



Minutes of the Senate meeting of Monday 12th September, 2016

A meeting of the Senate of Acadia University occurred on Monday 12th September, 2016 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 45 present.

- 1) Approval of Agenda **Motion to approve the agenda. Moved by E. Patterson and seconded by R. Seale.**

MOTION CARRIED.

- 2) Minutes of the Meeting of 15 June, 2016 **Motion to approve the Minutes of Wednesday 15th June, 2016 as distributed. Moved by M. Lukeman, seconded by A. Vibert.**

The Chair asked for any errors, omissions or changes to the Minutes.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements

a) From the Chair of Senate

The Chair drew Senators attention to the website link on the agenda which was an updated list of membership for all Senate standing committees and a list of ad-hoc committees.

Regrets were received from J. Banks, G. Poulter, E. Hughes, C. Callbeck. L. Coxhead would be arriving late.

The Chair noted that P. Beesley was present from the College of Divinity and asked if there were any objections. There were no objections.

The Chair announced that an orientation session for new Senators would be held in BAC 132 on Monday September 19th, 2016, commencing at 5:00 p.m. All Senators were encouraged to attend but the Chair particularly extended the invitation to new Senators.

The Chair let Senators know that meetings would only last until the posted time unless there was a motion to extend a meeting. The Chair also noted that she would not be participating in debate unless it was an occasion where she had relinquished the Chair. The Chair would vote in cases where a secret ballot was taking place or if there was a tie vote on a motion.

The Chair stated that she would keep a speaker's list and give everyone an opportunity to speak first before allowing a Senator to speak again. Senators would not be limited to two opportunities to speak unless time was running short.

The Chair stated that R. Hare had circulated an email to all Chairs of Senate committees in the first week of September requesting that they confirm the Transitional Chair and asking that they call their committees together to elect a Chairperson and decide on their agenda for the coming year.

The Chair announced that a new Senate Layperson had been acclaimed by the Nominating Committee. Jeff Hollett would be starting a three year term on Senate.

The Chair asked Senators around the room to state their names and who they represented.

A moment of silence was held to mark the passing of member of Senate and faculty member H. Wyle during the summer. Senators also remembered others connected to Acadia who had passed away recently: C. Stanley, K. Bowen and R. Manalaysay.

b) From the President

The President reported on four items, the first of which was the soft launch of the Maple League. The U-4 universities will now be referred to in this way and President Ivany noted that a promotional video was attached to the information he had forwarded to Acadia faculty. A formal gala national announcement will be made in November 2016 and this year would mark the first time that the Maple League would have a number of joint recruitment initiatives in different cities. The goal of the Maple League remained the same with the desire to promote the model as practiced by Acadia, St. F.X., Bishops and Mt. Allison; recognizing that this model is becoming increasingly rare in Canada. President Ivany noted that in the U.S., the model of a small high-quality, high-engagement residential university was well understood and highly valued. He felt that the Maple League could assist in deepening this type of understanding among prospective students and their families in Canada.

President Ivany's second item concerned the multiple reviews of research funding that are presently underway and noted that they are very significant. Dr. David Naylor, former President of University of Toronto, is leading the review of the research funding landscape (including the three granting councils) and has an extremely broad mandate. President Ivany felt it was important that Acadia's voice (and that of other small universities who value their research mission) be heard as part of the national research ecosystem, and felt that this was an eco-system argument. The President noted that all indications were that the Maple League would be making a joint submission.

The third item was linked to President Ivany's small meetings with incoming students that take place after 'Move In' day. He felt that this incoming class seemed to be the best example during his tenure of students choosing Acadia for the right reasons. President Ivany questions also noted the broad diversity of second choice institutions cited by the incoming class.

President Ivany's last item concerned a major announcement that will be made on Wednesday with Hon. Scott Brison, President of the Treasury Board and Hon. Kelly Regan, Minister of Labour and Advanced Education in attendance. This announcement will take place in Elliot Hall.

A. Quema thanked President Ivany and S. Mesheau for their work on the recruitment front and noted the increase in the numbers of incoming students. She also asked why the Maple League had been selected for a name.

President Ivany responded that focus group testing of students, alumni, prospective students and parents determined that the name resonated. The name was intended to signal Canadian League of Institutions that stand for a certain set of values and a certain approach to pursuing academic excellence.

