



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **9:00 a.m.** on Wednesday, 13th June 2018 in BAC 132.

The agenda follows:

1. Approval of Agenda
2. Minutes of the Senate Meeting of 9th May 2018
3. Announcements
4. New Business
 - a) Presentation from the Academic Integrity Committee “Principles and Policy” (*P. Abela*)
 - b) Presentation from Working Group on Acadia’s Sexual Assault Policy document (*G. Philp*) (*attached*)
 - c) Academic Sector Budget Actuals for 2017-2018 (*H. Hemming*)
 - d) Senate Committee Annual Reports
 - i. Archives Committee (2017-2018) (*attached*)
 - ii. Curriculum Committee (Administrative) (2017-2018) (*attached*)
 - iii. Research Committee (2017-2018) (*attached*)
 - iv. Honours Committee (2017-2018) (*attached*)
 - v. Graduate Studies Committee (2017-2018) (*attached*)
 - vi. By-laws Committee (2017-2018) (*attached*)
 - vii. Academic Planning Committee (2017-2018) (*attached*)
 - viii. Admission and Academic Standing (Policy) (2017-2018) (*attached*)
 - ix. Academic Program Review Committee (2017-2018) (*attached*)
 - x. Board of Open Acadia (2017-2018) (*attached*)
 - xi. Faculty Support Committee (2017-2018) (*did not meet*)
 - xii. Timetable Instruction and Examinations Committee (*attached*)
 - xiii. Scholarships, Prizes and Awards Committee (2017-2018) (*attached*)
 - e) Senate Ad-hoc Committee Reports
 - i) Ad-hoc Committee on Community Engagement (*attached*)
 - ii) Ad-hoc Committee on Diversity and Inclusion (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

**Acadia University Sexual Health Working Group
Terms of Reference - 2017-18**

Background

Sexual Health, and the associated issue of sexual violence, has impacted university campuses for many years. There is a growing commitment to address the harms associated with a lack of sexual health awareness and violent acts of a sexual nature that impact our campuses communities.

Sexual violence is any sexual act, attempt to obtain a sexual act, or other act (touching, verbal, and physical intimidation) directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.

Acadia University is committed to ensuring that our campus community, especially our student population, has a positive appreciation for, and personal knowledge of, sexual health. This includes a prominent commitment to address and reduce harms associated with the serious issue of sexual violence on post-secondary education campuses.

Purpose

The Sexual Health Working Group will act as the umbrella and lead group to provide a coordinated, cohesive, and systematic approach to achieve progress and sustainability with regard to sexual health and the elimination of sexual violence at Acadia University.

Composition

The Sexual Health Working Group, members will consist of student, faculty, and staff representatives from across the university community as well as invited local community leaders.

Academic Deans will appoint a minimum of two (2) faculty representatives from each faculty. The Acadia Students' Union will be represented by the President, and a representative from the ASU Equity Office, Acadia Pride, and the Acadia Women's Centre.

Other representatives will include:

Director, Student Resource Centre	Director, Department of Safety and Security
Manager, Residence Life	Coordinator, International Education
Equity Officer	Student and Community delegates
Executive Director, Student Services	

The Working Group will be chaired by the Executive Director, Student Services.

Frequency of Meetings

A minimum of four meetings will be held annually. The Working Group may meet more frequently as required.

Responsibilities

1. Provide policy and program guidance to the institution by creating, reviewing and assessing a sexual health approach framework.
2. Recommend programs and practices that will enhance campus sexual health knowledge, behaviours, and safety.
3. Develop measurement and feedback tools to define and measure progress.
4. Create a template of initiatives using a comprehensive approach focused on a system, environmental, and individual framework strategy.
5. **Act as Acadia University's sexual violence prevention committee fulfilling the recommendation of the Nova Scotia Sexual Violence Prevention Committee (SVPC). The Acadia Sexual Health Working Group will develop an implementation plan for the recommendations in the SVPC Report and share information on our institution's progress in preventing sexual violence.**

Governance

The Acadia Sexual Health Working Group will report to the **Vice President Finance & Administration and CFO**, and the Vice-President Academic.

Report of the Senate Archives Committee, 5 June 2018

The Senate Archives Committee met on Wednesday, 4 October 2017 and reviewed a report on the use of the archives by external researchers, students, and visiting classes. The report also detailed the summer term's social media postings promoting various collections, the professional development activities of the archivists, and their extensive work with the collections.

The committee then reviewed the mandate of the committee and the general policies of the archives. Questions were asked about the collection and digitization priorities. It was noted that the last survey of users was conducted in 2012, and it may be time for another to capture the needs and interests of the community.

The committee agreed to meet again in March 2018, but owing to busy schedules and the chair's poor memory, no meeting was held.

Submitted by Stephen Henderson, Chair

Senate Curriculum Committee (Administrative), 2017-18

Final Report to Senate, June 13th, 2018

Committee Members: Mark Bishop (Registrar), Paul Callaghan (FPS, Chair), Glenys Gibson (FPAS, Secretary), Katie Winters (SRC – VP Academic), Diemo Landgraf (FA), Rob Raeside (Curriculum Committee Policy), Jennie Rand (FPAS), Patricia Rigg (FA), Ann Smith (Library), and John J. Guiney Yallop (FPS).

Note: Shawna Singleton, Associate Registrar and Lisa Caldwell of the Registrar’s Office also participate in the process of reviewing curriculum changes.

Revisions were made to the format of curriculum proposal forms in the fall of 2017. The number and breakdown by faculty and type of curriculum proposals submitted for consideration by the Senate Curriculum Committee – Administrative (SCCA) in 2017/18 is summarized below;

Type of Proposal	Faculty			TOTALS
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	6	3	9	18
Course Deletion (Form 2)	2			2
Course Modification (Form 3)	39	5	40	84
Program Modification (Form 4)	19	4	2	25
New Program (Form 5)		4		4
Totals:	66	16	51	133

As proposals were submitted, they were compiled within Sharepoint to facilitate review by members of the SCCA in advance of meeting on two occasions in December (12/8/2017 and 12/11/2017). During these meetings, each proposal was reviewed by the SCCA leading to one of the following actions;

- (i) proposals deemed acceptable as submitted (“no issues”),
- (ii) proposals were edited by the committee during the meetings to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or
- (iii) proposals designated as requiring clarification through consultation with the Director or Head of the relevant academic unit (“consult & revise”).

All instances requiring consultation with Departments / Schools had been resolved in advance of the February 12th meeting of Senate. At that meeting, all curriculum proposals reviewed by the SCCA were approved, be they as originally submitted, or with revisions made in consultation with Departments / Schools. Two late submissions were subsequently reviewed by the SCAA, and presented at the April 9th meeting of Senate (approved). The timeline to implement curriculum changes is driven by the course registration process. Prior to and following having the proposals approved by Senate, the Chair of the SCCA worked with the Associate Registrar to ensure all curriculum changes are reflected in the 2018/19 Calendar and within Eden.

