



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Tuesday 15<sup>th</sup> October, 2013 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 9<sup>th</sup> September, 2013
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Time sensitive items
  - a) Approval of Graduates
    - i. Approval of list (*to be circulated*)
    - ii. Enabling motion (*attached; note changes with rationale*)
- 5) Priority items
  - a) Report from By-laws committee on sub-committee restructuring
  - b) Report from Research committee on Strategic Research Plan
- 6) New Business
  - a) VPA report on Budget 2013-14 (*to be circulated*)
  - b) Guidelines for Faculty from the Curriculum Committee (*attached*)
  - c) Honours Committee report (*attached*)
  - d) APRC reports
    - i. Music (*Report and Department response to be circulated; APRC report attached*)
  - e) President's Report (*to be circulated*)

Sincerely,

ORIGINAL SIGNED  
Rosie Hare  
Recording Secretary to Senate

### Enabling Motion

*(please note revisions from traditional version, with rationale)*

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting **and the Senate meeting in April 2014, may, if circumstances require**, be considered by the Chair of the Admissions and Academic Standing Committee, the appropriate Dean, **the appropriate Head/Director**, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. **Any such amendments to the list shall be reported to Senate at the next Senate meeting.**

**Rationale:** Inspired by the issue of a student in the summer absolutely requiring his official diploma to begin his job, Senate Executive discussed whether providing more frequent opportunities for students to formally obtain their diplomas was desirable, and feasible. All agreed it would be desirable; however, more work would be required to make it possible. In 99% of cases, students are fine with a letter from the Registrar's Office indicating they have fulfilled all the requirements to graduate; however, in rare instances, employers or other bodies absolutely insist on the formal diploma. By extending the enabling motion to apply across the year, Senate would empower the VPA, Dean, Head/Director, and Registrar to issue the diploma in Senate's name, if necessary. This group would still have to report their decisions to Senate, allowing the full Senate to maintain final oversight of the process. Note we would expect this enabling motion to be used only very rarely; in the vast majority of cases, students will continue with the current system of receiving a letter indicating they have fulfilled their requirements, but will not receive their official diploma until May 2014. Meanwhile, the Registrar will begin exploring the possibility of moving to more frequent opportunities to receive the diploma, perhaps beginning with three opportunities per year. Any plan to do so will, of course, be brought to Senate for approval.

## **Guidelines for Faculty**

1. The forms you must use for proposing changes to the curriculum (courses or programmes) are available on the Registrar's Office webpage at the following link: [https://central.acadiau.ca/registrar/faculty\\_information/Curriculum](https://central.acadiau.ca/registrar/faculty_information/Curriculum) . In making curriculum changes, please make sure that these changes cohere with the existing degree requirements of your program so as to avoid contradictions and inconsistencies. You are required to submit your curriculum proposals for a vote in your department or school before sending them to the Curriculum Committee of your faculty.
2. The deadline posted on the RO webpage is the date by which all submissions must be received by the Senate Curriculum Committee. The date by which you have to complete the initial preparation of your forms is the date established by your faculty Curriculum Committee. Their date will be chosen in such a way as to allow them to process all the forms submitted by the faculty, arrange for the authors to make any necessary changes and present the finalized forms to a meeting of your faculty council. Your forms will therefore need to be ready to go to your faculty curriculum committee sometime in October. Your faculty curriculum committee should specify its deadline for receiving your material early in the Fall term.
3. The details and complexity of the forms vary according to the changes you want to make, but several of the forms have questions about your consultations with students and your consultations with library staff. This means that you need to start the process of preparing your submission well in advance of your faculty deadline in order to gather the necessary information.
4. Note that course titles must be easily converted to a 'short' course title of no more than 30 characters for university transcripts. If the course title for the calendar entry exceeds this length, you must supply the short, 30 character version for transcript use. This constraint may affect the title that you choose.
5. Course descriptions may not exceed 60 words; this rule exists to ensure that the University calendar does not become too unwieldy or too expensive to produce. Course descriptions should be expressed in clear, grammatically-correct language and avoid jargon or overly-technical language, as far as is reasonably possible. The calendar is accessed by many people for many different reasons. It is the document that informs the public and students about what we teach, so it should be an accessible document and should provide accurate information. Courses that stand little chance of being offered in the foreseeable future should be deleted in order to avoid false advertising or the creation of false expectations for students.