M. Lukeman asked whether there would be any talk of expanding the group of institutions.

President Ivany felt that great care would be needed if expansion was to occur. The U-4 was established using a set of criteria adopted from similar high quality residential U.S. liberal arts colleges and only four Canadian institutions met those criteria.

D. Silver noted that in the early 2000's there was an international review of NSERC with recommendations being made that were not adopted in Canada. He felt that having the Maple League together now should provide some political clout.

President Ivany felt that a joint submission to the review panel was the right approach but cautioned that there was reason to be concerned because of the recent fixation with 'scale' of the research. President Ivany noted that this was an important issue for a number of reasons. The Maple League would argue for consideration of the full ecosystem of the research enterprise in Canada. If following the review there was recognition of the broader research ecosystem in Canada rather than it becoming increasingly narrow, the arguments put forward by the Maple League would have been successful.

c) From the Vice-President Academic

H. Hemming announced the names of those appointed to permanent faculty positions in July 2016. These were as follows:

LIBRARY	Academic Librarian	Neilson, Maggie
LIBRARY	Academic Librarian	Wentzell, Britanie
BUSINESS	TT	MacLean, Stephen
EARTH & ENVIR/ESST	TT	Cohen, Alice
ECONOMICS	TT	Wang, Xiaoting
KINESIOLOGY	TT	King, Colin
LANG & LIT: FRENCH	TT	Nolette, Nicole
MATH & STATS/BIOLOGY	TT	Avery, Trevor
MUSIC	TT	Adam, Mark
NUTR & DIETETICS	TT	Kaviani, Mojtaba
POLITICS	TT	Mutlu, Can
PSYCHOLOGY	TT	Hayes, Joseph
SOCIOLOGY/WGST	TT	Bonner, Claudine
SOCIOLOGY/WGST	TT	Liinamaa, Saara

H. Hemming reported that in the Faculty of Arts a new hire, N. Nolette, had received a prestigious award for a professor in Languages and Literature for her work on a book. This was post-doctoral research at Harvard University

and she received a SSHRC Insight Development Grant. This award is given annually for the best book published in the previous year.

In the Faculty of Professional Studies E. Callaghan from the School of Business had spent time in Sweden continuing her work with colleagues at the Blekinge Institute of Technology, working on research projects in the area of sustainability in the food sector.

In the Faculty of Pure and Applied Science P. Pufahl from the Department of Earth and Environmental Science was successful in obtaining CFI funding to establish an advance petro-genesis laboratory at Acadia. He was also selected as one of three finalists for the Professional Distinction categories in the 2016 Discovery Awards for Science and Technology.

H. Hemming also reported that MPHEC had approved a modification of the BA Option in Women's Studies. This would now be offered as a BA in Women's and Gender Studies. This would include the Major, Honours, double major and Coop.

H. Hemming updated Senators on the list of those students that had graduated since the May meeting of Senate. The enabling motion had allowed this to happen and the list had been circulated electronically earlier in the day.

d) From the VP Enrolment and Recruitment

S. Mesheau provided some preliminary enrolment figures and noted that a large increase of new students had occurred since last year and that there was also an overall increase in the number of students. Figures would be prepared for the reporting to the Association of Atlantic Universities on October 1st.

S. Mesheau thanked all Senators for their roles in the recruitment process and noted that the personal touch certainly helped to ensure that students selected Acadia for their studies. She also extended thanks to the Recruitment team for their hard work.

e) From the ASU President

S. Sproule noted that Welcome Week was now over and that there was an excellent group of incoming students to Acadia.

4) Carried forward from the previous Senate meeting:

a) Motion from the By-laws committee that the length of term of membership of faculty (including librarian) members on the Senate Library committee to changed from two to three years (*attached*)

Motion from the By-laws committee that the length of term of membership of faculty (including librarian) members on the Senate Library committee be changed from two to three years. Moved by J. MacLeod and seconded by B. Brackney.

J. MacLeod stated that the By-laws committee had reviewed the rationale provided by A. Smith and B. Brackney and were in agreement.

B. Brackney stated that the Library committee reviewed extensively their structure and recognized that the Library committee membership terms lacked uniformity with other Senate sub-committees. Changing the faculty terms to three years and leaving the student term to one year would provide uniformity.

D. Holmberg asked whether the By-laws or Library committee looked at the fact that the Chair of this committee was elected directly from Senate rather

than being chosen by the existing committee members. She asked whether the Library committee wanted to continue with that or suggest changes.

D. Holmberg also asked about the requirement that faculty members serving on the committee needed to rotate through all departments before a faculty member from a particular department could serve on the committee again.