**Senate Research Committee
Annual Report to Senate
June 2018**

Committee members:

Dean of Research & Graduate Studies: Anna Redden ex-officio (Chair)
Arts Faculty: Lesley Frank
Prof Studies Faculty: John Colton
P&A Science Faculty: Mojtaba Kaviani
Theology Faculty: Stephen McMullin
Librarian: Maggie Neilson
Canada Research Chair: Brenda Trofanenko
Director of a Research Centre / Institute: Danny Silver
Graduate Student: Sarah Dunn
Undergraduate Student: Sarah Bachar

Committee Business:

The Senate Research Committee met on 6 October, 24 January, 1 March and 23 May. Its main focus areas were to:

- identify, encourage and support research opportunities for faculty and both graduate and undergraduate research students;
- investigate options for developing and populating a searchable online database for faculty research activities (publications, presentations, funding, etc);
- review the activities, support structures and needs of Research Centres, Institutes and other research related facilities.

Discussions included ideas for effective ways to promote and celebrate the research of faculty and students. This was addressed by a number of initiatives including Research Spotlight on Faculty (near monthly Faculty profiles), the Spring issue of an RGS Research Newsletter (Research Matters @ AcadiaU) which was well received, and support of the 5th Annual Student Research & Innovation Conference, held 3-4 March 2018. The conference was organised by the Acadia Graduate Students (AGS) with planning assistance by the Office of Research. It included both undergraduate and graduate student researchers, and the delivery of formal presentations, a poster session and an inspiring plenary talk by Michael Corbett (School of Education). Volunteer faculty members served as Guest Judges and 9 awards were presented.

A Research Gong Show was suggested for March but events of this type in late winter often yield low numbers of attendees. To ensure a strong and enthusiastic turnout, the event was postponed until the fall semester. Invitations will be also extended to external research partners and the broader community.

In addition to regular support offered to faculty in preparing grant applications, there will be a series of “lunch and learns” offered in the fall/winter semesters, and 2 writing workshops offered in June:

1. Maple League initiative: SSHRC Insight and Insight Development Grant Workshop (21 June; delivered via Videoconference – Cisco Telepresence Rooms)
2. General Grant Writing: Tips and Tricks, with faculty panelists from all 3 Faculties (27 June)

It was noted that students also need writing assistance, especially with the preparation of scholarship applications. The Committee will work with the Senate Committee on Graduate Studies to address this need.

Mentorship for research students and early-to-mid career researchers was a key topic of discussion. The Chair was approached by several senior and Emeritus faculty who have offered to assist early career researchers with grant preparation. A more formal network of research mentors, including senior research leaders, CRCs and others, will be established in the coming months. It was suggested that students would benefit from an online forum for answering research-related questions. The latter idea will be further explored with the new AGS Executive.

Policies related to Research at Acadia were discussed, including policies related to Acadia's Research Centres, Institutes and Field Stations, and how they function, communicate and report, and how they are supported. The Chair will be holding half-yearly group meetings of the Directors of Centres, Institutes and Field Stations to discuss their activities, how they are sustained, roles in leadership/mentoring, collaboration within and external to the university, involvement of students and the broader community, Centre/Institute visibility (website and other means), and how the units can be assisted going forward. A common and efficient communication and reporting process, and a public event that showcases the work of the Centres, Institutes and Research Stations will be proposed.

The Chair discussed with the Committee the benefits of an online searchable research database for efficient access to and reporting on research activities, funding awards, student training, presentations, publications and other outcomes. A suggestion was to organize a workshop with Tech Services and others to assess options for the production of query-based reports. The Chair followed up with Tech Services about the possibilities and expert guidance needed, with further discussions required regarding the format and content of a suitable database. Further work on this initiative will be a focus for the coming year.

As with all Canadian Universities, Acadia University is expected to make progress in the area of University Research Data Management. The Chair attended a national workshop in Toronto in April on this topic and reported back to the Committee on Canada-wide efforts and progress on the development of some shared tools. Subsequently, the Senate Committee on Research established a Research Data Management Working Group, which will be led by Maggie Neilson, with membership including librarians, faculty, graduate students, an external expert, and staff in the Office of Research. The first Working Group Meeting will be held in Spring/Summer 2018. Review of and feedback on the draft Data Management Policy recently released by the Tri-Agencies will be among the activities of this working group.

Respectfully submitted,

Anna Redden
Dean, Research & Graduate Studies
Chair, Senate Research Committee

Senate Honours Committee Report

June 2018

Committee Members for 2017/2018:

Dean of Research & Graduate Studies: Anna Redden ex-officio

Registrar: Chris Callbeck (*Acting*) ex-officio

Arts: Marc Ramsay 3 yr 2018

Arts: Cynthia Alexander 3 yr 2020

Prof. Studies: Said Mekary 3 yr 2020

Prof. Studies: Jun Yang 3 yr 2019

P&A Science: Joseph Hayes 1 yr 2018

P&A Science: Matthew Lukeman 3 yr 2020 (Chair 1 yr)

Honours Student (Arts): Douglas Spafford 1 yr 2018

Honours Student (Prof. Studies): *vacant* 1 yr 2018

Honours Student (P&A Science): Baillie Holmes 1 yr 2018

The Senate Honours Committee for 2017/2018 held two regular meetings (4 October 2017 and 15 May 2018) plus a special meeting on 26 February 2018 to adjudicate the Honours Summer Research Award (HSRA) applications. Results are provided at the end of this report.

The committee discussed several items of interest pertaining to the regulations and procedures for honours theses at Acadia, including:

- There seems to be considerable differences of opinion among faculty members regarding the value of the External Reader process. Members of the committee reported anecdotally that several colleagues did not feel that the process is a good use of time, and that edits are mainly for typos, grammar, and style, rather than content or methodology. An older survey (2011) found that 54% of faculty consider the external reader process to be valuable and 46% did not (n = 55), although this varied by discipline: 69% of respondents from FA found it valuable, 25% of FPAS, and 78% of PS. Several departments have internal processes that include second and third internal readers already. The committee discussed alternatives to the external reader process that might make better use of reviewers' time. One suggestion was for a campus wide honours research 'conference' where students could present their research in poster form, possibly accompanied by a limited oral presentation session (for example, 3 minute – 3 slide presentations, max one student per department). Members felt that this might engender better appreciation for research outside one's discipline among faculty and students, and serve to showcase the great work being done at Acadia by undergraduates.
- The committee discussed the underrepresentation of students from marginalized groups such as First Nations in Honours programs across departments (although we do not have statistics). The committee would like to encourage faculty members to identify and advocate for students from marginalized groups. The advocacy could take the form of reference letters, or request for waiver of a regulation based on the Supervisors recommendation.

