

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 from 1:00 to 3:00 p.m. on Wednesday 15th June 2016 in BAC 132.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 11th May, 2016
- 3) Announcements
- 4) Time Sensitive Items
 - a) Recommendations from the Curriculum Committee for Faculty of Arts Curriculum changes:
 - i) Music Therapy (*attached*) and Minor in Legal Studies (*attached*)
- 5) Senate Committee Annual Reports
 - a) Curriculum Committee Report (2015-2016) (*attached*)
 - b) Faculty Support Committee (2015-2016) (*attached*)
 - c) Academic Program Review Committee (2015-2016) (*attached*)
 - d) Admission & Academic Standing (Policy) Committee (2015-2016) (*attached*)
- 6) Carried over from Senate Meeting of May 11th, 2016
 - a) Motion that the Academic Integrity Committee report back to Senate with recommendations at the September meeting and provide a report on their deliberations during the summer in reviewing the Academic Integrity Assessment Guide. (A. Kiefte).
- 7) President's Report to Senate (*circulated separately*)

8) New Business

- a) Academic Planning Committee Report: Recommendations to Senate on operationalizing principles and priorities arising from the December 2015 Senate visioning Exercise (*attached*)
- b) Motion from the Awards Committee: Changes to consider inclusion of Instructor for Emeriti status. (*attached*)
- c) Motion from the By-laws Committee: Merging of Academic Technologies Committee into the Faculty Support Committee (*attached*)
- d) Motion from the Library Committee that Senate adopt the Open Access Policy (*attached*)
- e) Notice of Motion from the By-laws Committee: That the length of term of membership of faculty (including librarian) members on the Senate Library Committee be changed from two to three year terms. (*attached*)
- f) Notice of Motion from the By-laws Committee: Be it so moved that the University Librarian be added to the Senate Executive ex officio. (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

**Proposed Undergraduate Calendar/Curriculum Changes
Submitted and Approved by Senate Curriculum Committee**

FROM THE FACULTY OF ARTS (received at May 10 2016 meeting of FAC)

School of Music

Course deletions

Reason: The School of Music has moved swiftly to rectify course content and curricular rigour. Deletion of these two courses was necessary, as per the requirements of the recent Music Therapy review.

MUSI 3583 MUSIC THERAPY SEMINAR 1
MUSI 4583 MUSIC THERAPY SEMINAR 2

Course modifications

Reason: The School has acted swiftly and efficiently to respond to the required changes from the most recent Music Therapy review.

MUSI 1563 MUSIC AND THE MIND – change in calendar description and course title
This course examines how the patterns of music help to make sense of our inner experience. The study includes such topics as the perception of musical processes, the listener and the acoustic environment, musical ability, neurological aspects of perception and performance, musical preference, as well as trans-cultural studies of how music is able to affect people.

Becomes:

MUSI 1563 INTRODUCTION TO MUSIC THERAPY

An introduction to the psychological, neurological, and somatic foundations of music. This course will include current music medicine research, approaches and methods, psychoacoustics, different client populations, and the development of music psychology within the field of music therapy.

MUSI 2573 A MODERN THERAPY – change in calendar description, course title, and prerequisite

This course presents an overview of the development of Music Therapy as a profession. Current theory, research, and practice will be discussed in light of scientific and trans-cultural development of both musical and medical practice, and how they have come to work together.

Becomes:

MUSI 2573 CLINICAL PRACTICE IN MUSIC THERAPY 1

Assessment and Treatment Process. Includes assessment, ethics, formulation of clinical goals and objectives, and clinical documentation procedures. Students will be introduced to clinical

writing skills and will have an opportunity to shadow/observe an accredited music therapist. B- or better required as prerequisite for consideration for entry to BMT program

Prerequisite(s) MUSI 1563 with a C- or better

MUSI 3563 SKILLS/RESOURCE MUSIC THERAPY – change in calendar description, course title, and prerequisite

This course introduces students to improvisational and group leading, as well as other interpersonal and clinical skills in music therapy. Issues of assessment, treatment and evaluation are presented. A weekly two-hour practicum accompanies this course. Prereq: Musi 2106 with C- or better

Becomes:

MUSI 3563 SKILLS AND RESOURCES 1

An examination of skills and resources of music therapy: assessment protocols, structuring and facilitating treatment plans, clinical musicianship, session leading, evaluation and clinical writing, professional issues within a multidisciplinary team, the effective use of self-care, and analysis of current music therapy literature.

