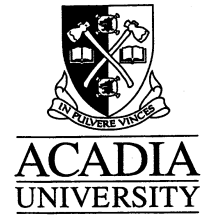


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Minutes of the Senate meeting of Wednesday 11<sup>th</sup> May, 2016

A meeting of the Senate of Acadia University occurred on Wednesday 11<sup>th</sup> May, 2016 beginning at 9:00 a.m. with Chair A. Vibert presiding and 37 present with 3 guests.

**1) Approval of Agenda**

**Motion to approve the agenda. Moved by R. Perrins, seconded by R. Seale.**

The Chair noted that reports from the Academic Integrity Committee and from the Nominating Committee would be added to the agenda.

AGENDA APPROVED AS REVISED.

**2) Minutes of the Meeting of 11<sup>th</sup> April, 2016.**

**Motion to approve the Minutes of 11<sup>th</sup> April, 2016. Moved by R. Seale, seconded by L. Aylward.**

MOTION TO APPROVE THE MINUTES CARRIED.

**3) Announcements**

**a) From the Chair of Senate**

The Chair noted regrets from J. MacLeod, A. Smith, R. Worvill, G. Gibson, E. Sampson, J. Cayford, J. Yang and M. Lukeman.

The Chair asked whether Senators had any objections to S. Potter (Chair, Academic Integrity Committee), S. Landry (Chair, Scholarships, Prizes and Awards Committee) and S. Singleton (Registrar's Office) attending Senate.

There were no objections.

The Chair reported that Senate Executive met on April 13<sup>th</sup>, 2016. The bulk of that meeting was spent looking at progress that had been made on various priorities that Senate Executive identified during last Fall. The 'Big Picture' discussion and exercise was one of those and the Chair noted that a summary was provided in the annual report from Senate Executive and that she would speak to this briefly later in the meeting.

**b) From the President**

President Ivany made two announcements.

President Ivany noted that at the University Faculty Council meeting the previous day, he had highlighted the importance of undertaking the formulation of an Acadia response relative to the Truth and Reconciliation Commission. President Ivany noted that one of the major recommendations relating to higher education was that institutions should consider the broader question of indigenization of the Academy. Some universities in Canada had responded quickly to this but President Ivany felt that it would be worthwhile for Acadia to ‘take stock’ and consider, both with respect to Acadia’s history and tradition and also in term of sensitivity to and respectfulness of First Nations communities within the immediate geographical area, and more broadly across the Province. He noted that Acadia had a very well developed relationship with the Mi’kmaq community.

President Ivany felt that Senate would be an appropriate first place to initiate the conversation. This would be a prelude to a broader discussion that could take place at the June meeting of Senate to talk about the process that Senate would use to engage the University community. He noted that this was one of a number of areas that he wished to attach priority to during his last year at Acadia. President Ivany felt that it would do a service both the University and to the incoming President if the substantive development work had been undertaken by July 2017.

**c) From the VP Academic**

R. Perrins had no announcements.

**4) Time Sensitive Items**

**a) Approval of the list of Graduates for the Convocation of May 2016**

**Motion to approve the List of Graduates for the Convocation of May 2016. Moved by R. Perrins, seconded by P. Williams.**

J. Banks announced one addition and stated that Cheryl Oxford would be receiving an Honours Conversion in the B.Sc. Psyc.

MOTION APPROVED.

**The Enabling motion was now read and moved by R. Perrins, seconded by A. Quema.**

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

ENABLING MOTION APPROVED.

**b) Nominating Committee:  
Senate Vacancies  
(attached)**

The Chair pointed out that hard copies of the report from the Nominating Committee had been distributed.

A. Mitchell stated that the Nominating Committee had provided names to fill all positions except for a Lay Person to Senate. The Nominating Committee will continue to search for a Lay Person. A. Mitchell noted the following nominations:

- Chair of Senate: A. Kieft
- Deputy Chair: R. Raeside
- Faculty Elections Officer: M. Tango
- Non ex-officio positions on Senate Executive: H. Kapoor, R. Worvill and D. Holmberg
- By-laws Committee: A. Quema

A. Mitchell noted that one further replacement was needed for the By-laws Committee; that being a Senator from the Divinity College.

The Chair now called three times for any further nominations for each of these positions.

**Motion to approve the nominees from the Nominations Committee, moved by A. Mitchell and seconded by B. Anderson.**

**MOTION APPROVED.**

The Chair thanked A. Mitchell and the Nominating committee.

**5) New Business**

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

The Chair read out the Notice of Motion from the By-laws committee with respect to the merger of the Academic Technologies committee and the Faculty Support committee. This will come to Senate in June 2016 as a motion.

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

H. Wylie provided commentary on both of the motions for the sake of clarity and pointed out that they were following up on decisions that had been made by Senate in April 2015. This followed the review of committee mandates and structure that had been carried out by the By-laws committee. These motions were about the language that would go into the By Laws once approved.

**Motion 1**

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

**Motion #2 that the Academic Discipline**

Appeals committee be changed from a standing committee to an ad-hoc committee (*attached*)

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

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

**ADMISSIONS AND ACADEMIC STANDING COMMITTEE (APPEALS)**

1. The Admissions and Academic Standing Committee (Appeals) shall be activated as needed, by the Chair of Senate, serving as Chair of the committee. The membership of the Admissions and Academic Standing Committee (Appeals) shall be elected in accordance with Article VI. 1. and shall be as follows:
  - The Chair of Senate, Chair
  - Two members of the Faculty of Arts
  - Two members of the Faculty of Professional Studies
  - Two members of the Faculty of Pure and Applied Science
  - One member of the Faculty of Theology
  - One student
  - The Registrar or delegate (non-voting)
  -
2. The duties of the Admissions and Academic Standing Committee (Appeals) shall be:
  - a. To hear appeals in respect to or arising from academic regulations or the interpretation of such regulations that have not been resolved at the Departmental, School or Faculty or through the Registrar's Office.

H. Wylie acknowledged comments and concerns voiced by D. Holmberg at the April Senate meeting and stated that a substantial change would be that the Chair of Senate would Chair this committee. This change was the result of extensive consultation between the By-laws committee, the VP Academic and the Chair of Senate and it was felt that this would be the best way to make this work as an ad-hoc committee.

**Motion #1 moved by H. Wylie and seconded by B. Brackney.**

D. Holmberg stated that she would be voting against the motion and noted that the committee met every year between May and June to hear 20-40 appeals from students. D. Holmberg felt that this committee had a body of work to do every year and that there would be no reason to move it to ad hoc status. She felt that instead of the regular process of Faculties selecting

members to serve on the committee for a three year period, it would now fall to the Chair of Senate, at a busy time of year, to find faculty members to serve on the ad hoc committee. This process would need to be repeated on an annual basis.

D. Holmberg felt that a better alternative would be to give the duties of the A&AS (Appeals) committee to the Admission and Academic Standing committee (Policy) because this would not be a burdensome task, and get rid of the A&AS (Appeals).

A. Quema asked whether it would be possible to know the membership of the committee ahead of time with the knowledge that the members would only be required should the committee need to meet.

D. Holmberg pointed out that that would be the case for a standing committee.

A. Quema felt that the membership would be ready but that there would not be the normal requirements for the committee to meet and report to Senate twice a year.

The Chair agreed that this would be a good approach.

B. Anderson understood D. Holmberg's position but also pointed out that the By-laws committee had already been instructed by Senate to create language that reflected what had been agreed in Senate in April 2015. The By-laws committee had also been charged with streamlining the Senate committee processes and making them more nimble while making fewer committees. Advice was taken from the VP Academic at the time. B. Anderson pointed out that it was not unusual to have an ad hoc committee that was called once a year if necessary, or not at all.

H. Wylie reminded Senate that the By-laws committee was tasked to review the committee structures and then to reduce the number of standing committees. This process took two years. H. Wylie felt that any reversal of this decision would call for a recognition that what Senate previously decided upon was in fact wrong. H. Wylie pointed out that if Senate voted against both of these motions, the net reduction of Senate committees would in fact be zero.

P. Abela pointed out that some Senators would not have been on Senate in April 2015 and that he was looking for some guidance from members of the Admission and Academic Standing Committee (Appeals) because his understanding was that this committee had always met in the past.

R. Perrins commented that this committee met every year whereas most of the other Senate sub committees met several times a year.. There was no requirement for the committee to meet but there would always be student appeals to be heard. R. Perrins noted that this was an operational committee.

D. Benoit was concerned at the amount of time that would be taken to elect faculty to the committee. He noted that this could take at least a week or more

and would not be sufficiently fast in reacting to appeals. D. Benoit cited an example of students that slept through an exam, were not allowed by the instructor to re-take the exam, and a decision was not reached between the Registrar's Office and the Instructor until February the next term.

D. Benoit felt that this committee would need to be up and running within a week.

P. Williams suggested a different category for this committee and felt that it should be left as a standing committee with members all elected, but excused from providing the normal reports to Senate twice a year.

D. Holmberg applauded the work of the By-laws committee and noted that she was in favour of reducing the number of committees. Because the committee would still have to meet every year D. Holmberg felt that the work should be given to another committee. She was on leave last year and would have raised this at the April 2015 meeting had she been present.

A. Kiefte asked A. Mitchell whether it was easier to populate a committee if it was known to be an ad hoc committee.

A. Mitchell expected that people could be asked while at Senate rather than or in addition to calling for nominations.

D. Seamone asked for clarification since Senate was voting on language for something that had already been approved. Senate was now debating the content and she asked the Chair for clarification.

The Chair agreed that Senate was voting on the motion from the By-laws committee that offered language and processes for a motion that was already approved by Senate in April 2015.

D. Seamone stated that in that case much of the conversation was out of order.

The Chair noted that she was allowing the conversation to go forward because there was a mechanism whereby Senate could revisit a motion that had been made in April 2015.

A. Quema suggested that this become a 'stand by' committee! She suggested trying this for one year to see how finding members to serve worked.

L. Aylward spoke in favour of the motion and stated that she supported the work of the By-laws committee.

D. Seamone also spoke in favour of the motion and noted that if it didn't work changes could be made in the future.

B. Jarvin suggested an amendment to the membership on the committee and requested that the student be the ASU VP Academic for a number of reasons. The bulk of the work occurs in May or June at which time the ASU VP

Academic would already be working. She also noted that students work with the ASU VP Academic on their appeals and that confidentiality was an issue.

**Amendment to the motion moved by B. Jarvin and seconded by A. Quema.**

R. Perrins pointed out that if the student was the ASU VP Academic they were involved with the appeal at the departmental level also so that this could create a conflict.

S. Sproule stated that the ASU VP Academic had been the student that has regularly sat on this committee anyway.

AMENDMENT TO THE MOTION FAILED.

MOTION APPROVED.

President Ivany commented that the minutes could reflect the fact that unless the ASU VP Academic was in conflict, it would seem to be appropriate for that person to sit on the committee. President Ivany also expected that the onus would be put on the VP Academic to anticipate the upcoming appeals cycle and ensure that the committee membership would be stood up early.

H. Wyle now read Motion #2:

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

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

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

**ACADEMIC DISCIPLINE APPEALS COMMITTEE**

3. i. The Academic Discipline Appeals Committee shall be activated as needed by the Chair of Senate, after notification by the Vice-President (Academic). The membership of the Academic Discipline Appeals Committee shall be elected in accordance with Article VI. 1. and shall be as follows:
  - One member of the Faculty of Arts
  - One member of the Faculty of Professional Studies
  - One member of the Faculty of Pure and Applied Science
  - Two students
- ii. The duties of the Academic Discipline Appeals Committee shall be:

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

**Motion #2 moved by H. Wyile and seconded by B. Brackney.**

MOTION APPROVED.

