

Office of the Senate Secretariat

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Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 9<sup>th</sup> November, 2015 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 13<sup>th</sup> October, 2015
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Carried forward from October 13<sup>th</sup>, 2015 Senate meeting
  - a) VPA report on Budget Actuals 2014-2015 (R. Perrins)
  - b) Reports from Senate sub-committees:
    - i) Senate Executive Committee report to Senate (*attached*)
    - ii) Archives Committee report to Senate (*attached*)
    - iii) Awards Committee report to Senate (*attached*)
    - iv) By-laws Committee report to Senate (*attached*)
    - v) Curriculum Committee report to Senate (*attached*)
    - vi) Faculty Development Committee report to Senate (*attached*)
    - vii) Graduate Studies Committee report to Senate (*attached*)
    - viii) Honours Committee report to Senate (*attached*)
    - ix) Library Committee report to Senate (*attached*)
    - x) Nominating Committee report to Senate (*attached*)
    - xi) Research Ethics Board (*attached*)
    - xii) Research Committee report to Senate (*attached*)
    - xiii) T.I.E. Committee report to Senate (*attached*)
- 5) New Business
  - a) Strategic Research Plan (*to be circulated*) (D. MacKinnon)
  - b) Big Picture items for December discussion (*to be circulated*)

Sincerely,

ORIGINAL SIGNED  
Rosie Hare  
Recording Secretary to Senate

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## **SENATE EXECUTIVE COMMITTEE REPORT TO SENATE**

**October 5<sup>th</sup>, 2015**

The Senate Executive Committee met on Monday September 28, 2015. This committee will meet again on the following dates: November 23, 2015; January 25, 2016 and April 13, 2016. The most significant mandates of the committee, according to the Senate constitution, is “to consider matters that in its judgment call for senatorial action” and “to consider matters referred to it by Senate.” At our meeting on September 28 we identified the planning and monitoring of initiatives following from the Senate Executive White Paper (i.e. discussion and action on the Senate endorsed list of potential topics for consideration 2015/2016) to be the central work of Senate Executive for this year.

Ann Vibert

Senate and Senate Executive Chair

**Report of the Senate Archives Committee  
October 2015**

A meeting of the Senate Archives Committee was held on October 1, 2015. At that meeting, Patricia Townsend was elected as the committee's secretary and Jennifer MacDonald as chair. The committee reviewed its mandate and discussed its plans. The committee agreed that it would normally meet face-to-face, while taking care of minor business via email if necessary. Tentative meeting dates were set for November and February. Beyond its regular business, this year the committee will work to clarify policies relating to artifacts held within the archives. The chair's next order of business will be to ensure that the vacant membership positions be filled.

Jennifer MacDonald

**OFFICE OF THE PRESIDENT**

**TO:** Dr. Ann Vibert, Chair of Senate  
**FROM:** Raymond E. Ivany, Chair of the Awards Committee  
**SUBJECT:** Awards Committee  
**DATE:** October 2, 2015

Senators:

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees, accepting nominations for Emeriti awards followed by evaluation of the nominees and finally, providing recommendations to Senate. The 2015-16 cycle began with a committee meeting on October 1st to plan and set goals for the year. The committee issued a public call for honorary degree nominations to the Acadia Community on October 1st.

In addition to the above, the Awards Committee has one outstanding policy issue (eligibility of Instructors for Emeriti recognition) that will be considered at our next meeting.

I trust the above information serves to update Senate on the status of the Awards Committee.

Respectfully,

Ray

### **Senate By-laws Committee Report to 13 October 2015 Senate meeting**

The Senate By-laws Committee met on numerous occasions over the 'past year, plus' to oversee and conduct an extensive review of the Senate Committees pertaining to mandates, possible redundancies, etc.

Subsequent to this comprehensive review of the Senate Committees during this period, four motions were passed at the Senate meeting 13 April 2015:

Academic Technology Committee and Faculty Development Committee to be merged to form the Faculty Support Committee

Admission and Academic Standing Committee (Appeals) to be changed from a standing committee to an Ad Hoc Committee

Academic Discipline to be changed from a standing committee to an Ad Hoc Committee, and

Curriculum Committee be divided into two standing committees,

Curriculum Committee (Administration), and

Curriculum Committee (Policy)

For the coming year, the By-laws committee's mandate is to get the proposed language for the changes from the committees, review them to see that the language reflects the agreed changes, and then the By-laws Committee will revise the Senate By-laws accordingly once the changes have been approved by Senate. One item in the By-laws to look at is the creation of a category of Committees called 'Ad Hoc'.

Another goal is to revise the mandate of the By-laws committee itself so that undertaking such reviews is no longer one of its responsibilities. By-laws will provide during this term the context for this proposed change to Senate, and in doing so will make a suggestion as to where that authority to review should go.

Respectfully

William Brackney

Herb Wylie

Glenys Gibson

**Report from the Senate Curriculum Committee (FDC), October 2015**

The Senate Curriculum Committee had its transition meeting on October 6, 2015 with J. Banks as the transition Chair. At this meeting R. Raeside agreed to remain as Secretary for the upcoming year. J. Banks called for nominations for Chair for the upcoming year and S. Hewitt was nominated to be the Chair (by P. Rigg). This went unopposed so S. Hewitt won by acclamation.

The committee discussed the motion approved in Senate (April, 2015) to split the committee into two committees (CC Administrative and CC Policy). It was recognized that some work will be needed to figure out how the two new committees should be populated. As well, it was recognized there is now an opportunity to review the duties of the current committee before splitting them up. It was agreed to meet again in two weeks with the main focus the consideration of the structure and mandate of the two new committees. This work will be done and recommendations made to Senate. It was also decided that the current committee should complete the 'normal' December/January committee work this year, thereby functioning as the Curriculum Committee (Administrative).

Respectfully submitted,

Jeff Banks, Transition Chair

**Report from the Faculty Development Committee (FDC), October 2015**

Since our last report to Senate (May, 2015), we have had a change in membership. Jonathon Fowles (Prof. St.) was replaced by Ann Dodge and Danny Zacharias (Theology) has yet to be replaced. The Faculty Development Committee has had three in-person meetings-one in June and two in September. We also had a number of discussions over email during the summer. In September, Lisa Price agreed to continue serving as Chair of the committee for either the 2015-2016 year or until the Faculty Support Committee is created. The FDC has agreed on three goals. First, we agreed to continue organizing workshops during the study breaks in October and February to support teaching excellence at Acadia. The upcoming workshop on October 13<sup>th</sup>, 2015 will include 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. We will be providing certificates of attendance to faculty who attend the workshop.

