

Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

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



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 4:00 pm on Monday 8 November, 2010 in BAC 132.

The agenda follows:

- 1) Welcome
- 2) Minutes of the Meeting of October 12, 2010
- 3) Business arising from the Minutes
 - a) Tenure-Track Teaching Complement Allocation Committee Motions for Changes to By-Laws (*attached*)
 - b) By-Laws Committee - Notice of Motion – Formalized Election Process for Senate
 - c) By-Laws Committee – Recommendation – Membership of Senate Executive
- 4) New Business
 - a) Curriculum Committee motion to accept proposed curriculum changes in Geology and Environmental Geoscience programs (*attached*)
 - b) Senate Committee on Students with Disabilities that Affect Learning
 - i. Motion - Policy and Appeals (*attached*)
 - ii. Motion -Principles and Operations (*attached*)
 - iii. Motion -Changes to the Acadia University Calendar (*attached*)
 - c) Academic Sector Budget
 - d) Endowed Chair Policies (*to be distributed*)
- 5) Other Business

Sincerely,

ORIGINAL SIGNED

Rosemary Jotcham
Registrar and Secretary of Senate

TTTCAC Motions

If approved at the November Senate meeting, the appropriate changes would then be made to the TTTCAC's by-laws.

Motion #1:

That the annual review by Senate of the functioning of the TTTCAC, currently occurring in September of each year, be moved to January.

Justification: Given that the initial rankings now take place after September 1, it is difficult to schedule the meeting and prepare the report in time for the September Senate meeting. Having the review in January makes more sense in terms of the committee's cycle. We will complete our initial rankings in September, meet in late October and mid-December to complete any re-rankings due to late resignations, then review our experiences across all three meetings. A more fully-informed report can then be made to Senate in January, at which time the procedures, criteria, and timelines to be used for the next year's cycle will be presented.

Motion #2:

That quorum for the TTTCAC shall be all six voting members.

Justification: It is essential that all three Faculties be fully and equitably represented at these important deliberations.

Motion #3:

That an alternate tenured faculty member shall be elected by each Faculty, to replace either the Dean or the Faculty's elected TTTCAC representative at TTTCAC meetings, if necessary. These alternates shall serve three-year terms, staggered initially so as not to overlap completely with the term of the main representative they are replacing. To prepare to take the Dean's role, if required, the alternates shall attend the meeting(s) where their Faculty ranks its applications.

Justification: Every effort will be made to accommodate the schedules of the committee members. However, there may be occasions when, due to illness or travel, it is impossible to schedule a meeting with all of the original committee members in a timely fashion. It is a sensible precaution to have properly elected alternates prepared to step in, should it ever be required.

Current By-laws Wording, with Proposed Revisions Noted:

Duties

- a. To compile a ranked campus-wide master list of open (unfilled) and new tenure-track positions from the Faculties of Arts, Professional Studies and Pure & Applied Science based on the ranked lists submitted by the Faculties listed above. The final list compiled by this committee will be a collated synthesis of the ranked lists submitted by the three Faculties by September 1st of each year. This list will be submitted to the Office of the Vice-President (Academic) and such list will determine the allocation of tenure-track positions to be advertised by the University.
- b. To compile a revised master list, collating revised lists from Faculties that experienced late openings into the existing master list, if additional openings in tenure-track positions should arise after the Committee has completed its initial annual ranking procedures, but before December 15th. If openings in tenure-track positions should occur after December 15th, they shall be considered in the next academic year's ranking procedure.
- c. To create, update and regularly distribute to Senate criteria upon which this ranking is based.

The Senate will review the functioning of this committee in ~~September~~ **January** of each year.

Membership

Membership (7)

Representative	Term	Retirement
1 Dean of Arts	(ex officio)	
1 Dean of P & A Sc.	(ex officio)	
1 Dean of Prof. St.	(ex officio)	
1 Senator – Chair (Non-vote)	3 yr	2011
1 Arts (Tenured Faculty)	3 yr	2011
1 Prof. St. (Tenured Faculty)	3 yr	2012
1 Science (Tenured Faculty)	3 yr	2013
1 Arts Alternate (Tenured Faculty)	3 yr	2012
1 Prof. St. Alternate (Tenured Faculty)	3 yr	2013
1 Science Alternate (Tenured Faculty)	3 yr	2014

Quorum shall be all six voting members. If it is not possible for a Dean or an elected Faculty representative to attend a meeting, that individual shall be replaced for that meeting only by the Alternate from his/her Faculty.

Procedures for Appointment:

Senator - Nominated by the Senate Nominating Committee with further nominations from Senate and elected by Senate.

