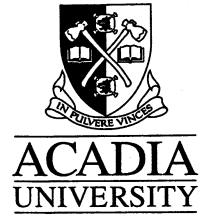


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Minutes of the Senate meeting of Monday 14th November, 2016

A meeting of the Senate of Acadia University occurred on Monday 14th November, 2016 beginning at 4:00 p.m. with

Chair A. Kiefte presiding and 42 present and 1 guest.

1) Approval of Agenda

Motion to approve the agenda, moved by E. Patterson, seconded by M. Robertson.

The Chair asked for items 5) c) x) to be moved up to item 5) c) i) Disability Policy Committee report.

MOTION CARRIED AS AMENDED.

2) Minutes of the Meeting of 11th October, 2016

Motion to approve the Minutes of Tuesday October 11th, 2016 as distributed. Moved by B. Brackney, seconded by R. Worvill.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements

a) From the Chair

Regrets were received from A. Vibert, J. Richard, S. Sproule, B. Jarvin, E. Samson, H. Gardner, J. MacLeod, S. Hewitt.

L. Coxhead and D. Holmberg would be arriving late.

b) From the President

President Ivany had two items to report to Senate. The first concerned the launch of the Maple League at a large Gala held in Toronto the previous week with two separate events being held. President Ivany noted that 300 invited guests attended from all four institutions, journalists, guidance counsellors and other members of the interested opinion-leader community. President Ivany stated that the initiative received a very warm reception and noted that many of those in attendance were hearing of the idea for the first time and felt that the idea of a league of schools forming, each with a similar academic model was a powerful initiative. It was felt that this made sense and President Ivany commented that each of the four universities find that when families visit their campuses they are surprised to discover that there are still universities like this in Canada. The model is a rare one. The second event

was smaller and held at the Canadian Club the following day. This event included prospective students from the greater Toronto area, guidance counsellors and leaders from business and industry. The Maple League is now part of Acadia's recruitment efforts and joint recruitment initiatives have already been held in Calgary, Toronto and Vancouver.

President Ivany's second item related to the Presidential Advisory Council on Decolonization which he stated had held its first meeting the previous week. President Ivany had indicated to Faculty Council last year that this was a priority for him in his final year as President. He reminded Senators that the Truth and Reconciliation Commission had called on universities to take a leadership role in addressing multiple recommendations. Some universities in Canada have been early adopters and have initiated a mandatory course on indigenization or on some variant of that theme, but President Ivany stated that he preferred a more nuanced response from a university such as Acadia in view of the particular model here. This will necessitate hearing from multiple stakeholders and constituencies both on the campus and in Mi'kmaq communities that surround Acadia. The Advisory Council has been asked to provide an interim report by the end of June and to target next fall for a final report. This will allow President Ivany to fully brief the 16th President of Acadia.

E. Patterson asked about the composition of the Advisory Council since the Council had already met.

President Ivany referred the question to J. Hennessy.

J. Hennessy stated that the Council met with a number of faculty members, students and community members and he said that at this point the membership was not settled as some were not sure that they could commit to a year-long process. J. Hennessy was also in the process of identifying who might participate from the local Mi'kmaq communities. This would be determined by the communities themselves and would involve outreach to and consultation with the various Chiefs who could then provide some expertise.

J. Hennessy stated that the first meeting had been an exploratory one and that the membership would be firmed up gradually.

E. Patterson asked whether there would be a call for membership on the Council or whether faculty were being asked whether they were interested in serving on the Council.

J. Hennessy confirmed that it was the case that faculty were being asked.

A. Quema expected to see an academic presence on the Council.

A. Quema asked President Ivany about the Maple League and wondered whether Acadia would no longer be competing for recruitment with the other three universities. She also felt that if Acadia developed an Indigenous Studies program there could be an opportunity for the four institutions to work together. This would reflect the variety of indigenous studies.

President Ivany responded that the four institutions had all come to the same conclusions when they were deciding how best to respond to the Truth and Reconciliation Commission. All felt that it would be beneficial to collaborate together because it would allow the four to do something that could not be done alone. Sharing was now occurring with guest lectures in particular.

President Ivany stated that in answer to A. Quema's first question, Acadia would still compete for students with the other three universities. There was a disproportionality low number of high school leavers who currently fully appreciated and considered the Acadia model as an option. He felt that the top of the funnel would open more widely and more students would now consider this type of university. Once in the funnel Acadia would still be able to differentiate itself and attract students.

**c) From the Vice-President
(Academic)**

H. Hemming stated that in the Faculty of Pure and Applied Science the 37th Huggins Science Seminar was held in October with the speaker being A. Condon who gave a lecture entitled 'Programming with Molecules'. A. Condon also gave a successful and inspiring talk for the fall W.I.S.E. event, and provided a seminar for Computer Science students while on campus.

H. Hemming stated that the 66th Annual Atlantic Universities Geoscience Conference was hosted at Acadia during the first weekend in November. This is a student based conference and is the original one on which all of the Science Atlantic conferences are now modelled. H. Hemming noted that the participants spent Friday taking field trips to explore the geology of the region and then on Saturday there was a full day of student presentations.

H. Hemming reported that on November 24th the School of Nutrition and Dietetics would be hosting the second bi-annual Food, Nutrition and Dietetics Research event, which would feature presenters from the Archives, History, the Art Gallery, Sociology and Dietetics. This would profile the interdisciplinary work that is done at Acadia.

H. Hemming stated that in the Faculty of Arts there were two new articulation agreements between the School of Music and Holland College, and the Barbados Community College. Students would now transfer from these two programs into the Bachelor of Music, the Bachelor of Music Therapy and the Bachelor of Arts (Music) here at Acadia. H. Hemming reported that also in the School of Music, Derek Charke premiered a new orchestral piece with the National Arts Centre in Ottawa. The piece was called 'After Chaos, the Earth and Love Came Into Being'. This commissioned work was the result of Derek winning the Juno Award for a composition four years earlier. M. Hopkins from the School of Music was awarded an 'Established Artist Recognition Award' which is awarded to five artists each year by the Nova Scotia Creative Leadership Council.

H. Hemming reported that the Vaughan Library had offered five copyright information sessions in September to faculty and staff, and that in partnership with the Research and Graduate Studies Office the Library was offering five information sessions on Open Access and Research Data Management Planning. The Library also launched a suite of services around academic integrity in response to a request from the Academic Integrity Committee. An

on-line quiz has been added to the award winning tutorial 'You Quote it, You Note it'. Some professors have made the tutorial mandatory in their courses.

In the Faculty of Professional Studies H. Hemming noted that in the Department of Community Development three World Cafés were planned: one on Social Entrepreneurship, one on the Truth and Reconciliation Commission and one on opportunities for Rural Economic Development.

A. Quema pointed out that A. Condon's visit was supported by the WGST program. As the program expanded A. Quema explained that they would be supporting more visiting speakers to the campus.

A. Quema drew attention to the CBC interview with the Dean of Computer Science from Dalhousie who was talking about a move to double the number of female students in the Computer Science program at Dalhousie. A. Quema noted that the W.I.S.E. group and R. Newman were working on trying to increase the enrolment numbers of female students at Acadia.