Second, we have agreed to continue working with the Deans and the Associated Alumni of Acadia University (AAAU) to harmonize the existing Teaching Awards in each of the three faculties. L. Price met with a representative of the AAAU (Oonagh Proudfoot) in September to discuss the AAAU teaching award. The winner of the AAAU award will be selected from recipients of the teaching awards from each of the three faculties. The winner of that award will be announced at convocation in May and nominated for an Association of Atlantic Universities Teaching Award.

The third goal of the FDC is to work with the Academic Technologies Committee to create the Faculty Support Committee. Over the summer, L. Price had a number of meetings with Barb Anderson (former Chair, By-Laws Committee), Jim MacLeod (Prof. Studies rep., By-Laws Committee), and Jeff Banks (Chair, Academic Technologies Committee) to discuss the merger of the Faculty Development Committee and the Academic Technologies Committee into the Faculty Support Committee (Motion passed by Senate in April 2105). A number of members of both committees met on Sept. 8<sup>th</sup> to discuss the possible mission statement and committee membership. Based on those discussions, L. Price created a draft of the mission statement and membership and sent it to all members of both committees for feedback. We have received that feedback and are now looking for guidance as to how to proceed.

Respectfully submitted,

Lisa Price, Chair

**Senate Committee on Graduate Studies**

**Interim Report to Senate – October 2015**

The Senate Committee on Graduate Studies held its open meeting on September 30<sup>th</sup>. The agenda for this meeting included an overview of roles and responsibilities, a discussion of various administrative issues, and the identification of two primary objectives for the 2015-2016 academic year:

- A quality standards framework for graduate studies at Acadia
- A possible recruitment strategy for graduate studies at Acadia

Subcommittees are being struck to (a) address current administrative issues related to graduate student registration and thesis defenses, and (b) to adjudicate the various awards (e.g., Gold Medal, Tri-Council; NSHRF; Provincial Scholarships). The discussion of quality standards is tentatively planned for a December retreat.

Current membership:

David MacKinnon	Chair; Research & Graduate Studies
Susan Potter	Psychology
Mark Mallory	Biology
Andre Trudel	Computer Science
Pat Rigg	English
Lynn Aylward	Education (Ph.D. program)
Gregg MacKinnon	Education (M.Ed. program)
Rachel Brickner	Politics
John Colton	Community Development
Zelda Abramson	Sociology
Wilson Lu	Mathematics & Statistics
Sandra Barr	Geology
Sherri McFarland	Chemistry
Bill Brackney	Theology
Ian Spooner	Applied Geomatics
Geoffrey Whitehall	Social & Political Thought
Christine Anderson	Graduate Student – Pure & Applied Science
Elise Snow-Kropla	Graduate Student – Arts
Kayleigh James	Graduate Student – Professional Studies
TBA	Graduate Student – Theology



Submitted by:

David MacKinnon  
Chair

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**Senate Honours Committee**

**Interim Report to Senate – October, 2015**

The Senate Honours Committee will hold its opening meeting on Friday, October 9<sup>th</sup>, to establish its agenda for the year. The first order of business will be to select a Chair.

Current membership:

David MacKinnon	Research & Graduate Studies ( <i>ex officio</i> )
Jeff Banks	Interim Registrar ( <i>ex officio</i> )
Marc Ramsay	Philosophy
Cynthia Alexander	Politics
Chris Shields	Kinesiology
Jun Yang	Business
Jeff Hooper	Mathematics & Statistics
Anna Redden	Biology
Liam Murphy	Honours student (Arts)
Maya Basa	Honours student (Professional Studies)
Rylee Oosterhuis	Honours student (Pure & Applied Science)

Submitted by:

David MacKinnon  
Transition Chair

**Senate Committee on the Library  
October 2, 2015**

As requested, the Committee held an initial meeting on October 1 to review its mandate and set goals for the year. We heard a report updating the work of the Library since June. Kelly Bennett was designate secretary to the Committee.

We agreed to review our mandate thoroughly and we designated a sub-committee to report by our February meeting. Concerns include our advocacy and policymaking roles. The sub-committee includes library professional staff and department representatives.

At a meeting planned for early December, we agreed to have a full discussion of the Open Access Policy and in February we will review our Research Data Management Policy.

We continue to affirm the importance of a Senate Committee on the Library.

We also expressed concern for the appointment of a permanent University Librarian before the term of the Interim UL expires.

Respectfully for the Committee,

William Brackney, Chair

### **Transition Chair's Report – Senate Nominating Committee**

The senate nominating committee for 2015-16 (consisting of consisting of Ian Hutchinson, Eva Curry, Romira Worvill, Ana Saroli, David Piper, Andrew Mitchell and Ray Ivany) met on Monday, September 28<sup>th</sup> 2015 to elect a chair for the upcoming year and review our goals and priorities. Andrew Mitchell was re-elected as chair, and, after a healthy discussion, we decided that our goals and priorities would not be much different than in previous years, i.e. to fairly and impartially circulate open calls for nominations to all eligible persons for the vacancies we are called upon to fill, and pass the names of all nominees received on to the appropriate authority for further action when required. The committee only plans to deviate from this procedure if insufficient nominations are received to fill an open position, in which case we will attempt to find nominees by further publicizing the call and/or approaching individuals directly.

Our only item of unfinished business from last year consisted of determining the rules of eligibility for the position of Faculty Elections Officer. We made a recommendation to Senate in our 2014-15 yearend report that this matter be referred to the bylaws committee for clarification. We hope to receive their ruling before the incumbent's current term expires.

