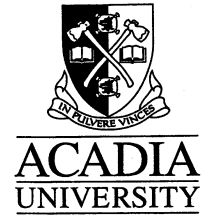


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Minutes of the Senate Meeting of Monday November 19th, 2018.

A meeting of the Senate of Acadia University occurred on Monday November 19th, 2018 beginning at 4:00 p.m. with Chair A. Kieft presiding and 43 present. The meeting took place in BAC 132.

**1) Approval of Agenda**

The Chair called the meeting to order, noting that there was quorum at present.

**Motion to approve the agenda. Moved by D. Benoit and seconded by B. Anderson.**

The Chair asked that Item 4) a) be changed to read “Motion that Senate approve the changes to the Mandate of the Board of Open Acadia”.

The Chair also noted that Item 5) f) iv) SPAC Report, would be moved up on the agenda if C. Mutlu arrived to present this.

The Chair asked to move items 4) d) and 4) e) to the end of the agenda where they would become 6) a) and 6) b) because the President was not present.

MOTION TO APPROVE THE AGENDA AS REVISED CARRIED.

**2) Minutes of the Meeting of 3<sup>rd</sup> October, 2018**

**Motion to approve the Minutes of Wednesday 3<sup>rd</sup> October, 2018 as distributed. Moved by M. Robertson, seconded by A. Vibert.**

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

**3) Announcements:**

**a) From the Chair of Senate**

The Chair welcomed a new Board of Governor Senate member, S. Hayes, and noted that Senate now had all three BoG representatives.

Regrets were received from President Ricketts, J. Guiney Yallop, Z. Whitman, K. Winters, C. Landry, M. Jarvin, S. Dunn and G. Wooden.

**b) From the President**

There were no announcements as President Ricketts was not in attendance.

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

H. Hemming reported that she would be departing from the tradition of the VP Academic announcing accomplishments and career milestones. She noted that news items were very dependent on what was reported to her office and that it was therefore not a fair representation of the work that was being achieved on campus. She also felt that there was a great deal of work that Senate needed to do in the run of a two hour meeting. H. Hemming suggested that if Senators had strong feelings one way or the other they might express those to the Chair who would then relay them to H. Hemming.

H. Hemming stated that Acadia now had a new Identity Policy and she asked M. Bishop to speak to this item.

M. Bishop reported that this had been prioritized by the Acadia Student Union to ensure that Acadia students were respected and supported throughout their academic careers at Acadia. M. Bishop had worked with the ASU and a number of students to craft an Identity Policy for Acadia which had recently been approved by the Senior Executive. Mark thanked the ASU for their collaboration, support and encouragement over the past year and noted that this had been the first conversation that he had held with the previous ASU Executive. M. Bishop acknowledged that this had taken some time and he thanked both the previous ASU Executive and the current ASU Executive.

M. Bishop stated that an official announcement would go out in the next week but he also read the preamble to the policy and noted that this will be placed in the University Calendar:

*Acadia University both aspires, and commits, to principles of equity, diversity, and inclusion. The University believes that the learning, teaching and research environment should be accessible and affirming to the individuals that comprise it. As an individual's identity is at the very core of their personal experience, Acadia affirms that a person's preferred identity will be used whenever possible to ensure a welcoming, inclusive, academic and living environment. The University also confirms to only collect identity information w/when absolutely necessary\*, and to restrict its access and use for those purposes.*

\*Notable exceptions would be legal and reporting obligations, including for financial purposes.

M. Bishop stated that the preamble would be applicable in a variety of areas such as; verification letters, student identification cards, class lists, Acorn, EDEN, Central, correspondence within the University, University email, diplomas and certificates and a University transcript.

M. Bishop hoped that by permitting Acadia students to identify and be as they are, that it would really assist them in finding Acadia to be the place where they may excel themselves.

P. Abela asked whether there would be an additional duty for professors to ask at the start of classes how students wished to identify themselves. He noted that some professors do already ask in order to be in tune with the way in which students regard themselves.

M. Bishop stated that the class list would simply represent the name used by the student.

G. Philp thanked M. Bishop, the VPA and the President for their work in passing this policy, along with the ASU Executive from the previous year. He believed that this would help to establish a more safe and supportive environment for the students.

M. Lukeman asked whether Acadia Central would have any information available for faculty members, with regard to pronoun usage.

M. Bishop stated that this was not specified. He noted that in the relationship between a professor and a student it was possible to verify preferences.

**d) From the ASU President**

G. Philp reported that he and M. Branch continued to work with the Province and recently met with members of the Legislative Assembly in Halifax and met with all three Provincial Caucuses.

G. Philp stated that they discussed priorities that Students Nova Scotia Provincial Advocacy had for advancing post-secondary education in the Province and supporting students. G. Philp noted that the following were of importance:

- To develop a targeted free tuition program, as in Ontario and New Brunswick. This would direct student funding to those that were most in need. They were requesting either a direct investment of 8.7 million dollars or a re-adjustment of tax credits and bursaries that currently go to all students but could be funneled to those students that needed it most; i.e. students coming from families that earn less than \$50,000 a year would receive their full tuition. He anticipated that there would be a sliding scale as parental income increased.
- To provide medical insurance for international students, as happens in some other provinces.
- To develop an extension to the Healthy Minds Program which had only recently been announced by the Government. G. Philp explained that this was a suite of on-line tools that could support students with mental health and mental well-being. He noted that one of the programs being funded by the Government was the 'good to Talk' program which provided 24 hour texting and calling with trained counsellors. He noted that this program was rolled out in Ontario and over 50,000 students made use of this. The Nova Scotia Government had committed to one year of funding for this suite of on-line mental health tools and the students have requested an extension of at least two more years to get an idea of how the programs were working. They also requested an expansion of experiential learning in the Province, with an expansion to the Co-op whereby an employer would be reimbursed up to half of the cost of hiring a Coop student. G. Philp stated that employers around the Province want to access the Coop funding but are not able to because of there being limited spaces.

G. Philp and M. Branch will be travelling to Ottawa to meet members of Parliament and Senators, with the Canadian Association of Student Associations, to discuss international students, the support of graduate students, and sexual violence prevention on campuses.

G. Philp noted that internally M. Branch had been working with D. Kruisselbrink to send out a substance use survey, to get a sense of how they might better support their programming for the students. The survey will be circulated to students this week.

G. Philp reported that an off-campus Housing Fair was being run with the help of the Town of Wolfville, to educate students about By-laws and how to good citizens in the community.

G. Philp stated that next week would be 'chill week' for the students.

The Chair stated that with regard to announcements, she had been considering asking for announcements to be forwarded ahead of time in writing, to be included in the agenda of Senate. Questions would still be encouraged during the Senate meeting. The Chair asked Senators to provide feedback to her so that at the December meeting of Senate she could let Senators know what process would be followed in the new year.

G. Whitehall asked in what other ways was Senate able to celebrate academic achievements if the announcements were to be removed.

The Chair responded that announcement would not be removed but would be in writing and therefore would still form part of the agenda and minutes. Initiatives and achievements could still remain part of the Senate record or could perhaps be communicated in a different way.

#### 4) Old Business

a) **Motion that Senate approve the changes to the Mandate of Open Acadia (*attached*)**

**Motion that Senate approve the changes to the Mandate of Open Acadia, moved by H. Hemming and seconded by D. MacKinnon.**

H. Hemming pointed out that the wording of the mandate had been very old and still referred to the Division of Continuing Education. The wording had now been updated to reflect the work that was being carried out by Open Acadia.

