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SENATE MEETING MINUTES November 23, 2018

The 596th Meeting of the Senate of Saint Mary's University was held on Friday, November 23, 2018, at 2:00 PM, in the Secunda Marine Boardroom. Dr M. VanderPlaat, Chairperson, presided.

PRESENT: Dr Summerby-Murray, Dr Butler, Dr Smith, Dr Francis, Dr Sarty, Dr Doucet, Dr Grek-Martin, Dr Hall, Dr Kehoe, Dr Khokar, Dr McCallum, Dr Power, Dr Rahaman, Dr Stinson, Dr Takseva, Dr VanderPlaat, Dr Warner, Mr Brophy, Ms van den Hoogen, Mr Nasrallah, Mr Mahmudur Rahman Shovon, Mr Archibald, Mr Southwell, Mr Oshobu, Ms Sargeant Greenwood, Ms Claire Milton, Dr Johnson, Dr Vance, and Ms Bell, Secretary to the Office of Senate.
Drs MacDonald and Twohig joined by conference call.

REGRETS: Dr Bhabra, Dr Loughlin, and Dr Grandy

Meeting commenced at 2:00 P.M. Dr M. VanderPlaat presiding.

18023

REPORT OF THE AGENDA COMMITTEE

Members were advised that items on the agenda would be reordered due to time commitments by participants.

- The SJCS proposal from Academic Planning will be addressed first. We have Drs MacDonald and Twohig joining us by teleconference and Dr Johnson representing the Department for this business item.
- The Presentation "Preparing to Indigenize" will be presented second, after which we will return to the order of the agenda for the remaining items.

The report of the Agenda Committee was accepted as revised.

18024

PRESIDENT'S REPORT attached as *Appendix A* (10 min)

Summerby-Murray advised members of the following:

- Participated in the Atlantic Canadian Multi-Sectoral Trade and Investment Mission to China at the invitation of the Premier. There were opportunities to address issues related to Canadian education, our partnership with Chinese Universities and for connecting with ministers. We participated in meetings as a part of the expo in Shanghai. An Alumni event was held in conjunction with the mission. It was well attended. SMU Alumni constituted the highest proportion of participants of any other university. Higher Education was identified as a strength in relation to our relationship with BNUZ.

- The President's Advisory Council on Indigenous Education has been formed. The members are Chief Bob Gloade, Dr Don Julien, Mr Jarvis GooGoo, Ms Ann Sylliboy, and Ms Pam Gloade-Desrochers. The Advisory Council will provide advice on specific elements – some of which were just discussed.
- Budget development process for the fiscal year 2019-20 is underway. Strong input was received from the students. Some challenges are the declining enrolment, adjustment to revenue (this is the last year of the market adjustments – from here on we will be back to a 3% year over year). A mandated cap of 3% on domestic undergraduate tuition and a voluntary cap of 3% on international undergraduate tuition is expected. Feedback on the process is welcomed. There are also no large additional sources of funds on the horizon.
- The Strategic Plan is moving forward. Additional Town Hall meetings are planned.
- We are continuing our lobby work in parliament. The SMUSA President recently participated in these efforts.
- Saint Mary's hosted the Halifax International Security Forum. The forum provides an avenue for discussion among democratic leaders and problem solvers related to global security. It was very successful. Kudos to Dean MacDonald and Dr Mark Doucet for their contributions to this event. A good turn-out of students and faculty attended from both universities.
- The balance of the report can be found on SMUport.