Co-requisite: Music Therapy Practicum 1 (MUSI 3560).

Prerequisite(s) MUSI 2573 with a B- or better

MUSI 3573 THEORETICAL FOUNDATIONS – change in calendar description, course title, and prerequisite

This course investigates the physical and psychological influences of music. Historical and current theories of music therapy are presented and analyzed. Research methods are studied. A weekly two-hour practicum accompanies this course. Prereq: Musi 2106 with C- or better

Becomes:

MUSI 3573 CLINICAL PRACTICE IN MUSIC THERAPY 2

Theory, Practice and Research. This course provides the theoretical foundations to examine current music therapy research and approaches, including Analytical Music Therapy, Guided Imagery in Music, Nordoff-Robbins method, Medical Music Therapy, Neurological Music Therapy, Community Music Therapy, and Group Music Therapy.

Co-requisite: Music Therapy Practicum 2 (MUSI 3570).

Prerequisite(s) MUSI 3563 with a B- or better

MUSI 4563 CLINICAL PRACTICE – change in calendar description, course title, and prerequisite

This course reviews music therapy in medicine, and presents effective strategies at working with groups in music. It continues to develop interpersonal and clinical skills for music therapists. A weekly two-hour practicum accompanies this course. Prereq: Musi 2106 with C- or better

Becomes:

MUSI 4563 SKILLS AND RESOURCES 2

A continuation of music therapy skills and resources: analysis and evaluation, balance between verbal counselling and music, specific client populations, advanced music therapy interventions, and ethical professional boundaries for music therapy. Current music therapy literature and case studies will be utilized.

Co-requisite: Music Therapy Practicum 3 (MUSI 4560).

Prerequisite(s) MUSI 3573 with a B- or better

MUSI 4573 PROFESSIONAL ISSUES – change in calendar description, course title, and prerequisite

This course examines the professional and ethical issues of music therapy in its relationship to individuals, institutions, professional associations, and community. In addition, it continues the study music therapy theory, research, and practice. A weekly two-hour practicum accompanies this course. Prereq: Musi 2106 with C- or better

Becomes:

MUSI 4573 CLINICAL PRACTICE IN MUSIC THERAPY 3

Case Studies and Professional Issues. In preparation for their internship students will study private practice, regulations and jurisprudence, clinical documentation and case studies, and responsible practice. Students will also learn how to prepare for the MT-BC exams.

Co-requisite: Music Therapy Practicum 4 (MUSI 4570).

Prerequisite(s) MUSI 4563 with a B- or better

Program Modification: Bachelor of Music Therapy

Reason: The School of Music recently completed a review of the Music Therapy program. Significant and immediate changes were required. These program changes reflect the new curriculum requirements. The program will be strengthened, the requirements will align with the CAMT (the governing body for Music Therapists) and the curriculum will be more in line with the level of academic rigour found in the rest of the School of Music.

New Program Description:

Bachelor Music Therapy Requirements (120h)

1. School of Music Core (33h)
2. MUSI 1666 and MUSI 2666
3. 6h of MUSI 2713
4. 12h from: MUSI 1353, MUSI 1713, MUSI 1733, MUSI 2083 **or** MUSI 2343, MUSI 4663
5. All of the following (18h): MUSI 2573, MUSI 3553, MUSI 3563, MUSI 3573, MUSI 4563 and MUSI 4573
6. 18h PSYC, which must include PSYC 1013, PSYC 1023, PSYC 2113, PSYC 2133, PSYC 2153
7. 12h Music Electives
8. 9h Non-Music Electives
9. First-year music students will take MUSI 1600 and one section of MUSI 2700. Students in each subsequent academic level must successfully complete both terms of MUSI 2700 each year.

Legal Studies

Additions to the list of cross-listed courses for the Minor in Legal Studies as follows:

POLS 3063 Indigenous Law and Governance in Canada

POLS 4603 First Nations Peoples: Law, Politics and Policy in Canada

SOCI 2413 First Nations and Aboriginal Peoples of Canada

SOCI 3143 Social Welfare & Social Policy

SOCI 3183 Rape & Sexual Assault in Canada

Reason: Many of the courses that count towards the multidisciplinary Legal Studies minor are not offered on a regular basis, creating challenges for students to meet the 24h requirement of the Legal Studies minor. These additional courses will strengthen the number of courses that count towards the minor, while still maintaining the focus and integrity of the Legal Studies minor.