- The committee discussed the rare occurrence of students working on two honours theses simultaneously in different programs and submitting them at the same time. There was concern among committee members that this may lead to sacrifices in quality. In the interest of promoting a high level of thesis quality, the committee recommends that Senate consider restricting students from enrolling in multiple honours programs at the same time.
- The committee discussed a few isolated cases of issues that arose due to a lack of clear procedures for honours grade appeals, since in many departments, the grade is given by a committee rather than an individual instructor. Also, other than the written thesis, there is usually no basis for an appeals committee to judge an honours grade (i.e. no assignments, tests, exams, etc.). The committee recommends that departments adopt clear grading criteria wherever possible, and arrange a course timeline where students receive some early indication of their grade, in the spirit of p60 of the current academic calendar "Mid-term grades and Course Standing".

2017-18 Honours Theses

There were 102 Honours theses submitted during the 2017-2018 academic year. Only a few submission extensions were requested and all were granted. The theses were reviewed by 99 external on-campus reviewers (faculty not involved in the student's research). The committee thanks all external reviewers for providing constructive feedback within the review period.

Breakdown: Theses in FPAS departments: 72
 Theses in FA departments: 22
 Theses in FPS departments: 8

2018 Honours Summer Research Awards:

Applications:

There were 52 applications submitted for the HSRAs. Of these, 13 were selected for an NSERC Undergraduate Student Research award and were withdrawn from the HSRA competition leaving 39 to be considered for an HSRA. Of these there were:

- 7 from the Faculty of Arts (18%)
- 7 from the Faculty of Professional Studies (18%)
- 25 from the Faculty of Pure and Applied Sciences (64%)

Funding:

A total of \$123,750.00 was awarded for Honours Summer Research Awards.

- \$64,000 was provided by Acadia via the VP Academic
- The Webster Foundation funded 6 full awards for a total of \$35,000.00 (2 per faculty)
- The Dean of the Faculty of Pure and Applied Sciences funded two full awards for \$10,800.00
- Individual Faculty members provided \$13,950.00 to support specific students. \$11,250 came from FPAS, \$2500 was from FPS and \$200 from the Faculty of Arts.

Results:

17 HSRAs and 6 Websters were awarded

- 4 went to Faculty of Arts 17.4%
- 7 Faculty of Professional Studies 30.4%
- 12 Faculty of Pure and Applied Sciences 52.2%

Submitted by

Matthew Lukeman, Chair

**Senate Committee on Graduate Studies (SCGS)
Annual Report to Senate
June 2018**

Committee members:

Aylward, L. (Education; PhD program)	Barr, S. (Geology)
Blythe, S. (Theology)	Colton, J. (Recreation Management)
Evans, R. (Biology)	Jha, A. (Chemistry, Winter)
Liinamaa, S. (Sociology)	Lu, W. (Mathematics & Statistics)
MacKinnon, G. (Education)	Mutlu, C. (Politics)
Narbeshuber, L. (English)	Price, L. (Psychology)
Redden, A. (Dean, RGS; ex-officio, Chair)	Silver, D. (Computer Science, Fall)
Spooner, I. (Applied Geomatics)	Tong, A. (Chemistry, Fall)
Trudel, A. (Computer Science, Winter)	Whitehall, G. (Social & Political Thought)
Hergott, P. (Student Rep - Arts)	Lacaze-Masmonteil, A. (Student Rep - Science)

The Senate Committee on Graduate Studies met on 29 September, 15 January and 28 May. As is the practice of the Committee, uncontentious curriculum items were dealt with by electronic communication. This year, curriculum recommendations to Senate, via SCGS, came from Psychology, Education and Biology.

Committee Business:

- Members of the SCGS sit on various award and scholarship adjudication sub-committees (7). These include SSHRC doctoral awards, NSERC doctoral awards, Governor General's Gold Medal, Nova Scotia Health Research Foundation Scotia Scholar Award, SSHRC/CIHR masters award, NSERC masters award, and the Nova Scotia Research & Innovation Scholarships.
- Strategies to increase the number and quality of Tri-Council and other scholarship applications was discussed, in part due to a large fraction of recent Tri-Council applications being ineligible for reasons that could have been prevented (e.g. incomplete applications, lack of attachment of "official" transcripts). The Chair requested the committee's support in engaging students who are intending to apply (or should apply) to next year's competitions. This will also help fill the quotas allocated to Acadia University. Mentoring from supervisor(s) and others will be encouraged.
- The Committee reviewed year-to-year trends in graduate student enrollment within the various graduate programs, which are growing, and discussed issues related to retention, funding and opportunities with the Maple League. Discussion included the 1-year MA programs (ENGL, SOCI, POLS) vs 2-year programs, course requirements and completions. Current funding levels were an issue in extending graduate programs to 2 years. It was suggested that the Maple League could be a vehicle to help strengthen the BA/MA programs at Acadia.
- A number of policies for Graduate Studies were reviewed and while some were updated, largely for clarity or to improve process, others require reworking and, in some cases, new policies / forms need to be developed (e.g. tracking the progress of part-time graduate students to aid thesis completions).

RGS will commence work on these over the summer months. They will be reviewed by the newly formed Policy Working Group of SCGS prior to the September SCGS meeting.

- Graduate coordinators now have access to Acadia's SharePoint site for accessing graduate student applications, including the Alert Me option. Site content/structure was modified by RGS staff, as suggested by members, for greater efficiency of use.
- Committee members voiced concerns regarding the reliability of Acadia's technology when using Skype during a thesis defence. Only in extenuating circumstances will students be permitted to defend via Skype.
- In thesis review, there is no option to recommend "moderate" revisions, although many reviewers indicate this level of attention is needed (vs minor or major revisions). Graduate Studies will propose some new language/categories for discussion.
- SCGS members supported contributions to the Research & Graduate Studies Spring Newsletter (the first newsletter in >11 years) which highlighted research activities of Faculty, and both Graduate and Honours students. See <https://research.acadiau.ca/research-news-reader/research-matters-acadia-newsletter.html>. Many committee members also served as guest judges at the Annual Student Research Conference, organized by the Acadia Graduate Students (AGS). Collectively, these activities served to strengthen and celebrate graduate student research.
- During the coming academic year, professional development opportunities for graduate students and early career faculty supervisors will be identified with two or more initiatives proposed and implemented. Two grant writing workshops (one with the Maple League) are planned for June 2018.
- The need for regular communication and pastoral care was discussed when dealing with issues of poor performance and dismissal. Students should be informed if and when they are in danger of failing a graduate course and at risk of dismissal. Guidelines on this topic will be developed.
- Discussion included graduate thesis presentation style (traditional thesis format vs publication-style format) and what constitutes a thesis. One of the issues discussed was copyright of the thesis if there are multi-authored papers included in a thesis. Some guidelines on this topic will be prepared following a review of practices at other institutions.
- To recognize graduate student excellence across all faculties, RGS has proposed to the SCGS the development of the **Acadia Outstanding Graduate Research Award**, to be received by 1 eligible student per faculty (3 awards per year) and implemented in time for Spring 2019 Convocation. It was proposed that these awards recognize Masters-level student research excellence as well as academic performance (min GPA of 3.5). There was much discussion at the May 2018 meeting in support for these awards, and a motion to Senate to accept the development of these graduate research awards will be brought to the next Senate meeting.