18025

VICE-PRESIDENT'S REPORT (10 min)

Butler advised members of the following:

- The VPAR just returned from a visit to China to investigate research opportunities.
- There was an awards ceremony held in Halifax last night. One of our faculty members was a finalist at that event for a prestigious award. An Alumnus was also a finalist in this award event.
- Five teams of students went to Fredericton to a data visualization competition. One team placed third and those students had only been here at Saint Mary's for three months.
- A second round of consultations on the Academic Plan will start within the next two weeks and will go on into December. A broader engagement with faculty is desired and will be the focus.

a) Animal Care Committee 2017-2018 Annual Report, ***Appendix B***

Key discussion points:

- Renewal of the CCAC accreditation was a major task last year. A lot of lead up work was necessary to achieve this accreditation. There are some outstanding issues that will have to be addressed. We also need to reflect on process issues.
- The report was accepted into the record without further discussion.

b) Research Ethics Board 2017-2018 Annual Report, *Appendix C*

Key discussion points:

- Personal concern was expressed on the work load on the co-chairs. This will need attention. It will be considered in terms of how to provide support in the coming year.
- The report was accepted into the record without further discussion.

18026

QUESTION PERIOD (length at the discretion of chair based on business volume)

- Question: A Senator asked why there is no representation from SSB on the REB? Answer: Stinson replied that it is not for lack of asking. Anyone doing research involving human beings is affected by the REB. A discussion is encouraged with the new Dean.
- An update was requested on hiring a new Registrar. The VPAR advised that we are finalizing the plans for the reorganization. This task should be done by the end of this month. Members were advised that Smith's term as acting Registrar ends March 31.
- Question: A Senator expressed concern over the declining enrolment and suggested that SMU would benefit by enabling faculty members to do more within the various communities within Nova Scotia. Faculty members could talk to potential students far better than the recruiters would have. The VPAR encouraged faculty to develop projects that engage the community. The President also acknowledged these situations.
- Members were advised that there are challenges related to the declining demographic in the rural areas. According to the statistical analysis, the decline bottoms out in 2022 and then there is a slow increase, however, the challenge remains in the rural areas.
- Members were advised that if you compare universities in the Atlantic Region, we currently have the largest share of students from the rural areas. Recognition was given to faculty that do this work and we will support instructors to do this activity.
- Often Deans are taken along on recruiting initiatives around the province. A faculty member connecting with the students interests is a key factor in success. The challenge is trying to deal with the logistics and what is possible while considering the demands on the faculty members time.

18027

MINUTES OF THE PREVIOUS MEETING

Minutes of the meeting of October 19, 2018, were circulated as *Appendix D*.

- Revision page 3 – 6 bullet point – The President advised a revision to the following: ``Answer: The President advised that SMU remains among the two universities with the lowest **proportion amount** of the funding. The formula is based on **cost and enrolment programs**.``

Moved by Grek Martin, and seconded, “**that the minutes of the meeting of October 19, 2018 are approved as revised.**” Motion carried.

18028

BUSINESS ARISING FROM PREVIOUS AGENDAS

.01 Academic Planning Committee

- a) Modern Languages and Classics 2016-2017 Program Review documentation circulated as: *Appendix E* – APC Notice of Motion, *Appendix F* -

Recommendation-Comparison summary, *Appendix G* - Self Study Report, *Appendix H* - Self Study appendices (1-21), *Appendix I* – Dean’s Response to Self Study, *Appendix J* - External Review Committee’s (ERC) Final Report, *Appendix K* - Department Response to ERC Report. (Please note: that the Dean’s response to ERC Report is found in Appendix F summary) (Dr McCallum)

Key discussion points:

- **Please note:** As a part of the annual review process, APC will be holistically reviewing the budgetary issues raised in this program review (1, 9, 12 & 13), along with those in others reviews, but our terms of reference do not require that APC review these issues program by program. Going forward, this will be part of the annual report of the APC. The APC will track these issues and will review those items as a part of the annual reporting process.
- **Recommendation 1:** This item is budgetary and outside of the purview of APC and the Senate. It is referred back to the Dean and Program for further discussion and consideration during the Budget process.
- **Recommendation 2:** Senate concurs with the responses of the Program and the Dean.
- **Recommendation 3:** Senate concurs with this recommendation and encourages the department to initiate this as soon as possible.
- **Recommendation 4:** Senate commends the program for proactively initiating this recommendation
- **Recommendation 5:** Senate concurs with the recommendation and encourages engagement with the classroom engagement strategy.
- **Recommendation 6:** Senate concurs with the Program Response.
- **Recommendation 7:** Senate concurs with this recommendation and asks the Department to refer to the recommendations and responses from the previous review in relation to the ICST program.
- **Recommendation 8:** Senate supports and encourages the creative work related to the development of new programs.
- **Recommendation 9:** This item is budgetary and outside of the purview of APC and the Senate. It is referred back to the Dean and Program for further discussion/ consideration during the Budget process. Senate asks the Department to refer to the recommendations and responses from the previous review in relation to the ICST program.
- **Recommendation 10:** Senate concurs with the recommendation and encourages the Department to assist students in this regard.
- **Recommendation 11:** Senate encourages new program development. Much of this recommendation is outside of the purview of APC and Senate.
- **Recommendation 12:** This item is budgetary and outside of the purview of APC and the Senate. The university is currently researching ways to match projects with potential funding.
- **Recommendation 13:** Senate acknowledges that office space is limited. This issue is beyond the purview of the APC and Senate. Senate encourages the Department to discuss possible options with the Dean.

Moved by Butler and seconded, **“that the Department of Modern Languages and Classics submit an action plan to APC in February, 2019 based on the preceding responses.” Motion carried.**

and

Moved by Butler and seconded, **“that in November, 2019, the Department of Modern Languages and Classics 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.**

.02 Academic Regulations Committee
Report on Academic Regulations review, *Appendix L1* – Notice of Motions, *Appendix L2, L3, L4 & L5* – Revised Academic Regulations. (Dr Smith)
Key discussion points:

a) **Appendix L2** - Moved as an omnibus motion by Smith, and seconded that, **“the Senate approve the revisions to Academic Regulations 6, 9, 11, 13, 17, 18, 20, 21, 24, 27 and 31 as presented in Appendix L2.” Motion carried with one abstention.**

Key discussion points:

- Last spring the VPAR asked for a complete review of Academic Regulations for impediments to student success without impeding Academic Integrity. We had five separate meetings to consult and review the regulations in this regard. We have brought these to Senate twice and took the feedback from those meetings and made revisions based on that feedback.
- There has been a noted lack of objections or concerns over a period of two months to the proposed revisions to Regulations 6, 9, 11, 13, 17, 18, 20, 21, 24, 27, and 31. Appendices L1 and L2 constitute the new omnibus motion covering these revisions which has been moved by the Academic Regulations Committee. These are before the Senate for the third time today. A summary record of the discussion on these academic regulations, shows that Senate had little or no concern with these revisions during the September and October Senate meeting. So as not waste any more of the Senate members time considering these items of business, we are calling the question.

b) **Appendix L3** - Moved by Smith and seconded that, **“the Senate approve the revisions to Academic Regulation 4 as presented in Appendix L3.” Motion carried.**

Key discussion points:

- Revision to **Academic Regulation #4 Grading System** to articulate that faculty must have provided feedback equal to 15% of a students’ grade no later than five teaching working days prior to the last date for withdrawal from a course without academic penalty.

- c) **Appendix L4** - Moved that, “**the Senate approve the revisions to Academic Regulation 7 as presented in Appendix L4.**” Motion carried.

Key discussion points:

- **Question:** What do we mean by annual GPA? The previous language said “a student that attempted 24 credit hours”. The intention was that the student do enough to make an analysis valid. If a student does only 1 course and achieves less than 1.7 in that course, they would automatically be placed on probation. This does not seem appropriate. Answer: We are going to do an initial assessment in January as an early warning for students. The way the language was, the student could take 21 credit hours and fail all of them and then register for all of them again and they could be on campus for a full two years without ever being identified as “at risk”. This revision is meant to identify these students early. We consulted heavily on this with Deans, Associate Deans and the Advisors on this. We can provide students with assistance sooner if we decoupled this process from the credit hours. The SMUSA representatives supported this revision.
- **Question:** Is there a situation that a student would be suspended in early winter? There is significant VISA impact for the international students if they are suspended in early January. Those students would have to leave the country. Answer: This could happen under the current academic regulations. Students would not be suspended under the revised regulation until April.