Note: While these courses will be “new” to the Legal Studies minor, they are being cross-listed from already existing courses.

New Program description:

MINOR IN LEGAL STUDIES

Multidisciplinary Minors offer an alternative to completing the Minor requirements for a degree program in a single discipline. The requirements for a Minor vary by faculty and program(s) of study. BA students are required to complete a minimum of 24h in the Minor program, while BSc students completing a multidisciplinary Minor are required to complete a minimum of 18h in the Minor program. Students pursuing a Minor should consult with their Academic Advisor to ensure that they will meet the requirements for their specific program of study.

A Minor in Legal Studies requires the completion of POLS 1303 and POLS 1403. The balance of the minor is to be chosen from the list courses below. No more than 12h can be in a single discipline. All courses offered towards this minor must be completed with a grade of C- or better.

CROSS-LISTED COURSES

The following courses may be counted towards the Minor in Legal Studies: BUSI 3613, BUSI 3623, BUSI 3643, CLAS 3113, ENVS 3113, HIST 3663, IDST 3103, IDST 3123, PHIL 3203, PHIL 3213, POLS 3063, POLS 3083, POLS 3466, POLS 4403, POLS 4603, SOCI 2413, SOCI 2713, SOCI 2723, SOCI 2753, SOCI 3143, SOCI 3183, SOCI 3703, SOCI 3743, SOCI 4183

SENATE CURRICULUM COMMITTEE REPORT, 8 JUNE 2016

Membership

Jeff Banks (Registrar, non-voting), Paul Callaghan (FPS); Glenys Gibson (FPAS) Sonia Hewitt (FA), Chair; Chris Killacky (ADC); Robert Raeside (FPAS), Secretary; Patricia Rigg (FA, July-Dec. 2015), Donna Seamone (FA, Jan.-June 2016) Roxanne Seaman (FPS); Ann Smith (Library); Fallis Thompson (student); Carlie Visser (student)

Mandate

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

Meeting Dates 2015-2016: October 6 and 27, December 8, 10 and 15, March 3, May 24.

The Main Agenda Topics

1. Division of the Curriculum Committee

April 13 Senate motion to divide the Curriculum Committee:

“that the Curriculum committee be divided into two standing committees: Curriculum committee (Administrative), which would be responsible for duty one of the present mandate; and Curriculum committee (Policy), which would be responsible for duties two to five of the present mandate.”

At the Senate meeting of September 14, the Chair of Senate noted that the process of drafting a motion for the new curriculum committees was an on-going process. Transitional Chair Jeff Banks brought the matter forward to the SCC. The members determined at the October meetings that the current Curriculum Committee would continue as before for the purpose of receiving and examining the curriculum proposals for the 2016-2017 academic calendar. It was recognized that there was an opportunity to review the current mandate of the Curriculum Committee. Members of the SCC also consulted with the APC and By-Laws during this process. Deliberations concluded at the March 3 meeting, and our recommendations for the mandates, membership, and populating of the two committees (SCC Administrative and Policy) were submitted to the By-

Laws Committee. The motion of By-Laws Committee concerning these two curriculum committees was approved with amendments at the April 11 meeting of Senate.

2. Examination of curriculum proposals

The December meetings were devoted to careful review of the 373 pages of curriculum proposals received from the Faculties of Arts, Professional Studies, and Pure and Applied Science. The Chair or designated member of the committee communicated with school directors, departmental chairs, and interdisciplinary program coordinators to resolve various questions or problems that arose during examination of the proposals. These issues were successfully resolved and reported on at the next SCC meeting, or electronically over the December break. The Chair, with the assistance of the Registrar's office, prepared a 50 page summary of the curriculum proposals for Senate. The proposals were approved at the February 22 meeting of Senate. A final meeting of the SCC was convened to review urgent proposals brought forward from the May 10 Faculty of Arts council meeting. These proposals are submitted for approval to the June 15 meeting of Senate.

Transitional Chairs for 2016/17

Paul Callaghan, Curriculum Committee, Administrative

Rob Raeside, Curriculum Committee, Policy

Respectfully submitted, Sonia Hewitt, Chair of the Curriculum Committee

Report from the Faculty Development Committee (FDC), June 2016

In September 2015, the Faculty Development Committee agreed on three main goals: 1. to continue to organizing workshops to support teaching excellence at Acadia; 2. to work with the deans to harmonize existing teaching awards in each of the three faculties and further develop criteria and nomination process with the AAAU; and, 3. to work with the Academic Technologies Committee in order to merge the two committees to create the Faculty Support Committee. This report summarizes our progress toward those three goals.

