

Office of the Senate Secretariat

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Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 9:00 am on Wednesday, 7 May 2014 in BAC 132.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 14 April 2014
- 3) Announcements
- 4) Time-sensitive Items
 - a) Approval of the List of Graduates for the Convocation of May 2014 (*to be circulated*)
 - b) Curriculum Changes: Faculty of Theology (*attached*)
 - c) Nominating Committee: Senate Vacancies (*attached*)
 - d) LibQual Presentation: Melissa Scanlan
- 5) Priority Items
 - a) Report from the By-laws Committee (*attached*)
- 6) Brought forward from April 14th, 2014
 - a) Motion regarding Affirmation of Senate Membership (*attached*)
 - b) Motion re: Constitutional changes (*attached, additional information circulated separately*)
 - c) Report from the Faculty Development Committee regarding resources (*attached*)

- d) Report and Recommendations from the APRC, Review of the Department of Philosophy (*attached*)
- e) Report from the APC (*attached*)
- f) Motion regarding Forward Planning Process (*attached*)

7) New Business

- a) Senate Committee Annual Reports (*attached*)
 - i. Archives Committee (2013-2014)
 - ii. Curriculum Committee (2013-2014)
 - iii. Research Ethics Board (2013-2014)
 - iv. T.I.E. Committee (2013-2014)
 - v. Research Committee (2013-2014)
 - vi. Graduate Studies Committee (2013-2014)
 - vii. Honours Committee (2013-2014)
 - viii. Awards Committee for Honorary Degrees and Emeriti Distinction (2013-2014)
 - ix. Students with Disabilities that Affect Learning Committee (2013-2014)
 - x. Academic Integrity Committee (*no report; did not meet 2011-2014*)
 - xi. Academic Discipline Appeals Committee (*no report; did not meet 2013-2014*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

For presentation at the Acadia University Senate on May 7, 2014

Motion from Dr. Harry Gardner, Dean of Theology

That the curriculum changes for the Faculty of Theology be approved as circulated.

These changes were approved by the Acadia Divinity College Senate at its April 23, 2014, meeting.

1. Rationale:

This course is added for undergraduate and graduate students to introduce them to the nature of theological study and research, and acquaint them with related tools and resources.

IDST 3013 Orientation

IDST 5013 Orientation

This non-credit, Pass/Fail course is part of the annual orientation to Acadia Divinity College (ADC) and is normally required for all entering students at ADC (not including students in program partnerships). It will orient students to ADC and to seminary-level research and writing. Through lectures, demonstrations, practice exercises, readings, testing, and an all-day retreat, students will be introduced to various expectations, skills, and resources necessary for advancing successfully through their degrees, and they will also begin their preliminary personal testing. A part of this course will be an all-day session which provides an overview of the Bible's narration of events from Abraham to the early church.

2. Rationale:

These courses are added to the non-ordination track Bachelor of Theology program to allow for the progressive development of practical skills and reflective practice for students at the undergraduate level.

DISP 2023 Introductory Praxis

This course will introduce students to reflective practice (praxis). Students will be expected to commit to volunteer positions in church or community settings in consultation with the instructor. Students will be encouraged to become 'reflective practitioners' by contemplating their volunteer experiences in reflection papers and in structured debriefing sessions with the instructor.

DISP 3023 Junior Praxis

In this course students will develop reflective practice (praxis) by volunteering consistently in a specific church or community ministry setting, chosen in consultation with the instructor. Students will develop abilities as 'reflective practitioners' through reflection papers and structured debriefing sessions with the instructor.

DISP 4023 Senior Praxis

In this course students will develop critical reflective practice (praxis) by volunteering consistently in a specific church or community ministry setting, chosen in consultation with the instructor. Students will be expected to integrate knowledge and skills as 'reflective practitioners' through regular journaling and structured debriefing sessions with the instructor.

Senate Nominating Committee 2014 Annual Report to Senate

April 29, 2014

Membership

R. Seale (Arts)
G. Whitehall (Arts Senator)
A. Parsons (Science)
A. Mitchell (Science Senator)
D. Piper (Prof. Studies)
I. Hutchinson (Prof. Studies Senator)
Chair: A. Parsons

Duties

(1) to nominate for the April meeting of Senate the Chairperson and Deputy Chair of Senate, for election by Senate in May, to take office the following July;
(2) to nominate for the May meeting of Senate, to be elected by Senate and take office in July: a) candidates to fill the non-ex officio positions on the Executive Committee of Senate; b) candidates to fill annual vacancies designated for the Senate on ad hoc and standing committees of Senate;
c) the Chairperson of the Senate Library Committee;
d) lay persons to be members of Senate;
e) a person to fill the office of Faculty Elections Officer
(3) to act upon such other matters as may from time-to-time be referred to it by Senate;
(4) in extraordinary circumstances dictated by time constraints, the Nominating Committee will recommend to the Executive Committee of Senate, the name(s) of a Senator(s) to specific-Senate and/or other University Committees.

Activity

The Senate Nominating Committee performed its duties mainly via email, and several Senate committee positions required replacements throughout the past year. Nominations to be presented at the May meeting of Senate are listed below, though several positions remain unfilled at this time (TBA). A Chair of this committee for the 2014-15 academic year has yet to be decided upon.

Nominations for Vacant Positions

Chair of Senate (1 year)
Paul Doerr
Deputy Chair of Senate (1 year)
TBA

Faculty Elections Officer (1 year)

TBA

Representatives on the Senate Executive: 2014-2015 (1 year)

- S. Boddie (Arts)
- replacing E. Callaghan (Professional Studies) **TBA**
- A. Mitchell (Pure and Applied Science)

Representative on the University Senate: 2014-2017 (3 years)

- replacing William Slights (lay person) **TBA**

Replacements on the By-Laws Committee:

- J. MacLeod (Senator ~ Prof. Studies): 2014-2017 (3 years)

Library Committee

- W. Brackney (Senator - Chair): 2014-2017 (3 years)

Ashley Parsons, Chair

Senate Nominating Committee

Senate By-Laws Committee
Bi- monthly Report to Senate, April 14 1014

Background

The Senate By-Laws Committee has embarked on this review of the Committee structure at the request of Senate. The Senate By-Laws Committee was asked to recommend options for a more effective and efficient Senate Committee structure, keeping at the foundation of our work, the Senate Terms of Reference. http://senate.acadiau.ca/Terms_of_Reference.html We are responding to a sense that streamlining the Committee process, while ensuring that the work of Senate is achieved, is an important outcome.

Progress

Since we last reported to Senate, we have met with the Senate Executive to share our emerging ideas, including:

- Our intention is not to eliminate Senate responsibilities, and as possible strive for a way to complete the work more effectively.
- Make this an improved Committee process and overcome the inertia, which comes from some Committees not having an active role over a period of time.
- Consider an oversight mechanism to monitor the achievements of Senate Committees.

