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## SENATE MEETING MINUTES May 12, 2017

The 584<sup>th</sup> meeting of the Senate of Saint Mary's University was held on Friday, May 12, 2017, at 2:30 PM, in the Secunda Marine Boardroom. Dr. D. Naulls, Chairperson, presided.

**PRESENT:** Dr Summerby-Murray, Dr Enns, Dr Dixon, Dr MacDonald, Dr Vessey, Dr Naulls, Dr Conrad, Dr Grek-Martin, Dr Grandy, Dr Hall, Dr Henry, Dr Hlongwane, Dr Rahaman, Dr Stinson, Dr Takseva, Dr Warner, Mr Brophy, Ms DeYoung, Ms Ali, Ms Delorey, Dr Wein, Dr O'Malley and Ms Bell, Secretary of Senate.

**REGRETS:** Dr Bradshaw, Dr Smith, Dr Campbell, Dr McCallum, Dr Peckmann, Dr VanderPlaat, Mr Nasrallah, Mr Oshobu, Ms Caswell, Ms Bhaskar and Mr Michael.

Meeting commenced at 2:34 P.M.

### **16068**      **REPORT OF THE AGENDA COMMITTEE**

A member requested the addition of an item under Business from the Floor not requiring notice of motion covering a discussion related to the TOR for the Committee on Learning and Teaching.

The agenda was accepted as revised.

### **16069**      **SPRING GRADUATES**

Documentation presented at the meeting and designated as *Appendix A* (hard copies to Deans and Senate file only).

#### **Key Discussion Points:**

- There will be 925 designations awarded to 847 graduates.
- There are 167 distinctions also being recognized.
- More faculty are needed to attend Convocation for the stage parties.

Moved by Dixon, and seconded, **“to confer degrees and distinctions on those represented on the list (circulated as Appendix A) at the Spring Convocation”.** Motion carried.

Moved by Vessey, and seconded, **“to enable the Registrar to add such graduates to this list as may be identified subsequent to this meeting.”** Motion carried unanimously.

16070

**MINUTES OF THE PREVIOUS MEETING**

Minutes of the meeting of April 7, 2017, were circulated as *Appendix B*.

- Page 3 – second last bullet point under .01 – In reference to the suggestion that consultations be done with the faculty teaching in classrooms and/or labs scheduled for renovation before undertaking those renovations – Mr Sisk confirmed that faculty would be consulted before their classrooms/labs are renovated.
- Page 4 .03 – Ad Hoc committee on the issue of accessibility in an academic environment – Dr Hall’s primary appointment is to the Linguistic program. He holds a cross-appoint in English.

Moved by Vessey, and seconded, **‘that the minutes of the meeting of April 7, 2017 are approved as revised.’ Motion carried.**

16071

**BUSINESS ARISING FROM THE MINUTES**

.01 Update - Institutional Strategic Plan – Dr Summerby-Murray.

**Key Discussion Points:**

- At the Board of Governors meeting on April 28<sup>th</sup> the Board approved this Institutional Strategic Plan. It is now being brought to Senate for approval.
  - The current working draft of the plan was circulated. This will be a living document and there will be revisions as we proceed with implementation.
  - The President gave a brief overview of the process followed to get to this point.
  - This is an institutional level plan and, from a planning perspective, this plan does not supplant the other plans or processes that exist within the SMU Community.
  - The plan has a date range of 2017-2022 but this is not to suggest that this plan relates only to this time frame. This is a working document for a go-forward strategy.
  - The Vision and Mission have little or no change from the previous ones.
  - The message from the President, points particularly to sustainability and differentiation and provides a distinctive context for our research and recovery programs.
  - In our Framework section, we state that we are a primarily undergraduate university with select distinct graduate programs in our areas of strength within the humanities, business social sciences, and the natural sciences.
  - The graphic on the Strategic Framework identifies three areas of focus: Discover & Innovation in a Learning-centered Environment, Intercultural Learning and Institutional Sustainability. This is distinctive for us if we can position ourselves as leaders in these areas.
  - This document provides a stronger articulation of our Values. This also demonstrates institutional resilience.
  - Of 50,000 alumni we are able to contact 30,000 of them. If you graph graduation dates it become evident that 60% of our alum have graduated in the last 60 years. This is significantly important for Saint Mary’s.
  - Ethical wisdom has been a product of this institution for a very long time. We hope this means that our students will take this with them after graduation and make the right decisions rather than ones that are expedient at the time.