Respectfully Submitted,

Andrew Mitchell, Chair  
Senate Nominating Committee

**RESEARCH ETHICS BOARD TRANSITION CHAIR REPORT, 2015–2016**

**Committee membership:** Joan Boutilier (Community), Graduate Student Representative (Emily Chase)\*, David Duke (Arts), Anita Hudak (Community), David MacKinnon\* (RGS), Stephen Maitzen (Chair), Susan Potter (PAS), Anna Robbins (Theology), Conor Vibert (FPS)

\* non-voting

**Schedule of face-to-face meetings:** 3 September, 1 October, 5 November, 3 December, 14 January 2016, 4 February, 3 March, 7 April, 5 May, 2 June, 7 July

**Goals and priorities:** The timely review of research ethics applications in accordance with the Tri-Council Policy Statement, Second Edition (TCPS2), and the resolution of any other issues that arise with respect to the ethics of human-subjects research at Acadia

**Committee Chair for upcoming year:** Stephen Maitzen

Submitted by: Stephen Maitzen (Transition Chair)

## Senate Research Committee

### Interim Report to Senate – October, 2015

The Senate Research Committee has been active throughout the summer, holding public consultations on the draft Strategic Research Plan. The meetings and consultations have occurred on the following dates:

- June 11; meeting with CRCs and directors of formal research centres at Acadia
- June 25; meeting with IDST coordinators
- June 30; meeting with Faculty of Pure & Applied Science focus group
- August 18; meeting with Faculty of Arts focus group
- August 20; meeting with Faculty of Professional Studies focus group
- September 11; Committee meeting

The Committee is currently conducting the final consultations, with the intent of submitting the draft to Senate for the November 2015 meeting.

#### Current membership:

David MacKinnon	Chair; Research & Graduate Studies
Zelda Abramson	Sociology
John Colton	Community Development
Danny Silver	Computer Science
Bill Brackney	Theology
Erin Patterson	Library
Brenda Trofanenko	Education (Canada Research Chair)
Anna Redden	Biology (Director, ACER)
Sara Klapstein	Graduate student
Todd Dow	Undergraduate (Honours) Student

#### Submitted by:

David MacKinnon  
Chair

### **Timetable, Instruction and Examinations committee**

The TIE committee met on September 24, 2015, and elected Rick Mehta as Chair for the 2015 – 2016 academic year. We will meet again during the Fall reading week to discuss a meeting schedule for the semester. This committee will meet face-to-face, and will be working on four issues over the upcoming year (in addition to whatever is requested by Senate).

The first issue is the slot system. There are many problems with the current system, which is making course selection challenging for students; in some cases, students have been forced to take summer courses due to lack of access to required courses during the fall/winter academic terms.

The second issue is the exam timetable. One problem identified was that too many faculty members are putting in requests for accommodations (there were 115 in the winter of 2015), which causes problems with scheduling of final exams. The committee believes it is important that the same rules and principles apply to both faculty members and students (e.g., don't book flights until after the exam timetable has been released).

The third issue was the location of the exams. Many of them are held in the Gymnasium, which is stressful for some students. Other issues that need to be considered with respect to location are class size (large versus small) and the number of sections (a course with a single section versus a course with multiple sections).

Finally, the committee thought it would be important to review Calendar dates and their underlying principles.

Respectfully submitted,  
Rick Mehta, Chair, TIE Committee

# **RURAL AND COASTAL**

## **LOCAL TO GLOBAL**

Strategic Research Plan (DRAFT)  
Acadia University  
2015 - 2020

## Framing

Acadia University has been among the best in its category in Canada since national ratings for universities were established. We create and nurture a strong culture of academic inquiry and innovation by building on the outstanding skills of our researchers, by maintaining a focus on our core research disciplines, by celebrating the importance of student research, and by facilitating an increasingly collaborative and interdisciplinary approach to research initiatives.

Acadia's first Strategic Research Plan (SRP) was constructed in 2000 and updated in 2006. Its intent was to engage the university community in the continuing development of a strong and vibrant research community. This renewed and revised SRP continues that engagement, but also carves out a niche that situates Acadia within the Canadian research montage. It reflects the evolving values and strengths of the institution, demonstrates respect for a diversity of research choices, and names our commitment to research growth and excellence at the undergraduate and graduate student levels. It signals our commitment to serve as a driver for innovation, socio-cultural enrichment, health and wellness, and economic growth in Nova Scotia, by deepening and extending our partnerships with external organizations. It does this while recognizing the value of all forms of research within the humanities, social and physical sciences, and professional schools, and by identifying strengths on which to build the research capacity required to pursue new opportunities and to enrich and expand our external impact.

Small liberal universities occupy increasingly rare but vital space in Canada. With scholars in multiple disciplines, such institutions seldom have the opportunity to establish a sizeable pool of expertise in one area. Acadia has responded to this challenge by supporting research across a range of disciplines and by encouraging collaborations with researchers at other national and international institutions, as well as partnerships with industry, government, community health and social agencies, and other external organizations. Research is becoming increasingly interdisciplinary as the questions asked become more complex and permeate porous disciplinary borders. That said, Acadia's broad commitment is to structure an environment with available resources that nurtures high caliber research programs: individual, collaborative, interdisciplinary. Nurturing a strong research culture comes not only from active faculty research programs, but also from the work of our ten formal research centres, three institutes, our library and archives, as well as our continuing investments in the development of research facilities and centres, and the programs of our Canada Research Chairs. Our students derive substantial benefits from such a rich and engaged environment and are subsequently well positioned and sought after for advanced study here and at other universities. The experience for many students is further enhanced through exposure to research opportunities with community, government, and industry organizations.

## Focusing

Decidedly rural and positioned on the shores of the renowned Bay of Fundy, within the stunning Annapolis Valley, our strategic focus – **RURAL AND COASTAL** – reflects our geography and its people, as well as the international reach of many of our researchers and the impact of their work. While rural and coastal is our strategic focus, it does not confine or restrict the breadth of research that takes place at Acadia.



Our strategic focus names an evolving institutional awareness at Acadia and a commitment to contribute to the betterment of the health and life circumstances of those who live in these regions, to the revitalization and growth of their communities, and to the protection and sustainability of their environments and resources.

## Objectives

The objectives of this Strategic Research Plan are:

- a. To deepen and increase research activity within the four theme areas (below) especially, but not exclusively, as it strengthens the rural and coastal focus:
  - **Community Life and Cultural Diversity**
  - **Natural Resources and Environmental Resilience**
  - **Human Health and Wellness**
  - **Innovative and Enabling Technologies.**
- b. To strengthen Acadia's research culture in its breadth, foci, interdisciplinary potential, and opportunities for student engagement at undergraduate and graduate levels;
- c. To foster and expand research connections within the University and between Acadia and its numerous and expanding regional, national, and international partners and collaborators;
- d. To expand Acadia's contributions to the economic and cultural development of rural and coastal regions locally, nationally, and globally.
- e. To encourage innovation at Acadia and the potential for such innovation to have a positive impact locally, nationally, and globally;

In so doing the SRP ensures that the full range of research activity of a faculty with diverse interests is valued and accommodated. It integrates research preparation for undergraduate and graduate students. It recognizes the value of collaborative and interdisciplinary research activity which leads to the creation of innovative theories, practices, and solutions. It acknowledges that high quality interdisciplinary research builds on a strong foundation of disciplinary excellence. Underlying the Plan is the conviction that opportunities to associate research activity with teaching and service to the greater community constitute an institutional strength and responsibility.