- d) **Appendix L5** – Moved by Smith and seconded that “**the Senate approve the revision to Academic Regulation 8 as presented in Appendix L5.**” Motion carried.

Key discussion points:

Question: definition for rule A – How does the equivalent to an exam work? Answer: As long as the work is scheduled on the last class day, that is fine. This is attempting to avoid having a piece of work being due on the same day as the student is writing two exams.

Question: The form will have clarification of this? Answer: Yes. Identify conflicts and eliminate them.

Next month will be dealing with the curriculum report.

18029

.01

REPORTS OF STANDING COMMITTEES

Academic Planning Committee

- a) APC Notice of Motion, **Appendix M1**, MPHEC Proposal – Bachelor of Arts, Major and Honours in Social Justice and Community Studies, **Appendix M2, M3 & M4**.

Key discussion points:

- Drs MacDonald and Twohig were available by conference call and Dr Johnson from the department was available to answer any questions Senators may have.
- This proposal was reviewed by and has the support of the Academic Planning Committee. It is being recommended to the Senate for forwarding to MPHEC with the hope that we are able to submit it for assessment prior to their hiatus on December 10.
- There was no further discussion or questions.

Moved by Butler and seconded, **“that Senate approve the MPHEC Proposal – Bachelor of Arts, Major and Honours in Social Justice and Community Studies for furtherance to MPHEC.” Motion carried unanimously.**

b) APC Mem, *Appendix N1*, Report from the Committee on Experiential Learning, *Appendix N2*

Key discussion points:

This report is being submitted to Senate for consultation in terms of how Senate wants to proceed with the following recommendations:

- Discussions within the committee and primary research revealed that many experiential learning activities are already in fact occurring at Saint Mary’s by many faculty in different disciplines. In many areas, many dimensions of a rich learning environment as defined above are already in place. The question or challenge at hand is: how can we enhance or expand ExL across the University? The committee’s review of recent ExL research and activities at other universities (Queens, Ryerson, Simon Fraser et al) identified many detailed and sound suggestions of “best practices in experiential learning” approaches. These approaches, in conjunction with the results of the primary research, led the committee to make the following recommendations:
 1. that Senate accept the proposed working definition, previously endorsed by the Academic Planning Committee, of experiential learning, as it has been the end result of much discussion, reflection, and review of existing theory and practice, and is sufficiently broad and comprehensive so as to include most actual and potential types of ExL at Saint Mary’s. To restate this definition: *Experiential learning is the process of exploring ideas presented in the classroom through reflection on doing.*
 2. that Senate consider proposing that ExL form a significant part of the University’s next Academic Plan. In keeping with current trends here and abroad, Saint Mary’s has an established track record in experiential learning, and there is significant potential for enriching the overall learning environment through expanded efforts in this area. Further expansion of ExL as a strategic academic priority aligns with the Nova Scotia government’s commitment to growth and development of experiential learning in this province.
 3. that programs be encouraged to introduce a portfolio system (for example, Folio on BrightSpace) for enabling students to document, in a comprehensive and integrated way, their significant ExL accomplishments throughout their program of study.
 4. that Senate consider revising the syllabus template to include a section on including various forms of ExL.
 5. that Educational Development team in the Studio for Teaching and Learning team promote workshops, information sessions, publications of ExL best practice, and similar activities for faculty wishing to amplify their classroom pedagogy and curriculum with ExL.
 6. that the University expand its Student Services infrastructure to systematically implement ExL initiatives, recognizing that the provision of ExL opportunities requires significant administrative and logistical support.
 7. that Senate propose that discussions be held between faculty and the appropriate University committees with respect to current practices of

risk management involved with experiential learning. The committee received reports that certain types of field schools and similar extra-mural ExL activities were being discouraged by the risk management processes involved with student participation. While acknowledging that a reasonable assessment of risk is crucial for the well-being of students and for issues of liability affecting the University, the committee agreed that if risk management becomes the primary, or even sole, measure of the viability of ExL extra-mural activities, there will be a lack of incentive for faculty to engage in such ExL activities.