The FDC held a teaching workshop on October 13th, 2015. It included a presentation on gender bias in academia from Randy Newman, Psychology, and a presentation on blended learning by Sharon Churchill and Susanne Campbell, Open Acadia. Although the workshop was not as well-attended ($N \cong 30$) as the one held in the previous year, it was well-received. The FDC offered attendees certificates of attendance. The committee decided not to hold a second workshop in February. The main reasons for this were lack of time and resources. That is, two of the four members on the committee (Danny Zacharias, Theology, and Stephen Henderson, Arts-on sabbatical leave Jan. to July, 2016) have not been replaced because the committee is being merged with the Academic Technologies Committee.

Regarding the teaching awards, a member of the FDC (L. Price) will meet with Oonagh Proudfoot (Senior Alumni Officer of the AAAU) and Donnie MacBeath (Awards Chair of the AAAU) to discuss the AAAU teaching award in June. The FDC also recommends that the newly formed Faculty Support Committee work with the deans of the three faculties to harmonize the three teaching awards and promote the awards to increase the number of nominations.

Finally, over the academic year, L. Price has had a number of meetings with Jim MacLeod and Herb Wyle (By-Laws Committee), and Jeff Banks (Chair, Academic Technologies Committee) to review drafts of the proposed mission statement, duties and membership of the Faculty Support Committee. A final draft has been submitted for review by Senate at the June, 2016 meeting.

Respectfully submitted,

Lisa Price, Chair
Faculty Development Committee

**ACADEMIC PROGRAM REVIEW COMMITTEE
Annual Report to Senate for 2015-2016**

June 14, 2016

Committee Members 2015-2016

Bob Perrins, Vice-President Academic (Acting) (Chair)
Jeff Banks, Acting Registrar (Secretary)
Christianne Rushton
Ann Dodge
Sonya Major
Jim Stanley
Deans of academic unit under review

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:

October 7, October 14, 2015 and May 11, 2016

Department	Status	Report to Senate
Biology	Site Visit October 23 and 24, 2013; review panel report rec'd; department response pending; APRC interview with Biology Head pending	
E&ES (Geology)	Site Visit and review conducted, September 22 & 23, 2014; Departmental Response received; APRC interview with Geology pending	
Math & Stats	APRC Interview with department pending	
Music	Music Therapy Site Visit March 13-15, 2016; review panel report rec'd, school's response received, APRC interview with Director completed; APRC Recommendations to Senate are pending	
General BA/B.Sc	Preliminary discussions on review of the degree and degree requirements; external review to be scheduled in the fall of 2016	

Respectfully submitted,



Bob Perrins, Vice-President Academic (Acting)
Chair, Academic Program Review Committee

ADMISSION & ACADEMIC STANDING COMMITTEE (Policy)

Annual Report to Senate for 2015-2016

June 14, 2016

Committee Members 2015-2016

Bob Perrins (Chair)
Jeff Banks, Registrar (Acting) (Secretary)
Peter Williams (Dean, Pure & Applied Science)
Jeff Hennessy (Dean, Arts (Acting))
Heather Hemming (Dean, Professional Studies)
Jeff Banks (Director)
Brian Van Blarcom (Arts Head)
Christian Thomas (Arts)
Ian Hutchinson (Prof. Studies Director)
David Piper (Prof. Studies)
Sonya Major (Science Head)
Rob Raeside (Science)
Anna Robbins (Theology)
Fallis Thompson (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.

This committee did not meet during the 2015-16 academic year.

