



A meeting of the Senate of Acadia University occurred on Monday, 17 January 2011 beginning at 4:00 pm. with Chair Patricia Corkum presiding and 42 present.

- 1) Minutes of the Meeting of
13 December 2010

The Chair noted that on page 3 the last line will read “Motion carried with a clear **2/3** majority”
It was moved by R. Perrins and seconded by J. Hennessy *that the minutes of Monday, 13 December 2010 be approved.*

MOTION CARRIED.
- 2) Announcements
 - a) From the Chair of Senate

The Chair welcomed to Senate Anne Quema, returning from sabbatical leave; Sonia Hewitt who will be replacing John Eustace while he is on sabbatical; and David Reid, Acting Director of the School of Education while Ann Vibert is on leave.

Regrets were received from W. Slights, J. Cottreau, J. Stanley, E. Patterson, L. Aylward, and G. Hepburn.

The Chair congratulated President Ivany on his appointment to the Order of Nova Scotia Advisory Council.
 - b) From the President and
Vice-Chancellor

President Ivany reported that the negotiation process between the provincial government and the university sector to reach an MOU has not yet begun. It appears as if the process will be significantly different than in the previous round. President Ivany is a member of the CONSUP Negotiating Committee along with representatives from Dalhousie University, Saint Mary’s University, and Cape Breton University. The President will continue to update Senate about the process.

In response to a question from G. Whitehall about an open community dialogue concerning the future purpose of the renovated Patterson Hall and the Senate’s involvement in such discussions, President Ivany stated that the current project, which was undertaken with funding from the Knowledge Infrastructure Program and did not contribute to the University’s debt, is nearing completion. The entire renovation project, however, will not be finished at this time. He confirmed that the building will contain additional general purpose classrooms that should be available for the 2011/12 academic year. General purpose academic space has been created and the Acadia community will involved in discussions about the building’s ongoing usage.

Noting that the majority of the uptake in the Early Retirement Incentive Plan

has come from the Faculty of Arts, G. Whitehall expressed concern about the possibility of an unbalanced university in the future and requested a sense of the plan going forward. President Ivany stated that the pattern or the ERIP uptake cannot be predicted as it is dependent upon the decisions of those who are eligible. The ERIP is in its early stages, but he noted that it does appear as if the uptake is greater in the Faculty of Arts. Once the pattern of the uptake is known, the institution will try to make the best possible choices in terms of preserving the integral elements of the institution with a reduced faculty complement. He noted that discussions are ongoing between the Vice President Academic and the Deans.

T. Herman agreed that the unpredictability of the ERIP uptake is one of the challenging issues and stated that all units will make a contribution to address any imbalance created by the reduction in capacity.

P. Corkum reminded Senate that the Tenure Track Teaching Complement and Allocation Committee will be making a recommendation related to this matter under Agenda item 4 a).

In response to a question from M. Corbett about the implications of the recent change in the provincial cabinet structure, President Ivany stated that the Ministry of Education is responsible for P-12 while the University sector has been moved to the new Department of Labour and Advanced Education. Minister More remains the Minister responsible for post-secondary education with a new Deputy Minister, Judith Ferguson.

c) From the Vice President
Academic

T. Herman informed Senate that planning for the Honours Forum is in progress and that the Chair of the Honours Committee will send an announcement concerning the details.

The Endowed Chairs policies that were approved by Senate at the December meeting will be considered by the Board of Governors at their meeting in February. Nomination procedures will be initiated once the policies have received Board approval.

T. Herman spoke of the significant research conducted by Dr. Ian Spooner and his colleagues at the Bloody Creek impact structure near Bridgetown, Nova Scotia and the potential for it to shed light on the disappearance of the woolly mammoth and mastodon population 11,000 years ago.

In response to a question from G. Whitehall concerning Acadia's low ranking in the Maclean's survey with respect to social science research grants, T. Herman noted that there is awareness of the issue and that every effort is being made to improve the institution's success and to encourage and support faculty in their applications. He also spoke of the time lags in the data. D. MacKinnon acknowledged that the downturn in the last 2-3 years is perplexing and is an issue that is being addressed.

d) From the Registrar

R. Jotcham reported that due to the storm and resulting power outage during the exam period in December, two days of exams were held following the Christmas break and that classes for the Winter term commenced on January 12th. The course add/drop date has been moved to January 21st; all other academic dates remain the same. The exam schedule will be posted on January 28th as outlined in the Calendar.

e) From the Chair, Admission and Academic Standing Committee (Policy)

T. Herman reported that the Admission and Academic Standing Committee (Policy) is considering the issue of numeric grades and will be bringing a proposal to Senate. Items to be addressed include requirements for graduation, probation, and dismissal and whether the change should be retroactive. R. Jotcham noted that this would be a significant change in the manner in which student results are reported and invited Senators and Faculty to provide input to the Committee.