We engaged the Senate Executive in a preliminary discussion about the structure and composition (similar to what was shared during our last Senate update, with some additional details), including the identification of Standing Committees, 'Just-in-time' Committees to complete specific pieces of timely work, and a monitoring process. We wanted to reinforce that not all Senate work needs to be completed by Standing Committees; results can be achieved by working on important issues aligned with the Senate terms of Reference, as they emerge.

We received very useful and thoughtful reminders and comments from the members of Senate Executive, including, that decisions need to be anchored in governance, and that academic accountability is nested in Senate. We were encouraged to identify whether there are gaps that exist, which would mean we are currently not meeting all aspects of the mandate of Senate. A way to do this is to complete a mapping process, to look at what we need to do as a Senate and map this against the Committee work being done. Edith Callaghan indicated an interest in talking with the By-Laws Committee about how we could move on this idea. Senate Executive encouraged us to develop a timeline for the restructuring mandate and reinforced that this included a clear set of recommendations with a justification. As well, it was agreed that a monitoring process was important.

At this point, our principal objective is to determine the best way of achieving the work of Senate and so it is valuable for all of us "not to let preoccupation with the structure that does exist, distract us from the bigger picture of what needs to be done and how it might be done effectively and efficiently." *Jim MacLeod, Senate By-Laws Committee*

Next Steps

What we would appreciate advice on is how quickly we want to move on this work. It is not viable to complete a set of recommendations related to restructuring, which can be implemented, by September 2014. We are confident we can have a clear direction by this date, and report on milestones to Senate along the way.

Barb Anderson, Chair (Representative, Faculty of Pure and Applied Science)

William Brackney (Representative, Faculty of Theology)

Jim MacLeod (Representative, Faculty of Professional Studies)

Herb Wylie (Representative, Faculty of Arts)

Motion Regarding Affirmation of Senate Membership

Background: There were discrepancies amongst various membership lists of Senate. These discrepancies were resolved to Senate's satisfaction last year (see Senate minutes of November 2012). When the Board of Governors was asked to approve these motions, they found their own records also did not fully match Senate's records. Eventually, the Governance Committee of the Board of Governors asked Senate to simply affirm its full current understanding of its own membership; the Board of Governors will then affirm that membership as well, and that list will be used by both bodies as the approved membership from that point forward. As per the Constitution, this motion requires 30 days' Notice of Motion in Senate and a 2/3 majority vote, followed by 30 days' Notice of Motion at the Board of Governors and a 2/3 majority vote.

Motion:

Senate affirms that its appropriate current membership, as of 2013, is as follows:

Chair (see Note below)

Deputy-Chair (from the Elected Faculty Members of Senate)

Chancellor

President

Vice-President, Academic

Vice-President, Enrolment and Student Services (non-voting)

Vice-President, Finance and Administration and Chief Financial Officer (non-voting)

Dean of Arts

Dean of Professional Studies

Dean of Pure and Applied Science

Dean of Theology

Dean of Research and Graduate Studies

Director of Open Acadia

University Librarian

Professional Librarian from among members of the University Community holding appointments as professional librarians.

Registrar, Secretary to Senate (non-voting)

Student Union President

Twenty-seven members of Faculty, to include nine from each of the Faculties of Arts, Professional Studies, and Pure and Applied Science. This membership shall include one representative from each school.

A member of the Faculty of Theology

Three members of the Board of Governors

Six students, at least one of whom shall be a Graduate Student (see Note below)

Three lay persons, nominated by the Senate Nominating Committee who are not eligible for membership under the roles and categories laid out above provided they are not full-time employees of Acadia at the time they are appointed lay members.

Note: The position of Chair is open to ex officio members of Senate, Senators, and Faculty members who are not Senators. Should an ex officio member of Senate be elected as Chairperson, there shall be no adjustment to the composition of Senate; should a Faculty member of Senate be elected as Chairperson, a replacement member shall be elected from the Faculty to which the Chair belongs; should a member from the Faculty at large be elected, there shall be no adjustment to the composition of Senate.

Note: Four student members of Senate shall be appointed by the Acadia Students' Representative Council. The term of service shall be the same as that of the SRC which appointed them. One student member of Senate shall be appointed by the Graduate Students Association and shall serve a one-year term commencing in September of each year. One student member of Senate shall normally be appointed by the Acadia Divinity College Student Association, and shall serve a one-year term commencing in September of each year. In the event the Acadia Divinity College Student Association is not able to select a representative in a timely fashion in a given year, the appointment shall be made by the Dean of Theology. Unless otherwise specified, student members of Senate Committees shall be appointed by the Acadia Students' Representative Council.

Motions Regarding Changes to the Constitution and By-laws

Background: The circulated document contains changes to Senate's Constitution and By-laws. The changes highlighted in yellow have already been approved at previous Senate meetings, and are included here merely for Senators' information. Note that the changes to Senate membership still require formal ratification by the Board of Governors. Changes highlighted in blue are fairly minor "housekeeping" changes, designed to bring the constitution and by-laws in line with how things are actually done, in practice (e.g., acknowledge electronic circulation of documents; note allocation of duties between Secretary, Recording Secretary, and Chair, as actually practiced). Changes highlighted in green are new additions, agreed to in principle by Senate at its December 2013 meeting. Note there has been one new addition, not discussed at the December 2013 meeting: the addition of a "Transition Chair" for each committee, to attempt to address the problem of committees not meeting because no Chair has been assigned to call a meeting.

Motions: That Senate approve the "housekeeping" changes to the Constitution and By-laws, highlighted in blue in the attached document.

That Senate approve the changes to the procedures of Senate Committees, highlighted in green in the attached document.

Report of the Faculty Development Committee, 28 February 2014

The Faculty Development Committee met on 5 February 2014. All three members at the meeting are new to the FDC, which has not met for at least two years. Lisa Price was elected Chair, and the committee considered the last report of the FDC, presented to the 9 October 2012 meeting of Senate. That report called for a re-working of the FDC's mandate to emphasize the teaching component of faculty development, lamented the loss of the Learning Commons, and suggested a series of workshops on effective and innovative pedagogical practices.

The committee then turned to the motion passed at the 9 December 2013 meeting of Senate:

Senate directs the Faculty Development Committee to report to Senate, by the March meeting, on teaching awards and other practices for teaching support and development on campus, and also to explore models for teaching support and development at other AAU institutions.