Respectfully submitted by the Chair,



Bob Perrins
Vice-President Academic (Acting)
Chair, Admission and Academic Standing Committee (Policy)

President Ivany's Report to Senate (*circulated separately*)

Recommendations to Senate from the Academic Planning Committee Concerning Operationalizing Principles and Priorities Arising from the December 2015 Senate Visioning Exercise

On the basis of the opinions generated by the December 2015 Senate visioning exercise (see Senate Agenda of 14 March 2016 for a copy of the group contributions to that exercise), the APC offers the following recommendations for the priorities, goals, and tasks of Senate Committees. The order does not imply any ranking on the part of the APC, and is based on Question #2 posed during the December 2015 visioning exercise (“Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalizing these principles and priorities? What supports/obstacles might you expect?”):

Group 5: “Opportunities afforded by the U4 model need to be explored/actioned as appropriate.” The APC recommends *that Senate as a body explore connections / relationships with other institutions.*

Group 1: “Operationalizing what we mean by a liberal education – should there [be] central courses that all students take – [a] common core.” The APC recommends *that the newly-established Curriculum Policy Committee review and operationalize the concept and practice of a Liberal Education.*

Group 2: “Timetabling needs to be re-thought (e.g. science students need labs but that means they can’t take a lot of Arts courses due to scheduling).” The APC recommends *that the TIE Committee review current practices of the scheduling of Science laboratories.*

Group 5: “Timetabling – needs to be examined to create greater flexibility for students. This can be within the existing two-semester framework, or we can also look at spring/summer expansions for students to complete their studies in 3 years, for example. (Fee structures, etc., could be looked at).” The APC recommends *that the TIE Committee determine the feasibility of broader offerings in spring/summer sessions, and that the Registrar review current fee structures with the intention of facilitating flexibility for students.*

Group 2: “Role of Technology in learning” / Possibilities of alternatives (“Hybrid course offerings – off/online”) – The APC recommends *that the Academic Technology Committee should be revitalized and consider these issues.*

Group 6: “Talk of pedagogy needs to happen outside of the bargaining table (for example, class sizes, teaching hours, etc.) / Who is to initiate this? How do we ensure that these provide a safe and trusting environment? / A bottom up idea could be an option, let the ideas come from the departments and the faculties / The Board [of Governors] needs to understand what the issues are and be open to hear from faculty.” The APC recommends *that the Teaching Resource Committee (Joint Board of Governors / Senate) develop a strategy to determine from all stakeholders what resources are needed to be effective teachers.*

Group 8: “[Explore] ways of fostering innovative curricular programming options... e.g. a course is 3h per week: can we use those 3h in more innovative ways, like flipping a classroom?” The APC recommends *that the newly-established Curriculum Policy Committee consider options for class delivery options extending beyond the 3h / 6h option, considering the models for alternative delivery formats already in place in some programs.*

Group 8: Enhancing Research Opportunities – “improve showcasing of student research (esp. in Arts)”; “research funding challenges - engage donors, etc. to fund student research”. The APC recommends *that the Senate Honours Committee consider strategies to strengthen undergraduate research opportunities and profiles.*

Finally, the APC recommends the *Creation of Ad-Hoc Committees by Senate to consider the academic dimensions of Diversity and Inclusion and of Community Engagement.*



OFFICE OF THE PRESIDENT

TO: MEMBERS OF SENATE, ACADIA UNIVERSITY
FROM: RAYMOND E. IVANY, PRESIDENT AND VICE-CHANCELLOR
SUBJECT: INSTRUCTOR EMERITI
DATE: JUNE 6, 2016

The Awards Committee for Honorary Degrees and Emeriti Distinction (Awards Committee) received a request from Dr. Peter Williams asking that the committee consider the inclusion of the category of Instructor for the status of Emeriti.

The committee met to discuss the request in October 2015 and February 2016, and after thorough review, recommend to Senate that Instructors be included in the Emeriti status, and that the *Professores, Librarian and Archivist Emeriti Guidelines* be revised to: *Professores, Librarian, Archivist and Instructor Emeriti*.

The current document with the proposed draft revisions is included.

June 6, 2016

Raymond E. Ivany

Date

President and Vice-Chancellor

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

Professores, Librarian, Archivist and Instructor Emeriti Guidelines

The title of Emeritus is an honour to be conferred upon a retiring or recently retired Professor, Librarian, Archivist or Instructor who is being recognized for a distinguished academic career and exemplary service to Acadia University.

Criteria

The Emeritus title:

- Is an honour that recognizes scholarly and professional excellence as well as meritorious service to Acadia University over an extended period of time.
- Reflects a standard of excellence that normally includes national and/or international recognition.
- Is conferred upon a retiring or recently retired (within 5 years of retirement) Professor/Librarian/Archivist/Instructor.
- Is normally reserved for those individuals who have at least 10 years of full-time service at Acadia University.

