

Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

Telephone: (902) 585-1617
Facsimile: (902) 585-1078



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, 9th May 2018 in BAC 132.

The agenda follows:

1. Approval of Agenda
2. Minutes of the Senate Meeting of 9th April 2018
3. Announcements
4. Time-sensitive Items
 - a) Approval of the List of Graduates for the Convocation of May 2018 (*to be circulated separately*)
5. Old Business
 - a) Two motions from the Admission & Academic Standing (Policy) Committee. (*H. Hemming*) (*attached*)
6. New Business
 - a) Report from the Academic Planning Committee and Motion that Senate approve the APC rankings of permanent faculty requests for 2017-2018 (*H. Hemming*) (*attached*)
 - b) Professor Emeritus recommendations – Awards Committee (*President Ricketts*) (*to be circulated separately*)
 - c) Final Enrolment Report for 2017-18 from the Registrar's Office (*M. Bishop*) (*attached*)
 - d) President's Report for 2017-2018 (*President Ricketts*) (*to be circulated separately*)
 - e) Senate Committee Annual Reports
 - i. Nominating Committee (2017-2018) (*attached*)
 - ii. Curriculum Committee (Policy) (2017-2018) (*attached*)

- iii. Research Ethics Board (2017-2018) (*attached*)
- iv. Senate Disability Policy Committee (2017-2018) (*attached*)
- v. Academic Integrity Committee (2017-2018) (*attached*)
- vi. Senate Library Committee (2017-2018) (*attached*)
- vii. Admission and Academic Standing (Appeals) (2017-2018) (*attached*)
- viii. Awards Committee (2017-2018) (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Enabling Motion:

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 September 2018, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) 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.

List of Graduates for the Spring Convocation will be circulated separately.

1) Motion from the Admissions and Academic Standing (Policy) Committee: that Senate approve the adoption of the policy listed below regarding application disclosure.

Students are expected to provide full and accurate information about their previous studies. Students who through the application process fail to provide complete and accurate information, including not disclosing attendance at another institution, will **be reviewed by the appropriate office (i.e. Graduate Studies, Admissions, Registrar's Office)**. The University **reserves the right** to withdraw an offer of admission or to terminate an active registration if it is determined that relevant information has been misrepresented or withheld. Students will be informed of this decision and have the right to appeal. **Written appeals may be made to the Admissions and Academic Standing Appeals Committee.**

2) Motion from the Admissions and Academic Standing (Policy) Committee: that Senate approve the language change in the 2018 revised Academic Policies and Regulations section of the University Calendar for the section entitled Scheduling of Tests on Page 16:

Scheduling of Tests/ Tests may not be held during the **last ten days of classes in a term**, with the exception of routine weekly, end-of-chapter, or laboratory tests, and oral examinations in the languages. **Other course formats, for example intersession, shall be adapted to align with this basic principle.** No tests may be held on the study day(s) prior to the formal examination periods.

Academic Planning Committee (APC) Report for 2017-2018 ranking process

Rankings of Permanent Faculty

Tenure-Track Position Request Rankings

When considering requests for the staffing of permanent faculty positions, the University Senate and the Academic Planning Committee will be guided by the following principles:

- a. Continue to ensure that there is a rich diversity in our academic programming which reflects the strong liberal education tradition of the university;
- b. 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
- c. Respect the variety of pedagogical practices necessary to offer academic programming consonant with our strong liberal educational orientation.

(Senate minutes of March 9, 2015)

1. History & Classics: Classics – Ancient History

Classics is a small unit (2 faculty members) much reduced by two fairly recent retirements, and struggling to maintain a complex and varied program, one that maintains the program by routinely teaching unpaid overload. The two members of the unit must maintain courses in Latin, Greek, and the history, archaeology and culture of the Classical world. Neither of the two remaining faculty members is trained in the history of the period. A hire in this area would not only fill a gaping hole in the offerings of the unit but would also provide a necessary bridge between this unit and the History unit of the Department. The unit is currently unable to provide a number of the service courses for programs such as Women's and Gender Studies, and Scientific Terminology for Science students.

2. Physics:

The rationale for a tenure-track position in Physics is program need and viability. Physics is a small unit staffed with 3 TT faculty, a 9.5 month CLT and an instructor. As stated in the most recent program review, the Physics Department enjoys a "national reputation for delivering an excellent undergraduate program". In addition, the Physics Department plays an essential role by providing large enrolment service courses necessary to meet program requirements in other units such as Chemistry, Applied Science and Earth & Environmental Science. The numbers of advanced courses and research supervisions that can be offered with the current staffing level are already severely constrained. The requested TT position is therefore critical to the maintenance of a strong honours and major program in physics at Acadia University.

3. History & Classics: History – Women's and Gender

The Department currently has no one to cover the crucial early modern period, since the remaining historians in the unit are specialists in the modern era, with the exception of one medievalist. One of the recent retirements removed a specialist in women's and gender history. A position combining the ability to cover such key events as the Renaissance / Reformation, the Scientific Revolution and the French Revolution along with a focus on issues of gender would fill a major gap in the offerings of the Department. Not only would such a hire enhance the coverage of key areas in the Department but it would also contribute significantly to the IDST program Women's and Gender Studies, and to the multi-disciplinary minors in the Faculty of Arts.

4. Education: Mathematics Education

The rationale for this ranking is program need. Although mathematics is emphasized as a core curriculum focus in Nova Scotia's Public School Program, the School of Education at Acadia has been without a full-time math educator since 2011. This has meant that Acadia is the sole university offering Education in the province with no voice in the development of public school math curriculum. Further, the School has limited opportunity to offer graduate study and professional development in math curriculum and pedagogy, areas of considerable shortage and concern among education professionals. This position would also add to the tenure-track complement in the School, thereby supporting both current program quality and future program development possibilities, as, through un-replaced resignations/retirements and administrative contributions, tenure-track complement in the School has been reduced by 40% over the last decade.