As evidenced by the focus of the Plan, Acadia is committed to fostering and encouraging research that contributes to the betterment of rural and coastal regions. This will involve not only supporting current research programs that have rural and coastal relevance, but also nurturing research clusters across campus that work in and with communities and external organizations to collectively address problems and identify opportunities.

To accomplish this, Acadia will continue to develop and maintain major research facilities and initiatives that support multiple disciplines, which will build institutional research capacity and bolster our strategic focus. We will further build research capacity and impact by fostering collaborations and partnerships with other academic institutions. We will be selective in undertaking such initiatives and will ensure that best use is made of limited resources, and opportunities for enhancing these, by considering the following:

- the fit with this Strategic Research Plan;
- the potential for broad, interdisciplinary participation;
- the strength and leadership of key researchers;
- the potential to strengthen undergraduate and graduate student research;
- the potential to make powerful regional, national, and international contributions; and
- the potential to contribute to economic and cultural development in rural and coastal regions.

## Themes

***Acadia's Commitment: Acadia will actively, and by diverse means, support research within these four theme areas, especially as that pertains to the sustainability, health, economic growth, and cultural richness of rural and coastal regions locally and wherever Acadia researchers work.***

### Community Life and Cultural Diversity

Throughout its long history, Acadia has been intimately connected to its local communities and deeply immersed in the realities of rural and coastal life. Romanticized images associated with life in these regions call to mind simplicity, idyllic surroundings, traditional values, and hard but healthy physical work. Counter to this, research by some Acadia scholars indicates that a more common theme associated with rural life is departure and loss. Rural communities have witnessed mass out-migrations as youth, in particular, leave for urban areas or resource-rich regions with better job opportunities. Yet, there is emerging evidence that many youth are opting to remain local in resistance to the go-elsewhere message. This points to an urgent need to deepen and utilize existing and emerging knowledge on rural and coastal communities, to actively develop sustainable circumstances that will provide opportunities for youth and others to remain in or migrate to these regions, and to work with municipal, provincial, and national political bodies in creating a rural imperative and innovative approaches to the revitalization and well-being of rural and coastal Canada, as well as similar efforts in international settings.

Understanding community life, historically and currently, homogenous and culturally diverse, is the work of a number of researchers and research programs at Acadia. Some within the social sciences and humanities conduct research that connects to community life in a plethora of ways, including aboriginal ecotourism, music therapy and technology, the history of land use and settlement, community theatre, leadership and management of community institutions, cultural rituals, organizational and community narratives, media studies, religious life, and the sociological, economic, and political trends affecting labour, health, and indigenous peoples.

Connected to community life is a critical mass of faculty and student researchers engaged in scholarship on cultural diversity and social justice. Several scholars across disciplines are exploring the circumstances of girls in rural communities. A related train within the social sciences and humanities focuses on the everyday experiences of individuals through the lenses of sexed bodies and gendered lives. Researchers working through the Acadia Centre for the Study in Ethnocultural Diversity, as well as many working independently, are establishing a rich scholarship on equity and diversity within schools and other organizations, and within and between communities and community groups. A particular imperative is building links with three local populations that have been historically marginalized but remain vibrant and resilient: the Mi'kmaq, the African Nova Scotian, and the Acadian communities. In addition, the work of a Tier II Canada Research Chair in Education, Culture, and Community brings a multidisciplinary focus (history, anthropology, museum studies) to the educational mandate of public institutions. This work also engages the sub-field of critical public pedagogy.

Many of these areas actively engage undergraduate and graduate student researchers. As a result, these students have opportunities to undertake research that connects with external agencies on issues of social and cultural relevance, which not only broadens their academic experience but also serves to enrich Acadia's engagement with and connection to its external communities.

### **Natural Resources and Environmental Resilience**

Acadia has a well-established strength and reputation for research related to natural resources and the environment. This is especially prominent in terms of our integrated research into ecological systems, the interaction of organisms with the environment, and the environmental implications and impacts of human activities. Research programs span the evolution of the earth over geological time to the recent and often short-term dynamics of local populations, both essential to the understanding of environmental change. This research has been greatly enhanced by the presence of outstanding facilities, most notably the KC Irving Environmental Science Centre, a gift from the Irving family of New Brunswick. It is also augmented by the presence of three Tier II Canada Research Chairs whose work focuses on the environment: one in Environmental Biogeochemistry, another in Coastal Wetland Ecosystems, and a third in the Ecology of Coastal Environments. In addition, this theme is supported by a Chair in Ornithology whose research is housed within an ecological resilience framework. Acadia also has many formal research centres and institutes that work within this theme area and across disciplines, including the Acadia Centre for Estuarine Research, the Acadia Tidal Energy Institute, the Acadia Institute for Data Analytics, and the Centre for Analytical Research on the Environment. Off-site research facilities include field stations at Beaubassin in New Brunswick, Bon Portage Island in southwestern Nova Scotia, and the Morton Centre on the South Shore of Nova Scotia.

Of particular significance is the recognition that a growing body of research conducted at Acadia extends beyond descriptive accounts of natural resources and environmental circumstances to a focus on sustainability and growth. Much work within this theme area reveals a concern for the natural environment and its resources, and the importance of applied research into environmental processes. It recognizes the deleterious impacts of climate change and the significance of understanding its origins and constructing acceptable paths forward. It pedestals the imperative of creating sustainable environments for all organisms on earth. It speaks to the complex

relationship among human cultures, natural resources, and environments, including connections to human and community well-being, aesthetics, textual expression, ethical behaviour, and our historical and spiritual approaches to the environment. It also seeks means to utilize the natural environment and its resources for human benefit in ways that minimize harmful impacts and supplant non-sustainable techniques.

