

Minutes of the Senate Meeting of Wednesday October 3rd, 2018.

A meeting of the Senate of Acadia University occurred on Wednesday October 3rd, 2018 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 44 present and 1 guest. 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.

MOTION TO APPROVE THE AGENDA CARRIED.

2) Minutes of the Meeting of 10th September, 2018

Motion to approve the Minutes of Monday 10th September, 2018 as distributed. Moved by G. Bissix, seconded by D. Benoit.

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 announced regrets from Z. Goldsmith, S. Dunn, J. Leidl, J. Guiney Yallop and S. Thomas. She also welcomed D. Flanagan, the new University Librarian.

The Chair commented on recent additions that were made to the agenda during the last day or so, and asked Senators to forward items to R. Hare seven days prior to Senate meetings. This would allow time for Senators to prepare fully for Senate meetings. Senators were asked to request that items added late be moved to the next Senate meeting if they felt that there had not been time to review them.

b) From the President

President Ricketts also welcomed D. Flanagan to Acadia. He had a number of items to report on.

President Ricketts noted that Monday had been Treaty Day and that Acadia had announced the appointment of a new Coordinator of Indigenous Affairs and Student Advising on that day. D. Kaszas would be coming in November from British Columbia and was a Nlaka'pamux artist, teacher and scholar with a graduate degree in Interdisciplinary Graduate Studies, with a specialization in Indigenous Studies, from the University of British Columbia. President

Ricketts pointed out that this would be a full-time position, which was one of the commitments that had been made by the President in response to the President's Advisory Council on Decolonization. This position became vacant when D. Hurlbert left Acadia. President Ricketts thanked all those that served on the search committee.

President Ricketts referred to the Strategic Plan and stated that by the end of the week an Acadia Ideas Book would be distributed around the campus. This was a compilation of ideas that had been submitted by the Acadia community. He noted that there were many items for thought and discussion and suggested that Senate devote some time during the next meeting to discuss themes that Senate could pick up. Some related to the 'Big Picture' ideas that Senate had been discussing.

President Ricketts reported that negotiations had begun with the Government to determine the next MoU for universities and the Province. Proposals from CONSUP had been presented to the Government and key elements determined. He noted that the partnership meeting had been held at the Glooscap Community which allowed for an opportunity for representatives from both Glooscap and the Confederacy of Mi'kmaq to make presentations about the issues and concerns of indigenous peoples of Nova Scotia. He felt that this gave support to some of the things that the universities would like to see in terms of specific funding.

President Ricketts stated that the key elements that were being proposed were as follows:

- The MoU would have a 10 year vision with two funding periods of five years
- A strong commitment to supporting Government priorities from the Atlantic Grow Strategy (One Nova Scotia Report)
- A commitment to establishing a sustainable level of funding for all Nova Scotia universities
- No intention to re-visit the funding formula, but to continue the use of funding allocations. Specific targeted funding allocations could be added in order to meet goals of the Government and the universities.
- There should be no winners and losers.
- Sufficient annual increases to the operating grant to enable financial sustainability
- Continuation of the 3% cap on domestic student fee increases
- Funding to fully support research and innovation

President Ricketts detailed a number of requests for funding above and beyond the operating grant:

- Infrastructure renewal to cover maintenance, IT infrastructure and renewal, and all accessibility issues related to Bill 59.

President Ricketts noted that the final category would be Nova Scotia universities' contribution to economic and social wellbeing of Nova Scotia:

- Student Experience: funding to support under-represented student groups (indigenous, black African Nova Scotian, and the rural poor)

- Mental health services
- Sexual violence prevention
- Experiential and service learning
- International Student Recruitment and Retention: support for increased scholarship awards for international students
- Increasing competitiveness in recruiting international students and supporting the Study and Stay program.

President Ricketts noted that in addition to negotiating with the Ministry of Labour and Advanced Education, the Treasury board and the Minister of Finance would be involved.

C. Landry asked whether the new coordinator would have knowledge of the Mi'kmaq people.

President Ricketts confirmed that he did have knowledge of the Mi'kmaq and brought a lot of understanding but also recognized that he had more to learn. He noted that other Mi'kmaq sat on the committee.

Z. Whitman served on the committee and felt very comfortable that the incumbent was already planning outreach to local Chiefs and was committed to learning the whole environment in order to connect with everyone and make sure that he had the proper resources. She felt that a good balance of practical experience and hands-on experience with the students would be brought.

C. Landry noted that each community was very diverse and it concerned her that someone would be hired from the other side of the country rather than attempting to use local first.

President Ricketts and Z. Whitman agreed that hiring locally was something the search committee felt was important but that despite reaching out across Nova Scotia, Mr. Kaszas was the unanimous choice of the committee, which included Mi'kmaq representatives.

c) From the Vice-President Academic

H. Hemming reported that on October 11th an event would be held to celebrate the re-opening of Huggins and Elliott Halls and the opening of the new David Huestis Innovation Pavilion. She noted that four labs would operate in the facility: an Agrifood and Beverage lab which already existed and following a call for expressions of interest in August, three other labs would operate, overseen by K. Hillier (Biol), M. McSweeney (Nutrition & Dietetics) and P. Pufahl (Earth & Environmental Science).

H. Hemming reported that in the Faculty of Professional Studies the School of Business recently received a new scholarship from the Kazma Family Foundation, which was called the John and Margaret Forbes Award in Entrepreneurship. Two awards of \$7,500 each will be offered per year and will be renewable for a 2nd year. Two third year students, J. Russell and A. Galbraith, received the award in September.

In the Department of Community Development T. Mudge was one of two recipients of the Loretta Saunders Community Scholarship.

In the School of Kinesiology C. Shields had co-authored a book chapter in a widely distributed textbook.

In the School of Music M. Boyd received a Stake Exchange grant to support a project 'the Larks are Still Bravely Singing', and D. Charke was the winner of an Established Artist Recognition award from Arts Nova Scotia.

H. Hemming reported that from the Faculty of Arts, in the Department of English & Theatre, a former Master's student recently won a Fellowship at the Institute of Medieval Studies at the University of Toronto and a Harrison McCain visiting Professor Fellowship at Acadia.

In the Department of Philosophy S. Maitzen had an article published in the Journal of Philosophy in October 2017 which had now been nominated for inclusion in the Philosophers Annual (anthology of the 10 best articles published in Philosophy during the previous year).

In the Department of Politics there was a celebration of a double book release for I. Viriasova.

During the summer G. Whitehall successfully hosted the International Conference Popular Culture and World Politics at Acadia.

J. Mutlu was awarded a SSHRC Insight Development Grant of \$65,000 over a two year period for a project 'Designing Border Security'.

L. Aylward and 10 B.Ed. students attended a conference sponsored by the South Shore Regional Center for Education, entitled Teaching and Learning, Above the Line Access for All. Local and global experts were involved.

d) From the ASU President

G. Philp welcomed D. Flanagan to Acadia. He noted that the ASU had now completed their by-elections and had a complete SRC.

During the summer accessibility ramps had been completed into the Student Representative Council meeting room and also at the entrance to the old student union building. G. Philp thanked the previous ASU President G. Hamilton Burge who succeeded in obtaining the funding to carry out the work (\$110,000).

G. Philp and M. Branch would shortly be attending a Round Table event in Halifax and had also met recently with Keith Irving.

G. Philp noted that a tuition consultation process had been developed and finalised and would be used at Acadia.

G. Philp noted that the date for legalization of cannabis was approaching and that M. Branch had been preparing videos with students to raise awareness.

G. Philp stated that the Homecoming weekend was approaching and should be a fun and safe occasion for the students.

4) Time Sensitive Items:

- a) **Motion to approve the list of Graduands as dated 2nd October 2018 (*attached*)** **Motion to approve the list of Graduands as dated 2nd October 2018. Moved by R. Murphy and seconded by R. Seale.**

MOTION CARRIED.

- b) **Enabling Motion (*attached*)** **Motion to approve the Enabling Motion, moved by H. Hemming and seconded by R. Murphy.**

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

MOTION CARRIED.

5) Old Business

- a) **Motion that Senate approve the Report of the APRC coming out of the review of the Master of Recreation Management Review (*attached*)** **Motion that Senate approve the Report of the APRC coming out of the review of the Master of Recreation Management Review. Moved by H. Hemming and seconded by G. Bissix.**

H. Hemming noted that the program review came as a result of the proposal that went forward to MPHEC to change the program name from Master of Recreation Management to Master of Community Development. This was also the first recommendation in this report.

H. Hemming noted that the review report and the unit's response had already been distributed to the September meeting of Senate. Guidelines were followed with two external reviewers and two internal reviewers. Comments were extremely positive.

H. Hemming commented that in the overall assessment it was felt that the Community Development program was exceptionally effective at offering a small yet dynamic and meaningful graduate level program. The second recommendation was that admissions to the Masters level be maintained at the current level.

H. Hemming reported that the third recommendation was that the department work with the Dean of Professional Studies to prepare an application for a new tenure track position. She noted that this process had already taken place in 2017/18 and a position had been prioritized at #3 by the APC.

H. Hemming stated that the fourth recommendation was that two full academic scholarships be allocated to students in the Masters of Community Development. She noted that this was beyond the mandate of the APRC.

G. Whitehall asked why Community Development was not part of the Faculty of Arts rather than the Faculty of Professional Studies.

H. Hemming stated that this possibility was not taken up by the reviewers and therefore not considered.

G. Bissix felt that Community Development was a very professionally oriented program and therefore fit very well into the Faculty of Professional Studies.

MOTION CARRIED.

b) Motion that Senate approve the prioritized recommendations coming out of the academic program review of the Department of Economics

Motion that Senate approve the prioritized recommendations coming out of the academic program review of the Department of Economics. Moved by H. Hemming and seconded by J. Hennessy.

H. Hemming noted that this review was part of the regular cycle of reviews of departments and programs at Acadia. Guidelines were followed with two external and two internal reviewers. It was felt that the undergraduate Economics program at Acadia was comparable in quality to those offered at similar institutions in Canada. Faculty members were active in teaching and dedicated to research and students were happy with their experience. Several post-graduates felt that their undergraduate program at Acadia prepared them well for graduate school. Although the field and applied courses that were offered were limited, the reviewers recognized that they provided unique learning opportunities for Acadia students. The open door policy of the department and mentoring efforts by the faculty, combined with small class sizes, were key elements of the program that was offered to students.