6. Once your proposals have been approved by your faculty curriculum committee and presented to your faculty council, you are responsible for seeing that TEN paper copies (the required number) are sent to the Registrar's Office. The ten copies are then distributed to the ten members of the Senate Curriculum Committee for discussion and analysis. In some departments, the Head or Director or other delegate submits all proposals for the same unit; make sure you know how this is done in your unit and that whoever is responsible for submitting your proposals has the most recent version of them. The Head or Director or delegate will need an electronic copy of your form(s) for submission to the Registrar's Office, and will include an electronic copy of the minutes of the relevant faculty council meeting and a summary page itemizing all the proposals from your unit.

### **Guidelines for Faculty Curriculum Committees**

1. All the information you will need is available either on the Registrar's office website ([https://central.acadiau.ca/registrar/faculty\\_information/Curriculum](https://central.acadiau.ca/registrar/faculty_information/Curriculum)) or in the Constitution document of your faculty. You should check both these sources. Familiarize yourself with the forms and the instructions on the Registrar's Office webpage, since your faculty curriculum committee is responsible for ensuring that these forms are properly completed. Your faculty constitution will set out details concerning how curriculum proposals should be presented to your faculty.
2. **NOTE** the date (given on the webpage) by which all curriculum proposals must be forwarded to the University Curriculum committee and **SET** your deadline for receipt of submissions from your faculty. Proposals from your faculty must be presented at a meeting of your faculty council for information or approval, so you will set your date for the receipt of all curriculum proposals in relation to the date of that faculty council meeting so that you will be ready to present the finalized submissions at that time. Allow plenty of time for your committee to do its work; the deadline for the receipt of submissions from your faculty should probably be at least three weeks prior to the date of the November faculty council meeting. Circulate this date to all departments (or all colleagues) as soon as possible in September. In the same message give them the URL for the webpage where they can access the necessary forms.
3. When you receive the submissions from your faculty, the job of your committee is to go through each one ensuring that it has been properly completed. This includes **COUNTING** the number of characters used in the short course title and the number of words in the course description to make sure that these do not exceed the limits of 30 characters and sixty words respectively. However annoying they may seem, these constraints are very important. A viable short title is needed for university transcripts and should give a clear indication of what the course covered. The 60 word limit for course descriptions exists to ensure that the university calendar does not become too unwieldy a document or too expensive to produce. Courses that are no longer offered should be deleted so that the calendar remains an accurate reflection of what is actually

taught at Acadia. In addition, make sure that course descriptions are clear and expressed in language that is grammatically correct. If you find that there are problems in any of these areas, it is not your job to make the corrections; you should simply return the forms to the authors and ask them to address the problems you have identified.

4. Two other common problem areas are the questions that arise on some of the forms relating to the canvassing of student opinion and consultation with the library. In the case of changes other than changes to a program as a whole, colleagues sometimes only get around to completing their curriculum change forms at the last minute and are unaware that they need to do these things. However, canvassing of student opinion and consultation with the library are required elements of the process for a number of curriculum proposals and if these things have not been done, the forms are incomplete and should be returned to the author so that they can be addressed.
5. It is advisable for the faculty curriculum committee to compare the proposed changes they receive from departments with the calendar entries relating to degree requirements in that department to ensure that colleagues have not inadvertently overlooked any of the consequences of their proposed changes. Check that the changes, if initiated, will not result in any contradictions or inconsistencies within the program as a whole. If you come across something that seems unclear or problematic, consult with the department for clarification.
6. Once all the submissions have passed your inspection, prepare a document for presentation to your faculty council using the guidelines in your faculty constitution. Once the proposals have been presented to and, if necessary, approved by your faculty council, send a message to all the colleagues who made submissions instructing them to send 10 printed copies of each of their proposals to the Registrar's Office by the deadline stated on the webpage and one electronic copy to the Head/Director or delegate of the unit. The Head or Director or his/her delegate should send the electronic versions of all proposals, an electronic copy of the Faculty Council minutes dealing with the proposals, and a summary sheet setting out all the curriculum changes for their unit to the Registrar's Office.