3) Business arising from the Minutes

It was moved by D. Holmberg and seconded by J. Best

a) Senate Committee on Students with Disabilities that Affect Learning

That the attached "Policy Regarding Students with Disabilities that Affect Learning (January 2011)" and its associated appeals procedure (Appendix A) be approved by Senate.

i. Motion – Policy and Appeals

D. Holmberg spoke to the motion noting that the policy encompasses the more welcoming tone of language that was requested by Senate at the November meeting. She noted that students are the target audience and thanked the Committee for their work, as well as Cynthia Bruce.

A. Quema questioned whether students with disabilities were consulted about the policy. D. Holmberg noted that there is a student representative on the Committee and that staff in Disability Access Services informally consulted students.

H. Kitchin expressed concern about the lack of privacy for students who, in order to obtain classroom support services, must disclose to faculty members that they have a disability. She wondered whether a student's privacy could be maintained if all arrangements for support were handled by Disability Access Services. D. Holmberg explained that a student must register and disclose the disability to Disability Access Services, who will inform the student's professors that the student has a disability. In order to provide support, a professor must be aware that the student has a disability, and what services are authorized to support the student, but professors are not informed of the specific nature of the disability unless the student chooses to discuss it.

P. Corkum requested that Senators reserve comments in respect to principles and procedures for Agenda item 3) a) ii) Principles and Procedures.

MOTION CARRIED.

a) Senate Committee on Students with Disabilities that Affect Learning

It was moved by D. Holmberg and seconded by M. Corbett

ii. Motion – Principles and Procedures

That the attached Principles and Procedures Regarding Students with Disabilities (January 2011) be received by Senate. (Appendix B)

D. Holmberg explained that the material contained in the document is essentially the same as that which was presented to Senate earlier but has been reorganized to separate the guiding principles from the procedures. She highlighted the changes.

P. Corkum stated that the motion is to receive the document outlining the principles and procedures and that any discussion would be in the form of suggestions for the Committee to consider.

In response to a request by A. Quema for clarification of the term “assistive technology”, D. Holmberg noted that the Faculty Handbook outlines recommendations for assistive technologies for those with visual or auditory impairments. It was suggested that a list of available assistive technologies be made available on the Disability Access Services website, with links as appropriate from other documents.

G. Whitehall suggested that the document include procedures for dealing with abuse of note-taking services. D. Holmberg responded that students will sign a contract to engage note-taking services and Disability Access staff will contact students who are accessing note-taking services but not attending class. If there is not a legitimate reason for the student’s absence, notes will only be given for classes the student attends; the student will be responsible for securing his/her own notes for classes he/she does not attend.

H. Kitchin questioned whether professors are expected to take attendance for students with disabilities. D. Holmberg replied that it is not expected that attendance be recorded; however, if the professor is concerned, the student’s lack of attendance can be brought to the attention of Suzanne Robicheau in Disability Access Services for followup.

P. Corkum reminded Senators that this document was reviewed at the November meeting of Senate and vetted by the Senate Executive and that faculty are able to bring to the Committee, on an ongoing basis, any questions and concerns.

H. Kitchin spoke of the privacy issue, noting that Principle #7 states “The privacy of students with disabilities shall be respected” and the contradiction between the statement and the requirement that students identify themselves as having a disability in order to access support services. D. Holmberg stressed the need for professors to be aware that a disability exists in order that accommodation can be granted, but that the nature of the disability remains confidential unless the student chooses to disclose it.

In response to a question by J. Ghoshdastidar about the procedures for students writing tests or exams in alternate locations, specifically concerning the availability of the professor to clarify test questions, D. Holmberg noted that the proctor has email and cell phone access to the professor.

C. Muehlberger spoke of the privacy issue, specifically noting that on occasion, student note-takers have provided notes directly to the student with the disability. D. Holmberg will clarify the procedure with Disability Access Services to see if an option for fully anonymous note-taking services is available, should students so desire.

Discussion continued about the need for professors to be informed of the disability.

It was moved by R. Cunningham and seconded by G. Whitehall
That the question be called. CARRIED.