Respectfully submitted,

Anna Redden
Dean, Research & Graduate Studies
Chair, Senate Committee on Graduate Studies

By-laws Committee Annual Report

Committee members 2017-2018:

Arts: Anne Quéma
Pure & Applied Science: Glenys Gibson (Interim Chair to February 2018)
Professional Studies: John Guiney Yallop (Chair from January 2018)
Theology: Glenn Wooden

The duties of the By-laws Committee are:

- a) to incorporate, on an annual basis, any changes to the By-laws.
- b) to review any changes to the By-laws of Faculty and Faculty Councils prior to their presentation(s) to Senate and recommend any revisions or additions deemed necessary.
- c) to conduct periodic reviews of the By-laws of Senate, Faculty, and Faculty councils and recommend any changes or additions deemed necessary. These review should be staggered such that the By-laws of each of these bodies are reviewed at a minimum every five years.
- d) to monitor the evolution of the academic committees and to recommend changes to the committee structure of Faculty Councils and other bodies at the University for which each committee is responsible.
- e) to deal with any other matter that Senate might refer to the By-laws Committee.

Two issues that the By-laws Committee was asked to clarify were:

1. Anna Kieft, Chair of the Admissions and Academic Standing (Appeals) Committee, asked the By-laws Committee to consider the following motion, passed internally by the A&AS (Appeals) Committee in the fall, before it is brought to Senate:
The Admissions and Academic Standing (Appeals) Committee moves that the Executive Director of Student Services, or his/her delegate, be added as a non-voting, ex officio member of the Admissions and Academic Standing (Appeals) Committee.
We reviewed the request, replied to the Chair of the A&AS (Appeals) Committee. The motion was subsequently presented to and passed by Senate.
2. The Faculty of Professional Studies submitted its Constitution for review by the By-Laws Committee, after passing proposed changes to the FPS Constitution in anticipation of a motion being presented to Senate that the School of Music move from the Faculty of Arts to the Faculty of Professional Studies. We understand that should the motion be presented to Senate and passed, the revised FPS Constitution will come into effect. If it is not presented or presented and not passed, only the changes not related to the School of Music moving from the Faculty of Arts to the Faculty of Professional Studies would come into effect.

Respectfully submitted,
John Guiney Yallop, Chair
Glenys Gibson
Anne Quéma
Glenn Wooden

ACADEMIC PLANNING COMMITTEE
Annual Report to Senate for 2017-2018

June 7, 2018

Membership:

VP Academic (Chair): Heather Hemming

Dean of Pure & Applied Science: Jeff Hooper

Dean of Arts: Jeff Hennessy (first term); Barry Moody (second term)

Dean of Professional Studies: Ann Vibert

University Librarian: Ann Smith

Faculty: Craig Bennett

Faculty: Janna Wentzell

Faculty: John Colton

Faculty: David Duke

Student representative: Katie Winters

Mandate:

The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Meetings: The committee met on October 6, 2017 and March 28 and May 2, 2018.

Objectives (2017 Transition Report to Senate):

- Explore ways in which the work that came out of the “Big Picture Discussion” conducted in December 2015, might inform a strategic planning process.
- Conduct faculty rankings
- Review form used by units when submitting a position for ranking Review timeline for the ranking process.
- Embark in a discussion of the issues surrounding the work of de-colonization and how this work informs and impacts academic planning.

Outcomes:

The University Senate and the Academic Planning Committee are guided by the following principles (Senate minutes March 9, 2015):

1. Continue to ensure that there is a rich diversity in our academic programming which reflects the strong liberal education tradition of the university;

2. Foster opportunities for interdisciplinary synergies among program and units which allow for the development of program/subject areas; together with the capabilities needed to offer them effectively, consistent with the tenets expressed in Acadia's Mission, Vision, and Senate's definition of "An Acadia Education"; and
3. Respect the variety of pedagogical practices necessary to offer academic programming consonant with our strong liberal education orientation.

The Committee reviewed an overall total of 21 requests for tenure-track positions, 4 instructor positions and two librarian positions. Of these, the Committee ranked 12 tenure track positions, 4 instructor positions and 2 librarian positions.

The committee presented a motion to Senate on May 9th, 2018 to approve the APC's Report on the ranking of Permanent Faculty requests. The motion was approved at the meeting.

Respectfully submitted,

Heather Hemming Vice-President Academic

ADMISSION & ACADEMIC STANDING COMMITTEE (Policy)

Annual Report to Senate for 2017-2018

June 7, 2018

Committee Members 2017-2018

Heather Hemming (Chair)
Mark Bishop, Registrar
Jeff Hooper (Dean, Pure & Applied Science)
Jeff Hennessy (Dean, Arts) (first term); Barry Moody (second term)
Ann Vibert (Dean, Professional Studies)
Jeff Banks (Director, Open Acadia)
Jessica Slights (Arts)
Christian Thomas (Arts)
Paul Callaghan (Prof. Studies)
Brenda Trofanenko (Prof. Studies)
Paul Arnold (Science)
Nelson O'Driscoll (Science)(first term); Andrew Mitchell (second term)
Stephen McMullin (Theology)
Samantha Nixon (ASU VPA)

Purpose of Committee:

To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to its policy as it relates to admissions, failures, and academic regulations.

Meetings:

The committee met on the following dates: December 13, 2017, March 8 and May 7, 2018.

Objectives laid out for the committee's work this past year included the following:

- Explore the question "Should the academic entrance requirements be reviewed?"
- Review the academic regulations in the University Calendar to provide report to Senate in February

Outcomes:

Motions approved at Senate:

- 2018 Revised Academic Policies and Regulations section of the University Calendar language and policy changes
 - Policy change regarding students on academic dismissal relative to access of online and intersession courses (February 12, 2018)
 - Policy change regarding dismissal from B.Ed. Program (February 12, 2018)
 - Policy change regarding scheduling of Tests (May 7, 2018)
- Application Disclosure Policy (May 7, 2018)

Future plans:

- Review of an Excused Absence Policy
- Review GPA Structure
- Explore the question, "should the academic entrance requirements be reviewed?"

