Office of the Senate Secretariat

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ACADIA
UNIVERSITY

The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur from 4:00 p.m. to 6:00 p.m. on Monday February 8th, 2021 using Microsoft Teams due to the COVID pandemic.

The agenda follows:

1) **Approval of Agenda**

2) **New Business (Part 1)**

    a) Motion from the Senate Curriculum Committee (Policy) regarding changes to Curriculum Committee Form 6 – Program Closure *(P. Williams)* (*attached, pages 3-7*)

3) **Approval of the Senate Minutes of Monday November 16th, 2020** *(circulated by e-mail January 28, 2021)*

4) **Approval of Senate Minutes of Monday December 14th, 2020** *(circulated by e-mail January 28, 2021)*

5) **Announcements** *(attached, pages 8-17)*

6) **New Business (Part 2)**

    a) Motion that Senate approve the Prioritized Recommendations of the APRC coming out of the review of the ESST Program (*attached, pages 18-49*). (*External Reviewers Report circulated separately)* (*D. Keefe*)

    b) Academic Planning Committee Report to Senate. Motion that Senate approve the planning process and templates proposed by the Academic Planning Committee and charge the committee to bring forward to Senate in May, after consultation with and input from the Faculties, an Academic Plan that operationalizes our Strategic Plan: *Acadia 2025 Transforming Lives for a Transforming World*. (*attached, pages 50-63*) (*D. Keefe*)

c) Motion from the T.I.E. Committee: That the deadline to withdraw from a course without receiving an F be extended to the last day of classes, April 13, 2021. (*attached, page 64*) *(L. Houck)*

7) Other Business

8) Adjournment

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Senate Curriculum Committee (Policy)

Senate Motion

Several years ago, Senate approved a process whereby programs could be eliminated (see
https://senate.acadiau.ca/tl_files/sites/senate/Minutes/2016-
2017/Senate%20Minutes%20April%2010%202017.pdf and
https://senate.acadiau.ca/files/sites/senate/Minutes/2016-
2017/Senate%20Minutes%20May%2010%202017.pdf)

In that discussion it was noted that in the case of a program closure, the University would need
to coordinate with MPHEC. This is in fact the case and MPHEC now has a form that is needed to
be completed and approved by MPHEC is the event of a program closure.

To ensure this step is not overlooked, it is moved that

Senate approve the attached Form 6 – Program Closure.

The proposed form is identical to the previously approved form with the exception of the
addition of a note regarding the need to apply to MPHEC for final approval to terminate an
MPHEC approved program, and the inclusion of the relevant MPHEC form.

Form 6: Program Closure

1. Department or School

   _____

2. Program under consideration for closure

   _____

3. Presented to Faculty Council? ☐Yes ☐ No ☐ Future Meeting

4. Date proposal was or will be submitted to Faculty Council?

   _____

5. State the reason(s) for closing this program. Please be specific.

   _____

6. Outline the current uptake of the program being terminated. Indicate the number of students in the program over at least the past 5 years.

   _____

7. Are any students currently registered in or participating in the program?   ☐Yes ☐ No
   If yes, go to Question 8. If no, go to Question 10.

8. Summarize the recommendations from the external review of the program.

   _____

9. Explain arrangements being made for existing students in the program.

   _____

10. Has the proposed program closure been discussed with students?   ☐Yes ☐ No

11. If 'Yes', do students approve of it?   ☐Yes ☐ No

12. If you checked 'No' to questions 10-11 above, please explain.

    _____

13. Explain how this program closure will alter, in any substantive way, the way any other programs are currently delivered?

14. Has the proposed program closure been discussed with faculty members and other involved units? ☐Yes ☐ No

15. If 'Yes', do other units approve of it? ☐Yes ☐ No

16. If you checked 'No' to questions 14-15 above, please explain.

17. Will this program result in the deletion of any new courses? ☐Yes ☐ No

18. If yes, please list all course numbers to be deleted below, and fill out **Form 2 Course Deletion** for each.

19. Will this program closure result in the modification of any existing courses? ☐Yes ☐ No

20. If yes, please list all new course numbers below, and fill out **Form 3 Proposed Modification to an Existing Course** for each.

21. Please provide any additional information that you feel may be useful to the Curriculum Committee in its deliberation.

22. Once approved by Senate, the following form must be submitted to MPHEC if the program is an MPHEC approved program. Please consult with the Registrar to determine if the program is MPHEC approved. Care should be taken to ensure that the latest MPHEC form is used.

Information Requirements for Proposals to Terminate Programs

GUIDELINES

The purpose of these Information Requirements is to outline the information required to allow an external reader to assess that the proposed program termination appears warranted.

A proposal for a program termination should be submitted when the university intends to no longer admit students and to remove the program from its offerings. A proposal should also be submitted when a program has become inactive: that is, the institution(s) has (have) not admitted and/or graduated a student in the program for a period of four years (or the normal timeframe through which one cohort could complete the program).

Please note that should a program be terminated as a result of the introduction of a new program, and to avoid the need to submit a separate proposal for its termination, the program proposal for the new program should include information on the transition from the existing to the new program, including a phase-out plan for the program being terminated.

For further information on the Commission's program assessment process, please refer to the full policy document, *Academic Program Assessment Prior to Implementation*. Institutions are also encouraged to contact MPHEC staff should they have questions regarding their program proposal.

> **The MPHEC acknowledges that institutions may not be able to meet every information requirement. The absence of information must, however, be noted and explained.**

INFORMATION REQUIREMENTS

1. Program Identification

1.1 Submitting institution(s)
Click here to enter text.

1.2 Faculty(ies)
Click here to enter text.

1.3 School(s)
Click here to enter text.

1.4 Department(s)
Click here to enter text.

1.5 Program name
Click here to enter text.

1.6 Program type (e.g., undergraduate, master's, doctorate, etc.)
Click here to enter text.

1.7 Credential(s) granted
Click here to enter text.

1.8 Proposed termination date Select Date

1.9 Institutional program code(s), as stored in the post-secondary institution's administrative files, that is reported under the Post-Secondary Student Information System (PSIS) (element IP 2000)

Click here to enter text.

1.10 Dates of Senate (or equivalent) and Board approval of the proposed program termination
(1) Senate Select Date (2) Board Select Date

2. Description of the Proposed Program Termination

2.1 Rationale for the program termination.
Click here to enter text.

2.2 Description of the timeframe/phase-out plan for the existing program and students.

Click here to enter text.

2.2.1   Date new registrations will no longer be permitted/accepted Select Date

2.2.2   Anticipated date of completion of last student Select Date

2.2.3   Alternative programs for existing students, if any

Click here to enter text.

2.3   Describe the impact the termination of this program will have on existing programs at the University (e.g., a reduction in elective offerings or cross-listed courses) and how this will be addressed.

Click here to enter text.

2.4   In the case of professional, semi-professional, articulated, other collaborative, and programs requiring a work placement, other stakeholders and/or partners may be involved. Stakeholders may play a role in many ways, for example, in program delivery, accreditation, or student placements, and, in some instances, be responsible for the supply side of graduates from particular programs (e.g., teacher education programs, health and health-related programs, law, social work, criminology, foods and nutrition programs, articulated programs). In general for these types of programs, or other programs which directly involve other stakeholders, institutions must provide:

2.4.1   Evidence that other institutions and stakeholders involved have been consulted

Click here to enter text.

2.4.2   Verification/confirmation from stakeholders that planned program terminations are known and agreed upon. (This could include governments, public and private institutions, community colleges, other universities.)

Click here to enter text.

3.   Additional Information

3.1   Any other information the institution feels will assist the MPHEC in its understanding of the proposed termination. Reports of internal and external review would be helpful.

Click here to enter text.

APPENDICES

Please ensure that **each of the following are appended/included**, as applicable, when submitting a completed program proposal:

☐ A list of appendices to the program proposal

☐ Reports from internal or external assessments

☐ Letter of support for the proposed program termination from other involved partners

☐ Letter of AACHHR support (for health-related programs)

CHECKLIST

☐ All the information requirements have been addressed

☐ All relevant appendices are enclosed

☐ The phase-out plan has been described

☐ List of program codes is provided

☐ Any additional information that might help the MPHEC in its understanding of the proposed program termination

☐ Signature (or appended letter) confirming the collaborative submission, and principal applicant, where applicable

Announcements

PRESIDENT'S ANNOUNCEMENTS TO SENATE:

Monday, February 8, 2021

In many ways, the new year has commenced more optimistically than last when a series of sad events and tragedies acted as an ominous precursor to the global catastrophe of COVID-19 and the events that reignited a global movement against racism and discrimination. While we remain immersed in the pandemic and continue our efforts to support our students and employees through this difficult time, we are hopeful that there is an end in sight and that together we will see each other through to the end of the COVID tunnel.

This year we have celebrated our pathway to truth and reconciliation with a wonderful Indigenous Speaker series in which we learned about Netukulimk and Two-Eyed Seeing, Pow Wow Protocol and Regalia, Landscape and Place Names, and the Glooscap and Annapolis Valley First Nations. This month of February we celebrate Black History Month with a national theme of "The Future is Now" to celebrate and acknowledge the transformative work that Black Canadians and their communities are doing now, while the Nova Scotia focus on "Black History Matters: Listen, Learn, Share and Act" recognizes the important legacy of people of African descent and the long-standing history in the development of Canada. The Manning Memorial Chapel launched Black History Month with a thought-provoking virtual worship service on Sunday, January 31, featuring guest speakers Fikayo Kayode, president of the Acadia Black Students' Association and the Rev. Michael Blair, the first black person to be appointed General Secretary of the United Church of Canada. Please take the time to watch and listen – the lessons and the calls to action are powerful and challenging.

In her astonishing and riveting poem at the Inauguration of President Biden, Amanda Gorman reminds us that "History has its eyes on us". In a recent article reflecting on the poem, Jessica Riddell (Executive Director of the Maple League) states "[h]er poem resonates at a point in time where we are on the precipice of new beginnings, of building a post-COVID world." So I leave you with a small part of Amanda Gorman's words that are especially relevant to the challenges and opportunities ahead of us:

> So while once we asked,
> how could we possibly prevail over catastrophe?
> Now we assert
> How could catastrophe possibly prevail over us?
> We will not march back to what was
> but move to what shall be

Winter Term and COVID-19 Update

The completion of the Fall Term without a single positive COVID-19 case on our campus was a remarkable achievement, and a testament to the incredible time and effort that was put into the development and implementation of our campus protocols and the success of our provincial

public health management of the pandemic. We were pleased that the provincial epidemiology before Christmas which threatened the possibility of wider community spread did not materialise, but the bursting of the Atlantic Bubble did cause some disruption towards the end of term when NB students were faced with having to self-isolate upon returning home. Faculty and staff responded very well to helping those NB students who decided to leave early in order to either avoid or undertake their period of self-isolation before Christmas.

This term, we have had a more difficult situation given that students have been arriving from other parts of Canada where the COVID situation is much worse than it was back in September; and we have been fortunate to be able to receive international students who delayed their travel from September. Also, the province did not mandate testing but rather provided for a voluntary testing program.

Overall, the isolation period went very well – we had different protocols that allowed the isolating students to get their meals at the dining hall, so we didn't have the problems that occurred in the fall with delivering meals to their rooms; also, it allowed students to get out of their rooms more often. Also, we had negotiated the ability to supervise self-isolating international students in their off-campus accommodation, so we didn't have the problems that were covered in the media in HRM where international students had to pay for hotel accommodation.

For the first time, we did have a positive case on campus and in all we have had three positive cases involving students. One of our residence students tested positive during their self-isolation; they were asymptomatic and recovered fully. Close contacts were very limited and only one other student was considered to be "at risk"; that students developed symptoms, but they were unrelated to COVID and they tested negative; the student ended up in hospital but fully recovered and a subsequent COVID test was negative. There was no community spread.

A second positive case involved an off-campus student who did not have any on campus contact and, therefore, was not identified in the public health announcement as an Acadia student. The student fully recovered although they had some mild symptoms. The third case involved an off-campus student who was tested at the end of their self-isolation period. They were asymptomatic and attended classes for three days before getting a positive result. Contact tracing was carried out by public health for the three classes attended and other places where the student had been. For one of the classes, 10 students were asked to get tested and self-isolate and the professor as well. Other students were advised to monitor for any symptoms and get tested. An additional testing site was set up in the Festival Theatre to allow for students and members of the general public to get tested at a higher rate than possible through the regular testing centre, which is still operating at the University Club house on campus. Again, there was no community spread and the student fully recovered.

Another wrinkle was the provincial announcement on Jan 8 that all residents of NB would have to self-isolate if travelling to NS. Our residence staff responded well to this as it meant that we had to house more students for self-isolation, and many would not complete their isolation period before the start of classes on Jan 18. All returning NB students have now completed their isolation and at the time of writing the campus is COVID free again, as is our university community as far as we know.

These three cases have been a good test of our protocols which have been validated in their ability to limit and control the spread of the virus. We identified one area for improvement relating to recording attendance at in-person class sections. Also, it would have been helpful to have had mandatory testing during the isolation period as it probably would have caught the third case before they had completed their isolation. Again, I must emphasise how important it has been having the OHS nurse on staff; she has been critical in working with our students, to support them and she also provided a conduit for me to contact students to wish them well while retaining their privacy.

Provincial Funding Update

As you are all aware, we had excellent news regarding the government's response to our request for additional financial assistance. On Jan 12, Minister Diab met with us ahead of the announcement of $25M allocated to address direct COVID costs at NS's universities. Acadia received $2,187,700 which will be a big help to our bottom line for this fiscal year. This funding was specifically aimed at reimbursing universities for actual costs directly related to the pandemic, and the amounts were based upon the lists of expenses that each university was asked to submit over the fall. Funding allocations for each university are:

-- Acadia University $2,187,700
-- Atlantic School of Theology $218,800
-- Cape Breton University $2,187,700
-- Dalhousie University $9,479,700
-- Mount Saint Vincent University $1,458,400
-- NSCAD University $1,215,400
-- St. FX University $3,646,100
-- Saint Mary's University $2,916,900
-- University of King's College $1,324,700
-- Université Sainte-Anne $364,600

We are not privy to the details of expenses that were submitted by the other universities, but the expenses incurred would differ depending upon the size of the university, the program mix, costs of the March shutdown, costs of moving to online or hybrid delivery, costs of increased health and safety measures, and other direct costs.