Acadia's approaches to natural resources and environmental inquiry are manifest in research in such areas as non-toxic insect management, developmental plasticity, animal migrations, aquaculture, tidal energy development and modelling, environmental policy, materials science, and sediment depositions and mineral exploration. It also includes water quality and environmental contaminants, biofuels, waste management, biodiversity and the natural history of species of concern, the preservation of coastal wetlands and fragile Arctic ecosystems, the resilience of the Bay of Fundy to oil spills, fisheries resource sustainability, and digitizing the complete register of flora and fauna of the Acadian Forest Region.

Most of the research conducted within this theme area actively engages undergraduate and graduate students. In so doing, it provides them with rich opportunities to work with external partners that in many cases leads to thesis research that assists industry in addressing pressing issues and opens or extends innovative opportunities.

### **Human Health and Wellness**

Health and wellness are intertwined concepts. Health is a multi-dimensional condition that includes physical, psychological, spiritual, and occupational health, and its social determinants. It is a process of continuous adaptation to the many microbes, irritants, pressures, and problems of varying internal and external environments. Wellness is an inclusive concept that speaks not only to good health, but also to quality of life and contentment with one's overall life circumstances.

Research into human health and well-being at Acadia is greatly enhanced by the presence of a Tier I Canada Research Chair in Occupational Health and Well-Being, as well as three formal research centres: the Centre for Organizational Research and Development, the Centre of Life-Style Studies, and the Centre for the Sensory Research of Food. Within the Centre of Lifestyle Studies, substantial research is being done on physical activity as a prevention and rehabilitation tool. Additionally, there are evident links through the study of contaminants to the previously-mentioned Centre for Analytical Research on the Environment. Both undergraduate and graduate students are actively involved in the research of these centres, as well as with faculty research throughout this theme area.

Broadly speaking, the multiple prongs of health-related research cluster around foods, as well as physical, social, and psychological/emotional health and wellness. They also reveal linkages to research named in other themes. Food and agri-food activity includes established areas of research such as water quality analysis and product testing, but also incorporates newer programs focusing on food security, probiotics, food citizenship, feeding in hospitals, and wine research, including wine tourism.

Health and wellness includes excellence in research on the connection between physical activity and diabetes management, the role of relaxins in treating conditions associated with aging, physiological responses to stress, athletic therapy, cancer and infectious diseases, alcohol harms, ligament injuries, and drug abuse. Social health and wellness includes research on parent-child relationships, workplace civility, in-home care of seniors, circumstances of rural youth, infant food insecurity, and a host of disciplinary and cross-disciplinary investigations concerning equity and social justice. The results of some health and wellness research has resulted in nationally and internationally recognized programs such as the Sensory Motor Instructional Leadership Experience (SMILE) and Kinderskills. Research of a psychological and emotional thrust includes extensive work in attachment theory, personality, counselling, and sexual health.

### **Innovative and Enabling Technologies**

Innovative and enabling technologies include research conducted by some Acadia faculty members and students on the theoretical and scientific foundations of many technologies. Coupled with this is research into the pedagogical and methodological applications of technologies, and the utilization of technology in support of faculty and student research programs.

The heart of the Innovative and Enabling Technologies theme casts a double spotlight on the technologies that are present on campus to support high-quality research, as well as research on the technologies themselves. These technologies cluster into information and communication technology, applications for materials science, modelling, and data analytics.

Foundational research in ICT occurs within selected units on campus, while applications, often occur across all faculties and with external partners. Researchers are studying the interactions of hardware and software and the world-wide web, the interfaces of peoples and communities with ICT technologies and how they impact broad social issues, and the role of technologies in engaging diverse cultural groups. ICT extends to research on issues of technology and public policy, political debates, production and reproduction of creative practices within the arts and sciences, and the preservation of artistic and scientific works in digital form as part of cultural heritage and workplace literacy, health, and productivity. Library and archives initiatives, including the digitization of unique local archival material and the E. C. Smith Digital Herbarium, have facilitated research across the disciplines and beyond Acadia.

The materials science, modelling, and analytics capacity areas are undergirded by two research centres and one institute: the Acadia Centre for Microstructural Analysis, the Acadia Centre for Mathematical Modelling and Computation, and the Acadia Institute for Data Analytics. The microstructural analysis centre provides a cluster of micro-analytical equipment, several of which are unique in Nova Scotia and the Maritimes. It also represents a forum for multidisciplinary research and collaboration at the interface between physical and life sciences.

Work associated within the Centre for Mathematical Modelling and Computation, and the Data Analytics Institute has application across the natural, biological, and social sciences, and in some instances within the humanities. Quantitative modelling enables researchers to describe, assess, and predict a wide range of phenomena, from subatomic behaviour to climate change. The

Analytics Institute is especially focused on local agricultural, environmental, health care, and green energy issues. Beyond this, analytics covers a broad spectrum, including data management, mathematical, statistical, and machine learning methods for data modeling, and techniques for data visualization in support of decision making. The library is taking the lead in developing digital research data management services and resources to support data organization, preservation, discovery, and sharing.

## **External Engagement**

Research is traditionally conceptualized as pure (curiosity-driven) or applied. Both occur at Acadia in multiple ways and have varied impacts, intentional and inadvertent. In constructing our Strategic Research Plan with a deliberate focus – Rural and Coastal – we are staking claim not only to a particular geography, but also to a commitment to apply our considerable research expertise to bring positive and powerful impacts to these regions by contributing to their cultural, economic, and environmental growth. Fostering deep and meaningful relationships between and among our university scholars, library and archives, research centres and institutes, and external organizations is a critical aspect of our Strategic Research Plan.

An example of the way this happens is through Acadia's Rural Innovation Centre. With funding from the Atlantic Canada Opportunities Agency and the Province of Nova Scotia, Acadia established a combined incubation and innovation facility to nurture local start-up businesses and deliberately located them in the same physical space as three research institutes: the Acadia Tidal Energy Institute, the Acadia Institute for Data Analytics, and the Atlantic Wine Institute. The work of these institutes is predominately focused on issues that impact rural and coastal regions. Co-locating institutes with start-up businesses creates a dynamic and synergistic environment where discussion of research and applications thrives.

Leadership in facilitating external research-related partnerships emanates from the Office of Industry and Community Engagement, a division of Research & Graduate Studies. Following from a focus group session with local industry, government, and funding agency representatives in 2010, ICE established a multiple component strategy to guide its operation. At its core, this strategy has focused on developing more personal engagement and closer relationships with industry organizations and economic development agencies which themselves work directly with businesses, and seamless lines of communication which expedite problem-solving collaborations between Acadia researchers and external organizations. The Office recurrently hosts information sessions and workshops that bring together external industry, business groups, and provincial and national funding partners, with Acadia researchers to focus on emerging opportunities and problem-solving strategies.