H. Hemming reported that the APRC re-ranked the priorities of the recommendations. They recommended that Econ 1013/1023 and 2613 consider standardization of examinations and delivery methods in each course that is offered in multiple sections. H. Hemming noted that the department was pursuing that recommendation.

A second recommendation was that the department change the Mathematics requirement to either Math 1013 or Math 1613 and the department also agreed to do so.

A third recommendation was that the department allow some courses from outside of Economics to count toward Economics elective requirements. The department was not in favour of this change but the APRC remains of the view that allowing one or two carefully selected courses from outside the department should not harm the program, and in fact may strengthen it.

A fourth recommendation was that a review of existing courses be undertaken and that all those courses that were unlikely to be offered, be removed from the Calendar.

A fifth recommendation was that a student space be created in the department area. The APRC was supportive in spirit but it was felt that space in the Beveridge Arts Centre was currently at a premium.

A sixth recommendation was that the department explore possible options involving several other departments. The reviewers felt that offering an option

in Canadian Public Policy which could be incorporated into degree programs in for example: Economics, Politics and Sociology. The department and the APRC were both supportive of this recommendation.

A seventh recommendation was that a dedicated Instructor be hired to assist with the organizing of tutorials, assignments and examinations in the 'big three' introductory classes. The department agreed with the recommendation but was concerned that this might impact on the chances of approval for an additional tenure-track appointment. The APRC supported the concept.

The final recommendation was that the University give serious consideration to the hiring of an additional tenure-track faculty member in Economics. The department was in agreement. While the APRC recognized the perceived need, such decisions lay outside the responsibilities of the committee and the Department had instead made application through the Academic Planning Committee. Their request had been ranked during the 2017-28 application process.

G. Philp agreed with the recommendations and with the standardization of the 'big three' introductory classes and felt that having the same content would be helpful. He noted that a lot of students drop out of these courses because they come with no background in economics. G. Philp asked for clarification around the removal of courses from the Calendar, noting that having taken courses when studying abroad, he had been able to use some courses for credit at Acadia that were rarely offered at Acadia but were offered elsewhere.

H. Hemming responded that Academic Units reach the stage of cleaning up their Calendar entries at different stages, but generally when they were putting forward proposals for new courses. If faculty members that could teach particular courses were no longer at Acadia, or if the Department was changing its direction and the courses were no longer relevant; there was a reason to remove them. H. Hemming agreed that the courses could be useful to exchange students but that leaving them in created an expectation by students that they would be able to take courses that were in fact no longer offered.

H. Hemming pointed out that a mechanism already existed whereby a 9000-level course code could be assigned to a course taken abroad to receive Acadia credit.

President Ricketts felt that recommendation #1 was important and that standardization would be helpful and should also be considered by other departments.

President Ricketts also applauded recommendation #6 with the Canadian Public Policy option to be explored. He expected Economics to have higher enrolments and to be a fairly robust program. This could be a way to attract more students into the program. President Ricketts stated that a typical pre-public policy undergraduate degree would be Philosophy and Politics, and he felt that Philosophy could be included on the list since it would encourage students to think in a different way, especially in the subject of Ethics.

With regard to recommendation #8 President Ricketts noted that reviews of programs almost always included a recommendation for additional faculty which was not surprising. However, the recommendations needed to be

considered in relation to enrolment and other factors, and he recognised that a process existed at Acadia to deal with that. He felt that if programs were struggling with enrolment they could look for ways to re-invent themselves and provide different options for students.

P. Callaghan pointed out that the School of Business was very reliant on Economics and collaborated with Economics. He felt that although student numbers had fallen for the Economics major, the Department played a significant service role to the Business program. He noted that Business students in the Finance option also took a number of higher level Economics classes.

J. Hennessy agreed that the amount of service courses that Economics offered for the Business program needed to be taken into consideration.

H. Hemming pointed out that the unit always meets with the APRC to go over the review report and then comment. Economics provided a passionate presentation and clearly expressed the above points.

MOTION CARRIED.

**c) Senate Committee
Annual Reports:**

The Chair stated that each committee report would be announced, questions or comments sought, and then the report would be received.

**i) Archives
Committee
(attached)**

The Archives committee report was received.

**ii) Curriculum
Committee
(Administrative)
(attached)**

The Curriculum committee (Administrative) report was received. M. Branch pointed out that K. Winters was listed incorrectly as being ASU VP Academic, when in fact she was the ASU Arts Senator.

P. Callaghan pointed out that this was a follow-up report because that bulk of the curriculum changes were addressed in February.

**iii) Research
Committee
(attached)**

The Research Committee report was received.

**iv) Honours
Committee
(attached)**

The Honours Committee report was submitted by M. Lukeman.

G. Whitehall asked about the granting of the HSRA awards and pointed out that it was harder for an Arts student writing an Honours Thesis to have an idea sufficiently well fleshed out by the previous summer. He felt it was therefore difficult for an Arts student to receive a HRSA. He stated that 18% of the applicants were from the Faculty of Arts, but that 17.4% of the funding went to Arts students. 18% of the applicants were from the Faculty of Professional Studies but 30% of the funding went to those students.

G. Whitehall felt that it was important that this committee continued to do the work and figure out how best to accommodate the different research agendas so that Arts students could be encouraged to apply. He recognised that there was a smaller pool of students coming from the Arts.

M. Lukeman stated that the committee recognised across all of the applications a huge variation in how well fleshed out the research topics were, and that many of those variations were within a Faculty. He did not feel that aspect played a significant role in the way that the awards were handed out.

M. Lukeman noted that Arts received 4 awards from 7 applications, and Professional Studies got 7 awards out of 7 applications. However, it would be important to look at data over a several year period.

M. Lukeman had noticed quite a difference in the way in which Honours programs and projects were approached between the three Faculties. He noted that it was far more common for a Science student to elect to pursue Honours, whereas in the Faculty of Professional Studies only about 8-10% of the students elect to pursue an Honours degree. He felt that the high success rate was likely to be because only a small percentage took the Honours route.

M. Lukeman noted that Science had the lowest success rate.

G. Whitehall stated that he had been identifying the hastiness of the process because he felt that Arts students may not feel that they are ready to apply since they are not ready to write their proposal at that early stage.

A. Redden agreed that this was a good point and offered to discuss this with other universities to see how they approached these issues. She noted that the form had been revised about 18 months ago following advice from Sociology.

A. Redden asked Senators to write to her if they had other ideas for improving the process.

The Chair asked whether SSHRC also offered summer research awards similar to the NSERC USRA program.

A. Redden stated that only NSERC offered undergraduate summer research awards.

The Chair asked whether the Honours committee was also engaged with the NSERC USRA selection process or only the HSRA selection process.

M. Lukeman stated that selection for the NSERC USRA was a separate committee.

D. Benoit felt that a lot depended on the field of research and noted that a faculty member would be looking for students to become involved with their research. He felt that in Computer Science they tended to be late in asking students and stated that it would be better to start planning much earlier if they wanted to obtain more awards.

A. Redden reported that the committee also discussed the issue of having external readers (within Acadia) to provide a second reader for a thesis. She noted that several departments did not want to continue with this practice. It was established to deal with some of the quality issues because Honours theses become public documents. A. Redden felt that if this extra review process was no longer to be included, departments would need to ensure that they had processes in place to ensure that the Honours theses that were delivered to

R&GS and the Library were grammatically sound and of good quality. She noted that some theses that are submitted for review did not look as though they have been proof-read previously.

P. Callaghan stated that many Business students did not make applications for HSRAs because they had other summer jobs.

President Ricketts strongly supported the idea of the external (from Acadia) reader for Honours theses and felt that there was great value in having someone from outside of the discipline read the thesis, to determine whether it was well-written.

President Ricketts was impressed that Acadia took this approach with the Honours thesis and noted that in Ontario the Honours degree had evolved into basically a four-year degree, with only some students doing an Honours thesis. He felt that this program was one reason why Acadia graduates were so sought after by graduate supervisors and others.

The report was received.

**v) Graduate Studies Committee
(attached)**

The Graduate Studies Committee report was presented.

G. Whitehall stated that he had a graduate student defend a Graduate Thesis this year and that they had been told that the Governor General's Award option was not available.

A. Redden explained that this had been discussed at the May meeting of Senate. She pointed out that in April the Registrar had let her know that the way in which the Governor General's Award was being awarded was incorrect. This award was to be given purely on the basis of GPA at the graduate level. A. Redden stated that instead R&GS were proposing the Acadia Outstanding Graduate Research Award which would be provided for each Faculty. A. Redden explained that a motion to approve this initiative would come to Senate in November, and that this would use the same criteria previously being used for the Governor General's Award.

The report was received.

**vi) By-laws Committee
Report (attached)**

The By-laws committee report was received.

**vii) Academic Planning Committee
Report (attached)**

The Academic Planning Committee Report was received.

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

G. Whitehall asked about the main business for the Admission and Academic Standing (Policy) committee, which was to discuss whether the entrance requirements should be reviewed.

H. Hemming responded that this was one of three things that the committee would discuss during the year. She noted that the committee was trying to decide whether entrance requirements should be revised and the need to look at particular math requirements that were currently in place, to decide whether these were current with the credits that students were taking at high school.