MOTION CARRIED.

- a) Senate Committee on Students with Disabilities that Affect Learning
 - iii. Motion – Changes to the Acadia University Calendar

It was moved by D. Holmberg and seconded by J. Best

That the attached changes (Appendix C) be made to the Acadia University's Calendar.

MOTION CARRIED.

- 4) New Business
 - a) Tenure Track Teaching Complement Allocation Committee – Report to Senate

D. Holmberg stated that the report is for information purposes and highlighted the re-rankings performed in December to incorporate vacant positions due to late resignations. She also noted that the principles concerning re-ranking procedures at the Faculty level will apply to the TTTCAC; the Deans will be consulting Heads and Directors for their views concerning trans-disciplinary appointments and invite input from faculty; and that the Committee recommends that a new committee of Senate be created to consider program viability and issues across the University. The Vice-President Academic, the Deans, and the Chair of TTTCAC will propose a committee structure for consideration at the next meeting of Senate

P. Corkum noted that the proposed committee structure would be on the agenda of the Senate Executive meeting at the end of January.

In response to the suggestion by A. Quema that the new committee include the Office of the Registrar, D. Holmberg noted that the proposed composition would include representatives from all faculties and would be balanced between administration and faculty. It could receive input from other committees, such as the Academic Program Review Committee and the Curriculum Committee, as well as provide input to the TTTCAC.

G. Whitehall expressed concern that the current tenure track teaching complement allocation process and the proposed committee tends to favour the status quo when the focus should be forward looking and answering questions about the shape of the University in the future. He questioned whether the current and proposed committee structures would be able to handle such a task.

A. Quema questioned the process for the creation of the proposed committee. D. Holmberg replied that it would seem beneficial for discussion to have a proposed committee structure and mandate brought to Senate for approval, through the Vice-President Academic. P. Corkum noted that Senate Executive will channel the process forward and invited Senators to provide their ideas regarding the proposed committee to Senate Executive members. As soon as a draft committee structure is ready for Senate consideration, it will be brought before Senate as a notice of motion for discussion at the following meeting. She acknowledged that this issue has been one of concern since the signing of the 13th Collective Agreement.

- b) Honorary Degree Committee – Professors Emeriti Nominations

President Ivany reviewed the criteria for the consideration of nominations, specifically noting that “the standing of Professor Emeritus is to be conferred to those retiring/retired faculty members who, in the judgment of Senate, have displayed continuing excellence in teaching, research, and service, beyond that associated with promotion to full professor, and including national and/or international recognition.”

On behalf of the Honorary Degree Committee, President Ivany presented the

names of Dr. Gary Ness and Dr. Richard Davies to receive the designation of Professor Emeritus.

A secret ballot vote was held and both nominees received unanimous approval. P. Corkum will send congratulations to Dr. Ness and Dr. Davies.

c) Curriculum Committee –
Proposed Curriculum
Changes

P. Corkum suggested that the Deans introduce the curriculum changes for their Faculties, respond to questions from Senators, and consider any changes as corrections to the document prior to the motion for acceptance.

It was noted that MUSI 3341 should read Clarinet Methods.

It was moved by R. Perrins and seconded by R. Cunningham

That the curriculum changes for the Faculty of Arts be approved.

MOTION CARRIED

It was moved by H. Hemming and seconded by R. Cunningham
That the curriculum report for the Faculty of Professional Studies submitted by the Curriculum Committee be approved.

In response to a question by J. Hennessy about the submission from the School of Education to the Curriculum Committee that is not reflected in the curriculum changes, H. Hemming reported that the change has been referred back to the School of Education for further clarification. R. Jotcham noted that the Curriculum Committee next meets on 21st January.

MOTION CARRIED.

It was moved by P. Williams and seconded by B. Anderson

That the curriculum changes brought forward by the Curriculum Committee for the Faculty of Pure and Applied Science be approved.

MOTION CARRIED.

d) Senate Committee on
Graduate Studies –
Proposed Curriculum
Changes

It was moved by D. MacKinnon and seconded by R. Cunningham

That the seven items recommended by the Senate Committee on Graduate Studies be approved.

D. MacKinnon noted that if approved by Senate, two or three of the changes will proceed to MPHEC for approval.

MOTION CARRIED

5) Adjournment

On motion of R. Cunningham, the meeting adjourned at 5:30 pm.