The committee then came up with a list of teaching supports, programs and awards that are offered by other AAU institutions (and Bishop's) for the purposes of comparison to Acadia. The universities were divided among committee members who then investigated whether the institutions have centres or offices for the support of teaching and what their web presence is; whether there is dedicated staff in those centres; whether regular programming, workshops or conferences are offered; whether development is acknowledged through certificates or diplomas; whether teaching excellence is celebrated and what nature of teaching awards are offered.

Observations from the survey

It appears that almost all universities in the region have centres for the support of teaching and/or professional development. Most of these centres have dedicated staff – including administrative assistants, directors, and/or faculty with course releases. Most of the centres run regular workshops, seminars or conferences on pedagogical methods, technology, preparation of teaching dossiers; some offer courses leading to a Diploma in University Teaching. Most universities also regularly confer teaching awards within faculties and across the university and celebrate those who have demonstrated excellence in teaching at convocations, on webpages or in university publications. Some institutions offer prizes to teaching award winners in the form of extra professional development funds. In comparison to other AAU institutions, Acadia provides very limited teaching support and awards. The Fountain Learning Commons still exists in name, however, there has been no programming or employed staff/director since 2010. Approximately 10 years ago, Acadia offered some grant support to faculty to develop scholarship in teaching and learning, the Teaching and Learning Enhancement Awards program. Teaching engagement fellowships were also granted in the form of course release to faculty who wanted to develop innovative approaches to teaching. These programs have not existed for the past five years. Presently, a number of awards exist at Acadia which recognize excellence in teaching. The Acadia Students Union offers two awards. The Teaching Recognition Award is awarded to newer faculty members who have demonstrated strong in-class teaching and support of student development. The Community Leadership in Teaching Award recognizes professors who are excellent teachers and have a strong presence in the community. The Alumni Association also awards the Alumni Award for Excellence in Teaching recognizes professors who have a "continued record of excellence in teaching," although

this particular award has not been granted for the past four years. The Faculty of Professional Studies awards on an annual basis an Outstanding Teaching Award.

In 2004, the Dean's Committee prepared a proposal for Faculty Awards. The proposal examined models for faculty development offered at other AAU institutions. It outlines a detailed Faculty Awards Nomination Program.

Conclusions

The FDC will continue to investigate ways of promoting faculty development and celebrating excellence in teaching, and will do so under the assumption that no new resources will be forthcoming. The FDC will consult the March 2004 proposal for Faculty Awards. At the very least, Acadia must develop resources to assist its faculty with applications for regional and national awards for teaching excellence. To succeed, faculty development at Acadia will require widespread participation/engagement.

Lisa Price, Chair
Jonathon Fowles
Stephen Henderson

Descriptives					
University	Reviewed by	Notes	Office or Centre Name	Staff supported?	Web Presence
Acadia	Jonathon	Mission statement values excellence in teaching, invests in outstanding faculty ; The University community will support, recognize, and reward faculty through enhanced faculty professional development, an increased availability of teaching resources, and new programmes through which good teaching is identified and rewarded.	Learning Commons "Acadia will create a Centre for Curriculum, Learning, and Teaching, led by faculty, to coordinate faculty support and support pedagogical excellence across the disciplines. To support excellence in teaching, the University will continue to provide advanced technological resources and sponsor periodic symposia and conferences on effective pedagogy."	No, not since 2010	Limited - some from strategic plan 2006
Bishops	Jonathon	Mission statement values excellence in teaching			Could not find anything through web
CBU	Jonathon		CBU Centre for Teaching and Learning	Coordinator, faculty liaison, Manager tech & online learning, technical writer web support, manager online learning.	Yes
Dalhousie	Lisa		Centre for Learning and Teaching	21 directly employed or associated with Centre somehow	Yes
MSVU	Steve		Teaching and Learning Centre	No, not since 2012	Yes, but not prominently featured
Mt. Allison	Steve		Purdy Crawford Teaching Centre	Yes - on leave Winter 2014	Yes, but not prominently featured

MUN	Jonathon	DELTS is perhaps best known as a distance education provider. But we're so much more. We service all on-campus technical support, media production and course delivery, and offer faculty and graduate student training opportunities and course support	DELTS - Distance Education, Learning and Teaching Support Centre creation of the Instructional Development Office created in 1997. (now DELTS)	Yes - several	Extensive through DELTS and the Presidents teaching awards
PEI	Jonathon	Webster centre philosophy - faculty receive the help they need in a timely practical manner, support faculty to become better teachers	Webster Centre for Teaching and Learning - Faculty development office for Faculty	Yes - director and staff.	Online brochure - mostly for student support
SMU	Lisa		Centre for Academic and Instructional Development	Four staff members including a director	Yes
St.Thomas	Steve		Learning and Teaching Development Committee	Yes - Faculty coordinator with 2 course releases	Yes - direct link from homepage
STFX	Lisa		No Centre	No	Yes
UNB	Steve		Centre for Enhanced Teaching and Learning	Yes; director, project manager and at least one admin assistant	Yes, but not prominently featured

	Support & Development			
University	Resource development	Workshops and/or conferences	Development grants	Certificates/credits
Acadia		not specific to teaching; e.g. wellness etc.	through PD	no
Bishops				
CBU	teaching dossier, journals and blogs, course design and delivery; EXTENSIVE online materials and guidance	yes - online tips, in person workshops	not seen	not seen
Dalhousie	Professional dev., new teaching dev., TA development	regular workshops and annual conference	Teaching grants for course design and development, and assessment of student learning, travel and student engagement	certificates
MSVU	No	Not recently; hosted AAU Teaching Showcase 2011	No	No
Mt. Allison	No	Yes; teaching portfolio workshop; Fall Teaching Day; hosted AAU Teaching Showcase 2013	No	No
MUN	teaching portfolios, classroom etechnology, course development, awards preparations	Through development workshops and seminars, programs for the teaching development of faculty and graduate students; From face-to-face seminars and online sessions to one-on-one consultations and meetings, Allyson Hajek, instructional design specialist with DELTS, helps Memorial's faculty and instructors enhance their teaching and related skills.	Yes.	
PEI	teaching dossier	Lets talk teaching day, brown bag lunch series, teaching dossier workshop, teaching partners program for new faculty	apply for PD funding for workshops courses, seminars	

SMU	A number of resources including academic technologies, resource webpage, new faculty orientation and network, and individual consultations	Not obvious from webpage	Project, travel and development grants (called awards on website)	
St.Thomas	Yes; guidance for using social media and developing alternative teaching methods	Yes; lunchbag lectures, Friday afternoon workshops	No	Yes; courses leading to a Diploma in University Teaching offered in coordination with UNB; \$300 cost is covered by STU upon completion
STFX	Faculty mentoring program, teaching resources webpage	Brown bag lunch series around teaching	Travel grants and scholarly teaching grants	
UNB	Yes; have worked with faculty to develop multimedia teaching tools & supports	Yes; workshops seem to be offered as well as "Kaleidoscope" annual December conference on teaching	No	Yes; courses leading to a Diploma in University Teaching offered in coordination with STU; \$316 for UNB full-time & part-time faculty and grad students