D. MacKinnon agreed that this reflected what Open Acadia currently did.

MOTION CARRIED.

b) **Preliminary Enrolment Report (*attached*)**

M. Bishop provided a detailed analysis of the October 1<sup>st</sup> enrolment noting that a freeze of this data was carried out four times a year.

M. Bishop stated that the undergraduate headcount on October 1<sup>st</sup> was 3638 with 3484 FTEs which represented a decrease of 1% from the previous year.

He noted that Acadia had enjoyed fairly stable enrolment over a three year period which was encouraging but that the University was in a challenging time because of the changing demographics that indicated a drop in K-12 enrolment in Atlantic Canada. M. Bishop credited the Institution with retaining students and congratulated the Enrolment and Recruitment efforts.

M. Bishop commented that fewer students were coming from Ontario and New Brunswick as a result of enrolment initiatives by those two Provinces, but that Acadia continued to do well.

M. Lukeman asked whether more students were enrolling part-time.

M. Bishop agreed that this was the case.

G. Whitehouse noted that there had been a downtrend in graduate student numbers.

M. Bishop did not have information on possible causes for this trend.

H. Gardner referred to page 8 of the report which showed a head count of 69 undergraduate students in Divinity with an FTE of 24 students. Below this was an 'Other' category with a head count of 130 and FTEs of 70.

M. Bishop confirmed that these numbers were only for undergraduate students.

H. Gardner pointed out that the Divinity College had been encouraged by the number of students from the University that were expressing interest in a minor in Theology, or in taking classes in Theology. He was encouraged to see the increase in numbers that had occurred through the last four years.

**c) Transition Reports from Senate Sub-Committees**

**i) Academic Planning Committee (*attached*)**

The transition report from the Academic Planning Committee was received by Senate.

**ii) Academic Program Review Committee (*attached*)**

The transition report from the Academic Program Review Committee was received by Senate.

**5) New Business**

**a) Motion from the Academic Integrity Committee that Senate adopts the following language for the Academic Calendar under the section 'Procedures Concerning**

**Motion from the Academic Integrity Committee that Senate adopts the following language for the Academic Calendar under the section 'Procedures Concerning Infractions of Academic Integrity (Academic)', as recommended by the Academic Integrity Committee. Moved by P. Abela and seconded by P. Arnold.**

P. Abela provided a recap on the work of the committee which had been concentrated on infractions of academic integrity. He reminded Senators that

**Infractions of Academic Integrity (Academic)', as recommended by the Academic Integrity Committee. (attached)**

2.5 years earlier the committee had been tasked with reviewing the existing language around issues about academic integrity with regards to plagiarism. The committee engaged in substantial outreach and gathered responses from both faculty and students, also hiring a firm to organise this outreach by means of a questionnaire. P. Abela noted that he had also given a presentation to Senators in June and received feedback. In October the committee forwarded the new language to all of the Heads and Directors of academic units to invite further feedback.

P. Abela recognized that the old language had been in place for some time.

P. Abela thanked the committee members: J. Fowles, A. Smith, P. Arnold, S. Nixon, M. Bishop and M. Branch.

P. Abela noted that it was important to adopt a university wide approach for institutional fairness which was also important for the enforcement aspect. Students had a right to be dealt with in a similar and fair manner and from a legal standpoint, the University also needed this when defending sanctions.

P. Abela pointed out that the committee wanted a structure that presented decision-making with respect to culpability being made by those that were closest to the students. This recognised that there could be different norms between Faculties or even within a Faculty. There was also a system of graduated sanctions and a recognition that if a student had committed an offence, this could prove to be a learning experience as well as an experience where a sanction was relevant. This established the notion that there continue to be a central registry at the Registrar's Office.

P. Abela commented that many faculty members expressed a preference for the sanction to come from the Head/Director or Dean rather than from the faculty member, because of the potential for that to impair the relationship between the professor and the student.

J. Grant thanked P. Abela and the committee for the great amount of work and asked about a possible 'get out of jail free' card for students, noting that in most work places infractions would be removed from a worker's file after a year.

P. Abela felt that there was a degree of flexibility in the language, especially in the early stages of the process when a professor would first be meeting with the student to express a concern. He also noted that there was language that discussed both the sanction and the educational aspect, and he felt that any forgiveness would likely occur in these early stages, rather than later in the Registrar's Office.

J. Grant asked whether a warning letter in their student file would follow them around.

P. Abela pointed out that if at the initial discussion it was decided that there was no infraction that would be the end of it. If it was decided by the professor that there was a potential infraction, but the Head of the department did not agree, that would also be the end of it. If a student was found to have

committed plagiarism that would go into the registry at the Registrar's Office and provide an official record should the student commit a further infraction. This would result in a graduated sanction.

G. Whitehall thanked P. Abela for the clarity that the policy would provide as the process unfolded. He asked about guidelines for sanctions. He felt that the weight appeared to depend on the number of previous infractions, rather than the weight of the infractions. He pictured situations where a student plagiarised on a small assignment worth 2% of the total mark or a student cheated on a final exam. He asked whether each instance would carry the same weight and what sort of guidelines could be available for the Head.

P. Abela responded that the committee looked at many models from other institutions and felt that there was a recognition that there would always be a degree of generality involved in any kind of structure. It would be better to trust the faculty and department that were closest to the place of the infraction to build into their notion what would constitute a fitting sanction. He also noted that the registry would have a description of the sanction relative to whether this was a 2% test or a final exam.

M. Lukeman favoured this approach. He asked about the early stages and noted that the first three steps were about establishing whether an infraction had occurred. He asked whether a faculty member could move straight to the fourth step if a student agreed when asked if they had committed plagiarism.

P. Abela felt that there was a need for a formal structure partly to provide protections for the students. He also noted that the Library offered resources for avoiding academic infractions for students.

P. Rigg asked about the use of the word sanctions and asked whether there could be a sanction other than zero.

P. Abela preferred to put trust into the professors dealing with the students rather than adopting a top down approach. He recognized that there could be a degree of variation which would not be damaging to the institution.

G. Gibson asked whether the committee would be modernizing the definition of academic integrity. She felt that the digital age had taken things to a new level and was looking for language that she could point to.

P. Abela stated that these changes just applied to one section of the academic integrity language in the Calendar.

G. Gibson noted that course content was now being sold on-line and she felt that the University needed to think about the implications of this around copyright if course content was sold to someone in another country and then presented as their own. This was a violation of academic integrity.

G. Bissix asked what would happen if a student was caught cheating in an exam.

P. Abela stated that if the evidence was quite clear the meetings would be shorter and the evidence produced would fit into the procedures that were in place.

G. Bissix stated that in the past if a student was caught cheating during an exam he would ask them to leave.

P. Abela pointed out that this policy was not about that type of scenario but it would be started with a recording of the evidence after the fact.

G. Bissix felt that by asking a student to leave the exam, that would be an initial sanction. He asked whether he should request the cheat sheet and allow the student to continue writing the exam.

P. Abela noted that there was no change to the existing language with respect to procedures within examinations.

L. Aylward thanked P. Abela and the committee for the work that they had carried out, noting that there were many different situations on campus.

D. Benoit stated that at a previous university there had been very clear processes in place to describe what would happen to a student if they were caught cheating during an examination. Acadia could look into that process.

D. Benoit felt that a department Head/Director would only have written information from the student, the faculty member and the meeting itself. He noted that often a situation was not just a student copying from the internet. Often student A copied from student B or student C and they were all involved in this together. He wondered what to do when one student suggested that the other students had stolen information from him/her.

