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SENATE MEETING MINUTES October 18, 2019

The 605th Meeting of the Senate of Saint Mary's University was held on Friday, October 18, 2019, at 3:00 PM, in the Secunda Marine Boardroom. Dr Takseva, Chairperson, presided.

PRESENT: Dr Summerby-Murray, Dr Butler, Dr Bhabra, Dr Francis, Dr MacDonald, Dr Sarty, Dr Collins, Dr De Fuentes, Dr Doucet, Dr Grek-Martin, Dr Hanley, Dr Khokhar, Dr McKee, Dr Panasian, Dr Power, Dr Stinson, Dr Takseva, Dr Twohig, Ms Killam, Ms Navas, Mr de Chastelain, Ms Klajman, Ms Witter, Dr Smith, Mr Kay, Ms Milton, Ms Sargeant-Greenwood, and Ms Bell, Secretary to the Office of Senate.

REGRETS: Dr Bannerjee, Dr Brosseau, Dr Grandy, Mr Brophy, Ms van den Hoogen, and Ms Nankani

Meeting commenced at 3:00 P.M with the territorial acknowledgement.

20015 **REPORT OF AGENDA COMMITTEE**
The Agenda Committee was accepted.

20016 **PRESIDENT'S REPORT - Appendix A** (10 min)

- Congratulations to SMU Researchers who continue to increase externally-funded research support.
- Tomorrow morning there will be an innovative international business symposium, hosted by the Sobey School of Business along with Beijing Normal University Zhuhai
- Monday, there will be a presentation in the Sobey School of Business by the chief operating officer of eBay Canada entitled 'The future of retail'
- Attend a three-day forum on Truth and Reconciliation hosted by Algoma University in Sault Ste. Marie, Ontario. There are numerous 'best practices' and initiatives that may come from this forum and subsequent dialogue.
- Looking for advice on the members of a President's Standing Committee on Racism as mandated by the ad hoc committee's report. With Senate's support, this committee will be populated by the President who will finalize the membership of an external advisory committee in the coming weeks – discussions with potential members continue. The proposed membership is as follows:
 - Two faculty members (ideally representing different Faculties)
 - The Indigenous Student Advisor

- The African Nova Scotian/Black student and community liaison
- The Diversity and Equity Advisor
- A student selected by SMUSA
- Dr Melinda Smith of the University of Alberta will present on campus next Thursday, October 24th. The presentation is entitled ‘Why Diversity, Decolonisation and Intersectional Equity matter in Canadian Universities
- Homecoming (Oct 3-6) was very successful. Community and alumni engagement was wonderful.
- Attended Board meetings of Atlantic Universities Sports and the Association of Atlantic Universities. As one of the directors of the AAU, I have oversight of financial operations and sit on the finance committee. For the AUS, I am appointed to a new committee reviewing ‘culture and behaviour in varsity athletics’.
- Hosted the Atlantic consultation for the Canadian Bureau of International Education. As chair of the board, I welcomed colleagues from universities in Nova Scotia and New Brunswick, all of whom provided input for CBIE’s next strategic plan.
- There are two town halls planned in the week ahead.
- Staffing – We have appointment of the new board chair and vice chair and have welcomed new governors to our Board of Governors. We are advertising for a new African Nova Scotian/Black Student liaison position.
- Question: Was the new job advertised? Answer: It will be imminently.
- Question: What is the status on the Committee on Racism? Answer: New in that regard will be coming soon.
- Question: Would you consider expanding the membership? Answer: Yes.
- **Action Item: Agenda Committee** to set a Senate agenda item for November. Senate should clarify the status of the Faculty of Education and the position of Acting Dean of Education as it pertains to representation on Senate.