The funding does not address the issue of revenue loss and the multi-year impacts of the pandemic. These issues are being addressed in our continuing discussions with government regarding the 2021-22 budget. This will be under the auspices of the new premier and our discussions will be influenced by whoever wins the Liberal leadership race.

This funding assistance constitutes a very positive demonstration of trust in and support for the university sector and speaks to the success of the collaborative approach by CONSUP which was very well received by government.

Also on the funding side, in December 2020 the provincial government announced a one-time COVID-19 Response Grant to all recipients of Nova Scotia Student Assistance in 2020-21 in the

amount of $750 per student; about 13,000 post-secondary students received that grant to help cover unexpected costs associated with their studies. In another province not so far, far away, we see the troubling situation of a Canadian public university filing for credit protection to address potential insolvency.

We all feel great concern for our colleagues and friends at Laurentian University, and we hope that they will find a clear and swift pathway to recovery. This is a very clear reminder that public universities are not immune from the financial onslaught brought about by the pandemic, which when combined with pre-existing financial difficulties are bringing many universities across the country and around the world to the edge of fiscal sustainability. We will watch with keen interest as this situation develops, but this quote from Peter Halpin, Executive Director of CONSUP in *AllNovaScotia* sums it up well from our perspective: "We're very fortunate here, we've got a very strong partner in the Nova Scotia government, which is very strongly invested in the future, sustainability and success of our universities. It's very distressing to learn of any university having to deal with such a significant financial challenge as that of Laurentian."

International Students

Changes made by the federal government regarding increased international travel restrictions are causing concerns for international students. EduNova and Universities Canada are working to ensure that these developments do not cause problems for international students applying for study visas and seeking to travel to or from Canada.

Regional/Community Relations

Local community relations remain positive with weekly meetings and regular communications with the Town and residents continuing. There was little to no reaction in the community to the positive COVID cases and there seems to have been a high level of appreciation as to how the communications and the cases have been managed. I met with Mayor Donovan in early January and we have established monthly coffee chats to ensure that we develop a good working relationship. On February 1, Mayor Donovan, Brendan MacNeil and I conducted another community walkabout to visit off-campus student houses around the campus. We were accompanied by the Town's new Community Liaison Officer, Jeremy Oakes and two local residents. We were very well received by the students and we distributed information leaflets on the provincial public health directions, building good community relations, and ASU activities, and promoted the establishment of the new Off-campus Student Society.

Ian Murray and I have conducted meetings with the Wolfville Town Council, the mayors and staff of the four regional municipalities, and the leaders of the Valley REN. We covered the impacts of the pandemic on the university, plans for the Winter term, and *Acadia 2025* emphasising the regional partnerships and collaboration elements of our strategic plan. These presentations have been well received and we are following up to ensure that our community partners are fully engaged in the implementation of our strategic plan.

Acadia 2025

Following the public launch on November 27, we produced an *Acadia 2025* bookmark and 2021 Calendar and gave one to each employee as a Christmas/New Year gift, together with an extra mental health day.

We have started to create Working Groups for each of the fifteen goals under the direction of an executive lead. The Provost has been working with the Senate Academic Planning Committee on an academic planning process to develop an Academic Plan that operationalizes our Strategic Plan. Dale will provide more details later in the meeting.

If you haven't had time to visit the *Acadia 2025* website, I recommend you take a quick look at the redesigned documents at: https://www2.acadiau.ca/acadia-2025.html.

President's Anti-Racism Task Force (PART)

The PART has now had three meetings and has established a number of working groups to help develop their report and recommendations for what is an important component of our strategic plan. Robert Ffrench and Melinda Daye are the two Board members on the Task Force. The last two meetings have raised issues concerning the effectiveness of Acadia's support for Black students on campus. I have ordered a review of how our current support for Black students is being carried out and will be developing a plan of action to immediately address the concerns raised through the early discussion of the PART.

Advancement

You will all have seen the announcement of the appointment of Nancy Handrigan as the Interim Vice-President Advancement commencing on March 1 and continuing until a permanent successor to Rod Morrison is appointed following an external search. I will be conducting a review of the role and responsibilities of the position and the portfolio over the coming months, and will be engaging the Board, Senate, ASU and the Alumni Association in that process.

Since his arrival at Acadia in 2012, Rod Morrison has made a very substantive and lasting impact on Acadia, rebuilding Acadia's advancement and alumni services and delivering on the most successful fundraising campaign in the University's history. He has also been an exemplary colleague and an influential member of the executive leadership team and the Acadia community. He will be sorely missed but will remain part of the Acadia family as he and Lynda return to Ontario for retirement. Thank you Rod for everything you have done.

New Position Title for University Librarian

Upon the recommendation of Provost Dale Keefe and the Search Committee, I announced a title change for the University Librarian position, which will now be called the Dean of Library and Archives. This is in line with changes at many other universities, and it recognises the role as being part of the decanal team and raises the profile of the Esther Clark Wright Archives and the Atlantic Baptist Archives as important components within our library and major regional resources for research and the preservation of historical records.

Maple League

The Maple League of Universities continues to flourish as our partnership deepens during the shared experiences of the pandemic, with recent activities focussing on extraordinary student

experiences including shared courses, work integrated learning (WIL) experiences, student leadership and professional development events, research fellowships, teaching and learning support, and other activities and initiatives. I encourage you to visit the Maple League website at http://mapleleague.ca for information about recent news and events.

Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE

2021 PLANNING TASK FORCE

DEAN OF LIBRARIES AND ARCHIVES
As announced by the President, the University Librarian will be changed to the Dean of Libraries and Archives. The 2021 committee is in place and starting the search process. The advertisement was finalized and was posted the week of January 25. Interviews will begin in March with the target of a July 1 start date. The Office of the Provost and Vice-President Academic is overseeing management of the library and archives until a new Dean of Libraries and Archives is appointed.

CULTURAL COMPETENCY TRAINING
The Office of the Provost and Vice President Academic hosted cultural competency training sessions for academic leaders, including deans, vice-provost, heads, directors, and program coordinators. The sessions were conducted by VANSDA. The first session was held on January 22nd on *Overcoming History* and a second session was held on February 5th on *Transition to Employment Equity*. Both sessions were attended by approximately 20 individuals.

INDIGENOUS AFFAIRS
Indigenous Public Administration Course
Collaboration and consultation regarding the Indigenous-specific public administration course at Acadia University is ongoing. Research work is expected to begin after the winter session.

Indigenizing Science Working Group
The Indigenizing Science Working Group met in early December to identify the scope of work. The following key elements were identified: Indigenizing approaches to facilities; strengthening connections between faculty and Mi'kmaq; and course development.

AUFA Roundtable Discussion – Indigenization Considerations

Zabrina Whitman provided support to Andrew Biro and Shelly Johnson (contractor) for the January 15, 2021 roundtable AUFA discussions. The final report will be shared with Mi'kmaq representatives on the IEAC and leadership.

Transition program
Work is ongoing with Mi'kmaw Kina'matnewey to advise Acadia and create a program model for a high school transition program.

IEAC
The Indigenous Education Advisory Council held its quarterly meeting in January. Guest presenters Mark Adam provided an update on activity in the School of Music, and Darlene Copeland presented the Student Supports. Zabrina Whitman presented the Mi'kmaq 101 project in development with the Confederacy of Mainland Mi'kmaw (CMM). Moving forward, Zabrina will incorporate working with Mi'kmaw Kina'matnewey to further develop the Mi'kmaq 101 project. The Council will reconvene in May.

Indigenous Speakers Series
Launched in January 2021, Zabrina Whitman produced a highly successful and engaging Indigenous Speakers Series. The production required a collaborative effort. Thank you to the following individuals whose efforts were paramount to the success of the series: Sherri Turner, Natalie Weekes, Karen Cann, Mary Sweatman, Mark Adam, Valerie Campbell, Gabrielle Donnelly, Leah Vasil, John Colton, Hannah White, and Jacqueline Newsome. Participation varied from a high of 300 people to an average of 150.

MPHEC UPDATE
I have been appointed to the AAU-MPHEC Quality Assurance Committee for a three-year term.

MPK
The Quality Assurance Committee considered the Master of Professional Kinesiology at its November 20th meeting. The committee had a few follow-up questions and areas that needed clarification. The School of Kinesiology prepared a response early in January and the QAC considered proposal again at its January 28th meeting. We expect to hear further on this proposal in the next week or so.

FACULTY OF ARTS
Department of English and Theatre
The Department of English and Theatre is pleased to announce that Dr. Kerry Vincent has published *An Introduction to the Literature of eSwatini* (Lexington Books 2020). https://rowman.com/ISBN/9781498577953/An-Introduction-to-the-Literature-of-eSwatini

Department of History and Classics

Michael Dennis recently published "The Lost and Found Playwright: Donald Ogden Stewart and the Theatre of Socialist Commitment," Theater History Studies 39 (2020): 89-114, as well as his book The Full Employment Horizon in Twentieth Century America: The Movement for Economic Democracy (London: Bloomsbury Press, 2020), 296 pgs.

Department of Politics

Erin Crandall's chapter, "The Judiciary: Representation in Law and Justice Public Policy," was published in The Palgrave Handbook of Gender, Sexuality, and Canadian Politics. It is the first handbook in the field of Canadian politics that uses gender as its category of analysis.

FACULTY OF PURE AND APPLIED SCIENCE

Computer Science

Acadia Robotics received a one-year, $32,000 PromoScience grant to support the running of Acadia Robotics.

FACULTY OF PROFESSIONAL STUDIES

School of Kinesiology

Dr. S. Mekary received recent notification of two accepted publications:

M. O'Brien, J. Johns, S. Robinson, **S. Mekary**, D. Kimmerly (2021) *Relationship between brachial and popliteal artery low-flow mediated constriction in older adults: Impact of aerobic fitness on vascular endothelial function.* Journal of Applied Physiology.

S. Mekary, J. Wilson, M. Sup, M. Wilson, MA. Maillet. *Developing Speed Qualities in Young Athletes*. A Comprehensive Guide to Sports Physiology and Injury Management: an interdisciplinary approach. Elseiver Publishing.

Dr. J. Holt has a new poetry book—*Poems for Another Time* (Anaphora Literary) Amazon URL:

https://www.amazon.ca/dp/1681145553/ref=sr_1_1?dchild=1&keywords=holt+poems+for+another+time&qid=1609870865&s=books&sr=1-1

D. Kruisselbrink had acceptance of an abstract for a hockey conference at St. Mary's this spring for a collaborative project he is working on with Jonathon Edwards at UNB.

School of Education

One of the School of Education's recent graduates, Kayla Mansfield-Brown ('Dancing Deer' - 2014, 2019), has received the Acadia University Outstanding Alumni 2021 award. Kayla was a 2020 M.Ed. Leadership graduate. See details on the university website.

Media coverage is available of the excellent research being done by Dr, Tanya Surette in the Halifax Examiner. The article showcases Tanya's longitudinal research that is funded by Research NS New Health Investigator Grant.

Department of Community Development

Community Development has been recognized with a Mobius Award: The Mobius award recognizes the achievements of innovative Nova Scotians who are leaders in reducing waste. The 21 environmental Champions were selected by the seven municipal Solid Waste Management Regions across the province. Every fall, Acadia University's Community Development department, under Dr. Alan Warner's leadership, partners with Valley Waste to bring their award-winning education program "Plant Protectors" to elementary schools in the Annapolis Valley. Ever since their first 2014 Mobius Award win, the Department of Community Development continues to act as a model institution for young people in their community, reinforcing the importance of environmental responsibility. A profile of Acadia University, Department of Community Development is also posted on the Mobius Award website at https://divertmobiusawards.ca/2021-champions.

Dr. Gabrielle Donnelly has been invited in her work as a systems change researcher, strategist, and leader to support Feed Nova Scotia's soon to launch long-term multi-stakeholder change initiative with the purpose of broadening the work of Feed Nova Scotia toward addressing the upstream causes of food insecurity, placing the principles of equity at the centre.

REASARCH AND GRADUATE STUDIES

New Awards, Grants and Contracts
Contribution Agreement – Department of Lands and Forestry
Dr. Nelson O'Driscoll (Earth & Environment Science) has been awarded funding through the NS Habitat Conservation Fund (HCF) for a project entitled: *Examining distribution and bioaccumulation of methyl mercury in a bog habitat impacted by herring gull guano and water table restoration on Brier Island NS*. Total funding: **$20,000**

Sponsored Research Agreement – University of Waterloo
Dr. Mark Mallory (Biology) is continuing his collaboration with Dr. Rooney from the University of Waterloo on Phase II on a project entitled: *Fuzzy Cognitive Mapping of Northern Fulmar Populations in the Arctic*. This Phase will integrate the western science depiction of the socio-ecological system with traditional ecological knowledge. Total Funding: **$40,000**

Research Contract – Natural Resources Canada

Dr Sandra Barr (Earth & Environmental Science) has been awarded funding from Natural Resources Canada (NRC) for her work in the production of a "Circum-Arctic Palynological Event Stratigraphy (CAPE)" set of papers within the journal *Atlantic Geology*. Total Funding: **$10,000**

National Research Council – Industrial Research Assistance Program (NRC-IRAP) Projects
Dr. Matthew McSweeney (Nutrition and Dietetics) was awarded **$4,000** in funding to collaborate with Clever Fruit Products. This initial study will attempt to categorize the aroma and investigate strategies to mitigate the strength of the aroma of a novel fermented blueberry powder aimed at the final formulation of the powder (versus the manufacturing process).

Mitacs Awards to Support Student Interns
Dr. Richard Karsten (Math & Stats): Mitacs Accelerate (**$53,333**) – Project: *Use of Mobile ADCPs toward 4-D flow mapping at the FORCE tidal stream site.* This research collaboration with Dr. Hay (Dalhousie) and the Fundy Ocean Research Centre for Energy (FORCE) will integrate stationary and mobile Acoustic Doppler Current Profiler (ADCP) data with radar-derived hydrographic field data towards producing a 4-D atlas of flow features in the Minas Passage.