8. that Senate establish a new Senate Standing Committee on ExL that is given the mandate of encouraging the continued development of ExL at Saint Mary's. This is especially important with respect to the recommendation above that ExL be incorporated into the next Academic Plan.
9. that the University establish a fellowship to be granted annually to a faculty member who will provide leadership in promoting and supporting the implementation of ExL at Saint Mary's University.

Key Discussion Highlights:

- A Senator advised that he teaches a course every year that takes students to New York for a model UN experience. There is a lot of work in organizing this experiential activity. It is equivalent to 1.5 FCEs in terms of the work that is involved.
- This same Senator suggested that there were a number of recommendations that would pull faculty in the wrong direction. For example; 1) regarding recommendation 6, we have enough administration assistance on campus to support this activity. 2) regarding recommendation 9, we do not need a fellowship on campus. This seems to be a big waste of money that could be directed into other support systems that are needed.
- It was suggested that what is needed is a process for faculty to get a course release for this type of activity. The University needs to take a practical and logical approach to this.
- It was suggested that the University take the same approach to experiential course components that is already taken in regard to faculty undertaking research.
- One of the things that we heard was that there is a need for funding process and that is the logistical support for these initiatives. But it was only for the field schools that support was requested.
- Concerns were expressed across the board in regard to the recommendations being put forward.
- Consensus was that Senators did not see ways to support students that want to participate and engage in these experiential courses or suggestions for ways to reduce some of the financial barriers that they face.
- The opinion was expressed that there was not a lot of connection between the recommendations and the body of the report. A more effective report was requested.
- It was also suggested that there may be a case for more supports to be provided through the Studio, but that was not supported by this report.

- A Senator suggested that Senate form a standing committee on experiential learning that takes this report and advances this cause to bring forward recommendations that are more evidenced based.
- Interest was expressed on having the previous committee present on their recommendation and process. **Action Item: Bell** - Forwarded to the next Senate Agenda.
- SMU faculty have a wide variety of experience with different approaches and experiences related to experiential learning. We need to identify and support faculty members to pursue an initiative.
- The VPAR advised that there is no substantial definition that captures everything. Each university develops a definition that works for them.
- There was a Case Committee that the Dean of Arts chairs. The positive impact of the support brought behind this initiative has been significant in terms of expansion of the program. We do not have a mechanism to pull it all together so that we know the scope of what is occurring.

.02 Learning and Teaching Committee
2017-2018 Annual Report attached as *Appendix O - for information only*
Key discussion points:

- There was no discussion and the report was accepted into the record.

.03 Literacy Strategy
2017-2018 Annual Report attached as *Appendix P – for information only*
Key discussion points:

- **Action Item: Bell** to remove the draft report from SMUport and replace it with the one that Suzanne sent today.
- There was no further discussion and the report was accepted into the record.

18030

NEW BUSINESS FROM

- Floor (not involving notice of motion)
 - SMUSA Representatives circulated a report on a student survey that was done immediately following the fall break. There were 1005 responses.
 - Results:
 - 72.51% of students responded that they used the services of the library during the break.
 - 90 % supported continuing the fall break into the future even if it means extending the semester and pushing the exam period back by two or three days.
 - Responses to the survey were evenly distributed across all years of study.
 - 73% of the responders were domestic students and 27% of the responders were international students.
- Question: Does Senate want to provide an alternate representative appointment to the Budget Committee. This alternate members would attend in the event that one of the primary appointees were unavailable. The President advised that he would support such an appointment. Moved by Power and seconded, "**that Senate appoint a third member to act as an alternative for the University Budget Committee.**" **Motion carried.**

