

MOUNT ALLISON UNIVERSITY  
MEETING OF THE UNIVERSITY SENATE

February 13, 2018, 4:00 p.m.  
Tweedie Hall

Present: M. Ahmady, C. Brett (Secretary), R. Campbell (Chair), S. Camus, A. Cockshutt, G. Desmarais, J. Devine, J. Dryden, B. Evans, A. Fancy, N. Farooqi, N. Fry, A. Grant, O. Griffiths, D. Hamilton, R. Howlett, A. Irwin, P. Kelly-Spurles, L. Kern, A. Koval, R. Lapp, S. Law, J. Lilburn, S. MacIver, J. Martinez, D. Mawhinney, K. Meade, L. Michaelis, A. Moreira, G. Nichols, A. Nurse, J. Ollerhead (Vice-Chair), E. Patterson, B. Robertson, S. Runge, V. St. Pierre, K. Stel, E. Steuter, J. Tomes, M. Truitt, N. Verret, N. Vogan, J. Waller, E. Wells, B. White

Regrets: E. Edson, W. Lundell, C. Parker, J. Rogers, F. Strain

Observers: D. Fleming, L. Snyder

00.02.13 Acknowledgement of Aboriginal Lands

R. Campbell acknowledged the aboriginal lands and called on Senate to remember the history of this place and to work to honour and respect that history. He then read a statement from Universities Canada reaffirming their — and Mount Allison's — commitment to supporting the Indigenous community. The text of that statement can be found at <https://www.univcan.ca/media-room/media-releases/canadas-universities-reaffirm-commitment-supporting-indigenous-community/>.

01.02.13 Approval of the Agenda

**Motion (M. Truitt/E. Wells): that Senate adopt the Agenda as circulated**

**Motion Carried**

02.02.13 Approval of the Senate Minutes of January 16, 2018

**Motion (M. Truitt/E. Wells): that Senate adopt the Minutes of the meeting of January 16, 2018**

**Motion Carried (1 abstention)**

03.02.13 Business Arising from the Minutes

R. Campbell informed Senate that potential changes in decanal structure are being discussed, but decisions are yet to be made.

04.01.16 Report from the Chair

R. Campbell updated Senate on events related to the Year of Indigenous Action. He thanked the organizers of the President's Speakers Series. In his opinion, Mount Allison is doing well in comparison to other universities in its response to the Truth and Reconciliation Commission. He announced that the university will be holding its first Powwow on March 22.

The President also highlighted events connected with Black History Month, the Arts Research Day, and the first open meeting of the Board of Regents. He congratulated Mount Allison's Women's Curling Team on their AUS championship and Dr. Christl Verduyn on being named a 3M Teaching Fellow.

Turning to financial matters, R. Campbell invited senators to the official signing of the Memorandum of Understanding with the Government of New Brunswick. The MOU calls for grant increases of one percent per year for three years, followed by a two percent increase for one year. Increases in tuition for New Brunswick students will be capped at two percent per year. The MOU also includes funding for special projects. K. Meade added that the university has received funding for programs related to the reduction of harms from cannabis.

05.02.13 Report from the University Planning Committee

J. Ollerhead reported that five tenure-track hires, two in Indigenous Studies and one each in Math-Computer Science, Chemistry and the Library, have been authorized and that searches are underway. The committee continues its work on academic reviews. It will soon consider the issue of certificate programs.

06.01.16 Report from the Academic Matters Committee

E. Wells gave the report, which consisted of the following motions and associated rationales.

**Motion (E. Wells/M. Truitt): that Senate approve the changes to the Classics Program as outlined in the Report to Senate, February 13, 2018**

**Motion Carried**

**Motion (E. Wells/M. Truitt): that Senate approve the changes to the English Program as outlined in the Report to Senate, February 13, 2018**

**Motion Carried**

**Motion (E. Wells/M. Truitt): that Senate approve the changes to the Psychology Program as outlined in the Report to Senate, February 13, 2018**

**Motion Carried**

The text of the report is appended to these minutes.

07.02.13 Report from the Teaching and Learning Committee

L. Snyder gave the report, which consisted of a proposal for major changes in Policy 5310.

**Motion (A. Moreira/S. Law): that Senate approve the changes to Policy 5310 as outlined in the Report to Senate, February 13, 2018.**

**Motion Carried (1 abstention)**

L. Snyder said changes were needed due to new reporting requirements in the Collective Agreement between Mount Allison University and the Mount Allison Faculty Association. She noted that the committee received and considered comments from MAFA and R. Polegato, the Purdy Crawford Professor of Teaching and Learning. L. Snyder remarked that the committee attempted to find a flexible approach that would give instructors the choice to adapt questionnaires in order to gain formative information or material that can be used to enhance teaching dossiers.

L. Snyder noted that if the policy is approved, the committee will update the policy web page. The committee is also looking into training sessions on the issue of respectful and inclusive classrooms.

O. Griffiths asked about the use of a five-point scale in the survey responses. He reported that students have expressed a degree of confusion over the meaning of the word “neutral,” which is used to describe the middle point of the scale.