Research Webinars
Mitacs – Funding Opportunities and Staff/Faculty Experiences and Advice: 13 January 2021 (delivered by Acadia and Mitacs for the Maple League)

Research Funding Programs and Submission Dates
University Research Fund (Article 25.55): February 1, 2021
SSHRC Insight Development Grant: February 2, 2021
NSERC Undergraduate Student Research Awards (USRA): February 25, 2021
Acadia Honours Student Research Awards (HSRA): February 26, 2021
SSHRC Institutional Grants (SIG): TBA; April 2021
SSHRC Connections Grants: May 1, 2021

ACADIA STUDENTS' UNION ANNOUNCEMENTS TO SENATE:

No announcements received by February 1st.

COLLEGE OF DIVINITY/FACULTY OF THEOLOGY ANNOUNCEMENTS TO SENATE:

No announcements received by February 1st.

Academic Program Review Committee Recommendations
Environmental and Sustainability Studies Program (ESST)

The Academic Program Review Committee (APRC) met with Andrew Biro and Edith Callaghan, the Co-Coordinators of the Environmental and Sustainability Studies Program, on 14 October 2020 to receive the response from the Program to the External Review Team's report, submitted 27 January 2020. This review was part of a regular cycle of reviews of Acadia's programs, and the responses to the external review has been delayed in part by the onset of the COVID-19 pandemic. The panel consisted of Dr. Bradley Walters (Mount Allison), Dr. Glen Hvenegaard (University of Alberta), Dr. Rachel Brickner (Acadia University), and Dr. Darlene Brodeur (Acadia University). After consideration of the review, the Unit response, and discussion with the Program Co-Coordinators, the APRC offers the following responses to the External Review recommendations.

Overall, the External Review was very positive about the ESST programs, both the BA (ESST) and the BCD (ESST). Calling the program "a significant and innovative academic program at Acadia," the reviewers emphasized in particular the focus on experiential learning, community engagement, the commitment of faculty members, and the students' positive feedback about the program. The reviewers pointed out some central weaknesses that need strengthening, particularly given that ESST is "at a crossroads," such as faculty renewal, gaps in curriculum, and administrative structure. The External Review made thirteen specific recommendations in the categories of administrative, curricular, and faculty/teaching resources, all of which were discussed by the APRC. We provide our responses below, along with the response from the ESST Program.

Administrative

1. Recommendation: "ESST program administration and budgeting should be placed within the Faculty of Arts. The current structure makes little sense and there is a clear desire on behalf of senior administration and most faculty to establish ESST within the Arts Faculty under the administration of the Dean of Arts. This shift also makes sense given proposed curricular changes recommended below."

    Response: Originally, we had imagined that our current structure, where the budget resides in the Office of the Vice-President Academic, and the administration and programming largely straddles the Faculty of Arts and the Faculty of Professional Studies, would facilitate cross-disciplinary idea pollination and program flexibility. To some degree this has worked, but our structure has also likely created more challenges than benefits. Theoretically, a cross-faculty structure is preferable, but it has not and will not work within the current department based administrative structure at Acadia.

Experience has borne that out over ten years, which is why the program is so vulnerable at this point and has so few resources.

We support moving administration and budgeting fully into Arts. In practice, this would not preclude someone from outside the Faculty of Arts holding the Coordinator role, however, the operations of that role (reporting, budgeting, program coordination, etc.) would all reside within the Arts Faculty.

The APRC supports the Program's response to this recommendation. Since the external review, the Faculty of Arts has approved the creation of a Centre for Interdisciplinary and Language Programs in Arts (CILPA). This Centre will prompt the budget for ESST to move to the Faculty of Arts; it will also potentially allow for tenure-track hires to be made in ESST with their primary home as the Centre, rather than needing to be homed in a department.

2.   Recommendation: "Stand-alone office space should be created for the ESST program to accommodate the ESST Coordinator, Technician (see below), and Administrative Assistant, as well as provide meeting space for the ESST student club and faculty. This space should be located within or near the BAC building to enhance integration within the larger Faculty of Arts."

Response: We agree that, ideally, ESST as a program should have its own space and that this space would house the Program Coordinator(s), the Administrative Assistant, possible technicians or instructors, and provide space for students. However, we recognize obstacles to actualizing this ideal: 1) there is little to no "extra" space in BAC, that we know of, and there is no other available space "near" BAC, 2) the logistics of moving offices temporarily for Program Coordinator(s) who are also tied primarily to a different "home" program are challenging, and some people may just not want to move from their current location to another, 3) with respect to the Administrative Assistant, as long as we do not have one dedicated solely to this program, we again see logistical problems in asking Administrative Assistants to "float" between separate spaces. With respect to this third item, one possibility being discussed is that within Arts there is one or two Administrative Assistants dedicated to all Interdisciplinary Studies programs (ESST, WGST, SOPT, etc.).

With respect to student space, currently ESST students are welcome to congregate (pandemic circumstances excluded) in a building located up University Ave at the far south-west end of campus. This has worked moderately well for congregation space for students, however its distance and the walk uphill from the heart of campus discourages spontaneous and fortuitous interactions that may come from professors or other students simply "walking through" a space and feeling welcome in.

For now, therefore, unless circumstances change, we place the question of additional dedicated space lower in priority to others.

The APRC supports the Program's response to this recommendation and agrees with the need for such space and a "home" for ESST. The Centre for Interdisciplinary and

Language Programs in Arts, which will be housed in a space with two rooms in the BAC, will help create a sense of permanency for the program and a place for students to see themselves and meet. A very visible location close to the Help Desk, this space will be shared with other interdisciplinary and language programs but will start to create a sense of place and a home for the program. There will be an administrative assistant who will provide support for this Centre; however, the present half-time administrative assistant for ESST will continue to provide support for the program for the 10 months of the year she is on contract.

3. <u>Recommendation</u>: "The critical leadership role that CODE has played in core courses and experiential learning cannot be sustained. There is thus a need for more equitable leadership including participation from BA faculty who will have to teach more of the core curriculum. This should be aided with the support of a new Technician and new cross-appointed positions (see below)."

<u>Response</u>:

COURSE	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
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ESST 3003	PT	PT	CODE	CODE	CODE	CODE	CODE	CODE	CODE		
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ARTS = Faculty of Arts (6)
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As can be seen in the table above, over the years, Arts/ESST faculty have taught fewer core courses than Community Development (CODE) faculty. Even if we do not count the one CODE course that is a required part of the ESST major (CODE 1023),
Arts based faculty have taught 17 of the 47 courses taught over the lifetime of the program.

If we are to follow-up on the first item above (establishing ESST administration more firmly in Arts), it also makes sense for us to enhance participation of Arts faculty within the teaching of core courses. This enhancing or rebalancing of teaching responsibilities will be considered as we address the restructuring of the ESST core curriculum, in line with the reviewers' recommendations (see Curricular recommendations and responses, below). Thus, we generally agree with the reviewers' recommendation that the ESST program work to establish a "more equitable leadership including participation from BA faculty who will have to teach more of the core curriculum". To follow through on this,

however, requires additional teaching resources dedicated to ESST (either full appointment to ESST, or cross-appointment).

We will continue to encourage more participation of Arts faculty in core course offerings. Additionally, we will continue to advocate for additional faculty resources within ESST (see items 1 and 2 in Faculty Resources below). Currently, ESST has one cross-appointed faculty position, distributed as: 50% ENVS, 40% ESST, and 10% POLS.

The APRC supports the Program's response to this recommendation and encourages the Program to reach out to faculty members in Arts to teach courses. Notably, the Academic Planning Committee has just approved a joint tenure-track hire in ESST and Women's and Gender Studies for 21-22.

4. <u>Recommendation</u>: "The distinct separation between ESST and ENVS is atypical and unproductive. There needs to be a significant re-think and commitment to breaking down barriers and facilitating more cooperation and collaboration. Some of the needed changes entail curricular revisions (see below)."

<u>Response</u>: As noted in the previous section, ESST is strongly connected with CODE. We agree that more integration with ENVS, as well as other programs (for example: WGST, POLS, SOCI, ECON, PHIL, etc.) would be productive, and some formalization around this may be helpful to the students and the program. All Arts students must take six credit hours in the Faculty of Pure and Applied Science, and many of the ESST students elect to take one or two ENVS courses to fulfill that requirement.

We are committed to a substantial curriculum review process, informed by the reviewers' recommendations (See "Curricular" recommendations, below). One of the things we will consider is making ENVS 1013 or ENVS 1643 a core requirement for ESST students. Of course, we must engage the ENVS faculty while investigating the possibility of making this change.

As we consider requiring, or more strongly encouraging, ESST students to take ENVS courses, ENVS students could also be encouraged to take more ESST courses. Coincidentally, the ENVS faculty has asked us to consider our response to a proposal to make ESST 1023 a requirement for ENVS students, and we are encouraged to see a desire for greater integration coming from ENVS. We are continuing to discuss with ENVS faculty how this might be made to work. More generally, in principle, we welcome students from other majors into ESST courses. The challenge we have is in resourcing the number of students. The experiential nature of many of our core courses was identified as a program strength by the reviewers. Maintaining this (including the discussion-oriented and writing-intensive structure of ESST 1023) requires us to limit our class sizes for those courses to a maximum of about 30 students. Thus, if opening our courses to other students increases class size significantly, we will require additional resources to manage this.

The APRC agrees with the Program's response and supports the Program undertaking a curriculum review and including more ENVS courses.

Curricular

The reviewers begin this section with the overall statement that: "The experiential, community-engaged aspect of the program is central and viewed near unanimously by students and faculty as essential to preserve. At the same time, there is clearly a need to strengthen the BA side of the curriculum and this need will be more imperative given the inevitability that CODE faculty recede in leadership of the program."

We agree with this overall assessment. We will be bringing forward some changes to the ESST curriculum, beginning in Fall 2020, that will help us to preserve and build on the program's strengths while also addressing the identified challenges. Again, we see clear linkages between the three categories of recommendations, and in particular that some proposed curricular changes will require faculty/teaching resources to be implemented.

We anticipate that we will be bringing some curriculum changes forward in the Fall of 2020. A more thorough reimagining of the structure of the program as a whole (adding, reordering, and/or revising required core courses) will be the subject of a retreat to be held in Spring/Summer 2021, in order to bring further changes forward in Fall 2021. We had initially planned to hold such a retreat in Spring 2020 but were prevented from doing so because of the pandemic. Given the significance and scope of the issues to be worked through, we feel strongly that this will require a face-to-face facilitated retreat. If a face-to-face retreat is still not possible by Summer 2021, we will reconsider.

While this response is not to a specific recommendation, the APRC supports the Program's plan to hold a retreat to work on curriculum changes, especially in the light of recent approval to hire a new tenure-track faculty member, jointly with WGST.

1. Recommendation: "It is essential that ESST students be *required* to take environmental science credits (at least 6, preferably more) within their program of study. The current oversight on this is troubling given no ESST student, whether BA- or CODE-focused, should be able to graduate without such basic environmental-scientific literacy. This could be facilitated by cross-coding/listing of select environmental science courses, but either way, barriers to accessing selected ENVS courses should be lifted and the curriculum revised to require that all ESST students take at least 6 credits from a pre-identified list of course options in ENVS. Courses noted as potential listings include Introduction to Environmental Science I and II (ENVS1013, ENVS1023), Human Activity and the Environment (ENVS1643), Environmental Impact Assessment (ENVS3423) and Climate Change (ENVS3513). Several Biology courses might also be included in this list."

Response: Since the inception of the ESST program, CODE 1023: Environment and Sustainable Society reflects the interdisciplinary nature of environmental management and sustainable development that integrates knowledge from the bio-physical sciences with social science disciplines, public and commercial policy analysis, and the humanities. This overview includes an introduction to the science of, and behavioral responses to climate change; atmospheric science; humans as ecosystem change agents; demography and poverty; economics and consumption; water conservation; biodiversity threats; energy,

industry, housing, transportation and pollution; and agriculture and hunger; among others. We agree with the idea that ESST students should be equipped with more in-depth environmental-bio-physical scientific literacy, beyond the very basic concepts covered in CODE 1023 and ESST 1003 so they can more confidently integrate this knowledge with effective normative policy development. We see closer integration of the ESST and ENVS programs as desirable, and indeed this was a goal when the ESST program was first conceived. Over the last few years, ESST 2013 and other Arts courses that are part of the ESST major (HIST 2283, POLS 3883, etc.) have been added to the list of courses that ENVS students can take for major credit. We see this as a positive development.

At the same time, there are currently some obstacles to requiring specific ENVS or ENVS-adjacent courses. The ENVS program is facing resource constraints of its own. Three of the five potential courses listed by the reviewers (ENVS 1013, 1023, 3423) are restricted to majors, a fourth (ENVS 3513) was only offered for the first time in 2019-20, was quickly fully subscribed (cap: 40), and is fully subscribed again in 2020-21.

We will review the program's science requirements at the curriculum retreat in 2021, and as part of our ongoing consultations with ENVS.

The APRC supports the Program's response to this recommendation, understands the complexity of these issues surrounding the science requirements, and agrees that the Program should consider them in its upcoming retreat.

2.   Recommendation: "The curriculum should be revised to include an introductory course on conventional research methods (including statistics), especially for BA majors. This could be drawn from pre-existing course options in SOCI, PSYC, POLS, ECON, but ESST should also have basic education in statistics. While students gain insights on methods and approaches for community development, few get exposure to such basic topics as survey, interview, and ethnographic methods and elementary statistics. The current lack of these courses especially hinders those students wishing to pursue graduate studies."

