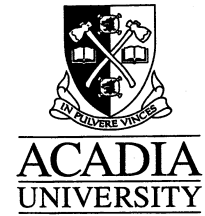


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Minutes of the Senate meeting of Wednesday June 11th, 2014

A meeting of the Senate of Acadia University occurred on Wednesday June 11th, 2014 beginning at 1:00 p.m. with Chair Diane Holmberg presiding and 37 present, plus one guest.

1) Approval of Agenda

The Chair asked that the wording in item 6)d) be changed from “*Tenure-track position requests*” to read “*permanent faculty position requests*” since Instructors and Librarians were not formally tenure-track appointments.

The Chair noted that the Board of Open Acadia report, item 5) vii), had been circulated late and was therefore not in the appendices.

The Chair requested that Senate cover the annual reports first on the agenda.

The Chair also noted that sheets with the 2013-14 Budget Actuals were available to be picked up during the refreshment break, and that they would be discussed at the September meeting of Senate.

There were no objections to the revisions.

The Chair noted that there was quorum.

Motion to approve the agenda, as revised. Moved by S. Hewitt, seconded by D. Benoit.

MOTION TO APPROVE THE AGENDA AS REVISED APPROVED.

**2) Minutes of the Meeting of
14th April 2014**

Motion to approve the minutes of April 14th, 2014. Moved by G. Bissix, seconded by D. Benoit.

L. Murphy pointed out that he should have been introduced as the *incoming* VP Academic for the ASU.

S. Major requested that all speakers be listed as initial plus the last name. Melissa Scanlan was therefore changed to read M. Scanlan.

MOTION TO APPROVE THE MINUTES AS AMENDED APPROVED.

**3) Minutes of the Meeting of 7th
May, 2014**

Motion to approve the minutes of May 7th, 2014. Moved by W. Slight, seconded by G. Bissix.

MOTION TO APPROVE THE MINUTES APPROVED.

4) Announcements

a) From the Chair of Senate

The Chair noted regrets from H. Wyile, J. Yang, S. Mesheau, D. MacKinnon, C. Stanley, B. Anderson, C. Thompson, H. Rode, B. Brackney, N. Clarke, D. Seamone and J. Guiney Yallop. S. McCullough and S. Henderson would be leaving early.

The Chair welcomed M. Lukeman who was providing the report from the Honours Committee, and D. Duke from the Academic Planning Committee.

There were no objections.

The Chair thanked those Senators whose terms were finishing: S. Henderson, J. Whidden, G. Whitehall, C. Stanley, B. Latta, W. Slights, G. Bissix, M. Corbett, S. Major, M. Snyder, A. Quema, T. Herman and D. Holmberg.

The Chair had met once more with the By-laws committee at their request, which will be covered in the By-laws Annual Report later in the meeting.

Senate Executive would be meeting the following Monday to debrief on the previous year of Senate. P. Doerr, the incoming Chair of Senate, had been invited to attend, as had R. Raeside, the Deputy Chair of Senate.

b) From the President

President Ivany reminded Senate that he was a member of NSERC's Governing Council and stated that NSERC was undertaking a substantive strategic planning exercise, starting with a meeting of the sub-committee during the first week in July. President Ivany noted that he was the only representative from Atlantic Canada. The Vice Presidents and Deans of Research were meeting at Acadia that morning and President Ivany had offered to bring ideas/concerns that they might have surrounding NSERC and their experience of it to the sub-committee. President Ivany encouraged Senators to also let him know of any concerns that they might have. NSERC was still without a President but the Council had made a decision to move forward with the strategic planning exercise.

President Ivany re-iterated his concern re the impact of research funding policy on small universities. Acadia's excellence is due in large part to attracting top-flight faculty who are able to mount strong research programs and subsequently make the research experience available to our undergraduates. If funding regimes negatively impact our professoriate's ability to support their research, our ability to attract top faculty may be negatively impacted.

President Ivany provided an update on CFREF and the large amount of funding that was still in process. President Ivany pointed out that the first cut of the apportionment model was 95% to the top 20% of institutions on the basis of their current granting council awards, with 5% going to smaller universities.

President Ivany suggested that Senate activate one of the existing committees or form an Ad-hoc committee to look at developing an analysis as to how the changes in the granting council policies have impacted Acadia.

The Chair extended a late welcome to the new student Senators: L. Murphy, C. Latham and L. Sprado, noting that the others would be welcomed in September.

c) **From the Vice-President Academic**

T. Herman stated that Acadia would be welcoming students from Beijing Normal University again on July 1st. T. Herman noted that they enjoyed a very successful visit last year, and stated that they often returned to Acadia as regular full-time students.

T. Herman reported that in May there was a contingent from the University of Kentucky, four undergraduate students and one graduate student, along with two faculty members; all associated with the Community Leadership Development Program. These students worked with Mary Sweatman and an Acadia Alumna Kerry Patterson on a project to end racism and discrimination in the county, in the Municipality of Kings. A large group of students in their final term from the SRMK were involved in this project, and T. Herman hoped that this would lead to further interactions between the two institutions.

T. Herman noted that on the conference front there were two conferences to report on to Senate. The 39th Annual Science Atlantic Chemical Institute of Canada Chemistry conference was held here on campus with 93 attendees. Acadia students gave 17 presentations and received five awards, including the award for best presentation by an undergraduate student. This award went to Jordan Gibson.

The second conference was the Statistical Society of Canada – a large national conference with 1500 participants. T. Herman noted that paper sessions were given by both faculty and students (undergraduate and graduate) and that three awards were given each year to students. Two of the three awards went to Acadia students; Matthew Van Barmel and Neil Spencer.

T. Herman provided feedback about the CLT positions that were awarded during 2013-14. Appointments were based on several elements but were driven by enrolment pressures and by retirement/resignation patterns. T. Herman noted that opportunities to make part-time appointments were limited partly by the expertise of people in the geographical area and partly by the existence of the cap of 60 students for classes.

T. Herman reported that the School of Music received an instructor conversion as the result of a long term series of part-time appointments.

T. Herman listed the CLT appointments during 2013-14:

A total of 30 positions were allocated. Of these 23.5 CLT positions and 6.5 CLT Instructor positions were allocated.

CLT positions were allocated as follows:

- Biology 2
- Business 4
- Earth & Environmental Science .5
- ESST .5
- Economics 1
- Engineering 1
- Languages & Literatures 2
- Mathematics & Statistics 1
- Nutrition and Dietetics 1
- Politics 2
- Psychology 3

- Sociology 3
- SRMK 2
- History & Classics .5

CLT Instructor positions were allocated as follows:

- English & Theatre Studies .5
- Engineering 1
- Mathematics and Statistics 1.5
- Nutrition and Dietetics 1
- SRMK 1
- Physics 1
- Psychology .5

5) **Senate Committee
Annual Reports**

i) **Honours Committee
Report**

M. Lukeman provided a report from the Honours Committee and reported that D. Serafini had been invited to one of the early meetings during the year. As a result of input from D. Serafini the committee met regularly to discuss how they would define an Honours degree at Acadia. Commonalities were looked for but it was found that there was a wide variation across different departments and faculties when it came to determining what would be required in terms of both courses and the extra project work for an Honours degree.

M. Lukeman noted that this made it a challenge to come up with a single line that would define an Honours degree at Acadia. The committee discussed the possibility of trying to promote a greater degree of uniformity but eventually decided to leave this to the individual departments.

The committee processed 115 Honours Theses and also the committee met to give out the funding for Summer Honours Research Awards. A total of \$109,299 was provided, some by the Webster Foundation and some by the Faculty of Pure and Applied Science.