**c) Senate Committee  
Annual Reports  
(attached)**

The Chair suggested that Senate move to accept all reports at the end of the presentations but allow for questions and comments after each committee report.

There were no objections.

**i) Senate Executive  
Committee report**

R. Raeside took the chair and invited the Chair of the Senate Executive committee to present the report.

A. Vibert provided the attached report noting that time had been spent dealing with the priorities for Senate and Senate sub committees. Progress had been made in all areas including academic integrity, equal distribution of Tier 1 scholarships and the 'big picture' discussions.

A. Vibert noted that once the Curriculum committee (Policy) had been populated and the chair decided upon, the Senate Chair would remind that committee of the remaining priorities that were still outstanding.

P. Abela asked for specific information on the final bulleted point "*Consideration of mechanisms/processes for large scale degree and program changes, under the purview of both the Academic Planning committee and Curriculum committee*".

A. Vibert responded that this conversation had focused on the possibilities of more sharing across various programs and the sharing of resources. A. Vibert did not feel that there were any other action items associated with this item.

A. Vibert resumed the chair.

**ii) Graduate Studies  
Committee report**

D. MacKinnon reported that he had asked the committee if they wanted to change the timeline between when a Graduate thesis was submitted and when the actual defence took place. The committee was clear that there should be no change and that a four week period was needed to allow the internal reader and external reader the opportunity to get comments back to Research and Graduate Studies. He noted that every year more people were coming forward late and wanting a shorter period. In these instances D. MacKinnon would write to the external reader to ask whether they were agreeable to the change in timing. So far, this approach had worked but D. MacKinnon expected that a time would come when the external reader did not agree to shorten the timeline. This would mean that the student will suffer and may not graduate.

D. MacKinnon highlighted the awards that are offered through the Graduate Studies committee and noted that the Graduate Coordinators had sat on these sub-committees in the past, but that this was now becoming problematic, especially in the Faculty of Professional Studies because there were only two



Graduate Coordinators. D. MacKinnon will be asking Heads and Directors to find additional members to populate the sub-committees.

A. Quema noted that the Faculty of Arts Steering committee had discussed the distribution of scholarships across the graduate programs, noting that there were never enough to go round. She asked where the money came from to fund scholarships.

D. MacKinnon responded that originally the money came from the VP Academic budget but that now it comes directly into Research and Graduate Studies (\$258,000).

A. Quema asked how this money was generated and whether the amount was on the basis of graduate fees.

R. Perrins felt that this was just part of the general revenue line for the University.

A. Quema felt that there was not enough money and asked whether it could be increased since it was not linked to the number of graduates in programs.

D. MacKinnon agreed that an increase in funding would be appreciated but also pointed out that despite the challenges that the University had experienced, the amount of this funding had not been reduced over the years. He stated that the distribution of those awards with one or two exceptions, roughly paralleled the number of graduate students in the various programs.

A. Quema asked whether fundraising could be geared towards the graduate programs.

R. Perrins stated that this could be tried through the Advancement Office.

D. MacKinnon noted that he had already discussed this possibility with R. Morrison last year and that he would be doing so again.

P. Abela stated that in the Arts there generally no NSERC grants. He asked whether the funding for students through NSERC tended to be rather more generous than that through SSHRC.

D. MacKinnon stated that this was not the case with the exception of the undergraduate student research awards from NSERC. Their rules were that the student needed to work with a professor who held an NSERC Discovery Grant. At the Graduate level if a professor had funding, a considerable amount of that funding could be put towards employment of students with no restriction as to the amount paid.

D. Mackinnon apologised for leaving B. Brackney's name off the list of members of the committee and will forward an amended report to the Recording Secretary of Senate.

**iii) Research Committee report**

D. MacKinnon presented the report from the Research committee and noted that the Strategic Research Plan had been successfully brought to a conclusion in November, at which time he made a presentation to Senate. D. MacKinnon

had been on leave for the last four months but noted that next week there would be a retreat for the staff of Research & Graduate Studies and it was expected that they would decide how they were going to engage with the Plan. He expected that in June the Senate Research committee would meet to draft an action plan of what could be looked at now. He expected that he would report back to Senate in the Fall.

P. Williams asked whether there would be a grant writing workshop again this year.

D. MacKinnon confirmed that workshops would be offered in June 2016.

**iv) Research Ethics Board Report**

D. MacKinnon did not chair this committee but offered to report for S. Maitzen. He noted the exceptional engagement on behalf of all of the members of this committee and commented on the care and thoroughness demonstrated when things were coming forward to the committee.

A. Warner complimented the committee on the great work that it does.

D. Benoit added his appreciation and noted the speed with which they reviewed an application that he put forward. He had found this committee to be light years ahead of Ethics Boards at other universities.

S. Landry noted that he also found the committee a pleasure to work with and was presently dealing with another university and finding the same limitations.

P. Williams pointed out that a light year was a distance and not time!

D. MacKinnon pointed out that the work on that committee was carried out by the faculty members. S. Maitzen used an efficient system when applications first came in to the committee and sent each one out to one of the four faculty reps for assessment.

J. Stanley stated that President Ivany recently met with the Board of Trustees for the Divinity College and pointed out that a Divinity student recently did some research about the Biology department; looking at students in that unit that do research and the proportion that then go on to postgraduate studies.

J. Stanley thanked President Ivany for bringing that to his attention and commended the possibility that Acadia do more research about students across other departments, because this grounded the research piece of work that Acadia does and highlights the importance of it in the mission core mandate and vision.

**v) Scholarships, Prizes and Awards Committee report**

S. Landry reported that the full committee met four times this year and that he and the Manager of Financial Aid met many times to consider appeals and other scholarships. The Bursary Loans committee met weekly and assisted 115 students.

S. Landry noted that the attached report showed that to date 1215 offers had been made to prospective students. There were only minor changes to the

application process. The committee did look at the academic requirements for Tier 1, 2 3 and 4 scholarships but did not make any changes.

S. Landry stated that the committee was still awaiting the data analysis to look at the asymmetry between Arts, Professional Studies and Science. Talks with the Registrar's Office had highlighted that there was an incomplete data set as not all marks were entered into the system. An additional meeting of SPAC will be held so that this can be discussed further before presenting to Senate at a later date.

S. Landry noted that slight changes to the duties of the committee and description of two sub-committees had been submitted to Senate for approval at the previous meeting, and approved.

S. Landry explained that students on a coop work term would now be able to get their scholarships which would be a change common to other institutions.

L. Aylward asked when there would be information on the data analysis.

S. Landry responded that the SPAC would meet in May and that potentially there could be a report to Senate in June 2016.

P. Abela agreed that crunching the numbers between the three Faculties was a complicated business. He was disappointed that none of the analysis would be acted upon during this round of scholarships.

P. Abela addressed his concerns also to the Recruitment Office and noted that there was a difference in the evaluative norms which translated into it being very difficult to get 93% in the Arts. This was the case both at the high school level and at university which meant that a large group of good high school students that were being missed at the recruiting level who could perhaps be caught for the Arts programs.

H. Wylie responded to P. Abela's concerns and noted that he was a member of the SPAC. Although he shared the concerns about the asymmetry he recognized that this was a very complex situation and the asymmetry was really entrenched by the time that applications came to SPAC for evaluation. He noted that the committee waited a long time for the data analysis which only covers a small part of the whole process.

H. Wylie felt that a more substantial archeology of the whole process would be needed to understand how this asymmetry builds from high school through to the final selections in March. This would allow the Recruitment Office to capitalize on opportunities to recruit other students in Arts and Professional Studies.

S. Landry noted the difficulty of deciding what data would be needed to carry out an analysis.

A. Quema thanked S. Landry for the work that the committee had done to date. She felt that this was not just a high school problem but a systemic cultural social problem that carried over into University. A. Quema noted that this problem was reflected in the Honours Summer Research Awards

because although they were evenly distributed, when one looked at the number of applicants and the number of professors and researchers in the Arts who were trying to support those students, the report would show zero. A. Quema noted that the reason for this was not because there was no culture of research in the Arts, but that professors in the Arts worked under different conditions and suffered from a metric approach. She hoped that there would be additional conversations to address these concerns.

S. Landry asked Senators to email their recommendations to him directly, noting that the committee will be meeting again. Additional feedback would be helpful.

A. Kiefte asked whether average student numbers over the last 10 years had been studied in order to look at the ratios between the Faculties and create envelopes based on those figures. Percentages based on student enrolment and then having the entrance scholarship reflect the student enrolment in each Faculty over a number of years.

S. Landry responded that the committee had received data that rolled back five years.

D. Benoit asked whether the Registrar's Office had carried out any real data analytics to determine what the problems were. He noted that other institutions appeared to have the ability to do this. He also mentioned that the Institute of Data Analytics on campus could carry out research.

J. Banks stated that the Registrar's Office was consolidating staff that could work on data requests and noted that the University had to work with Eden and Datatel; both of which might hold incomplete data. J. Banks stated that the University was working out how to go forward with Institutional analysis and hoped in the future to be able to analyze data more effectively.

S. Landry pointed out that in Ontario all high school grades were automatically entered into a databank whereas in Nova Scotia only certain grades were entered.

D. Benoit stated that data analytics allowed the Institution to work with incomplete data and make predictions. Models would give predictions based on how students were doing at Acadia that would also help with predicting how a student would do at Acadia.

A. Mitchell stated that the same concerns have been raised over the years. He mentioned that one aspect of scholarships was to raise the image of Acadia to the local high schools and he asked how the Acadia scholarships appeared to these high schools. It was important not to pass over good students with high marks.

S. Landry noted that most scholarships were anyway grade based but not based on particular schools. He pointed out that the committee only had a period of 4-5 days to evaluate the applications.

A. Mitchell felt that the best students needed to be attracted to Acadia and that also the most students needed to be offered scholarship money, and that this needed to be equitable between the Faculties. He noted that a pool of money called the Equity Fund used to exist and S. Landry confirmed that this still existed.

A. Mitchell also mentioned that in the past there were attempts to keep the profile of Acadia high at certain high schools in the Atlantic region. He agreed that this approach was hard to work into an academic analysis.

H. Wyle served on SPAC this year and noted that imposing a cap or quota had been discussed in relation to A. Quema's question but recognized that this could lead to a student being offered a scholarship from a particular school, who was not as qualified as a student from another school.

A. Mitchell felt that students from the larger local schools needed to be offered scholarships.

D. Benoit felt that supporting the local schools with scholarships did make a lot of difference and described the approach used by St. F.X. The top 20 students all received good scholarships to attend St. F.X. D. Benoit felt that if Acadia was not offering scholarships to Horton it would be better to always assure the high school that the top five students would receive scholarship money.

The Chair drew attention to the time and asked if one more Senator wanted to raise a question on this topic.

A. Quema stressed that the conversation was still in terms of metrics. She also raised the question of gender and referred to the Truth and Reconciliation Commission which opened up another criteria, and agreed that this was very complex to analyse.

S. Landry agreed that gender was not even on the application form.

The Chair thanked S. Landry and the committee for their work thus far.

