June, 2014 as distributed. Moved by D. MacKinnon, seconded by D. Benoit.

The Chair explained the reason for the appendix that had been circulated to Senators during the summer which should now be attached to the June 11th minutes. The appendix brought the list of 2013-2014 CLT appointments up to date.

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

- 3) **Announcements**
a) **From the Chair of Senate**

Regrets were received from R. Murphy, S. Hewitt, A. Kiefte and S. McCullough.

The Chair welcomed B. Latta as a guest and noted that G. Poulter would be arriving late.

The Chair welcomed new Senators: J. Hennessy (Acting Dean, FA), L. Aylward, A. Biro, G. Bissix, N. Clarke, G. Gibson, S. Hewitt, A. Kiefte, G. Poulter, L. Price, J. Slights and R. Worvill (Faculty Senators) R. Densmore and C. Thompson (Student Senators) and J. Cayford (Lay Member of Senate).

The Chair also noted that he would not vote on motions unless there was a tie, and that in that instance he would generally vote against the motion.

The Chair announced that an orientation session for new Senators would be held in BAC 132 on Monday September 15th, 2014, commencing at 4:00 p.m. All Senators were encouraged to attend but the Chair particularly extended the

invitation to new Senators.

The Chair stated that he had circulated an email to all Transitional Chairs of Senate committees the previous week with a request that they call their committees together to elect a Chairperson and decide on their agenda for the coming year.

The Chair reported that Senate Executive had met once during the summer and would be meeting again in three weeks. Changes that were implemented last year were discussed and it was agreed that Senate Executive would let those play out over the coming year.

b) From the President

President Ivany welcomed everyone back to Senate. The President reported three items, the first of which was the establishment of Strategic Mandate Agreements between the Ontario Government and the Ontario Universities and Colleges. President Ivany had recently read through all of the strategic mandate agreements because they were public documents and was pleased that the Academic Planning committee would now be starting to work through them also. President Ivany felt that Senate needed to take a substantive review because there was a move all across the country for Provincial Governments to get into conversation with Universities and discuss their mandates, their scope, and specialization.

President Ivany noted that the model being used was not well suited for institutions such as Acadia because of differentiation by programmatic emphasis as opposed to differentiation by the model that Acadia followed: that of high quality programs and high engagement in a primarily undergraduate institution. President Ivany expected that a similar process could take place in Nova Scotia during the next five years, and felt that Acadia needed to get out in front of this and that a substantive debate in Senate would be useful.

President Ivany's second point was that final enrolment numbers would be available in October. Acadia was expected to hold its ground or post a slight enrolment increase.

President Ivany reported that the Alumni event co-hosted at Beaubassin Research Station in New Brunswick the previous day which was part of Acadia's 175th celebration, had proved very successful. He noted that Acadia faculty had embraced and integrated the Beaubassin Research Station into their research, whether they were from the Science areas or the Arts areas, noting that the main address was given by D. Duke from History and Classics.

**c) From the Vice-President
Academic**

R. Perrins noted that he was required to report to Senate on what had been decided about the Academic Planning committee recommendations to hire full time faculty.

R. Perrins reported that the following approvals had been authorized:

- 5 Instructors (2 in Math & Statistics, 1 in Psychology, 1 in Nutrition, 1 in Biology)
- 5 Tenure Track positions (1 in Kinesiology, Psychology, Business, Politics and Sociology).

R. Perrins noted that the School of Nutrition and Dietetics had withdrawn its request for a tenure track position even though they had been ranked first. The School of Nutrition would instead take a 36 month CLT. R. Perrins stated that President Ivany had agreed to these approvals and recognising that the APC had done a great deal of work to justify these requests, did not alter the order of the rankings.

R. Perrins explained that these approvals and hirings would represent a thirty year commitment on the part of the University.

R. Perrins updated Senate on events that had occurred over the summer in the three Faculties.

In the Faculty of Science the School of Nutrition and Dietetics had been very active. Two of the May 2014 graduates and one of the fourth year students presented on research conducted during courses, at the 4th International Critical Dietetics Conference in Chicago in August 2014. Two of the May 2014 graduates also presented at the Dieticians of Canada Conference in Ottawa in June 2014. The Canadian Association of Food Service Professionals (CAFP) awarded the Canadian Student Branch of the year to Nutrition students after only two years of operation as an on-campus student society. Meghan Todd, the Acadia University President of CAFS, was awarded National Student Leader at a national conference.