Respectfully submitted by the Chair,

Heather Hemming
Vice-President Academic
Chair, Admission and Academic Standing Committee (Policy)

ACADEMIC PROGRAM REVIEW COMMITTEE

Annual Report to Senate for 2017-2018

June 7, 2018

Committee Members 2017-18

Heather Hemming, Vice-President Academic (Chair)
Mark Bishop, Registrar
Paul Lauzon, Arts
Ann Dodge, Professional Studies
Diane Holmberg, Pure & Applied Science
Jim Stanley, Board of Governors
Deans of academic unit under review:
Jeff Hennessy, Dean of Arts (first term); Barry Moody (second term)
Jeff Hooper, Dean of Pure & Applied Science
Ann Vibert, Dean of Professional Studies

Purpose of Committee:

- (1) To determine policy and procedures for conducting program reviews;
- (2) To determine annually which academic units are to be reviewed;
- (3) To select the members of each unit review committee;
- (4) To oversee the process of review in each case;
- (5) To make recommendations to Senate on the basis of the findings of each unit review committee
- (6) To deal with such matters as Senate may from time to time entrust to the Committee.

Meeting Dates:

This committee met on September 15, December 11, 2017 and January 18 and March 16, 2018.

Objectives this year as outlined in the transition report to Senate were:

- To provide support for reviews scheduled for 2017-18:
 - Psychology (Fall 2017)
 - Economics (Fall 2017)
 - Politics (Fall 2017)
 - Master of Recreation Management Program (Fall 2017)
 - History and Classics (Winter 2018)

Outcomes:

- BA/BSc Review – the committee agreed that this review would not be done as a formal review Status of Reviews:
 - Psychology (site visit completed, review panel report received Fall 2017; unit response pending)
 - Economics (site visit completed, review panel report received Winter 2018; unit response pending submitted)
 - Politics (Self-study received; review confirmed for October 2018)
 - Master of Recreation Management Program (site visit completed, review panel report received; unit response received Winter 2018; report to Senate pending)
 - School of Education

- Motion was passed by the APRC to defer a program review of Acadia's Bachelor of Education until after provincial accreditation review of the Bachelor of Education program is completed.
 - Review of Master of Education program confirmed for Winter 2019 to be in sync with provincial accreditation process.
 - History and Classics – review confirmed for Winter 2019
 - Chemistry – self-study in progress – review confirmed for October 2018
 - Social and Political Thought – review confirmed for Winter 2019
 - Addition of Open Acadia to the review schedule – will be conducted Winter 2020.
- Developed and adopted a guide framework for report preparation by review panel. The development of such a framework would lend consistency to the review process.
- The Committee requested that the Chair take the concept of regular reviews of non-academic units on campus to the administration.
- Follow-up on Reviews: review guidelines include a follow-up with units that have been reviewed mid-way through the six-year cycle. This has not been done consistently in the recent past. The APRC agreed that the it would, on a go-forward basis, ensure that those units who were reviewed since 2014 be scheduled for follow-ups. A schedule for such follow-ups would be prepared by the committee.
- The Committee discussed the necessity of having an operational handbook for reviews to assist in articulating a guide for procedural details.

Respectfully submitted,

Heather Hemming Vice-President Academic

Board of Open Acadia Annual Report to Senate 2017-18

June 7, 2018

Membership:

VP Academic (Chair): Heather Hemming

Associate VP Finance & Treasure: Mary MacVicar

Director of Open Acadia: Jeff Banks

Registrar: Mark Bishop

Dean of Pure & Applied Science: Jeff Hooper

Dean of Arts: Jeff Hennessy (first term); Barry Moody (second term)

Dean of Professional Studies: Ann Vibert

Mandate:

The duties of the Board of Open Acadia are to formulate, review and modify policy pertaining to the operation and enhancement of the program in Continuing Education at Acadia University.

Meeting Dates:

The Board met on October 2, 2017 and March 8, 2018

Objectives:

- Revise its mandate in a manner that aligns with current practices
- Framework for an E-Learning Strategy across the University to be presented at the October 2017 Senate meeting.
- Examine re-structuring efforts in Open Acadia

Outcomes:

- Draft mandate ready to be sent to Senate Executive when it meets in June 2018
- Academic Review of Open Acadia slated for Winter 2020
- Discussed the philosophy behind intersession offerings – need to be more strategic and ensure better management of resources

Respectfully submitted,

Heather Hemming, Vice-President Academic

**Timetable, Instruction Hours, and Examination (TIE) Committee Report
Annual Report to Senate (2017 – 2018)
May 22, 2018**

Members

Rick Mehta, Faculty of Pure and Applied Science, Chair

Scott Landry, Faculty of Professional Studies

Anna Saroli, Faculty of Arts

Mark Bishop, Registrar, ex-officio

James Sanford, Senior Director Student Affairs, ex-officio

Anderson Fuller, Student Representative

Samantha Nixon, Student Representative

The TIE Committee met once per month over the past academic year and discussed the following four issues, which are summarized below.

- 1) The issue that took up the most time was the Fall Break, specifically whether to hold it and when to hold it.

With regard to the issue of whether to hold a Fall Break, Mark Bishop informed the committee that the Winter Break was instituted as the only break at a time when almost all courses at universities were 6-credit hour courses. The notion was that a break was being placed roughly $\frac{3}{4}$ way through the year so that students would have a week in which to work on their term papers and other work. These days, most courses offered at universities tend to be 3-credit hour courses. This change in structure could provide a rationale for having a break in both semesters. I anticipate that future TIE Committees will revisit this argument.

With regard to the issue of when to hold the winter break, the committee decided that the winter break should continue to be held so that it is tied to a provincial holiday.

With regard to the fall break for the 2018-2019 academic year, the committee decided to not hold it at Thanksgiving because that is far too early (please see my previous reports for more detail on this argument). The idea of breaking up the week and lengthening both the

Thanksgiving and Remembrance Day breaks was tested during the 2017-2018 academic year. For the upcoming year, the committee recommended extending the Remembrance Day break.

The committee had lengthy discussions about administering surveys to students about the break. There was some disagreement about the rationale for the survey (e.g., to what extent is students' mental health the responsibility of the university versus the students') and the specific questions that were asked. The committee discussed the wording of the questions. At this stage, I am unsure whether the questionnaire was administered to students.

- 2) The issue of the slot system (timetable reform) was discussed more briefly this academic year than in past academic years. Mark Bishop noted that the slot system at Acadia is far more complicated than that used at other universities and that it makes the scheduling of Maple League courses more challenging than necessary.

In case the TIE Committee wishes to revisit this issue in the future, I will provide the following information for context. The TIE committee has discussed the pros and cons of changing the slot system in the past and has decided that changing the slot system would not address the core problem, which is that some slots (especially between 10 am and 2 pm) tend to be popular times to hold classes while other slots (e.g., 8:30 am classes, the last slot on Monday, Friday afternoons) tend to be underused. A key issue that needs to be addressed is the past TIE Committee's position that faculty members in all academic units need to cooperate to ensure that courses are made available across the entire range of time slots. To facilitate this process, the TIE Committee submitted a recommendation last year on how this goal could be accomplished.