- Initiative #1 – Discovery and Innovation in a Learning-Centered Environment. This title has changed since the first draft to bring discovery into focus and bring learning forward as a goal.
- There have been a number of intercultural workshops offered and those have involved 270 of our colleagues. No too many institutions can demonstrate this level of hunger for learning.
- There are five charters under initiative #1. Each one of these has a project leader and those working groups are responsible for a specific charter of actions.
- Initiative #2 – Intercultural Learning – We need to recognize why this is important for SMU and why we are leading in this area. We are also five charters under this initiative and all have project leads. These are listed on page 12
- Initiative #3 – Institutional Sustainability – again there are five charters with project leads. These are listed on page 14. We are also looking at diversifying our revenue and fundraising capacity. We need to think strategically in terms of where we invest our resources. We also want to be risk intelligent in terms of managing our risks.
- Question: To whom do we send feedback on this plan? Answer: Send editorial feedback to Ms Delorey and substantive revisions to the President and/or VPs.
- A Senator advised that they were happy to see the ethical wisdom dimension to education mentioned in the plan. Response: The President advised that he used part of this information at a recent reception for students and parents coming into SMU with scholarships. The parents responded that no other university was talking about this. The parents were excited that Saint Mary's University was bold enough to talk about ethical wisdom. A question we need to ask ourselves is, how do we take heritage values and reposition those to be of value today and into the future. As an example of this, one of our students actually quoted St Ignatius in their presentation to the Board.
- Question: Page 14 - charter number two – what is this? Answer: This is under construction. We are looking at a couple of models. We have a number of units that are sharing the work at this time. We are thinking about a central point for facilitation. We are also thinking about a central point for coordination. We have not defined what this would look like yet.

.02 Status – Nova Scotia Accessibility Legislation – Dr Summerby-Murray

**Key Discussion Points:**

- At the April Senate meeting a committee was established to review the issue of accessibility in an academic environment.
- Bill 59 (Accessibility Act) passed third reading in the Nova Scotia Legislature on Thursday, April 27, 2017 and received Royal Assent on April 28th. You can find a copy of the Accessibility Act at: <http://www.nslegislature.ca/legc/sns17n.htm>.
- If there is a change of government, the dynamic around this could change.
- CONSUP continues to be engaged on this.
- The Senate Ad Hoc committee has not met at this time. There are two other existing committees: one that operates through Facilities Management and that deals with mechanical issues around infrastructure and the other

functions under the collective agreement with SMUFU. This group looks at the issue of disability as a hiring criteria.

- It was suggested that the multiplicity of our approach might warrant a review of this situation.

.03 Follow-up discussion – Networking meeting, Thursday, April 27, 2017 – Board of Governors, Senate, SMUSA and University Senior Administrators.

**Key Discussion Points:**

- This was a first initiative to bring the various groups together.
- The presentation from the Student Association was particularly informative.
- There was a suggestion of a Senate dinner to do something similar with SMUSA but Senate does not have a budget for this level of event. Alternatively, SMUSA has been contacted and they will do a similar presentation to Senate at the October Senate meeting.
- Vessey advised that Mr Freeman of the Board of Governors suggested a non-academic BOG member might attend the Senate meeting as a member of Senate. Since the Senate meeting is open, Board members could attend as they wish.
- Members were advised that caution needs to be exercised due to the bi-cameral model of governance we have at Saint Mary's University. It might not be a good idea to have a full voting member of the Board also being a full voting member on the Senate.
- The Student Representative advised that the Students thought the event was a very positive experience.
- The Board and the Senate have a set of responsibilities under the by-laws and the two groups they need to be focused on their particular governance roles.
- Members were advised that the University of Toronto disassembled their bi-cameral governance system and now has a combination of the two governing bodies constituting a Governing Council.