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| ix) | Admission and Academic Standing (Appeals) Committee Report (<i>attached</i>) | <p>The Chair relinquished the chair to R. Raeside.</p> <p>The report from the Admission and Academic Standing (Appeals) committee was received.</p> <p>A. Kiefte resumed the chair.</p> |
| x) | Academic Program Review Committee Report (<i>attached</i>) | <p>The Academic Program Review committee report was received.</p> |
| xi) | Board of Open Acadia (<i>attached</i>) | <p>L. Aylward asked about the Open Acadia e-learning strategy presentation from J. Banks that was presented to Senate in December 2017. She felt that the content did not amount to an e-learning strategy. She expressed concern that Acadia did not have an e-learning strategy. She noted that there was a lot of on-line learning at Acadia through the School of Education and she noted that other universities were launching a B.Ed. part-time/full-time/hybrid brand of e-learning in Yarmouth. She encouraged Open Acadia and the leadership to develop an e-learning strategy.</p> <p>The Chair asked whether there were any responses or actions that could be made at this time.</p> <p>L. Aylward felt that it would be helpful to identify some actions that would lead to a good plan and strategy.</p> <p>The Chair suggested that the Board of Open Acadia and the Faculty Support Committee could meet and discuss overlap and possible action.</p> <p>D. Benoit stated that two years ago there had been a lot of contact between the Faculty Support Committee and the Board of Open Acadia to discuss these and other issues. Last year it proved difficult to get the Faculty Support Committee to meet and get quorum but he was hoping for better attendance during the coming year.</p> <p>H. Hemming felt that the work on strategic planning would be a process where input into an e-learning strategy might be integrated into thinking about where Acadia wanted to go as an institution. She noted that a departmental review of Open Acadia was planned for 2019.</p> <p>The report was received.</p> |
| xii) | Timetable, Instruction and Examinations Committee Report (<i>attached</i>) | <p>G. Gibson asked about the timing of the Fall Break and asked what the plans were for the future.</p> |

M. Bishop responded that the ASU had intended to conduct another survey around the timing of the break, but that this had not happened. The T.I.E. committee had not yet met in the Fall term.

M. Lukeman commented that with the timing of the Fall Break occurring after Remembrance Day and the moratorium on holding mid-terms or major tests during the last two weeks of class, only two class days were now available after the break, with the result that a student could have five mid-terms in two days. This was problematic for many students.

The T.I.E. Report was received.

**xiii) Scholarships,
Prizes and
Awards
Committee
Report (*attached*)**

G. Whitehall asked how the 1290 awards had been allocated by Faculty.

M. Robertson commented that although there were many entrance scholarships and there was a mechanism for students to fall out of renewable scholarships, there did not seem to be a mechanism for them to come back into the scholarship stream and be awarded scholarships later in their degrees.

The Chair offered to take these questions and comments to the Committee.

The SPAC report was received.

**xiv) Faculty Support
Committee**

The committee only met once last year.

D. Benoit noted that there was a different chair who subsequently resigned. He pointed out that faculty members on some committees refused to attend the meetings and he noted that one member had been on the committee for two years and never attended. This interfered with the work of the committee and he suggested that committee members be removed if they were not performing.

The Chair offered to bring these points to Senate Executive for discussion.

The Faculty Support Committee Report was received.

**d) Senate Ad-hoc
Committee Reports
i) Ad-hoc
Committee on
Diversity and
Inclusion
(*attached*)**

M. Neilson presented the Ad-hoc Committee on Diversity and Inclusion Report and acknowledged that one recommendation by the committee to hire a full-time Coordinator of Indigenous Affairs and Student Advising, had already been fulfilled.

M. Neilson stated that members of the committee understood that not all of the recommendations of their report would fall within the purview of Senate but felt that this still represented a valuable forum to bring those recommendations forward.

The first of the 35 recommendations was that a standing committee of Senate be created to address diversity and inclusion on the campus. She noted that inclusion was an on-going issue and was definitely the work of a standing committee to address the other recommendations that were gathered as the result of consultations across the campus.

M. Neilson reported that work had begun in 2016 and that it had taken a long time to come forward with recommendations, however, students, staff and faculty had been spoken to across the campus. Some of those were people

whose voices are silenced and who feel marginalized, and some were people who offer help to those who suffer systemic and inter-personal injustices. Some were engaged in research on these very topics and some were working on the front line with the students.

M. Neilson noted that the creation of this committee spoke to the desire by the University to move forward to a place where everyone was welcome and everyone was considered a member of the community. During the consultations the committee did not censor responses or place any limitations on what someone would like to see in terms of changes.

M. Neilson stated that many of the individuals that the committee spoke with had ideas that extended past their own area of expertise. Those who agreed to participate were passionate about advocating for others across the campus; they were compassionate, thoughtful, concerned, and some were both hurt and very angry.

M. Neilson pointed out that some of the recommendations surrounded the development of courses, creation of alliances and information sharing across the campus. These were invaluable for the fostering of an educational experience that would inform the students of the full breadth and diversity of respective experience, research and knowledge sharing. This included indigenous knowledge sharing and knowledge systems. However, M. Neilson noted that many of the recommendations come from a dire need. Students, staff and faculty have suffered because of a lack of facilities, resources or services. Students have felt unwanted and although this committee was created to propose how to address academic barriers to creating a campus for everyone; the breadth, depth and scope of the problem was going to require cross-campus, inter-departmental, multi-faceted and well-coordinated efforts.

M. Neilson noted that not all of the recommendations were expensive and needed to take years to carry out. She pointed out that there were no needle disposal units or changing tables in the washrooms, and there was also a lack of signage for gender neutral washrooms across campus so that students did not know where to find them. M. Neilson stated that in one bathroom in BAC the students had started to list on the wall of a toilet stall, to show where the gender neutral bathrooms were situated across the campus, and she pointed out that students were trying to help one another in areas where the University had failed.

M. Neilson stated that a full-time equity officer was needed on the campus. The need was demonstrated frequently on the campus. Students needed to be protected in their learning environment because they were experiencing harassment, belittling and demonization of their experiences.

M. Neilson highlighted the fact that staff and faculty needed to work with and teach a diverse student body in a respectful, compassionate and informed way, and that student leaders needed to be equipped with the support and training that they needed to serve their community.

M. Neilson stated that child care was needed on campus. By not providing the support, the University sent a message to student parents or potential students that were parents, staff and faculty with young children, that they and their families were not welcome at Acadia.

M. Neilson stated that while she was serving as a conduit for these recommendations and was attending Senate to advocate for them, these concerns were coming directly from the Acadia community. Some were contentious, some were expensive and some might take a long time to achieve, but if Acadia was truly committed to creating a campus for all and an education and experience for all, along with a campus that would uplift, support and welcome all people, it was essential to pursue the concerns of the community. She felt that the creation of a standing Diversity and Inclusion committee would just be the beginning, and a small part of the cross-campus initiative that all needed to participate in and commit to.

The Chair raised three points. She apologised to M. Neilson for not placing her higher on what had been a long agenda and for failing to announce her as a guest at Senate. Regarding the recommendation for the ad-hoc committee to become a standing committee of Senate, the Chair noted that the recommendation would need to go to the By-laws committee for consideration. The Chair will communicate with the By-laws committee to discuss this and she expected that the By-laws committee would come back to M. Neilson for additional information regarding terms of reference should it become a standing committee.

The Chair pointed out that it was now approaching 6:00 p.m. and Senators were asked if they would like to extend the meeting.

Motion to extend the meeting to 6:15 p.m. Moved by M. Lukeman and seconded by C. Shields.

MOTION TO EXTEND CARRIED.

A. Vibert stated that she had been privileged to serve on this committee for a short length of time and had been very impressed with the commitment, the passion and the hard work undertaken by M. Neilson in her role as Chair.

Senators applauded M. Neilson's presentation warmly.

President Ricketts also extended thanks to M. Neilson for a wonderful report that demonstrated that there was a lot of commitment, passion and emotion around this topic, as there should be. He recognized that this was an important report and not just for Senate but for the University generally. He felt that all of the recommendations had a basis in need. All of them came from a deeper appreciation of the issue and what was happening on the campus. He expected that this would become a larger issue as the campus became more inclusive. He thanked the committee members for the work that they had carried out and felt that there was much that could flow into the strategic plan for the University, but also recognized that there were recommendations that could be addressed ahead of the strategic planning exercise. President Ricketts agreed that the ad-hoc committee had begun and developed the basis for a very important discussion on campus.

Z. Whitman thanked M. Neilson for a great report and gently pointed out that in Nova Scotia the 'k' in Mi'kmaq was not capitalized, whereas in New Brunswick it was.

D. MacKinnon added his thanks for the passionate and thorough report and noted that in 30 years on Senate he had never heard better.

G. Philp echoed all of the recommendations in the report and noted that they were pleased that the University had now hired an Equity Officer for two days a week, though of course more would be better.

G. Philp was also pleased that the Coordinator of Indigenous Affairs and Student Advising had been hired. The ASU Executive and the Indigenous Students Club had met with D. Kaszas and were very enthusiastic to have him on campus.

G. Philp thanked M. Neilson for all of her work and noted that these were the issues that the ASU heard about from students on a daily basis.

G. Gibson referred to recommendation #2 which was to provide a first-year course to students that would be focused on Indigenous peoples of Canada. She suggested that Science could be included as one of the coordination partners in the course.

M. Neilson agreed that incorporating content and involvement from Science would be good. She noted that this was very much a 'living document' and that the recommendations should not be considered set in stone.

G. Whitehall added his thanks and observed that this document allowed him for the first time to see the sort of pedagogical obligations that professors had to the 'whole student'. This highlighted the challenge that Senate now faced when dealing with its obligations towards setting academic guidance and policy and dealing with non-classroom specific issues. He asked that Senate consider what its future role would be in offering guidance on the 'Acadia learning experience' and the idea of teaching the 'whole student'. He expected that this could prove to be quite a challenge for Senate to adapt to those kinds of expectations and he noted that this was not something to come down through the Administration but was something that was baked right into Senate obligations.

President Ricketts applauded those comments.

C. Landry commented on the importance of diversity, noting that her seven years of study at Acadia had proved challenging. She did not feel that the current climate had improved much. C. Landry noted that many institutions had one or two people on either a committee or a Board who then became labelled as 'experts'. She saw this as a form of racism and felt that representation had to be inclusive and represent all people. Consultation needed to be wide.

C. Landry had been taken aback by the language used during the Senate meeting with regard to who was chosen by the selection committee for the Coordinator of Indigenous Affairs and Student Advising position.

C. Landry also felt that advocates like M. Neilson were needed to support the Mi'kmaq people. C. Landry felt that an individual from the Mi'kmaq community could also have been chosen to sit on this committee.

C. Landry stated that Acadia would benefit by moving forward in a manner that was representative of Mi'kmaq.

The Chair thanked C. Landry for her perspectives and comments. She stated that the Diversity and Inclusion committee had been an ad-hoc committee, but that if the committee was altered to become a standing committee of Senate, Senate could have input about representation on the new standing committee.

Z. Whitman assured C. Landry that there was only one Mi'kmaq applicant, and she noted that despite significant outreach to all individuals across Nova Scotia to try to find other applicants, they were not able to find someone qualified.

