Senate Meeting   February 24, 2014
Rosaria Boardroom   7:30 p.m.

MINUTES

Present: R. Lumpkin (Chair), S. Badali, I. Blum, M. Bowen, E. Church, A. Cole, P. Crouse, N. Deal, S. de Molitor, S. Drain, F.X. Eygun, J. Fraser-Arsenault, M. Forrest, Z. Gallant, M.J. Harkins, T. Harrison, N. Kayhani, K. Kienapple, S. King, B. MacInnes, J. MacLeod, L. Mann, P. Mombourquette, J. Sawler, A. Solhi, B. Taylor, S. Walsh, P. Watts, M. Whalen, R. Zuk

Regrets: J. Beaton, K. Blotnicky, S. Brigham, J. Corcoran, J. Hollett, B. Jessop, I. Pottie

1. Approval of Agenda
Moved by M. Forrest, seconded by N. Kayhani, to approve the agenda as amended. CARRIED

2. Approval of Minutes of January 27, 2014
Moved by K. Kienapple, seconded by R. Zuk, to approve the meeting minutes of January 27, 2014 as amended. CARRIED

3. Business Arising from the Minutes

   3.1. Change to By-Law 12.1.4
   R. Lumpkin presented the motion: amendment of by-law 12.1.4.
Moved by E. Church, seconded by N. Kayhani, that Senate approve the amendment of by-law 12.1.4. CARRIED

4. President's Announcements
   R. Lumpkin gave an update on current Government relations, noting that 3.7 million dollars of graduate funding will be implemented in the 2014-2015 fiscal year. There will be 160 masters level scholarships ($10,000 per year for two years), 120 PhD scholarships ($15,000 per year for four years), and 40 international student awards ($7000 per year to help defray international differential fees.) The Mount will receive six masters scholarships, three PhD Scholarships and one International award.
   She mentioned that the current government continues to make favorable comments about the importance of Universities, as noted in the Premier's recent speech to the Halifax Chamber of Commerce. She reported on the second bilateral meeting, noting that each University has been asked to identify areas of strength in which they would like the government to invest, and also activities each University would be willing to cease, in an effort to differentiate more clearly among the Universities. The response was that the system is already highly differentiated and the Mount has already undertaken program reviews and closures. The government will be sending a template for the bilateral agreement very soon – this is due in March.
   In response to a question from S. Drain, R. Lumpkin said that the academic plan would be a source of material for the template. E. Church added there seemed to be a recognition that what the Mount does is important, but the provincial government is finding it difficult to fund all the universities, and no one has any perfect solutions on how to solve the difficulty.
   R. Lumpkin then reported that the government has issued a request for proposals for four "sandbox projects" to foster innovative and entrepreneurial thinking. K. Kienapple, P. Mombourquette, C. Stewart are working on a proposal with the Centre for Women in Business.
   The next meeting of the HRM/Post-secondary Educational partnership will be held on March 6, 2014 and CONSUP will be meeting to draft a response to the Ivany Commission Report.

5. Question Period
   N. Kayhani enquired about a timeline for promised upgrades to classrooms in Seton. R. Lumpkin responded that she would bring more information to the next meeting of Senate.

6. Committee Reports (Standing and Ad Hoc)
   6.1. Academic Policy and Planning (for information)
      6.1.1. Academic Program Review Schedule
      E. Church presented the Academic Program Review Schedule.
   6.2. Graduate Studies Program and Policy (for approval)
      6.2.1. MA (FSGN) Revision to the description of electives
Moved by K. Kienapple, seconded by I. Blum, that Senate approve the revision to the description of electives for the MA(FSGN). CARRIED.
      6.2.2. New Course proposal: GFDD 6519/GCYS 6021: Sociology of Childhood and Adolescence
Moved by K. Kienapple, seconded by M.J. Harkins, that Senate approve the new course GFDD 6519/GCYS 6021[number corrected from 6020]: Sociology of Childhood and Adolescence. CARRIED
   6.3. Undergraduate Curriculum
      6.3.1. EDUC Change to existing courses (for approval)
         6.3.1.1. EDUC 5305 Curriculum Practices in Family Studies I
Moved by S. Badali, seconded by J. MacLeod, that Senate approve the change to EDUC 5305 Curriculum Practices in Family Studies I. CARRIED
      6.3.2. CANA and POLS: Change to existing program (for approval)
         6.3.2.1. Addition of HIST 2210 and 2225 to the list of Canadian-emphasis courses
Moved by S. Badali, seconded by J. MacLeod, that Senate approve the addition of HIST 2210 and 2225 to the list of Canadian-emphasis courses. CARRIED
      6.3.3. Changes to existing courses (for information)
      S. Badali presented the following changes to existing courses 6.3.3.1. to 6.3.3.3 for information.
         6.3.3.1. New pre-requisites for CHYS 1120; CHYS 2204; CHYS 2208; CHYS 2211; CHYS 2251; CHYS 3314; CHYS 3315; CHYS 3351; CHYS 3352; CHYS 4421; CHYS 4423; CHYS 4451
         6.3.3.2. New Course Name for CHYS 4420; CHYS 3301
         6.3.3.3. New prerequisites for EDUC 3452; EDUC 3453
   6.4. Appointment, Promotion and Tenure or Permanence for Academic Administrators
      6.4.1. Professor Emeritus/Emerita Nominations (**Confidential Business)**
Moved by I. Blum, seconded by J. MacLeod, that the session be moved *in camera*.
   The ballots were distributed.
Moved by P. Mombourquette, seconded by M. Forrest, to move out of confidential session.
Moved by M. Forrest, seconded by M. Bowen, that the session be moved *in camera*.
   The result for Professor Emeritus/Emerita Nominations was given.
Moved by M. Whalen, seconded by S. Walsh, to move out of confidential business.