Faculty **and Alternates** - Nominated and elected within each Faculty.

Curriculum changes: Geology and Environmental Geoscience programs

Motion:

that the course GEOL 2080 be amended to GEOL 2083 and the requirement for GEOL 2080 in the BSc (GEOL), BSc (ENGO), BScH (GEOL), BScH (ENGO), and Geology as a first or second major programs be amended to require GEOL 2083 in place of GEOL 2080. In so doing the Geology as first and second major programs will each have 3 h fewer elective Geology courses.

The course outline for the revised course is proposed as:

GEOL 2083 FIELD METHODS

Held each spring for twelve days, focusing on field work and processing of field data to familiarize students with techniques of geological mapping. Involves electronic and manual measurement of field data including use of GPS instruments and laptop computers and subsequent preparation of maps, sedimentary sections, and cross-sections in paper and digital form. Prereq: Geol 2043 or permission of the Department

Motions from: Dr. Diane Holmberg, as Chair of Senate Committee for Students with Disabilities that Affect Learning (SCSDAL)

Motion #1: That the attached Policy regarding students with disabilities that affect learning, and its associated appeals procedure, be approved by Senate.

Background: This policy was approved last year at Senate. We asked the VPA to have a lawyer review the policy, as it is not uncommon for universities to be sued regarding such policies, and committee members were not legal experts. The additions (noted in bold) stem from the lawyer's suggestions.

Policy

Acadia University recognizes that it has a legal obligation to ensure that students with disabilities that affect learning are not discriminated against, in accordance with the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>). Acadia University recognizes that students with disabilities that affect learning have met the University's standards for entrance, and are entitled to support and appropriate accommodations that enable them to pursue their academic programs. Acadia University offers accommodations designed to support students with disabilities that affect learning to achieve the same curricular outcomes as their peers (e.g., changes might be made to the mode of presentation of course material, or to the administration of a test, without changing the material being taught, or the constructs being tested. For example, students might complete an oral exam with the same questions other students respond to in a written exam). Accommodations will be based on the recommendations in the current assessment of the student's disability. Accommodations must not conflict with the faculty member's requirements for academic rigour, autonomy in educational relationships, and flexibility in assessing student progress. No actions taken in such accommodations will contravene the University's Academic Integrity policy. No actions taken in such accommodations will advantage or disadvantage students with disabilities that affect learning in relation to their peers. **Making an accommodation for a student must not produce undue hardship on the University.** This policy should not limit faculty members from exercising pedagogical judgement to support students with disabilities that affect learning.

Appeals Process

Concerns regarding this Policy or its implementation may be raised with the Academic Support Coordinator (jill.davies@acadiu.ca; 585-1127), and/or taken to the Senate Committee for Students with Disabilities that Affect Learning (Chair: diane.holmberg@acadiu.ca; 585-1226). Appeals may be taken to the Senate Admissions and Academic Standing Committee (Appeals). **In cases where the cost of providing accommodations might be a factor in deliberations, the Vice-President Administration or delegate may attend relevant meetings of the committees, as a non-voting member.**

Motion #2: That the attached Principles and Operations regarding students with disabilities that affect learning be received by Senate.

Background: Last year, this same material was presented to Senate, in the form of the Policy, Appeals Process, plus a list of 20 recommendations. It was not clear exactly to whom the recommendations were being made. Also, the recommendations contained a mix of general guiding principles that SCSDAL and Disabilities/Access Services use when making their decisions, and more concrete “how things work” statements. For clarity, we decided to reorganize. The principles set out the basic guidelines we use when trying to go from the Policy to Operations. The Operations section lays out the more concrete statements of how things will normally work. The material is largely the same as last year, just rearranged. Changes (noted in bold) reflect input from the lawyer and/or committee members.

Principles

1. Students with disabilities that affect learning must not be discriminated against based on their disability.
2. Students with disabilities that affect learning shall be supported by Acadia University with programs that are in keeping with the University’s commitment to “rigour and flexibility in learning.”
3. All accommodations shall be undertaken in keeping with the University’s Academic Integrity Policy.
4. Accommodations shall be designed to assist students with disabilities that affect learning to learn the same material, and complete the same assessments of learning, as their peers.
5. Making an accommodation for a student must not produce undue hardship on the University.
6. Professors shall honour the student’s need for appropriate and available accommodation.
7. The right to an accommodation cannot be withdrawn based on a student’s failure to take full advantage of learning opportunities presented.
8. The privacy of students with disabilities that affect learning shall be respected. Although students are encouraged to discuss their disabilities and their needs openly as a matter of self-advocacy, in the end students must make the decision as to when, whether, and to whom they wish to reveal details regarding their disabilities.
9. Self-advocacy and independence shall be encouraged in students with disabilities that affect learning. As adults, the responsibility lies with students to request available supports, and to follow through on the necessary steps to acquire those supports. A primary role of the Academic Support Coordinator and the Disability Resource Facilitator shall be promotion of self advocacy and independence in students with disabilities that affect learning.