	Awards			
University	Type	Levels	Reward (\$ or other)	Celebration / recognition
Acadia	FPS	Student - ASU, department, Alumni	FPS \$1000	FPS at FPS meeting
Bishops				
CBU	Alumni Teaching Awards; Instructional Leadership awards; Society for Teaching and Learning in Higher education Alan blizzard award	Alumni and Instructional awards can be forwarded for AAU awards	not identified	Recognition of AAU awards; and other awards on website listing
Dalhousie	President's award, Alumni award, Part-time instructor award, and leadership award	4 University-wide teaching grants	All have certificates and one has permanent plaque and gift	Presented at meeting like Senate, covered in Dal news
MSVU	External (support for preparing award applications)			No
Mt. Allison	Internal - Faculty (Crake) and university-wide (Tucker)		Crake - \$2000; Tucker - \$5000; both go to PD fund	Yes
MUN	Presidents Award for Distinguished Teaching, Presidents Awards for outstanding Teaching	Distinguished = only faculty with 10 years teaching experience; Faculty & Lecturers and instructional staff 2 separate categories for outstanding teaching award.	Distinguished & Outstanding teaching awards = \$5000 toward teaching activities & PD, award in Univ calendar, personalized scroll,	Recognition at President's Award Ceremony, Name on plaque in public space in University building.
PEI				
SMU	Educational Leadership Award, University Teaching Scholar	University award	Monetary reward for leadership award, plaque	Announcement at convocation and noted on webpage
St.Thomas	Full-time and part-time awards, and "instructional leadership" award	University-wide	\$1500 for full-time award; \$250 for part-time award paid to PD funds	Yes; awards presented at Spring Convocation

STFX	Outstanding Teaching Award	University award	Certificate	Award presented at convocation, webpage devoted to university, regional and national award winners
UNB	Four university-wide awards; at least seven faculty specific awards	Mostly full-time; possibly one part-time award	unknown	Yes; publication of a newsletter with profiles of award winners

**Academic Program Review Committee –
Recommendations arising from the Review of the Department of Philosophy**

December 19, 2013

The Academic Program Review Committee (APRC) received the formal response from the Department of Philosophy to the External Review Team's report on April 26, 2013. We subsequently met on November 26, 2013 with the Department Head, Dr. Marc Ramsay, to discuss the Department's response to the review. After careful consideration of the review, the response to it from the Department, and our discussion with the Department Head, the APRC offers a set of recommendations below. The reviewers' recommendations are included in italics, with the original recommendation number and section (Teaching/Research/Service = T/R/S) in the External Academic Program Review document in brackets [].

A copy of the review and the Department's response will be made available to Senate. The APRC's recommendations are presented below **in bold**, organized by level of priority, from highest (1) to lowest (3). Within each level of priority the order of recommendations is arbitrary:

Priority 1

[T1, R1, S2] We very strongly recommend that some way be found of providing a new and continuing full-time faculty position for the Department of Philosophy, perhaps conjointly with another department or program, and that ways of maximizing the usefulness of this appointment in relation to (other) non-strengths of the Philosophy Department mentioned above and below, and indeed across the Faculty of Arts, be identified and implemented.

- 1. The APRC recommends that the Department of Philosophy work towards collaboration with other units and programs on a range of activities to help meet the needs of the department. We respect the Department's challenge with the current part-time hiring process and encourage the University to develop a process to better facilitate multi-year appointments that allow for some continuity and flexibility at the program-staffing level.**

[T6] We recommend that the following efforts be made in respect of cross-listing: (1) Identify all the courses offered by other departments at Acadia that might properly be allowed to count toward a Philosophy major; (2) identify all the Philosophy courses that might properly be counted toward the major of another department; (3) explore prospects of cross-listing, in a sense that would allow course descriptions under the same number to appear in the curricula of both participating departments (e.g., POLS/PHIL 4343 Political Philosophy I); and (4), wherever appropriate and feasible, cross-list.

- 2. The APRC strongly endorses this recommendation. We feel that identifying courses offered in other departments that may count towards a Philosophy degree helps to**

increase student choice and flexibility as well as to increase the flexibility within the department to diversify its course offerings and support its research activity. We also feel that working with other units to identify Philosophy courses that may count towards other majors helps to increase flexibility as well as to diversify the pool of students available to take Philosophy courses.

[T7] We recommend that through cross-listing, or in any other feasible way, the Department teach special topics courses more regularly.

- 3. The APRC feels there is a direct connection between cross-listing courses and the amount of flexibility created within the Department as well as for students. We strongly endorse the recommendation to explore the cross-listing of courses in other areas with Philosophy.**

Priority 2

[T3] We recommend that the REB, SPT, and ESST commitments in respect of .17 teaching allotments be in some way institutionally entrenched as multi-year commitments, which are activated without yearly applications from the Department.

- 4. The APRC acknowledges the planning challenges that result from the current process and encourages the University to work towards a multi-year budget-planning process that allows for some certainty for units. We recommend a 3-year cycle that allows for a multi-year commitment of resources where appropriate, but also affords an opportunity for review and assessment at the end of the commitment.**

[T8]) We recommend that the Department consider ways in which its courses might address the interests and needs of the growing number of international students and students outside of the Faculty of Arts.

- 5. The APRC acknowledges the efforts already made to promote Philosophy offerings to students outside of the department and faculty. We encourage the discussion to continue at the Department level and support the efforts currently underway to promote its offering of logic courses to international students.**

(R2) We recommend that the University consider and seek to implement ways of changing the guidelines for McCain funding so as to permit .17 relief for any professor with an academic book contract who needs extra time to ready his or her book manuscript for publication.

- 6. While McCain funding may not be the most appropriate mechanism to achieve this end, the APRC encourages the Department to work with the Dean of Research and Graduate Studies to explore and identify options for external funding for temporary teaching relief when carrying an acute scholarly burden.**

(R3) We recommend that the Department and the Dean of Research and Graduate Studies actively explore ways of improving their dialogue about research productivity and, in particular,

about success in external grant applications and on taking advantage of internal funding opportunities.

- 7. The APRC endorses this recommendation. As well, we recommend that the Department engage the Dean of Research and Graduate Studies in dialogue about how research within the Department might be reflected in any strategic research plan.**

[Students] We strongly recommend that the University seek to provide further opportunities for Philosophy students to obtain scholarships, bursaries, research assistantships, and related kinds of support.