A. Quema reported that in the Faculty of Arts there was a feeling that the Acadia website was not doing a good job at announcing or celebrating faculty achievements and felt that the focus was too narrow.

H. Hemming responded that there was a mechanism for placing stories on the Acadia website through the Communications department. H. Hemming offered to work with the Deans to work out a strategy to get stories to a centralized place because there was a desire to celebrate these achievements. H. Hemming noted that there were a tremendous number of achievements and success stories all across the campus.

J. Hennessy stated that he had discussed this with the Communications Department. They had stated that a lot of information is sent out via Twitter, Snapchat and other social media outlets because they felt that this reached thousands more people than the website.

A. Quema felt that the website was certainly the place to profile these stories and had found that on other university websites they appeared to be very generous with advertising faculty achievements. She felt that it would be good to see more variety in terms of research, achievements and gender.

E. Patterson asked H. Hemming about the hiring environment for tenure track positions.

H. Hemming responded that she had already communicated with the Deans and University Librarian and let them know that the University was hoping to have a hiring environment and that they should proceed with preparing their submissions for the APC.

d) From the ASU President

S. Sproule and B. Jarvin were in Ottawa for Advocacy Week so there were no announcements.

e) Other Announcements

R. Worvill drew Senators attention to the information meeting next week for the Rhodes Scholarship. This had been sent out to students and was intended for those who were planning to apply next year or the following year. Students

at any level of study were encouraged to attend because there had now been a change in the application process. R. Worvill stated that the 'personal statement' which was a crucial part of the application, now had to be guaranteed to be the sole work of the student. Until now the committee had been able to offer editing suggestions but this will no longer be the case. Mentoring could be offered over a lengthy period prior to the student actually preparing an application. R. Worvill noted that there could still be 4th year students that were eligible to apply if their age allowed.

4) Business Arising from the October Senate meeting

The Chair asked if anyone from the Academic Integrity committee would like to comment as S. Potter was not present.

a) Academic Integrity Committee report

J. Banks reported that the Academic Integrity committee had held a productive meeting and that the survey questions had now been decided upon and were close to being circulated.

A. Smith agreed that the committee was now populated.

A. Quema asked whether the committee received feedback on the proposed questions.

J. Banks agreed that this was the case and any queries were addressed.

5) New Business

a) Report on 2016-17 Academic Sector Budget

H. Hemming presented the 2016-17 budget for the academic sector which was developed for the 2016-2017 budget year beginning April 2016.

H. Hemming highlighted budgets by Faculty, Research and Graduate Studies, and the Library. She explained that any decreases in budget that were shown could be attributed to the retirement of a senior member of faculty with a replacement by a CLT member of faculty. Sabbatical Leaves were also a factor to be accounted for.

H. Hemming noted that in general the total amount of money budgeted for the units had shown an increase. She pointed out that in the Faculty of Pure and Applied Science and the Faculty of Professional Studies support for Co-op had now been moved to a budget within the academic sector specifically labelled Co-op. Less money was also being allocated towards the University Pension Plan.

H. Hemming stated that the increase shown in the Library was a result of serials costing more as the Canadian dollar lost ground against the US dollar.

H. Hemming noted that in the VP Academic office there was no change.

H. Hemming's final slide showed that despite challenging circumstances the University had managed to show an increase since 2011 in the money going towards instruction and research along with a decrease in the administration and general costs. These figures were based on CAUBO data and showed a

comparison between the Administration and General and Instructional and Non-Sponsored Research.

H. Hemming thanked the Deans, Directors, Heads and faculty for all of their assistance in managing the budget in the academic sector.

b) Recommendations from the Academic Program Review Committee (attached)

Motion that Senate approve the Academic Program Review Committee's recommendation for the Music Therapy Program as circulated with the agenda. Moved by H. Hemming and seconded by C. Rushton.

H. Hemming stated that the APRC had received a formal response from the School of Music to the External Review of the Music Therapy program. The APRC then met with the Director of the School of Music to discuss the School's response to the review.

H. Hemming described the recommendations of the APRC which were organized into two categories: high priority and long-term priority (attached to the agenda and the minutes).

L. Aylward asked where the detailed reports were residing.

H. Hemming noted that the detailed report was available from her office should any Senator wish to read the report.

The Chair asked Senators whether they all wanted to see the detailed report.

H. Hemming felt that the program was a very small one with few faculty members. She felt therefore that while she would be happy to release it to individual requests, she did not think that it would be helpful to distribute to all Senators.

G. Bissix asked about the recommendation to require students to spend time at Acadia first before entering the Music Therapy Program. He was concerned that students currently come to Acadia because of the Music Therapy program and he wondered if there might be a negative impact if acceptance into the Music Therapy program was delayed for two years.

C. Rushton responded that the Acadia program was currently out of line with the other institutions in Canada that have a Music Therapy program because it was the only institution that didn't create a common experience for the first two years. Students would still be accepted into the School of Music program and would now take a common Core of subjects.

C. Rushton stated that the School had discussed any possible fall-out and felt that in fact this would strengthen the program for the music students. Acknowledging that this was a health care profession that students would be entering, C. Rushton felt that it was important for the School to carry out better vetting to ensure that suitable students graduate from the program.

J. Hennessy stated that there are a limited number of practicum placements that are available for Music Therapy students and that at times 60 students

have applied for Music Therapy without having a clear idea of what this really was. This change will allow students to have a very strong music experience for the first two years and also ensure that students are vetted more thoroughly. All students will now take an introductory Music Therapy course.

D. Holmberg stated that this was a very similar approach to that taken in Nutrition by students that went on to be dietitians.

MOTION CARRIED.

c) Reports from Senate sub-committees

i) Disability Policy Committee report

L. Aylward stated that the committee was responding to concerns and suggestions voiced at Senate by Faculty of Arts members and relating to the need for more complete information sharing.

L. Aylward discussed the context information in the report (attached to the agenda and minutes) which highlighted the significant increase in the number of students with disabilities registering with Accessible Learning Services during the last 10 years, and noted that in relation to other institutions, the number at Acadia was high. L. Aylward also noted that the work of the Disability Resource Facilitator was previously done by 1.5 individuals.

L. Aylward discussed the re-named *Information for Instructors* form. She noted that E. McGill (Director of the Student Resource Center) felt that a lot more information needed to be given to faculty members about the process that students go through before the form or any interaction starts between a student and a faculty member. L. Aylward reported that there have been significant changes to the way in which funding is given to the students in terms of procedural aspects at universities. These administrative changes do impact the way in which Accessible Learning operates. L. Aylward stated that Accessible Learning will be inviting faculty to attend information sessions so that people can understand what the process and protocols are with respect to the funding and procedures on campus.

L. Aylward noted that implementation of the Disability Policy remains the focus of the committee and assured Senators that this issue will continue to be discussed. Recommendations had been made that more signatures and signing of forms were now required to ensure that everyone would be aware of what accommodations had been requested. L. Aylward stated that this was now an information sharing form and that the hope was that this would begin a conversation about how a student would receive accommodations. The form would remain with the instructor so that they would know who the student was by name, and what they had requested in terms of support.

