

SENATE MEETING MINUTES
March 11, 2016

The 573rd Meeting of the Senate of Saint Mary's University was held on Friday, March 11, 2016, at 2:30 PM, in the Secunda Marine Boardroom. Dr. D. Naulls, Chairperson, presided.

PRESENT: Dr Summerby-Murray, Dr Dixon, Dr Bradshaw, Dr MacDonald, Dr Smith, Dr Vessey, Dr Naulls, Dr Bjornson, Dr Campbell, Dr Conrad, Dr Gilin-Oore, Dr Grandy, Dr Grek-Martin, Dr Henry, Dr Hlongwane, Dr Kozloski, Dr Peckmann, Dr VanderPlaat, Ms DeYoung, Mr Michael, Mr Rakotandrafara, Ms Robert, Mr Rice, Ms Morrison, Mr Rooney, Dr MacKinnon, Dr Calder and Ms Bell, Secretary to the Office of Senate.

REGRETS: Dr Gauthier, Dr Austin, Dr Stinson, Dr Takseva, Mr Hotchkiss, Mr Algermozi, Mr Armony,

Meeting commenced at 2:34 P.M.

15056 **REPORT OF THE AGENDA COMMITTEE**

The agenda was accepted but reordered to address the posthumous degree first on the agenda. New members introduced themselves.

15057 **MINUTES OF THE PREVIOUS MEETING**

Minutes of the meeting of February 12, 2016, were *circulated* as **Appendix A**.

Moved by Vessey, and seconded, **‘that the minutes of the meeting of February 12, 2016 are approved as circulated.’ Motion carried.**

15058 **BUSINESS ARISING FROM THE MINUTES**

None

15059 **REPORTS OF STANDING COMMITTEES**

.01 Academic Planning Committee

- a) Philosophy (UG & Grad) program review documentation circulated as:
Appendix B – APC Notice of Motion Memo, **Appendix C** - Recommendation-Comparison summary, **Appendix D** - Self Study Report, **Appendix E** - Self Study appendices (1-7), **Appendix F 1 & 2** – Dean’s Response to Self Study, **Appendix G**- External Review Committee’s (ERC) Final Report, **Appendix H** - Department Response to ERC Report, **Appendix I**- Dean’s Response to ERC report. (Dr John MacKinnon & Dr Todd Calder attending)

Key Discussion Points:

- Dr Bradshaw is acting on behalf of Dr Gauthier who is on his way to China.
- The members of the Academic Planning Committee considered all 16 recommendations to be valuable and worth consideration.
 - In response to **Recommendations 1 through 3**: Senate acknowledges the importance of an integrated approach to PHIL 1200 but has serious concerns with the decision of the Department to maintain the six credit-hour format. Senate encourages the program's Curriculum Committee to reconsider and better justify not splitting PHIL 1200.
 - Senate also encourages the Department to explore the creation of 1000 or 2000-level critical thinking and/or formal logic courses of particular interest to students of business, engineering, and science.
 - Members were advised that the program curriculum committee will be meeting to address all of these recommendations.
 - It was suggested that six credit hour courses create issues for students. For example; in the co-op program the students have to do a work term which would definitely interfere with their ability to take a 6 credit hour course.
 - The department representative advised that in the judgement of the department, and for very sound pedagogical reasons, it is critical that PHIL 1200 remain a 6 credit hour course.
 - It was suggested that students have difficulty putting together a timetable if they have to include a six credit hour course. It also functionally disables students in other majors or faculties from taking this course because they do not have that level of flexibility within their program.
 - Another argument for splitting the course was that a student may get through to Christmas and if they have to drop out of a 6 credit hour course, they lose a full year. Course withdrawal rates average 5% across the university, but in these Philosophy courses it is 30-40%.
 - The department representative advised that even though the reviewers suggest that splitting the course may improve enrolments, enrolments have been healthy over the past several years.
 - It was suggested that in order to ensure that instruction in critical thinking was available to all faculties, it would be worth looking at this recommendation carefully. The Department should consider other possibilities for delivering a 3 credit hour course that would allow other faculty students access to this instruction. It was noted that the department has a precedent for offering shorter course versions of a 6 credit hour course and this could be an option for the future.
 - APC would like to better understand the pedagogical reasons for the Department's position of keeping the 6 credit hour format.
 - In response to **Recommendations 4 through 8**: Senate concurs with the responses of the Dean and in particular supports the recommendation for the program to review their curriculum. This review is to include reflecting upon whether there might be a way to divide the second-year ethics course into two three credit-hour courses. Senate also encourages the Department to reflect upon possibilities for collaboration with other units with various

interesting possibilities presented such as philosophy of mind/psychology/cognitive science.