L. Snyder answered that the committee had not discussed that particular point. S. Law added that the use of a five-point scale is unavoidable, given the systems existing on campus to process paper-based forms. Keeping the scale in order to allow paper-based questionnaires, he said, was just one of a series of compromises reflected in the new policy.

R. Campbell thanked the committee for their work.

#### 08.02.13 Report from the Research and Creative Activities Committee

J. Ollerhead gave an oral report. The committee’s most recent work has been adjudicating Independent Student Research Grant applications. In the coming weeks, faculty research grant applications are due and will be adjudicated by the committee. The committee has begun preliminary discussions about the deployment of Canada Research Chairs. Consultation on that matter will begin in the spring.

#### 09.02.13 Report from the Committee on Emeritus Appointments

Senate received the report. C. Brett reminded senators of the procedures surrounding emeritus appointments. There were no comments or questions. The text of report is appended to these minutes.

#### 10.02.13 Report from Faculty Council

Senate received the report. V. St. Pierre asked for questions and comments. There were none. The text of report is appended to these minutes.

#### 11.02.13 Other Business

Prior to the meeting, the executive summary of the Final Report of the Task Force on Experiential Education was circulated to senators. L. Michaelis asked about the membership of the committee. K. Meade answered that she represented Mount Allison on the committee. Other members came from other New Brunswick universities, the provincial government, business groups, student alliances, and the non-profit sector.

R. Campbell labeled the process a success because it produced both a framework and financial commitments. He congratulated K. Meade for her work as Co-chair of the committee.

K. Meade said that the university’s Experiential Learning Committee will study the report with an eye to its impacts at Mount Allison.

#### 12.02.13 Adjournment

There being no further business or announcements, the meeting was adjourned at 4:38 pm (E. Wells/ B. Robertson).

Respectfully submitted,

Craig Brett  
Secretary

ACADEMIC MATTERS COMMITTEE  
Report to Senate, February 13, 2018

This report contains recommendations for changes to academic programs effective under the 2018-2019 academic calendar:

- Classics
- English
- Psychology

Note: additions/changes are indicated in bold text, deletions are indicated with strikethrough.

## 1. CLASSICS

The Academic Matters Committee recommends approval of the following changes to the Classics program:

- the deletion of the following courses:

CLAS 3601 “The Birth of Greek Art”

CLAS3611 “The Splendors of Classical and Hellenistic Greek Art”

**Rationale:** *It was a recommendation of our departmental review that we condense the two-class sequence of chronologically ordered Greek art courses into a single course, thereby making room for another, thematic, course. We are therefore deleting CLAS 3601, CLAS3611, and below introducing two new courses, CLAS 3621 and 3631, which comprises all material from Bronze Age to the Hellenistic period.*

**Other Calendar Entries Affected:** Art History: Other Art History Courses, Fine Arts, section 11.7.4.

- the addition of the following new courses:

**CLAS 3621 (3.00)**

**THE ARCHAEOLOGY OF GREEK COLONIZATION OF SOUTHERN ITALY**

**Short Title: Archaeology of Southern Italy**

**Prereq:** Second-year standing; 3 credits from CLAS, FINH, HIST at the 1/2000 level; or permission of the Department

**This course surveys the art and archaeology of Magna Graecia and Sicily, the areas of Southern Italy colonized by the Greeks between the 8th and 3rd centuries BC. The course begins with an overview of the Italian cultures living in Southern Italy and Sicily during the Late Bronze Age and the Iron Age, and their interaction with contemporary Greek cultures (e.g., Mycenaean). Most of the course focuses upon the period between the mid-8th century (when Greek colonization started) and the late 3rd century BC (when Rome colonized or otherwise dominated the region). It examines urban planning, architecture (private and public), sculpture, painting, and minor arts. It uses a broad contextual approach, locating archaeological evidence within its historical, political, economic, and cultural context, and pays special attention to concepts such as colonization, cultural interaction, and acculturation, as well as to the differences and similarities between Greek and Roman colonization, and between ancient Greek and modern colonization. [Note 1: This course may count as 3 credits in Art History.] (Format: Lecture 3 Hours) (Exclusion: 17/WI CLAS 3991 The Greeks in Southern Italy)**

**Rationale:** *The course is being added in response to the recommendation of our external review that we provide a topics-based course in Greek art and archaeology. This topic is ideal inasmuch as it: a) is central to many archaeological, art-historical, historical questions in Classics; b) responds to the university’s larger goals of creating a discussion around topics such as colonialism; c) pertains to the research expertise of a tenured member of our university.*

**Other calendar entries affected:** Art History: Other Art History Courses, Fine Arts, section 11.7.4.

**CLAS 3631 (3.00)**

**GREEK ART AND ARCHAEOLOGY**

**Prereq:** Second-year standing; 3 credits from CLAS, FINH, HIST at the 1/2000 level; or permission of the Department

**This course introduces the art of the ancient Greek world – urban planning, architecture (private and public), sculpture, painting, minor arts – from the Bronze Age to the Hellenistic period. It engages the**

