

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

May 9, 2019, 1:30 p.m.
Tweedie Hall

Appendices to the Minutes

- Report from the Academic Matters Committee
- Report on Distribution Requirements
- Report from the Ad Hoc Committee on Withdrawal Policy
- Report from the Research Ethics Board
- Report from the Committee on Students with Disabilities
- Report from the Graduate Studies Committee
- Report from the University Planning Committee (Academic Unit Review Summaries)

ACADEMIC MATTERS COMMITTEE
Report to Senate, May 9, 2019

This report contains recommendations for changes to academic programs effective under the 2019-2020 academic calendar (to be updated in the September version):

1. MUSIC
2. GEOGRAPHY & ENVIRONMENT
3. ARTS COURSES
4. CERTIFICATE IN BIOPSYCHOLOGY
5. CERTIFICATE IN SOCIAL RESEARCH METHODS
6. CALENDAR REGULATIONS 10.3.2 AND 4.4.1

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

1. MUSIC

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

- the addition of the following new course:

MUSC 1699-4699 (1.00 CR)

NEW BRUNSWICK YOUTH ORCHESTRA

Prereq: n/a

Course description: course descriptions for Music ensembles do not appear in the academic calendar.

[Note 1: Permission of the Department is required for every enrollment of this course, even after the initial year of participation. Note 2: Credit will only be granted to students enrolled in a degree program at Mount Allison.] (Format: Experiential) (Exclusion: any version of MUSC 1699-4699 previously offered with a different title)

Rationale: The Senior Administration and Board of Regents have directed the Department of Music to foster stronger relationships with the New Brunswick Youth Orchestra and with the *Sistema NB* program in Moncton, which trains elementary and high-school orchestral musicians. Offering credit for participation in the New Brunswick Youth Orchestra, which includes both high-school and university-aged students, provides a concrete link between our programs.

Other calendar entries affected: Ensemble requirements for the B.Mus. and B.A. Major and Honours degrees in Music. This ensemble will not be considered a “core” ensemble for the Bachelor of Music program, but students may take it as an elective.

11.6.3 Requirements for Bachelor of Music Degree

- b. iv) Performance Electives (MUSC 1521, 1601, 2603, 2613, 3401, 3411, 3421, 3603, 3613, 3801, 3813 4603, 4613, 4803 and MUSC 1619-4619, 1629-4629, 1639-4639, 1649-4649, 1659-4659, 1669-4669, 1689-4689, **1699-4699**)

11.6.4 Music Ensembles

The following may be taken for core ensemble credit; they may additionally be taken for elective credit: 1619-4619 Wind Ensemble; 1639-4639 Symphonic Band; 1659-4659 Elliott Chorale; 1669-4669 Choral Society. The following may only be taken for elective ensemble credit: 1629-4629 Chamber Orchestra; 1649-4649 Jazz Ensemble; 1689-4689 Special Ensemble; **1699-4699 New Brunswick Youth Orchestra**. All ensembles are valued at 1 credit per year of participation.

MAJOR in Music is 60 credits earned as follows:

- 3 from MUSC 1619-4619, 1629-4629, 1639-4639, 1649-4649, 1659-4659, 1669-4669, 1689-4689, **1699-4699 [Ensembles]**

2. **GEOGRAPHY & ENVIRONMENT**

The Academic Matters Committee recommends approval of the following changes to the Geography and Environment program:

- the addition of the following new courses:

GENS 2881 (3.00 CR)

TRADITIONAL ECOLOGICAL KNOWLEDGE

Prereq: 3 credits from BIOL 1001, GENS 1401, GENV 1201, INDG 1001.

This course investigates the ways in which Indigenous scientific knowledge and ways of knowing and Western scientific knowledge and ways of knowing complement one another. It discusses Indigenous research methodologies and considerations. -Students also learn from Mi'kmaq and/or Wolastoqiyik Elder(s). (Format: Integrated Lecture / Laboratory 3 Hours)

Rationale: This course provides an introduction to Traditional Ecological Knowledge, fosters cultural sensitivity, and embraces multiple ways of knowing in science. The course will be taught on rotation, offered every second year, and will be a core course of a forthcoming Indigenous Environmental Science minor, while also building capacity towards the development of an Indigenous Studies minor.

Other calendar entries affected: This course has been integrated into the existing programs within Geography and Environment as appropriate (see section (b) Changes to Majors, Minors, Honours). This course will also support a forthcoming Indigenous Environmental Science minor, as well as contribute towards an Indigenous Studies minor.

GENS 3881 (3.00 CR)

INDIGENOUS PEOPLES: ECOLOGY, SCIENCE AND TECHNOLOGY

Prereq: 3 credits from BIOL 1001, GENS 1401; GENS 2881; or permission of the Department.

This course explores the dynamic historic relationship between different groups of Indigenous People and their environments and teaches students how variation in natural resource use among Indigenous groups has resulted in different ecological impacts, scientific developments, and technological innovations. The course emphasizes sustainability, environmental manipulation, and the important contribution of Traditional Ecological Knowledge to the global knowledge base. (Format: Integrated Lecture / Laboratory 3 Hours) (Exclusion: 18/FA GENS 3991- Indigenous Peoples: Ecology)

Rationale: This course introduces Indigenous culture, history, and science to environmental science programming at the university. The course takes advantage of expertise from a new faculty member and contributes to the decolonization of science. As an intermediate-level course, situated at the 3000-level, it builds on the science knowledge students have acquired at the 1000- and 2000-level, while also providing a foundation for understanding the other Indigenous environmental science courses to be offered in the department (see GENS 2881 and 4881 in this proposal). It covers important components of Indigenous People's interactions with the natural world in relation to environmental and ecological science. The course will be taught annually and will be a mandatory course of a forthcoming Indigenous Environmental Science minor, while also building capacity towards the development of an Indigenous Studies minor.

Other calendar entries affected: This course has been integrated into the existing programs within Geography and Environment as appropriate (see section (b) Changes to Majors, Minors, Honours). This course will also support a forthcoming Indigenous Environmental Science minor, as well as contribute towards an Indigenous Studies minor.

GENS 4881 (3.00 CR)

SEMINAR IN ENVIRONMENTAL ISSUES: INDIGENOUS PERSPECTIVES

Prereq: GENS 2881, 3881; or permission of the Department

This course explores environmental issues associated with Indigenous People in North America throughout history. The course involves consultations with local Mi'kmaq and/or Wolastoqiyik communities, organizations, and/or individuals to identify important environmental concerns in the present day. It emphasizes and develops science communication skills. Students undertake independent studies with focus on knowledge gathered through consultations and literature review. (Format: Seminar 3 Hours) (Exclusion: 19/WI GENS 4991- Environmental Issues: Indigenous Perspectives)

Rationale:

This course provides a unique opportunity for students to learn about environmental issues from Indigenous perspectives. Students will learn from Elders and, funding permitting, will visit First Nation communities, engaging in rare opportunities seldom offered at universities. Science communication will be emphasized. The course will be taught on rotation, offered every second year, and will be a core course of a forthcoming Indigenous Environmental Science minor, while also building capacity towards the development of an Indigenous Studies minor.