16072

**REPORTS OF STANDING COMMITTEES**

.01 Academic Planning Committee

- The one-year follow-up report of Philosophy Undergraduate and Graduate Program Review, circulated as *Appendix C. (Dr Sheldon Wein attending)*

**Key Discussion Points:**

- Dr Sheldon Wein is in attendance to answer any questions that Senators may have.
- The Dean, FGSR advised that the program responded to the following question from APC: What are the institutional roadblocks to creating opportunities for students to work with Professors at other universities? Answer: In 2016-2017, the department sought to have one of its Master's students, take a reading course with a professor of philosophy at Mount Saint Vincent University. MSVU advised the department that the student would have to pay the Mount a course fee. This would be a cost in addition to tuition at Saint Mary's. Discussions are continuing to attempt to resolve this issue.
- The dean advised that if the supervisory committee deemed the course at another institution to be a required course, SMU would reimburse the student. If we had faculty that were C.A.U.T. (Canadian Association of University Teachers) certified, we should encourage them to become adjuncts. Then they could do that instruction here at Saint Mary's.

- Question: Was further marketing and promotion successful? Answer: We have two new students resulting from those efforts. We are increasing those efforts and expect to see more results in the future.

Moved by Enns and seconded, **“that the Senate approves the one-year follow-up report of the Philosophy Undergraduate and Graduate Program Review as meeting the requirements of Section 5 of the Senate Policy on the Review of Undergraduate Programs at Saint Mary’s.” Motion carried.**

- Economics program review documentation circulated as: **Appendix D** – APC Memo/Notice of Motion, **Appendix E**- Recommendation-Comparison summary, **Appendix F**- Self Study Report, **Appendix G** - Self Study appendices (G1-6), **Appendix H** – Dean’s Response to Self Study, **Appendix I** - External Review Committee’s (ERC) Final Report, **Appendix J** - Department Response to ERC Report, **Appendix K** - Dean’s Response to ERC report. (Dr Mark Raymond 902-440-5339)

**Key Discussion Points:**

- It was noted that there was a formatting error in the Summary documents (App E). In recommendation two the text that follows: “A number of students..... towards reaching that goal.” Belongs in Recommendation #3.
- Question: Why is the one-year follow-up report due eight months after the action plan? Answer: The policy stipulates that the one-year follow-up report is due one-year after approval by Senate (in this case, May to May).
- The Dean of Arts advised that she has been encouraging dialogue between units in her faculty and Economics related to expanding the potential for Economics electives. There are opportunities with IDS. The ERC report flags this as an area of future opportunity.
- Members were advised that Introduction to Economics is recognized at a humanities course.
- This is a very thorough review and exceptional work. There is another niche for economics in psychology, political studies and philosophy. There are a couple of institutions across the country that are doing this. We have an opportunity to consider doing that at Saint Mary’s.
- A suggestion was to change the title to Business Economics.
- IDS has a good offering of non-business economics course content.
- **Recommendation 1** Senate concurs with the program response and commends the program for their work to implement this recommendation.
- **Recommendation 2** Senate encourages the program to consider and discuss this recommendation as soon as possible and report progress in their Action Plan.
- **Recommendation 3** At the earliest opportunity, Senate asks the program to confer with the Department of Marketing & Communications on this recommendation and report progress in their Action Plan.
- **Recommendation 4** At the earliest opportunity, Senate asks the program to discuss this recommendation and report progress in their Action Plan.
- **Recommendation 5** Senate concurs with the program response.
- **Recommendation 6** Senate asks the program to consider the concern expressed in the Dean’s response as they work with the Department to implement this recommendation.