I anticipate that the issues of the slot system and possible timetable reform will be ones that future TIE Committees will be discussing.

- 3) The committee set up the Calendar dates (e.g., when classes and exams start and end) for the 2018-2019 academic year, and set up the tentative dates for the following two academic years.
- 4) Shawna Singleton has implemented a method by which final exams can be submitted to the Registrar's Office electronically using the HUB. The feedback has been that faculty members like having this additional option available.

Respectfully submitted,
Rick Mehta, Chair, TIE Committee

ACADIA UNIVERSITY

Report of the SCHOLARSHIPS, PRIZES AND AWARDS COMMITTEE (SPAC) to SENATE

REPORT DATE: April 19, 2018

SPAC COMMITTEE MEMBERS

Membership	July 1, 2017-June 30, 2018	July 1, 2018-June 30, 2019
Arts	Can Mutlu	Can Mutlu
	Barb Moore (replacing Gillian Poulter)	tba
	Katie Winters (Student Rep)	Katie Winters (Student Rep)
Professional Studies	Scott Landry (Committee Chair)	Scott Landry (interim chair until Fall meeting)
	Harish Kapoor	Harish Kapoor
	Regan Haley (Student Rep)	Amar Randhawa (Student Rep)
Pure & Applied Science	Cindy Trudel	Cindy Trudel
	Richard Karsten	tba
	Anderson Fuller (Student Rep)	Mackenzie Jarvin (Student Rep)
Registrar or Delegate	Judy Noel Walsh, Manager, Scholarships and Financial Assistance	Judy Noel Walsh, Manager, Scholarships and Financial Assistance
Financial Aid Counselor	Pamela D'Entremont (Committee Secretary)	Pamela D'Entremont (Committee Secretary)

PURPOSE AND DUTIES OF COMMITTEE

1. To decide policy and process by which recipients of scholarships, prizes, bursaries, scholar-bursaries, awards, and convocation medals are to be selected and to gather all information it considers necessary for the selection;
2. To select the recipients of undergraduate entrance scholarships, prizes and awards and some in-course scholarships, prizes, and awards;
3. To periodically review the scholarships, prizes and awards program and to recommend improvements (increased funds, new scholarships, more prizes, etc.) to those involved in the program;
4. To promote interest in the scholarship program;
5. To consider such other matters as the Senate may from time to time entrust to the Committee.

MEETINGS DATES

Committee meetings were held during 2017-2018 on the following dates:

September 28, 2017

November 22, 2017

March 9, 2018

April 10, 2018

The Awards & Appeals Sub Committee held several meetings to decide upon various awards and matters. The Bursary & Loan Sub Committee of SPAC met weekly as needed throughout the academic year. Acadia's Student Assistance Program (ASAP) assisted 138 students in the 2017-2018 academic year with a budget of \$250,000.

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Awarding of 2018 Entrance Scholarships

Through the entrance scholarship process, 1290 prospective students were offered entrance scholarships or scholar-bursaries for the 2018-19 academic year as of the date of this report. This included renewable entrance merit based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of above 80%.

To be competitive with other universities, our top entrance scholarships were valued as follows:

- Three Chancellor's Scholarships each valued at \$10,000 renewable
- Three Board of Governor's Scholarships each valued at \$8,000 renewable
- Three President's Scholarships each valued at \$7,000 renewable
- Six International Baccalaureate Scholarships each valued at \$6,000 renewable

The academic requirements for the 2018-2019 grade based entrance scholarship program criteria did not change from the previous year. The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average.

As part of the entrance scholarship application process the Committee again used a standardized group score spreadsheet. The top 120 files were reviewed. Minor changes have been made to the entrance scholarship forms and evaluation grid for the 2019 entrance scholarship program.

2. Review of Committee Mandate

The Committee duties were reviewed. No changes were made.

3. Bursary Program Process:

The program process will be reviewed over the summer.

4. Scholarship Renewability Appeal Process:

The appeal process will be reviewed over the summer.

Respectfully submitted,

Pamela D'Entremont
Secretary

Scott Landry
Chair



**Report from Senate Ad Hoc Committee on Community Engagement
June 13th, 2018**

MEMBERS

Jeff Hooper, Dean of Science
Wendy Robicheau, Faculty Rep (Arts)
Mary Sweatman, Faculty Rep (Prof. Studies) (Chair)
Liesel Carlsson, Faculty Rep (Science)
Oliver Jacob, Student Rep

Mandate:

1. Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.
2. Consider how Acadia can strengthen its links to the broader community in future.
3. Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.
4. Engage with key people and groups on campus (Co-op office, ALL program, Department of Community Development, Associated Alumni of Acadia University, Acadia Entrepreneurship Centre, Acadia Athletics, SMILE, Performing Arts Series, etc)

This report summarizes our committee work during the winter semester of 2017/18. During this time, we meet six times and worked towards our four committee mandates through various initiatives, which will be described below.

Mandate 1: Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.

Community Engagement Survey for Faculty:

Action steps for study:

1. Developed a survey to begin to “document and celebrate” community engagement on campus, and encourage faculty to share their work (see Appendix 1 for survey)
2. Worked with Terry Aulenbach to put the survey online using Acadia’s survey system

3. Worked with the Deans to contact department heads and school directors about presenting our community engagement survey, in hopes that a face to face interaction would create awareness about our committee and encourage faculty to complete the survey
4. Presented to 11 schools/departments (each presentation was 10 to 20 minutes):
 - a. English and Theatre
 - b. Biology
 - c. Community Development
 - d. Nutrition and Dietetics
 - e. Kinesiology
 - f. Languages and Literature
 - g. History and Classics
 - h. Psychology
 - i. Physics
 - j. Politics
 - k. Business
5. Worked with Education and Philosophy to send out information by email, after the director/head realized that a meeting was not possible given time constraints
6. Received 46 completed surveys
7. Analyzed and discussed results as a committee, which are summarized below

Key Survey Findings:

Faculty were asked to complete the survey based on projects or initiatives. To date, we have received 42 examples of community engagement initiatives happening across campus¹.

Together the 42 community engagement initiatives tell the story of dedicated faculty, committing time and creatively using resources to work with an array of community organizations. In this report, we have highlighted only a few of the initiatives, as well as overall findings from the data.

Types of initiatives:

Faculty were asked if the initiative connected to their teaching, research and/or service, or some combination of the three. The most reported type of initiative was research based projects. An interesting example of a project that is part of a faculty member's program of research is The Kings County Relationship Intervention Program. This significant community research project is led by Dr. Doug Symons, and is in partnership with Kids Action and Community Services. (For more information, see <http://krip.acadiou.ca/home.html>). An example of an initiative that is part of a faculty's service is Dr. Vernon Provencal's outreach teaching with Halifax Humanities 101, which provides engaging 1st year university level education to residents living in poverty (For more information, see <http://Halifaxhumanites101.ca>).