L. Aylward noted that at the bottom of the form professors are now asked to email the Disability Resource Facilitator to let them know that they have met with a student and start a dialogue with their office to discuss any concerns.

A. Quema asked whether the new form had been put into effect and whether it was still incumbent on the student to bring the form to the instructor.

L. Aylward confirmed that the new form was in effect and that the student still needed to bring the form to the instructor. The form was intended to initiate conversation. A number of signatures are needed to ensure that the right machinery moves into gear.

G. Poulter asked how this information would be communicated to the faculty.

L. Aylward repeated that E. McGill would be inviting faculty and providing information sessions. She expected that any faculty member that had a student requesting special accommodations should expect to see the new form.

G. Poulter agreed that it was important for faculty to have all of this information.

S. MacLean noted that he had a student that requested special accommodation at a mid-term but did not bring a form to him. He asked whether the form was required for the student.

L. Aylward stated that once a student registers with Accessible Learning they are advised about the best way to approach things and are told that the form needs to be presented for examination accommodation requests.

G. Gibson felt that the new form was straightforward. She asked why 20 – 30% more students were registering with Accessibility Services every year.

L. Aylward did not have data on these figures but noted that Acadia did stand out compared to other institutions.

D. Holmberg pointed out that she had served on the committee for three years and that during that time there was an increase in applications of 15 – 20% every year. She felt that this was partly because Acadia did do a good job with student accommodations.

J. Hollett pointed out that for many years students with disabilities did not disclose the fact that they were struggling until it was too late. Because students were now better supported in secondary school they felt more comfortable requesting assistance when they come to Acadia.

A. Quema agreed and noted that this was a problem that had been raised in the Faculty of Arts. She looked forward to the new form but also to an improved dialogue with the students. A. Quema also asked whether there was any analysis of how well Acadia was doing and where there might be shortcomings.

L. Aylward was interested in this area because it related to her research. She pointed out that most of the support that Acadia offered was in terms of examination and mid-term accommodations, whereas there was far more that could be offered. L. Aylward noted that the numbers were high, the education demand was high and working with faculty was key to make sure that everyone knew what was going on. This was the job of the Disability Resource Director but L. Aylward noted that much of their time was taken up arranging examinations and mid-terms.

L. Aylward noted that Acadia had created software on campus which would assist with the booking of examinations but it was not yet being utilised at Acadia even though other universities were making use of the software.

S. Sena asked about communication to the students and noted that she had a number of friends with disabilities who were not aware that they could apply for the form and get accommodations. These were first year students and they found that they could not get through the mid-terms in the time allocated.

L. Aylward stated that most students applying to Acadia will receive information at that time and will self-report during the admission process. She noted that many course outlines also state that support is offered for students with disabilities and provide information on who to contact.

The Chair stated that faculty members also receive an email prior to the start of each academic term with wording from Accessible Learning Services that can be included on their course outlines.

A. Quema felt that this was an important factor in retention. She asked how to solve the problem of the software that was not being used in order to free up the Disability Resource Director's time.

L. Aylward agreed to request some information on retention and see if there was any data available. She felt that the request to implement the software at Acadia had not yet reached the top of the list in Tech Services.

D. Holmberg noted that those students that requested special accommodations typically got slightly higher GPAs than students that did not request accommodations.

ii) Admission and Academic Standing (Appeals) Committee report (*attached*)

The Chair pointed out that this committee has changed from being a standing committee of Senate to an ad-hoc committee of Senate since the last meeting of this committee, as passed by Senate at the May 2016 meeting.

J. Banks reported that 126 students were dismissed and that 68 students appealed the dismissal. He stated that any first year students that lodge an appeal are automatically re-accepted and there were 36 of the above. Of the remaining students that appealed, one was not successful, 25 were successful and six were received after the due date and were dealt with electronically by the committee.

P. Doerr asked why 1st year students were automatically re-admitted if they appeal the dismissal. P. Doerr requested some rationale.

J. Banks stated that this policy came into play before his time on the committee. He suggested that re-admittance was not automatic once a first year student had appealed but also admitted that this had in fact been the practise. J. Banks felt that the philosophy was that there was a transition period for 1st year students and that since they were appealing, the committee would consider it.

P. Doerr felt that this assumption should be re-visited at some point.

J. Banks said this would be difficult as this was now an ad-hoc committee but noted that the committee does meet every year to do the work.

The Chair asked whether this should be a question for the Admission and Academic Standing (Policy) committee.

J. Banks felt that the way in which the committee had been dealing with appeals had become an unofficial policy.

J. Hooper had served previously on the committee and noted that a student who was appealing was required to provide a statement detailing how things were going to be different in the following year.

J. Banks agreed that this was still the case.

J. Hollett asked if there was any longitudinal analysis carried out or statistics provided to show that students who were re-admitted were successful in the following year.

J. Banks stated that returning students had now to go into the Program Support program and he stated that the University hoped to start collecting longitudinal data in the near future. The Registrar wanted to see this program leading to students being successful in their future studies.

A. Wilks asked what the rationale for dismissal was in the first place. Students could choose whether they wanted to attend university and whether they wanted to return. She wondered why the university would turn them away.

J. Banks stated that dismissal was automatic if a student's GPA dropped too low. Students could work with the ASU's Vice President Academic to put together the appeal.

A. Wilks felt that if a student wanted to continue to try to increase their GPA, realising that the transition from school to university was difficult and took some longer than others, they should be allowed to continue. A Wilks felt that sometimes these students could be disruptive and problematic in class and that the University did need a mechanism to dismiss them if necessary. However, she felt that if the students presented a plan and appeared to be earnest about turning things around it was good that the University had a fairly lenient process for the appeals which allowed the students to continue.

D. Holmberg asked when an appeal was not successful for a student since 90% of appeals seemed to be successful.

J. Banks felt that unsuccessful appeals were those students that even after a considerable length of time were still not making progress. Often taking a year off was recommended.

A. Quema asked for clarification because of the wording in the report which suggested that if a student appealed they would be automatically re-instated.

J. Banks agreed that the wording should be altered and stated that re-instatement was not automatic.

A. Quema asked whether first year student appeals were treated in the same way as the remaining appeals were dealt with.

J. Banks stated that the first year appeals were dealt with in bulk with one motion.

J. Hennessy felt that it was helpful to the first year student to have to go through the process of appealing because this focused the student on what went wrong and how they were going to improve next year.

J. Banks agreed that this process was helpful to the first year and other students. The ASU worked closely with the students and as a result of that some students decided against appealing.

P. Doerr pointed out that 6 students appealed after the cut-off date and still enjoyed a high success rate in being re-admitted. P. Doerr felt that this perpetuated the sort of bad habits that got the students into this situation in the first place. He was unhappy with the results of these policies when he looked at some of his classes this year and asked again for the policy to be revisited next year.

The Chair stated that the By-laws committee could put forward changes to the terms of reference. P. Doerr would need to ask the By-laws committee to bring a motion to Senate for consideration.