P. Abela noted that J. Fowles had students work collaboratively and had been involved in multiple cases of more than one student involved. The process would be the same but just involve more than one student. The first meeting would help to deconstruct what had occurred.

J. Grant asked whether this could have a one-year trial.

P. Abela expected that this will go into the Calendar for 2019-20 but there was no reason why Senate could not make changes in the future.

The Registrar agreed.

G. Whitehall felt that students would not know in advance what sort of a sanction they would incur. He felt that there should be more guidelines as to the weight of the sanction dependant on the weight of the infraction. G. Whitehall felt that this would also help the University. A faculty member should be able to recommend a particular sanction to the Head so that the Head was fully informed. He appreciated the desire to have flexibility but also felt that guidelines were important to have and would prove very useful to faculty members. Students needed to know that if they cheated three times on an exam they would be expelled from the University.



P. Abela stated that having looked at other institutions and having received feedback from Acadia faculty, there did not appear to be any Esperanto-like account that could be given with respect to direction on sanctions. He recognized that not all faculty were on the same page and there were no norms with course delivery either.

P. Abela felt that nothing in the policy precluded the faculty member from having a conversation with the Head about the type of sanction they would like to see.

The Chair asked about what the Head or Dean could ask about previous infractions for a student. She understood that the Registrar would inform them about the number of previous infractions but not provide any details about the offense.

M. Bishop confirmed this.

The Chair asked what information and details the Registrar would be keeping on each previous infraction.

M. Bishop responded that this was already current practice and that the registry already existed. It was an Excel file which listed student, student number, instructor, course, infraction and the sanction. M. Bishop noted that there had been cases where a Dean had requested that the record of an infraction be removed from the registry, and he had done so.

MOTION CARRIED.

b) **Motion that Senate approve the proposal and criteria for awarding of an Outstanding Master's Research Award (one eligible student from each of the three Faculties), to be implemented in time for Spring 2019 Convocation. (attached)**

**Motion that Senate approve the proposal and criteria for awarding of an Outstanding Master's Research Award (one eligible student from each of the three Faculties), to be implemented in time for Spring 2019 Convocation. Moved by A. Redden and seconded by D. Benoit.**

A. Redden explained that Research and Graduate Studies previously awarded the Governor General Gold Medal Award to one graduate student each year, but that these would in future be awarded on the basis of academic performance only, without performance being factored into the calculation. She stated that in order to acknowledge students in a different way there would now be one Outstanding Master's Research Award for a student in each of the three Faculties to be received during Convocation.

A. Redden stated that the Governor General Gold Medal Award would still be given and that the Master of Arts Theology would be included in the Faculty of Arts.

A. Redden noted that the required GPA for consideration had been changed to 3.5 recognising that many students do exceptional work for their thesis research.

G. Whitehall asked about the three year time requirement for a student to complete their graduate degree and why a student could not be considered even if they had taken longer to complete if the work was exceptional.

A. Redden felt that extra years gave a student an advantage in producing an exceptional thesis. She noted that this would be typical of most Tri-Council awards and scholarships. A one year degree would allow one extra year and a two year degree was also allowing one extra year to complete. A. Redden felt that additional extensions would start to move into a grey area. She did note that in Science there could be significant fieldwork components that could take a great deal of time.

A. Redden stated that statistics showed that very few students did not complete during a three-year period.

G. Whitehall pointed out that as co-ordinator of the Social and Political Thought program he saw students that got very deeply into political enquiry and he felt that many of them took more than three years, in which case they would be disqualified from receiving the award. G. Whitehall stated that it was very rare for a student to complete in two years and that he would be pleased if they could finish in three years, but his experience was that they took longer.

A. Redden felt that students were working hard to complete their degree in three years and that one of the issues was Acadia's ability to fund those students for the duration of their program. Students often needed to take a job and move to a part-time status and that was recognised.

D. Benoit pointed out that Computer Science graduate students often elected to do Co-op and would be out for 8-12 months on a work term. This made the three year time limit very tight for them to complete and he asked whether that would be regarded as three years from the start or would the time in Coop be removed.

A. Redden was not aware of students taking Coop at the Master's level but felt that work terms would need to be taken into consideration.

D. MacKinnon commented that with the exception of the School of Education, students were given a time limit by which their degree must be completed. He noted that an Arts student in a one-year program used to be finished in five years and a student in a two year program would be finished in six years. This did raise the question of why the time limit needed to be any less than the time limit of the actual degree.

A. Redden stated that they had basically adopted the policies that had previously been adopted for the Governor General Gold Medal Award and she noted that these concerns had not been brought up previously or at the Graduate Studies Senate Committee.

P. Abela commented that graduate students were often in their 20s and may already have children which cause further time constraints for them.

S. Currie stated that for NSERC the time to completion was examined and that for a Master's thesis time much beyond three years would be looked upon negatively, unless there was a parental leave or similar. She asked whether MPHEC included time to completion in their statistics.

M. Bishop stated that MPHEC did with respect to undergraduate degrees with respect to 4, 5 and 6 year completion.

G. Gibson liked the timeline with exceptions for Co-op or part-time students.

A. Vibert noted that differences between Sciences and Social Sciences on the length of time that it typically took students to complete the thesis. She felt that flexibility was needed in the policy and agreed with G. Whitehall and D. MacKinnon that the degree time limit should be the deciding factor. This timeline responded to the different life circumstances that different students experience.

G. Whitehall asked whether the motion could be tabled and returned to the committee.

The Chair agreed that the motion could be tabled but she also asked A. Redden whether she preferred to table the motion or whether she wished to amend the motion.

A. Redden agreed to return this item to the Graduate Studies Senate Committee because they had until April 2019 to have this finalized. She did not expect that it would be difficult to re-word the motion.

**Motion to refer the motion back to the Graduate Studies Committee.  
Moved by G. Whitehall and seconded by J. Hennessy.**

MOTION CARRIED.

c) **Motion from the Academic Planning Committee: The APC moves the adoption of a revised decision-making process for allocating permanent faculty positions. (attached)**

**Motion from the Academic Planning Committee: The APC moves the adoption of a revised decision-making process for allocating permanent faculty positions. Moved by H. Hemming and seconded by A. Vibert.**

H. Hemming referred to the attached details and noted that she had outlined a number of problems that the APC had found to be embedded in the process. One was the length of time that it took between submissions being created and ranked by the faculty, and when the authorizations occur, which could be between 18 -24 months. In the meantime several vacancies could occur in the overall complement of the University. H. Hemming noted that since the APC ranking earlier in the year vacancies had arisen in English, Sociology, two in Languages and Literatures, History, two in Education, Chemistry, Psychology and Music, which amounted to 10 vacancies.

H. Hemming pointed out that the current approach encouraged short-term thinking rather than adopting a long-term planning approach. The committee spent a lot of time and effort on the ranking itself rather than thinking about academic planning.

H. Hemming noted that both the APC members and the Directors and Heads held similar widespread concerns. The proposed revisions would tighten up the timelines between requests and authorisations, and the process would now respond to the dynamic changes that occur within the University itself between the time that the APC received requests and the time that the authorizations take place.

H. Hemming also stated that this would encourage both immediate and long-term requests on the part of academic units and that the process would include binning requests rather than ranking requests.

