

Minutes of the Seventh Meeting - March 5, 2010
Held Friday, March 5, 2010
ITEC Lecture Theatre, Robertson Library, 3:00 p.m.

Present: G. Bradshaw, M. Brinklow McKnight, P. Callbeck, K. Critchley, T. Cullen, M. Doyle, L. Edwards, G. Evans, T. Goddard, F. Gray, R. Herbert, G. Keefe, K. Kielly, N. Kujundzic, R. Kurial, C. Lacroix, M. Leggott, J. MacAulay, J. MacDonald, R. MacDonald, B. MacLaine, W. MacLauchlan, D. Reynolds, K. Schultz, D. Seeler, J. Sentance, M. Shaver, D. Sims, A. Smith, C. Song, M. Sweeney-Nixon, J. Taylor, A. Trivett, J. Velaidum

Regrets: D. Buck, D. Coll, B. Davetian, G. Doran, M. Hughes, A. López, S. MacDoanld, C. MacQuarrie, S. Thomas

Absent: J. Faria

Guests: B. Campbell, M. Elgharib, Y. Gong, D. LeBlanc, C. Parsons, M. Turnbull, and C. Power

1. APPROVAL OF AGENDA

Moved (D. Sims/M. Doyle): the agenda was approved with the following modifications: The ARPC Report (#8) and the Proposed Amendment to Academic Calendar dates, 2010-2011 (#7) will immediately follow the Business Arising (#3) agenda item. The Dean of Education and the President of the Student Union, critical to the aforementioned agenda items, both have scheduled flights to catch.

2. APPROVAL OF MINUTES OF MARCH 5, 2010

F. Gray noted that her comments made under #5 Senate Membership do not reflect the point she was making around the discussion. Revised wording now states: "There was a question from the floor that the original composition of Senate was framed proportionately to faculty and not to the student body. The Chair acknowledged this point and commented that the composition of Senate when created would have been reflective of the demographics of the University at the time."

Moved (K. Schultz/D. Seeler): that the minutes be approved with the above change.

3. BUSINESS ARISING FROM MINUTES OF MARCH 5, 2010

None

8. ACADEMIC REVIEW AND PLANNING COMMITTEE REPORT

Moved (R. Herbert/T. Goddard): that the University offer, through the Faculty of Education, a program of study leading to a Bachelor of Education (Kindergarten) degree, the content and structure of which shall be as described in the attached proposal for a new program.

T. Goddard gave an overview of the new degree program along with a chronology of events leading up to the motion before Senate today. The Faculty of Education has been working on this initiative since the PEI Government determined that effective September, 2010, kindergarten will become part of the public school system. The program, to be offered over two cohorts, intakes in September 2010 and September 2011, is designed as a part-time degree offered on a limited term basis to a specific and pre-identified set of adult learners. These learners are currently in early childhood education positions and will be offered positions to teach kindergarten within the context of the public school system. While initially it was thought the proposed degree would not require MPHEC approval, recent information from the Commission stipulated that in the context of changes to the UPEI BED over time, the proposed BED (Kindergarten) would in fact be a new degree and as such would require MPHEC approval. A formal proposal for this degree will be submitted to MPHEC subject to Senate's approval.

The Dean advised there has been a significant amount of information in the public realm around the admissions criteria, the end credential achieved, the teaching assignments available to potential graduates, and the level of teacher certification provided by the Province. The Dean indicated that while we are responsible for and have purview over admissions and the curriculum we do not have any control over teacher certification or hiring practices at the school level. UPEI currently has many degree programs whereby a two year diploma program is recognized as two years of university equivalent study and it is not unusual within the Canadian context for members of the teaching profession to be granted professional teacher certification based upon 4 years of university degree equivalent study. In response to questions raised by Senators, T. Goddard advised that students with this degree will be prepared to teach at the primary school level; however, within the context of employment, practising teachers in the system today may be prepared as early, middle or senior years but they could be teaching at any level within the system if they are hired to do so.

Carried with 2 absentions

7. PROPOSED AMENDMENT TO ACADEMIC CALENDAR DATES, 2010-2011

Moved (T. Cullen/P. Callbeck): that the University of Prince Edward Island undergraduate academic calendar dates for 2010-2011 be amended to include a fall reading week, November 8 - 12, 2010.