D. Holmberg stated that some of these would be considerations for the A&AS (Policy) committee to consider.

H. Hemming read out the duties of the A&AS (Policy) 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 policy as it relates to admissions, failures, and academic regulations.* H. Hemming felt that this committee could look into regulations around probation and dismissal and general policies. This could be an alternative to the By-laws committee.

D. Holmberg noted that the A&AS (Policy) committee was being tasked with looking at the Academic Support Program.

J. Banks suggested that anyone that would like to join the A&AS (Appeals) ad-hoc committee would be most welcome.

S. Landry reported some numbers from the SPAC and detailed some of the large scholarship awards. Of the nine Chancellor's, President's and Board of Governors Awards six were accepted by incoming students.

**iii) Scholarship, Prizes
and Awards
Committee report
(attached)**

S. Landry stated that of the six IB scholarships that were offered, none were accepted. Two had been accepted the previous year. S. Landry noted that the dollar value was similar to that at other institutions.

S. Landry discussed the distribution between the different Faculties for the big scholarships. In 2015 28% of the student body were Arts students, 30% for Professional Studies and 41% were Pure and Applied Science. That year, scholarships valued at over \$10,000 were distributed as follows: 13% to Arts, 18% to Professional Studies and 68% to Pure and Applied Science. These scholarships were purely grade based.

S. Landry pointed out that when extra-curricular activities and other things are factored in, more scholarships would go to Arts students, improving the 13% figure.

S. Landry stated that the committee is discussing this at length. He commented that the committee had reached out to the Maple League partners and that they all do something similar and base their scholarships on GPA.

S. Landry noted that this is a difficult situation to try to solve because by balancing Arts and Professional Studies against Science there could be situations where Arts students from a school received larger scholarship offers in spite of having lower grades than Science students in the same school.

J. Hooper stated that this issue had happened before in the schools and that he had received calls from school guidance counsellors in these situations.

A. Quema asked where the additional information was.

S. Landry noted he was just verbally providing additional information to what had been included in the written report for Senators.

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| iv) | Board of Open Acadia Report (attached) | H. Hemming reported that the Board had met in October and planned to meet four times during the year. Modalities for the meeting were agreed upon. The Board had agreed to align the description of the duties of the committee with some of the current work that is being carried out. H. Hemming noted that the description of duties was out of date. The Board also intended to develop a quality assurance framework for online courses. |
| v) | Graduate Studies Committee Report (attached) | D. MacKinnon noted that this was the interim report and stated that the committee had already met on September 29 th , 2016. Two major initiatives were planned: the first was to create a quality standards framework for graduate students at Acadia, and the second was to conduct a review of the operations and structure of thesis defences at Acadia. |
| vi) | Research Committee Report (attached) | D. MacKinnon stated that the Research committee started meeting during the summer to review the 5-year Strategic Research Plan and the Action Plan associated with that. The committee is determining what can be undertaken this year and what will need to wait. The focus was on organising events that will showcase both faculty and student research at Acadia. D. MacKinnon noted that the committee will be meeting regularly and that he would report back to Senate at the January 2017 meeting. |

vii) **Academic
Program Review
Committee
Report (*attached*)**

H. Hemming reported that the committee had already met twice to deal with the response to the review of the Music Therapy program. The committee would be meeting again this week and will meet frequently this year as it conducts an external review of the BA/BSC. H. Hemming also stated that the committee will develop a schedule for reviews of units that will be required during the next seven years. Finally, the committee will respond to the MPHEC requirements for Program Reviews and a Quality Assurance Framework.

R. Worvill asked when the result of the BA/BSC review might be known.

H. Hemming stated that the committee was currently gathering information for the self-study and would then identify external reviewers. It was hoped that the external reviewers would be on campus late in the Winter term while the students were still in classes. She expected that the result would come to the APRC late in April or May and be available after that date.

R. Worvill asked about the self-study reports.

H. Hemming stated that the APRC looked at the recommended requirements for self-study reports and adapted this to make it more consistent with looking at the two programs jointly. A framework had been developed and roles had been assigned to different Deans, Librarians and D. Currie, with the intention of keeping the study up at the degree level.

The Chair noted that it was now 6:00 p.m. and asked whether Senators would like to extend the meeting.

Motion to extend the Senate meeting by 15 minutes. Moved by A. Quema and seconded by S. Senewa.

MOTION CARRIED.

viii) **Admission and
Academic
Standing (Policy)
Committee
Report (*attached*)**

H. Hemming reported that the committee will be meeting regularly this year and had already held one meeting. The committee was focusing on a number of tasks and duties including a review of academic regulations for participation in the Academic Student Support Program. The committee would also be reviewing academic regulations for admission in the EAP – Bridging program along with a review of academic regulations for the internal transfer process.

H. Hemming noted that the committee intended to explore the question of whether academic entrance requirements should be reviewed. Finally, they would review academic regulations in the University Calendar re: Status and history.

D. Holmberg asked whether the internal transfer process just referred to switching of programs.

H. Hemming stated that this was the case.

J. Hollett asked whether Senate had quorum at this time.

The Chair confirmed that quorum was 26 and that there were presently 26 Senators in the room.

- ix) **Academic Planning Committee Report (*attached*)**

H. Hemming reported that the committee would meet at least three times this year and had already met once. The committee will look at revising the process for permanent faculty hiring and then bringing any changes to Senate during the next cycle. H. Hemming stated that the committee will complete its tasks as part of the decision-making process for allocating permanent faculty positions. This process was approved by Senate in June 2013.
- x) **Faculty Support Committee Report (*attached*)**

D. Silver reported that the merging of two committees had taken place and that this was now the Faculty Support Committee. The committee would be meeting shortly and was charged with investigating current research and practises related to the role of technology and learning. D. Silver stated that the committee would look at hybrid models of course delivery. The committee hoped to provide an interim report by January.
- xi) **Awards Committee Report (*attached*)**

President Ivany noted that the primary task of this committee was to bring forward for Senate consideration nominations for Honorary Degrees. Nominations were requested in the Fall with a deadline of November 19th, and President Ivany stated that the committee would have recommendations for Senate by January 2017.
- xii) **Timetable, Instruction and Examinations Committee Report**

J. Banks stated that the committee would be assessing the way in which the Fall Break was handled this year. They would also be looking at timetabling and the slot system as requested by Senate.
- xiii) **Nominating Committee Report**

This report was moved to the next Senate meeting.

All reports had now been received.

Motion to adjourn at 6:15 p.m. moved by P. Doerr.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Academic Program Review Committee

November 4, 2016

Recommendations arising from the Review of the Music Therapy Program

The Academic Program Review Committee (APRC) received the formal response from the School of Music to the External Review team's report on April 15, 2016. We subsequently met with the School's Director, Dr. Christianne Rushton to discuss the School's response to the review.