Other calendar entries affected: This course has been integrated into the existing programs within Geography and Environment as appropriate (see section (b) Changes to Majors, Minors, Honours). This course will also support a forthcoming Indigenous Environmental Science minor, as well as contribute towards an Indigenous Studies minor

- the addition of the new courses to programs as follows:

MAJOR in Environmental Science – the following streams

Environmental Management

3	from MATH 1121, COMP 1631
3	from GENS 2441
6	from BIOL 2301, 2401
9	from GENS 3421, GENS 3401, BIOL 3811
15	from GENS 3451, 3461, 3471, 3881 , 3991, 4421, 4701, BIOL 3301*, 3401*, 3351, 3371, 3451*, 3501*, 3511*, 3651*, 4111*, 4411, 4711, 4881

Environmental Monitoring

3	from MATH 1121, COMP 1631
9	from BIOL 2301, CHEM 1021, 2511
3	from GENS 2441
9	from GENS 3471, 4401, BIOL 3811
12	from GENS 3401*, 3421*, 3451, 3461, 3881 , 4421, 4701, BIOL 3111, 3301, 3401, 3451, 3501*, 4111, 4711, 4881

MINOR in Environmental Studies is 24 credits earned as follows:

6 from GENV 1201, GENS 1401

3 from GENV 2001

9 from ECON 1001 and 1011, 3801

6 from GENV 3101, 3111, 3201, 3531, 4101, 4111, 4121, 4201, PHIL 3721, RELG 3981, ANTH 4531, **GENS 4881**

MAJOR in Environmental Studies – the following streams:

Environment and Society:

ANTH 1011, 2501, 3031, 3541, 4531

GENV 2101, 3101, 3111, 3801, 4101, 4121

GENS 2881, 3881, 4881

SOCI 1001, 4511

Environmental History and Philosophy:

ENGL 3951

HIST 3401, 4321

GENS 3881

PHIL 1651, 2701, 3511, 3721

RELG 2411, 3981

Ecology and Environment:

GENS 2411, 2421, 2441, **2881**, 3411, 3421, 3451, 3461, **3881**, 4421, 4721

BIOL 2101, 3201, 3301, 3361, 3711, 3781, 3801, 3811, 3911, 4101, 4111

Rationale: We have added two of Dr. Popp's new courses (GENS 3881, 4881) as upper-year options for two of the following optional streams of the Environmental Science major: "Environmental Management" and "Environmental Monitoring". All three courses contribute to different facets of the teaching and learning objectives of three of the optional streams in the Environmental Studies major, and have been inserted accordingly. All three of Dr. Popp's courses will support the forthcoming minors for Indigenous Environmental Science, and Indigenous Studies.

3. ARTS COURSES

- The Academic Matters Committee recommends the following addition of ARTS special topics courses:

ARTS 1991 (3.00)

SPECIAL TOPIC IN ARTS

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. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 1991 more than once, provided the subject matter differs.] (Format: Variable)

ARTS 2991 (3.00)

SPECIAL TOPIC IN ARTS

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. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 2991 more than once, provided the subject matter differs.] (Format: Variable)

ARTS 3991 (3.00)

SPECIAL TOPIC IN ARTS

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. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 3991 more than once, provided the subject matter differs.] (Format: Variable)

ARTS 4991 (3.00)

SPECIAL TOPIC IN ARTS

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. [Note 1: Prerequisite set by the Departments/Programs when the topic and level are announced. Note 2: When

Departments or Programs intend to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean of Arts. Note 3: Students may register for ARTS 4991 more than once, provided the subject matter differs.] (Format: Variable)

Rationale: The addition of special topic courses designated as ‘ARTS’ rather than under a specific Arts discipline will facilitate the ability to deliver course material that spans several Arts disciplines. (e.g. ARTS 1991-Thinking Through the Arts) The Dean of Arts would determine whether the ARTS course can be included as Arts Distribution. Students would need to consult with their program advisor to determine if ARTS courses can count toward their Major/Minor.

4. CERTIFICATE IN BIOPSYCHOLOGY

The Academic Matters Committee recommends approval of the Certificate in Biopsychology:

Certificate Overview:

The courses that comprise the certificate provide students with foundational knowledge about the physiological basis for behaviour. The certificate is interdisciplinary in nature and students are required to take courses in both disciplines, although there is some flexibility that allows them to focus more heavily on either Biology or Psychology should they choose to do so.

The Certificate in Biopsychology is 18 credits earned as follows:

6 credits from BIOL 2811, PSYC 2101

12 credits from the following, with a minimum of 3 credits taken from each of BIOL and PSYC: BIOL 3211, 3401, 4311, PSYC 3101, 3211, 4101

Note: Other courses from Biology and Psychology may also be approved by either Department Head when they contain a significant Biopsychology component.

Courses:

BIOL 2811 (Genetics & Evolution)

BIOL3211 (Human Physiology)

BIOL 3401 (Animal Behaviour)

BIOL 4311 (Neurophysiology)

PSYC 2101 (Biopsychology)

PSYC 3101 (Human Neuropsychology)

PSYC 3211 (Sensation & Perception)

PSYC 4101 (Advanced Topics in Neuropsychology)

Learning Outcomes:

Students who complete this certificate will have achieved the following outcomes:

- Describe and explain how neurons function and communicate
- Describe and explain the function of biological systems
- Recognize, identify, and describe the functions of various brain areas and systems, and understand how changes or disruptions to these regions alter behaviour
- Describe how sensory perception is based on neuron function
- Apply knowledge of biopsychology to real-life situations
- Critically evaluate research involving biopsychology and human neuropsychology
- Describe the research methods associated with biopsychology, including those traditionally associated with biology and those traditionally associated with psychology, and be able to identify situations where these methods are appropriate
- Explain genetic techniques and evolutionary theories and apply knowledge of genetics and evolution to health-related fields
- Develop effective oral and written communication skills; develop effective knowledge transmission abilities regarding scientific findings

Rationale: This certificate would recognize and highlight a student’s knowledge about Biopsychology. This would be beneficial to students who wish to continue in either biology or psychology graduate

programs or apply to medical or health sciences programs. It would also highlight key skills and knowledge for potential employers, both in the public and private sector (e.g. government research-based programs, hospitals, pharmaceutical companies, drug and alcohol treatment facilities, etc.). In addition, this certificate could serve as a recruitment tool to attract new students and retain existing students.

The proposed certificate program would use existing courses and resources. It is not expected to involve any additional costs (perhaps with the exception of minor costs associated with tracking completion of the certificate within the Registrar's Office). It is expected that Biology and Psychology majors will be the students' most likely to complete a Certificate in Biopsychology.

5. **CERTIFICATE IN SOCIAL RESEARCH METHODOLOGIS**

The Academic Matters Committee recommends approval of the Certificate in Social Research Methodologies:

Certificate Overview:

The courses included in this certificate focus on the understanding and application of the social science research methods commonly used in the public and private sectors. Skills in social research methods are highly transferrable and marketable, and graduates with these skills are increasingly sought by employers across all sectors – academia, government, charities and business.

The Certificate in Social Research Methodologies is 18 credits earned as follows:

- 6 from Psych 2001, 2011
- 6 from SOCI 3301, 3311
- 6 from COMM 3401, ECON 1701, 3401, GENV 3701, PSYC 3001, 3021, SOCI 3731, 4311, WGST 3121

Courses:

PSYC 2001 - Research Design and Analysis I
 PSYC 2011 - Research Design and Analysis II
 SOCI 3301 - Quantitative Sociological Research Methods;
 SOCI 3311 - Qualitative Sociological Research Methods;
 COMM 3401 - Research Methods in Business;
 ECON 1701 - Observational Data Analysis;
 ECON 3401 - Survey Research Methods;
 GENV 3701 - Research Methods in Human Geography and Environment;
 PSYC 3001 - Advanced Design and Analysis;
 PSYC 3021 - Psychological Measurement and Individual Differences;
 SOCI 3731 - Applied Social Research;
 SOCI 4311 - Community-based Participatory Research Methods;
 WGST 3121 - Feminist Research Methods

Learning Objectives

- Provide students with an understanding of the core quantitative and qualitative approaches to social science research at an advanced level
- Cover the principles of research design and strategy, including formulating research questions or hypotheses and translating these into practicable research designs
- Expose students to the philosophical, theoretical and ethical issues surrounding research and to debates about the relationship between theory and research, about problems of evidence and inference, and about the limits of objectivity
- Give students the opportunity to develop an interdisciplinary understanding of social science research methods, with an appreciation of the differing approaches used across social science disciplines
- Develop skills in writing, in the preparation of a research proposal, in the presentation of research results and in verbal communication
- Develop skills in the use of software for the analysis of data
- Help students to prepare their research results for wider dissemination

- Provide an appropriate training for students moving on to graduate level study, or for students going on to employment involving the use of social research.
- Expose students to the logic of data collection and analysis,
- Give students an opportunity to conduct their own research and to critique existing social research.
- Students will demonstrate an interdisciplinary understanding of social science research methods.
- Understand research terminology
- Be aware of the ethical principles of research, ethical challenges and approval processes
- Describe quantitative, qualitative and mixed methods approaches to research
- Critically analyze published research

Rationale

At Mount Allison there are many students who currently have advanced experience with multiple social research methodologies and this certificate would serve to recognize their acquired skill set and communicate it more directly to graduate programs and employers. In addition, the opportunity to achieve a certificate in this area may serve as a recruitment tool to attract new students to our programs.