There was much discussion around the merits of the motion and the impact of a fall break on retention, student engagement, momentum for students in the term, the proximity to the end of the term and the delay in grade processing until the next semester, prerequisite complications, lost teaching days, varying program specific requirements like Nursing and Education, applicability to AVC students and/or graduate students and unknown financial considerations.

T. Cullen confirmed that he has no evidence that student retention improves with a break as the SU has not been able to conduct research and they have not had sufficient time to follow up with other universities to see if they have evidence of such an outcome. He did state, however, that students would be appreciative of a fall reading week and the mental health break that would come along with a few days off before heading into the first semester examination period.

A. Trivett questioned whether an ad-hoc committee should be struck to address the pros and cons of a break and to come back to Senate with a recommendation. The Chair advised that the SU had been attempting to place the matter on the Senate agenda for a few months now and for any change to be accommodated in the next academic year, any committee struck would be required to have a recommendation back to Senate by the March 26th meeting.

Recognizing there would be insufficient time in a few weeks to conduct a thorough review the Chair wondered if a friendly amendment to the motion would be in order to accord a 'fall reading weekend' break instead of a 'fall reading week' break. Given Remembrance Day in 2010 falls on a Thursday, if the University designated the Friday as a non-teaching day, students would receive a 4 day break. This break would serve two purposes, initially validate the idea that there could be merit in the concept of a break, and secondly, allow for additional time for the university to review the full impact of a fall break.

In the draft dates presented, it was noted that the start date for examinations before final exams is the same as if the exams started on the 6th. Those dates should be amended to read November 23 - December 7, not November 17 - December 7.

Moved (A.Trivett/T. Cullen): that Friday, November 12, for the 2010-2011 academic year only, be marked as a non-teaching day for students. There will be a long weekend November 11-14, 2010.

Carried with 4 Against and 4 Abstentions

4. PRESIDENT'S REPORT

The Search Committee for Vice President Academic has forwarded their recommendation of James Randall to the Board of Governors . The Board has accepted the recommendation and Dr. Randall will start with UPEI on July 1, 2010. The President thanked the Search Committee members, all candidates, and the University community for contributing to a positive search process.

5. NOMINATING REPORT

D. Seeler brought forward for Senate's information the following names for the University Review Committee- James Moran, History; Rabin Bissessur, Chemistry; Don Wagner, Business; John Burka, Biomedical Sciences; Jeff Davidson, Health Management; Fiona Walton, Education; and Simon Lloyd, Library.

6. TERMS OF REFERENCE - SENATE COMMITTEE ON THE ENHANCEMENT OF TEACHING

Moved (D. Seeler/G. Evans): that Senate approve the changes to this Committee.

It was noted that the Committee's terms of reference have changed significantly since the Faculty Collective Agreement speaks to teaching evaluations.

Senate Committee on the Enhancement of Teaching: TERMS OF REFERENCE

The role of the Senate Committee on the Enhancement of Teaching (SCENT) is to support the work of the Faculty Development Office (FDO) to enhance the practice and scholarship of learning and teaching at the University of Prince Edward Island. To that end, the FDO offers programmes, services, and resources to encourage, enhance, and reward teachers, teaching, and the scholarship of teaching and learning. The role of SCENT is to support the FDO's mission through advice and consultation.

SCENT is mandated to support all who teach at UPEI to strive for excellence in teaching. The Committee advises the Director of Faculty Development on appropriate programs and resources for the development of teaching;

- makes every effort to ensure representation on campus committees that support principles of teaching and learning;
- serves as the selection committee for the Instructional Leadership Award and any other teaching and learning awards under SCENT's purview;
- facilitates nominations of UPEI faculty for regional and national teaching awards
- administers a grant program for teaching development;
- provides Senate with an annual SCENT report outlining the activities of the Faculty Development Office.

Composition of Committee

6 Faculty members, no more than two from any one Faculty or School (3-year term)

1 Librarian (3-year term)

3 students elected by senate

The Director or Assistant Director of Faculty (ex-officio)

A chair will be elected from the committee membership, normally with a term of two years.

Carried.