The APRC's recommendations are presented below, organized into two categories – High Priority and Long-term Priority

High Priority

1. Undergo curricular renewal and restructuring, including deletion of redundant and out of date courses, updating content of core Music Therapy courses, and revising descriptions and requirements for all courses.
2. Create a new sustainable structure for Practicum placements. These processes should be informed by best practices according to CAMT guidelines and programs already supported by Acadia (such as Psychology, Kinesiology and Education).
3. In order to align with the four other programs in the country, the School is encouraged to create a common experience for the first two years of all degrees and then to accept applicable Music Therapy students after second year with specific guidelines for admission eligibility in Music Therapy in the second year.
4. The Director will oversee student advising and program administration to ensure a consistent student experience.
5. The review identified a need across the population of music students to provide care for repetitive strain injuries. The School will encourage all students to access the excellent care (physio, massage, yoga, etc.) provided on campus and within the local area. The School will create a

course specifically focused on the physical, mental, emotional and spiritual wellness of a musician.

Long-term Priority

6. Recognizing the Review stated that resources currently in place support the program delivery, the SOM should engage discussions with internally aligned programs regarding requests for future complement needs and direct through appropriate channels.
7. Initiate an examination of curriculum and structure (found within the other four programs in country) in order to include the Internship within Acadia's degree.

Report from the Admissions and Academic Standing (Appeals) Committee

The Admissions and Academic Standing Committee of Senate is an Ad Hoc Committee that meets once a year to discuss appeals from students placed on dismissal.

The last day to submit an appeal to the Admission and Academic Standing Committee is listed in the Academic Calendar each year. This year was June 6th, 2016.

Submissions were received by the Registrar's Office and uploaded to a Sharepoint document and given access to the Committee members.

The Committee met on June 14th, 2016. Appeals were reviewed by the Committee and discussed at this meeting.

As in past years, the Committee agreed that students in their 1st year of study would be accepted, if they appealed their dismissal. Others were discussed and decisions were made based on their appeals.

128 students were dismissed based on their GPA.

2 students were removed from dismissal and put on probation because of grade changes.

126 students were dismissed

68 students appealed

36 students were 1st year and their appeals were accepted

1 student appeal was not successful

25 appeals were successful based on their appeal submissions

6 appeals were submitted after the date and reviewed by the Registrar, Dean, Executive Director of Students Services and Department Head on an individual basis

57 students did not appeal and are still on dismissal

The Committee members were:

Anna Redden

Christian Thomas

Harry Gardner

James Sanford

Jeff Banks

John J. Guiney Yallop

John Murimboh

Michael Dennis

Robert Perrins

Terrance Weatherbee

Michael Dennis

Brianna Jarvin (student)

Lisa Davidson

ACADIA UNIVERSITY

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

REPORT DATE: October 20, 2016

SPAC COMMITTEE CHAIR

Scott Landry will chair the committee to June 2017.

MEETINGS DATES

The committee will meet in person and via email.

The committee met in person on October 18, 2016.

Additional meetings for the 2016-2017 year are expected to be held in:

November 2016

Early March 2017

April 2017

Several other meetings may be held by the Awards and Appeals Committee of SPAC to decide upon various awards and matters as needed.

The Bursary & Loan Committee of SPAC will meet weekly throughout the academic year as needed. Several meetings have already been held.

PURPOSE AND DUTIES OF COMMITTEE

The committee reviewed the purpose and duties below. No changes were made.

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.

Respectfully submitted,

Pamela D'Entremont
Secretary

Scott Landry
Chair

Board of Open Acadia Report to Senate – Plans for 2016-17

Membership:

VP Academic (Chair): Heather Hemming

Associate VP Finance & Treasure: Mary MacVicar (regrets)

Director of Open Acadia: Jeff Banks

Registrar: Jeff Banks (Acting)

Dean of Pure & Applied Science: Jeff Hooper

Dean of Arts: Jeff Hennessy (regrets)

Dean of Professional Studies: Ann Vibert

Part-time Student: tbd

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.

The Board held its first meeting on October 24th, 2016. At that meeting, the following items were resolved:

1. Heather Hemming is the Chair of the Board of Open Acadia
2. Meetings will held in later November, early December, January or February and again in March.
3. Modalities for the upcoming year (all meetings will be held in person, or will some be held via conference call, Skype, etc.)
4. The Board agreed that it will work through appropriate channels to revise its mandate in a manner that aligns with current practices and develop a quality assurance framework for online courses.

Senate Committee on Graduate Studies Interim Report to Senate – October 2016

The Senate Committee on Graduate Studies held its open meeting on September 29th. The agenda for this meeting included an overview of roles and responsibilities, a discussion of various administrative issues, and the identification of two primary objectives for the 2016-2017 academic year:

- A quality standards framework for graduate studies at Acadia
- A review of the operations and structure of thesis defences

Current membership:

David MacKinnon	Chair; Research & Graduate Studies
Susan Potter	Psychology
Mark Mallory	Biology
Andre Trudel	Computer Science
Lisa Narbeshuber	English
Lynn Aylward	Education (Ph.D. program)
Linda Wheeldon	Education (M.Ed. program)
Rachel Brickner	Politics
John Colton	Community Development
Jim Brittain	Sociology
Wilson Lu	Mathematics & Statistics
Sandra Barr	Geology
Anthony Tong	Chemistry
Bill Brackney	Theology
Ian Spooner	Applied Geomatics
Geoffrey Whitehall	Social & Political Thought
Jeremy Locke	Graduate Student – Pure & Applied Science
Kayla McCarney	Graduate Student – Arts
TBA	Graduate Student – Professional Studies
TBA	Graduate Student – Theology

Submitted by:

David MacKinnon
Chair

Senate Research Committee

Interim Report to Senate – October, 2016

The Senate Research Committee met during the summer to review the Action Plan items of the new 5-year Strategic Research Plan. At its opening meeting on October 3rd, the Committee, with some new members, reviewed the components on the SRP, identifying each action item as either “this year” or “back burner.” The primary work of the Committee for 2016-2017 will be organizing the “this year” events that will showcase and celebrate faculty and student research at Acadia, and begin laying the ground work for the “back burner” items so that they can be realized in subsequent years.

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Brenda Trofanenko	Canada Research Chair
Anna Redden	Director, Acadia Centre for Estuarine Research
Hope Campbell	Graduate student
Lucas Coxhead	Undergraduate student

Submitted by:

David MacKinnon
Chair

Academic Program Review Committee Report to Senate – Plans for 2016-17

Membership:

VP Academic (Chair): Heather Hemming

Registrar: Jeff Banks

Arts Representative: Christianne Rushton

Professional Studies Representative: Ann Dodge

Science Representative: Diane Holmberg

Governor: Jim Stanley

Deans of Faculty under review:

Dean of Pure & Applied Science: Jeff Hooper

Interim Dean of Arts: Jeff Hennessy

Dean of Professional Studies: Ann Vibert

The Academic Program Review Committee duties are:

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

The Committee held two meetings to date: October 5 and 20th. Its next meeting will be held on November 17th. Additional meetings will be set up to enable the committee to complete the following:

- Conduct an external review of BA/BSC
- Develop a schedule for conducting reviews for units due for review over the next seven years

- Respond to the MPHEC Requirements for Program Reviews and a Quality Assurance Framework

The Chair of this committee will be Heather Hemming, VP Academic (Acting).

Modalities for the upcoming year (all meetings will be held in person, with some members occasionally joining via conference call, Skype, etc.)

