



SENATE

Approved Minutes of the Meeting held on

Monday, September 24, 2018

3:00pm – 5:00pm

Theatre A, Sir Charles Tupper Medical Building, Carleton Campus, Halifax

The Senate met in regular session on Monday, September 24, 2018 in Theatre A, Sir Charles Tupper Medical Building.

Present: K. Hewitt (Chair); D. Anderson; R. Barker; V. Bhargava; J. Blustein; C. Cameron; A. Cochrane; R. Croll; L. Cutmore; P. Cyrus; T. Cyrus; C. Dieleman; L. Diepeveen; A. Doucette; T. Duck; J. Fasuyi; R. Florizone; M. R. Goodday; D. Gray; D. Grujic; L. Hackett; J. Hall; F. Harvey; S. Holmes; G. Horne; V. Howard; I. Joseph; D. Kelley; K. Kesselring; M. Khan; J.S. Kim; C. Kozey; L. Macdonald; C. Macy; C. Moore; V. Nams; J. Newhook; T. Packer; D. Patterson; W. Phillips; A. Prosper; A. Rau-Chaplin; C. Richardson; A. Sarhan; A. Siegel; D. Silvio; L. Spiteri; J. Stamp; A. Steenbeek; S. Stone; F. Taheri; P. Tyedmers; I. Waldron; G. Warner; D. Westwood; D. White; S. Wildeman; H. Xu

Regrets: A. Aiken; D. Bourne-Tyson; B. Davis; C. Diallo; P. Doyle-Bedwell; H. El Nagggar; B. Foster; L. Goldberg; K. Harman; D. McKeen; J. Penney; E. Welsh

Absent: G. Adolphe-Nazaire; V. Allen; M. Aston; R. Chang; S. Chowdhury; K. Dakin-Hache; A. Habib; A. Hughes; W. Lahey; M. Leonard; N. Nadeem; R. Orji; J. Phinney; S. Ponomarenko; G. Scherkoske; L. Turnbull; S. Walde; V. White

Guests: Tereigh Ewert-Bauer (Snr Educational Developer, Centre for Learning and Teaching); Adebayo Majekolagbe (Student Minute Taker), Susan Brousseau (Secretary of Senate), Sundari Pashupathi (Acting Recording Secretary)

2018:86

Approval of Agenda

The Chair reported that a question submitted via the Senator Question Protocol since the September 10th senate meeting could be addressed today. The Chair proposed that this be added after Item 2 (Consent Agenda).

The agenda was **approved** with this amendment.

2018:87

Consent Agenda

The one item on the Consent Agenda was adopted.

2.1 Approval of Draft Minutes of September 10, 2018 Senate Meeting

THAT the draft minutes of the September 10, 2018 Senate meeting be approved as circulated.

Approved by **CONSENT**.

The Chair noted that, since the September 10th Senate meeting, the following question was submitted via the Senator Question Protocol:

“on the current status of the MIT REAP project, including whether Dalhousie’s fund-raising goals were met, what benefits have accrued thus far through participating in the program, and a sense of the program’s role in Dalhousie’s educational mission”.

The Chair invited Senator Florizone to respond to the question.

Senator Florizone responded that the two-year MIT REAP program, which has now ended, entailed teams from around the world learning together. The initiative was further to priority 3.1 – entailing the university serving as a better catalyst for the region. The cost of the program was completely covered by donors to the university. There was no cost to the institution. The impact on the university’s mission includes fund raising for the upgrade of the Sexton campus. Emera’s \$10 million funding was, in part, informed by the confidence built through the company’s awareness of the university’s involvement in the MIT program. The university is now well prepared for the accreditation of the Faculty of Engineering. A further \$25 million donation to the Ocean Frontier Institute for the supercluster project was also, in part, informed by the REAP process. The Creative Destruction Lab at the Faculty of Management also benefited from the program. He further referred to the Future Skills Lab, the centrepiece of the Federal Government’s strategy on skills; this initiative is worth about \$250 million. Lastly, Senator Florizone highlighted the recent provincial contribution to the Arts Centre expansion project, noting that when the University can find ways to work with government, donors and industry in ways that align with its values and mission, a great deal can be achieved that not only benefits the University and its students, but also the region in which we live.