- 8. The APRC recommends that the Department work with the Office of Advancement to identify opportunities for external funds for student support (scholarships, bursaries, research assistantships), including targeting Philosophy Alumni.**

Priority 3

[T2] We recommend that two or more 3000-level Philosophy courses required or usable for the major be converted to 4000-level courses.

- 9. The APRC recognizes the work already completed to convert Phil 3853 to a 4000-level course and encourages their efforts to examine a limited number of additional courses that may be candidates for conversion.**

[T4] We recommend that public relations material and events be prepared which take pains to advertise to students the links between their non-philosophical studies (e.g., in the sciences) and the various 'philosophy of' courses taught by the Department (e.g., Philosophy of Science), as well as the benefits of combining the two.

- 10. APRC acknowledges the efforts already made to promote Philosophy offerings to students outside of the department, as well as the relatively strong enrolments that have resulted. There may be additional opportunities for further promotion; to that end, the APRC encourages the Department to proceed with its plans to more widely advertise its logic courses to non-Philosophy majors.**

[T5] We recommend that a working space for students admitted to the new MA in Social and Political Thought be found in BAC, near the participating departments.

- 11. The APRC acknowledges the importance of student space. We also recognize the limitations the institution faces (i.e. there is no unused space in the BAC). We also respect the desire of departments to retain dedicated meeting spaces. The APRC encourages the Dean of Arts to engage faculty members in the relevant programs to work together to identify possible solutions for a space that is in closer proximity to faculty members teaching in the SPT program.**

(R4) We recommend that all faculty teaching in the Philosophy unit, possibly in concert with other philosophers from the region or local academics from relevant non-philosophical disciplines, form a discussion group with the explicit aim of generating and criticizing more paper or chapter drafts in preparation for eventual publication.

12. The APRC recommends that the Department work with the VPA to facilitate a structure for this activity. We suggest the U4 League might provide one avenue to explore possibilities.

(R5) We recommend that members of the Department seek to participate more regularly in national and regional philosophy conferences.

13. The APRC acknowledges the need of faculty members within the Department of Philosophy to participate in conferences most appropriate to their research. At the same time, we encourage faculty members to look for opportunities to participate in national and regional philosophy conferences as appropriate.

(S1) We recommend that members of the Department deliberately consider how to scale back modestly on service work while keeping the Department running efficiently.

14. The APRC recommends that the Department monitor their service commitments, but also recognizes and appreciates the important role that the Department's service plays both within the institution and within broader communities, as well acknowledges the profile that their service helps create for the Department.

Academic Planning Committee Report to Senate, January 2014

Preamble: The Academic Planning Committee (APC) was constituted as a Standing Committee of Senate by Senate at its meeting of 18 June 2012. The mandate of the APC is as follows: “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.”

The APC membership is as follows:

- 1 Vice President Academic T. Herman (ex-officio)
- 1 Dean of Arts R. Perrins (ex-officio)
- 1 Dean of Prof. Studies H. Hemming (ex-officio); G. Bissix (Acting, 1 Jan–30 Jun 2014)
- 1 Dean of P&A Sc. P. Williams (ex-officio)
- 1 Faculty Member J. Hooper 3 yr (ret. 2016)
- 1 Faculty Member T. Weatherbee 2 yr (ret. 2014)
- 1 Faculty Member D. Duke 3 yr (ret. 2015)
- 1 Student D. Shea 1 yr (ret. 2014)

The Chair of the Committee is the Vice President Academic.

(Source: *Acadia University, Committees of Senate – 2013-14, p. 8.*)

Since its last report to Senate (18 June 2013), the APC has met on six occasions (26 June 2013, 4 July 2013 (jointly with TIE), 8 August 2013 (jointly with TIE), 12 Nov 2013, 10 Dec 2013, 17 Dec 2013). For the information of Senators, please consult the 18 Jun 2013 report submitted to Senate for the activities of the APC prior to that date.

Timetabling

In response to concerns expressed by students, faculty and staff regarding our existing timetable and its present use, the APC examined data on course conflicts, classroom utilization, enrolment by time slot and slot use. It met twice jointly with the TIE (Timetable, Instruction Hours, and Examination) Committee in July and August to explore these data as well as review the existing Senate Guidelines Governing Timetabling. From those meetings a joint unanimous motion to Senate emerged proposing an addendum to the existing Guidelines which explicitly describes principles and features to guide timetable planning. The motion was subsequently passed in the September 2013 meeting of Senate.

Further exploration of timetable reform is presently underway in the TIE Committee. Discussions with the TIE Committee and the Registrar revealed that the existing TIE by-laws

may require revision to allow more flexibility in setting and recommending policy, including the need to clarify the oversight responsibilities of the TIE vs. those of the Registrar.

Program Approval Process

The APC examined and discussed the present approval process for new academic programs or significant modifications to existing programs, and determined that the present process lacks a mechanism to ensure that changes align with institutional priorities and that resource requirements are systematically reviewed. To that end, in consultation with the Registrar, the APC has drafted a proposed process that clearly outlines the responsibilities of those involved; it provides the APC, with clear communication to Senate, oversight responsibilities, without interfering with the robust curriculum development and approval process that already exists. Creation of the proposed process will come forward as a motion to Senate shortly.

Supporting Interdisciplinary Studies at Acadia

In its recent review of Women's and Gender Studies, the Academic Program Review Committee recommended that the Academic Planning Committee examine governance challenges facing inter/transdisciplinary programs. To that end, in December we met with a group of IDST Program Coordinators, who offered a series of joint recommendations on governance and hiring procedures for IDST programs. Recommendations included clearer definition of the status of IDST programs, their coordinators, and their representation on decision-making bodies; adequate support mechanisms for IDST hiring; and support for IDST faculty after hiring.

A free-wheeling and productive discussion followed, including an exploration of the complex and dynamic relationship between units, disciplines and programs. There was also discussion of the efficacy of creating a Senate Committee on IDST; the Academic Planning Committee is presently considering bringing forward a motion to that end. The APC will also ensure that inter/transdisciplinary programs and dependencies are considered as a separate factor in its considerations going forward.

Structural Change Capacity

Discussions with the IDST Coordinators underscored the importance of developing mechanisms to match resources and structure. Shifts in enrolment patterns and changes in staffing levels due to attrition have created a situation where there is greater disparity between resource levels across campus. Indeed, the Academic Planning Committee is concerned that in order to fully address the challenges arising from our return to institutional carrying capacity, volatility in program demand, and severely constrained resources, we need to entertain campus-wide conversations around structural change and its potential role in achieving strategic planning goals and a sustainable configuration.