Response: ESST 3003 (Investigating Sustainability Issues: Research Methods) functions as a dedicated research methods course for the program, and normally covers the methods described. An additional research methods course is also required for BCD ESST Honours students. Unfortunately, due to faculty resource constraints, in 2019-20 (and again in 2020-21), the course was taught by a part-time faculty member who came from a natural science background; what was covered in the course in 2019-20 may not accurately reflect what is normally covered. At a retreat to be held in Spring/Summer 2021, we will review the role of this course within the overall program structure. We will also review the content of the course (calendar description) to ensure that it is meeting program objectives. The course currently prepares students to be practitioners rather than academic researchers. We think this is appropriate given the needs and aspirations of many of our students. The curriculum retreat will also consider adding a research methods course requirement for BAH students.

The APRC supports the Program's response to this recommendation, understands the complexity of the issues surrounding a research methods course, and agrees that the

3.   Recommendation: "The program requires more overall course structure, especially at the 3rd and 4th year levels. There are too few required, core courses at these levels and the elective, concentration streams are overly permissive and characterized by more overlap than differentiation. These problems could be substantially lessened by designated a selection of key, highly relevant and currently popular courses, cross-coding these as ESST courses, and placing them within the curricular core. Note that cross-coding a selection of these courses would not only aid administratively, but also provide ESST students with a stronger sense of program identity, a frequent concern raised by them. Examples of such courses include (but are not limited to): Organizations and Sustainability (BUSI 2763), Natural Resources and Environmental Management (CODE 3543), Economics of the Environment (ECON 2713), Media and the Environment (EDUC 42A3), Environmental History (HIST 2283), Canadian Environmental History (HIST 3383), Politics of Water (POLS 3213), First Nations Peoples-Law, Politics and Policy in Canada (POLS 4603), Environmental Political Theory (POLS 4843), Environmental Education (SOCI 2413), and Philosophy of the Environment (PHIL 2303)."

Response: We agree that providing some more structure to upper-year levels would be desirable, however current teaching resource constraints make that difficult. We are already at the point where we are having to hire per course appointments to teach some of our current required courses (ESST 2003 and 3003 in both 2019-20 and 2020-21). *Given additional permanent faculty resources*, we would add an upper-year course on core readings in environmental and sustainability studies, as well as an applied programming course for 4th year BA students when BCD students are doing their "core" term.

We are open to the idea of cross-coding some courses, particularly since it will help our students who want to go on to a career in education (environmental studies is not currently a recognized "teachable subject" in Nova Scotia). On the other hand, our understanding is that with the current system this does add a not-insignificant administrative burden. As such, we will not seek to add significantly to the number of cross-listed courses until the new student information system is online.

The issue of concentration streams is discussed under recommendation number 4, below.

The APRC supports the Program's response to this recommendation and strongly encourages the Program to investigate the possibility of cross-coding in preparation for the new information system.

4.   Recommendation: "Revise and clean-up the concentration streams. Either eliminate them entirely or make them more focused. As the core will be expanded (see previous recommendation), concentration areas should entail fewer credit requirements drawn from a much smaller and more focused range of options."

Response: The concentration streams were initially devised to provide some structure to a program that was highly dependent on teaching resources from a variety of departments,

and in particular upper-year courses that are offered in rotations that are not easily predictable. Additionally, they were envisioned to provide a guidance resource that allows us (in both student recruitment and advising) to identify a diverse range of career paths for our students. Finally, during the initial development of the program, feedback from MPHEC was that the structure provided by concentrations was highly desirable, if not necessary. However, we agree that permissiveness and overlap in list construction is a problem, and it is compounded by the administrative burden involved in perennial updating. Long and overlapping lists were initially seen to be the least-bad way to provide a structured set of requirements that all our students could feasibly fulfill. However, we agree that while the idea of concentrations can be maintained for promotion and advising purposes, they do not function well as actual degree requirements given the current circumstances of the program. We will have a meeting early in the Fall to determine how best to proceed with the concentrations, so that we can propose curriculum changes in time for inclusion in the 2021-22 Calendar.

The APRC supports the Program's response to this recommendation and agrees that the Program should re-examine the concentrations and propose some curriculum changes around them.

5.   Recommendation: "Revise the upper-year capstone course for BA Majors. As currently structured, it serves well the needs of CODE-ESST students, but not BA-ESST students."

Response: The current pandemic has forced us to rethink, at least temporarily, ESST 4003 Environmental and Sustainability Studies Project. For 2020-21, the project component of the course will be significantly changed. We also agree that BA and BCD students, because of differences in requirements in lower years, arrive at this course differently prepared, and that this creates significant pedagogical challenges. Bringing BA ESST students "up to speed" may entail additional course requirements for BA ESST students (e.g. in programming and facilitation) which in turn may only be possible with additional teaching (ESST/CODE) resources. A subcommittee comprised of faculty members who have taught this course will review this course and its fit within the program as a whole, and bring recommendations to the curriculum retreat in 2021.

The APRC agrees that the Program should work to develop solutions to the capstone course issue through its curriculum retreat.

Faculty/teaching resources

The assessment expressed in the External Reviewers' Report was that:
"The recent and impending departures of key CODE faculty presents big challenges, but also opportunities. Given the value placed on the experiential and community-engaged elements of ESST and the real possibility that these elements are critically at risk now, it is essential that the university shore-up support for this through targeted hiring."

The reviewers' specific recommendations, with our responses follow below.

1. Recommendation: "The University should hire a faculty member, ideally cross-appointed between CODE and ESST. The model of cross-appointments is relatively novel at Acadia, yet there is widespread support for pursuing such appointments in the context of shoring-up and further strengthening ESST, and in recognition of ongoing budgetary challenges facing the University. It was noted repeatedly that the current, sole cross-appointment to ESST (Dr. Alice Cohen) has worked very well for both ESST and the cross-appointment's home department (ENVS)."

Response: Please see our response to item #2 below.

The APRC's response is also after #2 below.

2. Recommendation: "A further faculty hire, cross-appointed between ESST and a specific Department of the Faculty of Arts or Faculty of Pure and Applied Sciences, would further strengthen the current program and, in particular, address growing demands from the BA side of the program as it plays an expanded overall role in ESST going forward. Such a hire should, ideally, also support the experiential thrust of the program (i.e., be a field-oriented researcher) and address one of the key topical 'gaps' identified by students and faculty (e.g., energy & climate change; agriculture & food sustainability; psychology & eco-grief; indigenous environmental issues; etc.)."

Response: We strongly agree that additional faculty resources dedicated to ESST are critical for the program's professional relevance and indeed survival.
Given the suggestion above (Administration #3) that BA faculty take more of a leadership role in core programming and student engagement, and the context of limited resources Acadia University currently finds itself in, we believe it is better for the program now to focus on strengthening BA-ESST faculty resources, before focusing on cross-appointments outside of the Arts Faculty. As already mentioned above, the only dedicated faculty resource we currently have is cross-appointed with ENVS (50%) and POLS (10%). We are planning to propose other cross-appointments outside the Faculty of Arts, e.g. ESST-CODE, in the near future.

This year we submitted a proposal for a cross-appointed position between ESST and WGST. This proposal was ranked as 4th (out of 12) among positions proposed in the Faculty of Arts. Over the next few years, we will apply for additional faculty resources: both full ESST and cross-appointments.

More generally in terms of faculty appointments, we note that the reviewers emphasized that experiential learning and community engagement were major strengths of the program. We will keep this in mind as we engage in our curriculum retreat. The curriculum retreat, in turn, will inform the specific character of proposed future hires.

The APRC supports the Program's response to this recommendation. A joint tenure-track position between ESST and WGST has been approved and the search is underway.

3.   Recommendation: "The university should create an Experiential Learning Instructor/Technician position to facilitate the experiential learning/community engaged component of core courses. This position could be modeled on Jodie Noiles (Sustainability Coordinator), lab instructors in FPAS, or the Theatre Technical Director. This would not only add value in itself but would shore-up the experiential side of the program which faces severe challenges given recent and impending departures of key CODE faculty members."

Response: We support the idea of hiring a full-time Instructor (requirement for Master's Degree) to support the program's experiential learning aspects and will bring forward such a request to the administration and Academic Planning Committee. This Instructor position, possibly appointed in coordination with the Sustainability Office or Acadia Farm, could teach a limited number of courses in the program, in addition to supporting faculty in design and implementation of the experiential learning adventures for students. It must be clear that this request is not an alternative to requesting a tenure track position but addresses a very different aspect of the program needs and external review. The experiential learning components of the ESST program have been strongly endorsed by students and the external review as what makes the program distinctive and effective. With retirements and the diminished role of Community Development faculty in the program, the expertise and resources to deliver this essential component of the program is not available. An instructor is critical to support tenure track positions to deliver the program.

The APRC supports the Program's response to this recommendation and would support such a position, if resources allow.

4.   Recommendation: It would be valuable for members of the faculty and students of ESST to hold a retreat to discuss the issues raised here, in particular, to identify key courses that should be listed in the program core and to identify subject areas that might be given priority in faculty hires and/or new course offerings. Students and participating faculty demonstrate remarkably high levels of enthusiasm for the ESST Program and interest in its fate. The above recommendations should provide a framework for action, but many details would be best decided through further discussion and consultation with them.

Response: We agree with this recommendation. A retreat where Council members could come together in a relaxed setting, away from the pressures of the daily routine, would be productive. We had been initiating plans for one such retreat in spring 2020. Of course, circumstances prevented us from following through on those plans, and now we are still constrained by the pandemic. Nonetheless, we understand that it is important for us to dedicate time to this important endeavor. As noted above, we feel strongly that such retreat should be held in-person if at all possible. As such, we have postponed it until 2021, to be held in-person if circumstances allow. If in-person gatherings are still not permitted at that point, we will review the question of timing vs modality.

The APRC supports the Program's response to this recommendation.

<u>Response to External Reviewers' Report</u>

Environmental and Sustainability Studies (ESST)
BA-ESST & BCD-ESST

Original Report submitted on January 27, 2020
Submitted by:
Dr. Bradley Walters (Mount Allison University)
Dr. Glen Hvenegaard (University of Alberta)
Dr. Rachel Brickner (Acadia University)
Dr. Darlene Brodeur (Acadia University)

<u>Response Report Submitted: September 18, 2020</u>

Submitted by:
Dr. Andrew Biro & Dr. Edith Callaghan Co-Coordinators,
ESST Program
With approval from the ESST Faculty Council

The ESST Reviewers' Report made a number of specific recommendations to help support continued success for the ESST program. Recommendations are organized into three broad categories: administrative, curricular and faculty/teaching resources. Below, we have extracted the exact wording of the committee's recommendations and written our response to the recommendations directly below each.

Administrative

2. Recommendation: "ESST program administration and budgeting should be placed within the Faculty of Arts. The current structure makes little sense and there is a clear desire on behalf of senior administration and most faculty to establish ESST within the Arts Faculty under the administration of the Dean of Arts. This shift also makes sense given proposed curricular changes recommended below."

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    We support moving administration and budgeting fully into Arts. In practice, this would not preclude someone from outside the Faculty of Arts holding the Coordinator role, however, the operations of that role (reporting, budgeting, program coordination, etc.) would all reside within the Arts Faculty.

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below). Thus, we generally agree with the reviewers' recommendation that the ESST program work to establish a "more equitable leadership including participation from BA faculty who will have to teach more of the core curriculum". To follow through on this, however, requires additional teaching resources dedicated to ESST (either full appointment to ESST, or cross-appointment).

We will continue to encourage more participation of Arts faculty in core course offerings. Additionally, we will continue to advocate for additional faculty resources within ESST (see items 1 and 2 in Faculty Resources below). Currently, ESST has one cross-appointed faculty position, distributed as: 50% ENVS, 40% ESST, and 10% POLS.

5. Recommendation: "The distinct separation between ESST and ENVS is atypical and unproductive. There needs to be a significant re-think and commitment to breaking down barriers and facilitating more cooperation and collaboration. Some of the needed changes entail curricular revisions (see below)."

Response: As noted in the previous section, ESST is strongly connected with CODE. We agree that more integration with ENVS, as well as other programs (for example: WGST, POLS, SOCI, ECON, PHIL, etc.) would be productive, and some formalization around this may be helpful to the students and the program. All Arts students must take six credit hours in the Faculty of Pure and Applied Science, and many of the ESST students elect to take one or two ENVS courses to fulfill that requirement.

We are committed to a substantial curriculum review process, informed by the reviewers' recommendations (See "Curricular" recommendations, below). One of the things we will consider is making ENVS 1013 or ENVS 1643 a core requirement for ESST students. Of course, we must engage the ENVS faculty while investigating the possibility of making this change.

As we consider requiring, or more strongly encouraging, ESST students to take ENVS courses, ENVS students could also be encouraged to take more ESST courses. Coincidentally, the ENVS faculty has asked us to consider our response to a proposal to make ESST 1023 a requirement for ENVS students, and we are encouraged to see a desire for greater integration coming from ENVS. We are continuing to discuss with ENVS faculty how this might be made to work. More generally, in principle, we welcome students from other majors into ESST courses. The challenge we have is in resourcing the number of students. The experiential nature of many of our core courses was identified as a program strength by the reviewers. Maintaining this (including the discussion-oriented and writing-intensive structure of ESST 1023) requires us to limit our class sizes for those courses to a maximum of about 30 students. Thus, if opening our courses to other students increases class size significantly, we will require additional resources to manage this.

Curricular

The reviewers begin this section with the overall statement that: "The experiential, community-engaged aspect of the program is central and viewed near unanimously by students and faculty as essential to preserve. At the same time, there is clearly a need to strengthen the BA side of the curriculum and this need will be more imperative given the inevitability that CODE faculty recede in leadership of the program."

We agree with this overall assessment. We will be bringing forward some changes to the ESST curriculum, beginning in Fall 2020, that will help us to preserve and build on the program's strengths while also addressing the identified challenges. Again, we see clear linkages between the three categories of recommendations, and in particular that some proposed curricular changes will require faculty/teaching resources to be implemented.

We anticipate that we will be bringing some curriculum changes forward in the Fall of 2020. A more thorough reimagining of the structure of the program as a whole (adding, reordering, and/or revising required core courses) will be the subject of a retreat to be held in Spring/Summer 2021, in order to bring further changes forward in Fall 2021. We had initially planned to hold such a retreat in Spring 2020 but were prevented from doing so because of the pandemic. Given the significance and scope of the issues to be worked through, we feel strongly that this will require a face-to-face facilitated retreat. If a face-to-face retreat is still not possible by Summer 2021, we will reconsider.