5. Community Development: Community Leadership

This position would enable the Department of Community Development to better address its interdisciplinary curriculum while supporting and reinforcing the Environmental and Sustainability Studies program. The position would fill a significant expertise gap in both the Community Development and ESST programs, and as such is identified as a 60% Community Development and 40% ESST position. For a number of years, the Community Development Department has provided the largest on-campus core instructional component of the ESST programs, as well as key support functions such as program marketing, student advising, website design and maintenance, all with no added full-time faculty, and in the context of significant enrollment increases in both the ESST and Community Development programs.

6. Biology: Microbial Biotechnologist

This is a request for a program need in Biology and supports program viability and accreditation needs in other units, as well as providing support for honours and graduate student supervision. Microbiology is a core area of Biology, and the Biology Department currently has no faculty in this area. Yet it remains a highly-desired area by students, including students planning on careers in Health Science, and courses in this area are regularly oversubscribed. Within Biology this is a high-demand area for student supervision. Biology has the largest Honours program and the largest MSc program.

A number of programs on campus (Nutrition & Dietetics, Environmental Science, Chemistry, and Kinesiology) require students to take core and upper-level courses in Microbiology, and upper-level courses are also required. This includes Accreditation requirements in these areas.

7. Chemistry: Biochemistry

The Department of Chemistry is seeking a tenure-track position in the sub-discipline of Biochemistry. Biochemistry is one of the core 5 sub-disciplines recognized by the Canadian Institute of Chemistry (CIC) as necessary for majors and honours chemistry

program accreditation and is probably the one that is developing most rapidly. Biochemical techniques are now commonly used in disciplines outside chemistry, including biology, nutrition, environmental science, and medicine. Acadia has been without a biochemist since August 2016 (current tenured faculty member with this expertise has been on an unpaid leave), and has been covering biochemistry courses since then with per-course hires. This has created lack of continuity in our biochemistry offerings and has stifled course development and modernization.

8. Economics: Environmental Economics

A tenure-track position in this area will allow the Department to expand its offerings in this important emerging area, and to service students in other areas of the university, such as ESST, Community Development, Business and Politics, among others. Such a position would enhance the Department's ability to engage the broader community in environmental and policy issues. This addition to complement would ease some of the strain on the department's ability to offer key components of its program without having to resort to overload teaching, as well as to offer a greater array of elective courses.

9. Kinesiology: Science of Coaching

The rationale for this tenure track position is located in enrollment growth in the program, which has doubled in size over the last decade, making it one of the units on campus with the highest student-faculty ratio. In order to maintain the quality and character of the program – which takes an holistic approach to learning, providing a wide variety of community engagement opportunities and faculty-student research collaborations – additional full-time positions are required of both tenure-track and instructor sorts. Coaching Science is a gap area among the faculty complement, is an area desirable for both CCUPEKA accreditation (an expectation in Kinesiology programs these days) and potential program development.

10. Education: English, Literacy and Language Education

The request for a tenure-track faculty member in Education in the area of English, Literacy and Language Education is based on the fact that this is an essential area of the B.Ed program. The proposal also noted a marked decline in tenure-track faculty members in the School over the past decade (a decline of 40%), a circumstance made all the more pressing in the last three years in light of a steady recovery of enrollment numbers in the B.Ed program.

11. Psychology: Applied Psychology

The Psychology Department is requesting a tenure-track faculty position in the area of Applied Psychology, which involves applying psychological principles to help manage human behavior, and includes areas such as clinical, health, industrial/organizational, forensic, educational, or sports psychology. The position will help support the Department's Applied Psychology Option, and provide additional supervisory support to advanced students. Psychology has the second-largest honours programs on campus (15-25 students per year), plus a clinical masters program with 4-5 students/year. Unfortunately all of the recent retirees from the Department contributed to the Applied Option, through their teaching and supervision. In particular, they have lost those faculty with background and expertise in industrial/organizational, and forensic psychology.

12. Politics: Political Theory

This position will fill a major gap in the field of Political Theory. Political Theory is central to the discipline; a hire in this area will greatly strengthen the Department's program and overall offerings. In addition, this will have significant impact on a number of IDST programs, such as ESST and Social and Political Thought, as well as many of the multidisciplinary minors in Arts. A person with an expertise in post-colonial political theory

would allow the Department to expand its offerings in political theory beyond the traditional emphasis on Western thought, to be more inclusive of non-western and Indigenous traditions, thus increasing the diversity and inclusiveness of the Department's offerings.

Librarian Position Request Rankings

The Research Services Sector is requesting two continuing librarians:

Continuing Librarian 1: Liaison responsibilities with Economics, Politics, and Community Development and coordinating responsibilities for diversity and inclusion, assessment, and international students. In addition to departmental liaisons, the diversity and inclusion coordinator would work to assess and meet the needs of Acadia's increasingly diverse campus and local community. As the coordinator for international students, they will also work to augment the services and support the library provides to Acadia's large and diverse population of students from around the world. They will also work to deepen and expand the important relationships the library is developing with the public library, community organizations, local businesses and community members.

Continuing Librarian 2: Liaison responsibilities with Computer Science, Math & Statistics, and Physics and coordinating responsibilities for digital initiatives, metadata, and the discovery layer. In addition to departmental liaisons, the discovery layer coordinator will help the library to further develop a learning environment where information technology connects librarians, faculty and students in a unique way and launch innovative digital projects that support the teaching and research mission of the university.

Instructor Position Request Rankings

1. Kinesiology

The School of Kinesiology has experienced significant growth in enrolment which has placed strain upon the School in offering sufficient labs, especially in the biophysical science area.

2. Biology: Animal Biology

The Biology Department strives to maintain a focus on experiential learning. Through field courses (Bon Portage, Belize), laboratories and field trips to the rich variety of local ecosystems, students "get their hands dirty" and learn biology by doing biology. While these experiences become harder to offer due to transportation and insurance costs and the cost of material, the biggest impediment is a lack of instructor support. This position will teach lab sections of their core course in Animal Biodiversity in the Winter term and provide labs in Ecology, Vertebrate Diversity and potentially labs in the Marine Invertebrate Zoology or Aquatic Ecology. This position will replace a position that was lost when Dr. Avery was hired into an Interdisciplinary Assistant Professor position. This is a core, ongoing need.