20017

VICE-PRESIDENT ACADEMIC AND RESEARCH REPORT – Appendix B (10 min)

- The last time Senate met we were waiting for external feedback on the posting for an African Nova Scotian/Black Student and Community Liaison. We received that feedback last week. It went over to HR on the same day. It is literally days away from being posted.
- This week a small group went to meet with the “Confederacy of Mainland Mi’kmaq” (CMM) and they are developing plans for the Mikmawey Debert Cultural Centre. Jacob Hanley, Rylan Higgins, Jonathan Fowler and Trudy Sable were on the tour. This is a site of significant paleo record of first indigenous occupation. CMM has been working hard to develop a cultural centre on site. They want an outreach post to that centre. Initial discussions on the goal of the centre are being pursued to assess what our contributions might be.
- There is concern across universities about the potential liability should Access Copyright win the York appeal. The library has been analyzing the potential impact. We had good processes in place and our risk here is very low. Saint Mary’s is better positioned to monitor this in terms of copyrighting but we must remain vigilant going forward. Course packs are a concern because we have a higher utilization of them than is typical at other

Canadian universities. Much of the material is available as a linked e-resource. There is also a benefit to reducing/eliminating coursepacks around cost and sustainability, as coursepacks cannot be resold. We need a strategy to move to a more useful and sustainable approach. There are some supports for faculty that want to move in this direction.

- The University has acquired the Courseleaf Program to address the challenges related curriculum submissions and moving those through the various levels through to the Senate and the Academic Calendar. Courseleaf is now in place for the 2020-2021 calendar. The program also bridges to the Banner and Degree Works programs. It is basically an electronic workflow. The department approves a course change and it then goes to the faculty approval level, from there it moves to the Senate Curriculum Committee level and on to Senate. Implementation is ongoing.
- Accessibility Advisory Committee – The NS Accessibility Act requirements passed April 2017 state that every public sector body shall establish an accessibility advisory committee or continue any such committee that was established before the Act came into force. The Act also requires that at least 50% of the members of such committees must be persons with disabilities or representatives from organizations representing persons with disabilities.
 - The Senate Ad Hoc Committee on Accessibility in the Academic Environment report (January 2019) recommended this group be established.
 - We had an external review of the Fred Smithers Centre in May 2019, and a recommendation was for the creation of an Accessibility Advisory Committee. The proposed membership was included with the recommendation and it had a broad distribution of representation.
 - We also need to create a Universal Access Policy/Accessibility Plan for the University (AAC can play an advisory role here). We need to employ universal design and not just enabling issues. We have some examples of plans to review and use to create our own plan.
 - We have one year from the act coming into force to create a plan (one year from April 2019).
 - There is also the expectation for a review of this plan every three years.
 - Two processes are needed:
 - Accessibility Advisory Committee (ongoing activity) advising the President and EMB on needs and priorities.
 - Ad hoc Committee to create a Universal Access Policy/Accessibility Plan.
 - The Fred Smithers Centre is the one place for students to identify in terms of accessibility on campus. We can evaluate candidates for the pool of members for this committee.
 - The Ad hoc Committee for creating a plan needs senior leadership, faculty reps identified by Senate (there may be some overlap with the Senate Standing Com), and student representatives appointed by SMUSA.
- The VPAR asked for feedback on this information. This initiative needs to get this going by the end of this calendar year.
- Question: Who would the student rep be? **Action Item: SMUSA** to consult with the Fred Smithers Centre on this.

- Question: Why is there no student representative on the Accessibility Advisory Committee? Answer: The only people that can approach a student in this regard would be the Fred Smithers Centre.
- Question: SMUSA has different programs on accessibility and should have a connection. Answer: As numbers are increased there is an increasing challenge with the 50% challenge for members that have disabilities. VPAR will take this under advisement.
- Question: Concern was expressed with the 50% rule. Participation on this initiative will not be able to be kept confidential. Concern was also expressed relative to the tendency to load all the work on the same few people. The arbitrary requirements can create a lot of work for a few people which is not really fair. Answer: This is in the act and we must find a way to comply. Members were reminded that the act was developed in consultation with peoples that have disabilities.
- Question: What about involvement of the broader Health Community? Is it appropriate? Answer: We have not considered this. There is a deep concern when this issue is put under a health lens. Individuals with these conditions view it as a reality and not as a health concern.
- Question: What is the mandate of the Senate Committee and these two other bodies? Is there overlap? Answer: The Senate group is responsibility for the academic considerations. The suggestion was that Senate should recommend representatives from that committee to the Accessibility Advisory Committee (ongoing activity) advising the President and EMG.
- VPAR will get back to the students relative to their representation.
- Question: Will you entertain feedback? Answer: Email Butler and cc Patrice. Please respond before the end of November.