H. Hemming noted that the APC would become an advisory body rather than the way in which it currently functioned. She pointed out that units would now be encouraged to develop both short and long-term plans in order to provide context for their requests. Within each Faculty or the Library sector there could be a ranking or a binning of positions. At the August meeting of the APC the Deans and Librarian would present the requests and the rationale for them. In the case of IDST proposals they would be presented by one or more of the Deans. Following this, the APC would engage in the process of binning the requests between immediate, short-term and long-term priorities.

H. Hemming reported that the VPA in consultation with the Deans and the University Librarian would authorize positions for permanent searches. H. Hemming pointed out that currently, if there was a need in an academic unit but that need had not been identified and ranked earlier in the process, there was no way to get that need addressed.

Finally, the process will enable strategic decisions to be made and to trigger an extra round of proposals if needed.

G. Whitehall did not feel that there needed to be such a radical change to the process. He felt that binning could occur at any stage of the current process and that the primary change was the giving of absolute executive authority to the VP Academic, and pointed out that this was a big change from the previous workings of the APC and TTTCAC.

G. Whitehall did not think that these changes would lead towards long-term planning although they might address immediate needs. He noted that at Acadia the minimum complement figure was not treated as a minimum, rather it was treated as a target. He expected that decisions would continue to be made on a short-term basis.

G. Whitehall felt that a slight modification of the current process would allow the APC to add to the ranked list positions that were dealing with immediate circumstances. This could be a death or sudden departure from a department or similar.

H. Hemming explained that the APC had studied the process and decided that it was not working. The suggested revisions to the process were the ways in which the APC believed that change could be put in place that would create a better process.

H. Hemming stated that binning could occur in the existing process but she did not feel that this was where the problem lay. She felt that immediate needs would still be looked at but that academic units would also consider long-term planning which would open the conversation to discuss long-term planning.

L. Aylward was pleased to see substantial change and felt that there would be more emphasis on planning for both short and long-term time frames. She felt that there was good potential for this to work better than the previous approach.

P. Abela shared G. Whitehall's concerns. He agreed that the revisions to the process would provide additional flexibility and shorten the process. However, he noted that the TTTCAC model provided a firm ranking, the next reiteration still provided a ranked list but the VP Academic had more power to re-order the ranked list. It was not expected that the VP Academic would choose to remove a position from the ranking list, even though he/she had the authority to do so.

P. Abela felt that the binning language removed the notion of ranking altogether. He felt that this came at a severe institutional cost because the old notion that something was coming up from the bottom was no longer in play. He felt that the VP Academic could have been given some power to bring in additional positions in August once the retirements were known. This would allow for increased nimbleness.

H. Hemming stated that members of the APC had commented that if the ranking had been carried out on a different day, or if one member of the committee altered, positions would quite possibly be ranked differently. She recognised that the ranking from the academic unit could be very deliberate, as could the ranking at the Faculty level, but that at the APC level there was a feeling that members did not always have sufficient information. On occasion a different person might speak to the rationale and this could result in a change to the ranking.

The Chair asked whether the binning related to urgency.

H. Hemming stated that this was the case.

D. Benoit favoured the proposed change and the fact that now the planning would extend out 3-4 years. This would allow for some pre-planning in situations where the academic unit knew that retirements were looming in the next 5-7 years.

D. Benoit believed that the APC would still advise the VP Academic, as would the Deans and the University Librarian, so he was not concerned that this change gave all the power to the VP Academic. Input from the APC members would continue.

M. Lukeman had served on the APC and appreciated the challenges. He asked about the labelling of the three bins which were immediate, short-term and long-range, and asked whether those were synonymous with high priority,

medium priority and low priority, and whether all the hiring would come out of the immediate bin.

H. Hemming expected that it would depend on the resources that were available but felt that this was a very good question. It seemed likely though that the approvals for permanent positions would come out of the immediate bin.

H. Hemming pointed out that this process would give academic units an opportunity to re-conceptualize.

A. Vibert commented that the APC felt that the ranking process was pretty arbitrary, which was partly a factor of the desperate need for tenure track positions across the University. She expected that 20 positions would fall into the immediate bin but the APC felt that although it could advise on the needs of the University in a general way, the order of the ranked appointments always remained somewhat fluid. A. Vibert did not feel that the process was linked to the fact that the number of complement in the Collective Agreement was treated as a target rather than a minimum. It was more about the fact that the old process tended to respond to immediate needs more than it did to long-term planning needs. These changes were not intended to move more authority to the VP Academic Office.

G. Gibson asked how the ranking process would work if 20 requests for positions had been placed into the 'immediate' bin. She also asked whether three separate bids for proposals were being asked for, many of which would be going into bins and would not be considered for quite some time. G. Gibson noted that to prepare each proposal took the department a lot of time and she asked whether it would make more sense for the APC to deal with the immediate bin and move the medium and long-term planning to the departments and Faculties.

H. Hemming agreed that this was a good point.

J. Hennessy stated that this had been the intention. There was a need to encourage units and Faculties to develop short, medium and long-term plans with the expectation that the Dean would be then able to present the plan to the APC and discuss what staffing needs looked like during the next 3-5 years for a particular unit. It was certainly important to know what retirements could be pending. He agreed that immediate requests needed to be attended to but the hope was that there would be a plan that could be revised each year, but that was always available to refer to.

S. Currie expected that this would take the form of a Plan, rather than multiple applications for permanent faculty positions.

G. Whitehall felt that the planning process for mid and long-term replacements could happen without much change needing to be made to the current mandate of the Academic Planning Committee. He noted that the process could be altered to request that academic units think long-term when they were submitting their proposals. He felt that units had been discouraged from submitting a long-term submission in the past.

G. Whitehall pointed out that given the current Collective Agreement complement number, the University would always be making immediate and urgent hires, rather than engaging in long-term hiring. He felt that flexibility was needed in the final stage of the decision-making process but that the Academic Planning Committee should not be removed from collectively making the decision and instead moving it into the hands of the VP Academic.

G. Whitehall felt that a slight modification to the wording would allow the VPA to present a modified list as the result of changing circumstances. This would also allow the VPA to add to the list and allow for more flexibility to the process.

L. Aylward acknowledged the concerns that letting go of the ranking and moving into a different approach could seem less sure, but she felt that having a ranking from the Faculty proved a challenge to different units. She felt that adopting a bigger view could be helpful and could result in a transformation of the process. L. Aylward still expected that data would be needed.

J. Hennessy noted that the ranking had never proved satisfactory and pointed out that by the end of it there was always surprise and dissatisfaction. The process currently took so long and the end result was not really a proper consideration of needs.

The Chair noted that it was after 6:00 p.m. and asked whether Senators were ready to vote on the motion, wished to extend the meeting, or wished to table the motion until a future meeting.

G. Gibson requested that the motion be tabled noting that it was one of the more important discussions that Senate would discuss this year.

**Motion to table the motion from the Academic Planning Committee.  
Moved by G. Gibson and seconded by J. Richard.**

MOTION TO TABLE MOTION APPROVED.

**6) Adjournment**

Motion to adjourn at 6:05 p.m. Moved by C. Rushton.

**ORIGINAL SIGNED**

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R. Hare, Recording Secretary

## **Changes to the Mandate of the Board of Open Acadia**

### **Existing:**

The Acadia University Division of Continuing and Distance Education is an academic unit providing opportunities for lifelong learning and linking the university with the local and global community. Programs are based on the highest standards to create a learning environment in which participants are transformed by their experience.