3. Mathematics & Statistics

Introductory Statistics courses at Acadia all require a 90-minute lab in which students gain important hands-on learning. Laboratories are the main place where students learn to use statistical software for statistical analysis. This is critical experiential learning for science students. These statistics courses and labs are required by students in Engineering, Biology, Computer Science, Environmental Science, Mathematics & Statistics, Nutrition,

Psychology, and Kinesiology.

This request is to fill a long-standing core position to support the Department's 20 statistics labs. There was an Instructor in this role until he took unpaid leave in September 2016. As a stopgap measure, part-time and CLT appointments have covered some aspects of the Instructor position; but all development of new labs and multi-year training of student lab assistants has been on hold since September 2016. This position is a core, ongoing need in the Department.

4. Earth & Environmental Science: 9.5 months

Labs in Earth & Environmental Science are key activities that promote critical thinking and analytical reasoning, and foster an understanding of the importance of these activities. This request is to support the department in maintaining its ability to offer these.

E&ES offers three programs leading to professional designation. The Geology and Environmental Geoscience Programs lead to professional registration with Geoscientists Nova Scotia (GNS), an essential recruitment tool. The Environmental Science Program is accredited by Environmental Careers Organization (ECO) Canada and allows students to apply to become professional Environmental Practitioners in Training (EPT) upon graduation. Both the GNS registration and ECO Canada certification require undergraduate programs with a significant experiential component, served primarily through lab and field course offerings.

Since 2013 the average enrollment in the Department's four second-year lab courses has been 32; Enrolment in the labs, however, is limited to 20, due to space and equipment considerations. The Department has had to open multiple lab sections without having the instructor resources to do so. Despite some reorganization of course material to help adjust, numerous students are now poorly equipped for content in third year E&ES courses. The Department's graduates are at risk for registration as professional geoscientists.

Acadia University
Final Winter Term 2018
Enrolment and Admissions Report
(Prepared by the Office of the Registrar)

SUMMARY

The undergraduate enrolment for Acadia as of March 31st, 2018 was 3449 head count, 3296 FTEs. This represents a (-14 or 0.4%) decrease for head count from 2017; and (-24, -0.7%) for FTEs.

Undergraduate international enrolment for Acadia as of March 31st, 2018 was 461 head count, 434 FTEs. These represent decreases of approximately 1% head count, 2% FTEs from 2017.

Graduate enrolment for Acadia as of March 31st, 2018 was 588 head count, 298 FTE. This represents a decrease of 3% for head count and 0.3% for FTEs from 2017.

The following briefs are provided in this report:

Undergraduate Head Count and FTE Enrolments

Graduate Head Count and FTE Enrolments

International Undergraduate Head Count and FTE Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Please Note:

-Enrolment Data is derived via SQL query of EDEN

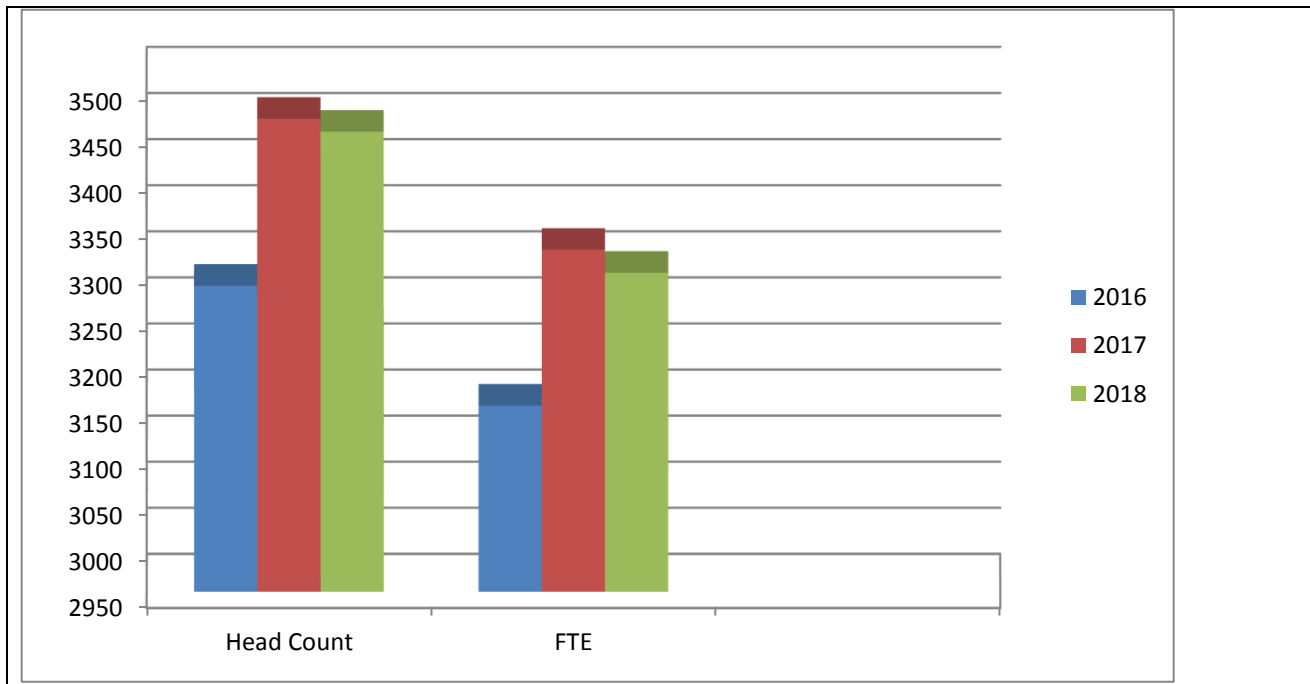
Acadia Undergraduate Head Count and FTE Enrolments

The undergraduate enrolment for March 31, 2018 was 3449 head count, 3296 FTE. Of those, 3227 were F/T, 222 P/T, equivalent to 69 FTE.

The undergraduate enrolment for March 31, 2017 was 3463 head count, 3321 FTE. Of those, 3261 were F/T 202 P/T, equivalent to 60 FTE.

The undergraduate enrolment for March 31, 2016 was 3282 head count, 3152 FTE. Of those, 3086 were F/T, 196 P/T, equivalent to 66 FTE.