In recent years, research activity has evolved to include hundreds of external partners on projects ranging from large multi-partner collaborations examining the environmental effects of installing tidal turbines in the Bay of Fundy, to the art and narratives of Inuit elders, and to consulting projects involving laboratory analytical services. These collaborations frequently involve international partners. In some cases, research done by Acadia faculty has led to commercial application resulting in royalty revenues and the creation of spinoff companies. Collaborations

like these are examples of applied research contributing to solutions to local issues and problems.

Further examples of these collaborations are represented by Acadia activity levels on NSERC Engage and Engage Plus programs, which foster the development of new partnerships between researchers and companies. From its launch in 2010 to 2015, Acadia has established over 24 Engage projects, garnering almost \$550,000 for faculty and students, making us the most active of all small universities in Atlantic Canada. Other industry connections and partnerships have garnered millions in research dollars and created exceptional opportunities for both faculty and students. These include programs through the National Research Council’s Industrial Research Assistance Program and the Atlantic Canada Opportunities Agency, including its Atlantic Innovation Fund and the Innovative Communities Fund.

### **Canada Research Chairs**

A principal imperative of the 2000 Strategic Research Plan was the deployment of Canada Research Chairs. The CRCs have brought extensive scholarly, technical, and intellectual expertise to the campus community and beyond. Each of these CRC positions substantially strengthens and provides scholarly leadership within their primary theme areas. With the conclusion of some Chair positions and the initiation of others, the current CRC distribution at Acadia is:

<b>Tier</b>	<b>Theme</b>	<b>Council</b>	<b>Appointed</b>
<b>Tier I</b>	<b>Occupational Health and Well-being</b>	<b>SSHRC</b>	<b>2005</b>
<b>Tier II</b>	<b>Environmental Biogeochemistry</b>	<b>NSERC</b>	<b>2007</b>
<b>Tier II</b>	<b>Education, Culture, and Community</b>	<b>SSHRC</b>	<b>2009</b>
<b>Tier II</b>	<b>Ecology of Coastal Environments</b>	<b>NSERC</b>	<b>2010</b>
<b>Tier II</b>	<b>Coastal Wetland Ecosystems</b>	<b>NSERC</b>	<b>2011</b>

As new Canada Research Chair opportunities become available, the Vice President Academic and the Dean of Research & Graduate Studies will work with Faculty deans and selection committees to actively recruit candidates whose work strengthens our rural and coastal focus, with a concerted emphasis on attracting individuals from minoritized populations.

### **Review and Assessment**

Assessment of this plan by the University will be accomplished in 5-year cycles, drawing on multiple benchmarks appropriate to various disciplines. Common indicators of success, including publications, awards, and honours, will be complemented by other indicators of accomplishment. This may include creative works and performances, public speaking engagements, hosting and/or chairing conferences, presentations at professional meetings and colloquia, patents, licenses, industry engagement, commercial start-ups, as well as other indications of public and professional interest. In addition, the year in which the SRP is being reviewed will include campus consultations.

On the direction of Senate, this process will be led by the Division of Research & Graduate Studies in collaboration with the Senate Research Committee, and will result in a report to Senate. This report will include recommendations, which may lead to modifications to the Plan.

## Action Plan

***Acadia's Commitment: Acadia will actively, and by diverse means, support research within the four theme areas, especially as that pertains to the sustainability, health, growth, and cultural richness of rural and coastal regions.***

Achieving the objectives of this Plan requires a combination of new initiatives, bolstering and extending existing activities, new resource commitments and realignment of existing allocations, and mechanisms that increase cross-disciplinary research in accord with the four theme areas.

Not all objectives may be achieved within the Plan's 5-year scope. Some will certainly prove easier to accomplish than others. Initiatives or changes that entail a change in ethos will, of necessity, require more time and careful nurturing. We undertake these because they will strengthen us considerably as a community of researchers, assist in establishing a campus-wide appreciation of varying research foci and methodologies, and reveal opportunities for collaboration and discovery.

We also undertake them because they will deepen our connection to external communities, locally and globally. Changing government and societal expectations of universities has created a national and international dialogue on the role of post-secondary institutions in the 21<sup>st</sup> century, resulting in an animated dialectic on the merits of traditional roles versus newer conceptualizations. But connection to community has been a constant theme since Acadia was founded in 1838. In this Plan we seek to deepen that focus and identify additional ways in which the University can contribute to its external communities, and especially to the economic, socio-cultural, health, and environmental improvement of the rural and coastal communities around us, and in locations around the world where Acadia researchers work.

On page 3 we identified five objectives for this Plan. The action items listed below are organized on the basis of how they link to each of these objectives.

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**Objective (a):** To deepen and increase research activity within the four theme areas (below), especially as it strengthens the rural and coastal strategic focus:

- Community Life and Cultural Diversity
- Natural Resources and Environmental Resilience
- Human Health and Wellness
- Innovative and Enabling Technologies.

In order to achieve this objective, we will undertake the following:



1. *Theme leaders.* Each of the four theme areas will be overseen by a faculty lead and a small working group. Their responsibilities will include exploring potential research collaborations within and among themes, advancing faculty and student research within the themes through multiple engagement and dissemination strategies, and, by working with the Office of Industry and Community Engagement, seeking opportunities for expanding research connections with external groups and organizations in order to contribute to the socio-cultural, environmental, health, and economic growth of rural and coastal regions.
2. *Chair of Rural and Coastal Research.* Working with the Office of Advancement, Acadia will seek to establish a social sciences and humanities Chair of Rural and Coastal Research. The work of the Chair will complement the work of research chairs within the Faculty of Pure & Applied Science currently engaged in research on rural and coastal regions.
3. *Centre for Rural and Coastal Lifeways Research.* Story is a powerful means of making sense of who we are and how we connect to the land and places where we live. In order to establish a collaborative and interdisciplinary space for life story research, we will establish a Centre for Rural and Coastal Lifeways Research, under the direction of a faculty member. This research will cut across the disciplines within the sciences, humanities, social sciences, and professional schools in order to collect, produce, and preserve the life stories of the people, places, animals, and inanimate objects that define rural and coastal cultures.
4. *Open Access and Data Management.* In order to facilitate collaborative and iterative research, the Vaughan Memorial Library will support open and accessible scholarly publishing and data management. The *Acadia Scholar* institutional repository will be a platform for preserving publications and research data and for promoting and sharing Acadia's contributions to the national and international research community.

