

Office of the Senate Secretariat

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Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur from 4:00 p.m. to 6:00 p.m. on Monday 12th September, 2016 in BAC 132.

The agenda follows:

1) Approval of Agenda

2) Minutes of the Senate Meeting of 15th June 2016

3) Announcements (*normally 10 minutes per speaker*)

- a) Link for updated list of membership of all standing and ad hoc committees of Senate:
http://senate.acadiau.ca/Senate_Comm_Membership.html

4) Carried Forward from previous Senate Meeting

- a) Motion from the By-laws Committee that the length of term of membership of faculty (including librarian) members on the Senate Library Committee be changed from two to three years (*attached*)
- b) Motion from the By-laws Committee that the University Librarian be added to the Senate Executive ex-officio (*attached*)

5) New Business

- a) Graduate Studies curriculum change proposal: SOPT 5110 Social and Political Thought Colloquium Continued (*attached*)
- b) Report from the Academic Integrity Committee (*attached*)
- c) Report from Senate Executive – detailed follow-up from summer meetings
- d) Motion from Senate Executive that based on the outcomes of Senate discussions and the Academic Planning Committee’s analysis and recommendations (see attached Appendix: “Big Picture Discussions” Timeline and Summary 2015-2016), the Senate Executive moves that the following Senate committees be properly constituted by October 31, 2016 and begin to take the following actions, reporting on their progress

at the January 9, 2017 meeting of Senate (*list of committees attached*).

Sincerely,

ORIGINAL SIGNED

Rosie Hare

Recording Secretary to Senate

Motion from the By-laws committee

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

Rationale:

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

As a point of reference:

Current Membership & Terms of Reference of the Senate Library Committee

Duties:

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

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

Current Membership & Terms

1 University Librarian	ex-officio
1 Chair (Senator)	3 year
1 Professional Librarian	1 year

1 Arts	2 year
1 Arts	2 year
1 Prof. Studies	2 year
1 Prof. Studies	2 year
1 P&A	2 year
1 P&A	2 year
1 Theology	1 year
1 Student (VP Academic)	1 year
1 Student	1 year
1 Graduate Student	1 year

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

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

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

Process for change:

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

Motion from the By-laws committee

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

Rationale:

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

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

As a point of reference:

Current Membership & Terms of Reference of the Senate Executive Committee

Duties:

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

Membership (12)	Term
1 Chair of Senate	<i>ex-officio</i>
1 Deputy Chair of Senate	<i>ex-officio</i>

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

Chair: Chair of Senate (Ann Vibert currently)

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

New Course Proposal for Social and Political Thought program

SOPT 5110 Social and Political Thought Colloquium Continued This course will serve as a continuation of SOPT 5113 Social and Political Thought Colloquium for second year and continuing students. The course is designed to provide continuity for students in their second year by creating the expectation that they remain active in the SPT program's academic life.

This graduate colloquium is designed to achieve three broad goals: 1) provide a common intellectual touchstone for graduate students; 2) create a space where the contemporary research activities of other academics can be shared and engaged; and 3) build concrete skills to help with thesis preparation, grant writing and academic publishing. The content of the course will change from year to year because it will depend on the graduate cohort's participation and the generosity of guest speakers. The global objective remains the same, however, to create a challenging and safe space for intellectual exploration and academic development.

ACADEMIC INTEGRITY COMMITTEE

Report to Senate - September 12, 2016

(Requested at the May 2016 Meeting)

Committee Members as of Aug 23, 2016:

Dr. Susan Potter, Chair (Pure & Applied Science)

Dr. Jeff Banks, Acting Registrar

Dr. Paul Arnold, Pure & Applied Science

Ms. Anne Smith, Library

Changes in membership since the May meeting:

Ms. Carlie Visser, student representative, finished her term in April

Dr. Jason Holt, Professional Studies, finished his term on June 30

Dr. Stephen Ahern, Arts, resigned on August 10

Ms. Brianna Jarvin, VPA of the ASU, replaced Carlie Visser as student rep on August 24

Update

At the Senate meeting of May 11, 2016, the following motion was put forward (p. 21 of the May 11 minutes):

Motion that the Academic Integrity committee report back to Senate with recommendations at the September meeting and provide a report on their deliberations during the summer in reviewing the Academic Integrity Assessment Guide. Moved by A. Kiefte and seconded by L. Aylward.

It was difficult to schedule meetings over the summer, but the AIC met four times (with between two and four members present) on June 8, July 10, August 10, and August 23. We reviewed the International Center for Academic Integrity (ICAI)'s assessment guide and we made good progress with respect to planning the implementation of the academic integrity assessment process at Acadia. We received the sample student and faculty surveys from the ICAI and revised the questions to fit Acadia.

We are in the process of putting together the research ethics board (REB) application, which is required prior to conducting the assessment. Once that is approved, we will send the revised surveys to ICAI and they will make the changes to the questions, and make the surveys live. Students and faculty will have two weeks to complete the surveys (perhaps longer – we would welcome input on that question).

Once the surveys are complete and the results are available, the next step is to hold focus groups to discuss the results. The focus groups will consist of students, faculty, and administrators who will provide input to guide our efforts to improve the existing policy.

