Office of the Senate Secretariat

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ACADIA
UNIVERSITY

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 9:00 am on Wednesday, 11th May 2016 in BAC 132.

The agenda follows:

1. Approval of Agenda

2. Minutes of the Meeting of 11 April 2016

3. Announcements

4. Time-sensitive Items

   a) Approval of the List of Graduates for the Convocation of May 2016 (*to be circulated*)

   b) Nominating Committee: Senate Vacancies

5. New Business

   a) Notice of Motion from the By-laws committee re: Merging of Academic Technologies Committee into the Faculty Support Committee (*attached*)

   b) Motions from the By-laws Committee. Motion #1 that the Admission and Academic Standing committee be changed from a standing committee to an ad-hoc committee (*attached*).

   Motion #2 that the Academic Discipline Appeals committee be changed from a standing committee to an ad-hoc committee (*attached*).

   c) Senate Committee Annual Reports (*attached*)

      i.   Senate Executive Committee (2015-2016)
      ii. Graduate Studies Committee (2015-2016)

iii.   Research Committee (2015-2016)
iv.   Research Ethics Board (2015-2016)
v.   Scholarships, Prizes and Awards Committee (2015-2016)
vi.   Archives Committee (2015-2016)
vii.   Honours Committee (2015-2016)
viii.   Disability Policy Committee (2015-2016)
ix.   Library Committee (2015-2016)
x.   Awards Committee (2015-2016)
xi.   Timetable, Instruction and Examinations Committee (2015-2016)
xii.   Academic Integrity Committee (2015-2016)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Enabling Motion:

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2016, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

List of Graduates for the Spring Convocation will be circulated separately.

Notice of 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 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

Motions from the By-laws Committee

Motion 1

Given that, at the Senate meeting of 13 April 2015, the following motion was passed,

4 (e) (ii) Motion that the Admission and Academic Standing Committee (Appeals) be changed from a standing committee to an ad-hoc committee to be constituted as needed from a pool of eligible and willing members, and to be guided by the existing membership of the committee'.

the By-laws Committee moves that the description of the Admission and Academic Standing Committee (Appeals) be struck from the list of Senate Standing Committees and that the committee be added to the list of Senate Ad Hoc Committees in the following terms:

ADMISSIONS AND ACADEMIC STANDING COMMITTEE (APPEALS)

1. The Admissions and Academic Standing Committee (Appeals) shall be activated as needed, by the Chair of Senate, serving as Chair of the committee. The membership of the Admissions and Academic Standing Committee (Appeals) shall be elected in accordance with Article VI. 1. and shall be as follows:

   o The Chair of Senate, Chair
   o Two members of the Faculty of Arts
   o Two members of the Faculty of Professional Studies
   o Two members of the Faculty of Pure and Applied Science
   o One member of the Faculty of Theology
   o One student
   o The Registrar or delegate (non-voting)

2. The duties of the Admissions and Academic Standing Committee (Appeals) shall be:

a.   To hear appeals in respect to or arising from academic regulations or the interpretation of such regulations that have not been resolved at the Departmental, School or Faculty level or through the Registrar's Office.

Motion 2

Given that, at the Senate meeting of 13 April 2015, the following motion was passed,

(iii) Motion that the Academic Discipline Appeals committee be changed from a standing committee to an ad-hoc committee, to be constituted as needed from a pool of eligible and willing members, and to be guided by the existing membership of the committee.

the By-laws Committee moves that the description of the Academic Discipline Appeals Committee be struck from the list of Senate Standing Committees and that the committee be added to the list of Senate Ad Hoc Committees in the following terms:

ACADEMIC DISCIPLINE APPEALS COMMITTEE

3.   i.   The Academic Discipline Appeals Committee shall be activated as needed by the Chair of Senate, after notification by the Vice-President (Academic). The membership of the Academic Discipline Appeals Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

  o One member of the Faculty of Arts
  o One member of the Faculty of Professional Studies
  o One member of the Faculty of Pure and Applied Science
  o Two students

ii.   The duties of the Academic Discipline Appeals Committee shall be:

a.   To deal with any matter of academic discipline which cannot be resolved by the Vice-President (Academic).

SENATE EXECUTIVE COMMITTEE REPORT TO SENATE

May 11, 2016

The Senate Executive Committee met on Monday September 28 and November 23, 2015 and January 25th and April 13th, 2016. As indicated in the Committee's annual plan outlined in the October report to Senate, Senate Executive this year focused on the planning and monitoring of initiatives following from the Senate Executive White Paper. These initiatives comprised the list of topics for consideration in 2015/2016 endorsed by Senate, specifically:

- Academic integrity issues
- Equitable distribution of Tier 1 Scholarships
- Where Acadia sees itself in 10 years: Big picture discussions
- Mandate of the new Curriculum Committee (Policy), and under that committee a) consideration of consistency of minors and majors; b) consideration of a common requirement of 6 credit hours of English or equivalent writing intensive course approved by Senate; c) review of the level of 1st, 2nd or 3rd year courses and whether there are differences among them
- Continued work on changes to the slot system, including consideration of differential credit hours (to be taken up by both the Curriculum committee and the T.I.E. committee)
- Consideration of mechanisms/processes for large scale degree and program changes, under the purview of both the Academic Planning Committee and Curriculum Committee

The first two initiatives are currently on the agenda in the form of reports from the relevant sub-committees. The Big Picture discussions and implications arising for Senate and Senate sub-committees have been on-going agenda items across this year, and continue presently. The new curriculum committees, including their memberships and mandates, were constituted by Senate at the April meeting. Presumably the curriculum committees will be addressing, in concert with other relevant Senate sub-committees, the remaining initiatives as part of their unfolding agenda. In short, while we are not where we imagined in September that we might be on these initiatives, deliberations on all are underway and/or up-coming.

Ann Vibert
Senate and Senate Executive Chair

Senate Committee on Graduate Studies
Annual Report to Senate
May, 2016

Committee members:

Abramson, Z. (Sociology)   MacKinnon, G. (Education; Masters)
Anderson, C. (Student – Pure & Applied Science) Mallory, M. (Biology)
Aylward, L. (Education; PhD)   McFarland, S. (Chemistry)
Barr, S. (Geology)   Potter, S. (Psychology)
Brickner, R. (Politics)   Rigg, P. (English & Theatre)
Colton, J. (Community Development)   Snow-Kropla, E. (Student – Arts)
James, K. (Student – Professional Studies)   Spooner, I. (Applied Geomatics)
Lu, W. (Mathematics & Statistics)   Whitehall, G. (Social & Political Thought)
MacKinnon, D. (Dean, RGS; Chair)

The Senate Committee on Graduate Studies met on two occasions during the 2015-2016 academic year: September 12 and February 8 (the latter involved coordinators only; discussion of AGTA awards). In addition, non-problematic business was conducted electronically on one occasion in the fall, involving curriculum changes from the School of Education and the Department of Psychology.

In addition, three subcommittees met to discuss selected issues:

> October 21: Course Registration Subcommittee
> November 12 and 30: Oral Defense Subcommittee
> November 19: Acadia Graduate Teaching Award Subcommittee

R. Perrins serve as the Interim Dean of Research & Graduate Studies during the period from January to April while D. MacKinnon was on administrative leave.

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

- *Leaves of Absence*. The Committee discussed whether there should be a limit to the number if leaves given to a student. The decision was to deal with these on a case-by-case basis.
- *Requests for oral examinations*. The committee unanimously agreed theses should be submitted four weeks prior to the exam. In rare cases, if a committee agrees to read a thesis in less time, the Dean off RGS will contact each member for confirmation.

Subcommittees were established for the following awards (recipients in brackets):

- Governor-General's Gold Medal (B. Plett; Education)
- NSHRF Scotia Scholarship (Not yet known)
- SSHRC Master's Award (A. Williams, Psychology; one incoming)
- CIHR Master's Award (J. Glover, Psychology)
- NSERC Master's Award (two incoming students)
- SSHRC Doctoral Award (Unsuccessful)
- NSERC Doctoral Award (Unsuccessful)
- Nova Scotia Provincial Scholarships (Not yet known)

Submitted by:

David MacKinnon
Chair, Senate Committee on Graduate Studies

Senate Research Committee
Annual Report to Senate
May 2016

Committee members:

Abramson, Z. (Arts)   MacKinnon, D. (Dean, RGS; Chair)
Brackney, W. (Theology)   Patterson, E. (Library)
Colton, J. (Professional Studies)   Redden, A. (Research Centre Director)
Dow, T. (Undergraduate student)   Silver, D. (Pure & Applied Science)
Klapstein, S. (Graduate student)   Trofanenko, B. (Canada Research Chair)

The Senate Research Committee has met on a number of occasions since June, 2015, primarily to host a series of focus group consultations on the Strategic Research Plan. The consultations took place as follows:

- June 11:   Consultation with Centre directors and CRCs
- June 25:   Consultation with Interdisciplinary coordinators
- June 30:   Consultation with Pure & Applied Science representatives
- August 18   Consultation with Arts representatives
- August 20   Consultation with Professional Studies representatives

In addition, the Committee met on three other occasions: July 8, September 11, and October 26. The meeting in July was held following the first three SRP consultations, to discuss feedback and determine how it might inform the remaining two consultations in August. The meetings in September and October were held to discuss the emerging Plan and how the feedback should be incorporated into it.

There were also numerous on-line meetings leading up to the submission of the new SRP to Senate in November. Committee members read multiple drafts and provided excellent feedback. D. MacKinnon did a formal 30-minute presentation of the draft Plan for Senate at its meeting on November 9. However, since formal notice of motion had not been given, Senate did not vote on the Plan until its meeting on December 14. The plan passed unanimously.