**analyzed monuments and artifacts within the political, economic, religious, intellectual, and social context in which they were created. It uses this contextual approach as a framework for a more comprehensive understanding of art and artistic movements in their diachronic development. It considers other themes such as the way we experience ancient Greek culture today, and questions about archaeological investigative practice, the antiquities trade, and cultural heritage. [Note 1: This course may count as 3 credits in Art History.](Format: Lecture 3 Hours) (Exclusions: CLAS 3601, 3611)**

**Rationale:** *It was a recommendation of our departmental review that we condense the two-class sequence of chronologically ordered Greek art courses into a single course, CLAS 3631 comprises all material from the Bronze Age to the Hellenistic period.*

**Other calendar entries affected:** Art History: Other Art History Courses, Fine Arts, section 11.7.4.

## 2. ENGLISH

The Academic Matters Committee recommends approval of the following changes to the English program:

- the following changes to course pre-requisites and descriptions:

### **ENGL 1501 (3.00)**

#### **INTRODUCTION TO POETRY**

This course introduces the elements of poetry, including image, figure, rhythm, and form, and surveys outstanding achievements in the English tradition of poetry. (Format: Lecture 3 Hours) **(Distribution: Arts-a)** (Exclusion: ENGL 2011)

### **ENGL 1801 (3.00)**

#### **INTRODUCTION TO PROSE FICTION**

~~Prereq or coreq: ENGL 1201; or permission of the Department~~

This course ~~will~~ examines the two major prose genres of the novel and the short story; selected examples of representative forms ~~will be chosen to illustrate~~ **introduce students to** the range and variety of both genres. (Format: Lecture 3 Hours) **(Distribution: Arts-a)** (Exclusion: ENGL 2031; ENGL 2041)

**Rationale:** *Including English 1501 and 1801 as an Arts distribution requirement will diversify the distribution offerings of the Department of English Literatures. Wording in ENGL 1801 is changed to present tense in compliance with the guidelines.*

### **ENGL 2201 (3.00)**

#### **LITERARY PERIODS TO 1800**

~~Prereq: ENGL 1201; 3 credits from ENGL 1501, 1701, 1801; or permission of the Department~~

This course presents an intensive survey of English literary history from Anglo-Saxon times to the late eighteenth century as well as training in the research methods of the discipline. [Note 1: ENGL 2201 is mandatory for the Majors and Honours degrees.](Format: Lecture 3 Hours) (Exclusion: ENGL 2001)

### **ENGL 2211 (3.00)**

#### **INTRODUCTION TO SHAKESPEARE**

~~Prereq: ENGL 1201; 3 credits from ENGL 1501, 1701, 1801; or second-year standing in the Interdisciplinary Program in Drama; or permission of the Department~~

This course introduces students to a wide range of Shakespeare's plays. (Format: Lecture 3 Hours) (Exclusion: ENGL 2311; ENGL 2321; ENGL 3300)

### **ENGL 2301 (3.00)**

#### **LITERARY PERIODS, 1800-PRESENT**

~~Prereq: ENGL 1201; 3 credits from ENGL 1501, 1701, 1801; or permission of the Department~~

This course presents an intensive survey of English literary history from the Romantic period to the

present as well as training in the research methods of the discipline. [Note 1: ENGL 2301 is mandatory for the Majors and Honours degrees.] (Format: Lecture 3 Hours)

**ENGL 2701 (3.00)**

**INTRODUCTION TO AMERICAN LITERATURE**

Prereq: ENGL 1201; ~~3 credits from ENGL 1501, 1701, 1801~~; or permission of the Department

This course offers students an introductory survey of American writing from the colonial period to the present. (Format: Lecture 3 Hours)

**ENGL 2801 (3.00)**

**INTRODUCTION TO CANADIAN LITERATURE**

Prereq: ENGL 1201; ~~3 credits from ENGL 1501, 1701, 1801~~; or permission of the Department

This course presents an introductory overview of Canadian literature from its beginnings to the present. (Format: Lecture 3 Hours) (Exclusion: ENGL 2800)

**ENGL 2991 (3.00)**

**SPECIAL TOPIC IN ENGLISH**

Prereq: ENGL 1201; ~~3 credits from ENGL 1501, 1701, 1801~~; or permission of the Department

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course that is being considered for inclusion in the regular program. [Note 1: Prerequisite set by Department/Program when the topic and level are announced. Note 2: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean. Note 3: Students may register for ENGL 2991 more than once, provided the subject matter differs.] (Format: Variable)

**Rationale:** *The proposed change to the Major and Minor programs (see below) mean that the prerequisites of ENGL 1501, 1701 or 1801 are no longer required for entry to 2000 level courses.*

**ENGL 3850 (6.00)**

**CREATIVE WRITING**

Prereq: Acceptance of a portfolio of original creative work

This **full-year** course ~~will~~ offers workshops in creative writing, concentrating primarily on poetry and short fiction; it may also include some work in other forms such as drama and the personal essay. **See the English Department website for the annual deadline for submitting application portfolios.** (Format: Seminar/Workshop 3 Hours)(Exclusion: ENGL 3851; ENGL 3861)