- **Recommendation 7** Senate asks the program to consider this opportunity and report on discussions related to this recommendation in their Action Plan.
- **Recommendation 8** Senate recommends that the program consider how best to respond to the reviewers recommendation regarding business analytics and report on progress in their Action Plan.
- **Recommendation 9** Senate concurs with the Dean and in consideration of the recommendation of the reviewers, asks that the program report on staffing strategy in their Action Plan
- **Recommendation 10** In the development of new hiring criteria, Senate recommends keeping this recommendation in mind.
- **Recommendation 11** Senate recommends that the program participate in future Arts Open House Events.
- **Recommendation 12** Senate recommends that the program confer with the IDS Program to identify how best to proceed with this recommendation and report progress in their Action Plan.
- **Recommendation 13** In the development of new hiring criteria, Senate recommends that the program keep this recommendation in mind as the program considers future new faculty applications. Senate looks forward to hearing the outcome of discussions within the Program/Department.

Moved by Enns and seconded, **“that the Economics Program submit an action plan to Academic Planning Committee in August, 2017 based on the responses above.” Motion carried.**

and

Moved by Enns and seconded, **“that in May, 2018, the Economics Program submit a one-year report to the Academic Planning Committee on the progress made on the Action Plan according to Section 5 of the Senate Policy on the Review of Programs at Saint Mary’s University.” Motion carried.**

- MPHEC Proposal for an International Master of Teaching English, circulated as **Appendix L. (Dr Tony O’Malley attending)**  
**Key Discussion Points:**
  - Our faculty of Education was never terminated by the Senate.
  - Institutional context – We have been assisting Mount Saint Vincent University in offering an M.Ed. (TESL). We have been offering six of the courses towards this degree and that is recognized on the transcript. MSVU has advised that they are not going to continue this collaboration and therefore we are pursuing it. This is an incremental cost recovery program that appeals to a particular market. There is a huge capacity for teachers of English in other countries to improve their skills in this area.
  - Question: If MSVU is discontinuing the program, would we be competing with them? Answer: SMU was doing all the work and getting none of the recognition. MSVU has no expertise in this area. MSVU informed us that they would be doing their own M.A. We are not competing because ours is a very unique degree. The majority of English teachers are not native English speakers. China is refusing

- VISAs for native English speakers. This is a developing trend. Our job is teaching non-native English teachers. We have letters from China, Russia, Turkey and more to inquire about registration in the program.
- Question: What are the teaching resources for our existing program? Answer: We have one full-time faculty member that will have the task of coordinating this program. We have six faculty members already teaching courses that are part of this program. They actually have expertise in this area. We have 10 FCEs already on our schedule two for this program. We expect that additional positions will come on stream as the program expands and that those positions will be supported by the revenue generated by this program. There is a huge opportunity here and we have been delivering a related program. The only difference will be that now, we will be getting the recognition for this program.
  - Senators were advised that in terms of financial considerations, all proposals related to graduate programs are reviewed by Mr Rooney before they are brought forward to Senate.
  - It was suggested that MPHEC will probably provide a conditional approval based on the hiring of a full-time faculty position within two-years.
  - Question: How common is a situation where you have a Master's degree when there is no undergraduate component? Answer: A number of hiring situations are not interested in individuals with a certificate in this area. A certificate has no value/interest for them. This type of a program isn't unusual, even at Saint Mary's.
  - It was suggested that there was a benefit to having native speakers in the program as well. Response: There is no eligibility requirement that excludes native English speaking registrations. There are other programs for those individuals but they can also register in this program if they choose to do so.
  - It was suggested that the English Language Entrance Requirement should be at a higher level. Answer: This was discussed a great deal. These people are already teaching English. This is not an ESL Program. If they only have a TOFEL of 6.5 and they are teaching English, they really need this program. All our M.A. degrees require a level of 6.5.
  - Question: What is the term of this program? Answer: Four semesters, consisting of 13 courses. This is not a research based program. It is a professionally based program.
  - Dixon was Dean of the Faculty of Commerce at the time of the dissolving of Education teaching at SMU. He advised that the Faculty of Education M.Ed. (TESL) was transferred to MSVU when that part of our program was closed down 20 years ago. Our graduate programs and those directed to personal development were left to Saint Mary's to determine how to proceed with those.
  - Members were advised that the Undergraduate Calendar of 2004-2005 had a Faculty of Education. After that it disappeared. It was suggested that it should be put back into the Undergraduate Academic Calendar because there are still undergraduate courses.
  - Members were advised that at the Spring Convocation Ceremonies, Saint Mary's University will be graduating the very first Doctor of Philosophy (International Development Studies) in Indigenous Studies.