### **Change to:**

The Acadia University Division of Open Acadia provides:

1. Opportunities for lifelong learning and linking the University with the local and global community.
2. Flexible course delivery for students through Intersession, online and distance courses
3. Support to academic units for specialty program delivery (eg. M.Ed.)
4. Support for faculty in the use of learning technologies.
5. An entry pathway for speakers of English as a second language through its English for Academic Purposes program.



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

SUMMARY

The undergraduate enrolment for Acadia as of October 1st, 2018 was 3638 head count, 3484 FTEs. This represents a decrease of approximately 1% for head count from 2017; with a decrease of 1.4% for FTEs.

Undergraduate international enrolment for Acadia as of October 1st, 2018 was 518 head count, 500 FTEs. These represent increases of approximately 2.5% head count, 3.5% FTEs from 2017.

Graduate enrolment for Acadia as of October 2018 was 520 head count, 284 FTE. This represents a decrease of 7% for head count and 2% 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

Source of New Undergraduate Students

Self-Reported Data

Please Note:

-Enrolment Data is derived via SQL query of EDEN



Overall	3437	201	3638	3672	3644	3532	3437	47	3484	3534	3506	3384
Intl subset	494	24	518	505	476	448	494	6	500	482	449	420

International enrolments are included in the overall enrolments

### Acadia Graduate Students Head Count and FTE Enrolments

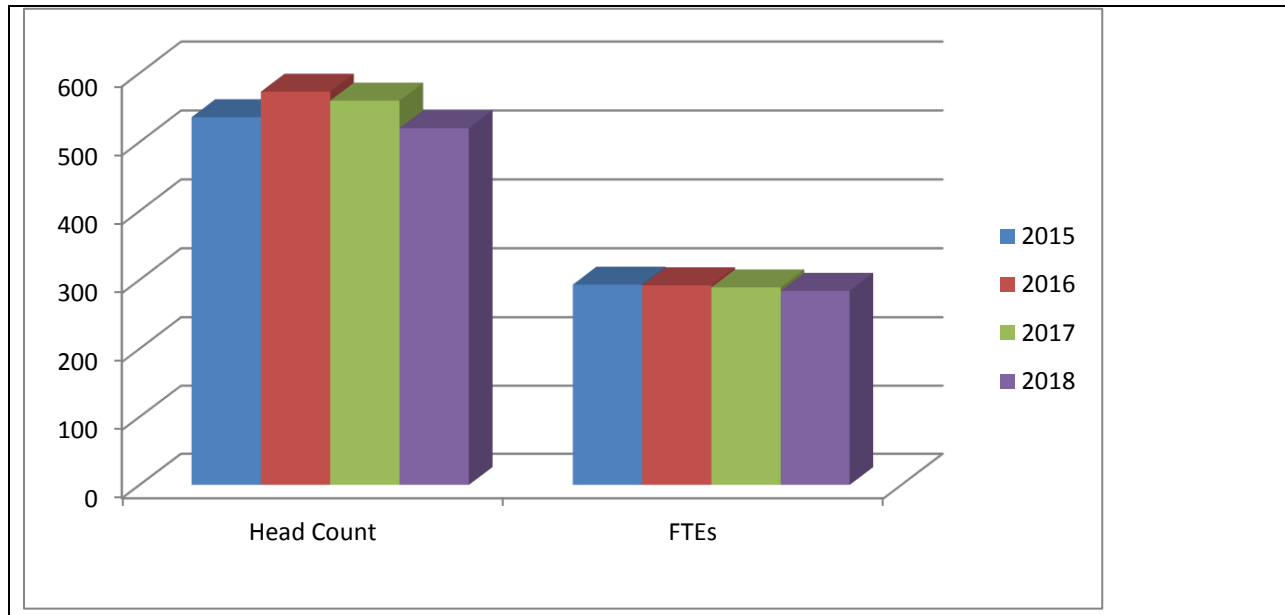
The graduate enrolment as of October, 2018 was 520 head count, 284 FTE. Of those, 185 were F/T, 335 P/T for 99 FTEs.

The graduate enrolment as of October, 2017 was 560 head count, 289 FTE. Of those 182 were F/T, 378 PT for 107 FTEs.

The graduate enrolment as of October, 2016 was 573 head count, 292 FTE. Of those, 182 were F/T, 391 P/T for 110 FTEs.

The graduate enrolment as of October, 2015 was 536 head count, 293 FTE. Of those, 191 were F/T, 345 P/T for 102 FTEs.

### Acadia Graduate FTE Enrolment



### Acadia Graduate Enrolment Summary

	Head Counts						FTEs					
	Full Time	Part Time	2018 Total	2017 Total	2016 Total	2015 Total	Full Time	Part Time	2018 Total	2017 Total	2016 Total	2015 Total
Overall	185	335	520	560	573	536	185	99	284	289	292	293

Intl subset	36	7	43	37	36	42	36	2	38	33	29	34
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International enrolments are included in the overall enrolments

**Acadia Undergraduate International Head Count and FTE Enrolments**

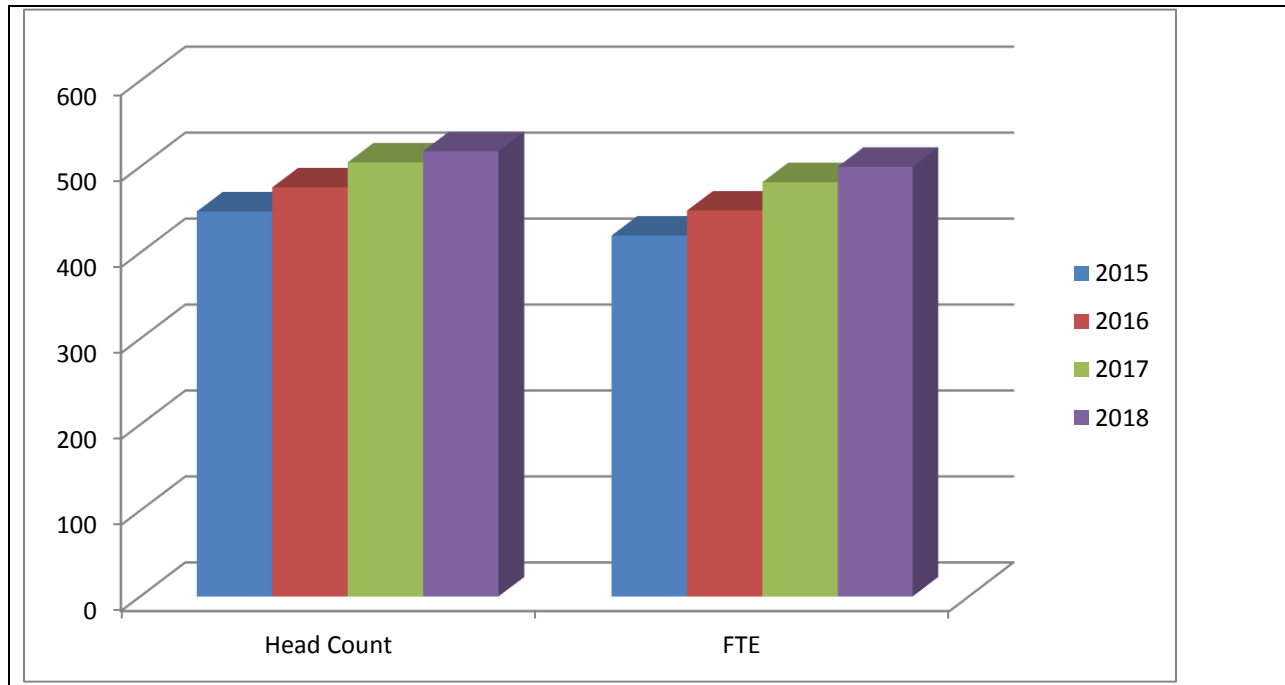
Undergraduate enrolment of international students as of October, 2018 was 518 head count, 500 FTE. For 2018, international students represented 14% of paid, enrolled, UG students and 14% of FTEs.