**Rationale:** *This addition is informational only: it directs students to the departmental webpage for the annual deadline for portfolio application submission. Wording is changed to present tense in compliance with the guidelines.*

**ENGL 3931 (3.00)**

**ASPECTS OF POSTMODERNISM**

Prereq: 6 credits from ENGL at the 2000 level; or permission of the Department

This course ~~will~~ examines various aspects of the postmodern aesthetic by exploring post-modern writing, such as that by Barth, Eco, Carter, Calvino, or Acker, within the context of recent theories of postmodernism; the course ~~will~~ explores implications of postmodernism as both a cultural and an aesthetic phenomenon. ~~The course may be organized around a~~ **It may include themes such as Cyberpunk, the Posthuman, or the Postmodern Gothic.** (Format: Lecture 3 Hours)

**Rationale:** *This minor change reflects the fact that many more recent postmodern writers are now being included in the course reading list than the writers mentioned in previous calendar descriptions, and notes that the course is often taught as a thematic investigation into specific aspects of postmodernism. Wording is changed to present tense in compliance with the guidelines.*

- the following changes in the Minor and Major programs:

**MINOR in English is 24 credits earned as follows:**

- 3 from ENGL 1201  
~~3~~ **0 to 3** from ENGL 1501, 1701, 1801  
 6 to 9 from English at the 2000 level  
 9 to ~~12~~**15** from English at the 3/4000 level, chosen in consultation with the Program Advisor

**MAJOR in English is 60 credits earned as follows:**

- 3 from ENGL 1201  
~~3~~ **0 to 3** from ENGL 1501, 1701, 1801  
 6 to 12 from English at the 2000 level including 2201 and 2301  
 24 from English at the 3/4000 level including:  
 to ~~30~~**33** a. 6 credits from the first four subject areas listed below (Medieval to 18th Century), and  
 b. credits from at least five of the eleven subject areas below.  
 18 credits from complementary courses in Arts and Letters and Humanities, chosen in consultation with the Program Advisor

**Rationale:** *In order to increase available enrollment spaces in English 1501 and 1801 for students seeking Distribution Arts-a credits, Majors and Minors will now be offered the option of taking a second 1000-level credit, but it will be not be mandatory. This will also allow Majors and Minors to advance to 2000+ level courses earlier in their programs, creating greater program flexibility.*

- the following changes to the program description:
- Move the entries in the calendar under **SPECIAL REGISTRATION PROVISIONS 1000 AND 2000 SERIES** and **DEPARTMENTAL ADVICE** to follow the **GENERAL DESCRIPTION OF THE ENGLISH PROGRAM**.
  - Change the explanatory statement under the heading **SPECIAL REGISTRATION PROVISIONS 1000 AND 2000 SERIES** to read as follows:

**SPECIAL REGISTRATION PROVISIONS 1000 AND 2000 SERIES**

English 1111, ~~and~~ 1121, **1501, and 1801** are courses that can be used for the Arts distribution requirement for the Bachelor of Arts and Bachelor of Science degrees. **These courses may not be used for distribution in combination with DRAM/ENGL 1701.** Students who wish to pursue courses in English at the 2000 level and above, are required to take English 1201; **ENGL 1201 cannot be used for the Arts distribution requirement.**

**Rationale:** *Moving the entries SPECIAL REGISTRATION PROVISIONS 1000 AND 2000 SERIES and DEPARTMENTAL ADVICE to follow the GENERAL DESCRIPTION OF THE ENGLISH PROGRAM was suggested by the Registrar, for reasons of clarity. The emendations to the SPECIAL REGISTRATION PROVISIONS reflect the proposed inclusion of ENGLISH 1501 and ENGLISH 1801 to the list of Distribution Arts-a courses, and clarifies the status of ENGLISH 1201 as a non-Distribution course.*

### 3. PSYCHOLOGY

The Academic Matters Committee recommends approval of the following changes to pre-requisites for PSYC 3311:

PSYC 3311 - (3 CR)  
HUMAN SEXUALITY

Prereq: Third-year standing; PSYC 1001; PSYC 1011; 6 credits from PSYC at the 2000 level; **or a declared Minor in Women's and Gender Studies;** or permission of the Department

This course examines human sexuality from a multidisciplinary perspective. Topics include physiology and anatomy, sexual behavior, sexual orientation, reproduction, sexual health, and sexual problems and solutions. (Format: Lecture 3 Hours)

**Rationale:** *This course is listed in the Women's and Gender studies minor. The exemption from the other PSYC prereqs is being included to accommodate students in WGST to make the course more accessible to them. It is consistent with the prereq structure for PSYC 3511, another PSYC course listed in the WGST minor.*



**Senate Teaching and Learning Committee**  
**Report on Revision of Policy 5310, February 13, 2018**

**Motion** (A. Moreira/S. Law): that Senate approve the changes to Policy 5310 as outlined in the Report to Senate, February 13, 2018.