**Honours Committee**  
Annual Report for 2012-2013

**Committee Members**

E. Cochrane, student representative, Faculty of Arts  
J. Yang, Faculty of Professional Studies  
M. Lukeman, Faculty of Pure & Applied Science  
D. MacKinnon, Research & Graduate Studies (*ex officio*)  
P. Ranjan, Faculty of Pure & Applied Science (Chair)  
R. Seale, Faculty of Arts  
C. Shields, Faculty of Professional Studies  
S. Thompson, student representative, Faculty of Professional Studies  
T. Thomson, Faculty of Arts  
B. Webster, student representative, Faculty of Pure & Applied Science

**Meeting**

The Honours Committee held only one meeting during the 2012-2013 academic year. In that meeting it was announced that the Registrar has formally been named by Senate as an *ex officio* member of the Honours Committee.

D. MacKinnon informed the Committee of discussions in Senate concerning the deadline for submissions of Honours theses. While there will be no changes to this year's deadline (March 15), in the 2013-2014 academic year the deadlines will be as follows: March 31, last day to submit Honours theses for external review; April 21, last day to submit approved Honours theses for spring convocation. The Committee expressed great concern about asking faculty members to serve as reviewers during the examination period.

The Chair reviewed the evaluation process for Honours theses, and requested that Research & Graduate Studies continue with the practice (begun the previous year) of having the Dean identify a reviewer for each thesis based on a cognate connection between the topic area and the reviewer's research activity or interest. While the Committee recognized that this would not be possible in all cases, it nonetheless felt that where the connection existed, it would allow the external reviewer to offer subject conversant comments.

The Chair also continued the conversation begun the previous year on the possible development of a thesis template for students. However, it was determined that such a template was not feasible given the style variation among disciplines.

**End of Year**

There were 118 Honours theses submitted during the 2012-2013 academic year. These were reviewed by 111 external reviewers. With the approval of the Chair of the Honours Committee, the Dean of RGS prepared a campus thank-you to all reviewers (appended), signed by the Chair, the Dean, the VP Academic, and the President.

Submitted by D. MacKinnon, Dean of Research & Graduate Studies  
On behalf of P. Ranjan, (former) Chair of the Senate Honours Committee  
October, 2013

A GREAT **BIG** THANK YOU!!

One of the most celebrated aspects of an Acadia undergraduate education is student participation in research. Of all the ways in which this happens, writing an Honours thesis is likely the most visible and rigorous. As part of the thesis process, Senate requires that each manuscript be reviewed by an external reader. External readers are Acadia faculty members outside of students' departments and schools. We know the impact of asking our colleagues to read a thesis at what is probably the most challenging time of year, i.e., a time when faculty members are busiest and trying to cope with end-of-term requirements for their own students. Every single person who reviews an Honours thesis is inundated with demands, and would be forgiven for saying "I'm sorry, I am just too busy." Yet, each year many, many faculty members bury the I'm-too-busy response and voluntarily give of their time to assist students who they likely never taught and probably don't know.

This year, one hundred and eleven (111) of our colleagues did exactly that. Each of them read at least one thesis, and in some cases, two or more. We want to take this opportunity to say a great big THANK YOU to each one of them. They are named on the next page. We hope we haven't missed anyone, and if we have, please accept our deepest apologies. Thank you for the above-and-beyond contribution you have made to the academic experience of our students.



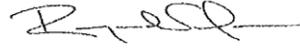
Pritam Ranjan  
Chair, Honours Committee



David MacKinnon  
Dean, Research and Graduate Studies



Tom Herman  
Vice President Academic



Ray Ivany  
President and Vice Chancellor

Paul Abela  
 Stephen Ahern  
 Cynthia Alexander  
 Paul Arnold  
 Shaughney Aston  
 Trevor Avery  
 Lynn Aylward  
 Jeff Banks  
 Svetlana Barkanova  
 Sandra Barr  
 Janice Best  
 Andrew Biro  
 Glyn Bissix  
 Soren Bondrup-Nielsen  
 William Brackney  
 Edith Callaghan  
 Paul Callaghan  
 Hugh Chipman  
 John Colton  
 Michael Dadswell  
 Deborah Day  
 Michael Dennis  
 Jim Diamond  
 Paul Doerr  
 Shilpa Dogra  
 David Duke  
 Matt Durant  
 Kelly Dye  
 Bobby Ellis  
 Rodger Evans  
 Ian Feltmate  
 Scott Follows  
 Connie Foote  
 Jonathon Fowles  
 Lesley Frank  
 Glenys Gibson  
 John Guiney Yallop