Mentoring Workshops

Research & Graduate Studies and the Senate Research Committee offered a one-day grant writing workshop facilitated by Dawn McArthur from the Child and Family Research Institute in

Vancouver. She had done a similar workshop at Acadia two years prior to this. Twenty-two Acadia faculty members attended (Pure & Applied Science=9; Arts=6; Professional Studies=4; Theology=2; Library=1). In addition, one staff member from Financial Services attended, as did three faculty members from Mount Saint Vincent University.

Following this meeting, Research & Graduate Studies and the Senate Research Committee hosted a one-day in-house grant writing workshop on August 13. Ten faculty members attended this session.

Respectfully submitted,

David MacKinnon
Chair, Senate Research Committee

RESEARCH ETHICS BOARD ANNUAL REPORT, 2015–2016

For the period 1 May 2015 to 30 April 2016:

Committee Membership: Joan Boutilier (Community), Emily Chase* (AGSA, from 1 October), David Duke (Arts), Anita Hudak (Community), David MacKinnon* (RGS, to 31 December), Stephen Maitzen (Chair), Susan Potter (PAS), Anna Robbins (Theology), Conor Vibert (FPS)

* non-voting

Meetings and Review of Applications: The REB met on 11 occasions and reviewed 94 new formal applications for ethics approval. The Chair also reviewed numerous formal requests from researchers to approve changes to previously approved research.

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.

Transitional Chair for Summer: S. Maitzen

Other comments: None

Submitted by Stephen Maitzen (Chair)

ACADIA UNIVERSITY

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

REPORT DATE: April 25, 2016

SPAC COMMITTEE MEMBERS

Membership	July 1, 2015-June 30, 2016	July 1, 2016-June 30, 2017
Arts	Stephen Ahern	Stephen Ahern
	Herb Wyile (as Diemo Landgraf was on sabbatical)	TBA
	Carlie Visser (Student Rep)	Emma Hughes (Student Rep)
Professional Studies	Scott Landry (Committee Chair)	Scott Landry (interim chair until Fall meeting)
	Igor Semenenko	Harish Kapoor
	Jocelyn Graham (Student Rep)	Senewa Sena (Student Rep)
Pure & Applied Science	Anthony Tong	Anthony Tong
	Richard Karsten	Richard Karsten
	Ryan Densmore (Student Rep)	Lucas Coxhead (Student Rep)
Registrar or Delegate	Judy Noel Walsh, Manager, Scholarships and Financial Assistance	Judy Noel Walsh, Manager, Scholarships and Financial Assistance
Financial Aid Counselor	Pamela D'Entremont (Committee Secretary)	Pamela D'Entremont (Committee Secretary)

PURPOSE AND DUTIES OF COMMITTEE

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

MEETINGS DATES

Committee meetings were held during 2015-2016 on the following dates:
September 29, 2015
December 3, 2015
March 6, 2016
April 8, 2016

Several other meetings were also held between the SPAC Chair, Secretary, and Manager of Scholarships & Financial Assistance to decide upon various awards and matters.

The Bursary & Loan Committee of SPAC met weekly throughout the academic year. Acadia's needs based bursary program assisted 115 students in the 2015-2016 academic year with a budget of $250,000.

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Entrance Scholarship Offers
To be competitive with other universities, our top entrance scholarships were valued as follows:

>   Three Chancellor's Scholarships each valued at $10,000 renewable
>   Three Board of Governor's Scholarships each valued at $8,000 renewable
>   Three President's Scholarships each valued at $7,000 renewable
>   Six International Baccalaureate Scholarships each valued at $6,000 renewable

2. Awarding of 2016 Entrance Scholarships
Through the entrance scholarship process, 1215 prospective students were offered entrance scholarships or scholar-bursaries for the 2016-17 academic year as of the date of this report. This included renewable entrance merit based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of above 80%.

3. Entrance Scholarship Application Process
The Committee reviewed the evaluation grid and the use of the information collected on the scholarship information form and the endorsement/referee form. Minor changes were made.

4. Academic Requirements for Grade Based Entrance Scholarships:
For 2016-2017 the entrance scholarship program criteria did not change from the previous year.
The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average. Students entering with a scholarship average of 90 – 94.9% also receive a $1000 non-renewable BMO Financial Group Entrance Scholarship for the 2016-2017 academic year.

5. Data Analysis – Distribution of Entrance Scholarships Among Faculties
Lengthy discussions took place at several meetings. The Committee reviewed data around high school averages and scholarship distribution by faculties. Duane Currie, Coordinator of Academic Technologies, was tasked with   providing data information about the proportion of Tier 1 and high-value scholarships by faculty. He presented this data to the Committee. The origin of asymmetry is complicated and does not arise at the work of the committee but exists prior to the committee work as a result of high school grades. An additional meeting will be held in the near future to continue discussing this asymmetry before presenting to Senate.