20018

SMUSA PRESIDENT'S REPORT - Appendix C (5 min)

- SMUSA is working on Academic Integrity under the revised Academic Regulation 18. A consent form has been developed that will allow SMUSA Executives to effectively advocate for students on academic appeals and other related issues.
- Academic Committee – Student Working Group – SMUSA will be accepting applications for the 2019-2020 Academic Committee. The purpose of the committee is to bring students from all 4 faculties together in order to discuss student academic issues and gain feedback from students on potential solutions or recommendations. The committee is being expanded to 3 representatives per faculty which will contribute to a wider scope and greater accountability.
- SMUSA continues to work with the provincial Entrepreneurship and Experiential Learning Working Groups and is contributing to the development of a provincial definition of experiential learning. SMUSA is also working with other initiative on campus in this regard.
- SMUSA has continued to work alongside student executives at St. Francis Xavier University and Acadia University to develop OER workshops for members of the university community. We are also having conversations with the Library to have OERs pilot programs available for next year.
- SMUSA is also continuing to work towards a higher quality tutoring service that would create accountability and reflect the needs of the current student body. SMUSA is currently in communication with Nimbus about a mobile tutoring app that could be implemented on campus this year.

20019 **QUESTION PERIOD** (length at discretion of chair based on business volume)

Key Discussion Points:

- Questions were handled after each presentation.

20020 **MINUTES OF THE PREVIOUS MEETING**

Minutes of the meeting of September 20, 2019, were *circulated* as *Appendix D*.

Moved by Grek Martin, and seconded, **“that the minutes of the meeting of September 20, 2019 are approved as circulated.” Motion carried.**

20021 **BUSINESS ARISING FROM PREVIOUS MINUTES**

.01 Membership on Senate Committees for 2019-2020, Section A, *Appendix E*, Section B, *Appendix F*

Key Discussion Points:

- Samantha Graham is the new Academic Officer and is taking over some of the committees previously assigned to Mr de Chastelain to spread the work around. She has worked on academic issues previously.
- Dr Jacob Hanley was nominated and accepted a position on the Accessibility Committee.
- Question: Why do we not have a Graduate SMUSA representative on the Senate? Answer: This question has been asked and answered before. The current representatives represent ALL students. SMUSA has a process for selecting the students that does not exclude any constituency or group of students. There is no control over who is elected, or who volunteers to be appointed for a position.
- There is a vacancy remaining for a representative from FGSR on the Library Committee. The Dean advised that it is difficult to nominate someone because it is a challenge to fill this role. Dr Sarty will put out a call for volunteers. It was suggested to look for a program graduate coordinator that is teaching in the program.

Moved by Twohig, and McKee and seconded, **“that the Membership on Senate Committees for 2019-2020, Section A and B are approved as presented in Appendices E and F.” Motion carried.**

REPORTS OF STANDING COMMITTEES

- a) Academic Appeals Committee 2018-2019 Annual Report attached as *Appendix G*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- b) Academic Discipline
- i. 2018-2019 Annual Report, *Appendix H*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- ii. Revision to composition –*Appendix II* - ADC Memo, and *Appendix I2* – Proposal
Key Discussion Points:
- At the September 20, 2019 Academic Senate meeting, it was determined that the Academic Discipline Committee of Senate should include the Secretary of Senate in the composition of the committee.
 - Question: Is this too much work for the Secretary of Senate? Answer: The role is evolving and with the tasks that have been delegated elsewhere, this should be manageable.
 - Question: There was a reference in the annual report to the creation of the database for Academic Discipline Board within the Registrar’s Office. What is the status of this? Answer: This has been developed and there is a training session in November for these committees.
- Moved by Khokhar and seconded, “**that the revision to the composition of the Academic Discipline Committee is approved as submitted in Appendix I2.**”
Motion carried.
- c) Academic Discipline Appeals Board 2018-2019 Annual Report (*see above-Appendix H*)
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- d) Academic Planning Committee
- i. 2018-2019 Annual Report attached as *Appendix J*
Key Discussion Points:
- There was to be a discussion related to the resource issues arising from program reviews done over the past year. This report is being created and that information will come forward to Senate as an addendum to the annual report of the committee at a future Senate meeting.
 - Question: Why was one review overdue? Answer: It seemed too early to do this review because of the numbers registered in the program. The graduate cohort needs to be substantive for a review to be meaningful. This program needs to be coordinated with the balance of that discipline review.
 - Question: The annual report states that there was to be a draft of the Senate Policy Review on the Review of Programs submitted to Senate in September. Why hasn’t that been done? Answer: The VPAR was travelling at the time of

the APC meeting. The report was thought to require his participation at a meeting where it was discussed so it was deferred until it could be properly addressed.