President Ricketts thanked C. Landry for sharing her views and was certain that when D. Kaszas arrived on campus he would be having conversations with Mi'kmaq individuals.

The Chair commented that attendance at Senate had been very good recently and that having so many Senators present was beneficial because it brought many voices from Senate together to express diverse viewpoints. She thanked Senators for being present and contributing to discussions.

6) Adjournment

Motion to adjourn. Moved by G. Whitehall.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Senate Meeting to approve Fall 2018 Graduation List – October 2, 2018

FACULTY OF THEOLOGY

Doctor of Ministry

Bhagwan, Devanand

Rulinskas, Arturas

BETHEL BIBLE SEMINARY

Master of Divinity

Chan Cheung Sing

Chan Oi Ming, Mandy

Chang Wai Ching, Maggie

Cheung Yim

Fung Kwok Wai

Ho Yak Yee, Mandy

Lam Kin Ping

Lau Hoi Kei

Lau Yin Ling

Lee Chi Wai

Lee Kar Yeung

Lee Sum Chi

Li Wing Hung

Lo Yip Ming

Mui Yan Sun

Ng Miu Fung

Ngan Lai Chi, Phoebe

Ngan Miu Yin

Or Kin Bun

Tsang King Yin, Castor

Wong Chau Yin

Wong Pui San

Wong Wai Yin

Yang Yan Zhen, Jenny

Yeung Lan Kam

Yeung Wing Kwan, Cecily

Yung Chun Ho

Master of Theological Studies

Ku Mo Khao Dau

Chan Ching Man, Sophia

Chan Cho Sing

Chan Fung Chun

Chan Tak Ching

Cheung Kwai Ching

Choi Li Li

Chow Sau Lai

Du Wen Wu

Feng Chang Qing, Angel

Gao Jian
Ho Ka Chun
Huang Can Hui
Hui Po Yi
Ip Chung Keung
Jin Hong Liang
Lau Ying Sau
Lee Yee Man
Li Hai Yan
Li Shuk Man
Liu Tin Shun
Mak Sze Yuen
Ng Suet Ying
Tche Kwok Hung, Vincent
To Ka Wai
Tong Sau Man, Karen
Tsang Wai Ming
Tsui Mei Lun, Bruce
Yuen Kok

Master of Arts

Chan Wing Tai
Fong Tai Wai
Hubert Chung Hang Ng
Shek Tze Ching
Shum Wai Chun

CHRIST INTERNATIONAL DIVINITY COLLEGE (CINDICO)

Bachelor of Theology

Abiodun, Moses Adeniyi
Adebayo, Beatrice Bose
Adebowale, Adedotun Oluwaseyi
Adesulire, Olufemi
Adetoso, John Adeyemi
Agboola, Joseph Oluwaseun
Ajala, Johnson Agboda
Ajayi, Joshua Kehinde
Akano, Matthew Sunday
Akomolafe, Lawrence Abiodun
Alade, James Oluyemi
Balogun, Deborah
Eniola, Ebenezer Olayinka
Fakayode, Gbenga
Famuyiwa, Julius Olukayode
Fatolu, Job Olubode
Gbadegesin, Jacob
Joshua, Segun Afolabi
Kolawole, Fanawopo Lawal
Ogunwale, Ayodeji

Oladele, Matthew Aina
Olanlokun, Peter Busoye
Olasehinde, Oluwatoyin
Oluwatoberu, Hezekiah Opeyemi
Oni, Emmanuel Oluwabusola
Owodogba, Josiah
Shiji, Abolanle
Sunday, Michael Olowoniya

Bachelor of Religious Education

Aborisade, Amos Oluwasanjo
Adedipe, Mary Oluwakemi
Adeoye, Moses Sesan
Agboola, Samuel Oladotun
Babalola, Samuel Oyeboade
Balogun, Peter Hammed
Ezekiel, Adeleke Adebayo
Ilesanmi, Samson
Lawal, Grace Odunayo
Okpenyinke, Dickson Onah
Olajubu, Samuel Oladiran
Oyinlola, Daramola

UNIVERSAL GOSPEL DIVINITY COLLEGE (UNIDICO)

Bachelor of Theology

Adesina, Rufus Ayobami
Olaleye, Sunday Aderemi

Bachelor of Religious Education

Olatunde, Samuel Olufemi

FACULTY OF ARTS

Master of Arts

MacDonald, Rebecca Leigh (Sociology)
Mohabir, Emily Katharina (English)
Townend, Laura (Social & Political Thought)

Bachelor of Arts

Ding, Chi
Ernst, Amanda Ann
Hipson, Joey Lee
MacMillan, Georgina Brittany
Shepherd, Megan Louise

Bachelor of Music Therapy

McBride, Corey

Certificate of Music Therapy

Friesen, Jessica Marie

Certificate of French Proficiency

Dowie, Beth Lindsay

Ewing, Angela Dawn

Fioratos, Victoria Deborah

Flemming, Mona Ashleigh

Gardner, Danielle Justine

Moriarty, Megan Suzanne

Pineo, Meghan

Rossignol, Monique Anne

Schwartz, Leela

Whitty, Alexandria Margaret

Honours Conversion

Bruce, Emilie Petra (French)

FACULTY OF PURE AND APPLIED SCIENCE**Master of Science**

Berrigan, Lucas Emmett (Biology)

Piers, Tammy Lynn (Psychology)

Tanya (Computer Science)

Bachelor of Science with Honours

Holmes, Baillie Emma-Jane (Environmental Science & Cooperative Education)

Bachelor of Science

Amiro, Lucas Andre

Forrest, Wade Louis

Jiang, Zexin

Marques, Mariana

Park, Jong Sung

Bachelor of Computer Science with Specialization

Crocker, Doran Joseph (Business Data Processing)

Bachelor of Computer Science

Jiang, Yan Cheng

Liu, Xulong

Certificate of Applied Science

Green, Nicholas Charlton

Hartigan, Liam Johnathan

MacIntyre, Jedidiah Sebastian

Njagi, Ruth Muriel Mukami

Song, Haolin

Honours Conversion

Bray, Heather Emily (Nutrition)

Graham, Cassidy Anne (Nutrition)

Harbarenko, Jodie Lena Melody (Nutrition)

FACULTY OF PROFESSIONAL STUDIES**Master of Education**

Aldworth, Bryn (Inclusive Education)

Arsenault, Joel Alcide (Leadership)

Ayoub, Jacqueline Ashley (Counselling)

Banks, Jennifer Marie (Counselling)

Barker, Kelly (Inclusive Education)

Barton, Alecia Dawn (Inclusive Education)

Best, Lara Rose (Curriculum Studies)

Birch, Allan (Leadership)

Blouin, Tiana (Counselling)

Boutilier, Ryan James Edison (Inclusive Education)

Buchanan, Ashley Kristin (Curriculum Studies)

Call, Kelly Ellen (Counselling)

Carruthers, Patrick Douglas (Curriculum Studies)

Chisholm-Whidden, Joan Elizabeth (Curriculum Studies)

Conrad, Meghan Marie (Inclusive Education)

Darnell, Vida Kate (Leadership)

Davenport, Joanne Edna (Inclusive Education)

Drover, Shelley Lee (Inclusive Education)

Foster, Tracy Lynn (Leadership)

Gaudet, Denise Marie (Counselling)

Grouse, Shawn Emmanuel (Counselling)

Grouse, Tracey (Counselling)

Hamodat, Farah (Curriculum Studies)

Hessian, Victoria Lynn (Counselling)

Hill, Maeghan Sarah Anne (Counselling)

Holder, Jared (Leadership)

Hughes, Colleen Elizabeth (Leadership)

Hughes, Leah Christy (Counselling)

Jardine, Dawn Lee (Inclusive Education)

Jeffery, Sarah Alsha (Inclusive Education)

Jewers, Deena Rennette (Counselling)

Kelly, Janna Allison (Inclusive Education)

King, Randolph Darryl (Counselling)

Kirk, Erika Maria (Counselling)

Larkin, Teaghan (Counselling)

Laurence, Victoria (Leadership)

MacDonald, Lisette (Inclusive Education)

Mantley, Shawn Marcel (Counselling)

Maringapasi, George James (Counselling)

McBeath, Jennifer Anne (Counselling)

McCormick, Karen Elizabeth (Counselling)

McDonald, Craig John (Counselling)
McKinnon, Scott Gregory (Inclusive Education)
McOrmond, Chelsea Ozon (Leadership)
Moshett, John Hubert (Counselling)
Moyses, Walter Robert (Leadership)
Petrie, Lise Mona Colleen Marie (Counselling)
Reid, Robin Christina (Counselling)
Rice, Jennifer Lee (Leadership)
Robinson, Rachael Ann (Inclusive Education)
Rose, Liana Kathryn (Counselling)
Ross, Kelli Lynn (Counselling)
Samms, Jennifer Lynn (Leadership)
Schori, Pirmin Alfred (Counselling)
Spencer, Traci (Inclusive Education)
Stabback, Kendra Leanne (Inclusive Education)
Stewart, Marina Lynn (Inclusive Education)
Symonds, Randy DeRico (Counselling)
Thorpe, Gillian Lorraine (Counselling)
Toney, Wayne P (Counselling)
Upshaw, Sarah-Ann (Counselling)
Warren, Jenna Leanne (Leadership)
Williams, Danita (Counselling)
Yeo, Brandon (Counselling)
Young, Hayley (Counselling)
Young, Mark Robert (Leadership)

Bachelor of Education

MacNeil, Erica-Anne

Bachelor of Kinesiology

Petropolis, Zachary Peter

Bachelor of Community Development

Goguen, Thomas

Tian, Meng

Bachelor of Business Administration

Beck, Cali Nicole

Bluteau, William

Brommit, Heidi Joyce

Bukovec, Austin

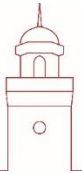
Esmailion, Samuel Kaivon

Kang, Hongzhan

Liu, Enxi

Enabling Motion:

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



Academic Program Review Committee

Prioritized Recommendations

Master of Recreation Management

The Academic Program Review Committee (APRC) met on March 16, 2018 with the Head of the Department of Community Development to receive the response from the Department to the External Review Team's report on the Master of Recreation Management program. This program review was driven, in part, by Acadia University's 2015 application to MPHEC to change the name of the graduate degree program from the Master of Recreation Management (MRM) to a Master of Community Development. After consideration of the review, the response to it from the Department, and discussion with the Department's Head, the APRC offers the following prioritized responses to the External Review recommendations.