P. Doerr asked how many applications were received and M. Lukeman believed that there were about 50; the majority of which were from the Faculty of Science, with 9 from the Faculty of Professional Studies and 6 from the Faculty of Arts.

M. Lukeman explained that all students were ranked by GPA and then also distinguished by other factors such as their year of study. The final important distinction was to look at whether a faculty member was also contributing money.

P. Doerr responded that five applications were from History and Classics and that all except one were turned down. He requested information regarding the criteria and noted that the criteria had not been made clear to the faculty. P. Doerr also noted that if funding was more likely if a faculty member was also providing funding, the process would work against the Faculty of Arts.

M. Lukeman noted that the percentage of applications funded by Faculty was the same as the breakdown in the number of applications from each Faculty, with two of the six applications from Arts being funded.

M. Lukeman stated that the criteria would be made clearer in future years.

D. Benoit stated that although a straight gpa ranking might work well for students from some programs, it would be more useful if a student's class marks could be compared to the average mark in the class. This would level the playing field for students that achieved a good grade in a very strictly marked class.

A. Quema felt that a broad discussion was needed at Senate to address the dissatisfaction since three different cohorts and three different ways of doing research were being employed. A. Quema asked how the criteria were arrived at and felt that it favoured the scientific model which fostered collaboration. A. Quema asked whether the committee could come up with a statement of what the criteria was and bring that to Senate for a discussion.

ii) **Awards Committee
for Honorary Degrees
and Emeriti
Distinction**

President Ivany reported that the committee had one piece of outstanding business which was the consideration of Instructors for Emeriti status. The committee will give this their consideration and have an answer for Senate before the start of the next cycle.

iii) **Students with
Disabilities that affect
Learning Committee**

S. Major reported that the committee organised a very successful Mental Health panel this year. S. Major noted that resource issues continued to be a concern, with 1.5 staff dealing with 291 students that are registered with Disability Access. S. Major noted that the committee met with the Vice President and Deans during the last year but was unsuccessful in getting additional resources. They were especially keen to get a dedicated space which has not happened. S. Major noted that the number of students in the program will only increase in the future and asked for their concerns to be noted.

A. Quema asked about the status of the committee and asked whether Senators needed to be on the committee.

The Chair responded that a change had been made previously to allow non-Senators to be members of that committee.

M. Corbett noted that the current space being used was adjacent to the new dance studio and yoga studio. These made use of a loud sound system and M. Corbett noted that creating examination spaces for students with disabilities was not easy in this environment.

G. Whitehall asked whether 291 students represented an increase in numbers.

S. Major agreed that there had been an increase every year for the last five years.

G. Whitehall asked if students were more comfortable self-declaring and seeking help, or regarded Acadia as a supportive and open place to come to.

S. Major noted that more students from high school were diagnosed with learning disabilities.

The Chair noted that there was a big increase in mental health issues and anxiety issues, especially as students who might not have thought that they

could cope with university before, were now attending with support.

A. Quema felt that Acadia's emphasis on personalised attention probably encouraged many students needing support to attend.

The Chair noted that students specifically choose Acadia because it is a smaller university.

C. Lathem stated that there had been discussion with the ASU Executive about offering a Forum in the Fall, and asked about the status of that initiative.

S. Major was not aware of anything planned for the fall especially with Jill Davies retiring.

M. Corbett noted that the last decade had seen an increase from 136 to 270 students in the program.

iv) Library Committee Report

J. Whidden stated that the Library committee had met twice during the year and noted the need for further infrastructure improvements, staffing positions and also collections needed to be enhanced.

v) By-laws Committee Report

J. MacLeod reported that the By-laws committee had been mandated by Senate to look at the overall committee structure of Senate and to see how effective and efficient those committees were. Feedback had been requested from the various committees, and with the help of the Chair of Senate the committee had been working through the process. J. MacLeod noted that a meeting with the Senate Executive had proved useful to the committee. B. Anderson assumed the Chair after H. Kitchin stepped down, and H. Wyle joined the committee. J. MacLeod thanked D. Holmberg for her support.

J. MacLeod stated that the committee wanted to ensure that the work of Senate got done and had created a design showing the clustering of Senate committees. This enabled the committee to identify key cluster areas.

J. MacLeod also brought to the attention of Senate that the Senate Terms of Reference (g) refer to the representative to the Maritime School of Social Work.

G. Whitehall suggested that when thinking about the role of the sub-committees, it would also be good to think about the relationship of the sub-committees and Senate itself. G. Whitehall felt that there was not enough dialogue back and forth when Senate received reports from sub-committees, and felt that a thicker notion of the democratic process was needed.

J. MacLeod responded that a larger meeting was planned for later in the summer to encourage feedback.

A. Quema suggested looking at the agenda to see what it was being driven by, and stated that it could be driven by issues discussed by Senate committees, in addition to urgent matters. 2-3 committees could provide information at each Senate meeting.

The Chair stated that a proposal for this approach had been made but that most committees felt that this was the best time for them to report to Senate. She noted however that the priority items during 2013-14 had attempted to

make a start towards staggered reporting.

A. Quema noted that in the case of the Students with Disabilities that affect Learning report, she had many questions to be asked but that there was not time to do so in the current structure.

vi) Senate Executive Report

The Chair reported that Senate Executive had met three times during the last year and had discussed the following:

- Priority items and how to deal with them
- The possibility of a third Convocation each year
- Constitution house cleaning and the By-laws committee possible re-structuring of Senate sub-committees.

The Chair noted that minutes of the Senate Executive meetings were available from R. Hare at any time.

G. Whitehall asked whether Senate Executive could become a 'Committee of committees' and be a general overseer of the Senate sub-committees. G. Whitehall asked whether the task of Senate Executive should be to ensure that Senate meetings ran smoothly, noting that this had been a challenging year.

The Chair agreed that the By-laws committee had suggested that Senate Executive could be overseeing the committees and seeing that they were meeting their mandates, and making sure that both Senate and the committees were doing what they needed to do to get the academic work of the institution done. This had not been decided yet.

vii) Board of Open Acadia Report

J. Banks reminded Senators that Open Acadia existed to facilitate the Academic Departments in delivery of programs outside of the fall/winter terms. J. Banks noted that it had been a successful year for revenue generation and noted that three quarters of the programs that were delivered were credit offerings that Open Acadia facilitated for units on campus to provide.

J. Banks stated that the School of Education was their largest partner. Another large area was the one of 'English for Academic Purposes' which included students from Beijing Normal University. J. Banks noted that they were hoping to diversify their programs and expand to offer to other universities. The department of Economics also had a program that would be successful in terms of recruiting students on a 2 + 2 basis. J. Banks felt that the EAP program was important for the overall strategy of bringing students to campus.

J. Banks also mentioned the Acadia Life Long Learning program success.

The School of Education and the Department of Math and Statistics had developed a new joint Math program for teachers and the first cohort was just starting.

viii) Admissions and Academic Standing Committee (Policy)

T. Herman reported that the committee had worked on a move to numeric grades this year but noted that although there was agreement that this would be a good thing to do, the finer details were creating some challenges.

D. Serafini agreed that this was a complex project and felt that a thoughtful

approach was needed in order to get this right.

The Chair stated that although this issue had been discussed at Senate Executive it had not yet been discussed by Senate.

**ix) Admissions and
Academic Standing
Committee (Appeals)**

T. Herman referred Senators to the attached report noting that 43 cases for academic dismissal were heard during the last year, of which 37 were permitted to return with a reduced course load and other stipulations appropriate to each individual case.

G. Whitehall stated that several years ago the Dean of Science had raised the issue of a standardization of plagiarism evaluation by the university. Although a reporting mechanism existed, G. Whitehall felt that this committee could consider this issue.