In the Department of Earth and Environmental Science seven senior students and two professors survived the rigours of the Cape Breton Island field school from 24th August to 1st September, staying at the Gaelic College at St. Anns. After spending a week mapping in the woods and along the shore, the group took a day trip around the Cabot Trail to examine interesting geological localities.

R. Perrins reported that N. O'Driscoll and a team of researchers including M. Mallory from Biology and K. Kidd from UNB-SJ had been awarded a \$45,000 RTI award for the CARE lab. This NSERC award was presented by Greg Kerr, MP for West Nova. The funding will be used to update equipment for analysis of mercury contaminants in air, water, soils and organisms; in particular bio-accumulative methylmercury which was the most dangerous form of the element. This will help the team to understand why some ecosystems are susceptible to mercury and will lead to better protection and preventative measures to ensure the health and well-being of Canadians.

R. Perrins stated that Acadia faculty and students participated in the GAC-MAC annual meeting of the Geological Association of Canada and the Mineralogical Association of Canada in May. Talks and/or posters were presented and/or co-authored by professors S. Barr and C. Stanley and also MSc student V. Beresford. C. Stanley presented a one-day short course following the meeting.

In the Faculty of Arts the School of Music enjoyed a busy summer. Summer camps were well attended with numbers up to 143 registered students. This was a significant increase over previous years. A. Haley runs the successful week along with 10 faculty members from the School of Music. The summer camp is a major recruitment tool for Acadia and this year at least four students are attending Acadia as a result of the camps.

R. Perrins reported that D. Charke received two Canada Council grants – one for supporting the New Music Festival and one for the commission of a new work. D. Charke also received a private commission for a new work to be premiered with the National Arts Centre Orchestra in Ottawa.

C. Rushton received an Emerging Leaders Teaching Award from the National Association of Teachers of Singing. This award is given to recognize teachers of singing with no more than 10 years of teaching experience, who have made significant contributions to the area of vocal performance and pedagogy.

A recent Music graduate, M. D'Entremont, recently won first place in the Voice category at the National Music Festival. M. D'Entremont was also awarded the Grand Prize of \$5,000 for the most talented musician at this national event.

In the Faculty of Professional Studies L. Aylward, D. Day and K. Dye received \$85,000 over three years through the SSHRC Institutional Research grant competition, to conduct a study of the challenges, opportunities and resources in the lives of rural adolescent girls.

R. Perrins reported that E. Callaghan was partnering with researchers in Finland to assist on an EU Horizon 2020 grant focusing on Small Farms, Community Health and access to global markets.

It was noted that all but two of the 16 month School of Education graduates had secured teaching jobs, and that referees had recently been contacted for the remaining two graduates. The students had accepted positions all over the world.

R. Perrins also noted that the School of Education had welcomed record numbers of mathematics students into the program this year through the growing BSc (Math)/B.Ed integrated route. Nine students were taking their fourth year of math and education courses.

In the School of Kinesiology S. Landry had been overseeing the renovation and installation of equipment into the new John MacIntyre mLab (motion Laboratory of Applied Biomechanics). This \$860,000 project was the result of a collaborative research partnership with Adidas and will assist Adidas with the development of new and innovative footwear technologies. S. Landry will be working with a number of students on the biomechanical project.

R. Perrins reported that J. Fowles had kicked off a national campaign with the Canadian Society for Exercise Physiology, called 'Exercise is Medicine'. The aim of this was to include physical activity as an integral component of chronic disease prevention and management in primary care. A series of workshops were in place right across Canada.

In the School of Business Enactus students attended Nationals in May 2014. A. MacLean won National Student Entrepreneur of the Year and will travel to Beijing for the Worlds this Fall. B. Dickie, the Enactus co-President, received funding to travel to a case competition in Croatia.

The Business Society launched a new initiative which will see five teams from local schools competing in a High School Case Competition Challenge at Acadia on October 3rd.