Admission and Academic Standing Committee (Policy) Report to Senate – Plans for 2016-17

Membership:

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Registrar: Jeff Banks

Dean of Pure & Applied Science: Jeff Hooper

Dean of Arts: Jeff Hennessy

Dean of Professional Studies: Ann Vibert

Director of Open Acadia: Jeff Banks

Arts Head or Director: Jessica Slights

Arts Representative: Christian Thomas

Professional Studies (Director): Paul Callaghan (replacing Ian Hutchinson)

Professional Studies Representative: Brenda Trofanenko

Pure & Applied Science Head or Director: Paul Arnold (replacing Sonya Major)

Pure & Applied Science Representative: Nelson O'Driscoll

Theology Representative (voting on Theology matters only): Stephen McMullin

Student VP Academic: Brianna Jarvin

The duties of the Admission and Academic Standing Committee (Policy) are 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 policy as it relates to admissions, failures, and academic regulations.

The Committee held its first meeting on October 18th, 2016. At that meeting, the following items were resolved:

1. Heather Hemming is the Chair of the Admission and Academic Standing Committee
2. Meetings will be held on November 15, December 8, January 24, and once more in March 2017 (tbd).
3. Modalities for the upcoming year (all meetings will be held in person, with some members occasionally joining via conference call, Skype, etc.)
4. The Committee reviewed its duties and determined the following tasks:
 - a. review academic regulations for participation in the ASSP
 - b. review academic regulations for admission in the EAP – Bridging

- c. review academic regulations for the internal transfer process
- d. explore the question “Should the academic entrance requirements be reviewed?”
- e. review academic regulations in the University Calendar re: Status and history.

Academic Planning Committee Report to Senate – Plans for 2016-17

Membership:

VP Academic (Chair): Heather Hemming
Dean of Pure & Applied Science: Jeff Hooper
Dean of Arts: Jeff Hennessy
Dean of Professional Studies: Ann Vibert
University Librarian: Ann Smith
Faculty: Craig Bennett
Faculty: Matthew Lukeman
Faculty: John Colton
Faculty: Andrew Biro
Student VP Academic: Brianna Jarvin

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 twice yearly.

The Committee held its first meeting on November 1, 2016. At that meeting, the following items were resolved:

5. Heather Hemming is the Chair of the Academic Planning Committee. Modalities for the upcoming year (all meetings will be held in person; on occasion some members may join via conference call, Skype, etc.)
6. The APC agreed to meet no fewer than three more times this year. Once will be late Nov./early Dec. this term and twice next term
7. The Committee reviewed its duties and determined the following tasks:
 - Explore revising the process for Permanent Faculty Hiring for the next cycle 2017-2018
 - Complete its tasks as part of the *Decision Making Process for Allocating Permanent Faculty Positions* (approved by Senate June 18, 2013) as directed. “The APC reviews the reports submitted by Faculties and/or Library and develops recommendations for hiring priorities”... and ...develops “a report with rationale for presentation to Senate as a motion for consideration at the April meeting of Senate”.



TO: Anna Kieft, Chair of Senate
FROM: Raymond E. Ivany, Chair of the Awards Committee
SUBJECT: Awards Committee
DATE: November 4, 2016

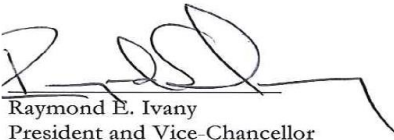
Senators:

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees, accepting nominations for Emeriti awards followed by evaluation of the nominees and finally, providing recommendations to Senate. The 2016-2017 year began with the committee issuing a public call for honorary degree nominations to the Acadia Community on October 1st, with the deadline for submissions of November 18th.

The committee will meet before the December break and review the submissions, with the goal of Senate receiving recommendations early in the new year.

I trust the above information serves to update Senate on the status of the Awards Committee.

Respectfully,


Raymond E. Ivany
President and Vice-Chancellor

November 2, 2016

Date

Acadia Disability Policy Committee Senate Report

Meeting: October 26, 2016

Present:

Abu Kamara (Coordinator Accessible Learning Services)

Kathy O'Rourke, (Disability Resource Facilitator

Dr. M. Lynn Aylward (FPS rep),

Jeff Torbert (Arts rep)

Dr. Rick Mehta (FPAS rep)

Erika McGill (Director of Student Resource Centre) *guest*

Report submitted by interim Chairperson: Lynn Aylward

The main purpose of the meeting was to discuss the concerns and suggestions put forward by members of the Faculty of Arts in May of 2016. The committee discussed that the concerns expressed in the summary provided by Dr. Rushton indicate that more complete information needs to be shared in a consistent manner with all faculty generally with respect to the Disability Policy at Acadia University and how it informs current student support practices provided by Accessible Learning Services Staff.

To begin, Kathy (the Disability Resource Facilitator) offered some detail of the Acadia context with input from Abu (Accessible Learning Coordinator) and Erika (Director of the Student Resource Centre) Some highlights are,

- There has been a significant increase in the number of students with disabilities registering with Accessible Learning services over the past 10 years
- No final numbers as yet, but it is expected that there is likely another 15% increase in requests for support services over last year (which also saw a 10-15 % increase
- Approximately 350 students qualify at Acadia this year for disability related supports
- Approximately two-thirds of those students interact with Accessible Learning staff by appointment or drop-in.
- Before Kathy was the DRF, there were 1.5 positions dedicated to doing all that is within Kathy's current job duties.

The Acadia Senate Policy Regarding Support and Accommodations for Students with Disabilities (2015) states in part,

The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act and they are based on recommendations contained in the student's most recent disability assessment conducted within the last five years. While supports and accommodations will be coordinated through the Accessible Learning Service Office, faculty members exercise their pedagogical judgment to support diverse learners in all aspects of academic work. Accommodations may modify the way course material is accessed, or the way tests, exams and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

Kathy O'Rourke the Disability Resource Facilitator outlined some changes that have occurred with respect to the process that students with disabilities follow who are registered and qualify for learning accommodations through the Accessible Learning office. These changes were planned collaboratively by the DRF, the Coordinator of Accessible Learning (Abu Kamara) and Erika McGill, Director of the Student Resource Center.

- The form used to begin a dialogue about learning accommodations between faculty and students has changed from an *Instruction Verification* form to an *Information for Instructors* form.
- The form identifies the specific accommodations needed for tests and exams as well information about classroom learning accommodations based on current student assessment information on file with Accessible Learning services.
- The form asks faculty to email the DRF to confirm that they have met with the student.
- The information form is kept by faculty so they have a record of the student's learning needs

The committee discussed the new form and its connection to Acadia's Senate Policy

- There was general agreement that signatures of faculty on accommodation forms may give the impression that students need to ask for permission from faculty to have learning accommodations when the intent is to share information and open up opportunities for further conversation between the faculty member and the student about teaching and learning strategies for success.

- Requesting that faculty email the DRF to confirm that the meeting has occurred may be onerous if faculty have large classes and many students who are registered for disability supports
- The email from faculty to the DRF is also an opportunity for faculty to ask the DRF for additional information about learning accommodations or suggested strategies.
- Feedback on the new form has been generally positive from faculty and students
- The Accessible Learning staff along with Erika McGill, plan to invite Deans and Department Heads to information sessions regarding the Acadia programs, processes and protocols for the provision of student support –

- ensuring that the particulars of how learning accommodations for students with disabilities are planned and implemented are highlighted.
- The committee felt that the relevant concerns from Arts faculty for more information about the specific student accommodations needed was addressed by the Accessible Learning staff as well as a start to a plan for providing faculty development opportunities around reasonable accommodations and teaching/learning contexts.