The Chair noted that there was an Academic Integrity Committee that could look at the issue, but that it had not met for two years.

D. Serafini agreed that this was a serious issue and felt that the Academic Integrity committee should look at this in the fall. Plagiarism was being dealt with very differently by different units.

The Chair noted that interested individuals needed to serve on a committee such as this one, rather than individuals that were joining the committee because it was known not to meet.

D. Benoit noted that several students struggle in his discipline because they do not have the Math background before coming to university. Once a student has been approved by the Admissions and Academic Standing (Appeals) committee to return to Acadia with a reduced course load, his experience was that the student had not been given guidance as to which courses he or she should be taking. As a result, a student would re-take Calculus instead of taking Pre-Calculus which was a non-credit course.

D. Benoit asked whether the letters from the committee could require the students to take courses based on recommendations made by their academic advisors.

T. Herman agreed that stipulations have been placed on students in the past. Students are also required to take the academic support course. T. Herman felt that this was in the mandate of the Appeals committee to do this, but that they would need to have input from the units as to which courses would be recommended.

The Chair asked that B. Perrins take the recommendation under advisement and work with the Appeals committee on this in the next year.

C. Lathem asked whether a breakdown of the composition of the appeals had been carried out, to get an idea of which students were being seen. C. Lathem wondered whether preventative measures could be taken to try to reduce the number of students finding themselves in this situation.

T. Herman stated that this had been done in the past. Tracking has taken place to see how students have done during the following year. Predictive data would be useful to carry out if at all possible.

C. Lathem was concerned that if a lot of international students were failing and Acadia did not have sufficient supports in place to ensure their success, this could be a concern from the ASU perspective.

T. Herman noted that this has been studied before and changes like the EAP had been put in place.

x) **Academic Program Review Committee Report**

T. Herman stated that an updated list of program status would be coming forward shortly and will be circulated, and that three reviews were in progress. The Committee will be very active during the next year.

6) **Time Sensitive Items**

a) **Nominating Committee: Senate Vacancies Nominations**

A. Mitchell stated that there were two nominees for the Deputy Chair of Senate position: Anna Kieft and Rob Raeside. There were also two nominees for the Lay Member of Senate position: Jane Cayford (former Registrar) and Henry Hoeksma. A. Mitchell thanked those nominees for allowing their names to stand.

A secret ballot was conducted with the following results:

Deputy Chair of Senate: Rob Raeside
Lay Member of Senate: Jane Cayford

b) **Motion from the APC to add a Library representative plus one other elected representative to the membership of the Academic Planning Committee (*circulated previously*)**

Motion from the APC to add a Library representative plus one other elected representative to the membership of the Academic Planning Committee. Moved by T. Herman, seconded by R. Perrins.

T. Herman stated that the motion grew out of a conversation with A. Smith who was of the view that the Library was under-represented in the planning process. This motion would incorporate the University Librarian as an ex-officio member plus a faculty member (including librarians and archivists).

MOTION CARRIED.

c) **Motion Regarding Forward Planning Process (*attached*)**

Motion that Senate approve the following Forward Planning Process. Moved by T. Herman, seconded by L. Murphy.

The intent of the Academic Sector Forward Planning Process is to determine how best to position the academic sector to meet the needs of students and faculty for the next twenty-five years.

Planning Principles

The following principles will serve to guide the various activities taking place within the planning process;

Value Based – planning activities will, first and foremost, preserve the Acadia essence by building upon the long-running traditions of the university as a post-secondary institution and the ideals of an “Acadia Education” as ratified by Senate.

Activity Based – planning activities will be focused upon the selection, maintenance, and development of desired teaching and research activities

irrespective of current structural configurations.

Sustainable – planning activities will ensure that the total activity set (teaching and research activities) is structurally configured in such a way as to be both viable and sustainable at the aggregate level in terms of both university operations and resource perspectives.

Planning Process

This process will permit comprehensive engagement with the entire academic sector in order to seek and receive input from all stakeholders. The process will involve town halls, round-tables, submissions, and informal conversations. In the third phase the Academic Sector would be joined by other university stakeholders (e.g. operations, finance, recruiting, etc.). It is anticipated that the entire process will be completed within one year.

Phase 1: Academic Sector Consultation - Activity Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of teaching and research activities that the academic stakeholders wish to develop, repurpose, transform or eliminate.

Phase 2: Academic Sector Consultation - Sustainability Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of structural options available to meet the capabilities determined in Phase 1.

Phase 3: Full Sector Consultation - Alignment and Investment Conversation Series and Activities

This Conversation Series is designed to thoroughly explore the range and scope of options available to meet the capability and structural requirements identified by the Academic Sector in Phase 1 and 2 by the University stakeholders. Alignment and Investment Implementation activities commence.

T. Herman stated that academic planning was essential, especially since the environment was highly volatile and changing rapidly. The environment was also constrained in many respects. T. Herman felt that as Acadia moved forward it needed to do so in a strategic and well planned way. He noted that the lack of an over-arching academic plan had been raised in Senate on previous occasions and believed that pressure from external sources was obvious. T. Herman stated that Acadia must implement the delivery of a planning process in the near future, noting that the majority of universities across Canada were also engaged in this kind of process. Pressures on all universities to act strategically continued to increase.

T. Herman noted that the document was one in which intellectual enquiry, diversity and sustainability were key issues. The set of planning principles were value based, activity based and sustainable.

T. Herman believed that those principles would guide the robust process during the coming year and the process itself would engage the entire academic sector. Feedback would be requested from a variety of individuals in the form of Town Hall meetings, written submissions, round tables and informal conversations. T. Herman also planned to involve Operations, the Recruitment and Financial areas to align the academic needs and wishes.

T. Herman anticipated the 'blue sky' phase, followed by the 'reality check' phase. A final phase would pull this altogether across the campus.

G. Bissix questioned the time frame for the planning process, noting that the external environment was rapidly changing. G. Bissix supported a short period for planning which would allow the university to focus on where it wanted to go, and then once the university started to move forward with the planning process, monitoring would be needed to ensure that it remained relevant.

T. Weatherbee observed that although the University had a Strategic Plan it did not engage in strategic planning. He felt that Acadia faced the challenge of external shock, in that Government was looking at how it funded post-secondary education, and was capable of carrying out planning on Acadia's behalf in the event of a planning vacuum in the institution.

S. Major asked how the academic sector would be involved in the discussions.

T. Herman noted that although the specific structure was not yet firmed up, academic planning could not be discussed in a vacuum, noting that everyone was at Acadia for the same reason; to deliver an integrated experience for all students. This involved all sectors.

T. Weatherbee stated that all relevant stake holders would have input into the process, but that the academic sector was at the fore.

D. Duke pointed out that the APC was a committee of Senate and stated that although Senators were extremely busy it was important for them to be fully engaged with the process through all stages. The process would lead to a report that would come back to Senate for approval.

S. Major was concerned that phase one was the 'blue sky' phase which would then go to the financial sector only to be told that the ideas were not possible.

T. Herman expected instead that there would be realistic and responsible expectations in all three of the stages.

V. Zamlynny questioned the wording around the Planning Principles, feeling that the *Value Based* principles and the *Activity Based* principles seemed to be pointing in different directions.

D. Duke clarified the wording of the activity based element, noting that the intent was to look at the way that Acadia was currently structured and decide whether it impinged on the ability to do things better, within the value based principle.

A. Quema asked whether there would be reports at the end of the first stage, both for Senate and for all faculty.

T. Herman agreed that there would be ongoing reports.

A. Quema asked what the role of the Registrar would be if programs were being looked at, especially since the Registrar did not have a position on the Academic Planning Committee.

D. Duke agreed that the Registrar would be integral to the process through the next year and had already been widely consulted with.