- In response to **Recommendations 9 through 11**: Senate supports the Dean's recommendation that the MA Program reevaluate their approach to program outcomes (recruitment, completion rates and times-to-completion). Senate asks that the Department identify such outcomes in their Action Plan and take a strategic approach to the improvement of the MA Program. A strategic planning approach must be undertaken and a means to make progress on identified outcomes must be evident in the 1-Year Report to Senate.
- In response to **Recommendation 12**: Senate encourages the Department to advertise the MA Program more widely.
- In response to **Recommendations 13 – 16**: Senate concurs with the responses from the Program and the Dean and encourages the Department to continue its discussion of teaching and learning and the pursuit of external funding
- APC is more concerned that a strategic planning approach be taken and that the Department not get hung up on the outcomes/benchmarks or metrics involved.
- Calder advised that the program committee has been considering the program in terms of improvements and the recommendations resulting from this review. The Department is generally committed to this process and to improving the program.
- Question: Recommendation 14 states that a senior instructor has a problematic teaching style. Is this on the Department's radar?
Answer: The Department is aware of the issues.

Moved by Bradshaw as an omnibus motion and seconded, **“that the Philosophy Undergraduate and Graduate Programs “that the Philosophy program submit an Action Plan on these recommendations to the Academic Planning Committee sixty days after approval in Senate”. Motion carried.**

and

Moved by Bradshaw and seconded, **“that in March, 2017, the Philosophy Undergraduate and Graduate Programs submit a one-year report to the Academic Planning Committee on the progress made during the year on the Action Plan according to Section 5 of the Senate Policy on the Review of Programs at Saint Mary's University.” Motion carried.**

- b) Revised Senate Policy on the Review of Programs at Saint Mary's University (8-1015) circulated as: **Appendix J** – APC Notice of Motion Memo, **Appendix K** – Revised Senate Policy.

Key Discussion Points:

- In the Version History, correct a typographical error - preample to preamble.

Moved by Bradshaw and seconded, **“that the revised Senate Policy on the Review of Programs at Saint Mary's University (8-1015) is approved.:" Motion carried.**

- c) MPHEC Proposal from the Psychology Department to Modify the Master of Science in Applied Psychology Program to include a Forensic Psychology option circulated as: **Appendix L** – APC Notice of Motion Memo, **Appendix M** - MPHEC Proposal. (Drs Smith and Vessey responding)

Key Discussion Points:

- Vessey advised that there is an existing Master of Science Applied Psychology Degree Program. There is a group of Forensic Psychologists within the Psychology Program that have the background and experience to deliver such an option. Drs Patry and Ternes are leading this initiative and they have done an outstanding job in terms of the content of this proposal. Our Financial Services Group has reviewed this proposal and signed off on the budget presented in the proposal.
- Question: What is happening with the Undergraduate Forensic program and is there any link between this proposal and the undergraduate program? Answer: There is no connection between the two. This is Forensic Psychology and not Forensic Science.
- Question: In the province of NS, restorative justice is looked on as an acceptable process. Why is there nothing in the proposal that addresses that area? Answer: There is expertise in restorative justice at the university in the Department of Sociology and Criminology.