6. CALENDAR REGULATIONS 10.3.2 AND 4.4.1

- The Academic Matters Committee recommends approval of the proposed changes to calendar regulations 10.3.2 and 4.4.1

10.3.2. Registration Deadline

- All full and part-time students must register each year according to procedures and time frames supplied by the Registrar's Office. Failure to do so results in a financial penalty and possible denial of registration in certain courses.
- In September and in January no students may register after the second Friday of each term unless approved by an Academic Dean on presentation of a medical certificate or on compassionate grounds.
- In May no students may register after the first Friday of the term unless approved by an Academic Dean on presentation of a medical certificate or on compassionate grounds.
- For specific intensive study courses the Registrar's Office will designate the deadline for registration.
- Attending a course while not on the class list does not constitute registration and is not a basis for approval of a request for late registration. **Under exceptional circumstances, an Academic Dean in consultation with the instructor, may approve late registration that is requested by the end of the term in which the course was delivered. A late registration fee may be charged. See section 4.4.1**
- Within one week after the date for changes in registration at the beginning of each term, instructors will verify the list of students registered in the course.
- Students must be properly registered in a course to receive a grade on any assignment or test.

4.4.1. Late Processing Fees

- Late Registration Deposit Processing Fee - A \$50 late payment processing fee may be charged if the University does not receive the Registration Deposit from returning students by the due date.
- Late Letter of Permission Processing Fee - A \$25 late processing fee may be charged for Letters of Permission issued on a retroactive basis (see 10.5.1b)
- Late Registration Fee – Under exceptional circumstances, an Academic Dean in consultation with the instructor, may approve late registration in a course. In such cases, a \$200 Late Registration Fee may be charged.**

Rationale: Despite email confirmation following every registration transaction and several reminders to students to check their registration to ensure they are registered in the courses they are attending, there are situations when a student, instructor, and/or department head requests permission for late registration, often identified when the instructor is entering the grades and realizes that the student is not on the class list. The proposed change to 10.3.2 and 4.4.1 provides a mechanism by which late registration may be approved in exceptional circumstances while acknowledging that there should be some consequence for missing registration. Charging an administrative fee that is significant but not punitive is intended to hopefully reduce the incidence of this problem.



Academic Matters Committee

Report to Senate on Distribution Requirements

Members:

F. Antonelli, L. Keliher, V. Narayana, E. Patterson, B. Robertson, N. Farooqi (Chair), C. Parker (Secretary)

Background:

The current distribution system was adapted with the understanding that it would be reviewed after two years (see November 2016 Senate minutes). The Academic Matters Committee was mandated to conduct the review. The committee conducted a survey of faculty and staff in fall 2018 (the response rate to the survey was low with only 52 responses from the student survey and 25 responses from faculty survey responding). The committee also reviewed a position paper on this topic prepared by MASU. The members stressed the importance of continued engagement of the Academic Matters Committee to ensure proposed courses fulfill the criteria of the distribution area and suggested that 1999 Special Topics courses should be submitted to the committee for approval as distribution, as are other courses.

The committee discussed re-imagining a distribution 'plus' system that could include skills and competencies and other types of learning such as experiential learning, community engagement, international experience, etc . The committee discussed the importance of keeping the distribution system simple to implement and simple to understand as well as expressed concern about re-inventing 'distribution' two years into the new system.

The committee observed common themes in survey responses from both students and faculty:

- Perception that the list of designated distribution courses is limited and restrictive in course choice
- perception of being prohibited from taking more than one course from a single discipline (e.g. language courses).
- Restriction on courses with pre-requisites to count as distribution, even if pre-requisite has been waived by the department

Other observations:

- Distribution system provides extra incentive for students to take courses outside their Major or Minor
- Reluctance to take courses outside Major or Minor due to possible loss of scholarship

- Current system is more rigorous than the old system; the current structure may not necessarily be what students want but it provides a better liberal arts education
- Disconnect between perception vs reality that could benefit from better communication and understanding

Considerations for amending current distribution system:

- Remove the restriction in 11.2.2/11,3,2 b) to allow students to take more than 3 credits from a single discipline for purposes of distribution, to encourage breadth plus depth
- Allow more exceptions to be approved by Deans under in 11.2.2/11,3,2 c) (e.g. upper level courses with pre-requisites)
- Communicate to departments to review their list of distribution courses and consider offering additional courses for distribution.
- Re-imagine the distribution system as 'Distribution Plus' to broaden the scope and include UNST courses and competencies such as, community outreach, digital literacy, experiential learning, cultural awareness, etc.
- Better communication around advising to students and faculty on the Distribution Requirements.

Respectfully submitted.

Nauman Farooqi

Chair, Academic Matters Officer

Dated: April 30, 2019

Report from the Ad Hoc Committee on the Withdrawal Policy

Committee Composition: Chair Elizabeth Wells (2018) (then Nauman Farooqi 2019, then Amanda Cockshutt, member 2018-2019, Chair end of 2019); Registrar Chris Parker; Director, Accessibility and Student Wellness Anne Comfort; MASU VP Academic Noah Fry; Faculty Members Bruce Robertson & Tyson MacCormack; data provided by Jon Parsons.

Background: In the 2017-2018 academic year a new withdrawal policy was implemented where students could drop a course through the 4th week of the term then withdraw from a course through the last day of classes with a designation of “W” on the transcript, with no consequence for the GPA. This is in contrast to the policy from 2008 through 2017 where students could drop a course through the 8th week, but required Dean’s permission with medical documentation for withdrawal designated with a “W” after that point. Prior to 2008 we used a system more similar to what other universities still use, which was 2 weeks to drop a course, ability to withdraw from a course through the 8th week with a “W”, then a requirement for Dean’s Permission for late withdrawal, also designated with a “W” on the transcript.

The Committee met in June and July of 2018 to discuss the impact of the new withdrawal policy implemented in the 2017-2018 academic year. The creation of the committee was in response to perceptions from some faculty that the unintended consequences of the new withdrawal policy had negatively affected a large number of students and that students gamed the system to avoid undesired grades. It was decided in the summer of 2018 that we needed further experience with the policy for one more academic year before deciding its fate.

In April 2019 the Committee reviewed data from the 17-18 academic year and the 18 Fall term. The Committee reviewed the data from a number of perspectives. The percent of registrations with “blank” or “W” increased from an average of 16.2% of activity before the change in policy to 23.5% after the change. Full analysis of the data indicated a shift in student behavior where students previously dropped courses with peak activity in the 7th and 8th weeks of term, they now drop courses largely in the final 4 weeks of term with the largest number of withdrawals occurring in the final week of classes. The data provided no indication that the ability to withdraw from a course until the end of the term affected retention or performance of the student in a subsequent re-try of the course. The chief motivator of this policy change, providing students autonomy to make decisions about their mental health and illness without medical and decanal barriers, remains an important but unquantitated consideration.

Options: The Committee considered 4 options going forward:

Option 1: Return to the system in place from 2008-2009 and 2016-2017.

Option 2: Continue with the current system effective 2017-2018.

Option 3: Hybrid of Options 1 & 2: revert to the drop date of the end of the 8th week of term, allow students to withdraw until the last day of class with a “W” recorded on the transcript. Withdrawal after this point would require Dean’s permission.

Option 4: Modification of the current system, with drops available to the end of the 4th week, withdrawals available through the 10th week with a “W”, late withdrawal after the 10th week

designated as “WF” which would be incorporated as an F in the GPA calculation and would count as an attempt in the system.