G. Whitehall was concerned that big schools were getting bigger and that larger programs continued to attract additional resources. G. Whitehall felt that the process needed to actively guard against this happening. G. Whitehall felt that the process could be undermined if it was not seen to be fair.

G. Whitehall noted that a horizon of 25 years was mentioned, but wondered whether there might be a better way of carrying out this process in that some issues could be addressed every year, some every five years and some more infrequently. This would ensure always returning to governance issues.

T. Weatherbee encouraged G. Whitehall to attend all Town Hall meetings and other types of meeting, to be the conscience of the University; which would avoid the dangers that G. Whitehall had referred to.

T. Weatherbee noted that the reason for the 25 year horizon was because it represented the life time of a faculty member at Acadia and what they might contribute over a 25 year time frame.

T. Weatherbee noted that post-secondary education was changing very rapidly and that while it was not necessary to have a solution to every issue, it was necessary to have a process in place to allow Acadia to create solutions and thereby keep control of its destiny or future.

C. Lathem asked where the students would be in the consultation process.

T. Herman responded that student input would be requested at all stages.

G. Whitehall asked what sorts of things Acadia would be trying to tackle during this process.

T. Weatherbee gave examples of trans-disciplinary and inter-disciplinary studies for students and consideration of how much or how little of that was desired at Acadia. A second example could be discussion of the present structure of three Faculties to determine whether dividing into four Colleges could be something to explore. T. Weatherbee stressed the need to build a solution and to figure out where the University was going.

D. Duke expanded on the second example, noting that a large change had taken place in the structure of the three Faculties during the last several years in terms of where the students were enrolling, and that in general resources had followed those students. The result of this was harmful and corrosive. The planning exercise would allow all of the sectors to discuss what it thought about resources following the students and whether this drift should continue. Questions of re-balancing things to allow students the full breadth of opportunity whatever their major, needed to be considered. This could only be achieved by having a high level, not overly detailed proposal.

J. Stanley asked how this might affect the relationship between the Academy and the Board of Governors.

T. Herman felt that the Board would be very pleased to see this strategic approach, and would support it.

J. Stanley was in agreement and felt that a robust conversation would be welcomed.

C. Rushton asked about the schedule for the process.

T. Herman responded that the process would begin as soon as the Senate meeting ended, and reminded Senators that last year the Academic Planning Committee met in June, July and August. This year was expected to be the same. T. Herman stressed the importance of planning the process and moving it ahead.

T. Weatherbee noted the challenges but noted that by offering many different forums for the collection of feedback, numerous opportunities for feedback would be available.

Recognising that faculty were busy, T. Weatherbee suggested that Senators find individuals that had taught at Acadia within the last five years and ask them to manage the process.

MOTION APPROVED.

T. Herman thanked the members of the Academic Planning Committee for their work on this issue, noting that the committee had met more than 20 times during the last year.

**d) Permanent Faculty
Position Requests
(attached)**

The Chair explained that there were four recommendations from the APC and requested that as they were related, they be moved as a group so that they could be discussed altogether.

The Chair stated that for the first three recommendations Senate would be actually amending the ranked lists. Other details, such as the rationale for the rankings could be discussed and reflected in the minutes, but the lists themselves were what would be voted on or amended. The Chair noted that the fourth recommendation was brief and the Chair would accept amendments to the wording if desired.

There were no objections to considering the set of recommendations as a group.

Motion that Senate accept the recommendations regarding permanent faculty position requests, as circulated. Moved by T. Herman, seconded by P. Williams.

T. Herman stressed the need to respond to change in both external and internal environments. Shifting demands on units while living in a time of reduced resources were creating challenges. Short term program specific requirements had tended to dominate for the APC this year because the process was in place for one year only and in the absence of a long term academic plan. The APC had adhered to the Senate approved guidelines, but T. Herman noted that the larger questions still needed to be addressed in a formal forward planning process.

G. Whitehall asked for a discussion as to how best to evaluate these recommendations since it was important that Senate not just rubber stamp the recommendations, but engage in a diligent and vocal discussion. G. Whitehall

asked how Senate would properly evaluate these recommendations.

The Chair noted that the ranked list could be amended if a good case could be made, based on the principles that had been approved earlier at Senate.

A. Smith asked what would happen after Senate had discussed and approved the rankings.

The Chair expected that the positions would be filled from the start of the list but would not necessarily all be filled. Also the VP Academic would not necessarily follow the order approved by Senate. In September the VP Academic would be required to report to Senate in September and justify why the order had changed in the hiring process.

A. Smith asked how the ranked lists of Permanent tenure track positions, Instructors, and Librarians integrated with each other.

D. Duke felt that this was a question for Senate since the APC had been instructed to keep the lists separate.

The Chair was not aware of that and felt that actually there had been discussion at Senate about the fact that it would be difficult to decide the relative priorities amongst the three ranked lists because of very different considerations.

P. Williams noted that the original motion said “produce a ranked list”, but that the motion was modified to state “bring hiring recommendations”. That recommendation was motivated by the feeling that it would be very difficult to integrate those lists. P. Williams asked whether the formal parliamentary procedural way of proceeding was the best way of discussing this item in view of G. Whitehall’s observations.

The Chair suggested moving into Committee of the whole.

Motion to move into Committee of the whole. Moved by P. Williams, seconded by J. Banks.

MOTION APPROVED.

It was agreed that Senate could move out of the Committee of a whole at any time.

P. Doerr raised concerns that the History and Classics request for a permanent tenure-track position had not been ranked in the top nine positions.

G. Whitehall raised concerns about the potential for triple voting by the VP Academic.

T. Herman noted that as Chair of the APC he did not vote, and also stated that he would abstain from voting on the motion before Senate.

P. Williams presented extensive data that had been used by the APC when determining the three ranked lists.

A. Quema observed that the approach used by the APC was discipline based but pointed out that 52 IDST courses were offered for Women and Gender

Studies but they were all scattered through different disciplines. A. Quema asked whether the WGST program could ever receive adequate funding if this approach was used, noting that this concern had been raised with the APC previously. A. Quema also asked about the connection between the criteria and the factors.

T. Weatherbee responded that the numbers were only part of the picture and that many other factors were considered and carried weight, including trans and inter-disciplinary considerations.

D. Duke noted that ranking a longer list would not have been useful because resources were scarce and it was unlikely that more than five or six positions would be hired by the University.

A. Vibert pointed out that anomalies occurred in the data for different programs and units including the School of Education.

T. Weatherbee agreed that anomalies could be identified in every unit on campus.

The Chair asked if Senate wished to continue talking as a committee of the whole.

Agreed.

G. Whitehall raised a number of concerns around departments receiving one or three year CLT appointments in addition to concerns that although Politics was fifth in the rankings, many other requests from the Faculty of Arts were not ranked sufficiently high on the final ranked list. G. Whitehall felt that morale was extremely low as a result of the process.

P. Williams pointed out that the presentation indicated that the numbers of students in units did not dominate the rankings and that many different rationales were considered. Larger units were offering classes with large numbers of students and P. Williams stated that it was important to recognize this and support those units collectively.

T. Herman agreed that the pie was fixed and that if the big units were going to get smaller, then the small units were going to have to get bigger.

Motion to rise from Committee as a whole. Moved by J. MacLeod, seconded by J. Banks.

MOTION TO RISE FROM COMMITTEE OF THE WHOLE
APPROVED.

MOTION APPROVED.

T. Herman thanked D. Holmberg for her excellent work as Chair of Senate, noting the work that was involved in keeping Senate functional and keeping the meetings civil. T. Herman noted the commitment that all Senators had for Acadia University.

Senators joined T. Herman in thanking D. Holmberg for her service as Chair.