ORIGINAL SIGNED

K. Slater Padovani, Recording Secretary

Appendix A

Policy Regarding Support and Accommodation for Students with Disabilities (January 2011)

“The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders.”

Acadia values diversity, and believes that supporting and accommodating diverse learners brings richness and depth to a robust and respectful scholarly community. We are therefore committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students with a wide range of documented physical, sensory, neurological, psychological, and learning needs. All students who have met the entrance criteria established by the University and who have documented disabilities will have access to supports and accommodations that will facilitate their pursuit of the same curricular outcomes as their peers. Students with disabilities who are considering joining our campus community are encouraged to contact the Office of Disability Access Services to learn more about the specific supports and accommodations Acadia can provide.

The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>), and they are based on recommendations contained in the student’s most recent disability assessment, conducted within the last five years. While supports and accommodations will be coordinated through the Office of Disability Access Services, faculty members exercise their pedagogical judgement to support diverse learners in all aspects of academic work. Accommodations may modify the way course material is accessed, or the way tests, exams, and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

We believe you will find Acadia to be a welcoming and respectful scholarly community where all students are inspired to become critical thinkers, lifelong learners, and leaders in their chosen fields. We invite you to join our community of scholars, and to contribute to Acadia’s rich academic, cultural, and social environment.

Appeals Process

Questions or concerns regarding this Policy or its implementation may be raised with the Academic Support Coordinator in Disability Access Services, and/or the Chair of the Senate Committee for Students with Disabilities that Affect Learning. Appeals may be taken to the

Senate Admissions and Academic Standing Committee (Appeals). In cases where the cost of providing accommodations might be a factor in deliberations, the Vice-President Enrolment and Student Services (or delegate) may attend relevant meetings of the committees, as a non-voting member.

Appendix B**Principles Regarding Support and Accommodation for Students with Disabilities (January 2011)**

1. Accommodations are provided to support the diverse learning needs of students with a wide range of documented physical, sensory, neurological, psychological, and learning disabilities, which may be permanent or temporary (e.g., a student with a broken arm might require temporary accommodations to assist with writing exams).
2. Acadia is committed to making every reasonable attempt to support and accommodate the diverse learning requirements of students with disabilities, as guided by the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>). Professors shall therefore honour students' needs for appropriate and available accommodation, and use their pedagogical judgement to support students with disabilities. Accommodations shall be based on the recommendations in the most recent assessment of the student's disability (conducted within the last five years), but professors also have input into designing accommodations that best fit the pedagogical goals of their course. The overall guiding principle is that all accommodations should offer students with disabilities equal access to learning opportunities, as compared to their peers.
3. The right to be fairly considered for any specific accommodation shall not be adversely affected by a student's past behaviour, course performance, or learning choices. For example, an assessment of entitlement for extra time on an exam cannot be withdrawn because the student did not require the extra time on a previous test, or is receiving high grades, or chose not to request extra time for exams in a different course.
4. In some instances, note-taking services are provided to aid students whose disability might cause them occasionally to miss class in keeping up with the course material. In other instances, note-taking services are designed to supplement students' own course notes, if the disability results in difficulty taking notes at adequate speed. In the latter instance, the student is still expected to attend class regularly. If the student is not attending class regularly, then course notes will normally be provided through Disability Access services only for those classes the student does attend; it is the student's responsibility to secure notes for any classes he or she misses.
5. Students bear primary responsibility to request available supports, and to follow through on the necessary steps to acquire those supports. A primary role of the Academic Support Coordinator and the Disability Resource Facilitator shall be to promote self advocacy and independence for students with disabilities.
6. The privacy of students with disabilities shall be respected. While students are encouraged to advocate for themselves and to discuss their disabilities and their needs openly, ultimately, students must make the decision as to when, whether, and to whom they wish to reveal details regarding their disabilities.
7. Accommodations shall not be recorded on Acadia transcripts.
8. In keeping with Canadian Human Rights Legislation, Acadia will provide accommodations up to the point of undue hardship with respect to health, safety, cost, or academic integrity.