The next meeting of DPC Committee is set for November 29th @ 1 p.m.

Faculty Support Committee Report
2016

November 10,

Membership (9) Replacement	Representative	Term	Retirement
1 VP Academic (or designate)	Jeff Banks	ex-officio	
1 Assoc. of Atlantic Univ FDC rep	Darcy Benoit	ex-officio	
1 Coord. of Academic Technologies	Duane Currie	ex-officio	
1 Arts	Lance LaRocque	3 yrs.	2019
1 Prof. St.	Ann Dodge	2 yrs.	2018
1 P & A Sc. <i>Sabb</i>	Danny Silver [Chair]	1 yr.	2017 <i>Repl. L. Price</i>
1 Theology	??	1 yr.	2017
1 Librarian/Archivist	Mike Beazley [Sec]	1 yr.	2017
1 Student	Senewa Sena	1 yr.	2017

Planned Meeting Schedule:

October 20, November 3, November 17, and December 8
from 10:00- 11:00am in CAR 410

Mission Statement: To contribute to the success and development of Acadia University Faculty

Standard duties are:

- 1) to advocate for teaching and learning resources for faculty
- 2) to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
- 3) to collect faculty ideas and develop suggestions to meet faculty development needs
- 4) to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
- 5) to consider such matters as Senate may from time to time entrust to the Committee

Planned activities 2016-17 – in response to requests from Senate:

- 1) Investigate current research and practices related to the role of technology in learning.
How are faculty at Acadia using technology at present, and how can the university further support sound pedagogical use of technology in future?
- 2) Investigate possible hybrid models of course delivery that incorporate in-class and online learning modalities.

- 3) If necessary, develop an updated statement(s) of what a credit hour and/or a 3-credit course is, based on alternative/hybrid models. (Current statements from calendar:
“Credit Hour: The standard unit by which the course work offered by universities is normally measured. One credit hour (1h) is assigned to a class that meets fifty minutes per week in class instruction, exclusive of laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent class hours at intersession.”
and “A 3-credit course will have a minimum of 36 contact hours.”)
- 4) Propose various means of support for faculty teaching/pedagogy development activities.

T.I.E. Committee Report to Senate

The TIE committee in October 2016, and agreed to allow Rick Mehta to serve as Chair of the committee for the 2016-2017 academic year. The committee agreed to meet once per month and prioritized its tasks for the year.

In November, the committee will discuss Calendar dates and what to do when a student registered with Accessibility Services has to write multiple final exams in one day.

In December, the committee will meet with Duane Currie to discuss options for timetable reform.

Other issues that will be discussed will be: updating the documents that are sent to Chief Proctors at final exams, and how to deal with requests from faculty for accommodations at final exams.

Respectfully submitted,
Rick Mehta, Chair, TIE Committee

Academic Program Review Committee

November 4, 2016

Recommendations arising from the Review of the Music Therapy Program

The Academic Program Review Committee (APRC) received the formal response from the School of Music to the External Review team's report on April 15, 2016. We subsequently met with the School's Director, Dr. Christianne Rushton to discuss the School's response to the review.

The APRC's recommendations are presented below, organized into two categories – High Priority and Long-term Priority

High Priority

8. Undergo curricular renewal and restructuring, including deletion of redundant and out of date courses, updating content of core Music Therapy courses, and revising descriptions and requirements for all courses.
9. Create a new sustainable structure for Practicum placements. These processes should be informed by best practices according to CAMT guidelines and programs already supported by Acadia (such as Psychology, Kinesiology and Education).
10. In order to align with the four other programs in the country, the School is encouraged to create a common experience for the first two years of all degrees and then to accept applicable Music Therapy students after second year with specific guidelines for admission eligibility in Music Therapy in the second year.
11. The Director will oversee student advising and program administration to ensure a consistent student experience.
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course specifically focused on the physical, mental, emotional and spiritual wellness of a musician.

Long-term Priority

13. Recognizing the Review stated that resources currently in place support the program delivery, the SOM should engage discussions with internally aligned programs regarding requests for future complement needs and direct through appropriate channels.
14. Initiate an examination of curriculum and structure (found within the other four programs in country) in order to include the Internship within Acadia's degree.

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ACADIA UNIVERSITY

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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.

Respectfully submitted,

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Secretary

Scott Landry
Chair

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**Senate Committee on Graduate Studies
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Submitted by:

David MacKinnon
Chair

Senate Research Committee

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Submitted by:

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The Chair of this committee will be Heather Hemming, VP Academic (Acting).

Modalities for the upcoming year (all meetings will be held in person, with some members occasionally joining via conference call, Skype, etc.)

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7. Modalities for the upcoming year (all meetings will be held in person, with some members occasionally joining via conference call, Skype, etc.)
8. The Committee reviewed its duties and determined the following tasks:
 - a. review academic regulations for participation in the ASSP
 - b. review academic regulations for admission in the EAP – Bridging

- c. review academic regulations for the internal transfer process
- d. explore the question “Should the academic entrance requirements be reviewed?”
- e. review academic regulations in the University Calendar re: Status and history.

Academic Planning Committee Report to Senate – Plans for 2016-17

Membership:

VP Academic (Chair): Heather Hemming

Dean of Pure & Applied Science: Jeff Hooper

Dean of Arts: Jeff Hennessy

Dean of Professional Studies: Ann Vibert

University Librarian: A. Smith

Faculty: Craig Bennett

Faculty: Matthew Lukeman

Faculty: John Colton

Faculty: Andrew Biro

Student VP Academic: Brianna Jarvin

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 twice yearly.

The Committee held its first meeting on November 1, 2016. At that meeting, the following items were resolved:

12. Heather Hemming is the Chair of the Academic Planning Committee. Modalities for the upcoming year (all meetings will be held in person; on occasion some members may join via conference call, Skype, etc.)
13. The APC agreed to meet no fewer than three more times this year. Once will be late Nov./early Dec. this term and twice next term
14. The Committee reviewed its duties and determined the following tasks:
 - Explore revising the process for Permanent Faculty Hiring for the next cycle 2017-2018
 - Complete its tasks as part of the *Decision Making Process for Allocating Permanent Faculty Positions* (approved by Senate June 18, 2013) as directed. “The APC reviews the reports submitted by Faculties and/or Library and develops recommendations for hiring priorities”... and ...develops “a report with rationale for presentation to Senate as a motion for consideration at the April meeting of Senate”.



TO: Anna Kieft, Chair of Senate
FROM: Raymond E. Ivany, Chair of the Awards Committee
SUBJECT: Awards Committee
DATE: November 4, 2016

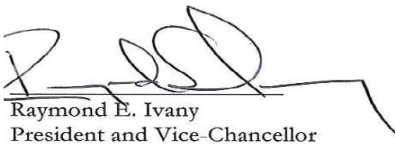
Senators:

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees, accepting nominations for Emeriti awards followed by evaluation of the nominees and finally, providing recommendations to Senate. The 2016-2017 year began with the committee issuing a public call for honorary degree nominations to the Acadia Community on October 1st, with the deadline for submissions of November 18th.