Motion to adjourn at 4:00 p.m.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Honours Committee
Annual Report for 2013 – 2014
April 28, 2014

Committee Members

D. MacKinnon, Dean of Research and Graduate Studies
T. Thomson, Faculty of Arts
R. Seale, Faculty of Arts
C. Shields, Faculty of Professional Studies
J. Yang, Faculty of Professional Studies
C. Stanley, Faculty of Science
M. Lukeman, Faculty of Science (chair)
S Bethune, student representative, Faculty of Arts
S Geiwitz, student representative, Faculty of Professional Studies
N. Beckett, student representative, Faculty of Science

Meetings

The Honours Committee held several meetings during the 2013-2014 academic year. We explored the possibility of formulating a united description of an Acadia honours degree that might apply to all programs. We found a wide variation across departments and schools, and even within faculties, as to the number of courses required for an honours degree, and the types of activities that comprised the honours projects. As such, we found it difficult to succinctly define the Acadia honours degree. We decided not to try to promote a greater degree of uniformity across our different honours programs, judging that individual units are the best authorities on how an honours degree should be delivered within that discipline.

Thesis Submissions

This year, the deadline for submission of Honours theses for external review was March 31, which was approximately two weeks later in the term than in previous years. This extension significantly compressed the time window available for external review. The deadline for submission of Honours theses for spring convocation was April 21st.

There were 3 honours theses submitted for fall convocation and 112 submitted for spring convocation, for a total of 115 for the year. The committee wishes to thank all of our external reviewers for providing critical feedback within a compressed time frame.

Honours Summer Research Awards (HSRA)

Twenty-two students were awarded HSRA's for the summer of 2014, amounting to \$109,299 in funding. Of that amount, \$23,200 was contributed by individual faculty members, \$17,500 was provided by the Webster Foundation Award, and \$6,800 was received from the Faculty of Pure and Applied Sciences.

Submitted by Matthew Lukeman, Chair of the Senate Honours Committee

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

Annual Report for 2013-2014

May 2014

Committee Members 2013-2014:

Mr. Ray Ivany, President & Vice-Chancellor (Chair)
Dr. Derek Charke, Faculty of Arts Representative
Dr. Harry Gardner, Acadia Divinity College/Faculty of Theology Representative
Dr. Lisa Price, Faculty of Pure and Applied Science Representative
Mr. Matthew Rios, SRC Representative
Mr. John Rogers, Board of Governors Representative
Dr. Roxanne Seaman, Faculty of Professional Studies Representative
Ms. Pat Townsend, Librarian/Archivist Representative
Ms. Janny Postema, Recording Secretary

The Purpose of the Committee is to:

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

Meetings 2013-2014:

December 9, 2013
January 14, 2014
January 24, 2014
February 14, 2014
March 26, 2014

Summary of Committee Activities:

The Committee forwarded to Senate for a vote by secret ballot a total of six Honorary Degrees and five Professor Emeritus nominations, of which all received approval by Senate.

I would like to thank members of the Awards Committee (Dr. Derek Charke, Dr. Harry Gardner, Dr. Lisa Price, Mr. Matthew Rios, Mr. John Rogers, Dr. Roxanne Seaman, and Ms. Pat Townsend) for their work over the past year.

Respectfully submitted by the Chair,

Raymond E. Ivany, President and Vice-Chancellor

Report of the Senate Committee on Students with Disabilities that Affect Learning (2013-2014)
May 2014 Meeting of Senate, Acadia University

Members

Carol Anne Janzen (DC, chair)
Stephanie Bethune (student representative)
Mike Corbett (FPS)
Jill Davies (Counsellor, Disability Access)
Derek Serafini (Registrar)
Kathy O'Rourke (Disability Resource Facilitator)
Sonya Major (FPAS)
Christianne Rushton ((FA)

The Senate Committee on Students with Disabilities that Affect Learning (SCSDAL) has met three times this year (10 December 2013, 24 January 2014, and 21 March 2014).

A recurrent theme at all meetings was that of burgeoning numbers in Disability Access and the impact on exam accommodations. As of March 2014, there were 291 registered students.

For the past two academic years, final exams in December and April have been held in the Fountain Commons but it is the opinion of Kathy O'Rourke, the Disability Resource Facilitator who oversees the exam accommodations process, that we will outgrow this space before long. James Sanford, Executive Director for Student Services, agrees that Disability Access needs a dedicated space that can accommodate increasing numbers and is working with other stakeholders on campus to make this happen.

In addition to physical space, there is the issue of exam scheduling and currently the second version of software to facilitate this process is being developed. It will be deployed to a development site on May 1 for testing and hopefully launched this fall. The developer is confident that once the system is up and functioning, it will be able to be run by one person, in this case, Kathy O'Rourke. It will be more student driven than the current manual system and the automation will be smooth.

A notable initiative of the SCSDAL this past year was a Mental Health Panel that took place on 26 September 2013. Six panelists representing faculty, staff, students, and community health providers addressed mental health issues from their personal and professional perspectives. The panel was well attended as evidenced by standing room only in the Irving Auditorium and was available electronically on the university website for several months afterward. There has been considerable feedback, all of it positive. This was the second annual forum organized by the committee and it is hoped that similar forums will be annual events. However, as chief organizer and Disability Access staffer, Jill Davies, is retiring in the summer, there may be a hiatus. There is some discussion with the ASU executive about offering a forum this fall.

In an effort to share the work done by the Disability Access office, Jill Davies and Kathy O'Rourke made presentations to heads and directors in Science on 24 January and Professional Studies on 11 February 2014. This was intended to provide information on the current structure and working in

Disability Access and to answer questions heads might have. The meetings were well received and resulted in an invitation to address faculty in SRMK on 21 March 2014.

The SCSDAL would like to express its deep appreciation to Jill Davies for her exemplary work since 2000 on behalf of and with students with disabilities that affect learning. She will be greatly missed in the Student Resources office.

Respectfully submitted,

Carol Anne Janzen, Chair
Faculty of Theology, Acadia Divinity College
Acadia University

Report of the Senate Committee on the Library

Academic Year 2013-2014

The Committee has met twice this year and has made a presentation directly to Senate.

Our Fall Semester meeting was devoted to a review of the mandate of the Committee, as requested by the Senate Bylaws Committee, plus the issues surrounding “Open Access,” the search for a university librarian, library budget issues, collection maintenance and development, and the nature of the advocacy role of the committee.

We learned that Open Access is not a project, so much as a policy that is in compliance with the Tri-Council Mandate. This policy will go through Research Services within the Library first, then the Library’s Management Team, and then to the Senate Library Committee, and finally this committee will eventually take the final policy to Senate. “Open Access” basically means electronic access (digital), and free to read (for the reader); or self-archive by the researchers in large digital archives that tend to be organized by discipline (or else on their own personal website).

Regarding the University Librarian position, the norm in Canadian universities is for the University Librarian to be an academic administrator, the equivalent of a decanal position.

Library budget issues were reviewed, including, the declining budget for book acquisitions, high costs of maintaining electronic access to journals, declining numbers of paper journal subscriptions and the rising cost of electronic journals, consortia membership fees, and US-Canadian dollar exchange rates.

The issue of collection maintenance/culling was reviewed. Although no culling is currently occurring, or indeed has occurred in the past several years, there has been some removal of materials (such as old reference works that have been donated to literacy projects, etc.). Criteria for weeding the collection were reviewed, as well as guidelines for ‘rare’ books and ‘special collections.’ The question emerged of how ‘unique’ is our collection in the NOVANET family of libraries?