Andrew Biro asked about the rationale for approval of all of the requests for Instructor positions and only for some of the permanent faculty positions. R. Perrins explained that from the Faculty of Science there was unanimous support for Instructor positions to support the growth in their programs. Resources were limited and even though Nutrition was the highest ranked faculty position, the Faculty of Science made it clear that Instructors were even more essential. R. Perrins agreed with the ranking that had been brought forward by the Academic Planning Committee and approved at Senate in June 2014.

4) Brought forward from June 11th, 2014

a) Academic Sector Budget Actuals 2013-2014 (*attached*)

R. Perrins presented the academic sector budget actuals for 2013-2014, noting that the only small increases were largely in the area of salaries and that in most other respects the budget variances were flat or very minor.

C. Latham asked for some clarification on the terminology being used and suggested that a legend would assist new Senators.

Andrew Biro asked whether R. Perrins was still acting as University Librarian and he responded that he was, but that the issue would be resolved shortly.

L. Aylward asked for clarification.

President Ivany responded that an appointment would be forthcoming during the next several weeks from existing human resources.

5) New Business

a) Discussion from the Student Union VP Academic that Senate approve an addition to Acadia University's Academic Policy and Regulations (*attached*)

L. Murphy had reviewed the Academic Policies and Regulations and was concerned with improvements that could be made to help students, specifically in the area of drop dates. L. Murphy stated that there was an assumption that students could make an informed decision by a certain date; however, there was no policy that provided students with the ability to make that important decision.

L. Murphy found that Mt. Allison University required that 20% of a student's mark needed to be relayed back to them by the required drop date. L. Murphy had been told though that the student generally received no mark until the day that the drop date deadline was reached and as a result, they were forced to make a snap decision.

L. Murphy read out the following suggested policy change and opened it up to discussion:

'Professors are to have a minimum of 20% of their students' final marks calculated and communicated back to them no later than one week before the final drop dates specified for all fall, winter, and two-term courses respectively, in order to provide the students with adequate quantitative feedback on their performance and ensure they have the ability to make an informed decision of whether or not to drop a particular course.'

D. Seamone was supportive of the proposal but didn't expect to have 20% of

a student's grade determined by the drop date. Her approach was to meet with every student in the class a week before the drop deadline and discuss their standing in the course, making suggestions as to whether or not they continued in the course.

D. Seamone felt that an additional phrase could be added to describe this approach.

L. Murphy stated that he felt it particularly important to have quantitative feedback for the student, rather than purely qualitative, because a student found this to be more useful. L. Murphy also estimated that the current drop date was in fact at the end of October and half way through the term.

D. Seamone would welcome a clause that stated 'or in courses where such a percentage cannot be met, there will be a discussion on the standing in the course'.

J. Banks asked how Honours projects should be approached and felt that this approach worked best for first and second year courses.

R. Perrins agreed that in a fourth year seminar course a student might find nothing graded until the final research paper.

P. Williams stated that the Registrar's website stated: *Instructors are to inform their students of their course standing so that students can seek advice from their advisors if they feel it necessary five days before the last day to drop a course without penalty. Instructors are to have available an indication of the relative standing of each student for the use of the Dean should the information be requested.*

P. Williams noted that this policy was not in the Calendar, but was one that he agreed with.

J. Slights spoke against the proposal because it was felt that it got in the way of how instructors chose to run their courses. J. Slights felt that something too prescriptive would be less likely to fix the problem.

G. Poulter asked whether many were aware of the statement on the Registrar's website. She felt that the proposal could be restricted to the first and second years.

D. Serafini asked whether the statement on the Registrar's website had actually been approved by Senate and referred to the book of academic policy that had been assembled by the Registrar's Office in the early 2000's. D. Serafini asked for clarification as to whether this had been affirmed by Senate. He felt it important to find sufficient flexibility for both students and instructors.

C. Rushton noted that in the School of Music lessons were structured in such a way that it would not be possible to have a 20% grade by late October so that she could not support that, but could support giving the students a clear picture of their progress.

D. Seamone suggested that the Chair check with Archives to determine when this policy came into place. D. Seamone felt that the policy should be known by both students and instructors but also felt that subtle hints and feedback could be provided to the students.

J. Cayford stated that she was a part of putting together a faculty handbook for Faculty orientation, but also noted that this issue was always problematic to students.