Undergraduate Enrolment



Undergraduate Enrolment Summary

	Head Counts					FTEs					
	2018	2018	2017	2016		2018	2018	2017	2016		
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total	
Overall	3227	222	3449	3463	3282	3227	69	3296	3321	3152	
Intl subset	424	37	461	467	425	424	10	434	445	398	

International enrolments are included in the overall enrolments

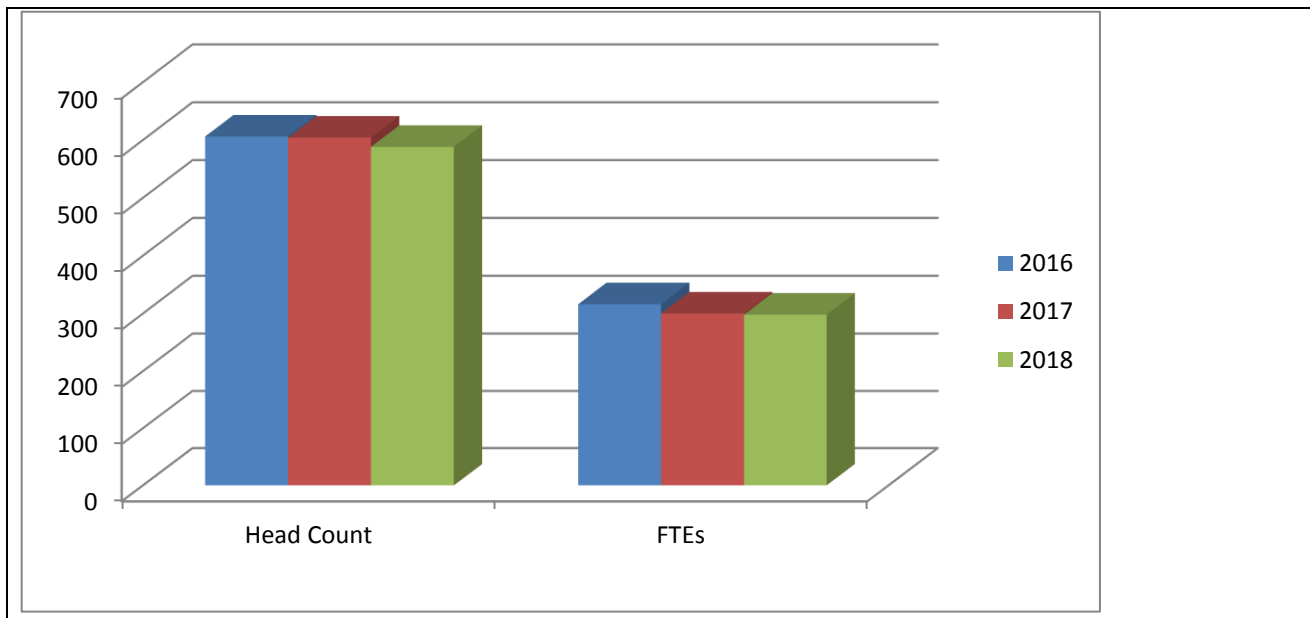
Acadia Graduate Students Head Count and FTE Enrolments

The graduate enrolment as of March, 31st 2018 was 588 head count, 298 FTE. Of those, 184 were F/T, 404 P/T for 114 FTEs.

The graduate enrolment as of March, 31st 2017 was 604 head count, 300 FTE. Of those 176 were F/T, 428 PT for 124 FTEs.

The graduate enrolment as of March, 31st 2016 was 606 head count, 316 FTE. Of those, 191 were F/T, 415 P/T for 125 FTEs.

Acadia Graduate FTE Enrolment



Acadia Graduate Enrolment Summary

	Head Counts						FTEs				
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total	
Overall	184	404	588	604	606	184	114	298	300	316	
Intl subset	39	8	47	37	46	39	2	41	30	36	

International enrolments are included in the overall enrolments

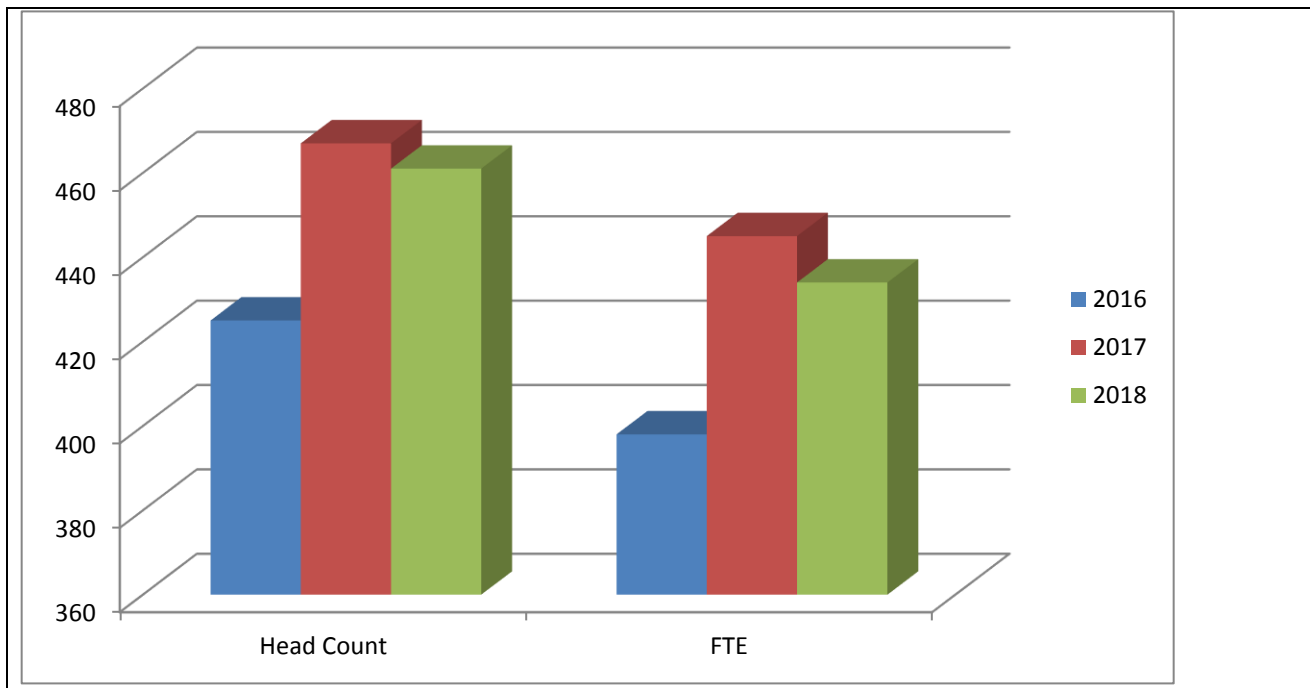
Acadia Undergraduate International Head Count and FTE Enrolments