Nominating Procedures

1. A call for nominations to the University Community, Vice-President Academic, University Librarian, Deans, Directors and Department Heads for the Emeriti Distinction will occur by October 1st of each year.
2. Nominations may be submitted by a Department, Unit, School, Programme, Dean, VP Academic, University Librarian or by the nominee him/herself and, in all cases, must have supporting documentation attesting to their worthiness of this distinction. In the case of self-nominations, the nominee's Department (and/or Interdisciplinary Program) and Dean(s) will be asked to provide a letter of support.
3. Where a Department/Unit/School/Programme, a Dean, VP Academic or University Librarian decides to nominate a retiring or recently retired Professor/Librarian/Archivist/Instructor, the Head/Director/Coordinator is to inquire of the individual whether s/he wishes to be so considered for this distinction.

4. Where a Professor/Librarian/Archivist/Instructor agrees to let her or his name stand, s/he is to provide a dossier, including a curriculum vitae and other supporting documentation for consideration by the Committee. This dossier is to be forwarded to the President's Office normally no later than January 31st.

Selection Process

1. All nominations will be reviewed by the Awards Committee.
2. The Committee may decide to:
 - a. Recommend the nomination to Senate
 - b. Seek additional information from the nominator in which case the nomination may be held over for further consideration
 - c. Not recommend the nomination .
3. The Committee's report to Senate shall include a list of all candidates in categories 2(a) and 2(c); the Committee's recommendation regarding each candidate (i.e., recommend / not recommend the candidate); and a brief explanation of the grounds for their recommendation in each case.
4. Voting at Senate shall be through a secret ballot indicating support / lack of support for each candidate. A two-thirds majority vote in either direction shall be binding. Candidates that do not receive a two-thirds majority vote in either direction may, if the candidate and nominator(s) so desire, be resubmitted for reconsideration by the Committee in the following year.
5. Professors/Librarians/Archivists/Instructors upon whom Senate confers the Emeritus distinction will have their names listed in the record of Convocation.

Privileges of Emeritus Title

- To be able to serve on undergraduate and graduate theses committees.
- To have their names listed in the Acadia University calendar.
- To be invited to Convocation and the academic procession.
- To have access to full faculty library privileges.
- To be provided with Datatel access by special request (e.g. holders of research grants).
- To be entitled to bear the title "Professor/Librarian/Archivist/Instructor Emeritus".
- To have access to shared office/lab space should space be available, subject to annual review (key access to this space to be obtained by special request).

Motion from the By-laws committee

Background:

In January 2015, the By-laws committee, in consultation with the chairs of the Faculty Development and Academic Technologies Committees, determined that there was a lot of “commonality” between the two committees. On April 13, 2015, Senate passed a motion approving the merger of the Faculty Development Committee and the Academic Technologies Committee:

“that the Academic Technologies Committee and the Faculty Development Committee be merged to form a Faculty Support Committee.”

The Chairs of the two committees have been working with members of their respective committees and the By-laws committee over the last year to propose a new mission statement and membership of the Faculty Support Committee. The new mission statement closely resembles the original mission statement of the Faculty Development Committee. However, members noted that Acadia already has the Research Office that supports faculty in the area of research. Thus, the word “research” has been replaced with “use of academic technologies.” As well, it was noted that some of the duties of the former Academic Technologies Committee might be considered responsibilities of administrative staff (specifically the Executive Director of Technology Services and her/his managers). Furthermore, the Faculty Support Committee can and should consult with such staff on an as needed basis.

Committee:
Faculty Support Committee

Type: Standing
Status: Active

Mission Statement:
To contribute to the success and development of Acadia University Faculty in teaching, use of academic technologies, and overall professional development.

Duties:

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

Membership (8)	Term	Retirement	Replacement Period
1 VPA (or designate)	ex-officio		
1 Association of Atlantic Universities FDC rep	ex-officio		
1 Coordinator of Academic Technologies	ex-officio		
1 Arts	3 yrs.		
1 Prof. St.	3 yrs.		
1 P & A Sc.	3 yrs.		
1 Theology	3 yrs.		
1 Librarian	3 yrs		
1 Student	1 yr.		

Procedures for Appointment

Chair: Elected by the committee members.

Faculty: Nominated and elected within each Faculty.

Student: Appointed by the ASU VP Academic

Motion that Senate adopt the Acadia University Open Access Policy

Introduction

Acadia University is committed to disseminating research and scholarship as widely as possible. Open-access literature is digital and freely accessible at the point of use for the reader. It normally contains less copyright or licensing restrictions so researchers and the wider community can rapidly share and benefit from the results of the research.