B. Brackney responded that in the fall the Library committee would be discussing the matter of the Chairperson selection.

A. Smith felt that rotating the faculty by department was extremely important.

MOTION CARRIED.

- b) **Motion from the By-laws committee that the University Librarian be added to the Senate Executive ex-officio (attached)**

Motion from the By-laws committee that the University Librarian be added to the Senate Executive ex-officio. Moved by J. MacLeod and seconded by B. Brackney.

J. MacLeod stated that the By-laws committee agreed with the rationale provided.

A. Quema asked whether an ex-officio member would have a right to vote.

It was agreed that this would be the case.

MOTION CARRIED.

5) **New Business**

- a) **Motion from the Graduate Studies Curriculum committee for a curriculum change proposal (attached)**

Motion from the Graduate Studies Curriculum committee for a curriculum change proposal: SOPT 5110 Social and Political Thought Colloquium Continued. Moved by D. MacKinnon and seconded by J. Hennessy.

D. MacKinnon explained that the graduate program in Social and Political Thought was the only two year program at the graduate level in the Faculty of Arts. He noted that it had been a struggle to maintain contact and involve enough second year students.

D. MacKinnon stated that this would be a non-credit course but with the clear expectation that the second year students would register for the course.

A. Quema asked whether this course could be counted as a credit.

J. Hennessy agreed to ask the department to take that under consideration.

MOTION CARRIED.

- b) **Report from the Academic Integrity Committee (attached)**

The Chair pointed out that Senate had asked in May for the Academic Integrity committee to provide a report to the September meeting of Senate. S. Potter will attend the October meeting of Senate and speak to the report.

c) Report from Senate Executive: detailed follow up from summer meetings (attached)

The Chair relinquished the chair of Senate to R. Raeside who invited A. Kiefte to speak to the report from Senate Executive which provided follow up from the summer meetings.

A. Kiefte stated that Senate Executive had met on three occasions: June 27th, July 11th and August 27th. The June meeting was chaired by A. Vibert and was a transitional meeting with incoming and outgoing members present. Over the summer various activities have been completed: 2016-17 meeting dates for Senate have been approved and five dates have been set for Senate Executive meetings. Discussions have taken place about policies and academic policies and the fact that discrepancies exist between the Academic Calendar and the Registrar's website. The Registrar has agreed to work with a committee, including Brianna Jarvin (ASU VP Academic), to standardize the information. This will be discussed again by Senate Executive and brought to Senate for approval later in the year.

Senate Executive also reviewed the work of Senate during the last year as the 'Big Picture' discussions unfolded. Based on recommendations that also came from the Academic Planning Committee the Senate Executive was now bringing forward a motion to Senate to be debated.

There were no questions.

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

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

A. Kiefte referred Senators to the three page Appendix and explained that this was a summary of all minuted items from the last year relating to the 'Big Picture' discussion and requests that came out of that.

P. Callaghan asked which committees would be new ones and A. Kiefte explained that the first five committees already existed and that three new ad-hoc committees would be formed for a limited term.

A. Quema pointed out that these were the outcomes of discussions that took place at Senate during the last year.

J. Hennessy asked about the three items listed as being for the Academic Program Review committee in the context of the review of the BA and the B.Sc. programs and asked whether those items same would be reviewed across the campus in all programs.

A. Kiefte responded that this would be the starting point for the analysis because the APRC was already due to start reviewing the BA and B.Sc. programs. This would then feed into the Curriculum committee (Policy) and that committee would take it further since it was not the mandate of the APRC.

MOTION CARRIED.

The Chair now returned the chair to A. Kieft.

The Chair asked if there was any other business to discuss.

D. Holmberg asked Senate to consider the following: a student in her class had asked whether there was a mechanism on campus for students who wanted to improve their presentation skills. D. Holmberg had investigated and found that A. Kamara in the Student Counselling Centre was working on an Academic Lab that would provide this type of thing.

D. Holmberg was in favour of this and asked whether Senators agreed.

D. MacKinnon stated that last year's executive of the Acadia Graduate Student Association identified the same thing and had designed a number of modules for graduate students to cover presentation skills and research skills. These could be extended to undergraduates. D. MacKinnon stated that they would meet next week to discuss this and that the modules could be offered by professors.

The Chair asked whether A. Kamara should speak with the ASU about this.

D. MacKinnon was just reporting that this issue had been identified by the Graduate Association who wanted to do something about it.