6. Review of Committee Mandate

The Committee duties were reviewed. The duties were updated, a committee quorum was established, and a faculty member was added to each of the 2 sub-committees (Bursary & Loan Committee and Awards & Appeals Committee). Changes were approved by Senate.

7. Co-op Work Placement and Scholarship

Students on a co-op work term can access their Acadia scholarship only up to the amount of the co-op fee and two academic terms are needed to determine renewability for renewable monies. The Committee reviewed this current practice and the practices at other universities in relation to students' access to university scholarships while on a co-op work term. As of the 2016-2017 academic year, co-op students hold their Acadia awards on fall and/or winter co-op work terms. The Scholarship and Financial Assistance Office will work with the Co-op Office to determine eligibility for renewal. Renewable awards would only be available up to four years or until the student graduates as per the University awards terms and conditions.

Respectfully submitted,

Pamela D'Entremont   Scott Landry
Secretary   Chair

SENATE ARCHIVES COMMITTEE ANNUAL REPORT, 2015-16
May 2, 2016
COMMITTEE MEMBERSHIP:
Arts Representative: Claudine Bonner (2017)
Arts Representative: Michelle Boyd (2018)
Arts Representative: Jennifer MacDonald (2016)
Professional Studies Representative: Brenda Trofanenko (2017)
Pure & Applied Sciences Representative: Catherine Morley (2016)
Theology Representative: Carol Anne Janzen (2017)
1 Alumni Appointee: Vacant
1 Convention of Atlantic Baptist Churches Appointee: Ron Baxter (2018)
Student Representative: Emily Gaunce (2016)
Archivist: Pat Townsend (ex-officio)
Archivist: Wendy Robicheau (ex-officio – on sabbatical)
University Librarian, Acting: Ann Smith (ex-officio)

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.

PROCESS: Over the course of the year, the Senate Archives Committee met on three occasions:
October 1, 2015; November 12, 2015; May 2, 2016

The Senate Archives Committee has met three times this year. In the autumn, we set a goal of clarifying policies relating to artifacts held within the archives. This work is continuing and the committee expects to meet over the summer. Also, the Committee has ongoing concerns about the conditions for the materials housed within the archives. There are temperature and humidity problems. The Archives regularly receive new material and the Archivists and archival staff continue to improve access to existing collections. This year, there has been significant work done on the William Pearly Oliver collection. Oliver was an African Nova Scotian who attended Acadia in the 1930s. The Archives have also been working with MemoryNS, a digital catalogue of archival records from Nova Scotia. The Memory Nova Scotia website now has information about and links to our holdings.

The Senate Archives Committee continues to be very impressed with the usage of the Archives and the work done by the Archivists and archival staff. The Esther Clark Wright Archives are heavily used throughout the year. Users include Acadia students and faculty, Alumni, visiting scholars, church researchers, members of the Convention of Atlantic Baptist Churches, genealogists, and various researchers and community members. The Archives are expecting heavy use during the Believers Church Conference in June and have scheduled extended opening hours. The Archives continue to play a pivotal role by housing the records of individual of Baptist churches and of the Convention of Atlantic Baptist Churches. The Archives are very important for the research work of Acadia students. This year, the

Department of History and Classics had two students choose to do the Archival Option honours thesis: Sarah Atkinson's work was entitled "'You would hardly think it to look at them': Visual Representation of Colonialism in Bessie Lockhart's Scrapbooks" and Ryan d'Eon wrote "Morale of Canadian Censors during the Second World War". Both students gave public presentations on their work. Also, Pat Townsend worked with Zelda Abramson's SOCI 5123 on Bob Fiander's expulsion from Acadia in 1959. The students gave a very well attended public presentation of their work and it was covered in the *Athenaeum* and the *King's County Register*.

Submitted by Jennifer MacDonald , Chair, Senate Archives Committee

Senate Honours Committee Annual Report for 2015-2016

3 May 2016

Committee Members:

David MacKinnon, Dean of Research and Graduate Studies (ex-officio)
Jeff Banks, Acting Registrar (ex-officio)
Anna Redden, Faculty of Pure and Applied Science (Chair)
Jeff Hooper, Faculty of Pure and Applied Science (fall semester)
Allison Walker, Faculty of Pure and Applied Science (winter semester)
Marc Ramsey, Faculty of Arts
Cynthia Alexander, Faculty of Arts (fall semester)
Robert Seale, Faculty of Arts (winter semester)
Chris Shields, Faculty of Professional Studies
Jun Yang, Faculty of Professional Studies
Liam Murphy, Student representative, Faculty of Arts
Maya Basa, Student representative, Faculty of Professional Studies
Rylee Oosterhuis, Student representative, Faculty of Pure and Applied Science

At the 9 October 2015 meeting, Anna Redden agreed to Chair the Committee for the remainder of her term. During the year, the committee reviewed the Terms of Reference and policies of the Honours program and discussed departmental processes and the potential for standardization. Given the variability in Honours programming among departments, the committee agreed to review the assessment protocols of those departments offering Honours. Data on grades awarded for the Honours courses (4996), for the past 2 years, was requested from the Registrar's office and will be reviewed in the coming year. A meeting with Department Honours Coordinators to discuss any issues or concerns will follow the Committee review of Honours protocols and grades awarded.