This policy encourages all members of the research community at Acadia University to recognize and participate in open access principles and practices. It is a reminder to Acadia's research community of the Tri-Agency Open Access Policy on Publications (February 27, 2015) and is designed to increase awareness of its directives. It is intended to facilitate long-term preservation and access to Acadia's intellectual output. The policy applies to all the members of the research community at Acadia University including but not limited to faculty, students, and staff.

Policy

Without contravening any collective agreements in place at the University:

1. Acadia scholars are encouraged routinely to provide a copy of their article published in a journal or conference proceeding to place in the non-commercial open access institutional repository *Acadia Scholar*, and to deposit in other open access repositories where such deposit is required by a funding agency, or desired by the author.
2. The scholarly work would be deposited, as the author's final post-peer review manuscript or (where permitted by the publisher) the publisher's PDF, immediately on acceptance for publication.
3. Wherever possible, open access would be provided immediately upon acceptance for publication.
4. The Vaughan Memorial Library shall maintain an institutional repository (e.g., Acadia Scholar).
5. The Vaughan Memorial Library shall manage an institutional repository according to international standards for institutional repositories.
6. The Vaughan Memorial Library will support researchers in adhering to this policy.
7. In the event that a faculty member is requested to assign all or a part of his or her copyright in such scholarly works as part of a publication agreement, the faculty member is encouraged to request in the publication agreement the right, at a minimum, to deposit in the institutional repository *Acadia Scholar*. The *Scholarly Publishing and Academic Resources Coalition (SPARC) Canadian Author's Addendum to Publication Agreement* may be used for this purpose.
8. Researchers in receipt of Tri-Agency funding must comply with the [Tri-Agency Open Access Policy on Publications](#), by

- a. depositing their final, peer-reviewed publications in an institutional repository within 12 months of publication, or by
 - b. publishing their peer-reviewed articles in a journal which offers immediate or eventual open access within 12 months
9. Scholars are encouraged to consider open access and affordable/sustainable scholarly communication venues in deciding on where to publish scholarly work.
10. Scholars are encouraged to deposit other types of full-text works in Acadia Scholar such as conference publications, monographs, and posters, and any other material deemed appropriate as representative of the individual's scholarly or creative output.

Procedures:

1. Researchers will contact the Vaughan Memorial Library or the Division of Research and Graduate Studies for further information regarding open access and compliance with Tri-Agency requirements
2. The Vaughan Memorial Library will assist the research community with the deposit and posting of scholarly material into the institutional repository i.e, *Acadia Scholar*
3. Students with a thesis requirement will continue to follow Acadia's [Electronic Thesis Deposit Procedures](#). Senate passed the electronic theses mandate for graduate and undergraduate students on the 14 October, 2008.

Guidelines:

1. All members of the Acadia research community are strongly encouraged to deposit their scholarly works, into the institutional repository *Acadia Scholar*.
2. In most cases, the publisher determines the form in which an article may be made accessible in the institutional repository (e.g. pre-print, post-print, or published version.) Tri-agency grant recipients are responsible for determining which publishers allow for the retention of copyright or what permissions are included in their publishing agreement(s). All researchers are encouraged to determine their author rights before selecting a publisher.

Reporting and Review

The University Librarian will submit an annual report to the Chair, Senate Library Committee on Open Access participation through Acadia's institutional repository, *Acadia Scholar*.

Credits

This policy is adapted (with permission) from the Senate Library Committee, Mount Saint Vincent University. (2016). *Open Access Policy* (SLC-2016-01). Retrieved from the Mount Saint Vincent Senate Website:

<http://www.msvu.ca/en/home/aboutus/universityprofile/senate/policies/default.aspx>

and adapted (with permission) from the Research Advisory Committee, University of Prince Edward Island. (2012) *Open Access & Dissemination of Research Output*. Retrieved from the UPEI Website: <http://www.upei.ca/research/policies>

Notice of Motion from the By-laws committee

Be it moved that the length of term of membership of faculty (including librarian) members on the Senate Library Committee be changed from two to three years

Rationale:

Over the past year the Senate Library Committee has reviewed its mandate and the structure and length of term of its membership. The Senate Library Committee recommends that the length of membership for the Faculty (including librarian) committee members be extended to three years (from two) with the terms for the students remaining the same: i.e., one year. This would allow some continuity on the committee and create the opportunity to discuss and move on some larger issues with representatives on the committee having more familiarity with pertinent details. The change would also make the terms of service similar to the term lengths of other Senate committees. It is still important that the committee receives input across a number of disciplines and faculties, and therefore the number of members on the committee should remain the same. The mandate was reviewed and reaffirmed by the Senate Library Committee.

