

MOUNT ALLISON UNIVERSITY

Faculty Council Agenda

Monday, May 3, 2021

4 pm, on Teams

Attendees: J. Dryden (chair), G. Cruttwell (secretary), K. Bamford, K. Bell, A. Beverley, F. Black, J.P. Boudreau, C. Brett, A. Cockshutt, S. Colette, L. Decker Hawthorne, A. Dodson, A. Ede, N. Farooqi, C. Forstall, M. Fox, D. Hamilton, L.D. Hamilton, J. Hennessy, C. Ionescu, B. Jewett, K. Johnston, J. Kalyn, D. Keeping, H. Lane, R. Lapp, C. Lovekin, C. MacDougall, K. Morse, R. Moser, V. Narayana, A. Nurse, J. Ollerhead, R. Pascoe Deslauriers, L. Pearse, T. Reiffenstein, L. Ricker, B. Robertson, D. Rogosin, S. Runge, R. Schellenberg, V. St. Pierre, E. Steuter, E. Stregger, J. Tomes, A. Wilson

1. Land acknowledgment.
2. Approval of the agenda.
 - Moved by N. Farooqi and seconded by L. Pearse
3. Approval of the minutes of April 6 (attached).
 - Moved by V. St. Pierre and seconded by J. Ollerhead
4. Business arising.
 - The chair made two notes:
 - o A draft of the report from Faculty council's activity to senate has been distributed; if you have any comments please send them to the chair by May 5th
 - o We are still looking for people to join Faculty council executive for next year
5. Major themes for upcoming academic plan, presented by Jeff Hennessy/University Planning Committee (material attached) [25-30 minutes]
 - The provost introduced the attached discussion documents, noting that he liked the previous academic plans, but found their recommendations weren't always acted on; with this plan, he wants to make sure it is acted on
 - They have extended the academic program development officer's contract for another year, and hope to make it a long-term position
 - They hope to have a complete academic plan presented in December
 - He also noted that the survey spoke to a high degree of agreement among faculty about the overall goals for the university; this may be related to the fact that Mt.A is liberal-arts focused and does not have professional programs

- Question: what are the next steps for this? How does one integrate all the different opinions in the survey, especially with students at different years emphasizing different things? Answer: Groups will be made for each theme, and they will add more details for each theme; work on this has already started. The diversity of student opinions across different years perhaps speaks to work we need to do on the recruiting side, emphasizing what Mount Allison and a liberal education is about.
- Question: Do we need priorities amongst these goals? A: Definitely, this may be easier once the themes have more details.
- One member noted that people are not disinterested in this plan, just exhausted from the end of term and a difficult year.
- Question: What is the relationship between this and the new academic planning committee? A: The new academic policy committee could be involved in certain action items that arise from the plan.
- Question: would admissions policies be part of this discussion? A: The academic plan may involve many areas of the university, including admissions policies.
- Question: do we have any sense of the degree to which students know the differences between different universities? A: Doesn't think many students know the differences between different types of university, and thinks we need to be clear on elucidating the differences between us and big schools at the very least
- Question: reading through the list, this covers a lot of what we already do, but does have more aspirational items, should these be separated out? A: Good point; this may inform how the plan is presented going forward.
- One final comment from a member: in previous academic plans, we have often previously got sidetracked by large structural issues and don't make changes, we have to be mindful of this with this academic plan as well

6. Discussion of report concerning future of PCTC , presented by Andrew Nurse/PCTC Ad hoc Committee (material attached) [20-25 minutes]

- A. Nurse began by thanking the members of the committee
- The committee believes the recent model for the PCTC has not worked out; the volume of work that was done by the previous full-time position was not recognized, and overall the new model hasn't been as effective.
- Their main recommendation is that the PCTC be re-established and that there be a full-time director with administrative support; the PCTC should also have close ties to the faculty, CSD, the library, etc.
- Question: what do you see as the next steps after this report? A: The provost will take the next steps, and is currently looking into how best to finance this position
- Many members agreed with the committee's recommendations and voiced their support for aspects of the plan such as an emphasis on faculty support and universal design for learning
- One member emphasized the need for the PCTC to be doing long-term planning rather than just dealing with immediate short-term teaching needs

- The provost noted that the one thing giving him pause is the idea that having the PCTC led by non-faculty may weaken the link of the PCTC to faculty
- One member noted that the alternative, having a faculty member do many of the tasks "off the side of their desk" means things get lost
- Several members noted that we need to commit financially to this position; it needs to be a mainline budget priority, not just funded with "soft money"

7. Exploring the addition of EXPL courses in the calendar, presented by Fiona Black [15-20 min]

- F. Black began the discussion, noting that right now students individually apply for EXPL courses
- However, this model is a bit restricting, and doesn't allow for what's actually happening on campus, with EXPL projects sometimes involving multiple students
- She also noted that the current model isn't always helpful when applying for external funds for EXPL
- One member noted we have to be careful not to allow external funding to dictate what we do; F. Black agreed and noted that sometimes we just need alternative language to describe the things we are already doing
- They would like faculty opinion on some alternative models for EXPL courses: (1) 991 EXPL courses, (2) EXPL courses at a level each individual department decides, (3) general EXPL courses not associated with departments
- Several members agreed that going through a committee to apply for EXPL courses is too much overhead
- One member commented that we may need more work on defining what precisely EXPL courses are, and how they differ from courses which simply have an EXPL component
- The president noted that students have expressed an interest in more EXPL courses and opportunities
- F. Black noted that they would consider the different options and then go to senate with recommendations

8. Discussion of proposed joint minor in "Language and Mind" involving Modern Languages & Literatures and Psychology (material attached) [10-15 minutes]

- K. Bell introduced the proposed minor: it is created from existing courses, and has been primarily driven by student interest
- Arts heads have looked at it, but not Science heads yet
- Next step are the registrar's office, the academic matters committee, and then Senate
- Many members agreed that it sounds like an exciting new program

9. Adjournment.

- The provost thanked the Chair and other members of the executive committee for this year, mentioning that this is what he hoped Faculty council could be; many members agreed with this sentiment
- Adjournment occurred at 5:25