Allocation of Permanent Faculty Positions

In October, the Vice-President Academic informed the Deans and the Acting University Librarian that a modest hiring environment is anticipated in the upcoming year. As a result, it is expected that individual programs, following the guidelines approved by Senate on 18 June 2013, will be preparing requests for submission to the APC. To that end, the APC is developing

an assessment tool for evaluating requests based on several dimensions of sustainability; it will circulate a synopsis of that tool shortly.

The APC has received several informal suggestions from individuals as well as a formal request from one academic unit that the University defer further permanent faculty hiring until it develops and implements a strategic change framework that allows us to align organizational processes and structure to make most effective use of scarce resources. The APC appreciates this sentiment, acknowledges the structure-resource challenges we face and will ensure that any permanent hiring at this juncture will be cautious and deliberative.

APC Forward Planning Process

The APC is presently developing a forward planning proposal that outlines a strategic framework for insuring sustainable academic integrity. It intends to bring that framework to the February meeting of Senate for discussion.

Respectfully submitted,
Tom Herman, Chair

Motion from the Senate Committee on Academic Planning

2014.03.28

The Academic Planning Committee moves that Senate approve the following Academic Sector forward planning process:

The intent of the Academic Sector Forward Planning Process is to determine how best to position the academic sector to meet the needs of students and faculty for the next twenty-five years.

Planning Principles

The following principles will serve to guide the various activities taking place within the planning process;

Value Based – planning activities will, first and foremost, preserve the Acadia essence by building upon the long-running traditions of the university as a post-secondary institution and the ideals of an “Acadia Education” as ratified by Senate.

Activity Based – planning activities will be focused upon the selection, maintenance, and development of desired teaching and research activities irrespective of current structural configurations.

Sustainable – planning activities will ensure that the total activity set (teaching and research activities) is structurally configured in such a way as to be both viable and sustainable at the aggregate level in terms of both university operations and resource perspectives.

Planning Process

This process will permit comprehensive engagement with the entire academic sector in order to seek and receive input from all stakeholders. The process will involve town halls, round-tables, submissions, and informal conversations. In the third phase the Academic Sector would be joined by other university stakeholders (e.g. operations, finance, recruiting, etc.). It is anticipated that the entire process will be completed within one year.

Phase 1: Academic Sector Consultation - Activity Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of teaching and research activities that the academic stakeholders wish to develop, repurpose, transform or eliminate.

Phase 2: Academic Sector Consultation - Sustainability Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of structural options available to meet the capabilities determined in Phase 1.

Phase 3: Full Sector Consultation - Alignment and Investment Conversation Series and Activities

This Conversation Series is designed to thoroughly explore the range and scope of options available to meet the capability and structural requirements identified by the Academic Sector in Phase 1 and 2 by the University stakeholders. Alignment and Investment Implementation activities commence.

SENATE ARCHIVES COMMITTEE ANNUAL REPORT, 2013-14

April 25, 2014

COMMITTEE MEMBERSHIP:

Committee Chair and Arts representative: Paul Doerr (2015)
Arts representative: Jennifer MacDonald (2016)
Arts representative: Lance LaRocque (2014)
Professional Studies representative: Brenda Trofanenko (2015)
Science representative and committee scribe: Catherine Morley (2016)
Theology representative: Robert Wilson (2014)
Alumni appointee: Bev Richardson (2016)
Presidential appointee: Ann Smith (2015)
Convention of Atlantic Baptist Churches appointee: Vacant
Student representative: Stephanie Bethune (2014)
Archivist: Pat Townsend (ex-officio)
Archivist: Wendy Robicheau (ex-officio)
University Librarian: Robert Perrins

COMMITTEE MANDATE: As representatives of their various constituencies, members of the Senate Archives Committee will work collaboratively;

- (1) To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
- (2) To advocate for the Archives within the University, the Convention of the Atlantic Baptist Churches and the local community;
- (3) To make an annual report;
- (4) To address other Archives-related issues that shall arise from time to time.

ACTIVITIES THIS YEAR: The committee met only once this year (albeit with great gusto) on March 6 to discuss issues of concern to Acadia's Archives. We received and reviewed activity reports from the Archivists and toured the university Archives. The Archives continue to be heavily used by university and community researchers alike. Donations to the Archives also continue at an impressive pace. The committee took note of future Archives requirements for more storage space and an expanded database.

Submitted by Paul Doerr.

SENATE CURRICULUM COMMITTEE REPORT APRIL 25, 2014

Membership

Brett Ells (student representative); Leo Elshof (FPS); Sonia Hewitt (FA); Jeff Hooper (FPAS); Chris Killacky (ADC); Anne Quéma (FA); Robert Raeside (FPAS); Roxanne Seaman (FPS); Derek Serafini (Registrar); Darcy Shea (student representative); Pat Townsend (Library).

Mandate

- a. To consider recommendations from any Faculty, Department or School for changes in its degree, certificate, or diploma regulations and make recommendations to Senate;
- b. To initiate and make recommendations concerning changes in the curriculum; in particular, to make recommendations concerning the requirements for any degree;
- c. To consider curriculum changes which may be made necessary by changes in secondary school matriculation standards;
- d. To consider submissions from all Departments, Schools, or from any individual, concerning changes in the curriculum;
- e. To consider such other matters as Senate may entrust to the Committee.

Process

Over the course of the academic year, the SCC met on 8 occasions:

October 28, 2013
November 4, 2013
December 4, 2013
December 12, 2013
December 16, 2013
January 14, 2014
January 30, 2014
February 27, 2014

The early meetings in October and November were devoted to the discussion of general principles of education and how they might be used to improve curriculum processes. Questions that the SCC members discussed include:

- As an institution that prides itself on providing a liberal education, do we provide enough pathways for students to pursue courses outside of their departments or faculties?
- Are the pathways easy to navigate? Are the basic requirements (i.e. total credits) for a degree (or elements of a degree – major, minor, etc.) consistent across departments?

- Should they be consistent (e.g. of what value is a minor when it means something different in different departments)?
- Are the program requirements clear to students, to potential students, and to anyone who works with students?
- How well does a degree here map to a similar one at a peer institution?
- Do we have a sense of how students experience the curriculum or what they expect from it – are there things we think we do well that may, in reality, be very difficult for students to achieve?
- Do students and advisors know about all possible options (i.e., are any unknowns attributable to how our curriculum is designed and organized)?

The 5 meetings in December and January were devoted to the analysis of curriculum proposals from the Faculties of Arts, Professional Studies, and Pure and Applied Science. For the benefit of new and returning members of the Committee, the first meeting began with a review of the mandate of the Committee as stipulated by Senate's Constitution. On the basis of the Committee members' analyses and comments, the Chair consulted with school directors, departmental chairs, and interdisciplinary program coordinators to address various problems such as the need to clarify the terms of program and course descriptions. In all cases, the objectives were to ensure that students have access to clear and accurate information, and that programs maintain descriptive coherence. Once clarifications and revisions were reported to the Committee by the Chair, the Committee recommended the revised proposals for Senate's approval. Then, the Registrar and the Chair collated and proofread all the submissions in a document to be submitted to Senate. Senate approved the proposals for curriculum changes on February 10, 2014.