**vi) Archives Committee report**

P. Townsend offered to take any questions and noted that the major on-going concern of the Archives committee was for the temperature and humidity levels in the Archives. She noted that these problems went back many years and hoped that they would become a priority in the near future. P. Townsend stated that many people make use of the archives, both from Acadia and from further afield; examples being the William White Symposium and the 17<sup>th</sup> Believers' Church conference.

A. Quema was pleased that the archives was so alive and being used.

G. Phillips asked whether P. Townsend had been in touch with the Canadian Culture Heritage about programs they might offer.

P. Townsend agreed that this had been done.

- vii) **Honours Committee report** D. MacKinnon reported on behalf of A. Reddon, the Chair of the Honours committee and offered to respond to questions. The work of the committee was to see if there were any policy changes to be made through the year and also to assess the Honours Summer Research Awards. Honours Theses and the arranging for second readers was always a large task and D. MacKinnon thanked Senators and faculty for taking on this task every year. D. MacKinnon tried each year to match a thesis to someone that would have an interest in the subject area.
- viii) **Disability Policy Committee report** L. Aylward pointed out that this committee had a name change but that the policy had not altered.
- P. Abela asked about the first and third bullet of the report. He noted that 325-350 students had registered some sort of learning disability and noted that this represented about 10% of the Acadia student population. He asked whether data existed from other universities.
- L. Aylward noted that this was comparable with universities of a similar size.
- P. Abela asked whether a 16% increase in examination requests was a large increase.
- L. Aylward agreed that this was a large increase in a short amount of time.
- G. Poulter commented that the Heads in the Faculty of Arts met during the year and made a number of suggestions for improvements to the process by which students identify themselves. She noted that no changes had been made and asked whether these changes had been received.
- L. Aylward was not aware of receiving any feedback and asked G. Poulter whether she had a record of that information. If it had come formally to the committee they would have had a discussion about it.
- A. Quema supported G. Poulter's statement. She noted that students will ask faculty to sign a form and want this done as quickly as possible. The faculty feel that they cannot interfere and ask questions and it is therefore difficult to respond to a student in pedagogical terms. She would welcome a different approach with some sense of dialogue and working together.
- L. Aylward stated that she had a research interest in this field and agreed that there were some strange procedures in place at Acadia but that they were consistent with those in other institutions across Canada, around the language and disclosure. Faculty wanted to participate in a quality learning experience for all students and it would therefore be worthwhile having a conversation around the field of self-advocacy and also around faculty having conversations with the students. L. Aylward offered to bring this to the Disability Policy Committee for discussion.
- D. Holmberg had served on the committee in the past and noted that at the time J. Davies was very keen for the students to engage in self-advocacy and feel free to have open conversations with faculty members, which was partly why a student would come to a faculty member to get the form signed.

D. Benoit encouraged students to have conversations with him but could not keep track of the names of students that came after class to get their sheets signed. This made it difficult for him to check with the students later in the term to see how they were getting on. He would appreciate a different model that would allow him to contact students later in the term to ask whether the accommodations were working out for them.

D. Benoit raised another concern about examination scheduling. Students with disabilities now get time and a half to write their exam – a four and a half hour period. This resulted in a student writing back to back examinations with only 30 minutes lunch and nine hours of exam writing which he felt to be too much.

J. Banks agreed that this was a good point and asked D. Benoit to put that information forward to R. Mehta, Chair of the T.I.E. committee.

L. Aylward noted that a scenario as described would never be considered as an accommodation for a student.

A. Quema pointed out that a situation like this highlighted the fact that faculty and service departments work in silos and that the privacy laws could be creating this disjunction. She was not interested in looking into the private life of her students, but from a pedagogical point of view, if she didn't know what the situation was it became very difficult to understand her own role and how she could help.

L. Aylward stated that the committee had asked the Coordinator of Accessible Learning to connect with the Faculty Support committee to discuss what had happened in the past with reaching out to faculty who wanted to become more aware and wanted to be working better in this area. L. Aylward said that while it was not necessary to check in with individual students, she would include language in the course outline that allowed her to open the conversation around the mid-term time.

A. Quema noted that one of the mandates of the Accessibility Services Center was to empower students so that they felt that they could come and talk to the professors without feeling pre-judged.

The Chair noted the time and asked Senators whether they would agree to a 20 minutes extension of the Senate meeting.

There were no objections.

**ix) Library Committee report**

B. Brackney reported that there were two presentations this year on Open Access and Research Data Management. A. Smith will speak to these and they will be brought to the June meeting of Senate for approval.

B. Brackney stated that a third area was looked at by the Library committee as they looked at their mandate and the By-laws and decided that they would leave it unchanged.

B. Brackney indicated however that two recommendations would come forward to Senate at the June Senate meeting from the By-laws committee: firstly, to add the University Librarian to the membership of Senate Executive (ex-officio) and secondly, that the terms of service on the Library committee would be changed from two years to three years.

B. Brackney noted that the committee had met three times during the last year.

**x) Awards Committee report**

President Ivany reported that the bulk of the work had been carried out by the committee bringing forward recommendations for Honorary Degree recipients and Professor Emeriti designations. He noted that the Instructor Emeriti designation had not yet been determined but that he would be bringing recommendations to the June meeting of Senate. The committee was considering whether recommendations should be considered over a ten year window since this had not been happening previously, as was done with the Professor Emeriti designation some years ago.

G. Poulter asked how many nominations the Awards committee received for Honorary degrees this last year.

President Ivany noted that the numbers were up from the previous year and believed that there were about 20 nominations. He felt that in some departments a better awareness was being built.

P. Williams asked whether the question of posthumous appointments had been considered by the committee.

President Ivany expected that the Awards committee would have recommendations for Senate by the start of the 2016-17 cycle and noted that the terms were silent on this issue.

**xi) Timetabling, Instruction and Examinations Committee report**

S. Landry reported on behalf of R. Mehta. He reported that the committee had looked at the slot system currently in place. He noted that the committee met every two weeks this year. It was decided that it was not possible to alter the slot system at this time but the committee urged Heads and Directors to encourage their faculty to spread the courses over the timeslots to alleviate the pressure on certain time slots.

S. Landry stated that a family friendly meeting time had also been discussed but that this would involve the use of one slot for meetings and only one meeting could be scheduled during that time. It was not felt that this would be effective.

The Fall Study Break was considered. The committee was able to get a survey carried out by the ASU and found that there was no real consensus on either a one week break or splitting the break into two mini breaks. The committee looked at the University Calendar and decided to offer two mini breaks this fall – one attached to Thanksgiving weekend and one attached to Remembrance Day.



S. Landry stated that the committee looked at exceptions for examinations and was continuing to discuss this issue. It was important that faculty not make unreasonable requests for unusual times for examinations because this hindered the creation of the examination schedule and created conflicts for students. Once again, S. Landry asked Heads and Directors to ensure that examination requests were reasonable.

S. Landry discussed examination conflict noting that three examinations in a 24 hour period was one concern. Students were also experiencing four examinations in a 48 hour period and occasionally five in a 72 hour period. Other universities listed this as a conflict. The committee asked Information Services to determine how many conflicts of this nature existed. There were no instances of three exams in 24 hours but six students were identified as having four in 48 hours or five in 72 hours. The committee intends to continue studying this.

G. Poulter asked whether a Wednesday/Friday one and a half hour time slot had been considered.

S. Landry stated that a request had been received for a Monday/Wednesday timeslot which the committee turned down because there were already so many timeslots on Monday/Wednesday afternoon. L. Davidson schedules classrooms manually and has six or seven slots on a Monday afternoon to consider.

J. Banks added that the committee had been very active and noted that it had tried hard to balance both accommodations and restrictions and flexibility. He felt that adding more restrictions and flexibility made things a lot more complicated – an example being attempts to remove conflicts for students within the time slots or exam periods.

J. Banks felt that on a positive note, the request for exceptions on the examinations timetable were far lower in the winter term than they had been in the fall. J. Banks felt that by asking Deans, Directors and Heads to encourage faculty to not request exceptions unless absolutely necessary, had proved very helpful.

D. Benoit requested that the wording in Point 1 of the report be struck (*the TIE Committee advocates that Heads and Directors encourage faculty members in their units to spread out the times that courses are offered*). He stated that as a Director of a School he felt that it was part of his job to prepare the timetable after consulting with his faculty members. D. Benoit picked when his faculty would teach their courses and if this was not the case, he would be unable to create a cohesive timetable of courses. D. Benoit had heard from other units that faculty members would teach only on a certain day or at a certain time. This was not the way that the Collective Agreement was written and nor was it the way that the duties of Heads or Directors were written. D. Benoit maintained that in order to get the course timetable schedule to work it was necessary for the Director to create the timetable.

S. Landry agreed to take this under advisement.

P. Williams asked whether the T.I.E. committee would be monitoring the congestion in the timetable to assess the impact of their recommendations.

S. Landry had only been asked to present the report and did not know whether follow up would take place.

J. Banks stated that this was not an easy problem to solve and had been discussed for many years. The committee would continue to look at the congestion in the teaching schedule and consider ways to alleviate it but he agreed that it might be necessary to use data analytics to work out causality and correlations.

P. Williams noted that this was the third time that this recommendation had been made. The previous recommendations resulted in no changes being made.

A. Quema stated that in the Arts Core there was a requirement for six credit hours of science and that in the Science Core there was a requirement for six credit hours of a language course in Arts. She noted that in her department there was stress for the students who needed to take science labs in the afternoons and therefore found it hard to take some of the Arts courses. She was attempting to offer language courses in the mornings but noted that this creates a real problem. If the language requirement could be made an interesting thing and be scheduled in a better way, this would help students to connect to it in a different way. Science students that were pursuing a double major found it very hard to get their Arts courses. Timetabling was a real problem for the students.

J. Banks agreed and suggested that faculty should look at the slot sheet, colour in the preferred slots and then look at the number of slots that students in their discipline would be excluded from taking. Being flexible with students was causing some of the difficulties with the slot system.

A. Quema noted that Senate Executive had discussed these challenges and stressed the importance of various committees to work together. In this instance the TIE committee and the Curriculum (Policy) committee could work together and bring a solution back to Senate.

A. Kiefte asked whether the Senate meeting could be extended.

The Chair asked for a 10 minute extension.

There were no objections.

**xii) Academic Integrity  
Committee report**

S. Potter presented the report from the Academic Integrity committee. She stated that the committee had been working on a strategy to revise and renew, with a goal of improving the existing policy. Input had been received from students and the main issue of concern was the lack of consistency across the campus in terms of how infractions were handled, who handled them, what the penalties were and whether students were reported to the Registrar's Office and a note added to their official file. The issue of transparency had been discussed because a student might not always know that their name was

on a list. S. Potter noted that this led to a discussion of how to improve student knowledge and understanding of what plagiarism was.

S. Potter had served on the Research Ethics Board for 10 years and noted that an efficient process was in place there for handling research proposals. She asked whether a similar approach could be used when handling academic integrity infractions. She felt that a committee could be set up to review everything for consistency. A form could be filled out by professors and signed by students, which detailed clearly the penalties that existed. These could be submitted to the Academic Integrity committee so that everyone knew it was in one place.

S. Potter noted that J. Banks had found a website for an organization called the International Center for Academic Integrity. This was a consortium of mostly American universities but also including large Canadian universities. She stated that the organization offered an Academic Integrity Assessment guide which would take an institution through the process of evaluating its own academic integrity policy, the culture of academic integrity on the campus and a way to look at the types of violations that take place on campus.