Recommendation 1: *That the University and the MPHEC proceed in approving the degree name change to a Master in Community Development.*

Citing the connection with and coherence of the MRM program with the undergraduate program in Community Development, external reviewers noted that "the Department makes a compelling argument for recognizing this evolution from a narrow focus on leisure concepts and recreation to a more holistic and systemic approach to individual and community well-being that is grounded in community development praxis. Changing the name of the graduate program to align with the name of the undergraduate degree and the Department just makes sense, as it supports a coherent graduate level focus on the same approaches to human services and the principles and practices of community development." Further, reviewers pointed out that the program and recommended program name change are unique from other programs in the Maritimes, and they cited specific programmatic differences from other programs which might otherwise see the Master of Community Development as redundant.

Recognizing that the proposed program name change both better describes the

evolution and current direction of the MRM program and poses no threat of redundancy to other programs in the region, the APRC supported the recommendation of the program reviewers and recommended that the name change from MRM to MCD be forwarded to MPHEC for consideration. MPHEC has subsequently approved the change of the name of the degree to Master in Community Development.

Recommendation 2: *That admissions to the Master's level program in Community Development be maintained at the current level and with the existing admissions process.*

This is a small graduate program, accepting 1-3 students per year, with admissions based on careful alignment between the graduate student's research interests and potential supervisors' expertise. Reviewers highlighted the integrity of the graduate and undergraduate programs in the Community Development Department and lauded the Department's efforts to make connections across these programs. Further, reviewers noted the efficient management of the programs, remarking that "this particular graduate program is actually well suited to current faculty and staff complement, as there are really no significant additional staffing costs associated with its operation."

Recognizing the small size of the Department of Community Development and the care the Department exercises in student selection processes in order to match students with research and scholarly expertise of faculty, the APRC supports the recommendation of the external reviewers and recommends to Senate that admissions to the program be maintained at current levels and with existing admissions processes.

Recommendation 3: *That the Department work with the Dean of Professional Studies in preparing an application for a new, full-time position in the Department of Community Development.*

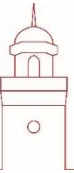
Reviewers commented repeatedly and glowingly on the work of this program in terms of Acadia's mission and vision statements: "Rather than simply aligning with the vision and outcome identified by Acadia University, we believe that the Community Development program, at both the undergraduate and graduate levels, is actually leading the way on a wide range of initiatives, including faculty and student research, community partnerships, experiential learning, Indigenous community outreach, and the social and economic well-being of the community, the region and the province." The review also noted challenges with program stability, stating "the engagement of part-time contracted services helps the offerings, yet it creates instability and actually works against breadth and depth in research and community engagement in a sustained way." In recent years, faculty complement in the Department has decreased while enrolment has increased. In recognition of the strengths, potential, and challenges of the Department and the programs, reviewers made this recommendation.

The Department's response to the review and the Head's discussions with APRC emphasized Department members' understanding of the process through which tenure track faculty positions are awarded at Acadia. The Department has made application for such a position through the customary channels to the Academic Planning Committee, and that application has been ranked in the 2017-2018 cycle.

Recommendation 4: *That at least two full Academic Graduate Scholarships be allocated to students in the Masters of Community Development program.*

Reviewers grounded this recommendation in a recognition that funding sources for graduate study in MRM were very modest, one AGA being allocated to the program each year. Both the Department in its response to the recommendation and the APRC recognize that funding for graduate study at Acadia in general is very limited, and that implications for ameliorating this situation go well beyond the mandate of the APRC.

The APRC supports as a principle the call for increased graduate study support but recognizes that this recommendation exceeds the Committee's mandate and authority.



Academic Program Review Committee

Prioritized Recommendations

Department of Economics

The Academic Program Review Committee (APRC) met on 13 June 2018 with the Head of the Department of Economics to discuss the review. This review was part of a regular cycle of reviews of the departments/programs at Acadia. After consideration of the review, the response to it from the Department, and discussion with the Department's Head, the APRC offers the following prioritized responses to the External Review recommendations.

Recommendation 1: *that instructors in the “big three” - Econ 1013 (Microeconomic Principles), Econ 1023 (Intro to the Study of Macroeconomics) and Econ 2613 (Empirical Analysis in Economics and Business I) - explore possibilities for standardization including use of the same exams, the same content, and the same delivery methods in each course.*

The Reviewers expressed concern over what appears to be lack of consistency in the “big three” introductory courses. This was an issue raised by some of the students and shared by the reviewers.

The Department is in full agreement with this recommendation and plans to meet in August to explore the means by which it can be implemented.

The APRC agrees with this approach and encourages the Department to explore and implement harmonize examinations, content and delivery methods for the multiple sections of the three introductory Economics courses.

Recommendation 2: *that the Department change the Mathematics requirement to “either MATH 1013 or MATH 1613”.*

The Reviewers felt that this change would clarify the Department's Mathematics requirement, while still allowing the flexibility that the Department needs.

The Department agrees with this recommendation.

The APRC concurs and encourages the Department to proceed with the change.

Recommendation 3: *that the Department allow some courses offered outside the Department of Economics be counted toward the Economics elective requirements.*

The Reviewers felt that allowing Economics majors to take some of their upper level economics courses outside the Department would “be a great opportunity to expand the breadth of course that students could take, allow them to explore different interdisciplinary content related to Economics and improve their technical skills, as well as allow the Department of Economics itself to create links and partnerships across campus.”

The Department is strongly opposed to this approach, citing the importance of methodology unique to economics courses and the necessity of reinforcing this in all the courses of the major.

The APRC, while appreciating the argument made by the Department, does not agree. Allowing one or even two carefully selected courses from outside the Department should not harm the program and may in fact strengthen it. Acadia University encourages students to cross disciplinary boundaries to gain other perspectives; this could be a way of carefully encouraging that, while at the same time relieving a bit of the pressure on the Department’s upper level courses. The APRC encourages the Department to look at the way in which the Department of Psychology handles cross listed courses for upper level students. The APRC agrees with the reviewers and requests that the Department reconsider its stance on this recommendation.

Recommendation 4: *that the Department undertake a review of the list of courses under Economics in the University Calendar and the removal of courses unlikely to be offered.*

The Reviewers note that it is not feasible, given resources, for the Department to offer all of the specialized courses listed in the Calendar. A judicious paring of the list of courses would provide students with a more accurate and realistic idea of what options they might have.

The Department agrees with this recommendation and plans to undertake such a review this summer.

The APRC finds this a reasonable and beneficial undertaking and encourages the Department to pursue it.

Recommendation 5: *that “student space” be created in the Department area.*

The Reviewers believe that the creation of a designated student space within the Department would lead to “positive synergies and allow students to gain a sense of identity as Economics students.”

The Department agrees with this recommendation, feeling that such a space would improve the university experience for Economics students.

The APRC, while supporting the principle behind this recommendation, notes that suitable space is at a premium in the Beveridge Arts Centre. One Department opens its Departmental Seminar Room for student use when it is not otherwise booked. In the projected “rethinking” of the BAC, the Department, and indeed the Faculty of Arts, are encouraged to consider dedicated space for students, whether this be by department or a more general Arts students space.

Recommendation 6: *that the Department explore possible options, similar to the Neuroscience option in Psychology, involving several departments.*

The Reviews feel that there are opportunities for the Social Science departments to offer an option in Canadian Public Policy, to be incorporated into degree programs in all three disciplines (Economics, Politics and Sociology), for example. Other opportunities exist with the School of Business, especially in the area of Business Analytics.

The Department agrees with this recommendation and will be exploring the possibilities with other units on campus.

The APRC is also very supportive of this recommendation and encourages the Department of Economics to pursue these and other possible options.

Recommendation 7: *that consideration be given to the possibility of hiring a dedicated instructor who would help organize tutorials, assignments and exams in the “big three” intro classes and provide front line support for students needing extra help.*

The Reviewers feel that an instructor would greatly facilitate the accomplishment and management of the approach recommended in recommendation no. 1 above.

The Department is in agreement with this recommendation, provided it does not conflict with or inhibit the Department’s application for an additional tenure-track appointment.

The APRC supports the concept and suggests that the Department explore models used in other departments at Acadia. It recommends that if the Department believes it is a viable option an application should be made to the Academic Planning Committee, through normal processes, for such a position.

Recommendation 8: *that the University give serious consideration to the hiring of an additional faculty member in Economics.*

The Reviewers feel that without additional resources, it will be difficult for the Department to offer more courses or participate in other programs. Given several immanent retirements, it is felt that “the University should seriously consider hiring an additional faculty member before one or two current faculty members retire. Such overlap would be important for maintaining administrative, course offerings and institutional knowledge.”

The Department strongly agrees, arguing that an additional faculty member will address what it considers “the three critical issues, namely ‘the lack of electives in Economics, the challenge of sustaining the degree program given the small size of the Department, and the policy of not replacing faculty members on sabbatical.’”

The APRC recognizes the perceived need of the Department for an additional tenure-track position, although such decisions lie outside the responsibilities of the APRC. The Department has made application for such a position through the customary channels to the Academic Planning Committee, and that application has been ranked in the 2017-2018 cycle.

Report of the Senate Archives Committee, 5 June 2018

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

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

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

Submitted by Stephen Henderson, Chair

Senate Curriculum Committee (Administrative), 2017-18

Final Report to Senate, June 13th, 2018

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

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

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

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

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

- (i) proposals deemed acceptable as submitted ("no issues"),
- (ii) proposals were edited by the committee during the meetings to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or

- (iii) proposals designated as requiring clarification through consultation with the Director or Head of the relevant academic unit (“consult & revise”).