   6.5. Information Technology and Services (P. Crouse)
      P. Crouse reported that refreshment of computers in the faculty offices remaining on the current list will be completed shortly; Dell PCs will be reallocated to PT faculty resource areas. Computers running Windows XP and legacy applications (programs that are no longer being updated) must be phased out; IT&S will contact affected departments. She mentioned that SCOITS members will be in contact with department chairs to gather feedback regarding academic priorities. She encouraged those still experiencing login delays to report them to the helpdesk. She reported that the Consultant who was brought in regarding the move from Novell to Windows Server has given a "clean bill of health" on the system.
      She also reported that Moodle is now a shared responsibility between IT&S and DLCE and this term showed higher usage rates and less slow time in the system. She noted that

performance could improve if all users used the recommended browser (Firefox). She asked that faculty continue to report any problems to Online@msvu.ca. In conclusion she noted that work continues on WiFi, with a plan to move to secure wireless after dead spots are dealt with.

6.6. Nominations Committee
P. Crouse reported that I. Pottie had been nominated for the position of Senate representative on the Vice-President Academic Review Committee. There being no further nominations, I. Pottie was elected by acclamation.

6.7. Teaching and Learning (for approval)
6.7.1. Teaching and Learning Plan
Moved by P. Mombourquette, seconded by P. Watts, that Senate approve the Teaching and Learning Plan. DEFERRED

In presenting the Teaching and Learning Plan, P. Mombourquette briefly reviewed the plan's highlights.
Wide-ranging discussion ensued, with P. Mombourquette providing background and clarification, in particular on the following points:

Commitment two: At Mount Saint Vincent University, **we recognize, value, and support the diverse experiences, life styles, cultures, and global connections of our students** and **are committed to responding flexibly to their varying learning needs and aspirations.** A commitment to supporting student learning means acknowledging the uniqueness of our students and providing effective ways for them to learn and develop to their potential.
- M. Forrest expressed deep concern with the first bolded clause, as she could not promise unconditionally to value and support something that might be inconsistent with the values of a civil society or of this University. A revision was called for.
- P. Crouse asked for clarification of the second bolded phrase, noting that flexibility is necessarily and justifiably constrained in some disciplines and learning situations.

Commitment three (Promote Excellence in Teaching):
- Faculty engage in teaching practices that are grounded in learning research and self-reflection.
- Teaching and research are equally valued.
- The means for assessing teaching reflect a commitment to excellence.
- The University encourages and celebrates faculty who demonstrate excellence in teaching.
  - M. Forrest expressed concern that the first bolded bullet would require that faculty outside education would have to develop two areas of research expertise, their own primary discipline and, in addition, in learning research. P. Mombourquette noted that "and self-reflection" was a significant part of the bullet; R. Lumpkin noted that faculty could ground their teaching practices in learning research by reading, not necessarily by original research.
  - M. Forrest enquired about the second bolded bullet; P. Mombourquette noted that the Teaching and Learning Plan seeks to redress a perceived imbalance which values most highly the research component of faculty workload.
  - R. Zuk noted that the third bolded bullet has implications for the Reappointment, Tenure and Promotion provisions of the collective agreement with the Faculty Association.
  - M.J. Harkins expressed concern about the fourth bolded phrase, suggesting that the focus should be on continuous efforts to improve rather than on excellence. S. Walsh and M. Bowen noted that excellence in teaching might mean different things to students and to faculty, and that challenging students through acknowledged best practices might not be

appreciated by students. P. Mombourquette noted that assessment includes more than the traditional Senate-approved Student Ratings of Instruction.