Undergraduate enrolment of international students as of March, 31st 2018 was 461 head count, 434 FTE. For 2018, international students represented 13% of paid, enrolled, UG students and 13% of FTEs.

Undergraduate international students as of March, 31st 2017 was 467 head count, 445 FTE. For 2017 international students represented 13% of paid, enrolled UG students and 13% of FTEs.

Undergraduate international students as of March, 31st 2016 was 425 head count, 398 FTE. For 2016, international students represented 13% of paid, enrolled, UG students and 12% of FTEs.

Acadia Undergraduate International Enrolment

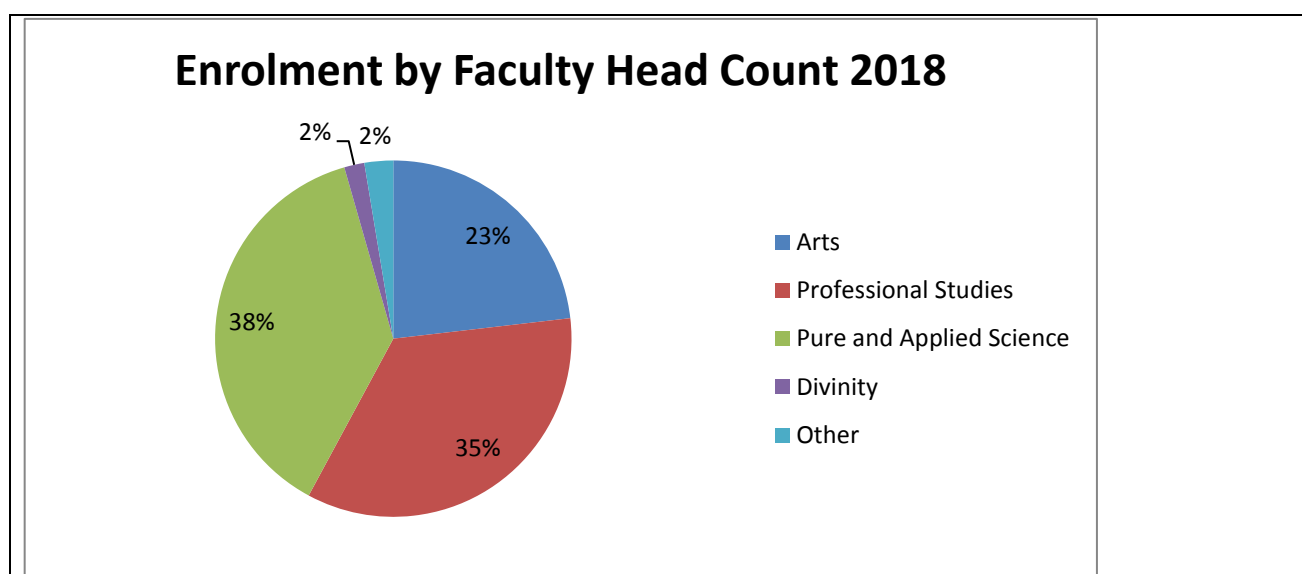


Acadia Undergraduate International Enrolment Summary

	Head Counts						FTEs				
	Full Time	Part Time	2018M arch Total	2017 March Total	2016 March Total		Full Time	Part Time	2018 March Total	2017 March Total	2016 March Total
Intl	424	37	461	467	425		424	10	434	445	398

Undergraduate Faculty Enrolments

2018	Head Count	FTE	2017	Head Count	FTE	2016	Head Count	FTE
Arts	799	779		830	810		803	776
Professional Studies	1197	1180		1195	1177		1094	1072
Pure and Applied Science	1300	1276		1303	1271		1260	1233
Divinity	63	21		55	24		56	22
Other	90	40		80	39		67	34



Undergraduate Headcount Enrolment by Year in Program

	2018	2017	2016
Year 1	1007	1061	856
Year 2	839	733	770
Year 3	660	704	758
Year 4	664	727	684
Year 5	140	106	107
BEd. Yr. 1	121	121	63
Bed. Yr. 2		1	29
Non-Credit	13	10	15
Total	3449	3463	3282

Report of the Nominating Committee 2017/18

The Senate Nominating Committee (consisting of Ron Lehr, Peter Ricketts, Eugene Cormier, Michael Robertson, Paul Callaghan, Robert Seale and Jennifer Richard) held one face-to-face meeting in 2017-18, and concluded most of its business via e-mail. Discussion at the meeting focused on the election of the committee chair, nominations for the chair of the Senate Library Committee, for the Senate Bylaws Committee and for a Senator to sit on the Chancellor search.

Since that time, the Chair of the Nominating Committee has put out calls for numerous replacements for Senate and the committees of Senate. We have been successful in filling most positions including nominations and election for a new community Senator replacing Jeff Hollett who resigned from his position early. Some highlights for Senate and Senate Committees are listed below and the full and updated committee memberships are available on the Senate website. I am willing to remain as Chair for another year.