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**Objective (b):** To strengthen Acadia's research culture in its breadth, foci, interdisciplinary potential, and opportunities for student engagement at undergraduate and graduate levels.

In order to achieve this objective, we will undertake the following:

1. *Industrial Research Chair.* An objective of the Plan is to establish a NSERC Industrial Research Chairs within the Natural Resources and Environmental Resilience theme area. This Chair, in concert with other theme-based Canada Research Chairs and directors of centres and institutes, will provide additional strength and leadership related to natural resources and the environment.
2. *Who We Are.* To deepen our institutional research knowledge and connections, we will encourage a variety of internal celebratory and revealing events, coordinated by Research & Graduate Studies, which can include:

- i. Short-episode show ‘n’ tell presentations where faculty and students have 2-3 minutes to talk about their research, but with different departments and schools spotlighted at any given event.
  - ii. Semi-regular coffeehouses or mixers that bring faculty and students together for discussions of the research they are doing and its implications. These can be theme or topic focused, but structured to be intentionally transdisciplinary.
  - iii. A series of “Wild Idea” presentations intended to stimulate interdisciplinary thinking and engagement.
  - iv. Calls for works of art and other SSH contributions based on STEM (Science, Technology, Engineering, and Mathematics) themes, and a similar call for STEM contributions to SSH events and initiatives.
- 3 *Undergraduate Student Interdisciplinary Initiative on Rural Health.* Acadia has an excellent reputation for the quality of research undertaken by undergraduate students. While student research commonly takes place within disciplinary clusters, a great advantage of interdisciplinary research is that it mines multiple knowledge bases and brings a more holistic approach to the study of problems and issues. While this can adopt multiple foci, Acadia will seek to develop a stream of (primarily) undergraduate student research on rural health. This can adopt a narrow emphasis on personal health, but can also include a multilateral focus on socio-cultural, environmental, and economic health. This will be coordinated through the theme leaders.
4. *SSH Initiative.* This 5-year Plan incorporates an explicit, though not exclusive, focus on research within the social sciences and humanities. Of all disciplines, active research programs in these areas have been inordinately impacted by diminished success rates in external funding and limited availability of external grant and contract opportunities. While strong and focused support for grant applications and applicant mentoring will continue for all faculty, regardless of discipline, in order to rebuild and strengthen research in SSH, the Division of Research & Graduate Studies will:
- i. Where possible, arrange for one-on-one start-to-finish grant preparation assistance for those faculty members applying for funding (primarily) to the Social Sciences and Humanities Research Council of Canada. This will be prioritized as follows: (1) scholars within first 8 years post-PhD; (2) those who have applied to SSHRC previously, but who are not currently grant holders; and (3) those who have never applied to SSHRC but who wish to apply.
  - ii. Establish a formal mentor network of current and recent SSHRC holders, within Acadia and at sister institutions, to support new and returning scholars in the development and growth of their scholarly careers.

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**Objective (c):** To foster and expand research connections within the University and between Acadia and its numerous and expanding regional, national, and international partners and collaborators.

In order to achieve this objective, we will undertake the following:

1. *Network Connections.* In order to further expand our internal connections and collaborations, we will:
  - i. Create an active network among the directors of our formal research centres and institutes, which will provide mentorship in research leadership and assist in developing research capacity by building new collaborations among faculty and students.
  - ii. Working with the Office of Communications and Marketing, we will seek to provide opportunities for media training for researchers in order to enhance skills in speaking with media organizations and addressing public assemblies. This is part of our commitment to communicate Acadia research to a broader community.
2. *External connections.* In order to further expand our external industry and community connections, we will:
  - i. Develop a feasibility plan that will seek to expand the human resources of the Office of Industry and Community Engagement.
  - ii. Build a collaborative research network among our U4 partners: St. Francis Xavier University, Mount Allison University, and Bishop's University.
  - iii. In support of (ii), Acadia will host a first U4 Research Leaders Workshop and Symposium within the 5-year window of this Plan.

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**Objective (d):** To expand Acadia's contributions to the economic and cultural development of rural and coastal regions locally, nationally, and globally.

In order to achieve this objective, we will undertake the following:

*Industry and Community Research Summit.* Through the Division of Research & Graduate Studies, Acadia will host an Industry and Community Research Summit at least once in this 5-year renewal cycle of the Strategic Research Plan. This summit will explore key issues (possibly theme based) related to rural and coastal communities, and provide an opportunity for extending our external research network and expanding our participation in, and commitment to, the socio-cultural, environmental, health, and economic life of these communities and regions.

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**Objective (e):** To encourage innovation at Acadia and the potential for such innovation to have a positive impact locally, nationally, and globally.

In order to achieve this objective, we will undertake the following:

*Innovation and Commercialization.* Through the Office of Industry & Community Engagement and the Rural Innovation Centre, we will continue to foster entrepreneurship on campus and increase the external impact of research that has commercial application. We will do this by offering funding programs and workshop opportunities for faculty, staff, and students on intellectual property, commercialization, entrepreneurship, and technology transfer.

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Submitted by the 2015-2016 Senate Research Committee:

Zelda Abramson	Faculty of Arts
Bill Brackney	Faculty of Theology
John Colton	Faculty of Professional Studies
Todd Dow	Undergraduate (Honours) student
Sara Klapstein	Graduate student
David MacKinnon	Research & Graduate Studies, Chair
Erin Patterson	Library
Anna Redden	Research Centre Director
Danny Silver	Faculty of Pure & Applied Science
Brenda Trofanenko	Canada Research Chair

**DRAFT**

**APPENDIX**

**The Process**

**Senate only**

## Revising the Strategic Research Plan

The revision of the SRP has been on the agenda of the Senate Research Committee for the last three years. By Senate mandate, one function of the SRC is to develop a process for conducting regular reviews and updates of the Plan, and, once approved, putting the process into place. Early discussions focused on structure and dynamics of a review process, with a significant diversity of opinions offered by Committee members. Following a review of plans from other universities, within Canada and beyond, a structure and process was created and submitted to Senate.