In September 2006, the University Senate passed a resolution on teaching evaluation, establishing Policy 5310. In September 2009, the Senate passed revisions to the policy regarding the evaluation of teaching. In November 2016, the University and the Mount Allison Faculty Association reached an agreement, subsequently ratified, regarding the use of results from student surveys for tenure and promotion decisions and the procedures and questions for the surveys that would generate those results. In light of this agreement, the Committee has considered revisions to Policy 5310.

During the fall of 2017, the Senate Teaching and Learning Committee undertook a substantial revision of Policy 5310, transforming it from the *Policy on Evaluation of Teaching*, to the *Policy on Surveys of the Student Experience of Courses*. Special thanks are due to Stephen Law for his work on this revision. We intend that this narrowed focus will bring clarity to the summative role of the prescribed survey questions as stipulated by the Collective Agreement, while also supporting the use of optional questions to provide formative assessment of teaching.

The text of the Survey is provided in Appendix A. Required questions have been reduced to the questions specified in the Collective Agreement (1-6) [Note 1], the two open-ended “comment” questions (23 & 24), and the “About You” section (17-22). Keeping the same basic structure for the survey, this would leave vacant slots to accommodate up to 10 optional questions. Additional open-ended written questions may be appended to the survey, with an additional response sheet provided if the survey is paper-based.

The student representatives on the committee, in consultation with their colleagues in the Mount Allison Student Union (MASU), suggested several additional “required” questions. Other members of the committee were concerned, however, that adding these as required questions might lead in the future to their treatment for summative purposes. The Committee’s proposed solution is to designate three of these questions as strongly recommended. Those questions are:

- The classroom environment was respectful and inclusive.
- Overall, this professor is an effective university teacher.
- Methods of assessing student work were fair and appropriate.

Alternative versions of these questions that address similar issues may be drawn from the on-line question bank accessed through the website of the Provost and Vice-President, Academic and Research.

In addition, it was suggested by the student representatives that if the course were accompanied by labs or tutorials the policy should recommend that student surveys contain questions relating to the student experience with these course components. The committee is in favor of adding this recommendation to the policy. (See Appendix B “Constructing the Survey”)

As described in Appendix B (Practices for Student Surveys of Courses), other optional questions may be chosen from an institutional question bank or constructed by the professor.

Criteria for teaching awards include data from global teaching effectiveness questions. Results from the eight required questions (1 through 6, 23, and 24) are unlikely to be perceived as adequately informative. Accordingly, it is strongly recommended that instructors who are open to letting their names stand for nomination for teaching awards include the global question: “Overall, this professor is an effective university teacher.” Those who wish to improve and refine their teaching practice can add other summative and formative questions recommended by the PCTC. More specifically, because the results of student surveys are best presented in context and from courses delivered over a sufficiently long period of time (e.g., five years), instructors should continue to use some or most of the questions from the student survey form used in December 2017. These questions will be made available in the question bank.

Appendix B also speaks to the delivery method to be used for the survey, specifying the support of both paper-based and on-line survey systems. There has been much debate on campus in recent months about the tools to be used for delivery and tabulation of the surveys. Similarly, this was a topic of extended discussion within the committee as we worked through this revision. There is much to be said for conducting student surveys through web-based tools. Students prefer to type rather than hand-writing their comments, both for convenience and for better protection of anonymity. Staff time is no longer required for preparation and collection of paper forms, provision of sharpened pencils, etc. On the other hand, a successful online survey requires a significant investment of time for successful implementation. There are also concerns about reduced response rates for online surveys, as compared to paper-based surveys. One concern is that a lower response rate may skew the results, as students with very strong opinions (either positive or negative) about the course may be more likely to fill out the survey. Providing time in class to complete the online survey might help to encourage greater participation but we have no conclusive evidence on the effectiveness of this practice. In short, more work will need to be done in this area before the committee is ready to agree on the question of paper versus online delivery of the student survey. The result is that the committee recommends the continued use of both paper-based and online methods for the student surveys.

The committee recommends the attached proposal for Policy 5310, including Appendix A and Appendix B, regarding Surveys of the Student Experience of Courses.

Senate Teaching and Learning Committee Members:

Chair: Laura Snyder (Librarian)	David Fleming (Faculty, Physics)
Robert Lapp (Faculty, English)	Stephen Law (Faculty, Economics)
Andrew Moreira (Student)	Everett Patterson (Student)
Rosemary Polegato (Purdy Crawford Professor of Teaching and Learning, ex-officio)	
Toni Roberts (Computing Services Educational Technology Consultant, ex-officio)	

Note 1. The questions specified in the current (2016-2019) Collective Agreement are:

1. The instructor met the class regularly as scheduled.
2. The instructor was well-prepared to deliver the course.
3. The syllabus described the content of the course in outline and the evaluation methods to be used in the course.
4. There was adequate feedback provided on work submitted for course credit.
5. Work submitted for course credit was evaluated and returned in a reasonable length of time.
6. There were adequate opportunities provided for students to seek assistance about the course material.