Respectfully submitted,

Jennifer Richard, Chair
Senate Nominating Committee

Nominees for Senate and Senate Committee Vacancies for 2018-2019

Chair: 2018-2019 (1 year):

- Anna Kiefte (replacing Anna Kiefte)

Deputy-Chair: 2018-2019 (1 year)

- Rob Raeside (replacing Rob Raeside)

Faculty Elections Officer: 2018-2019 (1 year)

- TBD (replacing Martin Tango)

Non ex-officio positions on the Senate Executive: 2018-2019 (1 year)

- Paul Doerr (replacing Paul Doerr)
- Lynn Aylward (replacing Rene Murphy)
- Jennifer Richard (replacing Diane Holmberg)

Replacement on the By-Laws Committee:

- TBD - replacing Anne Quema (Senator ~ Faculty of Arts) **2018-2019 (1 year)**
- Rob Raeside– replacing Glenys Gibson (Senator ~ Faculty of Pure and Applied Science) **2018-2021 (3 years)**

Replacement Lay Person on Senate: 2018 - 2021 (3 years)

- Roger Prentice - replacing Jeff Hollett

**Senate Curriculum Committee (Policy)
Annual Report to Senate**

Committee Members:

Paul Callaghan	Chair of Curriculum Committee (Administrative) ex-officio
Mark Bishop	Registrar or Delegate (Non-vote) ex-officio
Ann Smith	University Librarian or Delegate ex-officio
Heather Dahringer	Arts (replaced by Donna Seamone, January-June 2018)
Roxanne Seaman	Professional Studies (replaced by Jennifer Tinkham, January-June 2018)
Rob Raeside	Pure and Applied Science
Christopher Killacky	Theology
Samantha Nixon	Student

The committee met on:

20 September 2017
10 November 2017
7 March 2018

The committee has experienced a very challenging year, with the appointment of the Registrar starting during the fall term, the replacement of two faculty representatives on leave in the winter term in the middle of the year, and the impossibility of scheduling meetings in April and May because of other commitments of committee members.

The committee has undertaken a review of the definitions and nomenclature of variants of degrees and designations within degrees that are offered by Acadia. This work is proceeding.

A second item under consideration was referred to the committee by the Faculty Support Committee, concerning an evaluation of the credit hour allocation of courses, including courses with labs, tutorials, and other compulsory components. The committee is trying to arrange an opportunity to meet to deal with this issue in the current academic year.

Respectfully submitted,
Rob Raeside, Chair

RESEARCH ETHICS BOARD ANNUAL REPORT, 2017–2018

For the period 1 May 2017 to 30 April 2018:

Committee Membership: Joan Boutilier (Community), Niall Buryk* (AGSA, from 1 July), Emily Chase* (AGSA, to 30 June), David Duke (Arts, from 1 July), Wenxia Guo (Professional Studies, from 1 September), Anita Hudak (Community), Stephanie Jones (Science, from 1 July), David MacKinnon* (RGS, to 31 August), Stephen Maitzen (Chair), Claire Mallin (Arts, to 30 June), Susan Potter (Science, to 30 June), Anna Redden* (RGS, from 1 September), Anna Robbins (Theology), Conor Vibert (Professional Studies, to 31 August)

* non-voting

Meetings and Review of Applications: The REB met on 11 occasions and reviewed 84 new formal applications for ethics approval. The Chair also reviewed numerous formal requests from researchers to approve changes to previously approved research.

Other activities: The REB's Chair responded to numerous informal inquiries from student and faculty researchers at Acadia and elsewhere. The Chair serves as the University's liaison to the Canadian Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of ethics approval or rejection, performs all filing and maintenance of records, follows up on unapproved research, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and prepares reports for Senate and other bodies concerning the business of the REB.

Training of members: Each newly appointed REB member receives a detailed written orientation from the REB Chair describing the new member's duties and the REB's procedures.

Ad hoc advisors: Ad hoc advisors are appointed only when the REB judges that it lacks the knowledge needed to review a particular application. None were required during the reporting period.

Appeals: None

Complaints: None

Guidance sought from the Canadian Secretariat on Research Ethics: None

Matters out of the ordinary: None.

Transitional Chair for Summer: S. Maitzen

Other comments: None

Submitted by Stephen Maitzen (Chair)

Senate Disability Policy Committee Report, May, 2018

Senate Disability Policy Committee Members (2017-18)

1	Disability Resource Facilitator Delegate (Director of Student Resource Centre)	Erica McGill	ex-officio
1	Accessible Learning Services Coordinator	Abu Kamara	ex-officio
1	Registrar or Delegate	Mark Bishop	ex-officio
1	Arts	Jeff Torbert	
1	Professional Studies	M. Lynn Aylward (Chair)	
1	Science	Rick Mehta	
1	Theology	Carol Anne Janzen (retired 2018)	Shawna Peverill
1	Student	Samantha Nixon (ASU, AVP)	

Senate Disability Policy Committee Duties:

- (1) to monitor the implementation of the Acadia Policy Regarding Support and Accommodation for Students with Disabilities
- (2) to conduct an annual review of the policy and if necessary, recommend to Senate amendments to the policy;
- (3) to deal with any other matters which Senate might refer to the Committee.

The Committee met on September 28, 2017 and March 26, 2018. Below are the main points of information provided by the Accessible Learning staff with respect to the monitoring and implementation of the Acadia Policy Regarding Support and Accommodation for Students with Disabilities for 2017-18

Student Supports, Staffing and Resources Required

- In September there were 89 new students registered with Accessible Learning for a total of ~370 students—a 9% increase over the 2017-18 academic year.
Test and exam accommodations were provided for
 - 679 Midterms Fall 2017
 - 520 Final Exams Fall 2017
 - 872 Midterms Winter 2018
 - Unsure of Final Exam requests numbers for Winter 2018
- New Accessible Learning Services temporary staff members (DRF Kathy O'Rourke on leave). Emily Duffett currently serves as the Exam & Test Coordinator. Marissa McIsaac serves as the Disability Resource Facilitator. It was noted by the committee that demand for student support necessitates two full-time positions-- a DRF and an Exam Coordinator.
- Accessible Learning Services received government funding for a summer 2018 Co-op position. This is the fourth successful funding application

- Erica McGill reports that “Access Deck”, test/exam scheduling software, developed for Accessible Learning Services will be available for training and implementation in the Spring /Summer. This will help with the high administrative load of facilitating test/exam accommodations.
- In collaboration with Glen Berry and M. Sc (Clinical Psychology students), Erica McGill was able to provide necessary psychoeducational assessments to some Acadia students – free of charge. 8 Acadia students were assessed this year.
- Accessible Learning Services works closely with the Counselling Centre and other academic and student support units across campus to meet the diverse needs of our growing student population.