Honours Summer Research Awards (HSRA)

- The Chair received a request from faculty for some revisions to the wording of the HSRA poster and application form to allow more detailed information on the applicant (research experience and other achievements) and to remove text that referred to the "quality of the research environment provided by the supervisor, and/or potential for stimulating new opportunities". The Chair met with the Dean of Research and Graduate Studies and the Dean of Arts to review the request and consider amendments. The poster and application form were revised to remove potential biases.

- Total funding awarded for HSRAs in 2016 was $107,949. Of that amount, $20,075 was contributed by individual faculty members, $17,500 was provided by the Webster Foundation Award, and $10,800 was received from the Faculty of Pure and Applied Sciences. Of the 52

applicants, 21 received an HSRA. Funding success among the 3 Faculties was similar (37-40%).

- It was noted that the USRA and HSRA award procedures use different student GPA calculations. The Program GPA (used for HSRA) can be markedly different from the Cumulative GPA (used for USRA). Because many students apply to both the USRA and HSRA programs, it is recommended that, in future, the university adopt a more consistent approach and use of the Cumulative GPA when assessing student applications to the HSRA program.

Honours Theses:

- There were 96 Honours theses submitted during the 2015-2016 academic year. Only a few submission extensions were requested and all were granted.

- The theses were reviewed by 94 external on-campus reviewers (faculty not involved in the student's research).

- The committee thanks all of our external reviewers for providing critical and constructive feedback within the review period.   This process enhances the quality of the theses submitted and the learning experience of our Honours students. And, overall, it serves to strengthen the Honours program at Acadia.

Submitted by

Anna Redden
Chair of the Senate Honours Committee

Disability Policy Committee (2015-16)
Annual Senate Report, May 11, 2016.

Members:
M. Lynn Aylward: *Chair* (Faculty of Professional Studies)
Rick Mehta (Faculty of Pure and Applied Science)
Carol Ann- Janzen (Theology)
Jamie Whidden (Faculty of Arts)
Breanna Jarvin (ASU representative)
Abu Kamara (Accessible Learning Services Coordinator, *ex-officio*)
Kathy O'Rourke (Disability Resource Facilitator, *ex-officio*)
Jeff Banks (Acting Registrar; *ex-officio*)

Duties:
1.   to monitor the implementation of the Senate *Policy Regarding Support and Accommodation for Students with Disabilities*"

2.   to conduct an annual review of the policy regarding students with disabilities that affect learning, and if necessary, recommend to Senate amendments to the policy;

3.   to deal with any other matters which Senate might refer to the Committee.

Report:

The committee met twice this year March 22nd and May 3rd.

1. With respect to the monitoring of the implementation of the policy,

The *Disability Resource Facilitator* provided the following information,

- Approximately 325-350 Acadia students with disabilities are registered at the Accessible Learning Services Office
- About 50% of those students access accommodations services, mainly exam arrangements
- Approximately a 16% increase this year in exam accommodation requests
- There are less requests for technology training, tutor services, note-taking services facilitated through the Accessible Learning Office.

The *Accessible Learning Services Coordinator* highlighted the following activities of the

office this year,

- Professors' referrals made to 1st Year Advisor or Accessible Learning Services can flag *Early Alert* program regarding students' progress.
- Many mental health related concerns are surfacing in addition to students coping with transitional issues of university life
- *Mentorship Program* Pilot phase pairing more senior of graduate students with 1st year students. Mentorship meetings 1X per week. Purpose is to offer support to beginning students as they navigate their transition to university life.
- *Quiet Study Space* Accessible Learning Services is offering quiet study space in their office area (5-11 p.m.) for students registered with the office.
- *International Students*. Noted that there is not a high number of international students accessing learning supports
- *Universal Design for Learning* Accessible Learning Coordinator would like to explore ways to collaborate on Faculty Development initiatives around Universal Design for Learning principles. This approach works towards creating an accessible learning environment that responds to all student diversity rather than the current practice of "accommodating" students in more of a reactive mode based on disability qualification.

2. The committee agreed that the Appeals wording of the policy needed to be revised. Revised wording for the policy will be ready for Senate to review at its June meeting.