**Subject:** Surveys of the Student Experience of Courses

**Group:** Institutional

**Approved by:** Senate

**Approval date:** 22 September 2009

**Effective date:** 22 September 2009

**Revised:** 13 February 2018

**Administered by:** Provost and Vice-President, Academic & Research

## 1 — INTRODUCTION

Mount Allison University is committed to excellence in undergraduate teaching and learning. To that end, the university supports the development and implementation of a system of student surveys that:

- a) reflects and supports both individual teaching styles and disciplinary standards; and
- b) encourages reflection on information pertaining to teaching and learning that arises from a number of sources: surveys of students related to their experience of courses and instruction, peer review, and continuous self-assessment.

While making reference to other sources of feedback, this policy will focus on surveys of the student experience of courses.

## 2 — GOALS

The goals of this policy are the following:

- a) To articulate the underlying principles of course surveys as a means of encouraging reflective teaching at Mount Allison University;
- b) To establish a set of survey questions for Mount Allison University that includes both standardized questions and optional additions (See Appendix A);
- c) To establish practices to be used in surveys of students conducted under this policy (See Appendix B); and
- d) To outline and describe the roles of those who are responsible for the conduct and administration of this policy. These include students, professors, and university administrators.

## 3 — DEFINITION OF TERMS

**Evaluation** involves personnel decisions such as hiring, tenure and promotion, and decisions on teaching awards. Evaluation processes for personnel decisions are set out in the Collective Agreements between the University and the Mount Allison Faculty Association.

**Summative Assessment** aims to inform evaluative processes.

**Formative Assessment** aims to inform teaching practice or enhance its quality.

**Sources for Assessment:** information for assessment may come from a variety of sources, including students, peers, and professors themselves.

#### **4 — GUIDING PRINCIPLES FOR SURVEYS OF THE STUDENT EXPERIENCE OF COURSES**

Ordinarily, all students registered in every course at Mount Allison (including correspondence and spring session courses) should be given the opportunity to participate in a survey each time the course is taught. The following principles will inform the conduct of the surveys:

- a) Assessment of courses and teaching at Mount Allison University will be based on information collected over time from a variety of sources.
- b) Assessment of courses and teaching at Mount Allison may serve formative purposes, to provide individual faculty members with the information they require to monitor, maintain, and develop the quality and effectiveness of their teaching and their courses.
- c) Results from surveys of students related to their experience of courses and instruction may have summative applications; information gathered from such surveys may be used in hiring, promoting, granting tenure, and adjudicating teaching awards.
- d) Assessment of courses and of teaching is multi-faceted, and student survey results are but one part; they should be complemented by peer review, ongoing self-assessment, and reflection.
- e) Evaluation and assessment procedures at Mount Allison will be conducted in accordance with the Collective Agreements between the University and the Mount Allison Faculty Association (MAFA).
- f) Student survey procedures at Mount Allison will protect student anonymity and confidentiality: students will not be required to provide their signature, name, or student number.
- g) The integrity of the survey and assessment process must be ensured and the needs of the various stakeholders supported; therefore, practices for the conduct of the surveys and the interpretation of the results are hereby set forth by Senate in Appendix A and Appendix B. These practices will be reviewed by Senate at regular intervals.
- h) To ensure a productive learning environment, individual faculty members are also encouraged to gather formative feedback during their courses, using methods and sources of their own choice.

#### **5 — IMPLEMENTATION**

##### **The Survey Form**

Usually, students registered in every course at Mount Allison University will be provided the opportunity to participate in a survey each time the course is taught, typically using

the standard Mount Allison Survey Form (See [Appendix A](#)), which will contain a statement of the purpose of the survey and:

- 1) Core questions that will appear on every form;
- 2) Optional customized questions, chosen or created by the individual professor to reflect the specific teaching and learning goals or context of the course; and
- 3) Open-ended questions, which elicit written (paper form) or typed (on-line) responses, and questions about student characteristics deemed relevant to the survey.

### **Survey Procedure**

The survey of students under this Policy will take place at a time and date deemed appropriate by the instructor, ordinarily within the last two weeks of class. (See [Appendix B](#)).

### **Special Circumstances**

While every course at Mount Allison will have a survey, the standard university survey form may not be appropriate for courses which involve a small number of students or individual or independent study (e.g., research projects, studio or music courses). In these special circumstances, other means should be provided to make possible student feedback, according to departmental or disciplinary custom.

### **Dissemination of Data**

Only after final grades have been submitted will student survey results from a course be made available to the instructor of that course. Student survey results will not be distributed to anyone other than the instructor without the permission of the instructor.

## **6 — RESPONSIBILITIES**

- a) The Office of the Provost and Vice-President, Academic and Research, is responsible for the administration of this policy; and
- b) The Purdy Crawford Teaching Centre will provide:
  - i) information about teaching portfolios and teaching enhancement; and
  - ii) confidential services to support individual professors in their on-going work to maintain the quality of teaching and learning at the university.