Heather Hemming  
 Stephen Henderson  
 Kirk Hillier  
 Paul Hobson  
 Jason Holt  
 Diane Holmberg  
 Jeff Hooper  
 Peter Horvath  
 Ian Hutchinson  
 Amitabh Jha  
 Heather Kitchin  
 Dave Kristie  
 Darren Krusselbrink  
 Lance La Rocque  
 Brian Latta  
 Ron Lehr  
 Michael Leiter  
 Matthew Lukeman  
 Shelley MacDougall  
 David MacKinnon  
 Franklin Mendivil  
 Anna Migliaris  
 Andrew Mitchell  
 Steve Mockford  
 Barry Moody  
 Barbara Moore  
 Catherine Morley  
 Hassouna Moussa  
 John Murimboh  
 Jianan Peng  
 Robert Pitter  
 Susan Potter  
 Gillian Poulter  
 Robert Proulx  
 Anne Quema  
 Rob Raeside  
 Marc Ramsey

Pritam Ranjan  
 Anna Redden  
 Ed Reekie  
 Beth Robinson  
 Glynis Ross  
 Christianne Rushton  
 Donna Sears  
 Chris Shields  
 Michael Sheppard  
 Dave Shutler  
 Scott Skjei  
 Jessica Slights  
 Todd Smith  
 Ian Spooner  
 Cliff Stanley  
 Paul Stephenson  
 Igor Semenenko  
 Mike Stokesbury  
 Doug Symons  
 Martin Tango  
 Holger Teismann  
 Tony Thomson  
 Anthony Tong  
 Brenda Trofanenko  
 Brian VanBlarcom  
 Bryan van der Ende  
 Ann Vibert  
 Jun Yang  
 Yinglei Wang  
 Terrance Weatherbee  
 Kevin Whetter  
 Ian Wilks  
 Peter Williams  
 Brian Wilson  
 Vlad Zamlynny  
 Haiyi Zhang  
 Ying Zhang

**Academic Program Review Committee –  
Recommendations arising from the Review of the School of Music**

September 30, 2013

The Academic Program Review Committee (APRC) received the formal response from the School of Music to the External Review Team's report on June 6, 2013. We subsequently met on June 26, 2013 with the School's Director, Dr. Jeff Hennessy, to discuss the School's response to the review. After careful consideration of the review, the response to it from the School, and our discussion with the School's Director, the APRC offers a set of recommendations below. The number in brackets [ ] refers to the original recommendation number in the External Academic Program Review document.

A copy of the review and the School's response will be made available to Senate. The APRC's recommendations are presented below, organized by level of priority, from highest to lowest:

**Priority Level 1**

- 1) Reviewers commented extensively on the management, use, and dedication of the Festival Theatre space. Elsewhere, such shared performance spaces have been managed effectively and efficiently (e.g., UBC, U Calgary).

To that end, the APRC recommends that the SOM work with the Administration to explore models for shared space that recognize the distinctive requirements and contributions of academic programs in such spaces. This is particularly timely in light of the recent recommendation from the APRC that the Dean of Arts, the School of Music, and faculty members in Theatre Studies explore the development of a School for Creative Arts. **[11, 12, 13]**

- 2) Reviewers recommended that Faculty in the SOM avail themselves of assistance from the Office of Research and Graduate Studies to help identify internal and external funding opportunities for research.

The APRC encourages them to do so, and is pleased to report that the Dean of Research and Graduate Studies is of like mind. **[14]**

- 3) The APRC recognizes the concern expressed over complicated course scheduling and congested timetabling, and that these often become most apparent when attempting to accommodate or coordinate two programs simultaneously. Although this problem was raised in the context of coordinating two specific programs, this appears to be a wider problem and probably requires attention system-wide.

To that end, the APRC requests that the TIE Committee explore the extent of the problem and offer appropriate recommendations/reforms to address the issue. **[4]**

- 4) Reviewers made a suite of recommendations regarding program advising and curricular reform. Advising issues arise in part from a "congested curriculum" and late allocation of part-time teaching assignments.