Dr. Florizone noted some frustration concerning Senate’s focus on the MIT REAP program, and while he acknowledges and supports the right of Senate to ask such questions, he encouraged Senate and senators to focus on the significant issues of academic experience, academic innovation, and student experience and success. He noted, for example, that not many people are aware of the Future Skills Lab and he would like to see Senate, as the academic governance body, engage more on some of these initiatives.

It was noted in response to Dr. Florizone’s comment, that the programs described as offshoots of the MIT REAP project are shaping the university’s academic agenda, hence, are a concern of senate. It is, therefore, impossible to separate issues like this from the academic mission.

2018:88

Matters Arising from the September 10, 2018 Senate Meeting Minutes

The Chair noted the presentation on the Gender Affirmation Policy at the September 10th Senate meeting and reported that the presenters of the policy have undertaken to submit a written response in time for the October 22, 2018 Senate meeting.

2018:89

Steps to Make Diversity and Inclusion a Reality

Tereigh Ewert-Bauer, Senior Educational Developer (Diversity and Inclusivity) at the Centre for Learning and Teaching, emphasised the need for a universal design of learning. Such design entails the “why, what and how” of learning. Students’ interests, prior success in previous courses, relevance of course to student, connection of course to other courses, professor’s passion, are crucial elements in answering the ‘why’ of learning. On the other hand, the ‘what of learning’ entails the use of multi-media, inclusive teaching, and multiple ways of engagement, while the ‘how of learning’ touches on different ways of demonstrating knowledge, inclusive assessment, and ongoing and frequent feedback.

Responding to a question on how to achieve frequent grade-related feedbacks for large classes, it was suggested that available options include self assessment and peer interactions. Further, there is a difference between assessment and evaluation. Assessment is a feedback mechanism which does not necessarily need a rubric structure. Alternately, rubrics are key to evaluation.

2018:90

Senate Learning and Teaching Committee (SLTC): Delegation of authority by Senate to SLTC

Senator Packer, Vice-Chair (Student Affairs) and Chair of SLTC, spoke to this item. She noted that despite being a standing committee of the senate, the SLTC has no delegated authority. Hence, it refers or recommends every matter it considers to the senate or SPGC. This multi-layered process has been criticized for causing needless bureaucratic delay. Faculty councils have suggested that the process could be more efficient and effective. The SLTC has therefore considered the roles and responsibilities of senate as laid out in the constitution vis-à-vis the terms of reference of the SLTC. Following this review, routine and non-substantial decisions forming part of the senate’s constitutional functions have been highlighted. It is proposed that these functions be delegated to the SLTC. She noted that the recommendation has been vetted and endorsed by the university legal office.

Senator Packer MOVED:

THAT Senate delegate to SLTC, the responsibility to approve routine, non-substantial decisions as they relate to the following Senate responsibilities:

1.2 (k) To approve the contents of academic regulations published in the academic calendars

1.2 (n) To fix the academic dates for each academic year

1.2 (r) To make rules and regulations for academic dress and University ceremonial

1.2 (s) To approve terms of reference for teaching awards granted by the University

1.2 (u) In relation to any of the foregoing, to appoint such committees, working groups or other bodies as it may deem desirable and to specify the terms of reference of any such committees.

The presentation generated the following feedback:

- On the propriety of delegating senate’s powers to working groups sometimes constituted with non-senator membership: SLTC working groups do not make final decisions and do not recommend matters directly to the senate, they report to the SLTC which is made up of senators.
- With respect to retaining such items on Senate’s consent agenda, it was noted that placing the items on the consent agenda does not shorten the approval process. The items to be delegated

are generally Faculty-specific and of a minor and routine nature and therefore do not normally generate broad interest.