S. Potter stated that the guide had been put together over a 12 year period and provides useful information including how to educate the students. The committee had only just received the document and will study it during the summer, looking particularly at the assessment process and deciding whether they want to apply this to Acadia. Recommendations will be brought forward to Senate.

P. Williams applauded the committee for their diligence in finding this resource and in being guided by best practices. His question related to Point #1 – *how can the current academic integrity policy be improved ... without infringing on academic freedom...* P. Williams noted that academic integrity was a fundamental value of the academy and that if a faculty member wanted to be a part of the academy it was necessary to buy into this concept. He felt that this was not an individual thing.

S. Potter stated that some professors felt that academic freedom was being taken out of their hands if a committee was assigning penalties. She noted that the committee would try to find this out by conducting a survey.

P. Williams felt that it was inappropriate for an individual faculty member to be determining whether an infraction of academic integrity had occurred and simultaneously deciding what the penalty would be. P. Williams felt that whatever system was put in place needed to be a system that respected fundamental principles and justice.

L. Aylward welcomed the work of the committee and suggested that a policy be in place before the end of the year.

S. Potter stated that it would be helpful to the committee if faculty members could forward situations of plagiarism to them (removing information on the student name) so that the committee could get a better idea of what was happening on campus.

L. Aylward noted that the School of Education did things differently from the rest of the campus but that when it came to plagiarism her only avenue was to go to the Calendar and follow the stated policy.

D. Seamone asked how many faculty members used Turn it In.

S. Potter did not know.

D. Seamone had used this program for many years and felt that it would be helpful if there was a framework for discussing and moving on this issue collectively. Turn it In worked well and could be used as a teaching tool by allowing students to submit their work to Turn it In beforehand, take the paper back and re-work the material.

S. Potter agreed that this would be a good approach.

E. Patterson noted that there were limits to academic freedoms for faculty members but that it was possible to imagine a situation where a minor infraction had occurred and the faculty member could approach this as a teachable moment for the student. The Library was looking at offering additional initiatives on academic integrity and that last year J. Richard offered tutorials for Nutrition and Dietetics students. The Library is planning to offer tutorials to students in all disciplines starting the 2016-17 academic year.

S. Potter had met with the librarians in February and discussed adding more content to the tutorials. She noted that at MUN all students had to take an on-line academic integrity course and achieve an 80% minimum before continuing with their program.

A. Quema felt that the issue was not clear cut and felt that some faculty held the view that plagiarism could be a teachable moment. She now planned to make discussion of plagiarism a topic in her classes.

A. Quema was concerned about the judiciary approach and how to strike a balance between sending out a signal that it was not good to cheat; at the same time teaching and helping students to develop.

The Chair noted that three more speakers needed to speak and asked that Senate run on until 11:50 a.m.

J. Hennessy felt that it would be possible to build an academic integrity policy that allowed for the teachable moments in the case of low level infractions. He also felt that a better support system needed to be in place for the international students.

A. Kiefte referred to the balance between remedial and punitive and asked whether there would be an opportunity to have a remedial workshop where there would be an opportunity to address what had actually happened.

A. Kiefte asked whether this sort of approach was recommended by the International Center for Academic Integrity.

S. Potter felt that if the committee had more examples of the types of infractions that occurred it would be easier for them to put together guidelines as to how to address them. Some international students write their paper in their own language and then get a translator to translate the entire paper without seeing anything wrong with this approach.

P. Williams felt that any intelligent policy needed to have the ability to educate students so that they understood what academic integrity was and noted that merely punishing people did not result in a change in their behavior. Any policy needed to mandate teachable moments.

S. Potter agreed on the importance of education at the start of a student's degree program.

L. Aylward felt that 2017 would be too late to get a policy in place.

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

There was no quorum.

A. Quema asked if the wording could be sent to Senators. She would be more in favour of having recommendations from the committee, to keep things moving.

It was agreed that A. Kiefe would submit a motion to the June agenda for Senate.

The Chair stated that a motion to approve the annual reports from sub-committee would be held until the June Senate meeting by which time all reports would have been received.

**Motion to adjourn by R. Perrins at 11:50 a.m.**

**ORIGINAL SIGNED**

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R. Hare, Recording Secretary

**GRADUATES FOR SPRING 2016 CONVOCATION – SENATE MEETING – MAY 11, 2016**

**FACULTY OF THEOLOGY**

**Doctor of Ministry**

Beals, Cheryl Ann Rebecca  
Graham, Roger Lee  
Heneise, Sheila Ann Neal  
McCormick, Marilyn Irene  
Neilson, Kenneth Robert  
Russell, Calvin Wade  
Smith, Bruce Hilyard

**Master of Arts in Theology**

Bado Auler, Samuel  
Bent, Anthony Charles  
Crowell, Dwight Robert  
Desmond, Wayne Kevin  
Fletcher, Leo Stewart  
Hicks, Megan Maureen Elizabeth  
LeBlanc, Andrena Marlene  
MacDonald, Benjamin  
MacInnis, Clair Hendrika Clazina  
Murray, Taylor James

**Master of Divinity**

Baggaley, Jeffrey William James  
Bolton, Cody Earl Myles  
Colford, Evan Lynwood  
Colford, Kayla Ann  
Cox, Melanie Elizabeth  
Davidson, Natasha Lynn  
Deutschmann, Christoph  
Gillis, Darcy Lynn  
Green, Joseph Daniel  
Henderson, Terrance Donald  
Tait, Shawn Norman

**Bachelor of Theology**

Baker, Stephen Trent  
Bent, Jessica Catherine  
DeMone, Linda Marie  
Diotte, Christopher  
Doyle, Brian James  
Kimbley, Satu Paivi Tuulikki

Wade, Angela Elaine

**Faculté de Théologie Évangélique**

**Maîtrise en Théologie**

Joseph, Bolivar

Mwamba, Wayumba Kongolo

**Maîtrise ès Arts en Théologie**

Heu, Si Alice

Raymond, Jonas

Saint-Jean, Karolle

Sylné, Martine

Swift, Allan Herbert

Tosomba-Lofanga, Jacob...

**Maître en Divinité**

Delcy, Renix

Jean-Noël, Joseph

Pierre, Sem Ostin

**Baccalauréat en Théologie**

Alcindor, James

Asi, Diégo Martin

Bohoussou, Amos

di Staulo, Alaina

Makaka, Jean-Claude

Muaka, Jean Bennyld

Pyram, Ledlie

Verville, Frédéric

**FACULTY OF ARTS**

**Master of Arts**

Semalulu, Suleiman (Sociology)

**Bachelor of Arts with Honours**

Allen, Nora Godwin (Sociology)

Archer, Victoria Anne (Sociology)

Bell, Kaitlyn Emily (Environmental & Sustainability Studies)

Bonsteel, Norah Constance Odell (History)

Brown, Ryan Mackenzie (Philosophy)

Comeau, Kelsey Treena-Marie (History)

Dalrymple, Kate Elizabeth (Sociology)

d'Eon, Ryan Alan (History)

Fink, Victoria Ann (English)

Fray, Madeline Elizabeth (Politics)  
Gaunce, Emily Black (French)  
Hall, Carly Rae (Classics)  
Heinrichs, Katharina Annika (Sociology)  
Hines, Brittany Rachael (Politics)  
Ichiba, Sota (Economics & Mathematics & Statistics)  
Johnston, Wayne William (Classics)  
Kokko, Joni Thomas William (History)  
Kyte, James Duncan (Economics)  
Labenski, Amelia Charlotte (English)  
Laritz, Rachael Paige (English)  
Larson, Braeden Alexander (Politics)  
LeBlanc, Chantal Marie Therese (Psychology)  
MacDonald, Jacqueline (Sociology)  
MacDougall, Allison Leslie (English)  
Matheson, Lauren Patricia (Psychology)  
Matthews, Emily Nell (Environmental & Sustainability Studies)  
Murphy, Liam Patrick (Sociology)  
Murray, Lauren Alexandra (Classics)  
Peters, Mercedes Miranda Elizabeth (History)  
Power-Grimm, Holden Reed (Sociology)  
Visser, Carlie Devin (History)  
Walls, Roisin Anne (Sociology)  
Warren, Marianne Margaret (Sociology)

**Bachelor of Arts**

Assefa, Elias  
Atwood, Taran Nicole  
Baquero, Blanca Maria Nanette  
Beaton, Kaela  
Bennett, Alyssa Jane  
Berlemont, Luke  
Bilodeau, Lindsay Doris  
Bittorf, Genevieve  
Boudreau-Sanford, Jordan Katelyn  
Boyachek, Alix Zandra  
Brooker, Melanie Dawn  
Brown, Amy Elizabeth  
Brown, Taylor Emma  
Butler, Keri  
Campbell, Kevin Blair  
Campbell, Moriah Ruth  
Casey, Bethany Margaret Phyllis  
Charters, Ethan  
Comeau, Jessica  
Cooper, Khadijah Casia Jenna  
Coric, Nikolina



Corkum, Brittney Elizabeth  
Crawley, Arthur Andrew  
Creed, Katharine Dunn  
Davis, Alexander Abraham Charles  
Davison, Rhianna Mae  
Dearman, Robyn  
DeVries, Kasey Brianna  
Dunseith, Emily  
Fernander, Decadia  
Fyffe, Jordan Annie  
Grant, Robert Charles  
Houston-Goudge, David Robin  
Hutchinson, Rebecca  
Ioannou, Christopher Stefan  
Kellock, Emily Clare  
LaMarre, Peter  
Lawson, Robin Taylor  
Lemieux, Cayleigh Paige  
Leopold, Sarah  
Lightbourn, Katherine Maureen  
Liu, Corey  
Macatumpag, Maya  
MacDonald, Connor Daniel  
MacMurtry, Andrea Dyan  
Mactavish, Ariel  
Mader, Shelby Lee Nicole  
Mastromonaco, Michaela  
McCulloch, Kyle Alexander  
McEachern, Brianna Darlene  
Mclean, Courtney  
Melvin, Adam Lyle  
Merks, Hillary Jane  
Misheal, Botros Peter  
Mitchell, Alisha Dawn  
Nickerson, Morgan Dayna  
Oyston, Grant  
Pan Yan  
Rechnitzer, Diana  
Redekop, Emily Vanessa  
Richards, Alexandria Rose  
Richter, Emma  
Rossiter, April-Rae  
Russell, Veronique  
Schofield, Katelyn Marie  
Sellars-Bezanson, Tanisha  
Shawwa, Jasem Allam  
Smith, Hannah Celeste

Smith, Jasmine Elizabeth  
Spackman, Caitlin G  
Stacey, Jenna Christene  
Stewart, Alyssa  
Stock, Luke  
Swanburg, Paul James  
Sweeney, Emily Joan  
Thomson, Alexander Scott  
Tomcik, Logan  
Troop, Alexander  
Turner, Chelsea Morghan  
Turner-Tupper, Mikaela Georgina  
Virgill, Jonathon  
Warner, Lindsay Marie  
Wearing, Jonathan James  
White, Samantha Dawn  
Whittaker, David James  
Wodz, Derek Joseph  
Zimmermann, Marielena Isabell  
Zwicker, Lindsay Alexandra