The Committee agrees that Option 4 is undesirable for all involved. The MASU and Meighen Centre representatives on the Committee feel that Option 3 or Option 2 best meet the needs of students struggling with mental health crises as they leave the agency in the hands of the student. Overall, however, the majority of the Committee feels that Option 1 is the best path going forward at the moment. There is disagreement about how these options affect students broadly speaking as there is a perception that last minute withdrawal from courses leaves remaining students without team members for presentations and group projects. It is also felt that allowing students to withdraw from courses through the last day of classes encourages them to allocate less time to their other courses and may actually be to their detriment academically. For some faculty members the fact that students can (and do) drop courses in the final week once they have determined that they would fail the course is unacceptable. Most members of the Committee feel that in the absence of any data indicating improved retention or performance of students with the new policy and considering the negative unintended consequences of the change that we should revert to the system in place between 2008 and 2017 (Option 1). Some members of the Committee feel that even with the previous system, our transcripts are not comparable with those of other institutions as they fail to represent attempts of nearly 8 weeks.

Appreciating that there are differing views held by different constituencies on the Committee, the Committee asks that Senate consider the following motion:

That the Withdrawal Policy be returned to that in place from 2008/2009 until 2016/2017.

If this is approved by Senate, the following academic regulations should be changed accordingly as follows, effective under the September version of the 2019-2020 calendar (shown clean first, then with strike through and bold mark up):

10.4.1 Change of Registration Period (Add/Drop)

- a. Students may register for 3 credit Fall or Winter term courses until the second Friday of each term.
- b. Students may register for 1, 3, and 6 credit full year courses until the second Friday of the Fall term.
- c. Registration changes for Spring/Summer term courses are allowed until the first Friday of the term.
- d. For specific intensive study courses the Registrar's Office will designate the deadline for registration changes.

10.4.3 Withdrawal Period Without Penalty

- a. All students registered during the Fall and Winter terms may withdraw without academic penalty from a 3 credit course before the end of the eighth week of term.
- b. All students registered during the Fall and Winter terms may withdraw without penalty from a full year 1, 3, or 6 credit course before the end of the second week in the Winter term.
- c. Students registered for non-self-directed distance learning courses during Spring/Summer term may withdraw without academic penalty before the end of the fourth week of classes. Students wishing to withdraw from these courses must notify the Registrar's Office in writing. Please see section 4.5.3 for financial information.
- d. For specific intensive study courses the Registrar's Office will designate the deadline for withdrawal without penalty.
- e. Students registered in a self-directed distance learning course in the Spring/Summer term may withdraw without academic penalty by notifying the Registrar's Office in writing provided that such withdrawal occurs before not more than half the time limit for the course has elapsed.
- f. Any student who does not withdraw from a course in accordance with these regulations must remain registered in the course and will receive a grade.

10.4.4 Late Course Withdrawal After the End of the Withdrawal Period

- a. A student who wishes to withdraw after the deadline outlined in 10.4.3 because of a serious ongoing medical or personal issue that makes completion of a course unreasonable may apply to the Registrar (or direct delegate) to request consideration for late withdrawal by completing a Late Withdrawal Permission Request Form. Where appropriate, documentation from a medical professional to support the request for late withdrawal may be required. A decision will be made in consultation with the Director of Accessibility and Student Wellness.
- b. Any request for late withdrawal from a course must normally be submitted before the beginning of the exam period or, if there is no final exam, before the submission deadline for the final paper/assignment, and before a final grade has been recorded for a course.
- c. A 'W' notation will be recorded on the transcript for approved late withdrawal from a course. A 'W' notation carries no academic penalty and is not factored into GPA calculations. Students may not petition to have a 'W' removed from the transcript.
- d. Decisions concerning late withdrawal may be appealed to an Academic Dean within 3 calendar days of the decision.

Mark Up

10.4.1 Change of Registration Period (Add/Drop)

- a. Students may register for 3 credit Fall or Winter term courses until the second Friday of each term. ~~Students may drop 3 credit Fall and Winter term courses until the Friday of the fourth week in each term.~~
- b. Students may register for 1, 3, and 6 credit full year courses until the second Friday of the Fall term. ~~Students may drop 1, 3, and 6 credit full year courses until the Friday of the fourth week in the Fall term.~~
- c. Registration changes for Spring/Summer term courses are allowed until the first Friday of the term.
- d. For specific intensive study courses the Registrar's Office will designate the deadline for registration changes.

10.4.3 Withdrawal Period Without Penalty

- a. All students registered during the Fall and Winter terms may withdraw without academic penalty from a 3 credit course ~~by the last day of classes in the term~~ **before the end of the eighth week of term.**
- b. All students registered during the Fall and Winter terms may withdraw without penalty from a full year 1, 3, or 6 credit course ~~by the last day of classes in the Winter term~~ **before the end of the second week in the Winter term.**
- c. Students registered for non-self-directed distance learning courses during Spring/Summer term may withdraw without academic penalty before the ~~date on which a final exam is scheduled or by the last day of classes if there is no final exam~~ **end of the fourth week of classes.** Students wishing to withdraw from these courses must notify the Registrar's Office in writing. Please see section 4.5.3 for financial information.
- d. For specific intensive study courses the Registrar's Office will designate the deadline for withdrawal without penalty.
- e. Students registered in a self-directed distance learning course in the Spring/Summer term may withdraw without academic penalty by notifying the Registrar's Office in writing provided that such withdrawal occurs ~~by August 31 or before the final exam has been written or final paper/assignment has been submitted~~ **before not more than half the time limit for the course has elapsed.**
- ~~f. A 'W' notation will be recorded on the transcript for withdrawal from a course after the change of registration period as outlined in section 10.4.1. A 'W' notation carries no academic penalty and is not factored into GPA calculations. Students may not petition to have a 'W' removed from the transcript.~~
- g. Any student who does not withdraw from a course in accordance with these regulations must remain registered in the course and will receive a grade.

10.4.4 Late Course Withdrawal After the End of the Withdrawal Period

- a. A student who wishes to withdraw after the deadline outlined in 10.4.3 because of a serious ongoing medical or personal issue that makes completion of a course unreasonable may apply to the Registrar (or direct delegate) to request consideration

for late withdrawal by completing a Late Withdrawal Permission Request Form. Where appropriate, documentation from a medical professional to support the request for late withdrawal may be required. A decision will be made in consultation with the Director of Accessibility and Student Wellness

- b. Any request for late withdrawal from a course must normally be submitted before the beginning of the exam period or, if there is no final exam, before the submission deadline for the final paper/assignment, and before a final grade has been recorded for a course.
- c. **A 'W' notation will be recorded on the transcript for approved late withdrawal from a course. A 'W' notation carries no academic penalty and is not factored into GPA calculations. Students may not petition to have a 'W' removed from the transcript.**
- d. Decisions concerning late withdrawal may be appealed to an Academic Dean within 3 calendar days of the decision.

REPORT OF RESEARCH ETHICS BOARD 2018-19
(May 1, 2018 to April 30, 2019)

MEMBERSHIP

<i>Current Membership</i>	<i>Term</i>
Dr. Barb Clayton (faculty representative: Religious Studies)	17-20
Dr. Erik Edson (faculty representative: Fine Arts)	16-19
Dr. Nancy Garon (faculty representative: Psychology)	17-20
Dr. Lisa Dawn Hamilton (faculty representative: Psychology, Chair)	17-19
Dr. Christiana MacDougall (faculty representative: Sociology)	18-21
Dr. Erin Steuter (faculty representative: Sociology)	17-19
Ms. Nancy Williamson (community representative)	18-21

Summary of activities

1. Review of Research

A total of 73 research projects were reviewed the REB; 51 (70%) were requests for initial approval of research projects involving human participants; the remaining 22 were requests for modifications to previously approved projects. These compare with 55 requests for initial approvals and 37 requests for modifications reviewed in 2017-18.

A total of 25 initial applications (49%) were faculty-led projects and 24 (47%) were student-led projects; two were from external researchers. Of the requests for modifications to previously approved projects, 48% were related to faculty-led projects, with 52% related to student-led projects.

Table 1 provides information about the distribution of research applications across disciplines and programs. Psychology submitted the largest number of research projects for initial review as well as for proposed modifications.