T. Weatherbee agreed that a policy that made things clearer for both students and instructors to be given information that enabled them to make an informed decision. This should be possible without having the 20% mark indicated. T. Weatherbee recommended that L. Murphy look again at the wording on the Registrar's website and come back with wording for a motion that would allow a student to make an informed decision based on the requisites of the course. This would mean that some courses might have the 20% mark in place while others might not.

G. Bissix explained that with the approach he followed (one of it being easier for a student to get points at the start of the term than it would be as the term proceeded) would make it difficult to determine whether 20% of the total mark had been achieved.

J. MacLeod was supportive of the proposal. However, he felt that in a small university such as Acadia it should be possible to be sufficiently caring of the students and that syllabus's could identify a certain date by which if a student was struggling he/she would be invited to come and meet with the professor. Students could then make their own decision.

L. Murphy appreciated the feedback and felt it to be beneficial. He questioned whether in the case of large courses where it would be difficult to provide qualitative feedback to such a large group of students, would a requirement of perhaps only 10% be more palatable to some Senators.

D. Benoit stated that he had taught a number of large classes with upwards of 300 students and noted that in these instances one tended to push for more assignments and more frequent quizzes. As a result the students received feedback often and in a quantitative manner. D. Benoit was concerned about faculty members that adopted one grading scheme that might alter if a student went on to fail the exam.

V. Zamlynnny recognised that although many science courses would provide 20% or more of the grade by the drop date, there could be some that did not because of a different approach to the marking. V. Zamlynnny felt that the policy would need to be altered.

T. Weatherbee felt that as long as there was informed consent it was not necessary to have quantitative evaluation and a number attached to it, even though many courses would.

J. Banks felt that the opportunity for feedback needed to be there for the student.

G. Poulter wanted to see something that clearly explained the expectations to faculty members.

D. Benoit asked whether from an academic freedom point, the Registrar was allowed to dictate the dates for assignments, mid-terms and final exams.

P. Williams stated that the policy was intended to address the problem of students taking courses and having received no marked material prior to their

final exam. Students do need some recourse to receive progress marks back.

A. Biro asked how widespread the problem was.

P. Williams spoke with two last year and D. Serafini stated that he spoke with six students.

D. Seamone noted that at the other end of the scale she had students arrive at the final exam when they had not attended class at all. D. Seamone suggested that there was also an expectation of the students by faculty members.

L. Sprado stated that many new students didn't know that there was a policy at all and just felt that this was a new sort of educational system that they would have to get used to. L. Sprado felt that more could be done to get the newer students and the international students better informed about the fact that they should have some quantitative feedback before the drop date.

L. Murphy noted that the point of the policy was to provide students with the opportunity for feedback so that they could see how they were doing. Obviously if a student did not take a quiz worth 10% their mark was zero, which was a different issue.

L. Murphy stated that he appreciated the feedback and would go back to the drawing board and look for a blend between either a smaller amount of quantitative feedback or a sufficient amount of qualitative feedback in its place in particular circumstances.

R. Worvill noted that lack of feedback was also a problem for strong students and not just for the weak students. Strong students wanted to know whether they were meeting their own goals and to know whether they needed to make more effort. R. Worvill was in favour of the spirit of the practice.

The Chair thanked Senators for the discussion.

President Ivany added thanks, particularly to L. Murphy for bringing forward this item of concern for discussion. President Ivany felt that the spirit of the institution and its values could be felt in the debate that had occurred. This was sound educational policy and President Ivany felt that the first Senate meeting of the year had got off to a good start.

B. Anderson asked L. Murphy to look at this policy in relation to others within the context of supporting students; because once this one was introduced there could be an impact on other policies.