- It was also pointed out that the inclusion of the chair of senate, vice provost-student affairs, registrar, dean of faculty of graduate studies and provost and vice president academic in the membership of SLTC will also help to ensure that the SLTC does not delve into matters that can only appropriately be dealt with by the senate. The chair of senate emphasised that if an item is more than 'routine', it will be brought forward to senate.
- It was noted that the senate retains the power to revoke the delegated authority from the SLTC if such revocation is considered necessary. A request was made that this power to revoke the delegated authority be specifically noted in the minutes of this meeting.

MOTION CARRIED.

2018:91

Senate Planning and Governance Committee: Senate review - Faculty of Architecture and Planning

Prof. Jure Gantar, Chair of the Senate Review Committee for the Faculty of Architecture and Planning (FAP), reported briefly on the review process and the recommendations in the review report. Dr. Gantar particularly noted the active participation and contribution of student members of the committee and the students of the FAP in the review process, and the value this added to the work of the committee. Dr. Gantar highlighted two major recommendations that centered on the inadequacy of space for the School of Planning and the low student retention rate within the Faculty. He further referred to the students' perception of exclusion and isolation from the rest of the university.

The Dean of the FAP, Prof. Christine Macy presented on the FAP Review Action Plan. She noted that the Faculty presently serves 400 students, has 25 faculty members and 12 staff members. Referring to the space challenge highlighted in the review, she pointed out that the new IDEA Design Building and the O'Brien Hall will address the concern. The Faculty also has a 24/7 workspace for each student. She further referenced the Faculty Review Action Plan (in the Senate meeting package) detailing the current situation, action plan, outcome measure, time frame, and responsibility, in response to the findings and recommendations of the review committee. The commitment of its professoriate, sense of belonging at the faculty, and well-established cooperative education program, were listed as some of the strengths of the FAP. The Review Action Plan is expected to provide the next dean with a road map for the Faculty.

Following this report, several senators voiced concerns regarding comments expressed during the review process around: diversity and inclusion, allegations of sexism in the Faculty, the difficulty of international students to proceed with their program due to language barriers, and the vagueness of some recommendations. While noting that she does not have answers to all the questions, Dean Macy emphasised that the Faculty has become more conscious of the challenges since the review. Building a positive student culture has been prioritized and previous non-inclusive and sexist concepts and orientations are being actively challenged. The Faculty has also established an Equity Committee. Further, there is a plan to recruit students from under-represented groups. On the language barrier faced by international students, she noted that the university needs to increase supports in this area. The Faculty is, however, consciously building language sensitivity into courses. In reviewing the faculty's curriculum, the concerns and issues raised will be integrated by the curriculum committees. With respect to increasing the diversity of faculty members, Dean Macy noted that this is in some part due to the structural arrangement of the Faculty and the fact that faculty members are primarily employed annually. The School of Planning has, however, improved its faculty profile. There is also ongoing work to ensure that

there is a receptive environment for racially diverse faculty. Dean Macy noted that the Faculty has work to do, but is going down that road; the first steps are already being taken, particularly the establishment of the Equity Committee and the increased awareness among students.

2018:92

Academic Innovation

Senator Cyrus presented on Active Learning. He noted that there is a direct correlation between teaching and learning, and retention. In 2016-2017 session, Dalhousie had an 83.4% retention rate. There was no difference between the retention rates of Canadian and International students. Some of the predictors for student's leaving include low Student Ratings of Instruction (SRI) scores, high DFW ('D', 'F', and withdrawal) rate, and low GPA. Retention can be positively impacted, if students' performance through improved teaching methods changes. Active learning presents this opportunity. He noted that research shows that active learning opportunities have a marked impact on student performance. Examples of active learning include: short reflective writing activity, group quizzes, role playing or immersive simulations, gamification, and research or inquiry-based learning.