Table 1: Summary of Applications by Department

By Department	Initial Approvals		Request for Modifications	
Psychology	21	41.18%	16	72.72%
Biology	3	5.88%		
Commerce	2	3.92%	1	4.54%
Economics	1	1.96%		
Fine Arts	1	1.96%		
Geography and Environment	5	9.8%	1	4.54%
Religious Studies	1	1.96%		
Sociology	6	11.76%	2	9.1%
Politics and International Relations	3	5.88%	1	4.54%
Library and Archives	1	1.96%	1	4.54%
Modern Languages & Literatures	1	1.96%		
Philosophy	1	1.96%		
Physics	1	1.96%		
Women's and Gender Studies	2	3.92%		
External	2	3.92%		
Total	51	100.0%	22	100.0%

Table 2 summarizes the applications by approval status. The REB approved About 49% of the initial applications (and all requests for approval of proposed modifications to existing projects) without a requirement for further modifications by the applicant. Likewise, 49% of the applications required the applicant to make one or more minor changes before final approval. Only 1 project was not approved upon submission (there was 1 last year also). In this case, the REB required more information before it could make any type of determination about approval

or if approval could be granted subject to receiving modifications or clarifications. The additional information/clarifications were never submitted by the researcher and so it was not approved.

Table 2: Summary of Applications by Approval Status

By Approval Status	Initial Approval		Request for Modification	
Approved without modification	25	49.0%	21	100%
Approved with minor modifications	25	49.0%	0	0.0%
Approved with major modifications	0	0.0%	0	0.0%
Not approved	1	2.0%	0	0.0%
Withdrawn	0	0.0%	0	0.0%
Total	51	100.0%	21	100.0%

In addition to the applications reviewed by the REB committee, applications that comprise research carried out by undergraduate students as part of their course work is delegated to a departmental-level process that complies with the TCPS (Section B3, Article 1.4). Each department is responsible to submit the applications they reviewed, relevant documentation, and an annual report to the REB by May 15 of each year.

2. Education and Training

The Office of Research Services conducted in-class presentations for three classes (Psychology 4903, Sociology 3311, Women' and Gender Studies 3101).

The REB did not host any external guest speakers during the 2018-2019 academic year.

3. Administrative Activity

In November 2018, David Bruce resigned from his position as Director, Office of Research Services, and therefore his role as REB Coordinator. Maria Thistle was welcomed into these roles in December 2018.

As a result of this transition, it became apparent that the REB would greatly benefit from a policies and procedures manual that outlines the details of task delegation and use of the ROMEO software for REB purposes. Maria Thistle and I will be working on this over the summer.

The REB is still advocating for a university-wide online survey platform license in order to increase research participant privacy. We are specifically recommending Qualtrics as a platform, as noted in last year's report to Senate. We have compiled a survey for possible users that will be hopefully distributed soon.

Respectfully submitted



Dr. Lisa Dawn Hamilton, Chair

May, 2019

Report to Senate
Senate Committee on Students with Disabilities
May 2019

The Committee on Students with Disabilities held 1 meeting in Fall 2018 and 1 meeting in Winter 2019.

Members of the current Committee include:

Anne Comfort: Chair and Director, Accessibility and Student Wellness
Matthew Maston: Secretary and Disability Services Advisor (Meighen Centre)
Dr. Nauman Farooqi, Dean's Office Rep.
Dr. Jane Mullen Social Science Faculty Rep.
Dr. Glen Briand, Science Faculty Rep. (From Winter 2017)
Dr. Robbie Moser, Arts Faculty Rep.
Elizabeth Millar Library Rep.
Kelsi Pellerin, Meighen Centre Student Rep.
Peter Gale, Meighen Centre Student Rep.

1. 2018-19 student numbers and categories (approximate)

- 280 students registered (12% of MTA population)
- 90% "invisible" disabilities (learning disability, ADHD, ASD, mental illness)
- 8% Physical disabilities (including chronic health and traumatic brain injury)
- >2% Hearing impairments
- >1% Visual impairment
- 32 Temporary disabilities (including concussions)

2. Staff updates

- Jessica Griffin hired as a Student Development Counsellor in Jan. 2019
- Alexa McCleod hired as Student Development Counsellor (parental leave replacement) for Melissa Currie in Jan. 2019 Melissa Currie to return in Aug. 2019
- Maggie Brewer hired as Mental Health and Harms Reduction Educator in Feb. 2019

3. Health/disability Initiatives and resources

- Accommodate software for testing accommodation and student information in place
- Kurzweil 3000 Reading Software and Inspiration organization software available to students
- Accessibility Advisory Committee Struck by VP International and Student Affairs
- Campus accessibility audit by Facilities Management
- On campus health resources for students include: Doctor clinics, counselling, psychological (fee), massage therapy (fee)
- Faculty and staff can utilize massage therapy (fee)
- Counselling walk-ins continue to be a success

- Student of Concern Case Team (SOCCT): Referrals to studentofconcern@mta.ca, high-level concerns targeted with specific services and collaborative care team approach.

4. Concerns and other items

- Campus accessibility continues to be a concern (snow removal on ramps is particularly noted)
- 25Live accessibility information being up-to-date and current
- Reaching quorum on this committee with 2 students (request to have another added)
- Testing accommodations – Meighen Centre to look at going paperless with testing forms in the upcoming academic year

5. New members

- Student representative(s) to be determined
 - Science Faculty representative to be determined (Glen Briand interested in continuing)
-

Respectfully submitted,
Anne Comfort
Chair, Senate Committee on Students with Disabilities

The Senate Committee on Graduate Studies Report for 2018-2019

1. Committee Membership & TOR

Membership will include: One *ex-officio* member and five faculty elected by Senate, with representation from each of the three faculties, including three from the Science faculty with at least one member from the Chemistry and Biochemistry department and at least one member from the Biology department. One alternate faculty member and one graduate student elected by Senate. Members for 2018-2019 were:

Role	Faculty	Person	Department	Term
<i>Ex-officio</i>		Amanda Cockshutt	Dean of Sci & GS	
Chair (as of Apr 2019)	Soc. Sci	Josh Kurek	Geo & Env	2017-2020
Interim Chair (to Apr 2019)	Sci	Matt Litvak	Biol	2018-2020
Chair (to Mar 2019)	Sci	Vett Lloyd	Biol	2016-2019
Members	Sci	Jeff Waller	Chem & Biochem	2017-2020
	Arts	Hannah Lane	History	2016-2019
	Grad Student	Hasibul Haque		2018-2019
Alternate	Science	Odette Gould	Psychology	2018-2021

**Chair transferred from Lloyd to Interim Chair Litvak in March 2019, then to Kurek in Apr 2019. Lloyd resigned due to research program constraints, citing proposed grad student tuition increase.*

Terms of reference

- review existing programs, course offerings and policies regarding graduate studies at Mount Allison and make recommendations for changes to the Senate where appropriate. This includes but is not limited to:
 - criteria and regulations for admission to graduate studies
 - organization of thesis defenses
 - policies and mechanisms for establishing, monitoring and completing programs of studies
 - policies regarding the financial support of graduate students (including but not limited to specifying reasonable minimum levels of remuneration)
 - a mechanism to adjudicate disputes related to graduate studies admissions, programs and defenses
- Establish, review, and oversee criteria for graduate student scholarships and awards that fall within its purview.

2. Graduate students (MSc program 2018-2019)

There were 19 students enrolled in the MSc program in 2018-2019, 5 students were new in 2018. Seven MSc students graduated during this academic year, thus there are 12 active MSc students as of Apr 30, 2019, although faculty note several new students are starting in May 2019.

Current enrollment (n=12)

Student	Registration (M/Y)	Supervisor	Status
Tyler Lutes	Jan-15	MacCormack	Part-time, graduate in May
Chris Rice	Jan-15	Lloyd	Part-time
Jessica Thomas Ebbett	Jan-16	Lloyd	Part-time
Andrea Kirby	Sep-16	Lloyd	Part-time
Hasibul Haque	May-17	Lloyd	Full-time
Keri Martin	Sep-17	Suzie	Full-time
Julia Campbell	May-18	Kurek	Full-time
Matthew Mogle	Sep-18	Hamilton	Full-time
Tenea Welsh	Sep-18	Crosby	Full-time
Jacob Demers	Sep-18	Kurek	Full-time
Rebeca Linhart	Sep-18	Hamilton	Full-time
Maryam Abbasi	Jan-19	Ralf	Full-time

Graduated, but enrolled during 2018-2019 (n=7)

Student	Registration (M/Y)	Supervisor	Graduation (M/Y)
Patrick Gormley	Jan-16	MacCormack/ Westcott	Oct-18
Alexandra Foley-Eby	Sep-16	Lloyd	Oct-18
Alexander Morrison	May-17	Ghandi	Oct-18
Joseph Beaton	Sep-16	Lloyd/Crosby	Oct-18
Christine Gilroy	May-16	Litvak	Dec-18
Pooya Afaghi	Jan-16	Ghandi	May-19
Christopher Zinck	May-16	Lloyd	May-19

3) Graduate Student Awards

The successes of our MSc students in earning major national and provincial awards at the graduate level speaks to the high-quality students our program attracts. Congratulations to students and their supervisors!