A. Quema supported both suggestions but noted that presentation styles in Science might be very different from presentation styles in the Arts.

J. Hennessy stated that A. Kamara had contacted him and that he was pleased to support this initiative but felt that it needed to be extended beyond the Faculty of Arts. J. Hennessy suggested that A. Kamara contact the VP Academic and the Director of Student Services to offer a joint service to the students.

B. Jarvin noted that the ASU would also like to be involved in the initiative.

D. Holmberg will report back to A. Kamara.

J. Stanley commented on the numbers of incoming students and noted that any decrease or increase in the number of students had implications all across the board. He noted how important it had been for the enrolment numbers to return to those previously achieved, after a poor year in 2015-16, and he offered congratulations to S. Mesheau and her team of recruiters both personally and on behalf of the Board of Governors.

Senators applauded warmly.

G. Gibson also thanked S. Mesheau for her work. She noted however that there were some serious bottlenecks for students who were finding that courses were either full or not being offered. G. Gibson encouraged the Registrar to work with academic units to come up with solutions.

A. Quema brought forward a question from the Faculty of Arts and asked where the University was going with the next potential round of hirings. She asked whether the APC would be engaging in the same process that had taken place during the last several years. A. Quema was looking for a sense of

direction as to whether faculty should now be discussing this matter in their own units or whether this process would not be up for discussion this year.

H. Hemming responded that the October was the time when the VP Academic was expected to report to the Deans and the University Librarian as to whether the University anticipated a hiring environment for the coming year.

J. Hennessy was surprised at earlier statements that students were comparing Acadia to the University of Alberta when considering which institution to attend. While he felt that this was a positive thing, he wondered whether in that case the program selection was a top priority for a student and the style of education became a secondary thing of less importance when choosing. If this was the case it could be a concern.

President Ivany responded that it was found that program choice was always at the top of a student's decision-making tree. J. Hennessy's comments underlined the challenge that Acadia faced in that if a student was not also factoring in the model of delivery that a small institution such as Acadia offered, it would be at a disadvantage.

E. Patterson also stated that she was delighted with the increase in enrolment but noted the complaints from both faculty and students because of the difficulty of getting into courses. She stated that despite new faculty appointments, the faculty complement still remained 30 below the traditional number of tenured and tenure-track faculty.

H. Hemming agreed that it was troubling that students could not get into courses and noted that the Deans had been working hard with the unit heads to ensure that the waitlists were kept up to date and also to get those waitlists down to zero by the second week of classes.

H. Hemming offered to check further into this particular situation.

Motion to adjourn at 5:25 p.m., moved by P. Doerr.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Degrees conferred after Spring Convocation

Bachelor of Applied Science

Khalid Eid K Alsahli

Bachelor of Business Administration

Abdulelah Sayil M Alshalawi

Bachelor of Education

Emily Pearl Backman

Donald Stanley Bishara

Jamie Bishop

Benjamin William John Crowell

Chad Dwayne Durling

Kendall Erickson

Mariah Dawn Marie Farquhar

Melissa Jeanne Louise Hankinson

Kelsey Marie Hillier

Adam Leslie Hines

Emily Grace James

Apolline Nicola Lucyk

Gretchen Margaret MacDonald

Kassia Murphy

Alisha Margaret Organ

Melissa Dawn Parnell

Rajitha Poopathithas

Tristan Christopher Reede

Kyle Gregory Singleton

Ashlyn Dawn Sulis

Kelsey Louise Whynot

Jessica Lynn Wiebe

David Walker Wright

Master of Education

Jennifer Julia Morrison (Counselling)

Master of Science

Salma Attiah Alharbi (Chemistry)

Alya Awad A Alshahri (Chemistry)

Motion from the By-laws committee

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

Rationale:

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

As a point of reference:

Current Membership & Terms of Reference of the Senate Library Committee

Duties:

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

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

Current Membership & Terms

1 University Librarian	ex-officio
1 Chair (Senator)	3 year
1 Professional Librarian	1 year
1 Arts	2 year
1 Arts	2 year
1 Prof. Studies	2 year
1 Prof. Studies	2 year
1 P&A	2 year
1 P&A	2 year
1 Theology	1 year
1 Student (VP Academic)	1 year
1 Student	1 year
1 Graduate Student	1 year

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

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

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

Process for change:

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

Motion from the By-laws committee

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

Rationale:

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

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

As a point of reference:

Current Membership & Terms of Reference of the Senate Executive Committee

Duties:

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

Membership (12)	Term
1 Chair of Senate	ex-officio
1 Deputy Chair of Senate	ex-officio
1 President	ex-officio
1 Vice-President (Academic)	ex-officio
1 Dean of Arts	ex-officio
1 Dean of P&A Sc.	ex-officio
1 Dean of Prof. St.	ex-officio
1 Dean of R & G Studies	ex-officio

- 1 Registrar (Secretary) (Non-voting) ex-officio
- 1 Dean of Theology (Theology Only) ex-officio
- 1 Student Vice-President Academic ex-officio
- 1 Senate Representative 1 year
- 1 Senate Representative 1 year
- 1 Senate representative 1 year

Chair: Chair of Senate (Ann Vibert currently)

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

New Course Proposal for Social and Political Thought program

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

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

ACADEMIC INTEGRITY COMMITTEE

Report to Senate - September 12, 2016

(Requested at the May 2016 Meeting)

Committee Members as of Aug 23, 2016:

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

Dr. Jeff Banks, Acting Registrar

Dr. Paul Arnold, Pure & Applied Science

Ms. Anne Smith, Library

Changes in membership since the May meeting:

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

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

Dr. Stephen Ahern, Arts, resigned on August 10

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

Update

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

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

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

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

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

We anticipate the following time-line:

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

Respectfully submitted by Susan Potter, Chair

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

Timetable, Instruction Hours, & Examination (TIE) Committee

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

Faculty Support Committee

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

Research Committee

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

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

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

Curriculum Policy Committee

- Consider how our classroom practices and academic programs support our definition of an Acadia Education. Propose ways that this can be further enhanced on campus.
- Develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure.

- Review outcomes from the APRC's review of the B.Sc. and B.A. programs (including but not limited to items listed above), and develop specific policy recommendations based on those outcomes.
- Review outcomes from the TIE and Faculty Support Committees' work on course delivery options, credit hour system, etc, and develop specific policy recommendations based on those outcomes.
- Changes related to graduate programs fall under the purview of the Senate Committee on Graduate Studies. However, there may be occasions when it would be judicious to have the two committees, or a subcommittee of the two committees, work together.

Ad Hoc Diversity and Inclusion Committee

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

Ad Hoc Community Engagement Committee

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

Ad Hoc Relationships with Other Post-Secondary Institutions Committee

- Committee membership: three faculty members (elected by faculty), one student (appointed by ASU), Vice President Academic
- Investigate how Acadia is currently engaged with the U4 League, and how the relationships can enhance students' curricular experiences and faculty development and research experiences.
- Investigate existing relationships with community colleges/universities and 2+2-type agreements/bulk transfer programs (i.e. NSCC-Acadia Business programs, Sir Sanford Fleming College-Acadia Earth Science programs, Memorial University-Acadia Nutrition and Dietetics programs, Acadia-Dalhousie Engineering programs, etc). Identify possible additional relationships and develop a clear process for future proposals.
- Investigate other current or potential linkages that may benefit Acadia.
- Engage with key people and groups on campus (U4 league committee members, School of Business, Department of Earth and Environmental Science, School of Nutrition, School of Engineering, etc.)

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

September 14th, 2015

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

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

December 14th, 2015

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

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

March 14th, 2016

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

1. Maintain yet clarify what we mean by a “liberal education”: The Senate should work toward a common understanding of what is meant by a liberal education as laid out in the statement “An Acadia Education” approved by the body in April 2013, and engage the campus.
2. Our focus must be a student–centric orientation for education: Our highly-interactive, closely linked student/faculty/staff relationship must continue.
3. An Integrated Academic Sector: There needs to be a broader integration of the academic sector (e.g., common core, curriculum development. timetabling). In some cases programs will be constrained by external factors (e.g., accreditation) but these must be the exception, not the norm.

4. Responding to 21st Century Concerns: Curriculum must be relevant as preparation for effective participation in an increasingly complex world and students must be exposed to the full diversity of that world.
5. Community Connections/Engagement as part of the Acadia experience: Both in terms of pedagogical function and as a reflection of the role of Acadia as a university in the 21st-century world.
6. Supporting strategic research initiatives: Research must involve both undergraduate and graduate level opportunities.

April 11th, 2016

The following was approved by Senate:

Principles Emerging from the Senate Discussion

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

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

An Acadia education:

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

June 15th, 2016

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

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