¹ Four surveys were completed not on specific projects, but giving feedback and opinions on community engagement at Acadia.

The following chart depicts the types of initiatives reported:

Type of Initiative	Teaching	Research	Service	Teaching & Research	Teaching & Service	Research & Service	All three	Other
Project #	6	11	9	2	5	2	6	1

Community involvement:

The 42 initiatives involved the community in a variety of ways. Most initiatives were located within Acadia’s local communities, engaging residents or organizations in Wolfville or Annapolis Valley. Others engaged provincial communities of interest or practice, and a few involved communities

Engaging multiple local community organizations
Senior Exercise and Training Practicum, Dr. Jonathon Fowles with Dr. Said Mekary, School of Kinesiology

The course engages 10 to 15 students a year, and over 200 community members. The practicum students average 200 hours of practical experience each. The community partners that host students include local health clinics, Acadia Performance Training, our local Acadia Active Aging program, Acadia Cardiac Rehab Program, AVH Cardiac Rehab program, Wolfville Nursing Home, Wolfville School, PW Recreation, and Kentville Recreation.

The practicum work is incredibly valuable, hands on practical experience for the students. They do this to build experience to attain national post-graduate certifications such as the Canadian Society for Exercise Physiology Certified Exercise Physiologist designation, or Registered Kinesiologist designation (Ontario). Acadia is one of a handful of schools across the country where students can get the necessary course work and practical experience in their undergrad degrees to get these external certifications.

or organizations outside of the province. The initiatives engaged a wide spectrum of organizations and associations, from schools, hospitals, community services, long-term care facilities, food services, farms, markets, citizen scientists, historical societies, recreation departments, sport associations, community support groups, churches and scientific research groups.

Resources:

We asked faculty to comment on the resources that the initiative requires, both internally and externally. Most faculty commented on fiscal resources, although time was also mentioned as an important resource; time given by faculty, students and community partner. For financial resources, seventy (17) of the projects reported that funding comes from the university and external partners. Thirteen (13) projects use internal financial recourse only to support the initiative, and these funds primarily come from departmental budgets and the University Research Fund 25.55. Eleven (11) projects rely solely on external funding, from the community partner, alumni and/or local/provincial/federal funding organizations/departments. One project did not comment on fiscal resources.

Reciprocity and resource sharing

Kitchen Wizards, Barb Anderson, School of Nutrition and Dietetics

The Kitchen Wizards program takes place at the Wolfville Farmers' Market (WFM) on Wednesdays (4-7pm) and Saturdays (8:30am-1:00pm) from October to November. Children from the community taste a food sample prepared by Acadia students in NUTR 1333 (Food Commodities 1) made from the Market fruit or vegetable item featured that week. After the test tasting, the child receives a three dollar coupon that can be spent on fresh fruits or vegetables from the Market, giving them purchasing power.

A lot of time and resources go into this initiative by both the School of Nutrition and Dietetics and the Market, from student/instructor Time, two 6-hour TAs for the fall semester, Market support, and supplies for food (Market supplies product available from the market, the School supplies all other foodstuffs). It is a significant amount of work for the TAs, the students and the instructor but worth every minute, given all the ripple effects of this community-university partnership.

Faculty and student involvement:

Just over half (22) of the initiatives involve two or more faculty members, usually within the same unit. An example of this is the Politics Passport non-credit course initiative that engages all the faculty in their department. This initiative engages all students (approximately 100 majors) by requiring that they attend at least 10 events outside of classroom (for more information, see <https://polisci.acadiau.ca/politics-passport.html>).

There are also examples of cross-disciplinary projects, such as, Women in Science and Engineering (WISE), which has engaged faculty in multiple departments in Pure and Applied Sciences, as well as in the arts, specifically Women's and Gender Studies (for more information, see <https://wise.acadiau.ca/home.html>).

Students were involved in these initiatives as research assistants, teaching assistants, placement students, practicum students, co-op students, service-learning students in a course, and volunteers. It is hard to calculate the number of students that have been engaged in the initiatives reported, based on the way we asked the question, however, based on the initiatives that did give numbers of students engaged in the past year, it was reported at over 600 students were involved in some capacity.

Engaging students across campus:

Axxess Acadia Program, Inclusive Post-Secondary Education (IPSE) Dr. Lynn Aylward, School of Education

This collaboration with provincial advocacy groups, school boards and Labour and Advanced Education offers participation in university learning and life to students with disabilities who have completed high school and are interested in continuing on to post-secondary but do not meet the admission requirements. The Access Program recruits social coaches, tutors and mentors for the Axxess students from all three faculties. Some Acadia students volunteer to work in the program, some integrate the work with their coursework, some are paid. This program relies on external funding.

Next Steps:

1. With direction from Senate, continue to elicit survey responses from units and analyze data
2. Celebrate the work of faculty and community partners by publicly documenting initiatives, through the Acadia website

Mandate 2: Consider how Acadia can strengthen its links to the broader community in future.

Literature Review:

The nature and consequences of community service-learning on the community continues to be poorly understood and largely overlooked (Bloomgarden, 2017). To understand one aspect of strengthening the links to our boarder community a literature review was conducted on the current state of knowledge on the nature and impacts of undergraduate service-learning on the community that includes community voice. Community voice is defined as research that includes the direct perspectives of the community-based organization or the community participants involved in the service-learning initiative. The 44 articles on community-university partnerships, involving undergraduate students, together emphasize the importance of partnerships built on effective communication, collaboration, and commitment to each other, the initiative and the social issue being addressed. Many of the studies acknowledged more research is needed in the field to understand reciprocal processes of engagement and outcomes that are mutually beneficial, and how they collectively lead to positive community impacts and social transformation. (For more information on this literature review, see Sweatman & Warner, 2018).

Next Steps:

1. Determine support from senate to continue to develop Acadia specific resources for engagement
2. Develop an Acadia University specific manual on excellence in community-engaged scholarship, that is guided by literature and current good practices on campus that highlight long-term reciprocal and mutually beneficial community-university partnerships
3. Encourage faculty and units to continue to reflect on who they partner with and how
4. Encourage faculty and units who are invested in community engagement to join the Community-Campus Engage Canada (CCEC) network: <https://carleton.ca/communityfirst/>
5. Develop workshops/training opportunities/online modules for faculty, students and community partners on how to engage in community-university partnerships

Mandate 3: Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.