NSERC CGS

Student Name	Department	Program	Scholarship	Amount
Keri Martin	Biol	MSc	CGS - Masters	\$ 17,500
Tenea Welsh	Biol	MSc	CGS - Masters	\$ 17,500

NBIF

Student Name	Department	Program	Scholarship	Amount
Keri Martin	Biol	MSc	NSERC Top-up	\$ 7,000
Tenea Welsh	Biol	MSc	NSERC Top-up	\$ 7,000
Maryam Abbasi	Chem & Biochem	MSc	STEM	\$ 4,000
Julia Campbell	Biol	MSc	STEM	\$ 4,000
Jacob Demers	Biol	MSc	STEM	\$ 4,000
Rebecca Linhart	Biol	MSc	STEM	\$ 4,000
Matthew Mogle	Biol	MSc	STEM	\$ 4,000

4) Committee Activity

This academic year was challenging for the GSC and uncertainty within the tuition model of Mount Allison's graduate program. The main focus of the committee in early 2019 being entirely tuition related. The committee met infrequently in 2018, had three different Chairs, and currently is faced with program challenges, including an anticipated MSc tuition increase. The Dean did casually encourage the previous GSC Chair to call a Fall 2018 meeting to discuss anticipated tuition changes. The MSc tuition increase was first proposed Jan 2019 by Dean Cockshutt and discussed several times by the GSC and other MSc student supervisors. There currently exists concerns expressed by some faculty supervisors and MSc students regarding the proposed MSc tuition increase and impacts to program quality, student experience, and sustainability of our emerging MSc program. The GSC never held a vote or approved the anticipated MSc tuition increase.

Some details of the discussions are presented below. Obviously these do not capture all of the discussions had by faculty and MSc students, since many of these were completed informally and outside of official committee meetings. Despite these challenges, several new students were admitted in 2018 (and May 2019). MSc students also earned national and provincial scholarships, performed their research, and graduated.

Major events related to the GSC (summarized below) and formal and informal deliberations that followed:

Jan 2019: Dean Cockshutt proposed new MSc tuition model. The **Current model** has tuition of \$500 in year 1 and \$250 each subsequent year. There is no institutional support to MSc students in the current model; however, NBIF provides some funding to select students for one year. **New model**, which is anticipated to begin Fall 2019, increases tuition to \$5,010 for years one and two and \$2,010 for subsequent years. Each student is guaranteed a \$3,000 TAship for each of the first two years. Thus, the net student tuition burden increases from \$500 to \$2,000 for year 1 and \$250 to \$2,000 for year 2. Justification is to cover program administrative costs, time spent by Dean on efforts required of MSc program, and to “standardize” our anomalously low MSc tuition with those of our competitor universities (e.g. Acadia, St FX).

Informal meeting on March 27, 2019: Some faculty (n = 8) that currently supervise MSc students, or could potentially supervise MSc students, and GSC members discussed the recent **New model** as presented by Dr. Cockshutt in her email “Consultation on Implementation of the Graduate Tuition Reset” dated March 25th. Most agreed with the Dean that our MSc tuition is not consistent with competitor institutions. There is also no doubt that support to MSc students provided by the competitor universities (e.g. Acadia, St FX) is much more than that provided by Mount Allison. Mount Allison supervisors often support 100% of MSc student stipends. Other institutions provide direct funds to MSc students through use of Graduate Teaching Assistantships (GTA) and Graduate Research Assistantships (GRA). Also discussed solutions to meet the university’s needs, without putting an undue burden on the research grants of supervisors. Two proposals followed as a potential **Compromise position** (see Appendix 1).

Proposal 1: Introduce GRA. We concluded that to put us in line with other institutions offering graduate programs we need to establish GTA and GRA programs. The establishment of a GRA program will allow the Dean a line item the development office can use to match funds in the pursuit of external funding (benefactors) to support the MSc program. Based on our conversations with MSc supervisors and interested parties the following fee structure was suggested:

	Year 1	Year 2	Year 3	Total
Tuition	5010	5010	1340	11360
Tutorial Assistant	3000	3000	0	6000
GRA	300	2010	1340	3650
Net difference	1800	0	0	1800

The Dean's **New model** will result in a ~\$4360 increase per MSc student incurred by supervisors.

Proposal 2: The goal is to reduce time from the administrators currently running the program by establishment of a Director of Graduate Studies. The Director of Graduate Studies would be responsible for the majority of the administration of the MSc program, e.g. chairing the Graduate Studies Committee, and chairing all graduate student exams. The Director would report directly to the Dean of Graduate Studies. We propose a one-course release for these activities. This would cost a lot less than the **Current model**.

In summary, the GSC hopes to work with the Dean to discuss alternative proposals and ways to move forward to support Graduate Studies at Mount Allison.

Apr 12, 2019 at GSC meeting: Kurek is nominated and elected as Chair of GSC replacing Interim Chair Litvak. Further discussion on anticipated MSc tuition increase ensues. Litvak presented detailed plan of **Compromise position**. The **Compromise position** recognizes that there are costs to the graduate program, even though students take 2 courses in total, most of these costs are administrative. The **Compromise position** acknowledges that supervisors will experience a ~\$4k hit/student under the **New model** (e.g. ~\$17-20k over course of NSERC DG), and provincial transfers are ~\$6k/MSc student compared to ~\$2-3k/undergraduate. Dean suggests MSc tuition is low compared to competitor universities. Litvak and Kurek suggest that MSc program needs a champion (and stronger oversight) and this can be accomplished by a Director of Grad Studies. Dean suggests that some faculty do not support the Director model. Discussion moves onto specific language in calendar on MSc admission requirements, also clarity in students who do not meet MSc admission standards. The **New model** of MSc tuition funding is anticipated to begin Fall 2019.

Upcoming for 2019-2020: The GSC would like to work with the Dean to improve the MSc program and develop an equitable model for administrative funding of the emerging MSc program- one that does not burden any particular stakeholder group (e.g. MSc students, faculty supervisors, Dept heads, administrators, Dean).

Also the GSC will work towards e.g. clarifying MSc program language in the calendar, building community among MSc students, better MSc representation on MASU, and better choice of graduate-level courses and ease of registration, more support for international MSc students, better institutional-level MSc scholarship opportunities, enhancing web presence of the program, etc...

Respectfully submitted,

Josh Kurek
Chair, Graduate Studies Committee

Appendix 1. Discussion summarized and proposals stemming from the March 27, 2019 meeting of current and potential MSc faculty supervisors (8 in attendance)

We discussed the recent proposal as presented by Dr. Cockshutt in her email “Consultation on Implementation of the Graduate Tuition Reset” dated March 25th. The email string from Dr. Cockshutt about this issue is seen in Appendix 1.

Summary of meeting:

- **Dean’s justification for increased cost** as has been relayed to Faculty of Science members —The Dean suggested that she needs the extra funds to cover the costs of administering the program – i.e. her time, Lu’s time, registrar’s time, etc. She also indicated that the graduate students are not covering the costs of the courses they are taking.
- We discussed comparator groups, what they charge and provide in support of Graduate Students.
 - We agree with the Dean that our tuition is not consistent with these institutions.
 - There is also no doubt that support to graduate students provided by the comparator group Universities is much more than that provided by MTA. MTA supervisors often support 100% of student stipends. Many other institutions provide direct funds to graduate students through use of Graduate Teaching Assistantships (GTA) and Graduate Research Assistantships (GRA).
 - The group looked at the Dean’s fee structure suggestion. We used the following formula for graduate student funding based on the Dean’s suggestion of a \$5010/annum tuition for years 1 & 2, and corrected a math error for Year 3 based on the number of terms allowed:

Cost center	Year 1	Year 2	Year 3	Total
Tuition	5010	5010	2010 *1340	11360
Tutorial Assistant	3000	3000	0	6000
Net difference	2010	2010	2010 *1340	5360

*Based on the suggestion of 8 terms for an MSc this should be \$1340 (\$670 per semester after 2 years) not \$2010.