Referring to a survey administered among faculty members with 139 respondents, Senator Cyrus noted that about 92% of the faculty use one or more active learning method. However, simpler methods, particularly questions and answers, are used most often. The least used methods are ones that require more effort like jigsaws. He pointed out that while the more complex methods are more demanding, they are also more effective. Dr. Cyrus further noted that in response to a call for Active Learning proposals, 28 applications were received. 14 awards were given, mostly for funding for TAs and markers. This presupposes that if more money is spent on TAs and markers, more active learning tools will be employed. In the long term, the objective is to change the culture of teaching and learning for both professors and students.

During the discussion following the presentation, it was noted that SRIs must be used carefully in this regard as there is a well-known bias in SRI ratings for women and racialized faculty, for example. Other senators expressed enthusiasm for employing active learning methods, but noted that large class sizes and appropriate teaching spaces are deterrents. It was also noted that student absenteeism is a factor and smaller classes are important if students are to be actively engaged. Dr. Cyrus acknowledged these concerns, but noted that, while these issues must be addressed, some active learning techniques may be employed effectively in large classes.

2018:93

Presidential Search Consultation

Senators Spiteri and Hewitt, two of the four Senate appointees to the Presidential Search Committee, presented the four questions developed by the search committee in seeking broad input on the presidential profile. Senators provided feedback and this will be summarized and provided to the search committee.

Senators responded to questions as follows:

On Short-term and long-term opportunities and challenges for the next president:

- The university has one of the highest tuitions in Canada. Reduction in fees should be prioritised.
- International students face a panoply of challenges ranging from funding to language barriers. There is no sufficient support facility. For example, the writing centre is undermanned and under-resourced. More support for international students is needed.
- There is a concern among the black caucus that the work started by Senator Florizone on inclusion and diversity will not continue. It is important to emphasise that the work must be consolidated.
- The university has a space challenge. As the provision of quality learning and work spaces requires funding, the university must build on its currently strong private sector partnership. The relationships must be maximized.

On the experience, skills and attributes of the next President & Vice Chancellor?

- The search should be diverse. Priority 5.2 should be reflected in the search.
- The next president should have a strong academic credential in addition to understanding the academy, governance of the academy, and industry experience. Importantly, they should have a lived experience as an academic.

On how success for the University and the portfolio of President & Vice- Chancellor over the next five years should be defined:

- The partnerships and collaborations built in the past years are some of the stand-out achievements of the current administration. Maintaining and growing such collaborations should be one of the indices of success.
- Ranking should improve both nationally and internationally. Reputation and diversity must also be improved substantially.
- Reduction or freeze in increase in tuition; increase in support for international and graduate students, and a more diverse faculty.

It was highlighted that there is also an opportunity to complete the online survey or mail responses to senate@dal.ca. A “town hall” opportunity for faculty members to respond has also been scheduled.

Senator Prosper **MOVED**, seconded by Senator Bhargava:

That the meeting be extended by 10 minutes.

MOTION CARRIED

2018:94

Reports

DSU Report

Senator Prosper (President, DSU) and Senator Khan (Vice President, Academic and External, DSU) spoke to the objectives and initiatives of the Union and various priorities for this year. The lack of awareness of students about the Sexualized Violence Policy was noted. Senators Prosper and Khan pointed out that while there was previous indication that the policy would be included in first year students’ welcome kits, this was not done. Other issues highlighted include the poor interface provided through Dal Online, and

challenges faced by graduate students who have had difficulties with their supervisors; the processes for dealing with these issues are unclear. Senators Prosper and Khan also spoke to the student- funded and run survivor support centre hotline. They noted that the Union gives presentations in classes and they are willing to address any class if invited.

Provost's Report

This item was deferred due to time.

Questions for Reports

There were no further questions on the reports.

2018:95

Question Period

2018:96

Other Business

There was no other business arising.

2018:97

Adjournment

The meeting adjourned at 5:10pm.