Environmental Scan (in progress):

There are over 80 institutions in Canada who have co-curricular record programs or who are currently developing them. There is a governing body that universities can become a member of called the Co-Curricular Records Community of Practice, which is part of at the Canadian Association of College & University Student Services (CACUSS). A link to their website is: <https://www.cacuss.ca/online-community/ccr/index.html>

The following is a link to the guidelines for universities wishing to become part of the Canadian Co-Curricular Recognition Program: <https://mcgill.ca/involvement/files/involvement/canadianccrprogramguidelines.pdf>

MacLean's Magazine noted the importance of co-curricular records in a recent article entitled 'With Co-curricular records, universities say grades aren't everything' (Dec. 7, 2017). This type of publicity is noteworthy, as many prospective students look the MacLean's for advice on which institute to attend. Interestingly, the two universities quoted in the article are University of Toronto and McGill, large research institutions with centres and support staff managing their co-curricular programs. <https://www.macleans.ca/education/grades-arent-everything/>

Examples of co-curricular record programs at other institutions are:

Dalhousie University - <https://mycareer.dal.ca/ccr/welcome.htm>

Saint Mary's - <http://www.smu.ca/campus-life/career-services-co-curricular-record.html>

Mount Saint Vincent - <http://www.msvu.ca/en/home/community/CCRP/default.aspx>

Bishop's University - <http://www.ubishops.ca/future-current-students/student-campus-life/student-services/leap/>

Concordia University - <https://www.concordia.ca/students/ccr.html>

Next Steps:

1. Find out if there is financial and human resource support to continue studying and potentially relaunching the co-curricular transcript/record, and if so:
 - a. Continue to work with the ASU community engagement committee to seek Acadia student interest in a co-curricular record or transcript
 - b. Review studies on employer perceptions of co-curricular transcripts
 - c. Reach out to CACUSS to learn more about what resources and supports their office provides

Mandate 4: Engage with key people and groups on campus

To date, we have met with Student Services, S.M.I.L.E., the Office of Industry and Community Engagement, and the Department of Community Development.

Other key initiatives on campus that we have learned about through the faculty survey process include Co-op office, Axxess Acadia, WISE, Cardiac Rehab, Kitchen Wizards, Sports Injury Assessment and Management Program, Acadia and the War, Acadia Life Long Learning, AUFA Women's Committee, Exercise is Medicine, Politics Passport, Hantsport Community History Initiative, Wolfville Burial Ground Project, Community Environmental Histories and the Acadia Farm

Examples of groups and initiatives that should be engage in the process include the President's Advisory Council (PAC) on Decolonization, Indigenous Students Society of Acadia (ISSA), Acadia Reads, Authors at Acadia Associated Alumni of Acadia University, Acadia Entrepreneurship Centre, Harriet Irving Botanical Gardens, Acadia Robotics, Triple A, Kinderskills, Hannah Miller Tournament, Wong International Centre, and Performing Arts Series.

Submitted by Mary Sweatman (Chair)

References:

Bloomgarden, A. H. (2017). Out of the armchair: About community impact. *International Journal of Research on Service-Learning and Community Engagement*, 5(1), 21-23. Retrieved from <http://journals.sfu.ca/iarslce>

Sweatman, M., & Warner, A. (2018). *Community voice: A critical review of service-learning literature that includes community perspectives*. Manuscript submitted for publication.

Appendix 1

Community Engagement in Academics Survey

Community Engagement is one of the pillars of an Acadia Education. The *Ad Hoc Senate Committee on Community Engagement* is tasked by Senate to document the ways in which Acadia is currently engaging with the broader community as part of research and learning.

Thank you in advance for helping us to fill this important mandate.

If you have multiple projects that involve the community, please answer the following survey questions separately for each community engagement project. If you would like to take a break from the survey, click "Resume later." When you are finished answering questions regarding one project, click "Submit" and then open a new survey link to repeat.

Please contact liesel.carlsson@acadiau.ca or mary.sweatman@acadiau.ca if you have any questions.

Personal information

Name, Department, Email

We define *Community Engagement (CE)* as collaboration between Acadia University (as Departments or individual faculty) and their communities (local, regional, national, global), through research, teaching and service.

Does the project or initiative you are working on involve Community Engagement?

- Yes, the project involves CE
 No, the project does not involve CE

To which of the following does your project or initiative connect?

- Service learning involving students in coursework
 Research
 Community service
 Other:

Choose as many as are relevant.

If Service learning, please indicate which courses:

How many students are involved in this collaboration?

Please estimate the number of students per project per year.

What communities, or organization, does your EC involve?

Please estimate how many people in the community are involved.

If you cannot estimate the number of people, perhaps there is another unit (communities, teams, schools etc.) that you could estimate that would help us understand the reach?

Please estimate the resources that are required to support this CE project or initiative.

E.g., human, financial, other.

What is the source of these resources?

Internal:

External:

Other:

If there are other faculty members involved, please name them:

Is there anything that you would like to tell us about this CE project or initiative, or about other work that you do?

E.g. historical information, outcomes, publicity that you have received, links to your website, etc., or reasons why you do not do CE in your academic work.

May we contact you if we have further questions?

Ad Hoc Diversity and Inclusion Committee Update

June 13th, 2018

Membership:

Chair: Maggie Neilson, Pure and Applied Science Representative
Dean Representative: Ann Vibert, Faculty of Professional Studies
Professional Studies Representative: Stephen MacLean
Arts Representative: Coplen Rose
Student Representative: Dena Williams

Mandate:

- Propose a response to the recommendations of the Truth and Reconciliation Commission.
- Consider specific strategies of how we can foster a more inclusive institution.
- Engage with key people and groups on campus (Equity Officer, Wong International Centre, Indigenous Student Society at Acadia, Welkaqnik Aboriginal Gathering Space at Acadia, Acadia Pride, WGS, AUFA-W, Enrollment Services, etc.)

Update:

Individual members of the Ad Hoc Diversity and Inclusion Committee have been holding informal consultations with a number of groups, programmes, departments, committees, and individuals across the campus, each with a unique stake in the diversity and inclusiveness of the Acadia University community. To date, the committee members have held 18 consultations, initiating the conversations by asking the participants to describe their vision for a diverse and inclusive campus in relation to the individuals and communities for whom they work with and advocate for. Although the Ad Hoc Diversity and Inclusion Committee is working within an academic scope, participants were encouraged to share any ideas they have about the campus as a whole. As a result, in addition to recommendations surrounding curriculum and teaching, the committee also recorded ideas surrounding space, communication, services and resources. Although these recommendations might fall outside the purview of Senate, they will still be included in the final recommendations report as points of consideration for Senators. The Committee is in the process of compiling the final recommendations and strategies report, with the expectation that we will submit this document in September 2018. I would also like to add a formal thank-you to Dena Williams, our student representative and ASU Equity officer, for her incredible dedication to the work of the Committee.

Respectfully submitted by:
Maggie Neilson, Chair
Ad Hoc Diversity & Inclusion Committee