We anticipate the following time-line:

September	<ul style="list-style-type: none"> • REB application written & submitted • Revisions to surveys reviewed by full AIC • Faculty and student surveys submitted to ICAI
October	<ul style="list-style-type: none"> • Surveys posted • Emails sent out asking students and faculty to complete the surveys
November	<ul style="list-style-type: none"> • Survey results analyzed and collated • Focus groups created (one faculty, one students, one administrators) • Focus groups meet and discuss the findings, provide input to the AIC
December - January	<ul style="list-style-type: none"> • New academic integrity policy is drafted • Feedback is obtained from the focus group members (and anyone else who would like to read it and comment) • Revisions are made based on the feedback
February	<ul style="list-style-type: none"> • The revised policy is submitted to Senate (as well as the ASU and faculty?) for final feedback • Any requested changes are made
March - April	<ul style="list-style-type: none"> • If approved, any materials and measures required to support new procedures described in the new policy are designed and put into place

Respectfully submitted by Susan Potter, Chair

Based on the outcomes of Senate discussions and the Academic Planning Committee's analysis and recommendations (see attached Appendix: "Big Picture Discussions" Timeline and Summary 2015-2016), the Senate Executive moves that the following Senate committees be properly constituted by October 31, 2016 and begin to take the following actions, reporting on their progress at the January 9, 2017 meeting of Senate.

Timetable, Instruction Hours, & Examination (TIE) Committee

- Review current scheduling practices and usage of slot system. Propose improvements to usage of current slot system and/or develop a new slot system model for comparison.
- Consider the feasibility of broader offerings of online courses and spring/summer on-campus Open Acadia courses, and whether these offerings can be better integrated into overall program offerings to improve flexibility and accessibility to students.

Faculty Support Committee

- Investigate current research and practices related to the role of technology in learning. How are faculty at Acadia using technology at present, and how can the university further support sound pedagogical use of technology in future?
- Investigate possible hybrid models of course delivery that incorporate in-class and online learning modalities.
- If necessary, develop an updated statement(s) of what a credit hour and/or a 3-credit course is, based on alternative/hybrid models. (Current statements from calendar: "Credit Hour: The standard unit by which the course work offered by universities is normally measured. One credit hour (1h) is assigned to a class that meets fifty minutes per week in class instruction, exclusive of laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent class hours at intersession." and "A 3-credit course will have a minimum of 36 contact hours.")
- Propose various means of support for faculty teaching/pedagogy development activities.

Research Committee

- Highlight and celebrate current student research.
- Develop additional strategies to strengthen student research opportunities and profiles.

Academic Program Review Committee (APRC)- as part of the ongoing/upcoming review of B.Sc. and B.A. programs

- Investigate the consistency of minor, major, and other program requirements.
- Investigate a common requirement for undergraduate programs of 6 credit hours of English or alternative such as "writing intensive courses" and how those are identified.
- Investigate programs' perspectives on requirements and identify differences in relative levels of 1000/2000/3000/4000-level courses in undergraduate programs across disciplines.

- Investigate practices of course enrollment restrictions, course prerequisites, and relative openness of courses across disciplines.

Curriculum Policy Committee

- Consider how our classroom practices and academic programs support our definition of an Acadia Education. Propose ways that this can be further enhanced on campus.
- Develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure.
- Review outcomes from the APRC's review of the B.Sc. and B.A. programs (including but not limited to items listed above), and develop specific policy recommendations based on those outcomes.
- Review outcomes from the TIE and Faculty Support Committees' work on course delivery options, credit hour system, etc, and develop specific policy recommendations based on those outcomes.
- Changes related to graduate programs fall under the purview of the Senate Committee on Graduate Studies. However, there may be occasions when it would be judicious to have the two committees, or a subcommittee of the two committees, work together.

Ad Hoc Diversity and Inclusion Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), one Dean (appointed by Vice President Academic)
- Propose a response to the recommendations of the Truth and Reconciliation Commission.
- Consider specific strategies of how we can foster a more inclusive institution.
- Engage with key people and groups on campus (Equity Officer, Wong International Centre, Indigenous Student Society at Acadia, Welkaqnik Aboriginal Gathering Space at Acadia, Acadia Pride, WGS, AUFA-W, Enrollment Services, etc)

Ad Hoc Community Engagement Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), one Dean (appointed by Vice President Academic)
- Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.
- Consider how Acadia can strengthen its links to the broader community in future.
- Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.
- Engage with key people and groups on campus (Co-op office, ALL program, Department of Community Development, Associated Alumni of Acadia University, Acadia Entrepreneurship Centre, Acadia Athletics, SMILE, Performing Arts Series, etc)

Ad Hoc Relationships with Other Post-Secondary Institutions Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), Vice President Academic
- Investigate how Acadia is currently engaged with the U4 League, and how the relationships can enhance students' curricular experiences and faculty development and research experiences.