Moved by Bradshaw and seconded, **“that the Proposal to Modify the Master of Science in Applied Psychology Program to include a Forensic Psychology option is approved for submission to MPHEC:” Motion carried.**

.02 Learning & Teaching

- a) Proposed revision of the Senate By-laws Section 5 Standing Committees, subsection 5.2.13 – Terms of Reference for the Learning and Teaching Committee, **Appendix N** (Dr Grek-Martin responding)

Key Discussion Points:

- Members were advised that this update is being submitted to better reflect what the committee does on an annual basis.
- Question: We do not quite understand what the committee does. What does it do now that it did not do before? Answer: During our review of our terms of reference it is to be noted that the Office of CAID is in flux and that has created a gap in terms of the things they were delivering (workshops, etc). Scholarship of learning and teaching is recognized in the collective agreement and the committee promotes that to faculty. We also have some funding that can be applied to research projects in the area of teaching and learning that might be undertaken by full and part-time faculty. That funding could also be used to assist faculty members to attend conferences specific to teaching and learning.
- Members were advised that CAID are in the process of advertising for a new position. Under the direction of the Senior Advisor, Teaching and Learning, **the Educational Developer, Teaching and Instruction** will help advance the goals of educational development within Saint Mary’s and in the broader academic community. This includes teaching development, promotion and facilitation of learning communities, management of peer mentorship programs for instructors, promoting and supporting training in the effective use of educational technologies,

policy development and engaging with faculty in research on learning and teaching.

- This committee is very closely liaised with CAID but is a Senate Standing Committee.
- Article 5.2. 13.2 states “shall advocate for and support the development of teaching excellence at Saint Mary’s”. It was suggested that this sounds strange. Question: To whom are then advocating? Answer: This statement had more to do with the fact that the committee believes faculty are not aware that they have the ability to do research in the area of scholarship in teaching and learning.
- It was suggested that this subsection be revised to read “shall champion the development of teaching excellence at Saint Mary’s”.
- It was also suggested that the new name of CAID should be inserted here “The Global Commons Studio” if it has been approved.
- This revision will be forwarded to the By-Laws Committee for implementation.

Moved by Smith and seconded, **“that the revision to the Senate By-laws Section 5 Standing Committees subsection 5.2.13 is approved in principle with the above mentioned revisions, subject to the final submission of the Senate By-laws Committee.” Motion carried.**

b) Annual report 2014-2015, *Appendix O*

- There being no objections, the 2014-2015 annual report of the Learning and Teaching Committee was entered into the Senate record as meeting the requirement of the Senate By-Laws Governing the Establishment, Reporting and Review of Institutes and Centres at Saint Mary’s University, section 3.2 Reporting Procedures.

15060

SAINT MARY’S UNIVERSITY 2014-2015 OPERATING BUDGET

A presentation was done by Darrell Rooney and Gabe Morrison

- This budget incorporates the market adjustments and those adjustments have allowed us to include some strategic initiatives.
- This is also a status quo budget.
- There is now a three year window to begin funding strategic initiatives such as: Student Aid, Diversity and Equity, Student Programming, Academic Programming, Campus Renewal, Information Technology, Mitigation, Unfreeze Vacant Positions, Replenish the Reserve Depletion. (1.5 – 3.5 mil).
- For every year we do not reinvest in our campus renewal, the buildings begin to deteriorate. We are beginning to address this in this budget.

Question Period

- Question: Can we have a copy of the slides? Answer: Not at this time. The budget and this presentation are governed by the Office of the VPAR and by the Board of Governors. This information is confidential to the University and has not yet been presented to the full Board of Governors.
- Question: At what stage does the university become a private university in terms of public funding? Answer: The Saint Mary’s University Act 1970 was legislation that established Saint Mary’s as a public university. If it were possible to find another 35 million annually, we would be able to become a private university. We are unlikely to make that declaration

anytime soon. The greater question is who are we accountable to? It was suggested that we are accountable as a university to our students.

- Question: What is our commitment to Aramark? Answer: We have a contract with Aramark that has five more years left on it. There is a food services committee under Keith Hotchkiss that monitors that service.
- Question: Do the grants include those from all sources or is it just the government grants? Answer: This is strictly the funding for operating.
- Question: Do universities in Nova Scotia compare budgets? Answer: Most universities post their budgets online. The government is currently working on a standardized reporting template. This would be part of the public website.
- Question: The tuition costs are huge costs at US Universities. Why do we not have more students from the US? Why are we not marketing ourselves to the US marketplace? Answer: The return on investment is dramatically low. It has been suggested that we are not exotic enough to entice students from the US. The Boston region also suffers from the same demographic issues as we do. It has not been a market that has had a great return for us.
- Question: What about the Midwest – there may be some interest in coming to a coastal city? Answer: Not known if we have looked at the mid-west.
- Question: Is there some sensitivity in relation to the hiring process and the job descriptions. Even though these individuals are administrative, are they made aware that they are also working for the academic area of the university?