Moved by Vessey and seconded, **“that the Senate approve the MPHEC Proposal for an International Master of Teaching English for submission to MPHEC.” Motion carried.**

- LEAP Program Final Report, circulated as *Appendix M*.

**Key Discussion Points:**

- Funding for this program ended in 2017. It was decided that we needed to find a way for the institution to move forward based on the lessons learned from the LEAP Pilot program. The LEAP program is morphing into an overall strategic program for first year student experience for the university. We are working to incorporate the lessons learned in the LEAP experience into the new strategic initiative.
- Question: LEAP looks like it was very successful. Can we continue the funding to keep it going? Answer: There was a lot of discussion at the Dean’s Council and the concern was that LEAP was only serving 200-300 students. They wanted to expand that to another level and serve the needs of all first year students at Saint Mary’s. We are in the transition process at this point. LEAP was well structured and we are now trying to move it into a main stream program that will structure the experience of all first year students.
- The Windsor Foundation funds pilot programs only and not on-going programs. We may have a further opportunity to go back to the Foundation for more funding based on how we structure and articulate the new program. They would not fund a LEAP 2.0 program. The money that the university was investing into LEAP is going back into the new phase of the new programming. We are trying to find ways of ramping this initiative to the next level. We want to develop this as something integrative. This relates to the second point on page 10 of the Strategic Initiative Plan.
- Question: What are we doing in the transition term? Answer: MacDonald advised that the Faculty of Arts are participating on the first experience committee. Last year the Faculty of Arts piloted a Peer Mentorship Project and that was very successful. They also piloted a tutoring service around critical thinking and philosophy. This was well received. The Faculty of Arts has expanded this initiative and combined the two of these with several faculty participating with their first year courses.
- In the transition, the Deans were very interested in incorporating these elements into their first year courses.
- Feedback was requested from everyone in terms of the cohort approach. Senators were advised that the cohort approach was not being done within faculties.
- There are seminars that used to belong to LEAP happening and there is also a more involved orientation process.
- Brophy advised that they are trying to facilitate the first year experience by developing a webpage that provides connectivity of the University jargon with student’s current communication abilities.
- There is also a planned retreat for the first year experience committee where they will work through the first year and the activities and programming that will sustain this initiative. They will be continuing the work on the cohort issue.



- It was suggested that the cohort structure was the key to program success.
- Question: How are we coordinating the new efforts?
- There are many different approaches in terms of filling the gap between LEAP and whatever else the University comes up with. Question: Can we have an update on the various initiatives across the university related to the first year experience? Answer: **Action Item: Bell** will place this item on the September Senate Agenda under business arising. Members requested a tangible take-home summary page to be provided during that session that the faculty could use to champion the initiative.
- Concern was expressed that whatever was being done should be consistent across the faculties so that all students received the same benefit.
- Senators were advised that there is something planned for the website that will address the coherence for students and faculty.
- The opinion was expressed that it would be great if we could get some coordination of the various groups working on this.

