

MINUTES

Present: M. Bluechardt (Chair), P. Barry Mercer, K. Blotnicky, E. Church, P. Cormier MacBurnie, P. Crouse, A. Cuming, R. Farmer, T. Findlay, M. J. Harkins, T. Harrison, B. Jessop, K. Kienapple, P. Lovelace, J. MacLeod, M. MacMillan, S. MacMillan, M. McGonnell, S. Orlov, C. Schneider, J. Sharpe, D. Shiner, B. Taylor, R. Zuk

Regrets: A. Benzaquén, P. Cantelo, J. Fraser-Arsenault, H. Hafez, T. Harriott, N. Jamieson, G. MacDonald, S. MacIntosh, L. Marshall, C. Matta, D. Plumb, J. Sawler, S. Seager

The meeting was called to order at 2:02 p.m. Observers in attendance were asked to self-identify for the record; there were no observers at the meeting.

1. Indigenous Land Recognition
M. Bluechardt provided an acknowledgement that the Mount is built on traditional Mi'kmaq territory and paid respect to the Indigenous peoples of the land on which Senate meets.
2. Approval of Agenda
Moved by S. Orlov, seconded by K. Kienapple, to approve the agenda as circulated. CARRIED
3. Approval of Minutes of March 2, 2018
Moved by D. Shiner, seconded by P. Barry Mercer, to approve the meeting minutes of March 2, 2018, as circulated. CARRIED
4. Business Arising from the Minutes
 - 4.1. Revisions to Terms of Reference, CAPTPAA, Senate Bylaw 14.4
Moved by E. Church, seconded by K. Blotnicky, that Senate approve the revised Terms of Reference for the Committee on Appointment, Promotion and Tenure or Permanence for Academic Administrators, to be effective immediately. CARRIED
 - 4.2. Revisions to Terms of Reference, SLC, Senate Bylaw 14.6
R. Farmer questioned if using an asterisk as a footnote within the Terms of Reference is an accepted practice in Senate committees' Terms of Reference. T. Harrison explained that research on other Senate committees' Terms of Reference was undertaken and that this format was used for at least one other committee.

P. Crouse suggested that, since the footnote in this case referred to membership of the SLC and not reference to an external committee, the footnote be moved up to the "Membership" section. T. Harrison provided clarification as to the placement of the asterisk and associated text.

A. Cuming suggested that restricting student representation on the committee to "*one undergraduate and one graduate student*" might result in fewer than two student representatives on the committee in times when an undergraduate or graduate student was not available. He asked that the line be amended to reflect that while preference would be given to one undergraduate student and one graduate student, the positions could be filled by either undergraduate or graduate students. A friendly amendment to change the wording to "Two students, normally one undergraduate and one graduate student" was accepted.

Moved by S. MacMillan, seconded by K. Blotnicky, that Senate approve the proposed revisions to the Terms of Reference for the Senate Library, effectively immediately. CARRIED

5. President's Announcements

M. Bluehardt congratulated all the women's basketball coaches and athletes for their fourth-place finish in the recent nationals; faculty and staff were thanked for their support of the athletes' academic success and athletic participation.

She updated Senate members on a Centre for Women in Business (CWB) roundtable held with business leaders and The Honorable S. Brison, Member of the House of Commons, on gender and pay equity and where participants stressed the need for access to more affordable child care options. S. Brison has indicated his interest in returning to Campus for future discussions.

Other updates included the transition of researchers into the Centre of Applied Research on Human Health, ongoing identification of donor prospects to support research within the building, and the scheduling of a third Town Hall. Senators were encouraged to tour the Research Centre and to send topic ideas for the Town Hall session to Public Affairs.

B. Jessop provided an update on the budget process; while it is a particularly difficult year, the committee is working to ensure a balanced budget. Students were thanked for their input and suggestions into the process; a second town hall with the students, cancelled due to snow, is in the process of being rescheduled.

6. Question Period

C. Schneider requested an update on a review of policies and procedures of the Academic Appeals Committee that was initiated last year. E. Church advised that a subcommittee has been working on this; P. Cantelo, not in attendance, will be asked to provide an update at the next meeting.

T. Findlay requested an update on the take-home exam policy. B. Taylor advised that a subcommittee is working on the exam policy (a part of which is the take-home exam policy). It is expected that the policy update will not be completed until after Spring Convocation.