15061

a)

NEW BUSINESS FROM

Floor (involving notice of motion)

Recommendation for Posthumous Degree (Dean of Science), *Appendix P*

Key discussion items:

- This student passed away shortly before Christmas. The Senate Policy requires a minimum of 90 credit hours of a 120 credit hour program for an undergraduate student. This student meets that requirement.
- Question: Has the family been approached in this regard? Answer: Yes and they were very grateful for this consideration.

Moved by Smith and seconded, **“that Senate award a Posthumous Degree of Bachelor of Science (B.Sc.) with Biology Major to this student.” Motion carried**

15062

PRESIDENTS REPORT

Student and Learning-Centered

- The Provincial Transition Task Force is focusing on careers and changes in the P to 12 system. There has been steady and valuable progress made and the task force report will be finalized within the next few weeks. I have been appointed to the new Business Education Council.
- Presented the inaugural Albert and Anne Isaacs Award to a deserving student, Nancy Gomes.
- Participated in a teleconference with external architectural consultants on possible futures for campus spaces in terms of student success and

retention, intercultural learning, learning communities and the potential for a new 'commuter student' learning facility.

- Attended a Universities Canada Workshop on the Future of Liberal Arts which fed nicely into a discussion this week in Halifax between vice-presidents and deans.
- Hosted US Consul General Steven Giegerich on campus, to introduce him to Saint Mary's and our programs and to explore opportunities for collaboration.
- Yesterday I guest lectured in Applied Geography.

Internationalization

- Hosted tables at both the Hong Kong Chinese Businessman's Association and the Chinese Society of Nova Scotia 2016 Chinese New Year Banquets.
- Successful International Night - a tremendous celebration of the 119 countries represented on campus.
- Traveled to South Asia with stops in the United Kingdom, Singapore, Bangladesh and India. Trip included significant meetings with Canadian diplomatic missions in Singapore, Dhaka and Delhi, alumni meetings in London, Singapore, Dhaka and Delhi, as well as participating in recruitment initiatives (with considerable success). We believe we have the largest cohort of students from Bangladesh than any other university.

Value and Values

- Hosted a luncheon for Dr. Don Julien of the Confederacy of Mainland Mi'kmaq. Discussion included enhancing our existing research collaborations with the Confederacy, and considering ways of addressing the recommendations made in both the Truth and Reconciliation report and our own President's Task Force on Aboriginal Education. Raised their flag for the first time on campus.
- Delivered remarks announcing the appointment of our new football coach, James Colzie III.
- Attending the game where our women's hockey team won the AUS championship. This team travels to Calgary for the CIS championship next week.
- Saint Mary's will host the CIS Men's Hockey tournament next week.
- Delivered welcome remarks at an International Women's Day event held here on campus.
- Participated in a full Board Retreat was a significant undertaking in late February. The Board discussed the four strategic priority themes that have been the focus of our existing consultations on campus to date. The resulting thoughtful discussion, expanse of views, and executable outcomes speaks to the strength of our Board and their individual and collective contributions to this institution.

Financial Sustainability

- Considerable time has been devoted to the annual budget preparation process, including meetings with individual Deans, with SMG and with EMG. Further consultation and presentation will be forthcoming.
- Attended an alumni gathering in Bridgewater. The event was attended by approximately 100 people, and was a dual initiative with Continuous Learning which combined our alumni gathering with a discussion on the ways in which a university presence can change a community.
- Hosted a dinner with guest Steven Landry, SVP & Chief Development Officer with ATCO.
- Awaiting receipt of a report from Ketchum Canada Inc., which has carried out an external review of our fundraising operations. Recommendations from this report will help us set directions for the future.
- The new MOU with the provincial government awaits signature, as indicated at the last meeting of Senate. Follow up discussions continue.
- Program with the Halifax public libraries – course on citizenship – experiential learning component of one of our programs.
- Reminder of tonight's (7 pm) Cyril Burns lecture presented by George Elliot Clarke

15063

QUESTION PERIOD

None

15064

ADJOURNMENT

The meeting adjourned at 4:30 P.M.

Barb Bell,
Secretary to the Office of Senate