3. There were no items referred to the committee by Senate this year.

Report of the Senate Committee on the Library
2015-2016

The Senate Committee on the Library met three times this academic year, October 1, and March 3, and April 28. The members of the Committee are: Kendra Carmichael-School of Business; Krista Kroeninger- Graduate Student Representative; Barb Moore – Faculty of Arts; John Murimboh-Faculty of Pure and Applied Science; Christian Thomas – Faculty of Arts; Fallis Thompson-AU Student Representative; Andy Tong-Faculty of Pure and Applied Science; Brenda Trofanenko-School of Education; Britanie Wentzell – Professional Librarian; Glenn Wooden, Faculty of Theology; Ann Smith-University Librarian, Acting; William Brackney-Member of Senate and Chair. Kelly Bennett has served as our secretary to the Committee.

Two programmatic matters were priority items this year: the Open Access Policy and Research Data Management. Ann Smith presented a description of the Open Access Policy drafted by Library staff, and the Committee unanimously approved the Policy: whereby all members of the research community at Acadia University recognize and participate in Open Access principles and practices. It is a reminder to Acadia's research community of the Tri-Agency's Open Access policy of publications.

One of our professional librarians, Maggie Nielson, made a presentation on issues connected with Research Data Management. This is a broad term used to describe the structure, organization, maintenance, and overall stewardship of research data. A data management plan is expected to be mandated by the tri-council agencies (CIHR, NSERC, and SSHRC) in the next five years.

Another area of concern for the Committee was to review the mandate of the Senate Committee on the Library. A Subcommittee of Smith, Wentzell, Moore, and Carmichael was given the task to review the existing mandate, and the Subcommittee reported in April. The review concluded that the Committee should retain its current mandate, with two additional recommendations: *viz.*

that the University Librarian be added *ex officio* to the Senate Executive Committee; and in keeping with other Senate Committees, committee members' terms should be three years in duration (staggered terms). The Committee adopted both recommendations, to be forwarded to the Senate Bylaws Committee.

Other items suggested for Committee attention will be placed on the agenda for next year, through the secretary.

We are most grateful for the leadership and support of the University Librarian, Acting, Ann Smith.

For the Committee,

William Brackney, Chair

ACADIA
UNIVERSITY

Awards Committee for Honorary Degrees and Emeriti Distinction
(Awards Committee)
Annual Report for 2015-2016
May 3, 2016

Committee Members 2015-2016:

Mr. Ray Ivany, President & Vice-Chancellor (Chair)
Dr. Xiaoting Wang, Faculty of Arts Representative (until December 31, 2015)
Dr. Derek Charke, Faculty of Arts Representative, (after January 1, 2016)
Dr. Harry Gardner, Acadia Divinity College/Faculty of Theology Representative
Ms. Suzanne Gray, SRC Representative
Ms. Ashley Parsons, Faculty of Pure and Applied Science Representative
Mr. John Rogers, Board of Governors Representative
Dr. Roxanne Seaman, Faculty of Professional Studies Representative
Ms. Pat Townsend, Librarian/Archivist Representative
Ms. Kathy O'Connor, Recording Secretary

The Purpose of the Committee is to:

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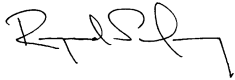3. recommend nominees thereon to Senate.

Meetings 2015-2016:

October 1, 2015
February 17, 2016

Summary of Committee Activities:

A call for nominations was sent to the campus community in October 1, 2015. Following thorough review and discussion, the Committee forwarded to Senate for a vote by secret ballot a total of six Honourary Degrees and three Professor Emeritus nominations, of which all received approval by Senate.

As well, the Awards Committee considered the inclusion of the category of Instructor for the status of Emeriti. Following careful examination and discussion, all committee members are supportive of bringing this recommendation forward to Senate in 2016-2017.

Respectfully submitted by the Chair,

Raymond E. Ivany
President and Vice-Chancellor

Timetable, Instruction Hours, and Examination (TIE) Committee Report
Annual Report to Senate (2015 – 2016)
May 6, 2016

<u>Members</u>
Rick Mehta, Faculty of Pure and Applied Science, Chair
Christianne Rushton, Faculty of Arts (September to December 2015)
Lisa Narbeshuber, Faculty of Arts (January to April 2016)
Scott Landry, Faulty of Professional Studies
Jeff Banks, Acting Registrar, ex-officio
James Sanford, Senior Director Student Affairs, ex-officio
Ryan Densmore, Student Representative
Jocelyn Graham, Student Representative

The TIE Committee met every two weeks over the past academic year and discussed seven major issues, which are summarized below.

1) The issue of the <u>slot system</u> (timetable reform) was the item that was discussed most extensively over the past year. The committee discussed the pros and cons of changing the slot system. Unfortunately, changing the slot system would not address the core problem, which is that some slots (especially between 10 am and 2 pm) tend to be popular times to hold classes while other slots (e.g., 8:30 am classes, the last slot on Monday, Friday afternoons) tend to be underused. Rather than reform the timetable, the TIE Committee advocates that Heads and Directors encourage faculty members in their units to spread out the times that courses are offered.