Moved by Smith and seconded, **"that Dr Stinson be appointed as the alternate member for the University Budget Committee." Dr Stinson. Accepted. Motion carried.**

- Presentation: "Preparing to Indigenize" (from October CAUT conference - Michael Vance and colleagues) (15-20 min)

Key discussion points:

- Academic Policy - SSHRC Definition Indigenous Research – Research in any field or discipline that is conducted by, grounded in or engaged with First Nations, Inuit, Métis or other Indigenous nations, communities, societies or individuals, and their wisdom, cultures, experiences or knowledge systems, as expressed in their dynamic forms, past and present. Indigenous research can embrace the intellectual, physical, emotional and/or spiritual dimensions of knowledge in creative and interconnected relationships with people, places and the natural environment.
- The community is being asked that, whatever the methodologies or perspectives that apply in a given context, researchers who conduct Indigenous research, whether they are Indigenous or non-Indigenous themselves, commit to respectful relationships with all Indigenous peoples and communities (nation to nation).
- This understanding of Indigenous research reaffirms SSHRC's support of research by and with Indigenous peoples. Research by and with Indigenous peoples and communities emphasizes and values their existing strengths, assets and knowledge systems.
- Trent University is the most experienced institution as they have had a working relationship for 50 years. "We foster an environment where indigenous knowledges are respected and recognized as a valid means by which to understand the world." It was recommended that Saint Mary's adopt something similar.
- Student Supports – AFN Report
 - Designated counsellors for indigenous students
 - Elders and traditional knowledge keepers on site
 - Designated space in the institution for First Nations students
 - Ceremonial spaces, Traditional foods, Medicine garden.
 - Language courses/programs
 - Safe Environment for First Nations Students
 - Recognizing traditional knowledge for credit
 - Work with First Nations students, educators, and communities to develop courses and programs, including land-based education, for community-based delivery and/or campus-based delivery.
 - No First Nations student will have their course marks negatively impacted due to fulfilling ceremonial obligations in their community for Nation.
 - Mandatory bursaries and grants. Provision of tuition waivers
 - First nations day care services that are embedded in First Nations languages and cultures
 - Emergency funds to support First Nations students
 - Under item 3 of First Nations Communities will: Develop annual top ten indigenous-friendly post secondary intuitions. This will have consequences in terms of the flow of funding.
- Nation to Nation

- Indigenous Education Councils with governance mandate (not just an advisory capacity)
- AFN Report Principles:
 - That funding for First Nations post-secondary education is an inherent and Treaty right.
 - First Nations control of First Nations education applies at all levels of education
- How do we get there (from recognizing knowledge to sharing control with those Communities.)?
- Question: A Senator asked if we issue a statement like the one Trent University has, we need to mean it. We would have to hire with this in mind. Answer: Vance will present at the Faculty AGM in this regard. The VPAR advised that our definitions within the contracts are closer to being able to address this than most other universities in Canada.
- Members were advised that the political context is that this is not just another culture. It is the original culture on which the country was founded. This is how First Nations peoples view their position.
- The President stated that CONSUP met with First Nations leaders, and the funding is available to these students. That has not changed since 1973. CONSUP Presidents took on the responsibility to talk to the Federal Government to correct this situation.
- A Senator suggested that if we are to move forward at the policy level –a broader discussion should be scheduled at an upcoming Senate meeting to consider a way in which this could be incorporated into the Universities Mission or Vision.
- Senators were advised that:
 - the indigenous students at SMU have difficulties with lag times related to band funding. If the University were attuned to this set of structural issues, it would be an improved approach to help these students.
 - First Nations control of education means first nations faculty AND administrators. We do not want to get into the trap that this is the solution. First Nations make the point that if you do not have a broader conversation about the structure that is necessary it will not work.
- A SMUSA Representative suggested a transition semester with for credit.
- **Action Item: Vance** will forward to Senate Office report.

18031

ADJOURNMENT

The meeting adjourned at 4:00 P.M.

Barb Bell,
Secretary to the Office of Senate