10. Students with disabilities that affect learning who have received accommodations shall not have this recorded on their transcripts.

Operations

1. Programs for students with disabilities that affect learning shall be accessed through the offices of the Academic Support Coordinator and the Disability Resource Facilitator.
2. Students with disabilities that affect learning are expected to identify themselves to the office of the Academic Support Coordinator.
3. **Students with disabilities that affect learning shall provide** the office of the Academic Support Coordinator with current (**i.e., within the last five years**) assessments of the student's disability. **These assessments are to be done by a qualified external assessor with appropriate knowledge of the disability in question (e.g., a physician for a physical disability; an audiologist for a hearing impairment; a physician, psychologist, or psychiatrist for a psychiatric disability, etc.). The student is responsible for any costs associated with obtaining this assessment.**
4. The assessments shall include recommendations that will provide a framework for accommodations for each student. The appropriate and available accommodations will then be negotiated between the student and Disability/Access Services. The accommodations that can be provided by the University include, but are not limited to: alternative locations for examinations; extended periods of time for examinations, tutors, note takers, scribes and assistive technology.
5. At the beginning of each term, students with disabilities that affect learning who desire accommodations shall provide each of their professors with an Information Sheet outlining their accommodations, and have instructors sign the Instructor Verification Form.
6. Students will arrange with Disability/Access Services if they wish to write tests or exams in an alternate location. Professors will be contacted by Disability/Access Services with the names of students in their courses who have asked for testing accommodations. Professors will ensure that a copy of their test is delivered to Disability/Access Services, who will provide invigilation of tests. Professors will be consulted regarding the location of alternative examinations.
7. **The latest version of the University's Policy on students with disabilities that affect learning, along with the associated Principles and Operations, will always be posted on the Disability/Access Services website. These materials shall be reviewed regularly by the Senate Committee for Students with Disabilities that Affect Learning, normally on an annual basis.**
8. **Individuals desiring more information about issues regarding students with disabilities that affect learning, or with questions regarding this policy or its implementation, are encouraged to contact the Disability/Access Services office (902-585-1823 or**

disability.access@acadiu.ca), and/or the Senate Committee for Students with Disabilities that Affect Learning (see http://senate.acadiu.ca/Senate_Comm_Membership.html for information on the current Chair and committee membership).

Motion #3: That the attached changes be made to Acadia University's Calendar.

Background: The lawyer noted that we must be particularly careful of the wording in the Calendar, as it is considered a contract with the student. We (unfortunately) felt that the first sentence in the current calendar had to be removed, and the part about "ensuring an inclusive living arrangement" had to be softened, as they are promising more than we can currently deliver. The rest represents minor rearranging and rephrasing.

Current:

Acadia University is committed to creating and maintaining a universally accessible learning environment. Staff members at the Student Resource Centre provide academic counseling and mentoring and facilitate a variety of learning supports including tutoring, note taking, assistive technology and accommodations for tests and exams. As well, they liaise with staff in Residence Life to ensure an inclusive living arrangement and to accommodate individual needs.

Prospective students with disabilities that affect learning* are invited to contact Jill Davies (jill.davies@acadiu.ca), Academic Support Coordinator, to arrange a campus visit. Prior to beginning classes they are encouraged to discuss any required learning supports with Jill.

Students who wish to live on campus are advised to include in their Residence Application a letter outlining any pertinent special needs. Those requiring help to complete the registration process are invited to contact the Registrar's Office.

*Students with disabilities that affect learning are asked to provide recent (within the past 5 years) documentation of their disabilities.

Proposed:

Prospective students with disabilities that affect learning* are invited to contact Jill Davies (jill.davies@acadiu.ca), Academic Support Coordinator, to discuss any required learning supports, and to arrange a campus visit. Staff members at the Disability/Access Centre provide academic counseling and mentoring and facilitate a variety of learning supports including tutoring, note taking, assistive technology and accommodations for tests and exams.

Students who wish to live on campus are advised to include in their Residence Application a letter outlining any pertinent special needs. Staff from Residence Life and Disability/Access Services will then consult to determine the best available living arrangements to accommodate individual student needs.

*Students with disabilities that affect learning are asked to provide recent (within the past 5 years) documentation of their disabilities.