- There being no further discussion or objections, the report was accepted into the record of Senate.

ii. Faculty of Arts – Proposal for a Minor in Applied History, *Appendix K1*-Motion, and *Appendix K2*-Proposal. (Dr Michael Vance)

Key Discussion Points:

- Question: Most of the minors require a certain number of courses at all three levels. It appears to be possible to have only courses at the 1000 and 2000 levels. Is that appropriate? Answer: This is a result of the Department of History's open approach to courses. Prerequisites will not be an issue. It was noted that there are only 2 x 1000 and 2 x 2000 courses in the program.
- Question: It has four new course proposals. This impacts resources. Is there a concern? Answer: No.
- Question: How is the experiential learning component satisfied? Answer: Some courses have it built into the course. There are also links to service learning. Some of the courses specific to this program have had a long standing relationship with museums and cultural organizations around the city. There are field courses and other activities that take students out into the community. There is a balance of aspects.
- Question: Is it possible for a student to create a path that avoids experiential learning? Answer: In theory a student could avoid courses with a substantial experiential component but it would be impossible to completely avoid it.
- Question: What is the process to ensure that this focus continues? This is usually faculty dependent and is not calendar dependent. Answer: Departments are charged with the academic integrity of their programs. In the Faculty of Arts, we continually use waivers. There is always a possibility to swap courses if there is a course that is appropriate.

Moved by Butler and seconded, **“that the Proposal for a Minor in Applied History is approved for implementation in the 2020-2021 Academic Calendar.” Motion carried.**

iii. Faculty of Arts – Proposal for a Minor in Global Environmental Politics, *Appendix L1* - Motion, and *Appendix L2* - Proposal. (Dr Marc Doucet)

Key Discussion Points:

- No discussion.

Moved by MacDonald and seconded, **“that the Proposal for a Minor in Global Environmental Politics is approved for implementation in the 2020-2021 Academic Calendar.” Motion carried.**

iv. MPHEC Proposal – Certificate in Chinese Studies, *Appendix M1* – Memo, and *Appendix M2* – Proposal.

Key Discussion Points:

- These certificates were not submitted to MPHEC as stand-alone certificates.
- Question: One of the assessors from Simon Fraser raised questions around the shared experiential component. Answer: This was about articulation of the

outcome. The answer is in 3.5. It is really about using the language around the project as a way of gaining language skills.

- This still appears in 2.1. The students will be executing the designs as well and this was articulated in the proposal.
- We need to move toward a Saint Mary's definition of experiential learning.
- Question: What is the concept? These are way beyond language. Answer: Agreed. They are trying a multi-faceted approach.
- Question: In year 3 (winter), there is a requirement for a thesis? What are the options? What do the students have to accomplish to graduate from this program? Answer: There is a fundamental list of course requirements that the students have to take. There is a well-defined program structure on page 3. Students have to do one of the three.

Moved by Butler and seconded, **“that the MPHEC Proposal for a Certificate in Chinese Studies is approved for submission to MPHEC.” Motion carried.**

- v. MPHEC Proposal – Certificate in Japanese Studies, *Appendix N1* – Memo, and *Appendix N2* – Proposal.

Key Discussion Points:

- This follows a similar path as the previous certificate.

Moved by Butler and seconded, **“that the MPHEC Proposal for a Certificate in Japanese Studies is approved for submission to MPHEC.” Motion carried.**

- vi. Centre for Leadership Excellence, APC Memo, *Appendix O1* – APC Memo, and *Appendix O2* - Self Study.

Key Discussion Points:

- There is an internal process for the review of these centers at SMU which has been followed here.
- Question: The centre was originally established with several members of the Department of Psychology. It is surprising there is no one on the Board from I/O Psychology. Why? Answer: It has been an evolutionary development. It is becoming revitalized and there is a desire to broaden the representation on the Board. The challenge was that there have been no volunteers. Now that there have been some successes, volunteers may come forward.