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

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

Committee members:

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

Committee Business:

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

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

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

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

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

1. Maple League initiative: SSHRC Insight and Insight Development Grant Workshop (21 June; delivered via Videoconference – Cisco Telepresence Rooms)

2. General Grant Writing: Tips and Tricks, with faculty panelists from all 3 Faculties (27 June)

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

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

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

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

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

Respectfully submitted,
A. Redden
Dean, Research & Graduate Studies
Chair, Senate Research Committee

Senate Honours Committee Report

June 2018

Committee Members for 2017/2018:

Dean of Research & Graduate Studies: A. Redden ex-officio

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

Arts: Marc Ramsay 3 yr 2018

Arts: Cynthia Alexander 3 yr 2020

Prof. Studies: Said Mekary 3 yr 2020

Prof. Studies: Jun Yang 3 yr 2019

P&A Science: Joseph Hayes 1 yr 2018

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

Honours Student (Arts): Douglas Spafford 1 yr 2018

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

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

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

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

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

among committee members that this may lead to sacrifices in quality. In the interest of promoting a high level of thesis quality, the committee recommends that Senate consider restricting students from enrolling in multiple honours programs at the same time.

- The committee discussed a few isolated cases of issues that arose due to a lack of clear procedures for honours grade appeals, since in many departments, the grade is given by a committee rather than an individual instructor. Also, other than the written thesis, there is usually no basis for an appeals committee to judge an honours grade (i.e. no assignments, tests, exams, etc.). The committee recommends that departments adopt clear grading criteria wherever possible, and arrange a course timeline where students receive some early indication of their grade, in the spirit of p60 of the current academic calendar "Mid-term grades and Course Standing".

2017-18 Honours Theses

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

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

2018 Honours Summer Research Awards:

Applications:

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

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

Funding:

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

- \$64,000 was provided by Acadia via the VP Academic
- The Webster Foundation funded 6 full awards for a total of \$35,000.00 (2 per faculty)
- The Dean of the Faculty of Pure and Applied Sciences funded two full awards for \$10,800.00

- Individual Faculty members provided \$13,950.00 to support specific students. \$11,250 came from FPAS, \$2500 was from FPS and \$200 from the Faculty of Arts.

Results:

17 HSRAs and 6 Websters were awarded

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

Submitted by

Matthew Lukeman, Chair

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

Committee members:

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

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

Committee Business:

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

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

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

these awards, and a motion to Senate to accept the development of these graduate research awards will be brought to the next Senate meeting.

Respectfully submitted,

A. Redden
Dean, Research & Graduate Studies
Chair, Senate Committee on Graduate Studies

By-laws Committee Annual Report

Committee members 2017-2018:

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

The duties of the By-laws Committee are:

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

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

1. Anna Kieft, Chair of the Admissions and Academic Standing (Appeals) Committee, asked the By-laws Committee to consider the following motion, passed internally by the A&AS (Appeals) Committee in the fall, before it is brought to Senate:

The Admissions and Academic Standing (Appeals) Committee moves that the Executive Director of Student Services, or his/her delegate, be added as a non-voting, ex officio member of the Admissions and Academic Standing (Appeals) Committee.

We reviewed the request, replied to the Chair of the A&AS (Appeals) Committee. The motion was subsequently presented to and passed by Senate.

2. The Faculty of Professional Studies submitted its Constitution for review by the By-Laws Committee, after passing proposed changes to the FPS Constitution in anticipation of a motion being presented to Senate that the School of Music move from the Faculty of Arts to the Faculty of Professional Studies. We understand that should the motion be presented to Senate and passed, the revised FPS Constitution will come into effect. If it is not presented or presented and not passed, only the changes not related to the School of Music moving from the Faculty of Arts to the Faculty of Professional Studies would come into effect.

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

ACADEMIC PLANNING COMMITTEE

Annual Report to Senate for 2017-2018

June 7, 2018

Membership:

VP Academic (Chair): Heather Hemming

Dean of Pure & Applied Science: Jeff Hooper

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

Dean of Professional Studies: Ann Vibert

University Librarian: Ann Smith

Faculty: Craig Bennett

Faculty: Janna Wentzell

Faculty: John Colton

Faculty: David Duke

Student representative: Katie Winters

Mandate:

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

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

Objectives (2017 Transition Report to Senate):

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

Outcomes:

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

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

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

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

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

Respectfully submitted,

Heather Hemming Vice-President Academic

ADMISSION & ACADEMIC STANDING COMMITTEE (Policy)

Annual Report to Senate for 2017-2018

June 7, 2018

Committee Members 2017-2018

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

Purpose of Committee:

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

Meetings:

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

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

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

Outcomes:

Motions approved at Senate:

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

Future plans:

- Review of an Excused Absence Policy

- Review GPA Structure
- Explore the question, “should the academic entrance requirements be reviewed?”

Respectfully submitted by the Chair,

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

**Admissions and Academic Standing (Appeals) Committee
Report to Acadia University Senate
September 10th, 2018**

The Admissions and Academic Standing (Appeals) Committee met twelve times between September and June for procedural planning and other related work, and then four times in June and once in August for its appeal deliberations.

There was a quorum of voting members present at all deliberation meetings and all but one of the procedural planning meetings, and some work was also carried out electronically.

Through its procedural planning work, the Guidelines for Students document (see A&ASA Report Appendix 1) was developed to help guide the students in their appeal submissions and to attempt to achieve some consistency. The questions posed in Part 1 of the questionnaire were also developed (see A&ASA Report Appendix 2). The submission process for students and the committee's review process were carried out on the ACORN system.

There were two appeal deadlines:

June 4, 2018- for students who received notification of dismissal or probation by May 7th

July 27, 2018- for students who received notification of dismissal or probation after May 7th (due to grade changes, etc)

Considered during the June meetings (received by the June 4th deadline):

119 students with Dismissal academic standing

- 55 students appealed
- 29 appeals granted (academic standing changed from Dismissal to Probation)

148 students with Probation academic standing

- 16 students appealed
- 2 appeals granted (academic standing changed from Probation to Good Standing)

Considered at the August meeting (received by the July 27th deadline):

10 additional students with Dismissal academic standing

- 7 students appealed
- 3 appeals granted (academic standing changed from Dismissal to Probation)

0 additional students with Probation academic standing

- 0 students appealed

The committee for 2017-2018 was:

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

Others invited to attend, non-voting:
Shawna Singleton, Associate Registrar

The committee will be making minor wording changes to the process documents for the spring/summer 2019 appeals, but does not plan to make substantial changes. It does not plan to meet again until April 2019, when it will meet to prepare for the next round of appeals and review its procedures. The Chair wishes to express her gratitude and appreciation to the committee for their work this past year. The Chair also wishes to thank Terry Aulenbach for his careful work in developing secure ACORN “courses” for this process.

Respectfully submitted,
Anna Kiefte
Chair

A&ASA Report Appendix 1

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

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

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

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

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

There are four parts that form the Academic Appeal Submission.

Part 1: Required Academic Appeal Self-Reflection Questionnaire:

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

Part 2: Required Personal Letter:

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

Part 3: Required Unofficial Transcript:

- Submission of an electronic copy of your unofficial transcript. You can download it at <https://central2.acadiau.ca/my>.
 - o Select "View Transcript" from the left side menu.
 - o Select "Print Page".
 - o Choose either Adobe .pdf or Microsoft Print to PDF. If you do not have a Print to PDF option, you can print and scan a copy of your transcript.

- Only grades up to and including the winter term of this past academic year will be considered by the committee as part of your appeal submission.

Part 4: Optional Additional Documents:

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

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

If you have asked someone for a letter, and they wish to submit it confidentially to the university on your behalf, please ask them to email the letter directly to shawna.singleton@acadiau.ca and the file will be added to your appeal submission.

Additional information considered by the committee:

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

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

If you have questions regarding the process of completing your appeal submission, the following individuals are available to answer them and help to clarify the appeal submission process.

These individuals cannot provide you with specific advice about the contents of your appeal or provide an opinion about the likelihood that your appeal will be granted by the Committee.

- Representative from Student Services: studentsupport@acadiau.ca
- Acadia Students' Union Vice President Academic & External: 902-585-2127, additional contact information at <http://theasu.ca/who-we-are/executive-leadership-team/>

A&ASA Report Appendix 2

Part 1: Required Academic Appeal Self-Reflection Questionnaire:

This questionnaire and appeal submission must be completed by you personally. By answering YES below, you are verifying that you are the individual person who is appealing your own dismissal or probation status.

Are you completing this appeal for yourself?

- ☐ Yes
☐ No

What degree program are you registered in?

How long have you been studying at Acadia University?

Please access your **Acadia Transcript** to answer the following three questions. To do so, open a new browser window or tab and log in to Acadia Central at <https://central2.acadiau.ca/my>. Then select “View Transcript” from the left side menu.

What is your current academic level? (*The Academic Calendar defines Academic levels by number of completed credit-hours, not as 1st year, 2nd year, etc.*)

What is your cumulative Acadia CGPA (all courses ever taken at Acadia)? (*Grading system information is in Acadia Calendar, and your CGPA is available at the bottom of the table you see after selecting the “View Transcript” option within Acadia Central.*)

What is your current sessional SGPA (fall and winter terms of this academic year only)? (*Grading system information is in Acadia Calendar, and your current SGPA is available in the second column near the top of the table you see after selecting the “View Transcript” option within Acadia Central.*)

Why did you choose to study at Acadia University?

Why did you choose your current academic program?

Do you think your current program of study is the right choice for you? Please explain your response.

A rectangular text input field with a vertical scroll bar on the right side. Below the field, there are four small square buttons: a left arrow, a solid square, a right arrow, and another solid square.

What was the best part of your academic experience this past year?

A rectangular text input field with a vertical scroll bar on the right side. Below the field, there are four small square buttons: a left arrow, a solid square, a right arrow, and another solid square.

Please describe your commitment to regularly attend classes, labs, tutorials and other course related activities.

A rectangular text input field with a vertical scroll bar on the right side. Below the field, there are four small square buttons: a left arrow, a solid square, a right arrow, and another solid square.

Please describe your ability to complete course work (e.g. assignments, quizzes, papers) on time.

A rectangular text input field with a vertical scroll bar on the right side. Below the field, there are four small square buttons: a left arrow, a solid square, a right arrow, and another solid square.

Please indicate if you experienced challenges in any of the following areas:

- ☐ Subject material and content
- ☐ Time management
- ☐ Study skills
- ☐ Writing
- ☐ English language skills
- ☐ Math skills
- ☐ Group work
- ☐ Transition from last year to this year
- ☐ Other

Please describe how any of the above challenges may have affected your learning.