Undergraduate international students as of October, 2017 was 505 head count, 482 FTE. For 2017 international students represented 13.5% of paid, enrolled UG students and 13.5% of FTEs.

Undergraduate international students as of October, 2016 was 476 head count, 449 FTE. For 2016, international students represented 13% of paid, enrolled, UG students and 13% of FTEs.

Undergraduate international students as of October, 2015 was 448 head count, 420 FTE. For 2015, international students represented 12.5% of paid, enrolled, UG students and 12% of FTEs.

**Acadia Undergraduate International Enrolment**



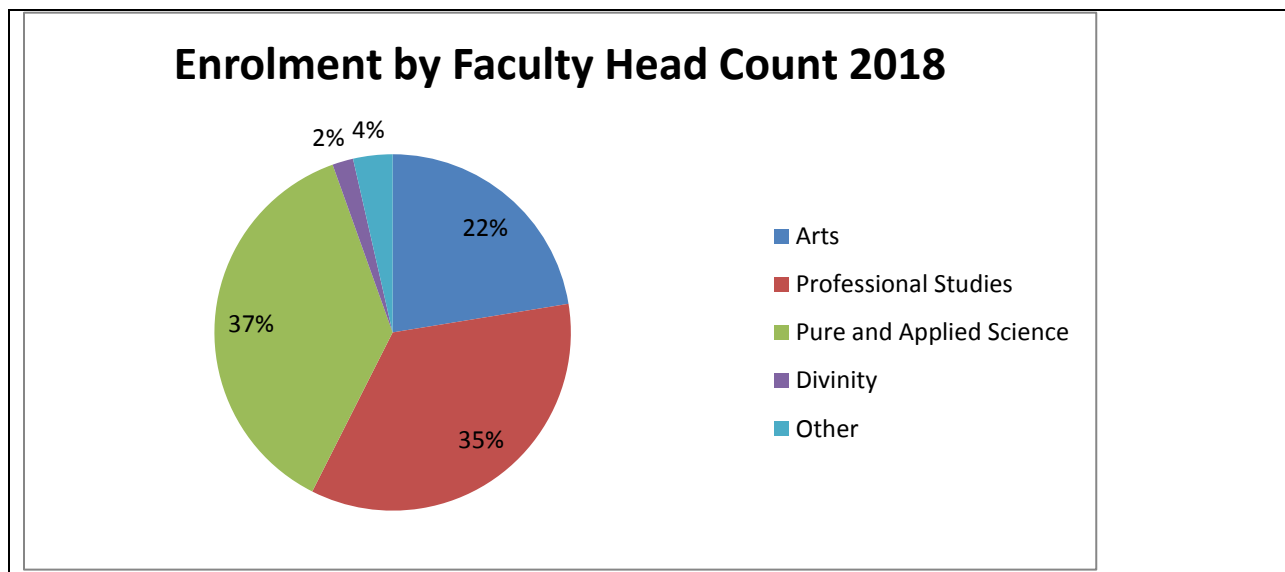
**Acadia Undergraduate International Enrolment Summary**

	Head Counts						FTEs					
	Full Time	Part Time	2018 Total	2017 Total	2016 Total	2015 Total	Full Time	Part Time	2018 Total	2017 Total	2016 Total	2015 Total
Intl	494	24	518	505	476	448	494	6	500	482	449	

												420
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**Undergraduate Faculty Enrolments**

	2018	Head Count	FTE	2017	Head Count	FTE	2016	Head Count	FTE	2015	Head Count	FTE
Arts	816		805	871		857	887		871	862		850
Prof. Studies	1274		1258	1283		1272	1243		1221	1187		1171
Pure and Applied Science	1349		1327	1351		1324	1370		1342	1328		1305
Divinity	69		24	65		19	60		22	57		19
Other	130		70	93		58	84		48	98		38



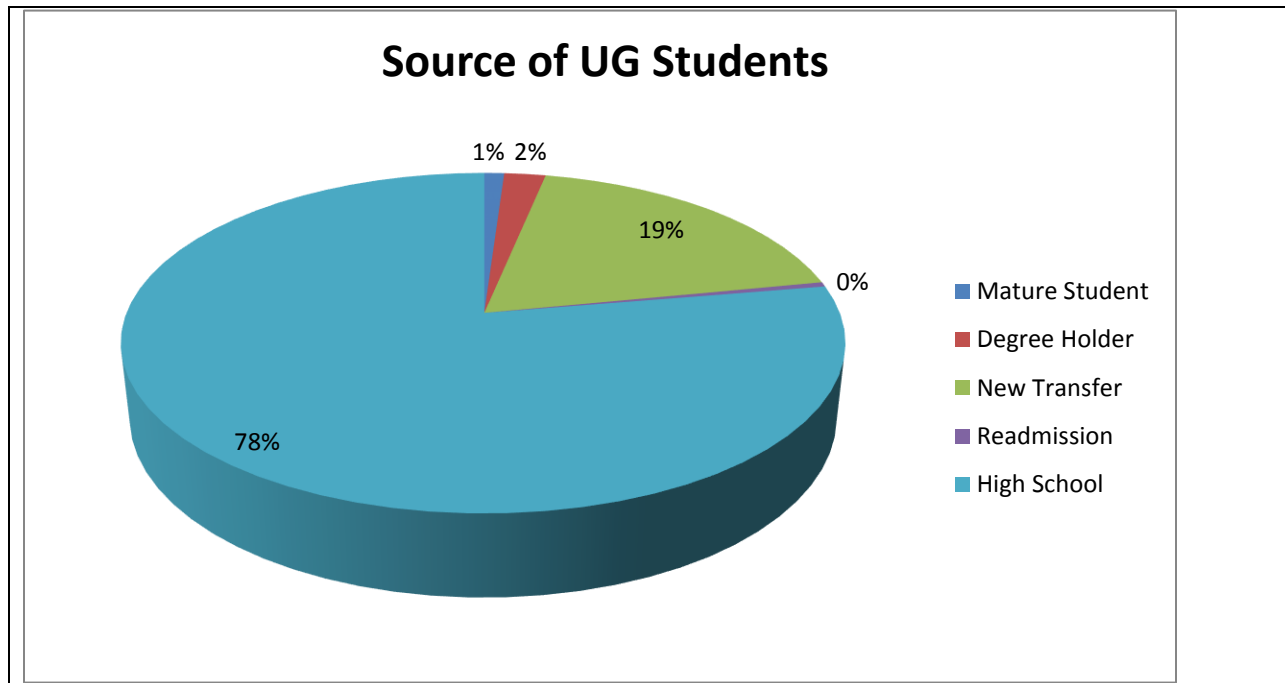
**Undergraduate Headcount Enrolment by Year in Program**

	2018	2017	2016	2015
Year 1	1245	1272	1282	1094
Year 2	871	871	753	846
Year 3	740	685	782	789
Year 4	551	619	627	621
Year 5	84	96	76	73

BEd.	142	120	120	91
Non-Credit	5	9	4	18
Total	3638	3672	3644	3532

**Acadia Source of New Undergraduate Students**

Acadia continues to receive students into our respective undergraduate programs from a number of sources. As expected, applicants from high school comprise over 80%, with transfer students being the next largest group.