2) The issue of setting aside a <u>family friendly meeting time</u> was discussed. In the past, the committee had proposed using a slot on the late afternoon on Tuesdays, but that proposal was rejected because the slot was considered too late in the day to be family friendly. Any other time that could be used would lead to two or three slots being unavailable for class time. Aside from the issue of which time slot could be set aside, two other complications were raised. The first one was the challenge of defining family given that there is far more diversity and flexibility in life paths, as well as stages within these life paths, now compared to the past. A challenge that arises from this diversity is that a time slot that would be family friendly for some individuals may not be family friendly for other individuals. The second complication was that the committee foresees that multiple departments and committees would be competing to meet at the one slot instead of spreading them out based on the schedules of the majority of the committee members; in other

words, the committee's position is that having a specific time set aside for meetings would create more problems than it would solve.

3) The issue of the Fall Study Break was discussed. The survey results from this past year suggest that there is no consensus with regard to the timing of the break, with roughly equal percentages of people preferring to have no break, liking that the break was in October, preferring that the break be in November, or splitting up the break so that both the Thanksgiving and Remembrance Day holidays are expanded by a couple of days. Jeff reported that the consensus reached at a meeting of Registrars was that having the break in October was too early and that it was particularly disruptive to new students who are just starting to get into a work routine for the semester. For the 2016-2017 academic year, the committee examined the calendar dates and took the position that it would be best to split the break over the Thanksgiving and Remembrance Day holidays.

4) The committee set up the Calendar dates (e.g., when classes and exams start and end) for the next two academic years.

5) The committee discussed ways of dealing with exceptions for examinations. Although the vast majority of faculty members are reasonable when it comes to special requests for the scheduling of examinations, there are a few who strongly request that their examination be held at specific dates and times. In some cases, the demand/request may not be for appropriate reasons (e.g., requesting that an exam be held early in the exam period to accommodate vacation plans). Rather than recommend a new set of policies, the committee believes that it would be better to more strongly follow polices that are already in place in the Collective Agreement and Senate regulations. The committee dealt with this issue by asking Jeff to raise it at a meeting of the Deans so that a conversation could be started about what requests are appropriate versus what requests are not appropriate, and about faculty members making alternative arrangements if they have to be away from their exam for a legitimate reason (e.g., a colleague could supervise a final exam if a faculty member has to be away to attend a conference or collect data). Another option is to go back to the policy that is already in place, which is that faculty members who need to make special requests direct them to the appropriate Head, Director, or Dean, as opposed to the Registrar's Office. Simply starting the conversation may have aided in reducing the number of exception requests for the scheduling of the Winter 2016 final exams.

6) The committee discussed the idea of expanding the definition of an exam conflict to the following three scenarios: three exams in 24 hours, four exams in 48 hours, or five exams in 72 hours. Because it was too late to implement this change into the exam schedule in the 2015-2016 academic year, we asked Richard West (Information Services) to monitor the winter exam schedule and identify how many students were impacted so that the Registrar's Office could communicate with the students directly. Six students were identified. The committee plans to monitor how many students are impacted next year and to investigate whether the technology at Acadia could handle the expansion of the definition of an exam conflict before deciding whether this change should be implemented.

7) The committee dealt with one complaint from a student (who graduated from Acadia a few years ago). After extensive discussion of the complaint, the committee decided that it was outside of our purview and informed the student of our decision.

Respectfully submitted,
Rick Mehta, Chair, TIE Committee

ACADEMIC INTEGRITY COMMITTEE

Annual Report to Senate for 2015-2016

May 10, 2016

Committee Members 2015-2016

Dr. Susan Potter, Chair (Pure & Applied Science)
Dr. Jeff Banks, Acting Registrar
Dr. Stephen Ahern, Arts
Dr. Jason Holt, Professional Studies
Dr. Paul Arnold, Pure & Applied Science
Ms. Anne Smith, Library
Ms. Carlie Visser, student representative

In October, 2015, the Academic Integrity Committee (AIC) met and decided to focus on the following questions this year:

1. How can the current academic integrity policy be improved (in terms of the way infractions are penalized, the communication of expectations and penalties to students, for example) without infringing on academic freedom?

2. Further review of the central registry of infractions; consider developing a policy regarding the registry taking into consideration factors such as FOIPOP legislation.

The AIC met four times: October 5, November 9, January 20, and April 25. In addition, I (Susan Potter) met with library representatives, Anthony Pash and Brittanie Wentzell, on February 18 to discuss how the library can help educate students about academic integrity issues (what constitutes plagiarism, cheating, etc).