A rectangular text input field with a vertical scroll bar on the right side. Below the field, there are four small square buttons: a left arrow, a solid square, a right arrow, and another solid square.

Did any of the following have an impact on you?

- ☐ Emotional difficulties
- ☐ Extra-curricular activities
- ☐ Financial issues
- ☐ Issues of conflict

- ☐ Physical difficulties
- ☐ Social problems
- ☐ Spiritual concerns
- ☐ Stress management issues
- ☐ Obligations (e.g. employment, care giving, athletics, volunteering)
- ☐ Other

Please describe how any of the above issues may have impacted your learning.



Acadia University has many resources to support students, including, but not limited to:

Faculty Office Hours
 Dean's Offices
 Chemistry Tutoring
 Physics Help Centre
 Economics Help Centre
 French/Spanish/German
 Language Tutorials
 Math and Statistics Help
 Writing Centre
 Academic Advising
 Wong International Centre
 Library Resources
 English Language Centre
 Financial Aid
 Safety and Security
 Career Services
 Student Health Services
 Counselling Services
 The Women's Centre
 Acadia Pride
 Aboriginal Student
 Advisor
 Accessible Learning
 Services
 Chaplain
 Equity Officer

Were you aware of these supports on campus, and if so, have you ever used any of these types of services? If yes, which ones?

ACADEMIC PROGRAM REVIEW COMMITTEE

Annual Report to Senate for 2017-2018

June 7, 2018

Committee Members 2017-18

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

Purpose of Committee:

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

Meeting Dates:

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

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

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

Outcomes:

- BA/BSc Review – the committee agreed that this review would not be done as a formal review Status of Reviews:
 - Psychology (site visit completed, review panel report received Fall 2017; unit response pending)
 - Economics (site visit completed, review panel report received Winter 2018; unit response pending submitted)
 - Politics (Self-study received; review confirmed for October 2018)
 - Master of Recreation Management Program (site visit completed, review panel report received; unit response received Winter 2018; report to Senate pending)
 - School of Education
 - Motion was passed by the APRC to defer a program review of Acadia's Bachelor of Education until after provincial accreditation review of the Bachelor of Education program is completed.
 - Review of Master of Education program confirmed for Winter 2019 to be in sync with provincial accreditation process.
 - History and Classics – review confirmed for Winter 2019
 - Chemistry – self-study in progress – review confirmed for October 2018
 - Social and Political Thought – review confirmed for Winter 2019
 - Addition of Open Acadia to the review schedule – will be conducted Winter 2020.
- Developed and adopted a guide framework for report preparation by review panel. The development of such a framework would lend consistency to the review process.
- The Committee requested that the Chair take the concept of regular reviews of non-academic units on campus to the administration.
- Follow-up on Reviews: review guidelines include a follow-up with units that have been reviewed mid-way through the six-year cycle. This has not been done consistently in the recent past. The APRC agreed that the it would, on a go-forward basis, ensure that those units who were reviewed since 2014 be scheduled for follow-ups. A schedule for such follow-ups would be prepared by the committee.
- The Committee discussed the necessity of having an operational handbook for reviews to assist in articulating a guide for procedural details.

Respectfully submitted,

Heather Hemming Vice-President Academic

Board of Open Acadia Annual Report to Senate 2017-18

June 7, 2018

Membership:

VP Academic (Chair): Heather Hemming

Associate VP Finance & Treasure: Mary MacVicar

Director of Open Acadia: Jeff Banks

Registrar: Mark Bishop

Dean of Pure & Applied Science: Jeff Hooper

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

Dean of Professional Studies: Ann Vibert

Mandate:

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

Meeting Dates:

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

Objectives:

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

Outcomes:

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

Respectfully submitted,

Heather Hemming, Vice-President Academic

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

Members

Rick Mehta, Faculty of Pure and Applied Science, Chair
Scott Landry, Faculty of Professional Studies
Anna Saroli, Faculty of Arts
Mark Bishop, Registrar, ex-officio
James Sanford, Senior Director Student Affairs, ex-officio
Anderson Fuller, Student Representative
Samantha Nixon, Student Representative

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

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

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

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

With regard to the fall break for the 2018-2019 academic year, the committee decided to not hold it at Thanksgiving because that is far too early (please see my previous reports for more detail on this argument). The idea of breaking up the week and lengthening both the Thanksgiving and Remembrance Day breaks was tested during the 2017-2018 academic year. For the upcoming year, the committee recommended extending the Remembrance Day break.

The committee had lengthy discussions about administering surveys to students about the break. There was some disagreement about the rationale for the survey (e.g., to what extent is

students' mental health the responsibility of the university versus the students') and the specific questions that were asked. The committee discussed the wording of the questions. At this stage, I am unsure whether the questionnaire was administered to students.

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

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

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

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

Respectfully submitted,
Rick Mehta, Chair, TIE Committee

ACADIA UNIVERSITY

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

REPORT DATE: April 19, 2018

SPAC COMMITTEE MEMBERS

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

PURPOSE AND DUTIES OF COMMITTEE

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

MEETINGS DATES

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

September 28, 2017

November 22, 2017

March 9, 2018

April 10, 2018

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

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Awarding of 2018 Entrance Scholarships

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

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

Three Chancellor's Scholarships each valued at \$10,000 renewable

Three Board of Governor's Scholarships each valued at \$8,000 renewable

Three President's Scholarships each valued at \$7,000 renewable

Six International Baccalaureate Scholarships each valued at \$6,000 renewable

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

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

2. Review of Committee Mandate

The Committee duties were reviewed. No changes were made.

3. Bursary Program Process:

The program process will be reviewed over the summer.

4. Scholarship Renewability Appeal Process:

The appeal process will be reviewed over the summer.

Respectfully submitted,

Pamela D'Entremont
Secretary

Scott Landry
Chair

Ad-Hoc Diversity and Inclusion Committee: Final Report

October 3rd, 2018

Membership:

Chair: Maggie Neilson, Pure and Applied Science Representative

Dean Representative: Ann Vibert, Faculty of Professional Studies

Professional Studies Representative: Stephen MacLean

Arts Representative: Coplen Rose

Student Representative: Dena Williams

Mandate:

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

Preamble:

Individual members of the Ad Hoc Diversity and Inclusion Committee held informal consultations with a number of groups, programs, departments, committees, and individuals across the campus, each with a unique stake in the diversity and inclusiveness of the Acadia University community. Committee members have held 18 consultations, initiating the conversations by asking the participants to describe their vision for a diverse and inclusive campus in relation to the individuals and communities for whom they work with and advocate for. Those who participated include: WGST Planning Committee, Acadia Pride, ASU President, ASU Equity Officer, Outreach and Promotions and Student Experience Librarians, Student Services, Wong International Centre, Indigenous Affairs Coordinator, Black Student Association, African Society of Acadia, Caribbean Society of Acadia, Accessible Learning, EAP Bridging Program Coordinator, School of Education faculty members, Student Counselling Centre, and Student Health Services. Although the Ad Hoc Diversity and Inclusion Committee was working within an academic scope, participants were encouraged to share any ideas they had about the campus as a whole. As a result, in addition to recommendations surrounding curriculum and teaching, the committee also recorded ideas surrounding space, communication, services and resources.

Recommendations:

- 1. Acadia University Senate forms a standing Diversity and Inclusion Committee.**

2. The Standing Diversity and Inclusion Committee treats these recommendations as a living document that is updated and reviewed for progress annually.

Given the breadth and depth of the recommendations gathered from stakeholders across campus, the core recommendation made by the Ad Hoc Diversity and Inclusion Committee is the formation of a standing committee. The size and complexity of many of the below recommendations will require ongoing oversight to ensure they are properly coordinated and carried out.

As such, the below points are being put forth as projects for a standing committee, not necessarily formal recommendations presented to Senate at this time. The formation of a standing committee would allow for the prioritization, organization, and coordination of these recommendations, and each can be brought forth for approval individually. It must be noted that these recommendations are not fully fleshed out; they are starting points for the work of a standing committee.

Recommendations from campus community:

Curriculum and Teaching:

1. Provide a first-year course to students centered around “the peoples of Nova Scotia”.

The course would focus on the history surrounding Mi’Kmaq, immigrants, Acadians, and African Nova Scotians. Groups who have been historically marginalized and play a vital role in Nova Scotia history would be the focus of this course.

Suggested coordination partners: The Department of History and Classics, Advisor and Coordinator of Indigenous Affairs (position currently vacant), and experts in local First Nations communities (to be liaised with through the Advisor and Coordinator of Indigenous Affairs or representatives on the Acadia University Senate). *Please note adherence to the Working with Indigenous Peoples at Acadia University Handbook and Protocols is essential.*

2. Provide a first-year course to students centered around Indigenous peoples of Canada.

This course could be modelled from the University of Winnipeg’s *Introduction to Indigenous Studies (IS-1015)*, which covers topics including the historical and contemporary relationship between Indigenous and non-Indigenous peoples, and Indigenization as it is understood in social, political, educational and personal contexts.

Suggested coordination partners: the Department of History and Classics, the Department of Politics, the School of Education, the Department of Sociology, the Department of Psychology, the Department of Community Development, the Advisor and Coordinator of Indigenous Affairs (position currently vacant), and experts in First Nations communities (to be liaised with through the Advisor and Coordinator of Indigenous Affairs or representatives on the Acadia University Senate). *Please note adherence to the Working with Indigenous Peoples at Acadia University Handbook and Protocols is essential.*

3. **Develop a liaison program where a faculty member in each department/school/program is a designated contact for Accessible Learning and ensures fellow faculty members are kept abreast of accessibility best practices in learning and teaching.** Responsibilities would include fielding questions from colleagues surrounding accessibility of course materials and classroom instruction, raise awareness of accessibility issues in the classroom, and maintain contact with Accessible Learning for consultation and collaboration.
Suggested coordination partners: Accessible Learning, all departments/schools/programs.
4. **Develop a first-year interdisciplinary program that bridges various knowledge systems and research strategies, with a specific focus on cultural studies, diversity and inclusion.** This program would be team-taught by faculty within the Faculty of Arts, the Faculty of Pure and Applied Science, and the Faculty of Professional Studies. A multi- and inter-disciplinary approach would be integral to the exploration of diversity and inclusion research.
Suggested coordination partners: there is the potential for all departments/schools/programs to participate in the development and delivery of this program.