Motion to adjourn at 5:15 p.m., moved by T. Weatherbee.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Attachment 4) a)
Senate Agenda September 8th, 2014

Academic Sector – Actual 2013-2014

	Salary + Benefits	TA's	25.54	25.56	Other	Total
Faculty of Arts:						
Art	87.5	-	2.4	0.8	0.5	91.1
History and Classics	1,376.2	8.2	21.2	2.1	11.9	1,419.6
Economics	693.7	5.9	18.0	0.1	7.3	725.0
English	2,240.2	21.5	36.7	2.0	24.1	2,324.5
Languages & Literatures	1,242.2	7.4	26.7	1.7	12.9	1,290.9
Philosophy	499.8	2.8	7.7	0.1	4.6	515.1
Political Science	690.7	5.2	13.1	2.4	6.4	717.8
Sociology	990.1	3.3	16.7	0.5	8.0	1,018.5
School of Music	1,656.4	12.6	25.9	-	45.8	1,740.7
Carryforward of 25.54 and 25.56 funds	-	-	32.3	8.4	-	40.7
Dean's Office & Discretionary (FA)	230.6	2.2	-	-	32.8	265.6
Total Faculty of Arts	9,707.5	69.1	200.6	18.2	154.2	10,149.6
Faculty of Pure & Applied Science:						
Biology	2,277.0	43.3	33.7	-	80.5	2,434.5
Chemistry	1,041.6	51.2	16.9	4.0	67.0	1,180.7
School of Computer Science	819.4	17.1	13.9	-	16.7	867.0
Environmental Science	982.2	12.0	17.3	2.8	45.5	1,059.8
Mathematics & Statistics	1,674.0	64.2	18.0	2.9	15.7	1,774.7
Physics	677.1	9.3	9.2	3.5	16.9	716.0
Psychology	1,529.7	11.1	17.8	2.0	25.6	1,586.3
School of Engineering	558.4	13.6	3.8	-	13.1	589.0
School of Nutrition & Dietetics	640.9	14.5	11.0	1.9	34.4	702.7
Health Science Advisor	7.6	-	-	-	0.3	8.0
Carryforward of 25.54 and 25.56 funds	-	-	61.5	5.1	-	66.6
Dean's Office & Discretionary (FPAS)	360.7	4.9	1.2	-	13.2	380.1
Total Faculty of Pure & Applied Science	10,568.6	241.3	204.4	22.1	329.0	11,365.4

Academic Sector – Actual 2013-2014

	Salary + Benefits	TA's	25.54	25.56	Other	Total
Faculty of Professional Studies:						
School of Business Administration	2,407.2	31.4	35.4	2.4	17.2	2,493.7
School of Education	1,888.8	15.2	31.5	1.6	26.2	1,963.2
School of Recreation Management & Kinesiology	1,976.3	42.0	30.9	2.3	46.1	2,097.6
Carryforward of 25.54 and 25.56 funds	-	-	38.7	0.4	-	39.1
Dean's Office & Discretionary (FPS)	298.9	4.9	0.8	-	32.5	337.1
Total Faculty of Professional Studies	6,571.2	93.4	137.3	6.7	122.0	6,930.7
Research & Graduate Studies	309.4	337.4	-	-	(25.0)	621.8
Academic Support:						
Library	1,882.4	-	16.6	0.8	819.3	2,719.1
Carryforward of 25.54 and 25.56 funds	-	-	5.4	1.3	-	6.7
Inter Library Loans	-	-	-	-	18.4	18.4
Academic General:						
Program Funding	22.8	2.4	-	-	15.3	40.5
Faculty Recruitment & Moving Expenses	-	-	-	-	64.0	64.0
Postage	-	-	-	-	41.5	41.5
Professional Development - Faculties	-	-	-	-	20.4	20.4
Indirect costs of research	-	-	-	-	203.5	203.5
Miscellaneous	5.0	-	-	-	60.9	65.9
Total Academic General	27.9	2.4	-	-	405.5	435.8
VP Academic	278.7	0.5	-	-	4.4	283.6

Attachment 5) a)
Senate Agenda September 8th, 2014

The Vice President Academic of the Acadia Students' Union moves that Senate approve the following addition to Acadia University's Academic Policy and Regulations:

Whereas current academic policy does not allow a student to make an informed decision on whether or not to drop a course based on their predicted degree of success or failure; and

Whereas there is currently no policy that requires professors to provide sufficient feedback to students on performance previous to the final course drop date; therefore, be it

Resolved, that Senate adopt the following piece of policy to its Academic Policy and Regulations;

Professors are to have a minimum of 20% of their students' final marks calculated and communicated back to them no later than one week before the final drop dates specified for all fall, winter, and two-term courses respectively, in order to provide the students with adequate quantitative feedback on their performance and ensure they have the ability to make an informed decision of whether or not to drop a particular course.