As a point of reference:

Current Membership & Terms of Reference of the Senate Library Committee

Duties:

The University Librarian, liaison Librarian, students, and faculty members work collaboratively:

- 1) To consult actively with their constituents, to offer another conduit through which constituents convey their academic concerns regarding the library and to address these concerns by various means, including the formulation of policies;
- 2) To advocate for necessary and appropriate resources for the academic functions of the library;
- 3) To develop policy recommendations with regard to the library's collection development;
- 4) To develop policy recommendations with regard to the library's support of research
- 5) To make an annual report

Current Membership & Terms

1 University Librarian	ex-officio
1 Chair (Senator)	3 year
1 Professional Librarian	1 year
1 Arts	2 year
1 Arts	2 year
1 Prof. Studies	2 year
1 Prof. Studies	2 year
1 P&A	2 year

1 P&A	2 year
1 Theology	1 year
1 Student (VP Academic)	1 year
1 Student	1 year
1 Graduate Student	1 year

Procedures for Appointment of Faculty: Nominated and elected within each Faculty two members with each appointed for either a one year or two year term on a rotational basis throughout all academic units, with no one unit sitting twice before other units have served one term.

Procedures for Appointment of Chair: Committee Chair is nominated by the Nominating Committee from the membership of Senate, with further nomination from the Senate, and elected by Senate.

Procedures for Appointment of Librarian: Nominated and elected within the Professional Librarian Group

Process for change:

If this motion is passed, the present Senate Library Committee members will set up an internal and initial process so that the length of the present terms (two years) be staggered to avoid a complete overhaul of committee members at one time.

Notice of Motion from the By-laws committee

Be it so moved that the University Librarian be added to the Senate Executive *ex officio*

Rationale:

Over the past year the Senate Library Committee has been reviewing its mandate and as part of this review were surprised to discover that the University Librarian was not part of the Senate Executive. As a consequence of this discovery, and since the other deans and the Registrar do sit on the Executive, the Senate Library Committee recommended that the University Librarian be added to the Senate Executive *ex officio*. The Librarians and Archivists were actively consulted as part of this process and were unanimous in their support of the position of University Librarian being added to the Senate Executive.

The importance of the Vaughan Memorial Library at the centre of the teaching, research, and learning process is well understood at Acadia. Librarians and Archivists sit on Senate and numerous Senate sub-committees. The University Librarian sits on both Curriculum Committees (Administrative) and Curriculum Committee (Policy) in an *ex-officio* role. Like the Deans, the University Librarian sits on Senate sub-committees such as the Academic Planning Committee (*ex officio*). Senate is the most representative body on campus. The Senate Library Committee would like to add the role of University Librarian to Senate Executive.

As a point of reference:

Current Membership & Terms of Reference of the Senate Executive Committee

Duties:

- (1) between meetings of Senate, to consider matters that in its judgement call for senatorial action or that by statute law may require senatorial action;
- (2) to consider matters referred to it by Senate
- (3) in extraordinary circumstances dictated by time constraints, and from submissions of the Nominating Committee, appoint a Senator(s) to specific Senate and/or other University Committees. The Senator(s) so appointed may serve on the specific committee prior to the upcoming meeting of Senate where the appointment will be confirmed or modified.

Membership (12)	Term
1 Chair of Senate	ex-officio
1 Deputy Chair of Senate	ex-officio
1 President	ex-officio
1 Vice-President (Academic)	ex-officio
1 Dean of Arts	ex-officio

1 Dean of P&A Sc.	ex-officio
1 Dean of Prof. St.	ex-officio
1 Dean of R & G Studies	ex-officio
1 Registrar (Secretary) (Non-voting)	ex-officio
1 Dean of Theology (Theology Only)	ex-officio
1 Student Vice-President Academic	ex-officio
1 Senate Representative	1 year
1 Senate Representative	1 year
1 Senate representative	1 year

Chair: Chair of Senate (Ann Vibert currently)

Procedures for Appointment: Senate representatives are nominated by the Nominating Committee, with further nominations from Senate, and elected by Senate.