**Bachelor of Arts in Music with Honours**

Hutten, Rebekah Alexis

**Bachelor of Music**

Burns, Lindsay Elaine  
Charlton, Brydone John  
Dakai, Chelsey Marie  
Ioannou, Victoria Isabelle  
King, Kevin Damean  
Lauriston, Shannon Leigh  
MacKinnon, Lauren Elizabeth  
MacNeil, Erica-Anne  
MacQueen, Michelle Lynn  
Marshall, Shelby Rae  
McKay, Meaghan  
McNamara, Bryden Joseph  
Phillips, Shanoa  
Pos, Melanie Louise  
Renfroe, Jordan Ryan O'neil  
Stratton, Keith Sterling  
Tsujita, Naoko  
Wilcox, Kaitlin Elizabeth  
Wisener, Ashton John

**Bachelor of Music Therapy**

Abbott, Hillary

Brett, Ellen  
Chadbourn, Juleann Elizabeth Laurin  
Cleveland, Abigail Paige  
Cole, Lauren Patricia  
Comeau, Melissa Gene  
Elliott, Mathew Cummings  
Featherstone, Jessica Kristin  
Francis Cann, Hayley Amber-Danielle  
Gallant, Page Catherine  
Golbeck, Melanie Mercedes Barbara  
Kirkham, Katherine Jennifer  
Lynch, Alyssa Mary  
MacDonald, Kelsey Day  
Mueller, Morgan Lee  
Paul, Alison Elizabeth  
Scovil, Sara  
Sprague, Sarah Elizabeth  
Stacknick, Erin Mary Elizabeth  
Westhaver-Covin, Kayla Marie

**Certificate in Music Therapy**

Gosselin, Shandea  
Keoughan, Alexander Lucas  
Meyer, Julien

**Certificate of French Proficiency**

Keefe, Jennifer

**Honours Conversion**

Atkinson, Sarah Patricia (History)

**MONDAY MORNING CONVOCATION – FACULTY OF PURE AND APPLIED SCIENCE**

**Master of Science**

Al Ahmad, Fatimah Mohammed H. (Mathematics & Statistics)  
ALmutairi, Malak Munif M. (Mathematics & Statistics)  
Alshammari, Tariq Saleh T (Mathematics & Statistics)  
Asiri, Halimah Ali (Mathematics & Statistics)  
Dunnington, Dewey William (Geology)  
Durno, Scott Fraser (Computer Science)  
English, Matthew David (Biology)  
Langille, Jaimie (Biology)  
MacNeil, Laura Anne (Geology)  
Reid, Malcolm Kenneth (Computer Science)  
Reischke, Karissa (Applied Geomatics)  
Rizzato, Ana Rebecca (Biology)  
Robicheau, Brent Michael (Biology)

Stevens, Lydia Anne (Biology)

**Bachelor of Science with Honours**

Adams, Sarah Jean (Environmental Science)  
Ardley, Sonya Friederika (Environmental Science)  
Barss, Holly Elinor Alexandra (Psychology)  
Beale, Stefanie Joyce (Physics)  
Bennett, Leah Grace (Chemistry)  
Bood, Rachel Leslie (Computer Science)  
Brophy, Michael Jeffrey (Environmental Science)  
Brown, Taylor Marie (Biology)  
Carr Kinnear, Evan James (Chemistry)  
Christensen, Thora Rae Macnearney (Environmental Science)  
Desroches, Davita (Mathematics & Statistics & English)  
Dow, Todd William Joseph (Biology)  
Edgar, Luke Alexander (Biology)  
Edwards, Brendan Bruce (Physics)  
Fougere, Brianna Marie (Psychology)  
Franklin, Jay Elliott (Psychology)  
French, Marie-Catherine (Biology)  
Fuller, Charlotte Anne (Biology)  
Genereux, Olivia (Biology)  
Goreham, Shea Randi Mary (Biology)  
Gouthro, Amanda Ann (Psychology)  
Greenham, Ryan Terrence (Chemistry)  
Haidar, Gabrielle Marie (Psychology)  
Haltner, Anja (Mathematics & Statistics)  
LaCombe, Roxanne Nicole (Geology)  
Landry, Brandon Roland (Biology)  
Lepage, Candis Danielle (Biology)  
Lutz, Spencer Mary (Psychology)  
MacDougall, Sarah Elizabeth (Biology)  
Mahoney, Savannah (Biology)  
Maloney, Regan Eileen (Biology)  
Marshall, Kyle Stephen (Physics)  
McCain, Julia Ann (Chemistry)  
McConnell, Erin Alexandra (Biology)  
McCulloch, Hollis (Biology)  
Moland, Sadie (Biology)  
Morley, Nicole Anne (Psychology)  
Nelson, Tyler David (Biology)  
Oosterhuis, Rylee (Biology)  
Penney, Chelsea Lynn (Biology)  
Pinto, Mitchell Alexander (Chemistry)  
Pryde, Michelle Christina (Chemistry)  
Rogers, Emily Anne (Biology)  
Smith, Gabriel King (Psychology)

Smith, Jonathan William (Mathematics & Statistics)  
Stigter, Aafje Annemarie (Psychology)  
Toulany, Billy Sam (Psychology)  
Turner, Maxwell James (Geology)  
White, Stephanie Nicole (Biology)  
Young, Alexander Patrick (Biology)  
Zelman, Jacob Elijah (Psychology)

**Bachelor of Science**

Aldis, Margot  
Alsudays, Ziyad Sulaiman M  
Andrews, Gabrielle Linsey  
Annand, Emily Victoria  
Archer, Victoria Anne  
Ardley, Erik Walter  
Ashini, Jolene  
Balint, Storm  
Barkhouse, Jillian  
Barry, Kayla Rose  
Berrigan, Lucas Emmett  
Birdsall, Alison Rose  
Boucher, Tamara  
Bourque, Remi Gustave  
Briggs, Erin Lorraine  
Brine, Aiden Garrett  
Brine, Sarah Louise  
Butler, Shanae Lyndesha  
Campbell, Kelsey Michelle  
Campbell, Sarah Ballard  
Champagne, Patrick  
Chew, Taylor Michael Mackenzie  
Collins, Jenna Ashley  
Connors, Aleasha  
Cooper, Loren  
Cormier, Lauren Michelle  
Cox, Lacey Katrina  
Cyr, Colin Chase  
Densmore, Ryan Jarrod  
Ding Qingyuan  
Douglas, Jennifer Alison  
Farley, Alana Rose  
Firth, Samantha Marie  
Goodwin, Leelan Jacob Peter  
Goudey, Meaghan Elyse  
Greenwood, Colby Aaron  
Hale, Emily  
Hamilton, Adam Paul

Hamm, Ryley Lauren  
Hamm, Sophie Elizabeth  
Hawes, Samantha Jean  
Hersey, Megan Dawn  
Hubley, Mason Alexander  
Hunt, Elijah L  
Huxtable, Bryn Marie  
Jarvis, Jack  
Jessiman, Luke Andrew  
Jones, Mary Elisabeth  
Joudrey, Jessica Anne  
Kearney, Justin Duane  
Kelly, Erin Elizabeth  
Kennedy, Earl James  
Khiroya, Amisha  
Kolsun, Matthew John Michael  
LaGrandeur, Emilie Carol  
Lawrence, Lauren Ariel  
Lidu, Uriem Valentino  
Loder, Jonathan Harold  
MacAulay, Emily Jane Danielle  
MacAulay, Heather  
MacDonald, Clarissa Nicole  
MacDougall, Mitchell Douglas  
MacIntosh, Shaun  
Mackenzie, Madison Haylie  
MacLeod, Jessica Rosemary  
MacMillan, Megan Samantha  
MacNeil, Benjamin Graham  
MacPherson, Kristen Alexandra  
Maenza, Alexander  
Maguire, David Stephane  
Marotta, Blake  
Mayhew, Jenna Rae  
McClocklin, Brianna  
McCulloch, Katie Marie  
McDonald, Brianca Cyperianna  
McInnis, Kelsey  
Miller, Brandon Alexander  
Miller, Katharine  
Mitton, Lola  
Moore, Benjamin Daniel  
Morgan, Daramfon Christopher  
Murray, Ashley N  
Newcombe, Maggie Catherine Anne  
Nitheanandan, Niraj  
Odo, Samantha

O'Halloran, Lita  
O'Neill, Cole P  
Pala, Miranda Rita  
Parsons, Hannah Lynn Tinkham  
Peterson, Emily Charlotte  
Plehn, Selina Mishka  
Putnam, Sarah Ashley  
Pyfrom, De'Jeu Patrell  
Qiu Meng  
Quigley, Gavin Grant  
Raitt, Chloe  
Reagh, Hailey Lorraine  
Reid, Asia Victoria  
Robichaud, Edrick Daniel  
Robinson, Michael A  
Rosario-Hachey, Melodi  
Sabean, Ryan John  
Samson, Chloe Marie  
Sherman, Ashley Elaine  
Shute, Brandon John  
Simpson, Rikki Paige  
Squires, Alexandra Danielle  
Stephens-Clark, Kaylee Margaret  
Stoddart, Mikaila Olivia  
Thompson, Cole Harris  
Thompson, Nicholas Austin  
Thompson, Sarah Ann  
Thorburn, Taylor  
Todd, Paul Anthony  
Turple, Savannah Cecile  
Ueffing, Noah John Donald  
VanRoestel, Lucas James  
Venema, Robyn Jill  
Villanueva, Samantta Monique Beatson  
Wade, Mackenzie James  
Weagle, Rachael Anna Katharine  
Wilbur, Myles Ian McCann  
Windatt, Hannah  
Woodcock, Rebecca  
Zelmer, Zachery Allen John  
Zwicker, Paige Hannah

**Bachelor of Computer Science with Honours**

Chen Yong Hong

**Bachelor of Computer Science with Specialization**

Walsh, James Raymond (Mobile & Ubiquitous Computing)

**Bachelor of Computer Science**

Chen Hua  
Hadlaw, Thomas Robert  
Lian Jingtao  
Rajandran, Prasad Pekchan  
Wang Yang  
Xie Lei  
Zhao Xiaoqi

**Bachelor of Science in Nutrition with Honours**

Grann, Amy

**Bachelor of Science in Nutrition**

Basilio, Evita Lynn  
Bedford, Karrie Lynn  
Blair, Rayna  
Bligh, Sarah Katherine  
Borduas, Megan Catherine  
Boudreault, Olivia Claire  
Breuers, Amy  
Cai Yijing  
Caulier, Myriska Katie  
Chen, Xia  
Cottier, Ashley  
Derby, Ella  
Dizes, Alexzandra Jade  
Doucet, Madison Marlene  
Dubeau, Jacqueline Danielle  
Fok Tim, Priscilla Fok Wai Young  
Ford, Benjamin  
Gonzalez, Maria Jose Nemer  
Gopie, Sheree Alyssa  
Graham, Taryn Marissa  
Greenan, Ellen Christina  
Hogg, Kirsten Nicole  
Kendall, Kelsey  
Landry, Danielle Katherine  
Lefebvre, Liane  
Loder, Courtney Yvette  
MacEachern, Chloe  
MacFadgen, Kirsten Leigh  
MacLeod, Nicole Alexandra  
Martin, Rachael Anna  
Matthews, Megan Elisabeth  
Menon, Rekha  
Muggah, Elizabeth Marion