Commitment four (Foster rich and relevant curricula)
- Students are **active partners in curriculum development**.
- **Administrators, faculty and staff** learn together about curriculum development.
    - P. Crouse and L. Mann noted that the first bolded phrase implies more than consultation and discussion with students, whereas the primary responsibility for curriculum development should rest with the faculty.
    - P. Crouse and L. Mann both asked about the use of the second bolded phrase and about the phrase "faculty, staff and students" used throughout the document. P. Mombourquette responded that learning takes place across the campus and not just in classrooms and laboratories, and that members of the University community work co-operatively to enhance the students' learning.

Commitment six (Connect scholarship, teaching, and learning)
- Students have opportunities to **engage as student researchers** and model academic integrity, for example, through class assignments, capstone projects, theses, and research assistantships.
- Undergraduate students, graduate students, faculty, and staff are connected through **shared research enterprises.**
    - A. Solhi noted that even graduate students have insufficient opportunities to be involved in research, perhaps because of a lack of research funding. P. Mombourquette noted that although the TLP cannot address matters of funding, it is encouraging discussion with faculty about how to improve students' opportunities to engage in research in classroom contexts.

General points
1. P. Crouse noted that there was little change from the previous version to the most recent and wondered whether feedback had been considered. P. Mombourquette noted that most feedback had referred to the action items which have been removed from this version.
2. M. Whalen noted that the plan was a good aspirational document but was lacking next steps and assigned responsibility. P. Mombourquette replied that the intention is to work in co-operation with the new Co-ordinator of the Teaching and Learning Centre to identify priorities and projects.
3. R. Zuk noted that, given the high proportion of courses taught by contract (part-time) faculty, these faculty members would be volunteering their labour in participating in workshops. P. Mombourquette noted that the issue of contract labour is outside SCOTL's purview, but that SCOTL hoped to establish a culture of teaching commitment and excellence that would support such faculty, many of whom show a real interest in their teaching.
4. L. Mann noted that much of the language of the document seems to have been intended by SCOTL to mean something particular, but is open to different interpretation by other readers.
5. P. Mombourquette noted that any policy or procedures developed in response to the TLP would come to Senate for discussion.

E. Church suggested that SCOTL review the document in the light of the discussion at Senate. P. Mombourquette concurred. Senators were invited to submit written comments.
On behalf of Senate, B. Taylor and R. Lumpkin expressed thanks to SCOTL and its chair P. Mombourquette for their work on the plan.

6.8. University Research Ethics Board (for information)
6.8.1. Four templates for consent for audio/video recording
A. Cole presented the four templates for consent for audio/video recording for information.
6.8.2. Emergency Preparedness: Standard Operating Procedure
A. Cole presented the Emergency Preparedness: Standard Operating Procedure for information.

7. Other Reports
7.1. Students' Union
Z. Gallant reported on the Students' Union, mentioning the opening of nominations for elections and the upcoming workshop for women in student politics. He then reported on the success of the 'Love is Love' campaign noting that almost 300 participants from our campus were involved. He mentioned the upcoming Relay for Life. He also reported on the RFP process for the Campus Trust (Health Plan), noting that upon completion of the RFP process the Trust was once again awarded to the Pbas Group.

8. Items for Communication
Senate approved
- a revision of by-law 12.1.4, concerning the procedures of the Tributes Committee
- three nominees for emeritus status, forwarded by CAPTPAA
- a revision to the description of electives in the MA (FSGN)
- a new course proposal GFDD 6519/GCYS 6021 Sociology of Childhood and Adolescence
- the removal of a practicum from the description of EDUC 5305 Curriculum Practices in Family Studies I
- the addition of HIST 2210 and 2225 to the list of Canadian-emphasis courses in Canadian and Political Studies

Senate elected Dr. Ian Pottie as its representative to the Review Committee for the Vice-President, Academic.

Senate received for information
- from CAPP, the academic program review schedule
- from the Undergraduate Curriculum Committee, a number of minor curriculum changes
- from the University Research Ethics Board, four templates regarding consent for audio/video recordings, and a standard operating procedure regarding Emergency Preparedness

9. Adjournment
Moved by J. MacLeod, seconded by M. Whalen, that the meeting be adjourned.