Procedures

1. Accommodations for students with disabilities shall be coordinated through the offices of the Academic Support Coordinator and the Disability Resource Facilitator.
2. Students with disabilities desiring accommodations must identify themselves to the office of the Academic Support Coordinator.
3. Students with disabilities desiring accommodations shall provide the office of the Academic Support Coordinator with the most recent assessments of the student's disability, conducted within the last five years. These assessments must be done by a qualified external assessor with appropriate knowledge of the disability in question (e.g., a physician for a physical disability; an audiologist for a hearing impairment; a physician, psychologist, or psychiatrist for a psychiatric disability, etc.). The student is responsible for any costs associated with obtaining this assessment.
4. The assessments shall include recommendations that will provide a framework for accommodations for each student. The appropriate and available accommodations will then be negotiated between the student and Disability Access Services. Accommodations that may be provided by the University include, but are not limited to: alternative locations for examinations, extended periods of time for examinations, tutors, note takers, scribes, and assistive technology.
5. At the beginning of each term, students with disabilities who desire accommodations shall have each of their instructors sign an Instructor Verification Form, indicating that the student is registered with Disability Access Services. Professors will then be sent an electronic copy of an Information Sheet that indicates the specific accommodations to which the student is entitled according to his or her professional assessment. Note that students may or may not choose to access all of the accommodations to which they are entitled in a particular course.
6. In many cases, accommodations are arranged between the student and Disability Access Services, and require little direct action on the part of the professor. If the student requires any direct action from the professor to provide accommodations, then it is the student's responsibility to inform the professor and to provide the professor sufficient advance notice. The professor and the student can then discuss the best way to provide appropriate accommodations while still meeting the professor's learning goals for the course.
7. Students will arrange with Disability Access Services if they wish to write tests or exams in an alternate location. Professors will be contacted by Disability Access Services with the names of students in their courses who have asked for testing accommodations. Professors will ensure that a copy of their test is delivered to Disability Access Services. Staff at Disability Access Services will arrange invigilation of tests. Professors will be consulted regarding the location of alternative examinations.
8. Students requiring note-taking services, as recommended in their assessment, should contact the Disability Resource Facilitator. Disability Access Services will contact professors with the names of students in their courses who have requested note-taking services. Professors will be asked to circulate a request to all students in their class, asking those interested in providing notes to contact the Disability Resource Facilitator. The Disability Resource Facilitator will receive offers from prospective note-takers, review samples of notes, and confirm the name of the selected note-taker with both the student who has

made the request and that student's professor. In cases for which interrupted attendance is not a function of the student's particular disability, regular class attendance is still expected. If the student is not attending class regularly, then course notes will normally be provided through Disability Access services only for those classes the student does attend; it will be the student's responsibility to secure notes for any classes he or she misses. Students requesting note-taking services will be advised of this provision, and will acknowledge their agreement in writing at the time of making the initial request.

9. The latest version of the University's Policy on Support and Accommodation for Students with Disabilities, along with the associated Principles and Procedures, will always be posted on the Disability Access Services website. These materials shall be reviewed regularly by the Senate Committee for Students with Disabilities that Affect Learning, normally on an annual basis.
10. Individuals desiring more information about issues regarding students with disabilities, or with questions regarding the policy, principles, or procedures, are encouraged to contact the Disability Access Services office (902-585-1823 or disability.access@acadiau.ca), and/or the Senate Committee for Students with Disabilities that Affect Learning (see http://senate.acadiau.ca/Senate_Comm_Membership.html for information on the current Chair and committee membership).

Appendix C**Policy Regarding Support and Accommodation for Students with Disabilities**

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The provision of appropriate supports and accommodations is guided by the Nova Scotia Human Rights Act (<http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm>), and they are based on recommendations contained in the student’s most recent disability assessment*. While supports and accommodations will be coordinated through the Office of Disability Access Services, faculty members exercise their pedagogical judgement to support diverse learners in all aspects of academic work. Accommodations may modify the way in which course material is accessed, or the way tests, exams, and other assessments of learning are administered; however, the material being taught and the constructs being tested are not altered.

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We encourage students with disabilities who are considering joining our campus community to contact Jill Davies (jill.davies@acadiau.ca), the Academic Support Coordinator at Disability Access Services, to learn more about the services and accommodations Acadia can provide, and to arrange a campus visit. Staff members at Disability Access Services provide academic counselling and mentoring, and facilitate a variety of learning supports, including tutoring, note taking, assistive technology and accommodations for tests and exams.

Any students requiring help to complete the registration process are invited to contact the Registrar’s Office. Students who wish to live on campus are advised to include in their Residence Application a letter outlining any pertinent special needs. Staff from Residence Life and Disability Access Services will then consult to determine the best available living arrangements to attempt to accommodate individual student needs.

*Students must provide the most recent (within the past 5 years) documentation of their disabilities.

For more information, please visit: <http://disabilityaccess.acadiau.ca/>