APPENDIX A: MOUNT ALLISON STUDENT SURVEY FORM

APPENDIX B: PRACTICES FOR STUDENT SURVEYS OF COURSES AT MOUNT ALLISON UNIVERSITY

# Senate Policy 5310 Appendix A

## Student Survey

[If paper based, add the following line:]

**PLEASE DO NOT WRITE ON THIS FORM. USE SCANTRON “BUBBLE” SHEETS.**

### **PURPOSE OF THIS SURVEY**

Mount Allison University recognizes the importance of the academic success of students. Your responses to this survey will help your professor to maintain and develop the quality of the course and the learning environment. In addition, the data provided may be used for institutional decisions such as promotion, tenure, and teaching awards. Please answer the following questions thoughtfully, honestly, and respectfully.

<b>Rating scale for the required questions and any added questions, up to question 16:</b>				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Please leave your response blank if the question is not applicable.

[The questions from Appendix B of the Full-time Collective Agreement between the University and the Mount Allison Faculty Association will be inserted here as the first questions of the survey.]

**The remaining questions, up to question 16, have been left available for added questions, if any, either created by the individual professor or chosen from an institutional question bank to reflect the particular goals or context of the course.**

### **ABOUT YOU**

17. Your level of interest in the subject prior to this course:

very low	low	medium	high	very high
1	2	3	4	5

18. Your overall grade point average at Mount Allison:

Below 2.5	2.5 – 2.9	3.0 – 3.4	3.5 – 3.7	Above 3.7
1	2	3	4	5

19. Your expected grade in the course:

F	D	C	B	A
1	2	3	4	5

20. Your primary reason for selecting the course:

required	distribution	elective	personal interest	other
1	2	3	4	5

21. Your year in school:

First	Second	Third	Fourth	Fifth or higher
1	2	3	4	5

22. Other than any time spent in class for this course, how many hours per week do you usually spend working on this course?

2 hours or less	More than 2 and less than 4 hours	More than 4 and less than 6 hours	More than 6 and less than 8 hours	8 hours or more
1	2	3	4	5

*Your responses are especially important to your professor as a means of discovering what was successful and what could be modified in the course. Therefore, please take a few minutes to provide your responses to the following two questions.*

[If paper-based, add:]

*There is a space for your responses on the back of the Scantron "bubble sheet". You may wish to print your comments to avoid recognition of your handwriting.*

*Please note that any forms containing malicious or inappropriate comments will be destroyed or deleted.*

23. Please indicate the characteristics of this course that have been most valuable to your overall learning experience.

24. Please indicate the characteristics of this course you feel might be most important to improve (particularly those aspects not mentioned elsewhere on this form), if any.

[Additional questions may be included here.]

**Thank you for your feedback.**

# Senate Policy 5310 Appendix B

## Practices for Student Surveys of Courses

### Instructor Preparation

- Familiarize yourself with the Mount Allison survey form, the Collective Agreements between the University and the Mount Allison Faculty Association, and this policy. Prepare yourself for conducting the survey by reflecting on your own teaching in your course(s), and perhaps by completing the survey from your own perspective.
- Read support materials made available by the Senate Teaching and Learning Committee, the Purdy Crawford Teaching Centre (PCTC), and the Office of the Provost and Vice-President, Academic and Research.
- Browse through the question bank.
- Prepare your students by telling them when the surveys will be made available.

### Constructing the Survey

Students should be provided with the opportunity to communicate insights from their experiences in courses. They may choose not to share these insights through the survey, and no academic penalty will arise from a reluctance to participate in the survey. Participation or non-participation in the survey will not have any impact on course grades. Survey participation should be confidential: to the extent possible, the survey form and process should be designed such that the responses of any individual student are not identifiable.

Instructors should choose carefully between conducting the survey using paper forms and making the survey available to students to complete on-line. The medium of the survey — on paper forms or on-line — should be chosen by the instructor of the course, giving due consideration to issues such as completion rates, timeliness, usefulness of results, and confidentiality.

The structure of the survey will be such that

- 1) The initial core set of questions will be drawn from Appendix B of the Full-time Collective Agreement between the University and the Mount Allison Faculty Association.
- 2) An additional set of questions may be chosen by the instructor. The questions for this section may be created by the instructor, or selected from an institutional question bank, or may be a combination of selected and created questions. An instructor may choose not to add questions in the second set of questions. If there are tutorials or a laboratory component connected with the course, it is strongly encouraged that there be questions added in this second section to permit students to communicate their experiences with these components of the course. Instructors are also encouraged to consider the addition of questions



strongly recommended by the Mount Allison Student Union (MASU) and by the Purdy Crawford Teaching Centre (PCTC) for teaching award nominations.

- 3) The concluding set of questions will include two open-ended questions, which elicit written (paper form) or typed (on-line) responses, and questions about student characteristics deemed relevant to the survey.

The university will make available and support paper-based and on-line survey systems.

### **Conducting In-Class Surveys**

Surveys should usually be conducted within the last two weeks of classes. The dates when the survey may be conducted should be indicated in the course outline and/or announced at the start of the term and should be announced again to the class on a date shortly before the date of the survey. Surveys may be done at the end of the scheduled session or at the beginning. The following points represent best practices in the conduct of in-class surveys.