N'Djore-Acka, Coralie  
Nichols, Elaine Marie  
Norman, Allison  
Oates, Kathryn Anne  
Orr, Julie Isabelle Virginie  
Purvis, Jamie Lyn  
Rideout, Victoria Marie  
Rogers, Alexandra Grace  
Smilestone, Jill Erica  
Swantee, Kirsten Avery  
Tharmarajah, Branavan  
Walker, Morgan  
Westhaver, Nicole Christine Mae  
Wickins, Alexandria Lorraine  
Wolfe, Andrea  
Xu Yeqing

**Bachelor of Applied Science**

Campbell, Byrne George  
Cornelius, Megan Louise  
Glenen, Joshua David  
Hanna, Eric Christopher  
Keddy, Adam Joseph  
Kimbley, Erik Johannes  
Loder, Jonathan Harold  
MacDonald, Catherine Marie  
MacNeil, Benjamin Graham  
McClean, Connor Alan John  
McRobie, Chase Sutherland  
Newcomb, Benjamin Robert Webster  
Paquette, Joseph Frederic Dirk  
Pitter, Elliot Parker  
Rowlands, William Lucas  
Stronach, Kenneth  
Trider, Laura Anne

**Certificate of Applied Science**

Balcom, Samuel Leslie  
Bell, Nicole  
Bland, Benjamin Scott  
Bolivar, Matthew David  
Bryan, Scott Cameron  
Bulmer, Tessa  
Cahoon, James Thomas  
Campbell, Byrne George  
Chong, Wai Lung  
Ciotka, Olivia Marie

Cornelius, Megan Louise  
Crompton, Samuel Erik John  
Dewey, Kaitlyn Marion Gee  
Egbulefu, Juliet Ijeoma  
Fox, Samuel  
Fraser, Alexander  
Glenen, Joshua David  
Hart, Braydon Quinn  
Hughes, Matthew Gilbert  
Keddy, Adam Joseph  
Kimbly, Erik Johannes  
Kingdon, Keith David  
Kingdon, Steven Allan  
MacDonald, Catherine Marie  
MacNeil, Benjamin Graham  
McCully, Liam James  
McKay, Naomi Taylor  
Mclean, Connor Alan John  
McRobie, Chase Sutherland  
Muise, Christian Phillippe  
Newcomb, Benjamin Robert Webster  
Paquette, Joseph Frederic Dirk  
Partridge, Evan Hugh  
Pitter, Elliot Parker  
Powell, Jason Conrad  
Rong Dan  
Rowlands, William Lucas  
Slauenwhite, Willem James  
Stronach, Kenneth  
Tan, Kian Hong Brian  
Theriault, Catherine Jane  
Thomson, Hannah Carolyn  
Tomlinson, Kimlee  
Trider, Laura Anne  
Webb, Logan Alan  
Zhang Chengxuan

**Honours Conversion**

Clarke, Andrea Paige Walker (Nutrition)  
Hanna, Taylor Kyoko (Nutrition)  
Mody, Maryke Johanna DeWit (Nutrition)  
Sanderson, Verenne Elise (Nutrition)  
Wolak, Pauline (Nutrition)

**MONDAY AFTERNOON CONVOCATION – FACULTY OF PROFESSIONAL STUDIES**

**Master of Education**

Al Masalmeh, Maher (Counselling)  
Arbing, Denise Marie (Inclusive Education)  
Arnold, Nadine Robin (Counselling)  
Atwell, Theresa Claire (Inclusive Education)  
Battist, Carla Monique (Counselling)  
Benoit, Jillian Mary (Inclusive Education)  
Butler, Joan Aileen (Curriculum Studies)  
Cameron, Joanne Veronica (Curriculum Studies)  
Campbell, Mary-Ellen (Curriculum Studies)  
Chisholm-Whidden, Joan Elizabeth (Leadership)  
Clarke, Eleanor (Counselling)  
Coish-Ginn, Brenda Maria (Counselling)  
Cooke, Amanda Brenda (Inclusive Education)  
Davis, Theresa Anne (Leadership)  
Doucet, Colette (Counselling)  
Giles, Jennifer Susanne (Counselling)  
Gillis, Lisa Elizabeth A (Curriculum Studies)  
Gordon, Patrick Roy (Counselling)  
Gray, Laura Rachelle (Counselling)  
Grosse, Tracey Rebecca (Counselling)  
Harvey, Elizabeth Lynn (Counselling)  
Jackson, Amanda Ruth (Inclusive Education)  
Kennedy, Toni Lyn (Leadership)  
Landry, Catherine Denise (Counselling)  
Lavoratore, Marisa Julia (Leadership)  
Lohnes, Gale Marina (Curriculum Studies)  
MacAulay, Sheryl Elizabeth (Leadership)  
Macdonald, Megan Dawn (Leadership)  
MacDonald, Scott Alexander (Leadership)  
McOrmond, Chelsea Ozon (Inclusive Education)  
Mumford, Heather Jane (Counselling)  
Munroe, Elaine Phyllis (Inclusive Education)  
Newell, Andrew Leigh (Leadership)  
Nicholson, Joseph Vincent (Counselling)  
Nielsen, Sarah Dawn Slauenwhite (Curriculum Studies)  
Plett, Barrette Jason Timothy Wiebe (Counselling)  
Pomerleau, Robert Rene Manford (Curriculum Studies)  
Price, Heather (Counselling)  
Purdy, Jared Lyman (Leadership)  
Queripel, Eleanor Ann (Inclusive Education)  
Quinton, Victoria Lynn (Inclusive Education)  
Rice, Jennifer Lee (Inclusive Education)  
Sajatovich, Stephanie Christena (Leadership)  
Shave, Alicia Evelyn (Inclusive Education)  
Sieniewicz, Leah Marie (Curriculum Studies)  
Somers, Anushya (Inclusive Education)

Starratt, Jason (Inclusive Education)  
Strik, Neeltje Elisabeth (Counselling)  
Surette, Tracey Angele (Leadership)  
Tattrie, Corrina Jean Marie (Leadership)  
Tinker, Nigel Patrick (Counselling)  
Turner-Tracy, Crystal Lynn (Inclusive Education)  
Upton, Meaghan Elizabeth (Inclusive Education)  
Verryn-Stuart, Jason Andrew (Leadership)  
Vinson, Ridley Aylwyn (Curriculum Studies)  
Walker, Joanne Elizabeth (Counselling)  
Walters, Elizabeth Ann (Inclusive Education)  
Wilson, Cynthia Lynn (Counselling)  
Young, Jane Elizabeth (Counselling)

**Bachelor of Education**

Beals, Hayleigh Nicole  
Boudreau, Brittany Dawn  
Buchanan, Breanne Marie  
Delahunt, Lauren Kristine  
Devine, Cassandra Jo  
Doglio-Marquardt, Madison  
Faulkner, Emily Rae  
Foote, Lauren Elizabeth  
Fraser, Matthew James  
Gould, Katrina  
Hadfield, Kelley McKenzie  
Harvey, Samantha Rae  
Hofer, Connor Cruz Brendan  
Holt, Mary Elizabeth  
Hupman, Hillary Christina  
MacCallum, Brittany Marie  
Meszaros, Madeleine Janelle Ruth  
Monette, Hillary Anne  
Mont, Jennifer Lynn  
Parsons, Katelyn  
Pothier, Nichole Elaine  
Renaud, Jasmine Leigh  
SanCartier, Hollis Kate  
Stockdale, James Alexander Charles  
Strickland, Morgan Louise-Marie  
Surprenant, Catherine

**Bachelor of Kinesiology with Honours**

Killen, Melanie Nicole  
Kivell, Matthew Jordan  
O'Brien, Myles  
Stoqua, Sean

Wojcik, William Robert

**Bachelor of Kinesiology**

Anderson, Dylan Patrick  
Arnett, Ruth Ann  
Balcom, Ryan Richard  
Black, Randi Elizabeth  
Blinkhorn, Lauren Elaine  
Bond, Elijah  
Boudreau, Kayla Marie  
Burton, Jillian Adelaide  
Cacchione, Dominique Mattea  
Cazzola, Michael Domenic  
Chin, Marissa Alexandra  
Colpitts, Danielle Elise  
Conway, Nathan Eric  
Coolen, Lillian Jane  
Cress, Alanda Bree  
Demmings, Kelsey Mae  
Deus, Aprille Liane  
DeWare, Rebecca Elizabeth  
Dionne, Louise Linda  
Donnelly, Anna Mary Margaret  
Dunbar-Lavoie, Ellen Jane  
Duplessis, Kelsey Elizabeth  
Ellens, Lauren Jessica  
Elliott, Evan  
Enman, Jessica Anne  
Goddard, Katherine Hope  
Gonyea, Aiyana Rose  
Guevara Martinez, Cecilia  
Hagerman, Grace  
Hammond, Rachel Catherine  
Harrison, Troy William  
Hepworth, Alexander Robert  
Isbill, Emily Jeanne  
Kinney, Jonathan Basil Lee  
Kokojejko, Kelsey  
Labelle, Saren Rose  
Langley, Jodi Eleanor  
Larry, Rhys Kenneth Marshall  
Leahy, Michael George  
Li, Sharon See Lum  
Logue-Prest, James Leslie  
Lundrigan, Christopher John  
Marinigh, Jenna Ann  
Mayell-Frank, Jazmine

Nauss, Haylee Marie  
Peckford, Emily Rose  
Prest, Jazmin Kimberley  
Rainey, Russell Eric John  
Randell, Travis  
Ratte, Steven  
Robertson, Vanessa Catherine  
Roblin, Sarah Anne Marjorie  
Rowan-Legg, Ian Stewart  
Rowlings, Corbin Allen  
Steeves, Amber Lee  
Steeves, Julia Elizabeth  
Sweeney, Lee Gordon  
Swire, Evan David  
Taylor, Rebecca Dale  
Thurber, Jillian Flora  
Tibbetts, Sarah Ann  
Titus, Ryker Christopher  
Wang Shida  
Williams, Kiwon  
Wilson, Kendyl Catherine  
Wilson, Rebecca  
Worth, Tabatha Lorraine  
Yorston, Claire Alannah

**Bachelor of Recreation Management with Honours**

Green, Haley Elizabeth

**Bachelor of Recreation Management**

Harris, Chad Leland Kirk  
Johnston, Thomas Matthew  
Maxwell, Stuart  
Thompson, Brett

**Bachelor of Community Development**

Bams, Madelyn Francis  
Dalrymple, Morgan Jane  
Doyle, Emalee Claire  
Grieder, Ben Daniel  
Hollett, Noah Benjamin  
Houlton, Rachel Anne Elizabeth  
LaMarre, Sophie Catherine Coles  
McGregor, Cody  
Morris, Drew  
Rust, Matthew  
Scarfone, David Michael Joseph  
Sim, Tayler Alexandra

Swinamer, Claire Janet  
Swinimer, Linnea  
Yap, Diana Marie

**Bachelor of Business Administration with Honours**

Basa, Maya-Frances  
Forbes-Crowe, Brianna Sheridan  
McFarland, Kerri-Anne Rachel