- Investigate existing relationships with community colleges/universities and 2+2-type agreements/bulk transfer programs (i.e. NSCC-Acadia Business programs, Sir Sanford Fleming College-Acadia Earth Science programs, Memorial University-Acadia Nutrition and Dietetics programs, Acadia-Dalhousie Engineering programs, etc). Identify possible additional relationships and develop a clear process for future proposals.
- Investigate other current or potential linkages that may benefit Acadia.
- Engage with key people and groups on campus (U4 league committee members, School of Business, Department of Earth and Environmental Science, School of Nutrition, School of Engineering, etc.)

Appendix: “Big Picture Discussions” Timeline and Summary 2015-2016

September 14th, 2015

The list of potential topics identified by Senate Executive were presented to Senate and discussed:

- Consistency of minors and majors and the number of required hours
- Equitable distribution between Faculties of Tier 1 Scholarships
- Processes for putting in place course enrolment restrictions
- Mandate of the new Curriculum Committee (Policy)
- Review of the level of 1st, 2nd or 3rd year courses and whether there are differences
- Consideration of a common requirement of 6 credit hours of English across the campus or a collection of writing intensive courses approved by Senate
- Continued work on changes to the slot system, including consideration of differential credit hours
- Consideration of mechanisms/processes for degree and program changes, including program closure
- Consideration of academic integrity issues and whether changes to the current policy would be desirable.

December 14th, 2015

Discussion occurred at Senate in small groups to discuss the following two questions:

- 1) What are the preeminent curriculum/academic program principles and priorities you want to see a future Acadia work toward and/or enact?
- 2) Given our current strengths and resources, and given the current university context provincially and federally, how would you imagine operationalizing these principles and priorities? What supports /obstacles might you expect?

March 14th, 2016

Academic Planning Committee presented Emergent Themes from Question 1 of the December 14th, 2015 discussion:

1. Maintain yet clarify what we mean by a “liberal education”: The Senate should work toward a common understanding of what is meant by a liberal education as laid out in the statement “An Acadia Education” approved by the body in April 2013, and engage the campus.
2. Our focus must be a student–centric orientation for education: Our highly-interactive, closely linked student/faculty/staff relationship must continue.

3. An Integrated Academic Sector: There needs to be a broader integration of the academic sector (e.g., common core, curriculum development, timetabling). In some cases programs will be constrained by external factors (e.g., accreditation) but these must be the exception, not the norm.
4. Responding to 21st Century Concerns: Curriculum must be relevant as preparation for effective participation in an increasingly complex world and students must be exposed to the full diversity of that world.
5. Community Connections/Engagement as part of the Acadia experience: Both in terms of pedagogical function and as a reflection of the role of Acadia as a university in the 21st-century world.
6. Supporting strategic research initiatives: Research must involve both undergraduate and graduate level opportunities.

April 11th, 2016

The following was approved by Senate:

Principles Emerging from the Senate Discussion

Whereas Senate embarked on a “Big Picture” Discussion in December 2015, and whereas the Academic Planning Committee was directed by Senate to identify emergent themes from that discussion, and subsequently principles based on the discussion and ensuing debate in Senate, the Academic Planning Committee moves that the following principles be adopted by Senate:

1. Senate reaffirms the definition of an Acadia Education, passed at Senate April 2013, i.e.,

An Acadia education:

1. Is rigorous and liberal and requires students to gain knowledge and understanding within and across disciplines.
 2. Focuses on the whole student and fosters healthy academic, social, and residential experiences to develop well-rounded critical thinkers, engaged citizens, and lifelong learners.
2. Acadia believes that opportunities for flexibility and choice in rigorous student learning within the liberal education framework should be enhanced.
 3. Acadia continues to support the broader integration of the academic sector.
 4. Acadia’s educational environment promotes engagement, awareness of current societal issues including equity and diversity, and critical analysis in our graduates as they enter the broader world.

5. Acadia believes in supporting community connections and engagement as part of the university experience.

6. Acadia believes in engaging our students with research.

June 15th, 2016

Recommendations from the APC were presented to Senate for the priorities, goals, and tasks of Senate arising from Question 2 of the December 14th, 2015 discussion. The order does not imply any ranking on the part of the APC:

- The APC recommends that Senate as a body explore connections / relationships with other institutions.
- The APC recommends that the newly-established Curriculum Policy Committee review and operationalize the concept and practice of a Liberal Education.
- The APC recommends that the TIE Committee review current practices of the scheduling.
- The APC recommends that the TIE Committee determine the feasibility of broader offerings in spring/summer sessions, and that the Registrar review current fee structures with the intention of facilitating flexibility for students.
- The APC recommends that the Faculty Support Committee should consider the issues of the role of technology in learning and hybrid course offerings off/online.
- The APC recommends that the Teaching Resource Committee (Joint Board of Governors / Senate) develop a strategy to determine from all stakeholders what resources are needed to be effective teachers.
- The APC recommends that the newly-established Curriculum Policy Committee consider options for class delivery options extending beyond the 3h / 6h option, considering the models for alternative delivery formats already in place in some programs.
- The APC recommends that the Senate Honours Committee consider strategies to strengthen student research opportunities and profiles.
- APC recommends the Creation of Ad-Hoc Committees by Senate to consider the academic dimensions of Diversity and Inclusion and of Community Engagement.