The committee will meet before the December break and review the submissions, with the goal of Senate receiving recommendations early in the new year.

I trust the above information serves to update Senate on the status of the Awards Committee.

Respectfully,


Raymond E. Ivany
President and Vice-Chancellor

November 2, 2016

Date

Acadia Disability Policy Committee Senate Report

Meeting: October 26, 2016

Present:

Abu Kamara (Coordinator Accessible Learning Services)

Kathy O'Rourke, (Disability Resource Facilitator

Dr. M. Lynn Aylward (FPS rep),

Jeff Torbert (Arts rep)

Dr. Rick Mehta (FPAS rep)

Erika McGill (Director of Student Resource Centre) *guest*

Report submitted by interim Chairperson: Lynn Aylward

The main purpose of the meeting was to discuss the concerns and suggestions put forward by members of the Faculty of Arts in May of 2016. The committee discussed that the concerns expressed in the summary provided by Dr. Rushton indicate that more complete information needs to be shared in a consistent manner with all faculty generally with respect to the Disability Policy at Acadia University and how it informs current student support practices provided by Accessible Learning Services Staff.

To begin, Kathy (the Disability Resource Facilitator) offered some detail of the Acadia context with input from Abu (Accessible Learning Coordinator) and Erika (Director of the Student Resource Centre) Some highlights are,

- There has been a significant increase in the number of students with disabilities registering with Accessible Learning services over the past 10 years
- No final numbers as yet, but it is expected that there is likely another 15% increase in requests for support services over last year (which also saw a 10-15 % increase
- Approximately 350 students qualify at Acadia this year for disability related supports
- Approximately two-thirds of those students interact with Accessible Learning staff by appointment or drop-in.
- Before Kathy was the DRF, there were 1.5 positions dedicated to doing all that is within Kathy's current job duties.

The Acadia Senate Policy Regarding Support and Accommodations for Students with Disabilities (2015) states in part,

The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act and they are based on recommendations contained in the student's most recent disability assessment conducted within the last five years. While supports and accommodations will be coordinated through the Accessible Learning Service Office, faculty members exercise their pedagogical judgment to support diverse learners in all aspects of academic work. Accommodations may modify the way course material is accessed, or the way tests, exams and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

Kathy O'Rourke the Disability Resource Facilitator outlined some changes that have occurred with respect to the process that students with disabilities follow who are registered and qualify for learning accommodations through the Accessible Learning office. These changes were planned collaboratively by the DRF, the Coordinator of Accessible Learning (Abu Kamara) and Erika McGill, Director of the Student Resource Center.

- The form used to begin a dialogue about learning accommodations between faculty and students has changed from an *Instruction Verification* form to an *Information for Instructors* form.
- The form identifies the specific accommodations needed for tests and exams as well information about classroom learning accommodations based on current student assessment information on file with Accessible Learning services.
- The form asks faculty to email the DRF to confirm that they have met with the student.
- The information form is kept by faculty so they have a record of the student's learning needs

The committee discussed the new form and its connection to Acadia's Senate Policy

- There was general agreement that signatures of faculty on accommodation forms may give the impression that students need to ask for permission from faculty to have learning accommodations when the intent is to share information and open up opportunities for further conversation between the faculty member and the student about teaching and learning strategies for success.

- Requesting that faculty email the DRF to confirm that the meeting has occurred may be onerous if faculty have large classes and many students who are registered for disability supports
- The email from faculty to the DRF is also an opportunity for faculty to ask the DRF for additional information about learning accommodations or suggested strategies.
- Feedback on the new form has been generally positive from faculty and students
- The Accessible Learning staff along with Erika McGill, plan to invite Deans and Department Heads to information sessions regarding the Acadia programs, processes and protocols for the provision of student support –

ensuring that the particulars of how learning accommodations for students with disabilities are planned and implemented are highlighted.

- The committee felt that the relevant concerns from Arts faculty for more information about the specific student accommodations needed was addressed by the Accessible Learning staff as well as a start to a plan for providing faculty development opportunities around reasonable accommodations and teaching/learning contexts.

The next meeting of DPC Committee is set for November 29th @ 1 p.m.

Senate Agenda November 14, 2016

Section 5) c) xi)

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Faculty Support Committee Report

November 10, 2016

Membership (9)	Representative	Term	Retirement Replacement
1 VP Academic (or designate)	Jeff Banks	ex-officio	
1 Assoc. of Atlantic Univ FDC rep	Darcy Benoit	ex-officio	
1 Coord. of Academic Technologies	Duane Currie	ex-officio	
1 Arts	Lance LaRocque	3 yrs.	2019
1 Prof. St.	Ann Dodge	2 yrs.	2018
1 P & A Sc.	Danny Silver [Chair]	1 yr.	2017 <i>Repl. L. Price Sabb</i>
1 Theology	??	1 yr.	2017
1 Librarian/Archivist	Mike Beazley [Sec]	1 yr.	2017
1 Student	Senewa Sena	1 yr.	2017

Planned Meeting Schedule:

October 20, November 3, November 17, and December 8
from 10:00- 11:00am in CAR 410

Mission Statement: To contribute to the success and development of Acadia University Faculty

Standard duties are:

- 6) to advocate for teaching and learning resources for faculty
- 7) to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
- 8) to collect faculty ideas and develop suggestions to meet faculty development needs
- 9) to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
- 10) to consider such matters as Senate may from time to time entrust to the Committee

Planned activities 2016-17 – in response to requests from Senate:

- 5) Investigate current research and practices related to the role of technology in learning. How are faculty at Acadia using technology at present, and how can the university further support sound pedagogical use of technology in future?
- 6) Investigate possible hybrid models of course delivery that incorporate in-class and online learning modalities.
- 7) If necessary, develop an updated statement(s) of what a credit hour and/or a 3-credit course is, based on alternative/hybrid models. (Current statements from calendar: "Credit Hour: The standard unit by which the course work offered by universities is normally measured. One credit hour (1h) is assigned

to a class that meets fifty minutes per week in class instruction, exclusive of laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent class hours at intersession.” and “A 3-credit course will have a minimum of 36 contact hours.”)

- 8) Propose various means of support for faculty teaching/pedagogy development activities.

T.I.E. Committee Report to Senate

The TIE committee in October 2016, and agreed to allow Rick Mehta to serve as Chair of the committee for the 2016-2017 academic year. The committee agreed to meet once per month and prioritized its tasks for the year.

In November, the committee will discuss Calendar dates and what to do when a student registered with Accessibility Services has to write multiple final exams in one day.

In December, the committee will meet with Duane Currie to discuss options for timetable reform.

Other issues that will be discussed will be: updating the documents that are sent to Chief Proctors at final exams, and how to deal with requests from faculty for accommodations at final exams.

Respectfully submitted,
Rick Mehta, Chair, TIE Committee