Accessible Learning Services Events and Activity Highlights for 2017-18

- **Accessibility week:** January 29- April 2, 2018_
<https://accessiblelearning.acadiau.ca/accessibility-week.html>
Some of the events were livestreamed on Facebook. Public talks given by students, faculty and Build-a-Thon Event partnered with Wolfville Middle School and Neil Squire Society to create Lip Sync Assistive Technology devices. Here is a link to a video that was made about the event: <https://www.dropbox.com/s/39tr584abscq4ih/buildathon.mov?dl=0>
- **Academic skills lab**
Diane Holmberg, Anne Quema, Jennifer Richard facilitated a workshop on research-across- the-disciplines at the request of students. Between 10-12 students attended.
- **[Faculty & Staff Learning Commons](#)** page on Acorn.
Resources available on Emotional and interpersonal intelligence, equity, diversity & human rights, accessibility and more. 51 current Faculty & Staff are registered. Self - enrollment format
- **[Student Learning Commons](#)** page on Acorn. 88 students are registered so far. Resources for students on: University transition, time management, accessibility, self-care, note- taking, writing skills, research, presentation skills.
- **Neil Squires Society Partnership** – national organization that offers services free of charge to students with disabilities as they transition to employment from university. Supports are available to address student employment readiness and also explore possible subsidized employment opportunities.

Future/Ongoing Plans for 2018-19

- **Collaborate with the Annapolis Valley Regional School Board** (Pat Murphy) to develop a summer program for 11th and 12th graders who wish to attend university and have identified learning challenges. The workshops offered on a campus will address transition issues. Target date is summer 2019. All workshops will take a discipline-specific approach and provide students with opportunities to develop skills that will help them satisfy expectations in their chosen discipline
- **Collaboration with Acadia Student Union** to increase Accessible Learning oriented and Inclusive campus themed Welcome Week activities.
- **Partnerships with the Acadia Library & Open Acadia** to develop more helpful resources for all students on academic soft skills with the possibility of additional online resources.

- **Complete an Environmental Scan on Accessibility of Acadia Campus-** in consideration of the new provincial legislation (Bill 59: *Accessibility Act*) with its official commencement taking effect on September 18, 2017. This piece of legislation sets the ambitious goal of making Nova Scotia accessible by 2030 and taking into account moves within secondary and post-secondary education to a Universal Design for Learning approach.

Report to Senate: May 2018

Academic Integrity Committee

Membership of Committee: Paul Abela (Chair), Paul Arnold, Mark Bishop (Registrar), Jonathon Fowles, Samantha Nixon (student rep) and Ann Smith.

The committee was tasked with completing a long-standing review of the policies pertaining to academic integrity. The committee will have met 6 times at the time of the May Senate meeting. The committee, over the course of the year, reviewed the data from the faculty and student on-line questionnaires that were completed at the end of the previous academic year. The committee made a final reach out to faculty and students for any further comments, conducting outreach meetings to each faculty and to the student body.

After completing a review of the data, the committee crafted new language intended to revise the existing system. Those revisions are intended to meet the joint requirements of a consistent policy across the campus and one that is sensitive to differences in forms of evaluation and practice across disciplines and faculties.

The committee is hopeful that its final wordsmithing shall be completed and on the agenda for the June meeting of Senate.

Submitted respectfully,

Paul Abela

Chair
Academic Integrity Committee

Library Senate Committee Report to Senate

May 2018

This year, the SLC addressed the issue of changing the convention of having a Chair appointed through the Senate election process. Senate approved the change, and beginning in the Fall of 2018, the Chair of the SLC will be elected by the Committee members.

The Library Planning Process began 20 November 2017 with a survey circulated to the University community soliciting information on 1) how the library should change and 2) a high point of experience with the Library. The survey ran for three weeks, with information to inform parts two and three of the planning process. The second part of the process, interviews with Vaughan Memorial Library employees, and the third part involving focus groups of professors by discipline, as well as students, both graduate and undergraduate, took place in March 2018 under the direction of Graduate students. The students have also analyzed the data and will report at the next meeting of the SLC in the Fall of 2018.

Academic Librarian Britanie Wentzell presented the process that will take place over the next four years as liaison librarians undertake a comprehensive and close examination of the circulating monograph collection in the Vaughan Memorial Library (VML). This review will be completed in May 2022. The collaborative and transparent nature of the process will ensure responsible stewardship with regard to local, regional, and national collections. The aims of this review are the following: to identify gaps in the collection and areas where more current resources are needed; to improve access to reliable resources; to identify outdated, irrelevant, or damaged material for possible removal and replacement; and to increase awareness and use of both print and online resources. The University Librarian Acting, Ann Smith, reported on this process to Senate at the March meeting of Senate.

Maggie Neilson, Academic Librarian, gave a presentation on Research Data Management, a system of recording and archiving research data, which the VML will oversee and implement. Maggie defined and explained the nature and benefits of Research Data Management, as well as the process that the VML would follow to develop procedures of most value to the Acadia community.

Respectfully Submitted,

Dr. Patricia Rigg, Chair

**Admissions and Academic Standing (Appeals) Committee
Report to Acadia University Senate
May 9, 2018**

The Admissions and Academic Standing (Appeals) Committee met on many occasions in 2017-2018. It worked extensively on clarifying the procedures for student appeal submission and committee decision making. The appeal process will now occur through the ACORN course management system. Students will make appeal submissions and members of the committee will review appeal submissions within the same ACORN “course” page for each round of appeals. The committee would like to thank Terry Aulenbach for his work in helping to make the ACORN system work for this type of process.

A copy of the *Guidelines for Students: Submitting an Academic Appeal (Dismissal and Probation)* document has been provided following this report. This document was included with the student notification letters that went out this week and is also posted on the ACORN page where students will make appeal submissions.