**Undergraduate Sources of New Students Enrolment Summary**

	2018/FA	2017/FA	2016/FA	2015/FA
High School	889	942	947	768
Degree Holder Transfer	25	21	30	17
New Transfer	214	182	195	206
Readmission	5	6	2	3
Mature	12	3	10	13
Totals	1145	1154	1184	1007

**Acadia - Source of UG Head Count Canadian Students by Province of Residence**

	2018	2017	2016	2015
Alberta	96	134	125	130
British Columbia	113	92	94	98
Manitoba	17	21	21	18
New Brunswick	331	341	307	293
Newfoundland and Labrador	49	48	52	41
Northwest Territory	5	3	3	2
Nova Scotia	1903	1904	1934	1858
Ontario	487	509	517	519
Prince Edward Island	74	72	80	64
Quebec	23	20	20	31
Saskatchewan	18	14	12	19
Yukon	4	4	0	1
TOTAL	3120	3162	3165	3074

**Self-Reported %**

Year	Aboriginal	Black Nova Scotian	Other
2015	0.6%	1.7%	97%
2016	1.4%	3.5%	95%
2017	1.8%	4.4%	94%
2018	2.5%	5.4%	92%

**Self-Reported Enrolments – Total**

Headcount 1 <sup>st</sup> Year				
Year	Aboriginal	Black Nova Scotian	Other	Total
2015	26	70	3972	4068
2016	59	150	4008	4217
2017	78	187	3967	4232
2018	104	226	3828	4158

**Notes: Self reporting did not begin via the admissions application until 2015. Includes all UG, GR students.**



## Academic Planning Committee Transition Report 2018

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**Membership:**

Vice-President Academic: Heather Hemming

Dean of Arts: Jeff Hennessy

Dean of Professional Studies: Ann Vibert

Dean of Pure & Applied Science: Suzie Currie

University Librarian:

Faculty: Craig Bennett

Faculty: Janna Wentzell

Faculty: John Colton

Faculty: Danny Silver

Student: Amar Randhawa

The Committee met on September 20, 2018 and reviewed the tasks assigned to it by the Senate of Acadia University.

The Chair of this committee will be Heather Hemming, Vice President Academic.

The Academic Planning Committee's mandate is as follows:

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

Three additional meetings will be held in the upcoming academic year - once in the Fall term, and twice in the Winter term.

Acceptable modalities for the upcoming year will include meetings held in person, or via conference call, Skype, etc. as appropriate. The meeting to deliberate and discuss the rankings will be a face-to-face meeting.

Goals for the coming year were identified as follows:

1. Review and prepare for Senate's consideration an updated process for examining the allocation of tenure-track / librarian / instructor positions to ensure flexibility and enable quicker response to ever changing resourcing and strategic needs of academic units.
2. Review the terms of reference for the Academic Planning Committee and bring a proposal forward to Senate for its consideration.

3. Develop a process for establishing the appointment of tenure-track indigenous scholars in response to recommendation 14 in the President's Response to the Report of the President's Advisory Council on Decolonization. It is anticipated that the process will involve internal and Mi'kmaw community stakeholders.
4. Articulate the role of the Academic Planning Committee in strategic academic planning in the overall University Strategic Plan.
5. Deliberate, discuss and establish rankings of submissions to the APC.

## Academic Program Review Committee Transition Report 2018

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### Membership:

Vice-President Academic: Heather Hemming, Registrar: Mark Bishop Arts: Paul Lauzon,  
Professional Studies: Ann Dodge, Pure & Applied Science: tbd, Governor: Jim Stanley, Dean of  
Arts: Jeff Hennessy, Dean of Professional Studies: Ann Vibert  
Dean of Pure & Applied Science: Suzie Currie

The Committee met on August 30, 2018 and reviewed the five tasks assigned to it by the Senate of Acadia University. The Chair of this committee will be Heather Hemming, Vice President Academic.

The Academic Program Review Committee's mandate is as follows:

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

Meeting will be held on Monday, October 22 at 2pm for the Fall semester with Winter semester time tbd, and set to coincide with the program review schedule for the academic year.

Acceptable modalities for the upcoming year will include meetings held in person, or via conference call, Skype, etc. as appropriate.

### **Update from 2017-2018**

Completed Program Reviews:

- Master of Recreation Management - Prioritized APRC recommendations before Senate
- Department of Economics - Prioritized APRC recommendations before Senate.

### **Goals for 2018/19**

Supporting and completing the program reviews that have been scheduled for this academic year. Reviews scheduled for this year will follow the Senate guidelines approved in April of 2017. Review schedule includes the following: (update with details)

Politics (Fall 2018 – final dates to be set)

- Self-study completed – finalizing review dates

History and Classics (Winter 2019 – final dates to be set)

- Self-study pending
- Reviewers pending

Chemistry (scheduled February 14 & 15)

- Self-study complete
- Reviewers confirmed

Social & Political Thought (Winter 2019)

- Self-study pending
- List of reviews pending

Master of Education (Winter 2019)

- Self-study pending
- List of reviewers pending

ESST (Winter 2019)

- Self-study pending
- List of potential reviewers received

Open Acadia (Winter 2019/20)

**Motion from the Academic Integrity Committee That Senate adopts the following language for the Academic Calendar under the section ‘Procedures Concerning Infractions of Academic Integrity (Academic)’, as recommended by the Academic Integrity Committee.**

Procedures Concerning Infractions of Academic Integrity (Academic)

- a. An instructor who suspects a violation of academic integrity shall first attempt to determine if a potential violation exists. This determination shall involve a preliminary meeting between the instructor and student. If a determination is made by the instructor that the incident does not constitute a violation, no further action is initiated.
- b. Where a potential violation is indicated, a meeting shall be convened normally within five working days with the student, instructor and Unit Head. This meeting is intended to present information to determine if an infraction has occurred. Both student and instructor may bring a witness/advocate. That advocate for the student may be an ASU representative. Each party will be allowed to submit written statements and speak to the allegation.
- c. No later than five working days after the meeting the Unit Head shall offer her/his verdict on the case. Where a Unit Head determines that the evidence fails to support the claim of a violation, the case concludes with no further action.
- d. Where it is determined that an infraction has occurred, the Head shall contact the Registrar’s Office to determine if the student has former infractions in the Registry of Previous Infractions.
- e. Where the Registry of Previous Infractions contains no more than one previous case, the Head shall determine a suitable penalty for the infraction. It is noted that in making this determination, the Head shall be guided by the twin interests of education and sanction. In cases where there are 2 or more previous infractions indicated, the Head shall send the relevant documentary evidence to the relevant Dean for the determination of the appropriate sanction.
- f. The student has the right of appeal. Where the determination of sanction has been made at the level of the Unit Head, the appeal is made to the relevant Dean with the Unit Head and Student present for the meeting. Where the sanction was determined at the Dean level, the appeal is to the Vice-President Academic with the Dean and student present for the meeting. The Unit Head (or Dean) and student may each have a witness/advocate (ASU representative is permitted for the student). The determination by the appeal body is final.
- g. Notwithstanding (f), in the case of a penalty of expulsion from the University a student has the right to appeal the decision of the Vice-President Academic to the Senate Academic Discipline Appeals Committee. Students have the right to legal counsel when appearing before this committee.
- h. In all cases, violations are to be recorded in the Registrar’s Registry of Previous Infractions.
- i. In the event that a Unit Head is the instructor, a designated Head will discharge the relevant duties. In the case where the instructor is a Dean, the VPA will designate a substitute Dean for the prescribed role.