2.   Recommendation: "It is essential that ESST students be **required** to take environmental science credits (at least 6, preferably more) within their program of study. The current oversight on this is troubling given no ESST student, whether BA- or CODE-focused, should be able to graduate without such basic environmental-scientific literacy. This could be facilitated by cross-coding/listing of select environmental science courses, but either way, barriers to accessing selected ENVS courses should be lifted and the curriculum revised to require that all ESST students take at least 6 credits from a pre-identified list of course options in ENVS. Courses noted as potential listings include Introduction to Environmental Science I and II (ENVS1013, ENVS1023), Human Activity and the Environment (ENVS1643), Environmental Impact Assessment (ENVS3423) and Climate Change (ENVS3513). Several Biology courses might also be included in this list."

Response: Since the inception of the ESST program, CODE 1023: Environment and Sustainable Society reflects the interdisciplinary nature of environmental management and sustainable development that integrates knowledge from the bio-physical sciences with social science disciplines, public and commercial policy analysis, and the humanities. This overview includes an introduction to the science of, and behavioral responses to climate change; atmospheric science; humans as ecosystem change agents; demography and poverty; economics and consumption; water conservation; biodiversity threats; energy, industry, housing, transportation and pollution; and agriculture and hunger; among others. We agree with the idea that ESST students should be equipped with more in-depth environmental-bio-physical scientific literacy, beyond the very basic concepts covered in CODE 1023 and ESST 1003 so they can more confidently integrate this knowledge with effective normative policy development. We see closer integration of the ESST and ENVS programs as desirable, and indeed this was a goal when the ESST program was first conceived. Over the last few years, ESST 2013 and other Arts courses that are part of the

ESST major (HIST 2283, POLS 3883, etc.) have been added to the list of courses that ENVS students can take for major credit. We see this as a positive development.

At the same time, there are currently some obstacles to requiring specific ENVS or ENVS-adjacent courses. The ENVS program is facing resource constraints of its own. Three of the five potential courses listed by the reviewers (ENVS 1013, 1023, 3423) are restricted to majors, a fourth (ENVS 3513) was only offered for the first time in 2019-20, was quickly fully subscribed (cap: 40), and is fully subscribed again in 2020-21.

We will review the program's science requirements at the curriculum retreat in 2021, and as part of our ongoing consultations with ENVS.

3. Recommendation: "The curriculum should be revised to include an introductory course on conventional research methods (including statistics), especially for BA majors. This could be drawn from pre-existing course options in SOCI, PSYC, POLS, ECON, but ESST should also have basic education in statistics. While students gain insights on methods and approaches for community development, few get exposure to such basic topics as survey, interview, and ethnographic methods and elementary statistics. The current lack of these courses especially hinders those students wishing to pursue graduate studies."

Response: ESST 3003 (Investigating Sustainability Issues: Research Methods) functions as a dedicated research methods course for the program, and normally covers the methods described. An additional research methods course is also required for BCD ESST Honours students. Unfortunately, due to faculty resource constraints, in 2019-20 (and again in 2020-21), the course was taught by a part-time faculty member who came from a natural science background; what was covered in the course in 2019-20 may not accurately reflect what is normally covered. At a retreat to be held in Spring/Summer 2021, we will review the role of this course within the overall program structure. We will also review the content of the course (calendar description) to ensure that it is meeting program objectives. The course currently prepares students to be practitioners rather than academic researchers. We think this is appropriate given the needs and aspirations of many of our students. The curriculum retreat will also consider adding a research methods course requirement for BAH students.

4. Recommendation: "The program requires more overall course structure, especially at the 3rd and 4th year levels. There are too few required, core courses at these levels and the elective, concentration streams are overly permissive and characterized by more overlap than differentiation. These problems could be substantially lessened by designated a selection of key, highly relevant and currently popular courses, cross-coding these as ESST courses, and placing them within the curricular core. Note that cross-coding a selection of these courses would not only aid administratively, but also provide ESST students with a stronger sense of program identity, a frequent concern raised by them. Examples of such courses include (but are not limited to): Organizations and Sustainability (BUSI 2763), Natural Resources and Environmental Management (CODE 3543), Economics of the Environment (ECON 2713), Media and the Environment (EDUC 42A3), Environmental History (HIST 2283), Canadian Environmental History (HIST 3383), Politics of Water (POLS 3213), First Nations Peoples-Law, Politics and Policy in Canada (POLS 4603),

Environmental Political Theory (POLS 4843), Environmental Education (SOCI 2413), and Philosophy of the Environment (PHIL 2303)."

Response: We agree that providing some more structure to upper-year levels would be desirable, however current teaching resource constraints make that difficult. We are already at the point where we are having to hire per course appointments to teach some of our current required courses (ESST 2003 and 3003 in both 2019-20 and 2020-21). *Given additional permanent faculty resources*, we would add an upper-year course on core readings in environmental and sustainability studies, as well as an applied programming course for 4th year BA students when BCD students are doing their "core" term.

We are open to the idea of cross-coding some courses, particularly since it will help our students who want to go on to a career in education (environmental studies is not currently a recognized "teachable subject" in Nova Scotia). On the other hand, our understanding is that with the current system this does add a not-insignificant administrative burden. As such, we will not seek to add significantly to the number of cross-listed courses until the new student information system is online.

The issue of concentration streams is discussed under recommendation number 4, below.

5.   Recommendation: "Revise and clean-up the concentration streams. Either eliminate them entirely or make them more focused. As the core will be expanded (see previous recommendation), concentration areas should entail fewer credit requirements drawn from a much smaller and more focused range of options."

Response: The concentration streams were initially devised to provide some structure to a program that was highly dependent on teaching resources from a variety of departments, and in particular upper-year courses that are offered in rotations that are not easily predictable. Additionally, they were envisioned to provide a guidance resource that allows us (in both student recruitment and advising) to identify a diverse range of career paths for our students. Finally, during the initial development of the program, feedback from MPHEC was that the structure provided by concentrations was highly desirable, if not necessary. However, we agree that permissiveness and overlap in list construction is a problem, and it is compounded by the administrative burden involved in perennial updating. Long and overlapping lists were initially seen to be the least-bad way to provide a structured set of requirements that all our students could feasibly fulfill. However, we agree that while the idea of concentrations can be maintained for promotion and advising purposes, they do not function well as actual degree requirements given the current circumstances of the program. We will have a meeting early in the Fall to determine how best to proceed with the concentrations, so that we can propose curriculum changes in time for inclusion in the 2021-22 Calendar.

6.   Recommendation: "Revise the upper-year capstone course for BA Majors. As currently structured, it serves well the needs of CODE-ESST students, but not BA-ESST students."

Response: The current pandemic has forced us to rethink, at least temporarily, ESST 4003

Environmental and Sustainability Studies Project. For 2020-21, the project component of the course will be significantly changed. We also agree that BA and BCD students, because of differences in requirements in lower years, arrive at this course differently prepared, and that this creates significant pedagogical challenges. Bringing BA ESST students "up to speed" may entail additional course requirements for BA ESST students (e.g. in programming and facilitation) which in turn may only be possible with additional teaching (ESST/CODE) resources. A subcommittee comprised of faculty members who have taught this course will review this course and its fit within the program as a whole, and bring recommendations to the curriculum retreat in 2021.

Faculty/teaching resources

The assessment expressed in the External Reviewers' Report was that:
"The recent and impending departures of key CODE faculty presents big challenges, but also opportunities. Given the value placed on the experiential and community-engaged elements of ESST and the real possibility that these elements are critically at risk now, it is essential that the university shore-up support for this through targeted hiring."

The reviewers' specific recommendations, with our responses follow below.

2.   Recommendation: "The University should hire a faculty member, ideally cross-appointed between CODE and ESST. The model of cross-appointments is relatively novel at Acadia, yet there is widespread support for pursuing such appointments in the context of shoring-up and further strengthening ESST, and in recognition of ongoing budgetary challenges facing the University. It was noted repeatedly that the current, sole cross-appointment to ESST (Dr. Alice Cohen) has worked very well for both ESST and the cross-appointment's home department (ENVS)."

Response: Please see our response to item #2 below.

3. Recommendation: "A further faculty hire, cross-appointed between ESST and a specific Department of the Faculty of Arts or Faculty of Pure and Applied Sciences, would further strengthen the current program and, in particular, address growing demands from the BA side of the program as it plays an expanded overall role in ESST going forward. Such a hire should, ideally, also support the experiential thrust of the program (i.e., be a field-oriented researcher) and address one of the key topical 'gaps' identified by students and faculty (e.g., energy & climate change; agriculture & food sustainability; psychology & eco-grief; indigenous environmental issues; etc.)."

Response: We strongly agree that additional faculty resources dedicated to ESST are critical for the program's professional relevance and indeed survival.
Given the suggestion above (Administration #3) that BA faculty take more of a leadership role in core programming and student engagement, and the context of limited resources Acadia University currently finds itself in, we believe it is better for the program now to focus on strengthening BA-ESST faculty resources, before focusing on

cross-appointments outside of the Arts Faculty. As already mentioned above, the only dedicated faculty resource we currently have is cross-appointed with ENVS (50%) and POLS (10%). We are planning to propose other cross-appointments outside the Faculty of Arts, e.g. ESST-CODE, in the near future.

This year we submitted a proposal for a cross-appointed position between ESST and WGST. This proposal was ranked as 4th (out of 12) among positions proposed in the Faculty of Arts. Over the next few years, we will apply for additional faculty resources: both full ESST and cross-appointments.

More generally in terms of faculty appointments, we note that the reviewers emphasized that experiential learning and community engagement were major strengths of the program. We will keep this in mind as we engage in our curriculum retreat. The curriculum retreat, in turn, will inform the specific character of proposed future hires.

4. Recommendation: "The university should create an Experiential Learning Instructor/Technician position to facilitate the experiential learning/community engaged component of core courses. This position could be modeled on Jodie Noiles (Sustainability Coordinator), lab instructors in FPAS, or the Theatre Technical Director. This would not only add value in itself but would shore-up the experiential side of the program which faces severe challenges given recent and impending departures of key CODE faculty members."

Response: We support the idea of hiring a full-time Instructor (requirement for Master's Degree) to support the program's experiential learning aspects and will bring forward such a request to the administration and Academic Planning Committee. This Instructor position, possibly appointed in coordination with the Sustainability Office or Acadia Farm, could teach a limited number of courses in the program, in addition to supporting faculty in design and implementation of the experiential learning adventures for students. It must be clear that this request is not an alternative to requesting a tenure track position but addresses a very different aspect of the program needs and external review. The experiential learning components of the ESST program have been strongly endorsed by students and the external review as what makes the program distinctive and effective. With retirements and the diminished role of Community Development faculty in the program, the expertise and resources to deliver this essential component of the program is not available. An instructor is critical to support tenure track positions to deliver the program.

5. Recommendation: It would be valuable for members of the faculty and students of ESST to hold a retreat to discuss the issues raised here, in particular, to identify key courses that should be listed in the program core and to identify subject areas that might be given priority in faculty hires and/or new course offerings. Students and participating faculty demonstrate remarkably high levels of enthusiasm for the ESST Program and interest in its fate. The above recommendations should provide a framework for action, but many details would be best decided through further discussion and consultation with them.

<u>Response</u>: We agree with this recommendation. A retreat where Council members could come together in a relaxed setting, away from the pressures of the daily routine, would be productive. We had been initiating plans for one such retreat in spring 2020. Of course, circumstances prevented us from following through on those plans, and now we are still constrained by the pandemic. Nonetheless, we understand that it is important for us to dedicate time to this important endeavor. As noted above, we feel strongly that such retreat should be held in-person if at all possible. As such, we have postponed it until 2021, to be held in-person if circumstances allow. If in-person gatherings are still not permitted at that point, we will review the question of timing vs modality.

External Reviewers' Report

Environmental and Sustainability Studies (ESST)
BA-ESST & BCD-ESST

January 27, 2020

Submitted by:
Dr. Bradley Walters (Mount Allison University)
Dr. Glen Hvenegaard (University of Alberta)
Dr. Rachel Brickner (Acadia University)
Dr. Darlene Brodeur (Acadia University)

1. Executive Summary

Environmental and Sustainability Studies (ESST) has established itself as a significant and innovative academic program at Acadia University, one with a unique and positively regarded emphasis on community engaged/experiential learning. The program has thrived since its founding despite remarkably little formal institutional support from the University. Its success is a testament to extraordinary levels of commitment by key faculty members from across the University, but especially from the Department of Community Development. ESST students are likewise committed and enthusiastic about the program.

Nonetheless, ESST is at a crossroads. The status quo is simply no longer sustainable because of ongoing administrative uncertainties and recent and impending retirements of key faculty members who have voluntarily led program development and taught many of the program's core courses since the beginning. If the University wishes to maintain ESST as a successful program and, in particular, one with a unique focus on community engaged/experiential learning, investments must be made to shore-up faculty resources and administrative support on a number of fronts. As well, significant revisions to the core ESST curriculum should be made that will expand core course listed offerings at the 3rd and 4th year level and require that students take credits in environmental science and research methods/statistics.

2. Brief Description of Visit/Process

In accordance with the procedures outlined by the Academic Program Review Committee (APRC) for the external review of academic units or programs, a self-study was completed by Dr. Edith Callaghan, Coordinator of the Environmental and Sustainability Studies (ESST) Program in collaboration with other ESST faculty and forwarded to the APRC. Prior to the onsite review, the APRC had responsibility for reviewing and commenting on the self-study report from the Unit; appointing the review team; and developing terms of reference for the review team, in consultation with the Unit.