The APRC heartily endorses the committee's call for curricular renewal, which will not only increase flexibility for our students but will also help differentiate our program from others regionally and nationally. Additionally we applaud the School's efforts to create a program "within the context of a Liberal Arts university", which is "more of a laboratory than a conservatory".

To that end, we urge the School to pursue this renewal, with the aid of the Senate Curriculum Committee and the Dean of Arts, as soon as possible. **[15, 16, 17, 18]**

## **Priority Level 2**

- 5) The APRC recognizes the absence of a Music historian in the School at present, while also recognizing the present pressures on scarce tenure-stream resources.

To that end, the APRC recommends that the SOM and the Department of History and Classics explore opportunities for potential collaboration in offering courses of mutual interest. **[5]**

- 6) Reviewers recommended that the SOM engage with the School of Education (SOE) to explore a shared position with expertise in music education. Although present enrolment challenges in education programs preclude creation of additional positions at this time, they do not preclude exploring greater coordination of existing resources.

To that end, the APRC encourages conversations between the SOM and the SOE. **[20]**

- 7) The APRC recognizes that the School of Music (SOM) has been well served by its existing administrative manager, but that the unit has a significant need for administrative support to assist in scheduling auditions, hiring the large number of part-time and applied music instructors, and course registration in a complex and unconventional timetable. We also recognize the responsibilities associated with the heavy external/community commitments of the unit.

The present practice of combining general secretarial and specific Director support appears to be a source of stress. This circumstance is not unique to the SOM but may be more acute than elsewhere.

To that end, as the APRC recognizes that there is little likelihood of hiring additional permanent support staff in the near future, we recommend that the unit explore utilizing co-op students (as has been successfully done in JSOCS) to perform some of those duties, while simultaneously providing our students with valuable work experience.

Further, we encourage a campus-wide review of administrative assistant resource allocations, and of processes that generate undue administrative burden. **[1]**

- 8) The maintenance and evergreening of the piano inventory are a challenge in all music programs, but remain an essential component in program sustainability.

To that end, the APRC is pleased to report that the Office of Advancement is already engaged in fundraising to address this issue. **[9]**

- 9) Reviewers of the SOM argued strongly for creation of a technical director position, citing concerns about health and safety as well as proper maintenance of expensive and sophisticated equipment in Denton, University Hall, and the Festival Theatre. The APRC believes that the proposal has merit, but is only realistic if a cost recovery model can be identified.

To that end, the APRC recommends that the SOM, the Theatre program, and the office of Events Management jointly explore the feasibility of a shared staff technician, including generation of a

model for cost recovery. Those discussions should also assess the need for change to existing policies around access to equipment in order to minimize risks. [7]

- 10) The APRC recognizes the need for a large number of part-time employees in the School, particularly for applied music positions, and that that need is unlikely to diminish in future. Existing procedures for part-time hiring are not well suited to the unit's needs, particularly for applied music positions, which require continuity of individuals over several years.

To that end, the APRC recommends that Senate bring to the Board of Governors' attention the unworkable nature of the part-time hiring process and its unintended negative consequences for the Music program. [2]

- 11) Acadia has a long history of supporting summer music camps. For many individuals, this is their first experience of Acadia. Reviewers recognized this, and recommended that the University assist in organization, running and tracking of the camps.

The APRC endorses this recommendation, and to that end encourages Open Acadia to resume responsibility for marketing and administering the program, while the SOM maintains responsibility for programming. [21]

### **Priority Level 3**

- 12) The APRC recognizes that the present description of duties for Instructors in the School of Music (and possibly other units) may inadequately capture the diversity of present appointments.

To that end, the APRC requests that the Academic Planning Committee (APC) explore whether our current employment categories are best designed to meet our current and future needs. [3]

- 13) The SOM has felt the loss of dedicated custodial support for Denton Hall, with its specialized needs, and has expressed concern that expensive equipment might be compromised as a result.

To that end, the APRC recommends that the Senior Administration examine existing policies re: deployment of custodial resources, with particular attention to the relationship between services at Denton Hall and Festival Theatre Building (FTB). [6]