Ensure that you

- Collect sufficient copies of the survey and response sheets.
- Leave enough time in that day's class for the students to provide thoughtful feedback: Fifteen to twenty minutes at the beginning or end of class is the recommended time allocation.
- Leave the classroom while the survey is taking place (and do not linger outside).
- Designate someone to administer the forms — departmental secretary, colleague, trusted student — who knows that
  - a) Each student receives only one form;
  - b) All completed forms are returned to the envelope, which is then sealed; and
  - c) They return the envelope to the designated location for compilation.

The University will develop and maintain a process to count the responses and make available the results to the instructors.

### **Conducting On-Line Surveys**

Surveys should usually be conducted within the last two weeks of classes. The timing of the survey — during or outside of scheduled class time — should be chosen by the instructor of the course, giving due consideration to issues such as completion rates, timeliness, usefulness of results, and confidentiality. Instructors should ensure that the surveys are available for a period of sufficient length as to allow for their completion. The period when the survey questions will be accessible to students should be indicated in the course outline and/or announced at the start of the term and should be announced again to the class near to the beginning of the survey period.

### **Student Survey Results**

Student survey responses should be anonymous. Only an instructor may make available, for the purpose specified by that instructor, the anonymized results of surveys

conducted in one of his/her courses; administrators should not provide access, otherwise. One such purpose is for institutional decisions such as promotion and tenure and for teaching award nominations. Prevailing laws, regulations, policies, and provisions of collective agreements governing privacy and confidentiality should be respected.

Generally, only after final grades have been submitted will student survey results from a course be made available to the instructor of that course. Student survey results will not be distributed to anyone other than the instructor without the permission of the instructor.

Once results become available they should be retrieved as soon as possible by the instructor of the course. In the case of paper surveys, the forms should be returned to the instructor. In the case of on-line surveys, the results should be deleted from the server. Student survey data stored on any University-administered system shall be deleted no later than January 31 for data collected during the Fall Term, May 31 for data collected during the Winter Term, and July 31 for data collected during the Spring/Summer Term.

**Report for Senate from Faculty Council**  
**Jan. 30, 2018**

After approving meeting minutes from the September and October meetings of Faculty Council, J. Ollerhead presented the possibility of implementing a minimum class size benchmark. During the ensuing discussion, several members presented arguments in favour and against the proposal, and the Provost affirmed that while no policy was being implemented the deans would be flagging courses with fewer than eight students and attempt to understand the reason for smaller enrollments.

L. Snyder presented the Teaching and Learning Committee's revisions to Policy 5310 (Evaluation of Teaching), and several members and observers contributed their thoughts on the revision as well as the need to collect certain types of feedback for specific purposes, for instance as a required component for applications for teaching awards.

K. Meade, S. Collette, A. Comfort, and M. Petlock outlined new and continuing initiatives in Student Affairs, and several handouts, magnets, and pamphlets were circulated. Following this discussion, J. Ollerhead addressed the matter of decanal restructuring. He stated that the consultation process launched earlier this month had not been successful in providing him with the guidance of the community, as other than support to keep the librarian position, no clear model emerged from the consultation. He promised to return to the community after considering steps forward.

Respectfully submitted,

Lauren Beck,  
Secretary of Faculty Council

**Report to Senate  
The Committee on Emeriti Appointments**

February 6, 2018

The Committee on Emeriti Appointments met via email correspondence over the period of January 25, 2018 to February 1, 2018. It determined, based on the criteria set out in Policy 3002: Appointment of Professors Emeriti and Librarians Emeriti,

that the title of *Professor Emeritus* be awarded to **Ivan Cohen, Richard Hudson, and Robert Rosebrugh** and that the title *Professor Emerita* be awarded to **Marilyn Walker**.

The committee ratified this determination via email ballot of committee members.

For the information of Senate, the criteria under Section 4 of Policy 3002 are listed below:

These titles will be awarded in accordance with this Policy to eligible faculty members and librarians who on retirement had at least 10 years of continuous service at Mount Allison as a faculty member or librarian. Emeritus status is not awarded posthumously and only one form of emeritus status will be granted by Mount Allison University to any one individual.

These titles may be awarded in accordance with this Policy to faculty members and librarians who do not satisfy the length of service criteria in the previous paragraph but whose service was exceptional.

'Retirement' is defined as meaning leaving the university's employ through 'early retirement' at age 55 or beyond or 'normal retirement', as per the definition contained in the University's pension plan.

Also for the information of the Senate, the committee members at the time of our meeting were:

- the secretary of Senate (chair), Craig Brett
- Margaret Beattie, person with an emeritus position, elected by Senate
- Peter Higham, person with an emeritus position, elected by Senate
- Brian MacLeod, appointed by the Board of Regents
- Peter Winters, appointed by the Board of Regents
- Karen Spracklin, faculty, elected by Senate
- David Fleming, faculty, elected by Senate
- Caroline Pomare, faculty, elected by Senate
- Kiera Stel, student, elected by Senate

Respectfully Submitted,

Craig Brett  
Secretary of Senate and Committee Chair