Moved by Butler and seconded, **“that the Senate approves the self-study Report of the Centre for Leadership Excellence (CLE) as meeting the requirement of section 3.3 of the Senate Policy 8-1009, Senate By-Laws Governing the Establishment, Reporting and Review of Research Institutes and Centres at Saint Mary's and authorizes the CLE to continue for a further period of five years from the date of review.” Motion carried.**

- e) Academic Regulations

- i. 2018-2019 Annual Report attached as *Appendix P*

Key Discussion Points:

- There being no discussion or objections, the report was accepted into the record of Senate.

ii. Revision to ARC Composition attached as *Appendix Q1*-Motion and *Q2* Proposal

Key Discussion Points:

- At the September 20, 2019 Academic Senate meeting, it was determined that the Academic Regulations Committee should have a representative from each of the faculties of Arts, Science, and Business, as in other committee of the Senate. An additional representative from science is required.

Moved by Khokhar and seconded, **“that the revision to the composition of the Academic Regulations Committee is approved as submitted in Appendix Q2.” Motion carried.**

iii. 2020-2021 Academic Calendar of Events attached as Memo - *Appendix R1*, Calendar of Events – *Appendix R2*

Key Discussion Points:

- Smith advised that the Academic Regulations was tasked with the review of the criteria for developing these calendars. The Academic Calendars of Events from 2019-2020 through 2028-2029 were submitted and reviewed at the September 21, 2018 Senate meeting along with the criteria document used to create them. Revisions were made to the criteria document and to the Calendars of Events subsequent to that meeting.
- The Academic Calendar of Events for 2020-2021 is presented for Senate approval as it was revised subsequent to the September 21, 2018 Senate meeting.
- Student representatives advised that the fall break varies across universities. It is more beneficial around Thanksgiving because it would be before midterm exams.
- A student centered approach is the manner in which we should approach this request. Last year SMUSA requested and Senate granted a week allocated for Fall Break. That was traditionally scheduled around November 11. It is now being suggested that it should be around Thanksgiving.
- Question: How does this fit with Dalhousie? Answer: Unknown. There are different criteria at different universities. It was suggested that this would affect part-time instructors that would be teaching at both institutions as well as SMU or DAL students taking courses on LOPs.
- Concern was expressed related to the scheduling field courses which were traditionally scheduled to utilize the existing fall break week. It would be very early in the year (relative to course content) to participate in a field course.
- The President SMUSA advised that they have surveyed students on similar issues in the past and that they could send out a survey and get a response quickly. They could also poll the departments that have field trips to determine the impact. They could also task the new SMUSA Academic Committee to research this issue and report back to Senate for the next meeting.
- Question: Did the Senate approve ten years of calendars? Answer: No. Senate foresaw future revisions might be necessary given specific challenges of accommodating a week long fall break in specific years.
- If we are going to change the Fall Break for 2020-2021 we must do that by the November Senate meeting. It was noted that there is no perfect solution.

- Caution was expressed that we must make a decision based on the majority of students on campus. It was noted that the question last year was if the fall break was a good idea. It was not about when that break should occur.
 - **Action Item: SMUSA** to conduct a survey. Data to be provided to the Senate Office for circulation to Academic Regulations for electronic approval prior to submission to Senate.
 - Deferred to November Senate meeting.
- f) Accessibility Committee (new committee this year – no report required).
- g) Agenda Committee 2018-2019 Annual Report attached as *Appendix S*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- h) By-Laws Committee 2018-2019 Annual Report attached as *Appendix T*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- i) Curriculum Committee 2018-2019 Annual Report attached as *Appendix U*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- j) Elections Committee 2018-2019 Annual Report attached as *Appendix V*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- k) Executive Committee 2018-2019 Annual Report attached as *Appendix W*
Key Discussion Points:
- There being no discussion or objections, the report was accepted into the record of Senate.
- l) Learning and Teaching Committee 2018-2019
- i. Annual Report (*with recommendations*), *Appendix X*
Key Discussion Points:
- Attention is directed to consultations that were done – Page 5 A&B items arose from the students. Questions were, how do we help programs articulate their purpose, and how can we help faculty develop more meaningful outcomes? The committee responded to these questions and is seeking the Senate’s direction on this task.
 - A discussion around learning outcomes is necessary. Achieving competencies and habits of mind that promote and facilitate the acquisitions of specific skill sets is what is needed.
 - The committee is not sure if it was clear what level the students were at when they were providing feedback during the previous consultations. A member advised that the responses to the survey came from students from all years within their programs. It was noted that students experience in the course

often differs from that articulated by the instructor of the course in the syllabus.