The members of the review team were:

External:
Glen Hvenegaard, PhD, University of Alberta, Augustana Campus
Bradley Walters, PhD, Mount Allison University

Internal:
Rachel Brickner, PhD, Department of Politics, Acadia University
Darlene Brodeur, PhD, Department of Psychology, Acadia University

The review dates were set for January 9 and 10, 2020, and relevant documents (i.e., self-study and appendices, external review template) were forwarded to the review team on October 28, 2019. As per the established program review procedures, on December 17, 2019 the University community was invited to submit written briefs about the ESST program to the Vice President Academic. The deadline for submitting a brief was January 3, 2020. Dr. Callaghan (Program Coordinator) received written submissions

from three former students, all after the submission deadline. No other briefs were received.

On January 9 and 10, 2020 the review team met with relevant university administrators, ESST faculty, student leaders, ESST students in the Bachelor of Arts program, ESST students in the Community Development program, and the University's Sustainability Coordinator. The meeting schedule is presented in full in Appendix 1. In addition to the meetings listed in the schedule, the review team met with Dr. Suzie Currie, Dean of the Faculty of Pure and Applied Science, and Dr. Edith Callaghan, Coordinator of the ESST program.

Following the meetings on January 10, 2020 the review team participated in an exit interview with Dr. Dale Keefe, Vice President Academic, Dr. Laura Robinson, Dean of Arts, and Dr. Ann Vibert, Interim Dean of Professional Studies. The review team then discussed all information received about the ESST program and developed a plan for writing the External Reviewers' Report. The review team completed the report over the next few weeks.

3.   Is the Unit Doing What It Should Be Doing?

Since its inception, the ESST program has developed and articulated a mission based around three pillars: to provide an academically rigorous and philosophically based approach to environmental and sustainability studies; to approach teaching with a dominant emphasis on experiential learning pedagogy; and to make service to the community the cornerstone of the student experience. This is a model well justified and clearly aligned both with Acadia University's commitment to personalized, liberal education and to its new strategic research plan, which emphasizes among its four pillars "community life" and "environmental resilience."

Whether ESST is "doing what it should be doing" can be assessed in two ways.

First, does the program's structure reflect the program's mission, and are students and faculty supportive of this mission? The review team found that the structure of the ESST program is focused around these three pillars and that they are overwhelmingly supported by students and faculty. In particular, every person we spoke to emphasized the importance of the experiential learning model of ESST to the program. Students particularly highlighted the importance of the First Year Experience as a critical introduction to the ESST community and its pedagogical model. We noted how enthusiastically students and faculty regarded each other. Students spoke glowingly of the ESST faculty's commitment to their academic experience; faculty had high regard for the academic caliber of ESST students, their commitment to making change, and their achievements after graduation.

While there are ways to strengthen the program to make it more academically rigorous and to preserve its unique pedagogical approach, there is no doubt that ESST's contributing faculty have developed a unique program that students overwhelmingly enjoy.

A second measure of ESST's success in carrying out its mission is the number of majors. Since first admitting students in 2010, ESST has grown to 86 majors (in 2018-19) and, according to the program's self-study, has a 90 percent retention rate. There is clearly a demand for a program of this nature.

On the other hand, our program review demonstrated that despite its popularity and success, the long-term sustainability of ESST is at risk without a long overdue investment of resources. Despite assurances from previous administrations that there would be dedicated faculty resources if ESST succeeded in attracting majors, ESST has only 40% of a single tenure stream faculty member. ESST has been punching above its weight; for the program to continue to achieve its stated goals, it is past time for the administration to dedicate new resources.

4. How Well is the Unit Achieving What It Set Out to Accomplish?

Students, professors, administrators, and the review team identified several strengths of the ESST program. First, the curriculum focuses on community engagement and action. By providing a holistic pedagogical approach, students develop skills and personal commitments to become actively involved in promoting sustainability in their lives, on campus, and in the surrounding community.

Second, there is a high level of student engagement in terms of understanding sustainability issues (e.g., diverse perspectives, methods of analyzing), engaging in opportunities (e.g., service-learning, applied projects), and extracurricular support (especially among CODE professors). As a result, most students (but not all) feel a sense of community and have real connections with the program. The Honours option provides students with opportunities to engage in high quality research projects.

Third, students demonstrate a high level of passion for, and insight about, the ESST program. They perceive important learning outcomes and real job prospects in their field. Students have organized a very active ESST student society that provides valuable opportunities for leadership and engagement, along with support within their community.

Fourth, many professors from several departments (particularly from Community Development) have made strong commitments to the ESST program, in terms of teaching, leading extracurricular activities, advising, and assorted administrative duties. This commitment from various departments has helped develop a distinctly interdisciplinary program.

Fifth, experiential learning opportunities provide significant benefits to ESST students, the campus, and the external community. This is especially exemplified by the First Year Experience.

What are the unit's weaknesses or challenges? In what areas is it having difficulty meeting its goals?

Notwithstanding the strengths above, students, professors, administrators, and the review team also identified several weaknesses in the ESST program related to administration, curriculum, and resources.

In terms of administration, the current budgetary home of the ESST program lies within the office of the Provost & Vice-President Academic, limiting the ESST program from developing its own independent identity and support across the academy. A consistent administrative home within an academic unit would strengthen the role of ESST, ensure ESST has a person designated for decision-making committees, and provide all ESST students with a stronger sense of community (the BCD ESST students have this home in CODE).

We recognize the long-term commitment by CODE toward teaching and administrative leadership in the ESST program. However, that commitment cannot be sustained, and will require more contributions from other academic units connected to the program. The lack of connection between ESST and ENVS is striking, and suggests many missed opportunities in collaborating on courses, extracurricular activities, and the like.

Students in the BA-ESST program (as opposed to students in the BCD-ESST program) consistently stated that they wanted a greater feeling of identity and support for engagement opportunities. Some of the changes recommended below will assist with this perceived problem.

Second, there are key gaps in the curriculum. The current curriculum consists of a package of courses, largely offered by other disciplines, and that primarily serve those other disciplines. Therefore, the current required and elective courses are not designed for effective scaffolding, skill development, and content progression. Other gaps include the lack of environmental science courses (needed to achieve the stated attributes for an ESST graduate), a research methods or statistics course, and courses related to indigenous issues, food security, and the social psychology of environmental behaviour. The capstone course seems to attempt to accomplish too much in its current format. Our feedback suggested a lack of required and elective courses at the 3rd and 4th year levels. The four concentrations offer so much overlap that their designations lack meaning. We received feedback about too much duplication (in concepts or key readings) across required or elective courses.

Last, the review team identified a few weaknesses in resources. With only a single cross-appointed faculty member, the ESST program cannot ensure ongoing commitment of teaching and advising in the program. Reliance on teaching of courses (especially core courses) by professors from a variety of other programs reduces continuity and runs the risk of fewer courses being offered if those professors are unable to contribute. While the Sustainability Coordinator provides some support for service-learning opportunities, the lack of a staff person dedicated to experiential learning and instructional support limits the impact of key engagement strategies and has historically placed the burden of the experiential learning component of the program on the CODE faculty. The ongoing changes in administrative support has raised uncertainty from students regarding their needs for advising and course administration. We noted the lack of an identifiable physical space (e.g., offices, student area) for members of the ESST program (e.g., ESST coordinator, administrative assistant, cross-appointed professor, student group, meeting area) that are in close proximity.

What are the unit's opportunities? How can it best achieve its goals in the future?

The ESST program can take advantage of several opportunities in the short- and immediate term. Course-based and extracurricular student activities have the potential to align with the sustainability objectives within the university's existing and soon-to-be revised strategic plans. There is a high level of societal interest in sustainability issues; the ESST program has the potential to educate student leaders and to contribute to sustainability solutions on campus, in Wolfville, and throughout the world. The connections developed through service-learning have the potential to strengthen relationships in the various communities served by the university. These relationships can develop a donor base, inspire service-learning placements, help recruit new students, and retain connections with alumni. There is a tradition of philanthropy for environmental science at Acadia; the ESST program has the potential to connect to donors through its growing alumni base, relevant industries, and many community organizations. The ESST program has developed expertise in service-learning, student engagement strategies, and community development. The program can serve as a pedagogical leader in these approaches across campus. Last, through this program review, the dedicated ESST students provide an opportunity to re-engage with the program, and to develop a stronger sense of ownership of the program.

5. Does the Unit Have the Appropriate Support to Achieve Its Current and Future Goals?

Is the unit making effective use of its existing resources?

Given the limited resources available to the ESST program, the program is making remarkably effective use of its resources. The committed resources include 40% of a cross-appointed professor, a part-time administrative assistant, about $5000 for program support. Other commitments are dependent on contributions from other departments and ad hoc financial support to backfill positions in those other departments.

Is there sufficient capacity within the unit to meet its goals, now and in the future? Consider human, technological, physical and financial resources.

It will be difficult to continue into the future with the present contribution of resources. Notably, there are looming retirements and transitions into administration from key CODE professors who have, until now, played an outsized role in the development and implementation of the program. The current professor cross-appointed with ESST is on sabbatical leave this year. It will be difficult to maintain the many extracurricular events that benefit from professor involvement. It will also be difficult to maintain access to service-learning opportunities without dedicated technical support. From a program unity perspective, students recognize the lack of affiliation to the BA ESST program due to very few professors appointed specifically to the ESST program.

Is the support offered by ancillary units (e.g., Library, Student Services, etc.) appropriate and effective?

Additional commitments are needed for advising and administrative support.

Are the support, policies, procedures, etc. offered by governing and decision-making bodies (e.g., relevant faculty, Senate, Research and Graduate Studies, etc.) appropriate and effective?

The current ESST committee meets about 2-3 times per year to make decisions about ESST programming. The lack of an administrative home within a Faculty is concerning. Moreover, the program coordinator does not have status equal to a department head.

6. Summary of Recommendations

Recommendations are organized into three broad categories: administrative, curricular and faculty/teaching resources.

Administrative

First, ESST program administration and budgeting should be placed within the Faculty of Arts. The current structure makes little sense and there is a clear desire on behalf of senior administration and most faculty to establish ESST within the Arts Faculty under the administration of the Dean of Arts. This shift also makes sense given proposed curricular changes recommended below.

Second, stand-alone office space should be created for the ESST program to accommodate the ESST Coordinator, Technician (see below), and Administrative Assistant, as well as provide meeting space for the ESST student club and faculty. This space should be located within or near the BAC building to enhance integration within the larger Faculty of Arts.

Third, the critical leadership role that CODE has played in core courses and experiential learning cannot be sustained. There is thus a need for more equitable leadership including participation from BA faculty who will have to teach more of the core curriculum. This should be aided with the support of a new Technician and new cross-appointed positions (see below).

Fourth, the distinct separation between ESST and ENVS is atypical and unproductive. There needs to be a significant re-think and commitment to breaking down barriers and facilitating more cooperation and collaboration. Some of the needed changes entail curricular revisions (see below).

Curricular

The experiential, community-engaged aspect of the program is central and viewed near unanimously by students and faculty as essential to preserve. At the same time, there is

clearly a need to strengthen the BA side of the curriculum and this need will be more imperative given the inevitability that CODE faculty recede in leadership of the program.

First, it is essential that ESST students be *required* to take environmental science credits (at least 6, preferably more) within their program of study. The current oversight on this is troubling given no ESST student, whether BA- or CODE-focused, should be able to graduate without such basic environmental-scientific literacy. This could be facilitated by cross-coding/listing of select environmental science courses, but either way, barriers to accessing selected ENVS courses should be lifted and the curriculum revised to require that all ESST students take at least 6 credits from a pre-identified list of course options in ENVS. Courses noted as potential listings include Introduction to Environmental Science I and II (ENVS1013, ENVS1023), Human Activity and the Environment (ENVS1643), Environmental Impact Assessment (ENVS3423) and Climate Change (ENVS3513). Several Biology courses might also be included in this list.

Second, the curriculum should be revised to include an introductory course on conventional research methods (including statistics), especially for BA majors. This could be drawn from pre-existing course options in SOCI, PSYC, POLS, ECON, but ESST should also have basic education in statistics. While students gain insights on methods and approaches for community development, few get exposure to such basic topics as survey, interview, and ethnographic methods and elementary statistics. The current lack of these courses especially hinders those students wishing to pursue graduate studies.

Third, the program requires more overall course structure, especially at the 3rd and 4th year levels. There are too few required, core courses at these levels and the elective, concentration streams are overly permissive and characterized by more overlap than differentiation. These problems could be substantially lessened by designated a selection of key, highly relevant and currently popular courses, cross-coding these as ESST courses, and placing them within the curricular core. Note that cross-coding a selection of these courses would not only aid administratively, but also provide ESST students with a stronger sense of program identity, a frequent concern raised by them. Examples of such courses include (but are not limited to): Organizations and Sustainability (BUSI 2763), Natural Resources and Environmental Management (CODE 3543), Economics of the Environment (ECON 2713), Media and the Environment (EDUC 42A3), Environmental History (HIST 2283), Canadian Environmental History (HIST 3383), Politics of Water (POLS 3213), First Nations Peoples-Law, Politics and Policy in Canada (POLS 4603), Environmental Political Theory (POLS 4843), Environmental Education (SOCI 2413), and Philosophy of the Environment (PHIL 2303).

Fourth, revise and clean-up the concentration streams. Either eliminate them entirely or make them more focused. As the core will be expanded (see previous recommendation), concentration areas should entail fewer credit requirements drawn from a much smaller and more focused range of options.

Fifth, revise the upper-year capstone course for BA Majors. As currently structured, it serves well the needs of CODE-ESST students, but not BA-ESST students.

Faculty/teaching resources

The recent and impending departures of key CODE faculty presents big challenges, but also opportunities. Given the value placed on the experiential and community-engaged elements of ESST and the real possibility that these elements are critically at risk now, it is essential that the university shore-up support for this through targeted hiring.

First, the University should hire a faculty member, ideally cross-appointed between CODE and ESST. The model of cross-appointments is relatively novel at Acadia, yet there is widespread support for pursuing such appointments in the context of shoring-up and further strengthening ESST, and in recognition of ongoing budgetary challenges facing the University. It was noted repeatedly that the current, sole cross-appointment to ESST (Dr. Alice Cohen) has worked very well for both ESST and the cross-appointment's home department (ENVS).