The Spring meeting was devoted to a presentation of the *LibQual Survey*, the continuing need for a university librarian, student concerns, and budget matters. The Committee underscored its concern for the following points: the need for further facilities improvements; restoration of staff positions lost during recent budget cuts; increased funding for Collection development; and enhanced access through extended library hours. We are most concerned that the university administration establish a search process for an academic administrative position of University Librarian at the earliest possible time.

Finally, The Committee through its chair and the Library Staff Representative engaged Senate in a presentation by Melissa Scanlon of the *LibQual Survey* at its May meeting. The chair also reported the ongoing concerns of the Committee to Senate.

We are grateful for the support of Acting University Librarian, Dr. Robert Perrins, and Sarah Waters, administrative assistant.

Respectfully submitted,

Anthony Pash
Diemo Landgraf
Jamie Whidden
Kendra Carmichael
Laura Thompson
Sherri McFarland
Glenn Wooden
Darcy Shea
H. Rode
C. Foote
William H. Brackney, Chair

Senate By-Laws Committee Annual Report to Senate, June 1014

Background

The most significant work the By-Laws Committee completed in 2013-14 was developing and implementing a process to review the Senate Committee structure.

The Senate By-Laws Committee embarked on this review of the Senate Committee structure at the request of Senate; we were asked to recommend options for a more effective and efficient Senate Committee structure, keeping at the foundation of our work the Senate Terms of Reference.

http://senate.acadiau.ca/Terms_of_Reference.html We are responding to a sense that streamlining the Committee process is an important outcome, while ensuring that the work of Senate is achieved.

Progress

In the summer of 2013, Senate Committee Chairs (or designates) were each contacted by the By-Laws Committee and asked to comment on their Committee mandate, the membership and whether any modifications to membership should be considered, the frequency of meetings, and to identify significant accomplishments over the past three years. Eleven of the twenty-four Senate Committees gave input, which, when reviewed, provided the perspective that all Committees were essential. Subsequent to this information gathering process, at the request of the By-Laws Committee, Diane Holmberg and Barb Anderson completed a process to look at some of the overlaps between existing Committees based on the duties and some of the input received from the survey. This helped to form the basis of some emerging restructuring ideas, framed with the help of the By-Laws Committee members.

The By-Laws Committee members met with the Senate Executive in January 2014 to share emerging ideas, including:

- That our intention is not to eliminate Senate responsibilities, and as possible we will strive for a way to complete the work more effectively.
- That we should make this an improved Committee process and overcome the inertia that comes from some Committees not having an active role over a period of time.
- That we should consider an oversight mechanism to monitor the achievements of Senate Committees.

During this meeting, we engaged the Senate Executive in a preliminary discussion related to the Committee structure and composition of Committees, including the draft identification of Standing Committees, 'Just-in-time' Committees to complete specific pieces of timely work, and a monitoring process. We were reminded that decisions need to be anchored in governance, and that academic accountability is nested in Senate. We were encouraged to identify whether there are gaps that exist that would mean we are currently not meeting all aspects of the mandate of Senate.

As was shared in an update report with the Senate earlier this year, Senate Executive suggested that we complete a mapping process to look at the work we are required to do as a Senate in relation to the Committee work actually being done. We asked Senate's advice on the process for this work; there was agreement that the By-Laws Committee, with the support of Senate Chair, Diane Holmberg, would complete an initial mapping process and this would be followed by an invitation to representatives of the Senate Committees (chairs or a designate) to review the mapping outcomes.

Where we are now

The Senate By-Laws Committee has met several times to work on a mapping process. One consideration that has arisen is that while educational policy is indicated as a component of the Acadia Senate's role, there is no specific committee dedicated to this priority. Instead, responsibility for educational policy is dispersed over various committees. For this reason, one emerging recommendation is to focus much of Senate Committees' work around policy.

We have completed several process steps:

- By mapping the Senate Terms of Reference http://senate.acadiau.ca/Terms_of_Reference.html to the current Committee duties, the By-Laws Committee confirmed that the Senate is meeting its mandate. The one outlier is (g), which we bring to the attention of Senate.
- The By-Laws Committee completed a clustering process of the Committees and their duties, resulting in the following key cluster areas: Senate Operations; Research; Student Support; Academic Support; Student Policy (see figure on next page)
- There are several considerations related to this emerging restructuring including: the greater emphasis on policy; identification of key areas of Senate responsibility; making a clear division between work that is completed by a Standing Committee and what can be seen as an Ad Hoc piece of work; the reporting mechanisms (including whether courtesy reports would meet the needs of Senate for some Committees for example, Open Acadia) and the need for a greater focus on monitoring to make sure the identified Committee priorities are accomplished.

The next steps:

- The emerging groupings of Committees which theme under each of these clusters will be discussed at sessions later in the summer with Senate Committee Chairs (or designates) to obtain feedback and suggested modifications.
- What is emerging is a draft for Committees to consider that, after input, will frame the recommendations presented to Senate in the fall.

The members of the By-Laws Committee would like to acknowledge the leadership of Dr. Heather Kitchin in her role as Chair of the By-Laws Committee until October 2013. Dr. Herb Wyile joined the Committee as the Faculty of Arts representative in November, and Barb Anderson assumed the role of Chair in January 2014.

Respectfully submitted,

Barb Anderson, Chair (Representative, Faculty of Pure and Applied Science)
William Brackney (Representative, Faculty of Theology)
Jim MacLeod (Representative, Faculty of Professional Studies)
Herb Wyile (Representative, Faculty of Arts)



Clustering of Senate Committees (May 2014) resulting in Key Cluster Areas

Senate Executive
Annual Report for 2013-2014

Committee Members 2013-2014

Diane Holmberg, Chair
Stephen Henderson, Deputy Chair
Ray Ivany, President
Tom Herman, Vice-President Academic
Bob Perrins, Dean of Arts
Peter Williams, Dean of Science
Heather Hemming / Glyn Bissix, Dean of Professional Studies
David MacKinnon, Dean of Research and Graduate Studies
Harry Gardner, Dean of Theology
Derek Serafini, Registrar
Darcy Shea, Student Vice-President Academic
Geoffrey Whitehall, Arts Senator
Edith Callaghan, Professional Studies Senator
A. Mitchell, Science Senator

Summary of Activities

The committee met on three occasions since our last report: July 16, 2013; September 30, 2013; and January 27, 2014. A final meeting is planned for June 16, 2014.

In the July meeting, Senate and Senate Executive meeting dates were set for the upcoming year. Priority items for Senate attention for the upcoming year were identified. Feedback for the By-laws committee's survey regarding the role and functioning of Senate Executive was gathered.

In the September meeting, plans for making progress on priority items were identified, to be presented to Senate. Ideas for improving sub-committee work (e.g., have sub-committees identify goals at the beginning of the year and report on progress at the end of the year) were discussed, to be brought to Senate for discussion. The possibility of adding a third convocation per year was discussed. It was decided to extend the enabling motion to allow a sub-committee of Senate to confer degrees between convocations, if absolutely necessary.

In the January meeting, the By-laws committee attended, to discuss ideas for Senate sub-committee restructuring. Specific changes to the constitution, to incorporate plans for improving Senate sub-committee work, and to remove discrepancies, were discussed, to be brought to Senate for approval.

More detailed Senate Executive minutes are available by request from the Recording Secretary, to any interested Senator.

Respectfully submitted,

Diane Holmberg, Chair

ADMISSION & ACADEMIC STANDING COMMITTEE (Policy)

Annual Report to Senate for 2013-2014

June 4, 2014

Committee Members 2013-2014

Tom Herman (Chair)
Peter Williams (Dean)
Heather Hemming (Dean)
Patricia Rigg (Arts Head)
Ian Hutchinson (Prof. Studies Director)
Barbara Anderson (Science Director)
Anna Robbins (Theology)

Derek Serafini (Secretary)
Bob Perrins (Dean)
Jeff Banks (Director)
Michael Dennis (Arts)
David Piper (Prof. Studies)
Rob Raeside (Science)
Darcy Shea (ASU VPA)

Purpose of Committee:

To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to its policy as it relates to admissions, failures, and academic regulations.