R. Zuk queried the reason for the recent fire alarms in Seton and whether it would be possible to provide notice to building occupants prior to testing alarms. With a guest speaker and a combined class for the speaker's presentation, the alarms interrupted the class and forced students and guest out of the building. J. MacLeod suggested, if the University was testing fire alarm systems, policies be changed to include the notification to faculty. Other faculty echoed the concerns that the multiple fire alarms, in reality, caused classes to be cancelled. B. Jessop reassured that fire alarm testing is generally scheduled in the fall (at the beginning of the semester) and would not normally be conducted during a snow storm; he committed to report back on the cause for the multiple fire alarms.

Later in the meeting, B. Jessop received information that allowed him to provide additional information on the cause behind the fire alarms. He advised that the fire alarms were triggered through sprinkler work that was being completed on Seton 3rd floor. He explained that the alarms were triggered by a drop in pressure due to a faulty pump; a replacement pump has been ordered and will be installed in the next week.

7. Committee Reports (Standing and Ad Hoc)

7.1. Academic Policy and Planning

7.1.1. Report on External Review for Communication Studies

E. Church provided the CAPP report on the external review for Communication Studies for information; there were no questions.

7.2. Graduate Studies Program and Policy

7.2.1. Applied Human Nutrition

7.2.1.1. New Course Proposal

7.2.1.1.1. GAHN 6326 – Food, Health and Social Policy

Moved by K. Kienapple, seconded by E. Church, that Senate approve the addition of a new course in Graduate Nutrition, GAHN 6326 – Food, Health and Social Policy. CARRIED

7.2.2. Education

7.2.2.1. New Calendar Entries

7.2.2.1.1. MAEd Curriculum Studies – TESOL

7.2.2.1.2. MEd Curriculum Studies - TESOL

K. Kienapple provided the background on the Maritime Provinces Higher Education Commission (MPHEC) approval of the TESOL proposal and the need to bring the courses to Senate for approval.

(While the courses were indicated within the proposal approved by MPHEC, the specifics around them were not.)

Moved by K. Kienapple, seconded M. J. Harkins, that Senate approve the calendar entries for MAEd Curriculum Studies – TESOL and MEd Curriculum Studies – TESOL. CARRIED

7.2.2.2. New Course Proposals

- 7.2.2.2.1. GCRD 6360—Language Acquisition
- 7.2.2.2.2. GCRD 6361—Linguistics
- 7.2.2.2.3. GCRD 6362—Pedagogical Grammar
- 7.2.2.2.4. GCRD 6363—Seminar in TESOL
- 7.2.2.2.5. GCRD 6364—Language Testing and Assessment
- 7.2.2.2.6. GCRD 6365—Language Curriculum and Instruction
- 7.2.2.2.7. GCRD 6366—TESOL Practicum
- 7.2.2.2.8. GCRD 6367—Instruction for English Language Learners
- 7.2.2.2.9. GCRD 6368—Language and Culture
- 7.2.2.2.10. GCRD 6369—Technology and Language Education
- 7.2.2.2.11. GCRD 6370—Newcomers and Settlement
- 7.2.2.2.12. GCRD 6371—Literacy Development for TESOL

Moved by K. Kienapple, seconded by K. Blotnicky, that Senate approve the new course proposals for GCRD 6360, 6361, 6362, 6363, 6364, 6365, 6366, 6367, 6368, 6369, 6370, and 6371. CARRIED

7.2.2.3. Course Deletions

- 7.2.2.3.1. GCRD 6306—Principles of Language Acquisition for Education I
- 7.2.2.3.2. GCRD 6307— Principles of Language Acquisition for Education II
- 7.2.2.3.3. GCRD 6308—Linguistics for Teachers I
- 7.2.2.3.4. GCRD 6309—Linguistics for Teachers II

Moved by K. Kienapple, seconded M. J. Harkins, that Senate approve the deletion of GCRD 6306, 6307, 6308, and 6309. CARRIED

7.3. Undergraduate Curriculum (B. Taylor)

7.3.1. Modern Languages

7.3.1.1. Changes to Existing Program

7.3.1.1.1. Changes in Requirements for Certificate of Proficiency in French

7.3.1.1.2. Changes in Requirements for Advanced Certificate of Proficiency in French

Moved by B. Taylor, seconded by E. Church, that Senate approve the changes in requirements for the Certificate of Proficiency in French and the Advanced Certificate of Proficiency in French.
CARRIED

8. Other Reports

8.1. Students' Union

A. Cuming spoke to the students' focus on the budget, the barrier to education that tuition increases create, and the inequity of the distance education fee to those who cannot physically attend the University.

D. Shiner questioned whether students were opposed to the distance education fee amount or appropriateness; the number of students impacted was also questioned. A brief discussion was held on students' opposition to both the fee amount and appropriateness of the fee. A. Cuming noted that even one student impacted is too many.