The timelines of our committee's work in the upcoming spring/summer period will be:
June 4th: Deadline for students to submit appeals (round 1)
June 11th – 22nd : Committee will make appeal decisions during this time period (round 1)
July 27th: Deadline for students to submit appeals (round 2- due to grade changes)
August 1st–10th: Committee will make appeal decisions during this time period (round 2)

Committee membership:

Chair (Chair of Senate): Anna Kiefte — ex-officio
Registrar or Delegate (non voting): Mark Bishop — ex-officio
Executive Director of Student Services or Delegate (non voting): James Sanford — ex-officio
1 Arts faculty member: Robert Seale (Fall 2017), Michael Dennis (Jan. 2018-present)
1 Arts faculty member: Stephen Maitzen
1 Prof. St. faculty member: Terrance Weatherbee
1 Prof. St. faculty member: Glyn Bissix
1 P&A Sc. faculty member: John Murimboh
1 P&A Sc. faculty member: Cindy Trudel
1 Theology faculty member: Harry Gardner
1 Student: Samantha Nixon (until April 30, 2018) and Makenzie Branch (as of May 1, 2018)

Others invited to attend, non-voting:
Shawna Singleton (Registrar’s Office)

Respectfully submitted,
Anna Kiefte
Chair

Guidelines for Students: Submitting an Academic Appeal (Dismissal or Probation)

The Admission and Academic Standing (Appeals) Committee is Acadia's Senate committee that will be considering your appeal submission of your dismissal or probation academic standing.

If you wish to appeal, you must complete the questions found on the appeal submission prior to midday/noon (12:00 pm Atlantic Daylight Time) on the appeal deadline date indicated on the notification letter that you received from the Registrar. The appeal submission is completed on ACORN (acorn.acadiau.ca) and is in your current course tab as the course **ASSP 0010 Academic Appeal Process**. You will be able to access and resubmit your appeal submission up until that deadline. If you encounter *technical* difficulties as you complete the appeal submission, please call the Registrar's Office at 902-585-1223.

You are required to complete the appeal yourself, and there is a question on the appeal questionnaire that requires you to verify that another person is not completing the form on your behalf.

There are four parts that form the Academic Appeal Submission:

Part 1: Required Academic Appeal Self-Reflection Questionnaire:

- A series of questions regarding your academic experiences at Acadia.

Part 2: Required Personal Letter:

- Submission of a letter written by you, in your own words, outlining why your academic appeal should be granted and how you intend to improve your academic performance in the future.

Part 3: Required Unofficial Transcript:

- Submission of an electronic copy of your unofficial transcript. You can download it at <https://central2.acadiau.ca/my>. Only grades up to and including the winter term of this past academic year will be considered by the committee as part of your appeal submission.

Part 4: Optional Additional Documents:

To support your submission, you may also choose to submit some subset of the following documents or information prior to the appeal deadline as part of your submission.

- Letter(s) from faculty member(s), staff member(s), and/or student leader(s) at Acadia who are familiar with you and your personal or academic situation, who are willing to advocate for you (in writing) in support of your academic appeal.
- Letter(s) from a health professional who can verify (in writing) any health-related claims.
- Letter(s) from a credible advocate from outside of Acadia who is willing to advocate for you (in writing) in support of your academic appeal.
- Other paperwork documenting your circumstances.

Additional information considered by the committee:

When the committee considers your appeal, they will be reviewing the documentation and information that you submit as part of the Academic Appeal Self-Reflection Questionnaire (as outlined above), as well as the following internal information:

- Anything else pertaining to your internal academic record at Acadia (any academic infractions, awards, etc) up to and including the most recent winter term
- Your previous academic standing
- Whether you have previously completed the Academic Support Program (ASP), and an assessment of your completion of the ASP if available
- Correspondence you have had with the Registrar's Office or other unit on campus that relates to your appeal or academic standing change

If you have questions regarding the process of completing your appeal submission, the following individuals are available to answer them and help to clarify the appeal submission process. These individuals cannot provide you with specific advice about the contents of your appeal or provide an opinion about the likelihood that your appeal will be granted by the Committee.

- Representative from Student Services: studentsupport@acadiau.ca
- Acadia Students' Union Vice President Academic & External: contact information at <http://theasu.ca/who-we-are/executive-leadership-team/>

Any documents or information submitted to the committee will be treated confidentially and maintained according to the Records Retention Policy of the University. The information will only be used to guide the committee's decision for your appeal, and to inform any recommendations it may make if your appeal is successful. The decision made by this academic committee has no bearing on any pending decisions regarding your financial status with Student Accounts or the University.



**Awards Committee for Honorary Degrees and Emeriti Distinction
(Awards Committee)
Annual Report for 2017-2018
May 4, 2018**

Committee Members 2017-2018:

Dr. Peter Ricketts, President and Vice-Chancellor (Chair)
Dr. Derek Charke, Faculty of Arts Representative
Dr. Harry Gardner, Acadia Divinity College/Faculty of Theology Representative
Ashley Parsons, Faculty of Pure and Applied Science Representative
John Rogers, Board of Governors Representative
Dr. Roxanne Seaman, Faculty of Professional Studies Representative (on sabbatical)
Grace Hamilton-Burge, SRC Representative
Pat Townsend, Librarian/Archivist Representative
Kathy O'Connor, Recording Secretary

The Purpose of the Committee is to:

1. invite nominations for Honourary Doctorate degrees and Professors, Librarian, Archivists and Instructor Emeriti awards;
2. adjudicate the nominations; and
3. recommend nominees thereon to Senate.

Meetings 2017-2018

- January 18, 2018
- March 6, 2018
- May 4, 2018

Summary of Committee Activities:

A call for nominations was sent to the campus community in October 1, 2017. Following thorough review and discussion, the Committee forwarded to Senate for a vote by secret ballot a total of ten

Honourary Degrees and one Professor Emeritus nominations. Nine Honourary Degrees were approved by Senate, and six will be awarded at the 2018 Convocations. A vote for the Emeritus nomination(s) will be held at the May 9th meeting.

Respectfully submitted by the Chair,

A handwritten signature in blue ink, appearing to read "Peter Ricketts".

Dr. Peter Ricketts
President and Vice-Chancellor