This committee met on November 28, 2013.

The Committee met at the request of the Registrar to follow-up on the motion passed by Senate in 2011 to move to numeric grades. The Registrar is prepared to act on this motion, but required some advice around a range practical considerations of making the switch (i.e. how and when to transition to a new system (e.g. do we maintain the current system for current students and have 2 systems running in tandem?), how and when do we adapt existing regulations that currently rely on GPA and letter grades, how do we approach this project in the absence of any Senate policy on grading (i.e. the range of practices and policies across departments, schools, faculties, etc. presents challenges with regards to vetting the implications of changes as well as implementing a comprehensive institutional process), etc.

The Committee affirmed that moving to numeric grades remains both a desirable end and an item of high priority. It has asked that the Registrar to prepare a plan for implementation that the Committee could use as a basis for future discussions around the governing principles for moving forward with this change.

Respectfully submitted by the Chair,



Tom Herman
Vice-President Academic
Chair, Admission and Academic Standing Committee (Policy)

ADMISSION & ACADEMIC STANDING COMMITTEE (Appeals)

Annual Report for 2013-2014

Committee Members 2013-2014

T. Herman, Vice-President Academic
D. Serafini, Registrar (represented by Lisa Davidson, Assistant Registrar)
P. Rigg, Arts
C. Thomas, Arts
T. Weatherbee, Professional Studies
J. Guiney Yallop, Professional Studies
N. Clarke, Science
J. Peng, Science
H. Gardner, Theology
L. Murphy, Vice-President Academic (ASU)

Purpose of Committee:

- (1) To hear appeals against academic regulations or the interpretation of such regulations that have not been resolved at the Departmental, School, or Faculty level or through the Registrar's Office.

Business:

The Committee heard 43 cases for academic dismissal since the last report to Senate.

Thirty-seven of these were permitted to return to Acadia in a reduced course load (4 courses per semester) and were, in most cases, required to take the Academic Support Program.

Respectfully submitted by the Chair,



Tom Herman
Vice-President Academic
Chair, Admission and Academic Standing Committee (Appeals)

ACADEMIC PROGRAM REVIEW COMMITTEE

Annual Report to Senate for 2013-2014

June 4, 2014

Committee Members 2013-2014

Dr. Tom Herman, Vice-President Academic (Chair)
 Mr. Derek Serafini, Registrar (Secretary)
 Dr. Cynthia Alexander July – December, 2013; Ms. Claire Mallin January – June 2014
 Dr. Deb Day
 Dr. Sonya Major
 Dr. Bryan Hagerman
 Deans of academic unit under review

Purpose of Committee:

- (1) To determine policy and procedures for conducting program reviews;
- (2) To determine annually which academic units are to be reviewed;
- (3) To select the members of each unit review committee;
- (4) To oversee the process of review in each case;
- (5) To make recommendations to Senate on the basis of the findings of each unit review committee
- (6) To deal with such matters as Senate may from time to time entrust to the Committee.

Meeting Dates:

June 26 and November 16, 2013; January 10, 2014

Department	Status	Report to Senate
Biology	Site Visit October 23 and 24, 2013; review panel report rec'd; department response pending.	
E&ES (Geology)	Self-study pending; Review scheduled for September 2014	
Math & Stats	Unit has met with APRC; awaiting written comments from Unit; APRC Recommendations to Senate pending	
School of Music	Recommendations from APRC approved by Senate	October 2013
Philosophy	Recommendations from APRC approved by Senate	January 2014
Women's and Gender Studies	APRC met with WGST Coordinator; Recommendations to Senate	June 2013

Respectfully submitted,



Tom Herman, Vice-President Academic
 Chair, Academic Program Review Committee

Nominations from the Nominating Committee:

DEPUTY CHAIR OF SENATE

Anna Kiefte

Rob Raeside

LAY MEMBER OF SENATE

Henry Hoeksma

Jane Cayford

Motion: That Senate revise the composition of the Academic Planning Committee by the addition of two members – 1) the University Librarian, and 2) one faculty member elected by Faculty.

This recommended revision is incorporated and highlighted in the proposed “Membership for 2014-2015 on the Senate of Acadia University and University Committees” below:

Committee: Academic Planning Committee

Type: Standing

Status: Active

Mandate: The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning.

In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Membership (8)	Representative	Term	Retirement
1 Vice-President Academic	T. Herman	ex-officio --	
1 Dean of Arts	R. Perrins	ex-officio --	
1 Dean of Prof. Studies	H. Hemming	ex-officio --	
1 Dean of P&A Science	P. Williams	ex-officio --	
1 University Librarian	TBD	ex-officio --	
1 Faculty Member	J. Hooper	3 yr	2016
1 Faculty Member	T. Weatherbee	1 yr*	2014
1 Faculty Member	D. Duke	2 yr*	2015
1 Faculty Member	TBD	3 yr	2017
1 Student	L. Murphy	1 yr	2015

*Initial term is 1 or 2 years to stagger retirements going forward.

Chair: Vice-President Academic

Procedures for Appointment:

Faculty members, elected by Faculty**

Student - Appointed by the Student Representative Council

**Faculty members include instructors, lecturers, librarians, archivists and professors. They shall be elected by a general call for nominations from the Faculty Elections Officer.

Motion from the Senate Committee on Academic Planning

2014.03.28

The Academic Planning Committee moves that Senate approve the following Academic Sector forward planning process:

The intent of the Academic Sector Forward Planning Process is to determine how best to position the academic sector to meet the needs of students and faculty for the next twenty-five years.

Planning Principles

The following principles will serve to guide the various activities taking place within the planning process;

Value Based – planning activities will, first and foremost, preserve the Acadia essence by building upon the long-running traditions of the university as a post-secondary institution and the ideals of an “Acadia Education” as ratified by Senate.

Activity Based – planning activities will be focused upon the selection, maintenance, and development of desired teaching and research activities irrespective of current structural configurations.

Sustainable – planning activities will ensure that the total activity set (teaching and research activities) is structurally configured in such a way as to be both viable and sustainable at the aggregate level in terms of both university operations and resource perspectives.

Planning Process

This process will permit comprehensive engagement with the entire academic sector in order to seek and receive input from all stakeholders. The process will involve town halls, round-tables, submissions, and informal conversations. In the third phase the Academic Sector would be joined by other university stakeholders (e.g. operations, finance, recruiting, etc.). It is anticipated that the entire process will be completed within one year.

Phase 1: Academic Sector Consultation - Activity Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of teaching and research activities that the academic stakeholders wish to develop, repurpose, transform or eliminate.

Phase 2: Academic Sector Consultation - Sustainability Conversation Series

This Conversation Series is designed to thoroughly explore the range and scope of structural options available to meet the capabilities determined in Phase 1.

Phase 3: Full Sector Consultation - Alignment and Investment Conversation Series and Activities

This Conversation Series is designed to thoroughly explore the range and scope of options available to meet the capability and structural requirements identified by the Academic Sector in Phase 1 and 2 by the University stakeholders. Alignment and Investment Implementation activities commence.

Academic Planning Committee Recommendations - June 2014

The Academic Planning Committee respectfully submits the following list of recommendations for Permanent Faculty Position Requests to Senate for its approval.