8. **ACADEMIC REVIEW AND PLANNING COMMITTEE** (continued)

CURRICULUM REPORT

Moved (R. Kurial/K. Critchley): that Senate approve the following changes to the Women's Studies major -

Required Courses

WS 101 Gender, Equality, and Difference **OR**

WS 102 Gender in Transnational Perspective

WS 302 Constructing Difference and Identity

WS 403 Theorizing Feminisms

List A Courses:

~~WS 205 - Sex and Culture~~

~~WS 206 - Bad Girls and Transgressive Women~~

~~WS 211 - Selected Topics in Women's Studies~~

~~WS 221 - Writings by Women (English 221)~~

~~WS 242 - Philosophies of Love and Sexuality (Philosophy 242)~~

~~WS 243 - Introduction to Feminist Ethics (Philosophy 243)~~

~~WS 261 - Sex, Gender and Society (Sociology/Anthropology 261)~~

~~WS 309 - Special Topics~~

~~WS 311 - Identity and Popular Culture~~

~~WS 343 - Topics in Feminist Philosophy (Philosophy 343)~~

~~WS 351 - Housing and Society (Family Science 352)~~

~~WS 352 - Kinship and Family (Anthropology 352)~~

~~WS 374 - Qualitative Research Methods (Psychology 374)~~

~~WS 381 - Women, Economics and the Economy (Economics 381)~~

~~WS 385 - Women in 19th Century Canada (History 385)~~

~~WS 386 - Women in 20th Century Canada (History 386)~~

~~WS 391 - Psychology of Women (Psychology 391)~~

~~WS 392 - Men's Experiences (Psychology 392)~~

~~WS 405 - The Legacy of the Spanish Mystic (Spanish 405)~~

~~WS 409 - Special Topics~~

~~WS 412 - Theories of the Body~~

~~WS 435 - Gender and Sexuality (Psychology 435)~~

~~WS 436 - Media, Sex and Power (Psychology 436)~~

~~WS 451 - Women and Aging (Family Science 451)~~

~~WS 453 - Gender in European History (History 453)~~

~~WS 456 - Visual Culture (Sociology/Anthropology 456)~~

~~WS 466 - Advanced Topics in Gender and Sexuality (English 466)~~

~~WS 473 - 18th Century English Society and Culture (History 473)~~

~~WS 491 - Directed Studies~~

List B - Women's Studies approved electives

From year to year, and as courses are modified or changed in participating departments, the list of acceptable Women's Studies area electives will change. Students should check with the coordinator of the Women's Studies Program for up-to-date list before registering.

ANTH 401 - Medical Anthropology

ANTH 403 - Cybercultures

FSC 242 - Dynamics of Family Living

HIST 426 - A History of the Canadian Working Classes

PHIL 202 - Contemporary Moral Issues

PHIL 203 - Environmental Philosophy

~~PST 332 - Postmodernism and Contemporary Political Thought~~
~~PST 451 - Contending Approaches in Comparative Politics~~
~~PSY 302 - The Emergence of Modern Psychology~~
~~PSY 463 - Critical Issues for Contemporary Psychology~~
~~RS 321 - Women in Eastern Religions~~
~~S-AN 242 - Peoples of Oceania~~
~~S-AN 263 - Global Youth Cultures~~
~~S-AN 442 - Social and Cultural Change~~

Women's Studies Electives

WS 205 - Sex and Culture
WS 206 - Bad Girls and Transgressive Women
WS 211 - Selected Topics in Women's Studies
WS 221 - Writings by Women (English 221)
WS 242 - Philosophies of Love and Sexuality (Philosophy 242)
WS 243 - Introduction to Feminist Ethics (Philosophy 243)
WS 261 - Sex, Gender and Society (Sociology/Anthropology 261)
WS 263 - Global Youth Cultures (Sociology/Anthropology 263)
WS 309 - Special Topics
WS 311 - Identity and Popular Culture
WS 343 - Topics in Feminist Philosophy (Philosophy 343)
WS 351 - Housing and Society (Family Science 352)
WS 352 - Kinship and Family (Anthropology 352)
WS 374 - Qualitative Research Methods (Psychology 374)
WS 381 - Women, Economics and the Economy (Economics 381)
WS 385 - Women in 19th Century Canada (History 385)
WS 386 - Women in 20th Century Canada (History 386)
WS 391 - Psychology of Women (Psychology 391)
WS 392 - Men's Experiences (Psychology 392)
WS 401 - Medical Anthropology (Anthropology 401)
WS 402 - Cybercultures (Anthropology 403)
WS 405 - The Legacy of the Spanish Mystic (Spanish 405)
WS 409 - Special Topics
WS 412 - Theories of the Body
WS 435 - Gender and Sexuality (Psychology 435)
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WS 451 - Women and Aging (Family Science 451)
WS 453 - Gender in European History (History 453)
WS 456 - Visual Culture (Sociology/Anthropology 456)
WS 466 - Advanced Topics in Gender and Sexuality (English 466)
WS 473 - 18th Century English Society and Culture (History 473)
WS 491 - Directed Studies

Carried.