The AIC had a number of very productive discussions that made it clear that the issues involved in developing and implementing a strong academic integrity policy are very complex. The committee followed up on the progress made during the previous year in identifying a range of important issues, including, for example:

a. different consequences for academic integrity infractions across departments and faculties
b. inconsistencies in terms of who deals with the infractions and imposes the penalties (i.e., the instructor, department head, committee, etc)
c. some departments have specific penalties for first, second, and third infractions while others do not (and the current university policy is vague on this point)
d. how to have a firm university-wide policy while respecting academic freedom (particularly with respect to the nature of the penalties and who imposes them)

e. how to educate students with respect to academic integrity – what it is, what constitutes an infraction, why it is important, and so on
- the library has an award-winning tutorial called "You quote it, you note it" that is an excellent educational tool, but how do we ensure that students are doing the tutorial, and should other resources be added?

f. what do we do about the central registry of infractions?
- this is an excel spreadsheet kept by the registrar's office that documents academic integrity infractions – however, the details of the infractions and the consequences are not consistent from one entry to another
- not all professors and students are aware of its existence
- some professors use it to check if an infraction is a student's first offence before giving a penalty for an infraction

Among the issues raised, the committee discussed various approaches to improving the consistency with which infractions are handled across departments. However, because different departments would be expected to encounter different types of infractions, and not all infractions are comparable (e.g., not properly paraphrasing one or two paragraphs in an essay versus plagiarizing most of it), it quickly became evident that the policy would need to be vague enough to be widely applicable but detailed enough to be useful and enforceable. We developed a number of possible ways to do this, but none were ideal. For example, we considered having a form that a professor would complete to document an infraction and the penalty assigned; the form would be signed by the professor and the student and submitted to the AIC. The penalties would be assigned based on guidelines developed by the committee. For a first offence, the professor would assign the penalty but it would be "tentative" until reviewed by the AIC; each form could be reviewed by one or two members of the AIC (with the members taking turns reviewing them), and approved via email unless it is contentious or complex, in which case it would be reviewed at a monthly meeting (i.e., in some ways, similar to the way the REB operates). Repeat offences would be reviewed by the entire committee. The difficulty with this approach is that it could result in too much work for the AIC to handle effectively – at this point, we have no idea how many offences are identified by faculty each week/month/year, assuming that only a portion are reported to the registrar's office.

At the January meeting, we discussed an organization called the International Centre for Academic Integrity (ICAI), whose website Jeff Banks had come across (http://academicintegrity.org). This is an organization with a large international university membership including 24 Canadian universities (e.g., UBC, UofT, Queens, McGill, UNB, etc). The mission statement of the ICAI explains what the organization is about:

> The International Center for Academic Integrity (ICAI) was founded to combat cheating, plagiarism, and academic dishonesty in higher education. Its mission has since expanded to include the cultivation of cultures of integrity in academic communities throughout the world. ICAI offers assessment services, resources, and consultations to its member institutions, and facilitates conversations on academic integrity topics each year at its annual conference.

> In order to meet the continually evolving needs of our membership in future years, ICAI encourages, supports, and shares research that predicts, describes, and responds to trends and issues relating to academic integrity standards and practices. ICAI membership benefits are extended to faculty, administrators, students, and staff at membership institutions around the globe, and to its individual members, partners, and supporting organizations.

One of the resources provided by ICAI to its member institutions is an "Academic Integrity Assessment Guide". The ICAI website provides the following description of this guide:

The Guide takes you through the processes of:

• Evaluating the effectiveness of your current academic integrity programs and policies
• Assessing student and faculty attitudes and behaviors in classrooms, labs, and exams
• Identifying potential concerns from sanctions to educational programs
• Developing action plans to improve understanding the importance of academic honesty
• Promoting open dialogue about academic integrity issues on your campus

Academic integrity is a fundamental value of teaching, learning, and scholarship, yet significant numbers of students still report cheating and plagiarizing. With the Guide, you will learn what you can do to improve the culture of integrity on your campus in a proactive, positive way.

When you order the guide, you will receive:

- Survey instruments for students and faculty, followed by a confidential, customized report of findings
- Guidelines for putting together an effective academic integrity assessment committee
- Step-by-step instructions for generating or revising policies, practices, educational programs and sanctions
- Suggested assessment and educational activities and questions for focus groups
- Examples of codes, and policies from campuses across the country
- Copies of relevant reading materials and bibliographies

With the support of the Office of the Vice President Academic (Dr. Bob Perrins, Acting VPA), Acadia is now a member of the ICAI (the first university in Nova Scotia), and we recently received the Academic Integrity Assessment Guide. Our plan is to review the guide over the summer with the intention of starting the assessment process in the fall. The guide has many detailed suggestions and instructions on how to implement such an assessment. For example, the process may include focus groups, and surveys of students, faculty and administrators to gather information about the current state of affairs on our campus. How common is cheating and plagiarism? What forms does it currently take? Are students aware of the university policy on cheating and plagiarism? Have they reviewed the "You quote it you note it" tutorial? The goal of the assessment is to gather information to help inform any recommendations for revisions to our current policy, as well as the development of mechanisms to encourage a culture of academic integrity at Acadia. We hope that ICAI will prove to be a valuable resource.

The AIC hopes to begin working on the assessment in the fall, with the goal of providing recommendations to Senate by the end of April, 2017.

Respectfully submitted by Susan Potter, Chair