Recommendation 1:

The Committee received 21 requests for Permanent Tenure Track positions. The committee recommends that the top 9 Tenure Track positions be ranked in priority order as follows:

- a. Nutrition & Dietetics
- b. Kinesiology (Exercise Physiology)
- c. Psychology (Neuroscience)
- d. Business (Marketing)
- e. Politics (Canadian Politics)
- f. Sociology (Social Research Methods)
- g. Kinesiology (Athletic Therapy)
- h. Languages and Literatures (French: Acadian culture and literature; Business French)
- i. Biology (Biodiversity and Biostatistics/Informatics)

The committee also received requests for Tenure Track positions from Economics, English & Theatre (18th Century Literature; Theory), History & Classics (Classics), Languages and Literatures (19th Century French Literature and Culture; French second-language pedagogy; German), Music (Musicology), Politics (International Relations; Political Theory), Sociology (Race, Inequality, and Social Justice; Gender, Sexuality, and Queer Studies).

There was some disparity between faculties in how they put forward applications for Permanent Positions. While one Faculty submitted requests for all positions they feel need to be filled, the other faculties limited their requests to those they felt were most likely to be successful in this current pool, and did not include a number of requests for positions that they felt would have a smaller chance of being successful this year. Because of this disparity, the Committee has not ranked the remaining positions, not wanting to create a list that could be in any way taken to be a definitive list of all needs. The fact that a position request does not appear here should not be taken to mean that there is any less of a need to hire.

Rationale: The committee offers the following rationale for this recommendation. First and foremost, the Senate has directed (April 14, 2014) the APC to base its deliberations concerning Permanent Faculty Position Requests on the following criteria:

- Ensure there is a viable and diverse set of academic programs;
- Foster potential for interdisciplinary synergies;
- Realize greatest impact for program/subject area/capability development;
- Support the integrity of the varying pedagogical practices, within a framework of overall sustainability.

The APC will use the following factors in assessing permanent faculty position requests as part of its mandate to make recommendations to Senate, with supporting rationale, on hiring priorities. The factors are:

- Alignment with the definition of an Acadia Education and Acadia's Mission and Vision (How does it contribute to the achievement of Acadia's goals and priorities?),
- Program/Subject Area/Capability Requirements (What do we need to do it well?), and
- How does it support institutional sustainability (Can Acadia afford it from an overall perspective?).

It is recognized that we value diversity in our academic programming and that requests will exhibit variability in the degree to which each factor is addressed. Requests will be assessed on all three factors and each must be present to some degree. Requests should explicitly address the first two points in detail.

While the APC was mindful of short and medium-term program needs, it heavily weighed the reasonable expectations of sustained long-term program demand and broader University needs of supporting a liberal education in shaping its recommendations for authorising permanent positions. In determining inter-faculty rankings the APC also considered where new hires would best mitigate the FCE/FTE program demands currently experienced across the university.

The ranked list that forms the core of Recommendation 1 reflects, as far as possible, the criteria set by Senate, as follows: *Diversity of Programming*: Of the nine requests ranked in the APC list above, three are from FPAS, three are from FPS, and three are from FA.

Potential for interdisciplinary synergies: The members of the APC were mindful of the potential interdisciplinarity inherent in the permanent faculty position requests as they were received by the APC. For example, we viewed favourably the emphasis placed on interdisciplinary opportunities offered by the Department of Languages and Literatures in its submission. In several other cases submissions that emphasised this element contributed to their ranked positions.

Impact on Program/Subject Area/Capability: submissions that clearly emphasised core programming requirements and capability were ranked more strongly than others. Core programming was emphasised strongly in the top six ranked requests (a-f on the list above), and the submissions from those units clearly articulated the crucial nature of the positions for fundamental program delivery.

Pedagogical Practices within Overall Sustainability: Given the diversity of pedagogical practices across the university, this was an extraordinarily difficult criterion upon which to rank requests. The APC by necessity had to focus on the element of overall sustainability in an institutional context and consequently did consider numerical data such as FTE/FCE ratios and class sizes in the context of pedagogical practices and program viability. In short, we based some of our rankings on student numbers and which programs were most heavily subscribed. We focused only on longer-term trends and not on individual or short-term data "blips" in student numbers.

More broadly, in constructing this ranked list the APC was also guided by the institutional requirement noted above, namely, how do our ranked priorities "align with the definition of an Acadia Education and Acadia's Mission and Vision (How does it contribute to the achievement of Acadia's goals and priorities?)". The nine ranked positions reflect, as far as possible in the currently constrained financial environment and in the absence of longer-term academic planning criteria established by the Acadia community and approved by Senate, the breadth and rigour characteristic of an Acadia education. They also address the challenges of larger class sizes

which, although a problem across the academic sector are clearly more problematic in some programs than others. They emphasise the interdisciplinarity inherent in an Acadia education and reflected in Acadia's mission and vision, and they provide opportunities for community engagement and a consequent enhancement of Acadia's profile in the community and beyond.

Recommendation 2:

The Committee received 6 requests for Permanent Instructor positions, all from the Faculty of Pure and Applied Science. The committee recommends that the top 5 Instructor positions be ranked in priority order as follows:

- a. Mathematics & Statistics (Statistics)
- b. Mathematics & Statistics (Calculus, MASH)
- c. Psychology
- d. Nutrition & Dietetics
- e. Biology

The committee also received a request for a Permanent Instructor position from Earth & Environmental Science.

Rationale: The committee offers the following rationale for this recommendation.

Since all Instructor requests came from Science, the committee's ranking essentially follows the ranking put forward by the FPAS Heads and Directors. The details are outlined in the accompanying documents.

Recommendation 3:

The Committee received one request for a Permanent Librarian. The committee recommends that this position be considered along with the above lists of Tenure Track and Instructor Position requests.

Recommendation 4:

The Committee recommends that the approved permanent positions for this year come from the above three lists. Should the unusual situation arise in which the University has the ability to fill more permanent positions than are provided by these lists (16), the Committee recommends that there be another call for position requests to ensure that all units have an opportunity to make requests.

Board of Open Acadia Annual Report to Senate for 2013-2014

June 6, 2014

Board Members for 2013-2014:

Dr. Tom Herman, Vice-President Academic, Chair

Dr. Robert Perrins, Dean of Arts

Dr. Peter Williams, Dean of Pure and Applied Science

Dr. Heather Hemming, Dean of Professional Studies

Mr. Derek Serafini, Registrar

Ms. Mary MacVicar, Associate Vice-President Finance and Treasurer

Ms. Heather-Alexa Ross, Student Representative

Dr. Jeffrey Banks, Director of Open Acadia

The Board of Open Acadia met on December 11, 2013.

Open Acadia had a busy and successful completion to the 2013-2014 year. Online course offerings continued to grow this past year, with 1135 enrollments in undergraduate courses online and 477 in graduate courses. Intersession programming for departments also continued to be strong, with more than 750 registrations in undergraduate courses and more than 800 in Spring and Summer graduate education courses. Enrolment in both the Teaching of English to Speakers of Other Languages (TESOL) and French Proficiency programs also remained strong this past year. With support from Open Acadia, the School of Education and the Department of Mathematics and Statistics is offering a new Certificate in Math Teaching program for Middle School Math teachers in the province.

The Acadia Centre for International Languages saw continuing diversity in its English for Academic Purposes (EAP) program. In July 2013, Open Acadia hosted 42 students from Beijing Normal University – Zhuhai (BNUZ) for a two-week program of English Language studies, Canadian culture classes, and facilitated field trips around Nova Scotia. The Acadia Lifelong Learning program continues to be an important outreach program for the University; with seminars and courses for those 50+ in our community.

Operationally, Open Acadia continues to manage program delivery costs, and both credit and non-credit programs finished the 2013-14 fiscal year well, with a net contribution in excess of \$1.7 million to the University.