**Bachelor of Business Administration**

Alenazi, Khalefah Tarif  
Alfahadi, Nasser Mohammed Nasser  
Aloweis, Salman Naji  
Anderson, Craig James Hillock  
Atwell, Danielle  
Blades, Jonathan  
Bokhari, Baleegh Tayeb  
Boone, Jessica Mary  
Brogan, Eric Thomas  
Brown, Britney Antoniece  
Brown, Norman Gregory  
Bryan, Graham  
Burgess, Sarah Nancy  
Chapman, Rachel Anne  
Che, Jim  
Chen Yiling  
Cherry, Jessica Nicole  
Chiang Jen Hsia  
Chupro, Semen  
Cleyle, John David  
Connell, Theresa Kathleen  
Cooper, Alexander Phillip  
Cooper, Taylor Jean  
Corcoran, Jesse  
de Winter, Erika Anne  
Debly, Janette Nicole  
Dickey, Bethany Louise  
Dodge, Donald Christopher  
Drake, Ryan Peter  
Dubee, Michael Lawrence  
Fan Jingyi  
Ferguson, Da'Relle Sherquel  
Fernander, D'Maria Eryn  
Folkinga, David Charles  
Fountain, Roy'Anne Maria  
Frey, Christian W

Furtado, Chelsy Marie Rapaso  
Gabriel, Nicholas Charles  
Gendron, Matthew Arthur  
Gibson, Diana Julianna  
Gibson, Jackson David  
Gillis, Patrick James  
Gorrill, Sarah Elizabeth  
Grant, Robert Douglas Stephen  
Gravelle, Connor  
Gray, Suzanne Leslie  
Guang Xinyi  
Guenzel, Irene  
Gullage, Ian Michael  
Hale, Kevin Charles  
Harvie, Thomas  
Healy, Sarah Adele  
Hiltz, Erika Patricia  
Howard, James Alexander  
Hoyles, Rebecca E  
Hoyt, Kristin Siobhan  
Ingraham, Christopher  
Jefferson, Derek Andre George  
Ji, Yubin  
Jiang He  
Johnson, Alexandra Elizabeth  
Kashap, George M.  
Keevill, Margaret Ellen  
Kelly, Aaron Christian  
Kim, Kyoungmin  
Kim, Min Hwa  
Konate, Ami Sarr  
Kopchia, Jason  
Kukoly, Jarrett  
Lavoie, Darcy Alexandre MacTier  
Lavoie, Katherine Olivia  
LeVernois, Julia Victoria  
Li, Run  
Lin JiaMin  
Livingstone, Riley Veronica Marie  
Lockerby, Maria-Nicole  
MacDonald, Alexander Tyler  
MacDonald, Cassandra Elizabeth  
MacDougall, Claire Viola  
MacLean, Cory Gray  
MacNabb, Jason Thomas  
Margeson, Robert Kenneth  
Marinelli, Colin Raymond



McAfee, Lana Abigail  
McFadgen, Leith Francis  
McMillan, Robyn Charlotte  
Melanson, Leigh Aaron  
Millett, Jessica Nicole  
Minors, Kellina Julianne  
Moon, Anthony Donald Randle  
Moore, Jacob Stuart  
Mosher, Kate Louise  
Murray, Jordan Victoria  
Nhema, Chipo Wambui  
Niu Mu  
Northcott, Jenna Mary  
Noseworthy-Smith, Cochrane  
Osborne, Andrew  
Peng Jie  
Perry, Haley Amelia  
Petrie, Andrew Gordon  
Phinney, Evan Kay  
Pilat, David Matthew  
Pilmer, Brooke  
Pineau, Stephanie  
Poirier, Danielle  
Porter, David Andre  
Prall, Jessica Ruth  
Proud, Rebecca Ann  
Puchalski, Christian  
Pyke, Julia Elizabeth  
Racine, Mitchell  
Regimbald, John  
Ross, Samuel Bruce Fraser  
Sala, Davis  
Saulnier, Dylan  
Shaikh, Sufyan  
Shea, Kirk Francis  
Smith, Shaquille Gerald D  
Snyder, Andrew Thomas  
Song Mingyang  
Sonnichsen, Brett David  
Sproule, Samantha Helen  
Thorman, Christian  
Tinawi, Jessica Karim George  
Vanhie, Jenalle Kaylene  
Wait, Alexander John  
Walsh, Christopher Daniel  
Wang Jiamin  
Wang Kaining Jack

Wood, Alexandra Iva  
Yang Mian  
Yang Zhuo  
Yuan Jiabin Jared  
Zhang Lu  
Zhao Qian

## **Report of the Nominating Committee**

The Senate Nominating committee (consisting of consisting of Ian Hutchinson, Eva Curry, Romira Worvill, Ana Saroli, David Piper, Andrew Mitchell and Ray Ivany) only held one face-to-face meeting in 2015-16, and concluded most of its business via e-mail. Our major task was to complete a slate of nominees for open Senate and Senate Committee vacancies in 2016-17, which we were mostly able to do. However, despite a fair amount of interest in the position, no nominees came forward for the position of Lay Member of Senate in time for this report. We will continue to solicit nominations for this position until it is filled, and send such nominations on to the Senate Executive over the summer months for action if an appropriate candidate is found. A full list of our nominees for the other positions can be found at the bottom of this report.

Although we have not yet elected a transitional chair for next year, the current chair is continuing on the committee next year and has agreed to act as transitional chair until a new election can take place in the fall.

We assembled the slate of nominees listed by first issuing an open call for nominations for all positions and collecting responses. In instances where no one stepped forward we then canvassed eligible persons directly. It is still unclear exactly what the rules of eligibility for the position of Faculty Elections Officer are, but we chose to interpret this as 'all voting faculty'. Neither the constitution of Faculty or Senate properly define the eligibility criteria for this position. To avoid confusion in subsequent years, we recommend for a second time that Senate refer this issue to its bylaws committee for clarification.

Respectfully Submitted,

Andrew Mitchell, Chair  
Senate Nominating Committee

### **Nominees for Senate and Senate Committee Vacancies for 2016-2017**

#### **Chair: 2016-2017 (1 year):**

- Anna Kiefte (replacing Ann Vibert)

#### **Deputy-Chair: 2016-2017 (1 year)**

- Rob Raeside (replacing Rob Raeside)

#### **Faculty Elections Officer: 2016-2017 (1 year)**

- Martin Tango (replacing Darcy Benoit)

#### **Non ex-officio positions on the Senate Executive: 2015-2016 (1 year)**

- Harish Kapoor (replacing Anne Quema)
- Romira Worvill (replacing Romira Worvill)
- Dianne Holmberg (replacing Diane Holmberg)

#### **Replacement on the By-Laws Committee: 2016-2019 (3 years)**

- TBD - replacing Herb Wyile (Senator ~ Faculty of Arts):

#### **Replacement Lay Person on Senate: 2016 - 2019 (3 years)**

- TBD - replacing Sheonagh McCullough

## **Motions from the By-laws Committee**

### **Motion 1**

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

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

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

#### **ADMISSIONS AND ACADEMIC STANDING COMMITTEE (APPEALS)**

4. The Admissions and Academic Standing Committee (Appeals) shall be activated as needed, by the Chair of Senate, serving as Chair of the committee. The membership of the Admissions and Academic Standing Committee (Appeals) shall be elected in accordance with Article VI. 1. and shall be as follows:
  - The Chair of Senate, Chair
  - Two members of the Faculty of Arts
  - Two members of the Faculty of Professional Studies
  - Two members of the Faculty of Pure and Applied Science
  - One member of the Faculty of Theology
  - One student
  - The Registrar or delegate (non-voting)
5. The duties of the Admissions and Academic Standing Committee (Appeals) shall be:

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

## **Motion 2**

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

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

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

### ACADEMIC DISCIPLINE APPEALS COMMITTEE

6. i. The Academic Discipline Appeals Committee shall be activated as needed by the Chair of Senate, after notification by the Vice-President (Academic). The membership of the Academic Discipline Appeals Committee shall be elected in accordance with Article VI. 1. and shall be as follows:
  - o One member of the Faculty of Arts
  - o One member of the Faculty of Professional Studies
  - o One member of the Faculty of Pure and Applied Science
  - o Two students
- ii. The duties of the Academic Discipline Appeals Committee shall be:
  - a. To deal with any matter of academic discipline which cannot be resolved by the Vice-President (Academic).

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

**May 11, 2016**

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

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

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

Ann Vibert  
Senate and Senate Executive Chair

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

Committee members:

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

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

In addition, three subcommittees met to discuss selected issues:

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

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

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

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

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

- Governor-General's Gold Medal (B. Plett; Education)
- NSHRF Scotia Scholarship (Not yet known)

- SSHRC Master's Award (A. Williams, Psychology; one incoming)
- CIHR Master's Award (J. Glover, Psychology)
- NSERC Master's Award (two incoming students)
- SSHRC Doctoral Award (Unsuccessful)
- NSERC Doctoral Award (Unsuccessful)
- Nova Scotia Provincial Scholarships (Not yet known)

Submitted by:

David MacKinnon  
Chair, Senate Committee on Graduate Studies



**Senate Research Committee  
Annual Report to Senate  
May 2016**

Committee members:

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

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

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

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

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

### **Mentoring Workshops**

Research & Graduate Studies and the Senate Research Committee offered a one-day grant writing workshop facilitated by Dawn McArthur from the Child and Family Research Institute in Vancouver. She had done a similar workshop at Acadia two years prior to this. Twenty-two Acadia faculty members attended (Pure & Applied Science=9; Arts=6; Professional Studies=4; Theology=2; Library=1). In addition, one staff member from Financial Services attended, as did three faculty members from Mount Saint Vincent University.

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

Respectfully submitted,

David MacKinnon  
Chair, Senate Research Committee

## **RESEARCH ETHICS BOARD ANNUAL REPORT, 2015–2016**

For the period 1 May 2015 to 30 April 2016:

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

\* non-voting

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

**Other activities:** The REB's Chair and Faculty Representatives responded to numerous informal inquiries from student and faculty researchers at Acadia and elsewhere. The Chair serves as the University's liaison to the Canadian Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of ethics approval or rejection, performs all filing and maintenance of records, follows up on unapproved research, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and prepares reports for Senate and other bodies concerning the business of the REB.

**Training of members:** Each newly appointed REB member receives a detailed written orientation from the REB Chair describing the new member's duties and the REB's procedures.

**Ad hoc advisors:** Ad hoc advisors are appointed only when the REB judges that it lacks the knowledge needed to review a particular application. None were required during the reporting period.

**Appeals:** None

**Complaints:** None

**Guidance sought from the Canadian Secretariat on Research Ethics:** None

**Matters out of the ordinary:** None.

**Transitional Chair for Summer:** S. Maitzen

**Other comments:** None

Submitted by Stephen Maitzen (Chair)

## ACADIA UNIVERSITY

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

REPORT DATE: April 25, 2016

SPAC COMMITTEE MEMBERS

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

PURPOSE AND DUTIES OF COMMITTEE

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

MEETINGS DATES

Committee meetings were held during 2015-2016 on the following dates:

September 29, 2015

December 3, 2015

March 6, 2016

April 8, 2016

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

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

### AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

#### 1. Entrance Scholarship Offers

To be competitive with other universities, our top entrance scholarships were valued as follows:

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

#### 2. Awarding of 2016 Entrance Scholarships

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

#### 3. Entrance Scholarship Application Process

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

#### 4. Academic Requirements for Grade Based Entrance Scholarships:

For 2016-2017 the entrance scholarship program criteria did not change from the previous year.

The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average. Students entering with a scholarship average of 90 – 94.9% also receive a \$1000 non-renewable BMO Financial Group Entrance Scholarship for the 2016-2017 academic year.