Training and Education:

5. **Cultural training and LGBTQIAT2S+ education made available annually to faculty and students that are in teaching or leadership roles such as Teaching Assistants/Lab Assistants/Research Assistants, Resident Assistants and ASU Executive members.**

Suggested coordination partners: Women and Gender Studies Program, the Department of Sociology, the Department of Psychology, the School of Education, the Acadia Student Union, Residence Life, and external organizations to the university (*Immigrant Services of Nova Scotia Workplace Culture Program, Nova Scotia Rainbow Project Gender and Sexuality Training, Valley Youth Project, Government of Nova Scotia Aboriginal Affairs' Aboriginal Perceptions Training, etc.*). *If local First Nations community members are asked to participate, please note adherence to the Working with Indigenous Peoples at Acadia University Handbook and Protocols is essential.*

6. **Annual workshops available for faculty about class design considerations for student technological and physical accessibility and the implementation of best practices policies surrounding accessibility of learning materials and the classroom environment.** Both workshops and policy could include, but not be limited to:
 - a. Described images in lecture PowerPoint slides and other materials shared with students;

- b. Application of OCR (Optical Character Recognition) to scanned text or images containing text;
- c. Working closely with both Accessible Learning and the Library to provide accessible copies of texts to students in need (eBook or audio), or, where possible, selecting texts that are available in a variety of formats;
- d. Ensuring classroom videos or assigned videos have described video features and closed captioning;
- e. Seeking physically accessible spaces for teaching on campus;
- f. And examining workflows of student class participation (in-class and online) to identify and alleviate barriers to access and meaningful participation.

Suggested coordination partners: The School of Education, Accessible Learning, the Vaughan Memorial Library, Learning Technologies and Instructional Design (LTID), external organizations to the university (*The Neil Squire Society, the Rick Hansen Foundation, the Government of Nova Scotia Accessibility Directorate, etc.*)

7. **Sex education opportunities offered regularly on campus that address LGBTQIA2S+ sexuality, healthy sexual relationships, consent, STIs and any number of relevant topics.** This responsibility shouldn't fall entirely on student coordinators; any number of faculty and staff could participate in the planning and delivery of these sessions.

Suggested coordination partners: the Acadia Student Union, Acadia Pride, the ASU Women's Centre, the Women and Gender Studies Program, the School of Education, the Department of Psychology, Student Health Services, Counselling Services, Residence Life, and external organizations to the university (*Nova Scotia Rainbow Project Gender and Sexuality Training, Valley Youth Project, Venus Envy Toys and Books, etc.*).

8. **Equip student leaders with materials and documentation to support their roles (peer support, suicide interventions, managing crises, etc.).**

Suggested coordination partners: the Acadia Student Union, Acadia Pride, the ASU Women's Centre, the Women and Gender Studies Program, the School of Education, the Department of Psychology, Student Health Services, Residence Life, and Counselling Services.

9. **Require all staff and faculty to participate in relevant workshops and training detailed above (Accessibility, cultural training, and LGBTQIA2S+ education) every three years.**

Suggested coordination partners: Acadia University administrative body, in consultation with AUFA, SEIU, and AUPAT.

Policy Development:

10. **Complete revision of the Harassment and Discrimination Policy.**

Suggested coordination partners: all departments, school, programs, and administrative departments have a stake in the creation of a more robust and comprehensive harassment and discrimination policy. This recommendation might be of particular interest to the Acadia Student Union, with consultation with the Acadia University Faculty Association (AUFA), SEIU, and AUPAT.

- 11. Development of a conflict of interest policy.** This policy could be used in conjunction with a revised harassment and discrimination policy as well as other policies on campus that would require consultation with a conflict of interest policy.
- Suggested coordination partners: This recommendation might be of particular interest to the Acadia Student Union, with consultation with the Acadia University Faculty Association (AUFA), SEIU, and AUPAT.

- 12. Development of a mechanism or procedure through which students can report harassment or discrimination in the classroom.** Follow-up could consist of a series of steps involving documentation and reporting, immediate investigation of the complaints, and if need be, monitoring of the classroom to protect students and the classroom environment. Such a mechanism could be built into a revised harassment and discrimination policy.

Suggested coordination partners: this recommendation might be of particular interest to the Acadia Student Union, with consultation with the Acadia University Faculty Association (AUFA) and the administrative body of the university.

- 13. Integration of policies to accommodate and provide greater flexibility to students with children.** Policies could address class attendance, deadlines, test/exam taking and any number of known barriers to student parent engagement in their courses/programs.
- Suggested coordination partners: The School of Education, the Women and Gender Studies Program, the Acadia Student Union, and the ASU Women's Centre.

- 14. Development of policies surrounding more diverse and inclusive images, events, etc. displayed on the Acadia University website and in marketing/recruitment materials.**

Suggested coordination partners: The Office of Student Recruitment, the Registrar's Office, Technology Services, the Communications Office.

- 15. Review health care coverage for international students and recommend improvements to broaden coverage during periods where students are vulnerable.**

Suggested coordination partners: Wong International Centre, Student Health Services, and the Acadia Student Union.

- 16. Integration of policies that address the mental health needs of students.** This would include (but not be limited to) not requiring a doctor's note for class absence and midterm/exam rescheduling for depressive episodes or emotionally traumatic events.

Suggested coordination partners: the Acadia Student Union, Student Health Services, and the Student Counselling Centre.

- 17. Provide opportunity for students to self-identify as parents on admission forms.**

Suggested coordination partners: The Registrar's Office, the Office of Student Recruitment, the Women and Gender Studies program, the Acadia Student Union, and the ASU Women's Centre.

Employment/Hiring:

All employment recommendations include mandatory consultation with the communities and students for whom these positions would represent and liaise on behalf of.

- 18. Hire a full-time Black Student Recruitment and Support Worker.**

- 19. Hire a full-time Acadia Equity Officer.**

- 20. Hire a student-parent advisor/navigator to assist with practical and academic supports, liaison with campus and community resources, and provide peer support.**

- 21. Hire Indigenous faculty members.** Acadia University, in order to commit to the Truth and Reconciliation Commission's 93 Calls to Action, must actively hire Indigenous faculty members to not only teach materials related to indigeneity, but to be present in all three Faculties and teaching and researching in a variety of disciplines.

- 22. Hire a full-time Advisor and Coordinator of Indigenous Affairs.**

Resources and Support:

- 23. Increased funds to the library for collections specifically dedicated to mental health, sexual health, and overall student well-being.** Further, funds for special collections of materials surrounding Mi'Kmaq and African Nova Scotia culture and heritage.

Suggested coordination partners: the Library.

- 24. Increased resources for Accessible Learning, including more funding to purchase innovative technologies to help students (eg. Screen reading software, including software for dyslexia, note-taking pens, audio recorders, etc.).**

Suggested coordination partners: Accessible Learning, Technology Services, the Library.

25. Closed captioning services provided to ASU and all in-house video content.

Suggested coordination partners: the Acadia Student Union, Accessible Learning, Learning Technologies and Instructional Design (LTID), and Technology Services.

26. Provide resources to support non-alcohol based activities on campus (e.g. funds for programming, a ping pong table/pool table, space for activities. etc.). Further, hiring a student to be responsible for this initiative.

Suggested coordination partners: the Acadia Student Union, Student Services, Residence Life, and the Department of Community Development.

27. Create an interactive campus map that allows users to locate gender neutral bathrooms, mental health services, Safety and Security, etc. In addition, create an alternative option for those with visual impairments.

Suggested coordination partners: the Acadia Student Union, Acadia Pride, the ASU Women's Centre, Accessible Learning, Student Health Services, Counselling Services, the Women and Gender Studies Program, the Department of Community Development, Technology Services, and the Communications Office.

Infrastructure and Space

28. Designated quiet spaces across campus for prayer, meditation, or students that require quiet, safe places (like students who fall on the Autism spectrum, for example).

Suggested coordination partners: Accessible Learning, Wong International Centre, the Department of Psychology, Counselling Services, Manning Memorial Chapel, the Indigenous Affairs Coordinator (position currently vacant), Safety and Security, Physical Plant, and the Acadia Student Union.

29. Signs outside of each building on campus indicating which building it is, as well as directional signs at key junctures across campus. This recommendation also includes the creation of multilingual signage around campus, with an emphasis on Mi'Kmaq. Any Mi'Kmaq signage project should include consultation with community members and adherence to the *Working with Indigenous Peoples at Acadia University Handbook and Protocols*.

Suggested coordination partners: The Advisor and Coordinator of Indigenous Affairs (position currently vacant), Wong International Centre, Physical Plant, the Department of Community Development, and the Acadia Student Union.

30. Child care and student parent related recommendations:

- a. On-campus childcare including afterschool care, in-service day care, and evening/summer services;
- b. Child-friendly spaces such as on the first floor of the library;
- c. Change tables and breast-feeding friendly policies and spaces developed for students and faculty/staff.

Suggested coordination partners: The Women and Gender Studies program, the ASU Women's Centre, the Acadia Student Union, the Department of Community Development, Student Health Services, Human Resources, Physical Plant, and the Library.

31. Develop space for Accessible Learning that is more accessible for people with mobility concerns and combat negative stigma by placing Accessible Learning with other student support networks that can share resources.

Suggested coordination partners: Accessible Learning.

32. Needle disposal units in designated bathrooms on campus, with signage to indicate their locations.

Suggested coordination partners: The Department of Community Development, the Acadia Student Union, Student Health Services, and Physical Plant.

Programming and Collaboration:

33. Coordinate an annual event where groups/associations/individuals on campus involved in diversity and inclusion come together to report on their year's activities and celebrate the accomplishments and hard work of their peers.

34. Create a "Federation of Associations" active on campus and provide web space to list and describe these groups/associations and facilitate collaboration and coordination through a shared calendar.

35. Increased support of, promotion of, and participation in the EAP Bridging Program.

Both above recommendations would be the work of the Senate Diversity and Inclusion Committee.

Although some of these recommendations might fall outside the purview of Senate, they are still included in this final report as points of consideration for Senators. With a stable body such as a standing Diversity and Inclusion Committee, the Acadia community will gain a multitude of collaborative initiatives and projects to further our goal of becoming an inclusive university and a supportive and welcoming campus for all students, staff and faculty.

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