Second, a further faculty hire, cross-appointed between ESST and a specific Department of the Faculty of Arts or Faculty of Pure and Applied Sciences, would further strengthen the current program and, in particular, address growing demands from the BA side of the program as it plays an expanded overall role in ESST going forward. Such a hire should, ideally, also support the experiential thrust of the program (i.e., be a field-oriented researcher) and address one of the key topical 'gaps' identified by students and faculty (e.g., energy & climate change; agriculture & food sustainability; psychology & eco-grief; indigenous environmental issues; etc.).

Third, the university should create an Experiential Learning Instructor/Technician position to facilitate the experiential learning/community engaged component of core courses. This position could be modeled on Jodie Noiles (Sustainability Coordinator), lab instructors in FPAS, or the Theatre Technical Director. This would not only add value in itself but would shore-up the experiential side of the program which faces severe challenges given recent and impending departures of key CODE faculty members.

Finally, it would be valuable for members of the faculty and students of ESST to hold a retreat to discuss the issues raised here, in particular, to identify key courses that should be listed in the program core and to identify subject areas that might be given priority in faculty hires and/or new course offerings. Students and participating faculty demonstrate remarkably high levels of enthusiasm for the ESST Program and interest in its fate. The above recommendations should provide a framework for action, but many details would be best decided through further discussion and consultation with them.

Appendix 1

Environment & Sustainability Studies (ESST) Program Review Schedule

Dates: January 8-10, 2020

Start time	Time Allotted	Place	Item	People

January 8, 2020				
7:00 pm	Open	Blomi don	Dinner with Review Panel hosted by Vice President Academic	Vice President Academic (Dr. Dale Keefe), Dean of Faculty (Dr. Laura Robinson and Dr. Ann Vibert), Unit Head (Dr. Edith Callaghan), Review Panel members *(Note: dinner was cancelled due to inclement weather)*
January 9, 2020				
8:30	30 min	UNH2 14A	Meet with Vice President Academic	Vice President Academic, Review Panel members
9:10	30 min	BAC 325	Meet with Dean	Dr. Laura Robinson, Dean of Arts, Review Panel members
9:50	30 min	BAC 325	Meet with Dean	Dr. Ann Vibert, Dean of Professional Studies, Review Panel members
10:30	30 min	BAC 325	BREAK	------
11:00	30 min	BAC 325	Consultation with Professor	Dr. Andrew Davis, Economics
11:40	30 min	BAC 325	Consultation with Professor	Dr. Andrew Biro, Politics
12:20	30 min	BAC 325	Consultation with Student Leaders	Melissa Grandberg (CD ESST) and Caroline Beddoe (BA ESST)
1:00	60 min		LUNCH	*Suggestions: Charts, Rolled Oat, Library Pub*
2:00	30 min	BAC 325	Consultation with Professor	Dr. John Colton, Community Development

2:40	30 min	BAC 325	Consultation with Professor	Dr. Paul Abela, Philosophy
3:20	30 min	BAC 325	Consultation with Professor	Jodie Noiles, Sustainability Coordinator, Acadia Sustainability Office
3:50	25 min	*walk*	BREAK	------
4:15	60 min	BAC 325	Consultation with Professor	ESST Community Development Students
6:30	Open		Dinner -- Troy	Open to students and faculty who would like to spend more time with reviewers
January 10, 2020				
9:00	30 min	BAC 325	Consultation with Professor	Dr. Alice Cohen, Earth & Environmental Science, Environment and Sustainability Studies, Politics
9:40	30 min	BAC 325	Consultation with Professor	Dr. Alan Warner, Community Development
10:20	30 min	BAC 325	Consultation with Professor	Dr. David Duke, History and Classics
11:00	60 min	BAC 325	Consultations with students	ESST Arts Students
12:00	60 min		LUNCH	*Suggestions: Charts, Rolled Oat, Library Pub*
1:10	30 min	BAC 325	Consultation with Professor or follow-up as needed	Dr. Glyn Bissix, Community Development

1:40	30 min	BAC 325	Consultation with Professor	Dr. Edith Callaghan, ESST Coordinator
2:30	45 minutes	BAC 325	Exit Interview	Vice President Academic (Dr. Dale Keefe), Deans of Faculty (Dr. Laura Robinson and Dr. Ann Vibert), Review Panel members
			Time to Work on Report	

Report and Motion from the Academic Planning Committee:

Academic Planning Committee Report to Senate
February 8, 2021

Membership:
Dale Keefe, Provost and Vice President Academic, Chair
Laura Robinson, Dean of Arts
John Colton, Dean of Professional Studies (Acting)
Suzie Currie, Dean of Pure & Applied Science
Rachel Brickner, Faculty of Arts (on leave July – December 2020)
David Duke, Faculty of Arts (July – December 2020)
Kelly Dye, Faculty of Professional Studies
Danny Silver, Faculty of Pure & Applied Science
Anne Quéma, Co-ordinator Interdisciplinary Studies Program
Lydia Houck, ASU VP Academic

The Academic Planning Committee presented a draft planning process to Senate in April 2020 and requested feedback from Senators and that they take it back to their respective units for consultation. Feedback was received from across the institution. The committee met in May 2020 to review the extensive feedback. Dr. Brickner volunteered to summarize the feedback and several themes materialized, primarily:

- The need for transparency in process
- The need for academic priorities to drive decisions
- The need to create a process that is not cumbersome and will not burden units
- The need to create a process that does not duplicate other processes and to include these in the planning process

A working group (Currie, Keefe, Quéma, Silver) were tasked with modifying the documents over the summer and fall to incorporate the feedback and clarify the process as much as possible. The full committee met on several occasions to review drafts and met January 26, 2021 to give its final endorsement of the enclosed documents.

The planning process is a cyclic process and so the first time through there may well need to be some adjustments. The APC is proposing the following timeline for the implementation of the process and the Academic Plan.

1. APC approve process/documents (January)
2. Senate approve process/documents (February)
3. Academic Plan writing/consultation (February - April)
4. Academic Plan approval (May Senate)

Motion:
Senate Approve the planning process and templates proposed by the Academic Planning Committee and charge the committee to bring forward to Senate in May, after consultation with and input from the Faculties, an Academic Plan that operationalizes our Strategic Plan: *Acadia 2025 Transforming Lives for a Transforming World.*

Five-Year Academic Planning Cycle

The Five-Year Academic Plan supplements and aligns with the overall University Strategic Plan. It operationalizes the academic portion of the Strategic Plan and establishes how the academic goals and objectives will be delivered over the next five years. It is a roadmap for how the institution will achieve its desired state. The Academic Plan is an overarching plan and other plans such as the Strategic Research Plan and Faculty Plans are foundational to the Academic Plan

The Academic Plan is a component of a five-year Academic Planning process. It is encompassed within the overall strategic planning process with a system of ongoing reporting, monitoring, and adapting to ensure that the institution is dynamic and responsive. The main purpose of the Academic Plan, and academic planning in general, is to ensure that the academic mission of the institution is driving operational decisions. It allows the institution to set priorities, meet objectives, and respond to challenges and opportunities. The Academic Plan both derives from the Strategic Plan and informs the (next) Strategic Plan. While a formal Academic Plan will only be written every five years, it is critical that there are annual updates and adjustments to ensure responsiveness to ongoing environmental changes. The Academic Plan establishes academic priorities for the next five years. It is developed from input and directions from the Academic Units, Academic Support Units[1], the University leadership team, and pan-institutional bodies such as Senate and the Board.

The key components of the academic planning process are shown in Figure 1. The five-year University Strategic Plan that was endorsed in the spring and formally announced in last fall by the Board of Governors will influence the development of our five-year Academic Plan. The Academic Plan is basically the academic component that operationalizes the strategic plan. It outlines what we are going to do within the academic areas to help achieve the goals of the strategic plan. The Academic Plan will be developed with input from the various academic units, the support units, the faculties, the university leadership, the Academic Planning Committee and Senate. Ultimately, once the plan is developed, it will go to Senate for approval and the Board for information and endorsement. Annually, there will be a process of academic units reporting to the APC on the plan in terms of how they did in achieving their goals and if there is anything that has changed since the previous year. The APC will report annually to Senate and the Board on how we are doing in meeting our objectives. In year five of the planning process, the units will be asked for more robust input, very similar to what will be required this year and Senate will have a larger role because this will lead to the development of the next five-year Strategic and Academic Plan. Once the process is fully implemented, years one to four will entail reporting from the units through APC to Senate on progress, and year five will involve more detailed reporting and planning to inform the next Strategic Academic Plans.

While this document lays out a process and templates for academic planning, it is important to note that these will be monitored on an ongoing basis by the APC and adjustments will be made as necessary. The objective is to provide a mechanism for units to provide input but not to overwhelm units.

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[1] Academic Support units are units that support the delivery of the academic mission of the institution but do not deliver Academic programs. Academic units are the units that are responsible for the delivery and oversight of academic programs (certificates, diplomas, degrees)
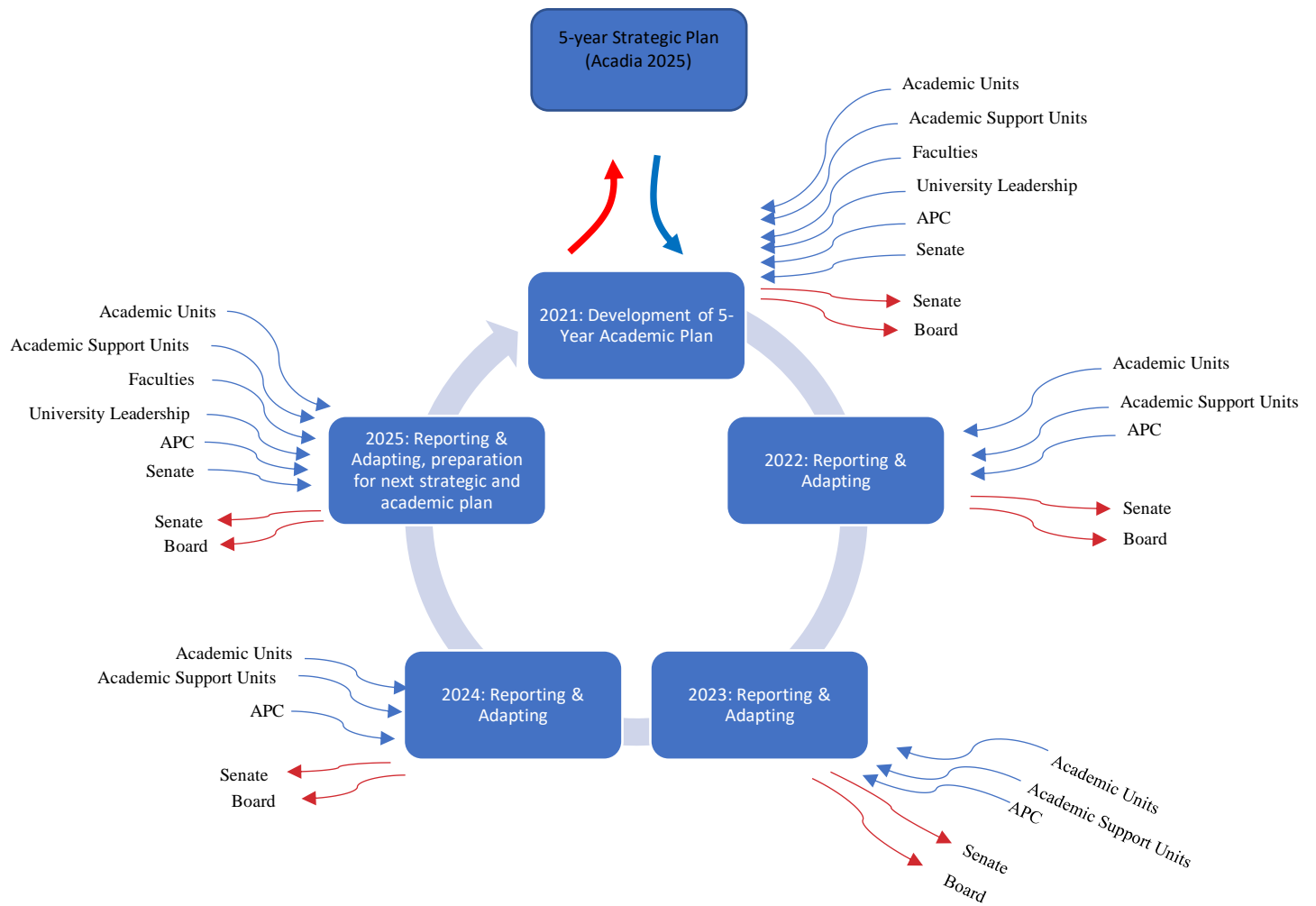
Figure 1. Five-Year Academic Planning Process (blue arrows indicate inputs, red arrows indicate outputs). The figure indicates dates for the current cycle.

The main components of academic planning are:

1. Environmental Scan
   The environmental scan provides the external and internal context within which the institution operated over the immediate past and will operate over the next five years. It will provide context on provincial funding, student demand, resourcing, budget realities and other internal and external factors that impact the institution's priorities and its ability to deliver them.

2. Unit Assessment and Plans
   Within the context of the Environmental Scan, units assess their strengths and opportunities. These form the basis for establishing institutional wide priorities.

3. Establishing Priorities and Alignment with Strategic Plan
   Flowing from the environmental scan, unit assessments and plans, and in consideration of the University Strategic Plan, the Academic Planning Committee establishes key long-term academic goals and priorities. The Academic Planning Committee develops a five-year Academic Plan for the institution that sets direction and operationalizes the academic goals and priorities, and shares it with all stakeholders. The plan is formally approved by Senate.

4. Annual Monitoring and Adaptation
   Annually, Units will monitor and, report through the APC to Senate, on progression toward achieving the goals of the Academic Plan. Based on the unit reports and to respond to changes in the internal or external context, the APC will annually recommend to Senate, for approval, any necessary modifications to the Academic Plan. During the last year of the Academic Plan, the APC will prepare to develop the next Academic Plan. The template for annual reporting and planning by the Academic Units is given in Appendix 1.