The February meeting was mostly devoted to a discussion led by Derek Serafini on attempts to re-organize the Programs of Study portion of the Calendar. Generic material will be placed at the front of Programs of Study, and all discipline-related material will be alphabetized in a subsequent section. This presentation led to a discussion on the meaning of majors, options, specializations, streams.

Anne Quéma
Chair of the Senate Curriculum Committee

To: Acadia University Senate
From: S. Maitzen, Chair, Research Ethics Board
Date: 23 April 2014
Re: **Annual Report of the Research Ethics Board**

For the period 1 May 2013 to 30 April 2014:

REB members

Dr. Joan Boutilier, Community Member
Dr. Alice Cohen, Faculty Representative, Arts (15 October to 31 December 2013)
Dr. David F. Duke, Faculty Representative, Arts (to 15 August 2013; from 1 January 2014)
Mr. Adam Foster, Graduate Student Representative*
Ms. Anita Hudak, Community Member
Dr. David MacKinnon, Dean, Research and Graduate Studies (*ex officio*)*
Dr. Stephen Maitzen, Chair
Dr. Susan M. Potter, Faculty Representative, Pure and Applied Science
Dr. Anna Robbins, Faculty Representative, Theology
Dr. Christopher Shields, Faculty Representative, Professional Studies

* Non-voting

Applications and meetings: During the reporting period, the REB reviewed 71 new formal applications for ethics approval, as well as numerous formal requests from researchers to approve changes to previously approved research. The REB met on 11 occasions during this period.

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

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

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

Appeals: None

Complaints: None

Guidance sought from the Canadian Secretariat on Research Ethics: None

Matters out of the ordinary: None

Other comments: None

**Senate Research Committee
Annual Report to Senate
May 2014**

Committee members:

Abramson, Z. (Arts)	MacKinnon, D. (Dean, RGS; Chair)
Brackney, W. (Theology)	Redden, A. (Research centre Director)
Brudish, J. (graduate student)	Robicheau, W. (Library)
Colton, J. (Professional Studies)	Silver, D. (Pure & Applied Science)
Lathem, Callie (undergraduate student)	Trofanenko, B. (Canada Research Chair)

The Senate Research Committee met on seven occasions: October 8, November 5, December 16, January 16, February 12, February 28, and March 21. The work of the Committee this year has focused exclusively on the development of Acadia's Strategic Research Plan (SRP). The committee will meet again in May and as necessary through the summer to facilitate the focus groups and campus dialogue regarding the SRP.

Strategic Research Plan

The development of Acadia's SRP has been a (painful and unfortunately slow) work in progress. The plan for review and renewal as originally devised by the Senate Research Committee and approved by Senate in 2013 was as follows:

(a) meetings by the Dean of Research & Graduate Studies with all department heads, school directors, and program coordinators to discuss research cultures; (b) unit and program engagement with structured questions focusing on research strengths, research connections, strength building, and perceived utility of the current SRP; (c) focus group discussions of preliminary analyses of unit and program submissions; (d) the development of a preliminary draft for campus distribution and an open forum discussion; and (e) a final draft submission to Senate in the fall of 2013.

The process was substantially delayed by (b), with only four units responding: Economics, History & Classics, Nutrition & Dietetics, and Psychology. Consequently, Senate approved a modified plan in which the Dean of RGS was asked to (1) once again request that the departments and schools engage with the structured questions, and (2) undertake an analysis of

all grants and contracts, including those funded through the University Research Fund, which were processed through RGS over the last five years, with a view to identifying theme areas.

In response to (1), two additional departments responded: Biology and Earth & Environmental Science. The analysis undertaken in (2) yielded 206 code categories of research activity. The work of the Senate Research Committee since January has been to reduce these code categories to themes. Working in small groups, the Committee has developed four tentative theme areas with a single overarching strategic focus. At this point, Committee subgroups are identifying cross-campus examples of theme activities. Draft writing regarding the themes and strategic focus has begun, with the Dean of RGS as the lead writer. This is not a writing exercise to prepare a draft SRP, but rather to ready the analyses such that the Committee can then reengage the original process, starting with (c), i.e., focus group meetings with originally identified groups over the summer, followed by an open forum discussion, likely in September, 2014.

Mentoring Workshops

Research and Graduate Studies and the Senate Research Committee will once again be offering Tri-Council grant writing workshops, tentatively planned for May and June. In addition, a special Tri-Council partnerships and collaborations grants workshop is planned for June 9th and 10th, sponsored jointly by Acadia University, Mount Saint Vincent University, St. Mary's University, St. Francis Xavier University, and Cape Breton University. Acadia facilitators will include Leigh Huestis, Director of the Office of Industry & Community Engagement (a section of Research & Graduate Studies), and Michael Leiter, Professor of Psychology and Tier 1 Canada Research Chair in Occupational Health and Well-being.

Respectfully submitted,

David MacKinnon
Chair, Senate Research Committee

**Senate Committee on Graduate Studies
Annual Report to Senate
May, 2014**

Committee members:

Abramson, Z. (Sociology)	McFarland, S. (Chemistry)
Barr, S. (Geology)	Mendivil, F. / Chipman, H. (Math & Stats)
Biro, A. (Social & Political Thought)	Roddis, I. (graduate student - PAS)
Brackney, W. (Theology)	Spooner, I. (Applied Geomatics)
Colton, J. / Warner, A. (Community Development)	Sprado, L. (graduate student - A)
Corbett, M. (Education)	Trudel, A. (Computer Science)
Davison, K. (graduate student - PS)	Whetter, K. (English)
Horvath, P. / Potter, S. (Psychology)	Whitehall, G. (Politics)
Mallory, M. (Biology)	(graduate student - Theology; unfilled)
MacKinnon, D. (Dean, RGS; Chair)	

The Senate Committee on Graduate Studies met on two occasions during the 2012-2013 academic year: October 18 and January 28 (coordinators only; AGA awards). In addition, a Thesis Subcommittee and an AGA Subcommittee met on three occasions: November 4, December 4, and January 20. Regular (non-problematic) business was conducted electronically throughout the year. As there was little this year in the way of curriculum changes, policy initiatives, or new program discussions, the Committee was able to conduct most of its regular business on-line.