#### 5. Data Analysis – Distribution of Entrance Scholarships Among Faculties

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

#### 6. Review of Committee Mandate

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

#### 7. Co-op Work Placement and Scholarship

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

Respectfully submitted,

Pamela D'Entremont  
Secretary

Scott Landry  
Chair

**SENATE ARCHIVES COMMITTEE ANNUAL REPORT, 2015-16**

**May 2, 2016**

**COMMITTEE MEMBERSHIP:**

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

**COMMITTEE MANDATE:** As representatives of their various constituencies, members of the Senate Archives Committee will work collaboratively:

- (1) To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
- (2) To advocate for the Archives within the University, the Convention of the Atlantic Baptist Churches, and the local community;
- (3) To make an annual report;
- (4) To address other Archives-related issues that shall arise from time to time.

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

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

The Senate Archives Committee continues to be very impressed with the usage of the Archives and the work done by the Archivists and archival staff. The Esther Clark Wright Archives are heavily used throughout the year. Users include Acadia students and faculty, Alumni, visiting scholars, church researchers, members of the Convention of Atlantic Baptist Churches, genealogists, and various researchers and community members. The Archives are expecting heavy use during the Believers Church Conference in June and have scheduled extended opening hours. The Archives continue to play a pivotal role by housing the records of individual of Baptist churches and of the Convention of Atlantic Baptist Churches. The Archives are very important for the research work of Acadia students. This year, the Department of History and Classics had two students choose to do the Archival Option honours thesis: Sarah Atkinson's work was entitled "You would hardly think it to look at them!: Visual Representation of Colonialism in Bessie Lockhart's Scrapbooks" and Ryan d'Eon wrote "Morale of Canadian Censors during the Second World War". Both students gave public presentations on their work. Also, Pat

Townsend worked with Zelda Abramson's SOCI 5123 on Bob Fiander's expulsion from Acadia in 1959. The students gave a very well attended public presentation of their work and it was covered in the *Athenaeum* and the *King's County Register*.

Submitted by Jennifer MacDonald , Chair, Senate Archives Committee



## Senate Honours Committee Annual Report for 2015-2016

3 May 2016

### Committee Members:

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

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

### Honours Summer Research Awards (HSRA)

- The Chair received a request from faculty for some revisions to the wording of the HSRA poster and application form to allow more detailed information on the applicant (research experience and other achievements) and to remove text that referred to the "quality of the research environment provided by the supervisor, and/or potential for stimulating new opportunities". The Chair met with the Dean of Research and Graduate Studies and the Dean of Arts to review the request and consider amendments. The poster and application form were revised to remove potential biases.
- Total funding awarded for HSRAs in 2016 was \$107,949. Of that amount, \$20,075 was contributed by individual faculty members, \$17,500 was provided by the Webster Foundation Award, and \$10,800 was received from the Faculty of Pure and Applied Sciences. Of the 52 applicants, 21 received an HSRA. Funding success among the 3 Faculties was similar (37-40%).

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

**Honours Theses:**

- There were 96 Honours theses submitted during the 2015-2016 academic year. Only a few submission extensions were requested and all were granted.
- The theses were reviewed by 94 external on-campus reviewers (faculty not involved in the student's research).
- The committee thanks all of our external reviewers for providing critical and constructive feedback within the review period. This process enhances the quality of the theses submitted and the learning experience of our Honours students. And, overall, it serves to strengthen the Honours program at Acadia.

Submitted by

Anna Redden  
Chair of the Senate Honours Committee

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

**Members:**

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

**Duties:**

1. to monitor the implementation of the Senate *Policy Regarding Support and Accommodation for Students with Disabilities*"
2. to conduct an annual review of the policy regarding students with disabilities that affect learning, and if necessary, recommend to Senate amendments to the policy;
3. to deal with any other matters which Senate might refer to the Committee.

**Report:**

The committee met twice this year March 22<sup>nd</sup> and May 3<sup>rd</sup>.

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

The *Disability Resource Facilitator* provided the following information,

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

The *Accessible Learning Services Coordinator* highlighted the following activities of the office this year,

- Professors' referrals made to 1st Year Advisor or Accessible Learning Services can flag *Early Alert* program regarding students' progress.

- Many mental health related concerns are surfacing in addition to students coping with transitional issues of university life
  - Mentorship Program Pilot phase pairing more senior of graduate students with 1<sup>st</sup> year students. Mentorship meetings 1X per week. Purpose is to offer support to beginning students as they navigate their transition to university life.
  - Quiet Study Space Accessible Learning Services is offering quiet study space in their office area (5-11 p.m.) for students registered with the office.
  - International Students. Noted that there is not a high number of international students accessing learning supports
  - Universal Design for Learning Accessible Learning Coordinator would like to explore ways to collaborate on Faculty Development initiatives around Universal Design for Learning principles. This approach works towards creating an accessible learning environment that responds to all student diversity rather than the current practice of “accommodating” students in more of a reactive mode based on disability qualification.
2. The committee agreed that the Appeals wording of the policy needed to be revised. Revised wording for the policy will be ready for Senate to review at its June meeting.
  3. There were no items referred to the committee by Senate this year.

## **Report of the Senate Committee on the Library 2015-2016**

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

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

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

Another area of concern for the Committee was to review the mandate of the Senate Committee on the Library. A Subcommittee of Smith, Wentzell, Moore, and Carmichael was given the task to review the existing mandate, and the Subcommittee reported in April. The review concluded that the Committee should retain its current mandate, with two additional recommendations: *viz.* that the University Librarian be added *ex officio* to the Senate Executive Committee; and in keeping with other Senate Committees, committee members' terms should be three years in duration (staggered terms). The

Committee adopted both recommendations, to be forwarded to the Senate Bylaws Committee.

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

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

For the Committee,

William Brackney, Chair



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

**Committee Members 2015-2016:**

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

**The Purpose of the Committee is to:**

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

**Meetings 2015-2016:**

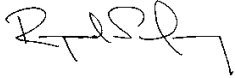
October 1, 2015  
February 17, 2016

**Summary of Committee Activities:**

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

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

Respectfully submitted by the Chair,

A handwritten signature in black ink, appearing to read 'R. Ivany', with a stylized flourish at the end.

Raymond E. Ivany  
President and Vice-Chancellor



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

Members

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

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

- 1) The issue of the slot system (timetable reform) was the item that was discussed most extensively over the past year. The committee discussed the pros and cons of changing the slot system. Unfortunately, changing the slot system would not address the core problem, which is that some slots (especially between 10 am and 2 pm) tend to be popular times to hold classes while other slots (e.g., 8:30 am classes, the last slot on Monday, Friday afternoons) tend to be underused. Rather than reform the timetable, the TIE Committee advocates that Heads and Directors encourage faculty members in their units to spread out the times that courses are offered.
- 2) The issue of setting aside a family friendly meeting time was discussed. In the past, the committee had proposed using a slot on the late afternoon on Tuesdays, but that proposal was rejected because the slot was considered too late in the day to be family friendly. Any other time that could be used would lead to two or three slots being unavailable for class time. Aside from the issue of which time slot could be set aside, two other complications were raised. The first one was the challenge of defining family given that there is far more diversity and flexibility in life paths, as well as stages within these life paths, now compared to the past. A challenge that arises from this diversity is that a time slot that would be family friendly for some individuals may not be family friendly for other individuals. The second complication was that the committee foresees that multiple departments and committees would be competing to meet at the one slot instead of

spreading them out based on the schedules of the majority of the committee members; in other words, the committee's position is that having a specific time set aside for meetings would create more problems than it would solve.

- 3) The issue of the Fall Study Break was discussed. The survey results from this past year suggest that there is no consensus with regard to the timing of the break, with roughly equal percentages of people preferring to have no break, liking that the break was in October, preferring that the break be in November, or splitting up the break so that both the Thanksgiving and Remembrance Day holidays are expanded by a couple of days. Jeff reported that the consensus reached at a meeting of Registrars was that having the break in October was too early and that it was particularly disruptive to new students who are just starting to get into a work routine for the semester. For the 2016-2017 academic year, the committee examined the calendar dates and took the position that it would be best to split the break over the Thanksgiving and Remembrance Day holidays.
- 4) The committee set up the Calendar dates (e.g., when classes and exams start and end) for the next two academic years.
- 5) The committee discussed ways of dealing with exceptions for examinations. Although the vast majority of faculty members are reasonable when it comes to special requests for the scheduling of examinations, there are a few who strongly request that their examination be held at specific dates and times. In some cases, the demand/request may not be for appropriate reasons (e.g., requesting that an exam be held early in the exam period to accommodate vacation plans). Rather than recommend a new set of policies, the committee believes that it would be better to more strongly follow policies that are already in place in the Collective Agreement and Senate regulations. The committee dealt with this issue by asking Jeff to raise it at a meeting of the Deans so that a conversation could be started about what requests are appropriate versus what requests are not appropriate, and about faculty members making alternative arrangements if they have to be away from their exam for a legitimate reason (e.g., a colleague could supervise a final exam if a faculty member has to be away to attend a conference or collect data). Another option is to go back to the policy that is already in place, which is that faculty members who need to make special requests direct them to the appropriate Head, Director, or Dean, as opposed to the Registrar's Office. Simply starting the conversation may have aided in reducing the number of exception requests for the scheduling of the Winter 2016 final exams.
- 6) The committee discussed the idea of expanding the definition of an exam conflict to the following three scenarios: three exams in 24 hours, four exams in 48 hours, or five exams in 72 hours. Because it was too late to implement this change into the exam schedule in the 2015-2016 academic year, we asked Richard West (Information Services) to monitor the winter exam schedule and identify how many students were impacted so that the Registrar's Office could communicate with the students directly. Six students were identified. The committee plans to monitor how many students are impacted next year and to investigate whether the technology at Acadia could handle the

expansion of the definition of an exam conflict before deciding whether this change should be implemented.

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

Respectfully submitted,  
Rick Mehta, Chair, TIE Committee

## **ACADEMIC INTEGRITY COMMITTEE**

Annual Report to Senate for 2015-2016

May 10, 2016

### Committee Members 2015-2016

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

Dr. Jeff Banks, Acting Registrar

Dr. Stephen Ahern, Arts

Dr. Jason Holt, Professional Studies

Dr. Paul Arnold, Pure & Applied Science

Ms. Anne Smith, Library

Ms. Carlie Visser, student representative

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

1. How can the current academic integrity policy be improved (in terms of the way infractions are penalized, the communication of expectations and penalties to students, for example) without infringing on academic freedom?
2. Further review of the central registry of infractions; consider developing a policy regarding the registry taking into consideration factors such as FOIPOP legislation.

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

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

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

- e. how to educate students with respect to academic integrity – what it is, what constitutes an infraction, why it is important, and so on
  - the library has an award-winning tutorial called “You quote it, you note it” that is an excellent educational tool, but how do we ensure that students are doing the tutorial, and should other resources be added?
- f. what do we do about the central registry of infractions?
  - this is an excel spreadsheet kept by the registrar’s office that documents academic integrity infractions – however, the details of the infractions and the consequences are not consistent from one entry to another
  - not all professors and students are aware of its existence
  - some professors use it to check if an infraction is a student’s first offence before giving a penalty for an infraction

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

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

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

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

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

**The Guide takes you through the processes of:**

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

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

**When you order the guide, you will receive:**

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

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

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

Respectfully submitted by Susan Potter, Chair