- There was a wide study done on Universities in the Maritimes on the MPHEC website that would be informative with a focus on learning outcomes. <http://www.mphec.ca/media/180603/University-Participation-2003-2004-to-2017-2018.pdf>
- The committee would like to take direction from Senate if they should continue to develop specific recommendations around learning outcomes.
- The focus in sections c and d is the need for the institution to develop a teaching and learning plan. If there is value in this, it is a complex task. We asked Dr Enns to take the lead on developing such a plan and she accepted. A small working group has been formed to accomplish this task. A draft is expected for the February Senate meeting.
- An additional task for Dr Enns is articulated in e on page 8.
- The committee was tasked with moving forward with the outcomes of the report on experiential learning. Work has been undertaken to understand provincial goals and best practices nation and province wide. Consultation with SMUSA has been done and will continue.
- Career Services is doing an environmental scan to identify what Saint Mary's University is already doing well. We are looking to improve on this.
- Continued discussion was deferred to the November Senate meeting.
- It was noted that correction of a title was necessary - change to Associate VP of T&L.

- ii. Revision to composition –*Appendix Y1* - SCOLT Memo, and *Appendix Y2* – Proposal.

Key Discussion Points:

- At the September 20, 2019 Academic Senate meeting, it was determined that the Learning and Teaching Committee of Senate should include the Secretary of Senate in the composition of the committee.

Moved by De Fuentes and seconded, **“that the revision to the composition of the Learning and Teaching Committee is approved as submitted in Appendix Y2.” Motion carried.**

- m) Library Committee 2018-2019 Annual Report, (deferred to November)
- n) Academic Literacy Strategy Committee 2018-2019, (deferred to November)
- o) Scholarship Committee 2018-2019 Annual Report (deferred to November)
- p) Student Discipline 2018-2019 Annual Report (deferred to November)

20023

REPORTS OF AD-HOC COMMITTEES

- a) Committee to Review the Instructor Course Evaluation Process 2018-2019 Annual Report (deferred to November)

20024

REPORTS OF JOINT COMMITTEES

Honorary Degrees Committee

- i. 2018-2019 Annual Report, *Appendix Z2*

Key Discussion Points:

- There being no discussion or objections, the report was accepted into the record of Senate.

- a) Joint Academic Committee to the Atlantic School of Theology and Saint Mary's University (deferred to November)

20025

NEW BUSINESS FROM

- a. Floor (not involving notice of motion)
i. Discussion - Academic Regulation 20 - Letters of Permission (LoP) (Dr Twohig)

Key Discussion Points:

- Informal discussions have occurred between Smith and Butler. There was a report in Dec 2017 on data from NS and SMU on this situation. It was noted that approximately 1.44 million dollars of tuition revenue is involved with students going elsewhere to take courses. Institutional Analysis must do a deeper research project on this issue. It was noted that a high percentage of our students are going to Dal to take courses on LOPs. Abnormal PSYC is an example of a course that students go to Dal for because we cannot accommodate the numbers of students wanting to take this course. 14% are going to Athabasca U. We need to think about whether we want to research LOP and the regulations around these LOPs. Maybe we need to look at how we do things at the departmental level.
- Smith advised that there was a study conducted by the Entrepreneurship Centre. We discovered that anatomy was done on-line at Dal. As a result, we created our own on-line course to capture those students. It comes down to when we are offering those courses and if we are sequencing them appropriately.
- This is an issue for many institutions. We need enhanced approaches to online learning. If we look at where the students are going, we also need to look at the flows. Both sides need to be viewed.
- The Nova Scotia Portal can provide the data on students from SMU that are going out and doing this.
- We do not know how many Dal students are taking SMU courses. We could also track that data.
- Department Chairs would like to know that information to facilitate appropriate scheduling.
- **Action Item: Smith and Butler** to coordinate a report that is bi-directional to facilitate an informed discussion in Senate on this. Butler advised that IA is in the process of staffing up the unit. We could do this in the New Near. **Action Item: Butler** will report back in November on this.

20026

ADJOURNMENT

The meeting adjourned at 5:32 P.M.

Barb Bell,
Secretary of Senate