- Currently, assuming an eight term M.Sc., \$1000 (\$500+\$250+\$250) is retained by the University. Under the model proposed by the Dean, \$5360 would be retained; this is a net increase in cost to the supervisor of \$4360 per graduate student.
- The Dean is correct in indicating that there is a possibility of a student receiving a \$4000 NBIF award for non-NSERC students. However, there are only four

awarded each year. This award has been in place for several years now and has already been used to defray costs of having graduate students at MTA. Thus, there is no new increase in support for graduate students with the NBIF program. In fact, we are concerned that this NBIF program might end with the change in government.

- We discussed solutions to meet the university's needs, without putting an undue burden on the research grants of graduate supervisors. We have generated two proposals.

Proposal 1: Introduce GRA. We concluded that to put us in line with other institutions offering graduate programs we need to establish GTA and GRA programs.

- The Dean has set up a vehicle to offer GTA's in support of the graduate students. Everyone is in agreement with this approach. She indicated that this is also to help offset the proposed budgetary cuts to TA allocations for Biology and Chem/Biochem this coming fiscal year.
- We recommend MTA also establish a Graduate Research Assistance program in order to put us in line with other graduate programs in Canada.
- The establishment of a GRA program will allow the Dean a line item that she or the development office can use to match funds in the pursuit of external funding (benefactors) to support the further development of a program funding graduate studies at Mount Allison University. This would be ideal.
- We recognize that there are costs associated with having graduate students at Mount Allison University. Like undergraduates, we recommend that the graduate students pay for the two courses they are required to take during their graduate studies at Mount Allison.
 - Current undergraduate fees per course are (\$879) -- let us round it up to \$900. Therefore, \$1800 could be taken as fees for these courses in year one. This is front-loading which is better for the University.
 - The remaining \$300 in year one can be put into a GRA. In years 2 and 3, \$2010 and \$1340, respectively can be directed towards a GRA.

- Based on our conversations with graduate student supervisors and interested parties we suggest the following fee structure:

Cost center	Year 1	Year 2	Year 3	Total
Tuition	5010	5010	1340	11360
Tutorial Assistant	3000	3000	0	6000
GRA	300	2010	1340	3650
Net difference	1800	0	0	1800

- Our suggested cost structure means that a graduate student will cost their professor \$800 more in support over the current fee structure. The Dean's proposal will result in a \$4360 increase in cost per graduate student incurred by graduate student supervisors.

Proposal 2: Alternative model to reduce costs of the program-- Free up time from the administrators currently running the program to allow them to focus on other duties. This would remove the need for us to cover those costs from our research grants, which is what will happen here. We think that this is appropriate and in the spirit of NSERC funding, which expressly forbids overhead charges. Funding for indirect costs of research, provided by NSERC and other federal funding bodies, is intended to replace overhead and to facilitate the provision of services related to research. We think graduate studies clearly falls in this category.

- **Establishment of a Director of Graduate Studies**—the Director of Graduate Studies would be responsible for the administration of the program, chairing the Graduate Studies Committee, and chairing all graduate student exams. The Director would report directly to the Dean of Graduate Studies. We propose a one-course release for these activities for the Director of Graduate Studies. This would cost a lot less than the current model.
- We also discussed the possibility that with a move to a more professional program that there be graduate student representation on the senate, development of standard graduate courses, skills development and development of a scholarships program directed to graduate students.

The Graduate Studies Committee hopes to meet with the Dean as soon as possible to discuss this proposal and ways to move forward to support Graduate Studies at Mount Allison.

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## Senate Committee on University Planning

### Academic Unit Review Summary: Department of Chemistry and Biochemistry

|                               |                     |
|-------------------------------|---------------------|
| Site Visit                    | October 25-26, 2018 |
| Informal Response to Planning | January 22, 2019    |
| Formal Response to Planning   | March 25, 2019      |
| Implementation Update         | October 2019        |
| Midterm Review                | 2022-23             |

#### Review Team Members:

- Dr. Brian Wagner, University of Prince Edward Island (Chair, Review Team)
- Dr. Valerie Booth, Memorial University of Newfoundland
- Dr. Laurie Ricker, Math and Computer Science, Mount Allison University

**Note:** The following recommendations are taken mostly verbatim from the external review. For context they should be read in conjunction with the department's formal response.

#### Recommendations of the Academic Program Review

**Recommendation 3.1.1.** The Department should consider areas of potential growth and collaboration with another unit on campus to develop and propose a new interdisciplinary, cross-appointed tenure-track position which could enhance the current faculty complement in the Department, and potentially bring new students through new programming.

**Recommendation 3.1.2.** The Department should work on ways to encourage and convince the university to restore 12-month contracts for lab technician positions. This full-year presence of the lab technicians is essential for proper planning, revising, and development of the undergraduate labs.

**Recommendation 3.2.1.** With the student lab priorities and modernization identified via the previous recommendation in mind, the Department, including both faculty and lab instructors should draw up a prioritized list of equipment purchases needed for the teaching labs. Then, the Department should think strategically about sources of funding for this equipment, including via the small budget from the Dean of Science, possible re-allocation of endowed funds, industry connections, provincial funding pools, and/or other potential sources.

**Recommendation 3.2.2.** The Department should maintain the standards in terms of required and elective courses and lab hours to continue to meet the CSC accreditation criteria and should re-apply for accreditation when it comes up again. The Department should also leverage the fact that its undergraduate programs are accredited in its recruitment efforts, in conjunction with those of the University.

**Recommendation 3.2.3.** The Department drastically reduce, or eliminate, the Independent Study courses and strategically redeploy faculty time thus freed-up to implement more efficient mechanisms to offer upper year courses to students. Since so much time and effort has gone into supporting strong lab and critical thinking skills in the first two years of their education, students are well prepared to take more specialized courses in their upper years and will be able to contribute to the presentation of material in such courses. There are a number of different mechanisms to more efficiently offer upper year courses suggested in the report.

**Recommendation 3.2.4.** If the Independent Studies courses are to be continued, there needs to be a standard, rational, well-communicated (to both faculty and students) method to assign grades to students. The grading scheme should involve a faculty member beyond the main supervisor – e.g., a component that comes from a short talk or poster presentation graded by a panel of faculty. It would be very do-able and beneficial to organize all the students doing Independent Studies projects in the same semester to present on the same day to each other, as well as to as many faculty members as can feasibly attend.

**Recommendation 3.2.5.** The Department should re-examine the program requirements and course time tabling to identify ways to reduce the number of course requirements for biochemistry degrees, and to avoid stacking some semesters with many required courses and while other semesters have a dearth of relevant courses for students to take.

**Recommendation 3.2.6.** The number of labs and particularly lab reports should be strategically reduced according to where the Department feels their priorities lie (while still meeting minimum requirements for CSC accreditation). The faculty and lab instructor time freed-up by this change should then be used to update the lab components of courses and to better harmonize the lab and lecture component of courses.

**Recommendation 3.2.7.** With privacy concerns in mind, the Department should consider making it standard practice to pass information about students with learning disabilities on to lab instructors.

**Recommendation 3.3.1** The Department should encourage individual faculty members to take more advantage of the various sources of funding for undergraduate summer researchers, and thereby increase the research activities in the summer months.

**Recommendation 3.3.2** The Department should make sure that they have an active presence, as far as possible, in any University Strategic planning, to ensure their needs and concerns are addressed, and to help establish the balance and synergy between the teaching and research missions of the University, in a way that supports the integrated approach of the Department.

**Recommendation 3.3.3** The Department should develop a strategy to prioritize and fund repairs and replacements for obsolete or failing research instrumentation.