Moved (R. Kurial/B. MacLaine): that Senate approve the following change to the Women's Studies minor -

A minor in Women's Studies will be recognized when a student has successfully completed twenty-one semester hours of courses in Women's Studies, including 101 or 102, and either 302 or 403. At least six-semester hours must be at the 300- or 400-level

Carried

SCHOOL OF BUSINESS

Moved (R. MacDonald/G. Evans): to approve the following title changes -

Business 251 - Management Science I to Introduction to Management Science

Business 252 - Management Science II to Operations Management I

Business 351 - Operations Management to Operations Management II

Carried

Moved (R. MacDonald/G. Evans): to approve the following new course with one change under prerequisite in that or permission of the Dean be replaced with permission of the instructor.

Accounting 431 - Income Taxation

Carried

Moved (R.MacDonald/G.Evans): to approve the following new course

Business 275 - Introduction to Biotechnology. Following discussion around the prerequisites section, the Dean agreed to bring the new course proposal back to Senate with revised language.

Deferred

9. HONORARY DEGREE COMMITTEE ANNUAL REPORT

Report received.

10. STUDENT RETENTION UPDATE

Y. Gong stated that the University took a look at long-term retention and graduation rates in early 2009 and we now have new data on this area.

Overall, the first-year to second-year retention rate and 6-year graduate rate are both similar to previous cohorts. We do see some positive changes - First year to second year retention rate in Arts continues to improve; graduation rate in Business and Science, especially Business, have improved; better continuation rate to third year in both Arts and Science.

We also looked at International student retention and graduation outcomes as we did for first year students. First-year to second year retention rates ranged from 55% to 91%. The average is 71%. The gap is actually smaller than the gap between students from NS and NB and students from the Island. International students are more likely to leave later, between second year and third year. Their average 6-year graduation rate is 45%, ranging from 35% to 65%.

We now have an MPHEC study that allows us to do comparisons to similar programs at other institutions. UPEI falls below regional levels in areas of Humanities, Arts and Social Sciences. We do better than regional averages in Business. For applied/professional programs, Nursing, Music Education, Engineering and Computer Science we typically do better than regional averages. MPHEC reported rates and Yuqin's analysis show that, for every program at UPEI there are considerable variations from cohort to cohort. The difference between the lowest rate and the highest rate in the same program is at least 8 percentage points, indicating that we have done well in some years and not so well in others.

Our retention rates are improving over the levels in 2005 and 2006. There are indications that all undergraduate programs at UPEI can and should aspire higher in helping students succeed.

On issues of engagement, and to reflect the work the University is doing to assist with retention, C. Power, Student Recruitment, gave an overall view of programs available through the recruitment area. The first-year advisement centre saw over 700 students this past year. Efforts are placed more directly now on the transition to University, and persistent communication strategies.

M. Elgharib gave a breakdown of what was available for the International Students since September. There are many functions to engage the international students.

B. Campbell gave a presentation on the Webster Centre, they are very active and they have seen the numbers go up for their programs offered.

J. Velaidum said there have been positive signs in the past year regarding retention but there is always room for improvement. We are doing really well considering our challenges, ie. student level of preparedness, commuter campus, and first generation students. These are also challenges that other maritime universities may or may not have. Successful long-term retention strategies take at least 5 years to fully see results. We are moving to year 2 in our coordinated efforts towards a retention and engagement strategy.

The problem is complex when we look at our overall numbers and then try to understand the myriad reasons as to why students leave universities. There are 163 leavers from UPEI's December enrolment whom we are currently surveying to get better qualitative information.

11. OTHER BUSINESS

None

12. ADJOURNMENT

The meeting adjourned at 5:18 p.m.

Respectfully Submitted,

Kathleen Kielly, Secretary
Registrar