### The Original Process and Timeline

In February of 2013 Senate agreed to a process that included active participation by departments and schools. Unit engagement was to follow visits by the Dean of Research & Graduate Studies with all heads, directors, and IDST coordinators to discuss research activities within their units and programs. This original process, including guiding principles and departmental/school questions is outlined in the figures below.

**Fig. 1.** Original timeline and process approved by Senate (2013)

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<u>Timeline</u>	<u>Process Activity Explanation and Justification</u>
February	Request for Senate approval of the Guiding Principles and revised review process
Throughout	Dean of Research and Graduate Studies meets individually with all unit heads, directors, and IDST coordinators to discuss research activity and culture in their disciplinary or interdisciplinary areas.
April	Unit/program engagement with the review questions on (a) research strengths, (b) research connections, (c) strength building, and (d) the perceived utility of the current SRP. Unit submissions will be forwarded to the appropriate faculty dean or, in the case of IDST programs, the appropriate deans.
Spring	Preliminary analysis by Research and Graduate Studies (RGS) and the Senate Research Committee of the unit/program responses to the questions, in conjunction with the faculty deans.
Spring	Focus group sessions, to be held initially within each of the four faculties, to discuss the preliminary analyses by RGS and the SRC and identify thematic faculty-wide research activity. Each unit will have a representative at the focus group session, chosen by that department or school. A fifth focus group will concentrate on interdisciplinary research, and will include a representative from each IDST program. These sessions will be followed by meetings with other stakeholder groups: students, CRC holders, directors of formally identified research centres, librarians and archivists, and senior administration.
Summer	RGS and the SRC prepare a preliminary draft of the revised Strategic Research Plan, in consultation with the faculty deans. Open forum discussion of the draft plan to be held in late summer.
September	Draft SRP submitted to Senate for discussion.

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## Fig. 2 Guiding Principles

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- The review of the SRP will be conducted in an open, inclusive, and transparent manner.
  - The purpose is to review and revise Acadia's Strategic Research Plan, in order to:
    - Identify research foci which currently represent, or have demonstrable potential to become, areas of outstanding research strengths that are nationally and/or internationally recognized;
    - Identify research foci which currently represent, or have demonstrable potential to become, areas of strategic external alliance.
    - Reaffirm the University's commitment to a culture of individuality in research, where, regardless of strategic focus, faculty members are free to pursue individual research interests.
  - The resulting Strategic Research Plan is intended to identify areas of strategic research focus for the University, and is not designed to represent a mosaic of cross-campus research activity.
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## Fig. 3 Department and School Questions

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### Research Strengths

1. Given the changing research landscape in Canada, and our considerable cross-campus expertise, identify one or more major research initiatives at Acadia that have become or could become areas of national/global prominence. Why?
2. (a) Name up to four areas in your unit or program that represent research strengths, as manifest by (i) critical capacity, (ii) greatest activity, and/or (iii) greatest impact.  
  
(b) Which of these areas of research strength are nationally and/or internationally recognized? How is this demonstrated (examples)?

### Research Connections

1. What areas of research within your unit or program involve or encourage collaborations or partnerships with community groups, government, NCOs, industry, and/or other academic institutions?
2. How **is** the expertise within your unit being utilized, or how can it be utilized, to address local, national, or international needs and opportunities (environmental, economic, social, etc.)?

### Strength Building

1. In addition to the commonly-identified need for additional financial and human resources, (a) what would be necessary in the years ahead to further advance and distinguish your unit or program nationally and internationally, and (b) what area or areas would you consider to be your strength-building priorities?

## Utility of the Current SRP

The current Strategic Research Plan identifies six (6) theme areas:

- Environment • Cultures, Civilizations, and Citizenship • Health and Wellness • Information Technology and Society • Materials Science • Modelling
1. To what extent do one or more of these themes:
    - (a) reflect research that has taken place in your unit in the last decade? Examples?
    - (b) reflect research that is currently taking place in your unit? Examples?
  2. What influence, if any, did the current Strategic Research Plan have in establishing or enhancing research initiatives within your unit

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## Delay and Modification

The original engagement plan (above) called for a draft SRP to be presented to Senate in September, 2013. This was delayed by a limited response to the proposed unit questions. Following the first call for participation, four units engaged the questions and responded. A subsequent call for participation, at the request of Senate, produced two additional departmental responses.

In between the first and subsequent calls the Dean of Research & Graduate Studies proposed an alternative process to Senate, involving the coding and analysis of all research grants and contracts processed through RGS over the previous 5-year period. This included all University Research Fund (Article 25.55) awards, recipients of SSHRC Aid to Small Universities, SSHRC Institutional Grants, Tri-Council awards to faculty members, and research grants and contracts with industry, NGOs, and community organizations. This analysis produced a total of 226 code categories. A workshop in the spring of 2014 involving Research & Graduate Studies and the Senate Research Committee helped to collapse these codes into 5-6 theme areas. These were further collapsed into the existing 4 themes. The analysis group included:

Zelda Abramson (Sociology)  
Bill Brackney (Theology)  
Josh Budish (Graduate student – Community Development)  
John Colton (Community Development)  
Callie Latham (Honours student – Sociology)  
David MacKinnon (Research & Graduate Studies)  
Anna Redden (Acadia Centre for Estuarine Research; Biology)  
Wendy Robicheau (Archives)  
Danny Silver (Computer Science)

A smaller writing group – Abramson, MacKinnon, Redden, Silver – prepared the current draft over the summer and fall of 2014, with modifications extending into 2015.

### **The Process that Followed**

The document was ready for focus consultations by December of 2014. However, as the



Dean of Research & Graduate Studies was on leave from January through and including April of 2015, the Vice President Academic advised that the process should wait until his returned.

Consequently, and following approval by the Senate Research Committee, a series of focus group consultations were held during the spring and summer of 2015:

- June 11: Canada Research Chairs and Directors of Research Centres
- June 25: Interdisciplinary Studies Coordinators
- June 30: Faculty of Pure & Applied Science
- August 18: Faculty of Arts
- August 20: Faculty of Professional Studies

The Committee discussed the feedback from these meetings and made a number of modifications to the draft. The process also involved discussions with representatives of senior administration (President, Vice President Academic, Vice President Advancement), as well as executive members of the Acadia Graduate Students and the Acadia Students Union.

The draft was submitted for the November 2015 meeting of Senate.

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**Big Picture Items for December discussion:**