**Recommendation 3.4.1.** The Department should review its current working relationship with the Library, and make sure that all available resources are being used in a way that most benefits the department. A Library representative should be assigned within the faculty in the department to liaise with the librarians on important and relevant decisions in terms of subscriptions and holdings.



**Recommendation 3.4.2.** The Department should consider establishing librarian-run library orientation session for all majors and honours students in the Fall of their second year, so that students have a better understanding of the electronic and physical resources available to them, with the possibility of a refresher session for Honours students in the Fall of their fourth year.

**Suggestion 3.3.1** The Department could explore ways to encourage graduate student participation in research programs, including: updating and promoting the current available Master's program in Science at Mount Allison; investigating the development of a new graduate program which better reflects the Department's needs and mission; or through Adjunct positions of Departmental faculty at other institutions (including those with PhD programs).



## **Senate Committee on University Planning**

### **Academic Unit Review Summary: Libraries and Archives**

|                                      |                            |
|--------------------------------------|----------------------------|
| <b>Site Visit</b>                    | <b>October 22-23, 2018</b> |
| <b>Informal Response to Planning</b> | <b>February 20, 2019</b>   |
| <b>Formal Response to Planning</b>   | <b>March 25, 2019</b>      |
| <b>Implementation Update</b>         | <b>October 2019</b>        |
| <b>Midterm Review</b>                | <b>2022-23</b>             |

#### **Review Team Members:**

- Francesca Holyoke, University of NB Libraries Archives & Special Collections (Chair, Review Team)
- Creighton Barrett, Dalhousie University Libraries
- Mark Lee, Modern Languages and Literatures, Mount Allison University

**Note:** The following recommendations are taken mostly verbatim from the external review. For context they should be read in conjunction with the department's formal response.

#### **Recommendations of the Libraries and Archives Review**

##### **9.1 Short-term recommendations (next two years)**

9.1.1 Establish an ad-hoc committee of Library Council to oversee the transition to Novanet

9.1.2 Consider more frequent all-staff meetings, team meetings, and other configurations to share information and advance key priorities

9.1.3 Develop new or revised organizational charts to explain reporting structures and committee structures

9.1.4 Update terms of reference for Library Council and all library committees and working groups

9.1.5 Conduct a systematic review of all endowments related to the Libraries & Archives

9.1.6 Provide modest increases to support staff numbers while sustaining the existing librarian complement as a bare minimum

9.1.7 Work with the University administration to secure increased cleaning services from Facilities Management.

## **9.2 Medium term recommendations (next three to five years)**

9.2.1 Re-imagine information literacy services

9.2.2 New UL should assume a leading role in fundraising and planning for renovations to the Library & Archives

9.2.3 Initiate an all-staff discussion re: organization, workload, collegial discussion, management, etc.

9.2.4 Work with colleagues from Novanet libraries to consider collaborative collection development initiatives

9.2.5 Develop improved systems and procedures to allocate library space and services to support University research and teaching

## **9.3 Long-term recommendations (next five + years)**

9.3.1 Consider secure off-site storage for some University records and other library materials

9.3.2 Consider hiring a records analyst to support the University Archivist with day-to-day aspects of managing a University Records Management Program

9.3.3 Begin developing staffing plans and budget models to support administration of Libraries and Archives after renovations



## Senate Committee on University Planning

### Academic Unit Review Summary: Department of Music

|                               |                     |
|-------------------------------|---------------------|
| Site Visit                    | October 18-19, 2018 |
| Informal Response to Planning | February 20, 2019   |
| Formal Response to Planning   | March 25, 2019      |
| Implementation Update         | October 2019        |
| Midterm Review                | 2022-23             |

#### Review Team Members:

- Dr. Jack Eby, Bishop's University (Chair, Review Team)
- Dr. Deanna Oye, University of Lethbridge
- Dr. Hanna Lane, History, Mount Allison University

**Note:** The following recommendations are taken mostly verbatim from the external review. For context they should be read in conjunction with the department's formal response.

#### Recommendations of the Academic Program Review

##### Faculty/Staff complement

**Rec. 1:** we recommend that the full-time position in Music Theory be replaced immediately.

**Rec. 2:** as a phased retirement within the department begins in 2019-2020, a search should be made for a candidate who can deliver some Education courses but also has expertise in choral conducting. We agree that this is the second highest priority, and should be considered also in the very near future – if not the next academic year, then for 2020, as was previously considered.

**Rec. 3:** we recommend that the String position be viewed as a longer-term goal, and that it be combined with some other area of expertise not already covered by existing faculty.

##### Issue of Collaborative Piano

**Rec. 4:** that the Music Faculty establish a Collaborative Piano staff position or post-graduate fellowship.

**Rec. 5:** that piano majors start their accompanying requirement in second year instead of in first year.

**Rec. 6:** that the Department consider the possibility of asking Students to pay a collaborative piano fee.

**Rec 7:** that the Department consider the possibility of limiting use of (by-the-hour) paid professional pianist

### **Calendar Copy**

- Rec. 8:** if the university allows Departments to prepare their own Academic Calendar copy, we recommend that the Department create a more user-friendly Music section. The Music Degree Map is very good for students already admitted.
- Rec. 9:** that the University consider taking advantage of the online format to revisit its calendar template, for example to enable the use of short titles in the listings of courses for degree programmes, and not just numbers.

### **Curriculum**

- Rec. 10:** that the Department of Music consider a “Concentration” in the categories of Theory/Composition, History/Literature, Education and Performance, for those students who do not want a general degree.
- Rec. 11:** that it would be helpful, whenever possible, to have the same instructor follow through the two years of Musicianship courses, in the interest of consistency. Alternatively, a clear outline that would be used by every teacher of the course should be prepared.
- Rec. 12:** that the Department explore the possibility of dividing the two Musicianship courses into separate elements, which would be one-semester long, instead of offering them as full-year courses.
- Rec. 13:** that the Music Department consider the 4<sup>th</sup> year of Applied Music as optional for students not going on in a performance-related field.
- Rec. 14:** that, where appropriate, students be allowed to substitute a second instrument for their principal instrument, in the fourth year.
- Rec. 15:** that in collaboration with the University, the Music Department prepare a study and comparative chart of all extra fees paid by music students in the region, and that any change in fee structure take this information into account.
- Rec. 16:** the fact that studios are obligatory should be included in the academic calendar.
- Rec. 17:** that the possibility be explored of allocating one or more official time-table slots for studios, to make sure some appropriate times and spaces will be available.

### **Facilities**

- Rec. 18:** as part of the assessment process for the Band Room, the Music Department should consult the Canadian University Music Society Standing Committee for Institutional Members guidelines, for the entry on Musicians’ Health.

### **Librarian**

- Rec. 19:** we strongly support the request that Music Librarian position be renewed, in combination with other assigned duties, so that the Music Library is able to maintain its vital status as a regional resource for students, faculty, scholars, community, and the wider musical public.

### **Brunton Hall**

- Rec. 20:** that the grand pianos always be kept locked when left on stage outside regular building hours and studio times.
- Rec. 21:** that the current sound/light equipment be used only by music students or CSD staff assistants previously 'trained' by the music technician.
- Rec. 22:** that members of the university community wishing to book Brunton Hall as an event space consult first with Music staff concerning Music event planning as well as technology and safety protocols concerning the Hall's use.
- Rec. 23:** that the department, in consultation with Computing Services/audiovisual and Facilities Management, consider drafting and disseminating as needed a checklist reminding outside users of these protocols and other responsible user 'best practices'. This could also be part of the useful checklists and event planning guides already provided by booking and conference services on the university website itself.
- Rec. 24:** that the Music Department formally draft into a clear single document its policies on when and why live-streaming of Music Department events is permitted or not permitted, and add this document to both the department's own website and the university website.

### **Instruments**

- Rec. 25:** that the Music Department, at a minimum, draw up some kind of schedule of essential maintenance work and plan of replacement for its instrument collection.

### **To the University**

- Rec. 26:** we recommend that, given the degree of investment by members of the Music Department in publicity and recruitment for the University at numerous events, they receive greater financial – and moral – support for their upcoming recruitment and orientation endeavours.