In the absence of objection, the Senate accepted the Final Report of the LEAP Program into the record of Senate.

**16073**

**REPORTS OF JOINT COMMITTEES**

Honorary Degrees Committee – Additional information for deferred recommendations for Honorary Degrees, **Appendix C** (circulated at meeting by President)

An omnibus motion was moved by Dr Summerby-Murray and seconded, **“that the Academic Senate approves the recommendations as presented for forwarding to the Board of Governors for awarding.” Motion carried.**

Moved by Stinson and seconded, **“to extend the Senate meeting for 15 minutes to complete the remaining agenda items.” Motion carried.**

**16074**

**NEW BUSINESS FROM**

- a) Floor (involving notice of motion)
- b) Motion from the floor (not involving notice of motion)
  - i) Discussion Item - Procedures for 'extenuating circumstances' such as:
    - a) missed tests or midterms during term.
    - b) reporting on academic dishonesty.

**Key discussion items:**

    - Discussion was deferred to the next Senate meeting due to the absence of key Senators that are key to the discussion.
  - ii) Terms of Reference for the Senate Committee on Learning and Teaching
 

**Key discussion items:**

    - The terms of reference for this committee should be reviewed.
    - Since the establishment of the Studio there needs to be clarification of the terms of reference for both bodies and the context of collaboration between the two groups. There has been evidence of overlap in the work of these two groups. A greater level of coordination of the initiatives of these various bodies is needed.

- Senators were advised that article 5.1.11, the Senate By-Laws, states that the Standing Committees are to report annually in October to the Senate. As part of this report, they are to inform Senate on the annual evaluation of the Committee Terms of Reference and whether they reflect current practice. The Learning and Teaching Committee should be reviewing their TOR so that they can make recommendations regarding revisions necessary. The group could include recommendations regarding collaborations and consultation initiatives. Dr Enns advised that she would support such an initiative.
- Question: Is this committee relevant or should it be disbanded given the establishing of the Studio and Global Commons? Answer: No. There is a place for this committee.
- **Action Item: Dr Enns** volunteered to provide the background on the development and revision of this committee.

16075

### **PRESIDENTS REPORT**

#### **Discovery and Innovation in a Learning-centered environment.**

- The Enactus team was awarded the 3M Canada Problem Solving Project Partnership Best Project Award. They also finished in the top four in the nationals.
- Naima Greg, a student of Economics and Finance, has received the prestigious 2017 3 M National Student Fellowship Award. She is one of only ten students to do so nationally.
- Saint Mary's University hosted the Halifax Partnership Game Changers event. The organization has been trying to stem the exodus of young people from Nova Scotia after graduation. The province committed to help the Halifax Partnership with its youth retention work, by contributing \$100,000 for the Experiential Learning Initiative.

#### **Internationalization**

- A delegation representing Saint Mary's will be traveling to China early in June to participate in a series of events designated not only as a knowledge exchange, but specifically designed such that participants experience and sharpen cross-cultural skills in the intercultural context.
- The President will be participating in a trade mission to China.
- The President attended the North American Higher Education Summit in Pittsburg in mid-April. He spoke at a well-attended panel discussion on social justice and campus activism
- The President attended the official launch of *The Lynn Jones African-Canadian & Diaspora Heritage Collection* donated to Saint Mary's University last year. The Collection documents the lives of Lynn, her family, and over 50 years of African, African Diasporic and African-Nova Scotian heritage and history.

#### **Senior Administrative Update:**

- Convocation is next week. The presence at the ceremonies of faculty members is important.
- Due to time restrictions the President directed Senators to review the balance of the report content on SMUport.

**16076**

**QUESTION PERIOD**

There were no questions.

**16077**

**ADJOURNMENT**

The meeting adjourned at 5:00 P.M.

Barb Bell,  
Secretary of Senate