The business that came before the Committee this year included the following:

- *Curriculum changes.* Curriculum changes and program modifications to graduate programs in Biology, Education, Geology, and Psychology.
- *Subcommittees.* Establishment of subcommittees for SSHRC, Governor-General's Gold Medal, and NSHRF awards, as well as a Thesis Subcommittee and an AGA Subcommittee.
- *Thesis extensions.* Discussion of circumstances under which extensions will be granted to graduate students to complete theses.
- *AGA awards.* It was agreed that AGA awards would be allocated as previously, i.e., amounts would be allocated to faculties through Research & Graduate Studies, and allotments within faculties would be by discussion between/among each faculty's graduate coordinators. The maximum AGA amount would remain at \$9,000 (maximum).

Submitted by: David MacKinnon, Chair, Senate Committee on Graduate Studies

Honours Committee
Annual Report for 2013 – 2014
April 28, 2014

Committee Members

D. MacKinnon, Dean of Research and Graduate Studies
T. Thomson, Faculty of Arts
R. Seale, Faculty of Arts
C. Shields, Faculty of Professional Studies
J. Yang, Faculty of Professional Studies
C. Stanley, Faculty of Science
M. Lukeman, Faculty of Science (chair)
S Bethune, student representative, Faculty of Arts
S Geiwitz, student representative, Faculty of Professional Studies
N. Beckett, student representative, Faculty of Science

Meetings

The Honours Committee held several meetings during the 2013-2014 academic year. We explored the possibility of formulating a united description of an Acadia honours degree that might apply to all programs. We found a wide variation across departments and schools, and even within faculties, as to the number of courses required for an honours degree, and the types of activities that comprised the honours projects. As such, we found it difficult to succinctly define the Acadia honours degree. We decided not to try to promote a greater degree of uniformity across our different honours programs, judging that individual units are the best authorities on how an honours degree should be delivered within that discipline.

Thesis Submissions

This year, the deadline for submission of Honours theses for external review was March 31, which was approximately two weeks later in the term than in previous years. This extension significantly compressed the time window available for external review. The deadline for submission of Honours theses for spring convocation was April 21st.

There were 3 honours theses submitted for fall convocation and 112 submitted for spring convocation, for a total of 115 for the year. The committee wishes to thank all of our external reviewers for providing critical feedback within a compressed time frame.

Honours Summer Research Awards (HSRA)

Twenty-two students were awarded HSRAs for the summer of 2014, amounting to \$109,299 in funding. Of that amount, \$23,200 was contributed by individual faculty members, \$17,500 was provided by the Webster Foundation Award, and \$6,800 was received from the Faculty of Pure and Applied Sciences.

Submitted by Matthew Lukeman, Chair of the Senate Honours Committee

**Awards Committee for Honorary Degrees and Emeriti Distinction
(Awards Committee)**

Annual Report for 2013-2014

May 2014

Committee Members 2013-2014:

Mr. Ray Ivany, President & Vice-Chancellor (Chair)
Dr. Derek Charke, Faculty of Arts Representative
Dr. Harry Gardner, Acadia Divinity College/Faculty of Theology Representative
Dr. Lisa Price, Faculty of Pure and Applied Science Representative
Mr. Matthew Rios, SRC Representative
Mr. John Rogers, Board of Governors Representative
Dr. Roxanne Seaman, Faculty of Professional Studies Representative
Ms. Pat Townsend, Librarian/Archivist Representative
Ms. Janny Postema, Recording Secretary

The Purpose of the Committee is to:

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

Meetings 2013-2014:

December 9, 2013
January 14, 2014
January 24, 2014
February 14, 2014
March 26, 2014

Summary of Committee Activities:

The Committee forwarded to Senate for a vote by secret ballot a total of six Honorary Degrees and five Professor Emeritus nominations, of which all received approval by Senate.

I would like to thank members of the Awards Committee (Dr. Derek Charke, Dr. Harry Gardner, Dr. Lisa Price, Mr. Matthew Rios, Mr. John Rogers, Dr. Roxanne Seaman, and Ms. Pat Townsend) for their work over the past year.

Respectfully submitted by the Chair,

Raymond E. Ivany, President and Vice-Chancellor

Report of the Senate Committee on Students with Disabilities that Affect Learning (2013-2014)
May 2014 Meeting of Senate, Acadia University

Members

Carol Anne Janzen (DC, chair)
Stephanie Bethune (student representative)
Mike Corbett (FPS)
Jill Davies (Counsellor, Disability Access)
Derek Serafini (Registrar)
Kathy O'Rourke (Disability Resource Facilitator)
Sonya Major (FPAS)
Christianne Rushton ((FA)

The Senate Committee on Students with Disabilities that Affect Learning (SCSDAL) has met three times this year (10 December 2013, 24 January 2014, and 21 March 2014).

A recurrent theme at all meetings was that of burgeoning numbers in Disability Access and the impact on exam accommodations. As of March 2014, there were 291 registered students.

For the past two academic years, final exams in December and April have been held in the Fountain Commons but it is the opinion of Kathy O'Rourke, the Disability Resource Facilitator who oversees the exam accommodations process, that we will outgrow this space before long. James Sanford, Executive Director for Student Services, agrees that Disability Access needs a dedicated space that can accommodate increasing numbers and is working with other stakeholders on campus to make this happen.

In addition to physical space, there is the issue of exam scheduling and currently the second version of software to facilitate this process is being developed. It will be deployed to a development site on May 1 for testing and hopefully launched this fall. The developer is confident that once the system is up and functioning, it will be able to be run by one person, in this case, Kathy O'Rourke. It will be more student driven than the current manual system and the automation will be smooth.

A notable initiative of the SCSDAL this past year was a Mental Health Panel that took place on 26 September 2013. Six panelists representing faculty, staff, students, and community health providers addressed mental health issues from their personal and professional perspectives. The panel was well attended as evidenced by standing room only in the Irving Auditorium and was available electronically on the university website for several months afterward. There has been considerable feedback, all of it positive. This was the second annual forum organized by the

committee and it is hoped that similar forums will be annual events. However, as chief organizer and Disability Access staffer, Jill Davies, is retiring in the summer, there may be a hiatus. There is some discussion with the ASU executive about offering a forum this fall.

In an effort to share the work done by the Disability Access office, Jill Davies and Kathy O'Rourke made presentations to heads and directors in Science on 24 January and Professional Studies on 11 February 2014. This was intended to provide information on the current structure and working in Disability Access and to answer questions heads might have. The meetings were well received and resulted in an invitation to address faculty in SRMK on 21 March 2014.

The SCSDAL would like to express its deep appreciation to Jill Davies for her exemplary work since 2000 on behalf of and with students with disabilities that affect learning. She will be greatly missed in the Student Resources office.

Respectfully submitted,

Carol Anne Janzen, Chair
Faculty of Theology, Acadia Divinity College
Acadia University