9. New Business

9.1. Enrollment Report

P. Barry Mercer provided a brief update on current enrollment before focusing on the results of the National Survey of Student Engagement (NSSE). She spoke to the full-year enrollment counts where, effective January 17, 2018, total enrollment is down 3.3% over last year (Education up 4.1%; Graduate down 2.8%, and Undergraduate down 4.0%); while domestic enrollment is strong, international enrollment is down 16%. She noted that budget preparation is underway, and it is expected that next year's enrollment trends will be similar. Domestic enrollment for the coming year appears somewhat strong; however, a further decline in international enrollment is expected as the remaining Saudi students complete their programs.

She discussed the increase in online enrollment, which remains strong, and stressed that the ability for students to flexibly study online remains one of the key enrollment strategies moving forward. She also stressed the importance of both enrollment and retention and spoke to the focus of the University's retention committee on first-year students, the possible impact last year's "work to rule" had on the retention of BEd students, the decline in the retention of students in their first year who have come directly from high school, and the increase in the

number of mature students. It is hoped that the new Mount 101 program will help students' transition into the university.

C. Schneider questioned the availability of data for students with minority backgrounds; P. Barry Mercer confirmed that she does have a full retention report and will circulate this data to Senators.

Prompted by a question from T. Findlay on how the Mount's retention rates compare with other universities, P. Barry Mercer noted that the Mount's only mechanism to compare this data is through the Maclean's Survey which focuses on the first-year experience of full-time, from high school students. For the Mount, this represents approximately only 35% of the Mount's first-year students, thus making comparison difficult; however, she will circulate this data to Senators.

In response to a question raised by S. MacMillan on whether the increase in online registration is a result of distance students taking courses or on-campus students opting for online courses, P. Barry Mercer confirmed there is a high percentage of on-campus students opting for the flexibility of online courses. It was noted that the number of on-campus students taking online courses tends to increase during the winter months.

P. Barry Mercer then directed Senators to the NSSE Survey results and spoke to the number of student respondents (first year and fourth year) and participating institutions in the US and Canada. She noted that 456 Mount students participated, representing a 32% response rate. She prefaced by advising Senators that the survey contains extensive information; if they wish to have results on anything specific, she would be happy to work with the institutional analyst to provide the information. She outlined the methodology of the survey, highlighted demographics of Mount participants, and referenced the survey focus on the quality of experience that students rate, both academically and personally, across campus.

How students spend their time (leisure, secular work, volunteer/community work, child care, preparing for class, travelling to and from work, etc.) was compared with peer groups in Atlantic Canada and nationally and discussed. Areas of significant peer comparison were highlighted.

Topics of academic challenges (reflective and integrated learning), learning with peers (collaborative learning and discussions with diverse others), experiences with faculty (student-faculty interaction), and other current or planned participatory experiences were questioned. Campus environments (supportive environment and quality of interactions), academic advising, senior transitions and overall findings were reviewed and discussed.

Throughout the presentation, brief discussions were held on first-year transfer students' participation in the NSSE survey, the increase in NSCC transfer students, the correlation between the length of time to complete a degree and the chance of not completing the degree, and the impact of distance learning on social engagement. (B. Taylor, Scott MacMillan, D. Shiner)

Following the presentation, Senators were given the opportunity to raise questions. Clarification was provided that 32% of invited Mount students responded to the survey. A discussion on next steps included an increased focus on academic advising, consideration on how to be more intentional in engaging students in personal interaction with faculty and other students, the difference between the student body at the Mount and other universities, and how faculty can use the data to improve students' experiences.

As well, P. Lovelace shared her personal experience in completing her studies amid the complexities of working full time and raising children. She emphasized the importance of student engagement and empowerment in the classroom and suggested that many students, by life circumstances, are limited to taking only three classes. Creating a more collaborative classroom environment is essential to students' coming back.

E. Church advised that, given the immense amount of detailed data coming out of the NSSE survey, the results will be used at CAPP, Chairs' meetings, etc. to generate intentional discussions on suggested areas of focus. Senators were encouraged to indicate areas for which they would like to see additional data and to provide feedback on how to support students and strengthen their university experience.

10. Items for Communication

Senate approved:

- Minutes of the March 2, 2018, meeting
- Changes to the Terms of Reference for CAPTPAA and SLC
- Several Graduate curriculum changes in Applied Human Nutrition and Education
- Undergraduate curriculum changes in Modern Languages

Senate received for information:

- CAPP report on External Review for Communication Studies
- An enrollment report

11. Adjournment

Moved by B. Taylor, seconded by J. MacLeod, that the meeting be adjourned. CARRIED

The meeting was adjourned at 3:20 p.m.