***Motion that Senate approve the proposal and criteria for the awarding of an Outstanding Master's Research Award (one eligible student from each of three Faculties), to be implemented in time for the Spring 2019 Convocation***

***Acadia Outstanding Masters Research Awards***

Approved by Senate Graduate Studies Committee (28 May 2018)

In light of the required criteria for the awarding of the Governor General's Gold Medal (academic performance only), the Division of Research and Graduate Studies is proposing the development of the ***Acadia Outstanding Masters Research Awards***, to be received by 1 eligible student in each faculty (3 awards) and implemented in time for Spring 2019 Convocation. These awards will recognize Masters-level student research excellence as well as academic performance.

Proposed selection guidelines for the Acadia Outstanding Graduate Research Award:

- 1) The award (1 per faculty) is restricted to Master thesis programs at Acadia University.
- 2) The student must have completed the degree requirements within three years of initial registration (special consideration may be given to students who are register as part-time).
- 3) The award shall be offered to an outstanding graduate student evaluated on the basis of ***academic achievement, thesis presentation, both oral and written, and quality of research***. Candidates should have a **minimum grade point average of 3.5 in their graduate program**.

Procedures to follow when nominating a graduate student for the Acadia Outstanding Graduate Research Award:

At the oral defence, the Chairperson, representing Research and Graduate Studies, will ask the committee whether it wishes to recommend the student for the award. If the examining committee ***unanimously*** agrees to recommend the student, all members of the committee will be requested to sign a nomination form. The nomination will need to be supported by a 1-page letter of support from the supervisor(s).

In late April of each year, the Dean of Graduate Studies will meet with the Student Awards Subcommittee from the Senate Committee on Graduate Studies to review all nominations. The recipients will be recognized with a certificate at the Spring Convocation.

**Motion from the Academic Planning Committee: The APC moves the adoption of a revised decision-making process for allocating permanent faculty positions.**

Background and Rationale for Revisions to the APC Process

- In response to a number of issues raised at the September 2018 Senate meeting in relation to the processes of the Academic Planning Committee (APC), the VP Academic as Chair of the Committee agreed that the Committee would review its processes and report back to Senate with suggestions. The report of the VPA at the September 2018 Senate meeting identified a number of concerns about the process.

Issues raised included:

- 1) the length of time between requests for tenure-track positions from academic units and the authorization of ranked positions for advertising means that significant changes in academic units have often taken place in the interim. The process takes too long: 18-24 months from the time a unit begins drafting a proposal until a new faculty member begins an appointment;
  - 2) the current process is unwieldy and ineffective in responding to changing university contexts and unexpected complement developments. The needs for positions often change within months of the list of positions being finalized. There is no way to address emergent needs in units (late resignations, multiple resignations in the same unit/programme, deaths etc.) outside of this process;
  - 3) the current process encourages short term needs-based thinking within academic units at the expense of medium- and long-term planning and possibilities of cross-unit collaborations;
  - 4) the current process means that the APC spends significant time in the ranking process for tenure-track requests rather than on broader and more long-term matters of academic planning.
- The APC subsequently engaged in reviewing the process by which permanent faculty requests are adjudicated, in response both to issues raised at Senate and to the range of issues identified by faculty, department heads, directors, and deans.

The suggested process revisions brought from the APC to Senate for approval respond to the concerns raised by:

- 1) considerably tightening the time-line between requests and authorizations, therefore responding to identified needs in a much timelier fashion;
- 2) allowing for more effective responses to dynamic university and/or complement contexts and developments by providing considered and careful revision of APC recommendations by the deans and VPA under certain circumstances;
- 3) providing a process through which requests for permanent faculty positions come to the APC in the context of medium and long-range plans, thereby encouraging university-wide academic planning;
- 4) introducing a binning rather than ranking process. By making the APC an advisory body, the proposed process frees up the APC for broader and longer range planning, and, under 3 above, provides the Committee with both the impetus and the information necessary to carry this out.

### Proposed Revised Process

Academic Faculties and the Library are requested to develop short-term (one year) and long-range (3-5 years) academic plans which demonstrate anticipated permanent faculty hiring needs linked to the unit's academic plans. In any given year, those requesting permanent positions will be provided with the opportunity to up-date their academic plans, in consultation with the relevant dean(s), in order to contextualize their requests and to provide guidance in planning to the APC.

During an August meeting of the APC, the faculty deans and the UL will present short-term hiring requests and long-range faculty planning. Individual faculties may choose to rank requests or group them by priority, and the deans will communicate to the APC the priorities of their respective faculties/library. In the case of interdisciplinary requests, the relevant deans will confer and present.

Each year the APC will bin the requests into immediate, short term and long-range priorities for the University as a whole. In doing so, the APC will consider program and institutional integrity, the Acadia mission of providing a personalized and rigorous liberal education, historical and current and projected enrolment trends, and potential interdisciplinary synergies. These results will be communicated as an advisory report from the Academic Planning Committee.

The Vice President (Academic) in consultation with the deans and/or the UL will authorize searches for permanent positions, taking the APC advisory report into consideration.

In the event that unanticipated needs emerge, the Vice President (Academic) in consultation with the deans and/or UL may authorize positions not included in the APC report.

Should university-wide strategic decisions warrant it, the Vice President (Academic) may trigger a call for proposals at other times in the year (for example: decolonization efforts).



Current process approved by Senate: June 18<sup>th</sup> 2013

*The Process*

- 1) *Provides opportunity for Library, program and faculty level input with respect to establishing priorities;*
- 2) *Represents a synthesis within the academic sector that allows for integration into academic planning as approved by Senate;*
- 3) *Incorporates a review and approval by Senate of the selection produced in step 2 of the process (below)*
- 4) *Contains a final selection by the VP-Academic, through reference to the Senate-approved report and in consultation with the Deans and University Librarian, that integrates the academic priorities with financial considerations*
- 5) *Requires a report by the VP-Academic to Senate of the rationale for the final selection*

*The VP Academic will report to Deans and University Librarian in October whether a hiring environment is anticipated in the upcoming year. Deans and the University Librarian will transmit this information to program heads and directors for information and/or action.*

*Decision-Making Process for Allocating Permanent Faculty Positions:*

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- 1) *Programs develop requests upon the basis of their own rationale. They may draw on any background information or data they wish in preparation of those requests. Relevant Faculties and / or the Library provide input indicating the relative priorities, together with a rationale for those priorities, with reports submitted by Faculties and/or the Library to the APC by 15 February.*
- 2) *The APC reviews the reports submitted by Faculties and/or the Library and develops recommendations for hiring priorities and a report with rationale for presentation to Senate as a motion for consideration at the April meeting of Senate at which it shall be the first item of business on the agenda.*
- 3) *Senate reviews, approves and submits a final recommendation for hiring priorities to the VP Academic no later than 1 May.*
- 4) *The VP-Academic makes final selection decisions by 1 August.*
- 5) *The VP-Academic reports to Senate at the September meeting of Senate on the rationale for the final selection.*

*This process will be employed in the hiring of tenure-track, continuing faculty, encompassing instructors, librarians, and professors. PAD / Lecteur / Lectrice, Part-time, and CLT hiring is not included in this process.*