The outline of the Acadia University Academic Plan is attached to this planning document as Appendix 2. The development of the Academic Plan is the first step in establishing an overall academic planning process and will be the major task of the Academic Planning Committee over the Winter 2021 Academic term, with a plan to present the five-year Academic Plan to Senate at its May 2021 meeting.

The annual monitoring and reporting process is outlined in Figure 2 and Table 1. The unit report and planning template in Appendix 1 will be used by units to report to the APC. The process laid out in this document is meant to be dynamic and responsive, and the APC will monitor it from year to year, and recommend adjustments as warranted.
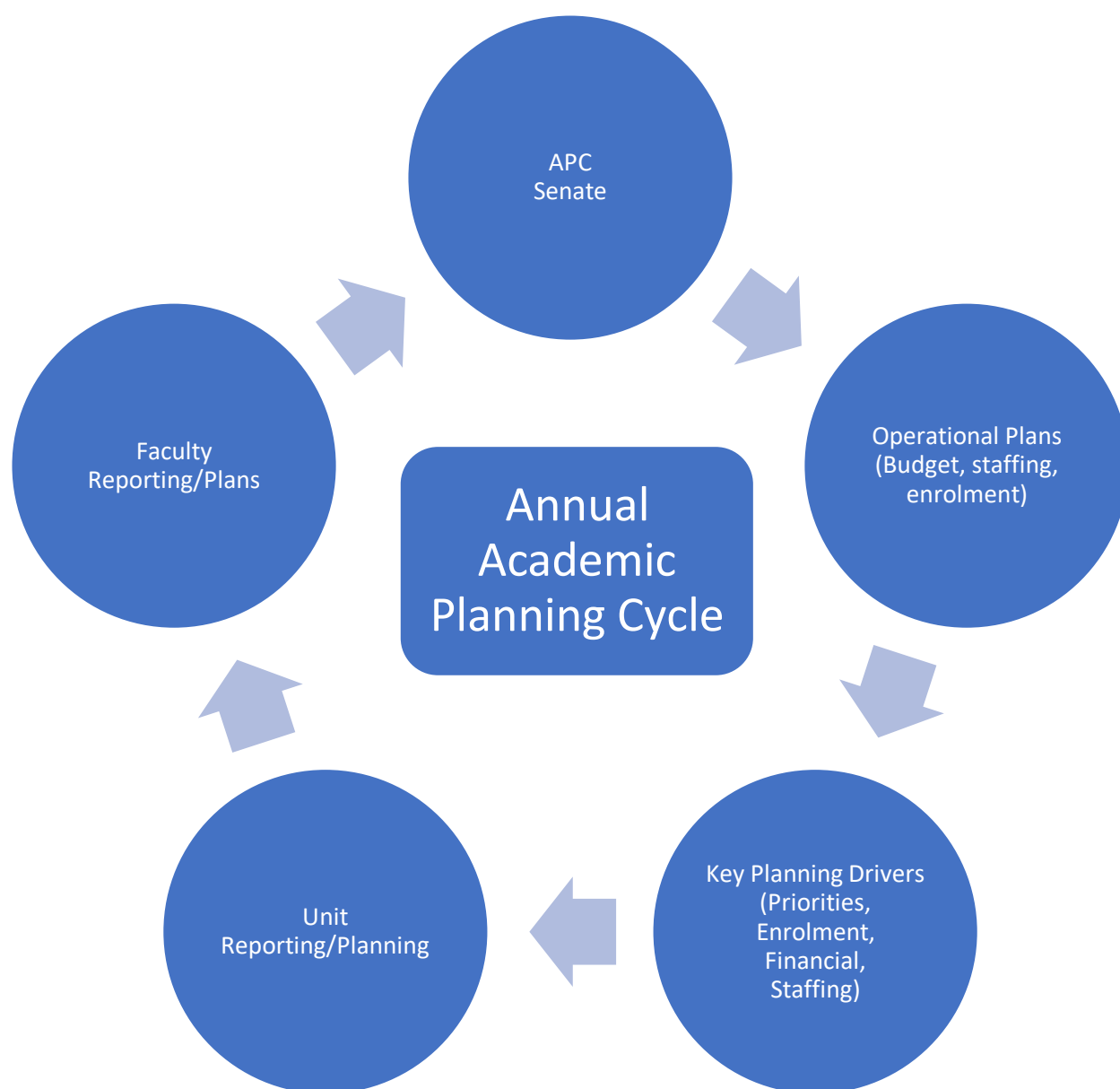
Figure 2. Annual Reporting and Monitoring Process

Table 1. Timeline for Annual monitoring and Adaptation of Academic Plan

September
APC ranking of academic positions (professor, librarian, instructor) and unit requests, APC report to Senate

> Inputs:
> 1. Academic plan
> 2. Budget constraints
> 3. List of rankings for last two years
> 4. List of hires for last two years (CLT,TT)
> 5. List of enrollment by program/unit
> 6. Unit requests for staffing
> 7. Unit reports

September – December

> Authorizations to hire for tenure track positions (normally by October Senate meeting)
> APC consultation with Academic Units, Students, University Community
> Establish academic priorities for upcoming year
> If last year of current Five-Year Academic Plan, start process for creation of next Five-Year Academic Plan

December

> APC pre-budget report to Senate
> Initial budget templates to units

January/March

> Budget finalization

March/April

> Historical enrolment patterns (provost office provides to schools/departments)

April

> Budget approval

April/May

> Report on past financials, approved budget for next year
> Update on progress of five-year Academic Plan, or if last year of current plan, approve new plan
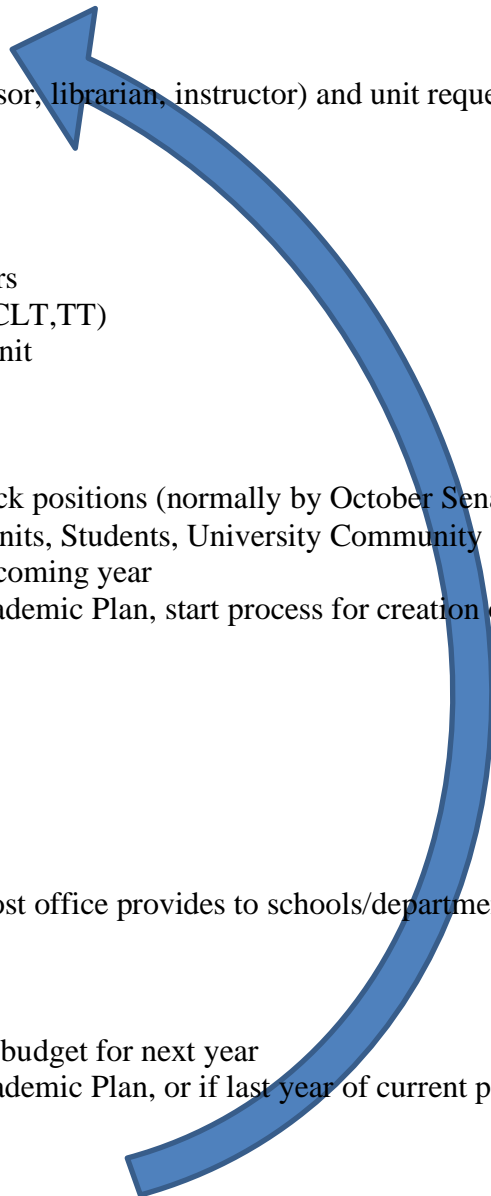> APC post-budget report to Senate

June

> Units reports (must include annual plan and resource requests)

July/August

> Faculty reports (must include summary of annual plans and resource requests)

August/September

> APC initial review of plans & requests

Appendix 1: Academic Unit Annual Report and Plan

The purpose of this unit report and plan is to help shape the Academic Priorities of the institution as well as report progress on achieving current goals within Acadia's mission. These include providing an unparalleled learning experience through a liberal education based on personalized attention, expanding the boundaries of knowledge, experiential learning, community engagement, environmental stewardship and global citizenship, and engaged research and innovation delivered by a passionate, dedicated, and nurturing community within a beautiful and historic campus environment.

In the first iteration (2021), this report and planning document will be used by the APC to establish the academic priorities for the next five years. In the intermediate years (2022 – 2024), this document will be used to report on success in achieving the unit's goals. In the last year of the Academic Plan (2025), the reports will be used to provide a final progress report on the 2021-2025 Academic Plan and to provide direction for the 2026 – 2030 Strategic and Academic Plans.

In their planning and report, Academic Units are requested to consider cross-unit and multidisciplinary contributions within the strategic directions of the Acadia 2025 Strategic Plan and to demonstrate how they support Acadia's Values:
- Caring for our students
- Educating the whole person
- Critical thinking, creativity, emotional intelligence, resilience, entrepreneurial spirit, and technological competence
- Global citizenship and responsibility
- Passionate community engagement
- Diversity, inclusivity, equity, and respect
- Excellence in academic, research, scholarly, professional, and personal achievement
- Environmental stewardship and sustainability
- Truth and reconciliation with indigenous peoples of Canada
- Social justice, human rights the common good
- Engaged partnerships and outreach for regional development
- Authentic relationships with community and alumni
- Responsible management and allocation of resources.

The report should both take inward and outward perspectives and should provide the Academic Planning Committee with sufficient information to assess the overall situation of the unit.

It is expected that the unit report and plan will receive a full update every five years, and that it will be amended annually to reflect changes since the last report and plan. The full document should not exceed five pages, excluding the appendices. Note: all sections may not apply to every unit.

Faculty:
School/Department/IDST:
Director/Head/Coordinator:

Historical and Current Context

Using the sections below (only use the provided text boxes outlined in red), please provide the historical and current context of the academic unit.

Executive Summary

In one page (maximum), provide a qualitative summary of the Unit, its history, and its ambitions.

Summary of Achievement of Goals FROM Previous Plans

Provide a brief summary of how the Unit/Programme has advanced toward its goals since the previous report. Have any of the goals been modified? Have there been any significant changes since the last report?

Objectives, And Outcomes

Provide a brief statement of the Research, Teaching, and Outreach & Engagement objectives of the Unit/Programme, along with the anticipated outcomes, contributions, and impact. Indicate how these objectives and outcomes will contribute to the five strategic directions of the Acadia 2025 Strategic Plan:

- Caring for our students and employees
- Caring for our planet
- Revitalizing our academic core
- Maximizing our impact regionally and globally
- Sustaining our institutional future

Research:

Teaching:

Outreach & Engagement:

Environmental Scan

Provide a brief environmental scan of the internal and external context of the Unit/Programme. How does this context impact the Unit's ability to achieve its goals and outcomes?

Internal
Identify the strengths and weaknesses of the unit.

Strengths:

Weaknesses:

External
Identify potential new opportunities for the unit to contribute to the overall Strategic and Academic Plan. Examples that could be appropriate are new programmes, updated curriculum, response to TRC Calls to Action.
What are the challenges in acting on those opportunities?

Opportunities:

Challenges:

Long-term Unit Goals

What are the long-term goals for the Unit/Programme? How would the Unit/Programme expect to be positioned in five years? These should be specific and measurable.

Near-term Actions to Accomplish Goals

What actions will be taken over the next two years to advance long-term goals?

Measuring success

Describe how the Unit/Programme will determine success. How will you know if progress is being made toward the goals? How will you know if the goals are achieved?

THE YEAR(S) AHEAD

Unit/Programme Profile

Course Offerings for Next Academic Year

This will be used for planning purposes and is subject to modification due to personnel changes. However, it should be the current best estimate of course offerings. Please complete all entries in this table in the exact format requested. Please do NOT change the format of the table.

Current Faculty/Staff

Professor	Course	Credits	Term[a]	Course Role[b]	Enrolment			Delivery[d]	Comments
					Cap	Actual Last time offered	Expected[c]		

Ability to Meet Program Requirements

Comment on the above course offerings from the Unit's/Programme's core complement and its impact on the ability to deliver on its mandate and program needs

Requested Positions

New Continuing, Contractual Limited Term, and Per Course Appointments

The information in this section will used by the Academic Planning Committee and the Provost (in consultation with the Deans and University Librarian) to determine appointment allocations within the tenure track complement and the annual budget process

Course	Credits	Term [a]	Course Role[b]	Enrolment			Delivery[d]	Type of Hire[e]	Rationale
				Cap	Actual last time offered	Expected[c]			

[a] Fall, Winter, Spring/Summer

[b] Program requirement, Elective, Service (required for program offered through another unit) – a specific course may meet more than one role

[c] Based on previous enrolment trends – justify in comments section any substantial change from previous offerings and anticipated enrolment for first time offerings

[d] on-campus, online, hybrid

[e] Full Time (FT) or Half Time (HT) Limited Term, Sessional, New Full Time Continuing hire

Anticipated Leaves

For planning purposes only – all leaves are subject to approval as per appropriate Collective Agreement

Period	Name	Status (Approved or Planned)	Course Coverage (PCA, Term, Existing faculty)
July – December 2021			
January – June 2022			
July – December 2022			
January – June 2023			
July – December 2023			
January – June 2024			

Budget

Provide an estimate of significant changes (increases and decreases) in anticipated costs associated with the running the unit for the next 1-3 years. Do **NOT** include salary costs of current employees and regular inflationary increases. Provide a brief justification for each change. (Examples of items to include here are those that require substantial budgetary allocation such as new initiatives, major equipment repairs/upgrades/purchases, additional support and administrative personnel, etc.) Complete the following section for each initiative.

Initiative:

	Anticipated Cost				
	2021/22	2022/23	2023/24	2024/25	2025/26
Faculty					
Stipend					
Sessional Appts					
Part-Time Faculty					
Secretarial/Clerical					
Student Assistants					
Technicians					
Travel					
Supplies					
Equipment and Software					
Office Supplies					
Training & development					
Construction					
Maintenance					
Events					

Justification:

Appendices

Course Enrolments (Provided by Provost's Office via Dean's Office)

3 Credit Course Equivalent Registrations

(Academic year starts in May and ends in April)

Course Level	2016/17	2017/18	2018/19	2019/20	2020/21
1000					
2000					
3000					
4000					
5000					
6000					
Total					

3 Credit Enrolments as Percentage of Faculty Registrations

Course Level	2016/17	2017/18	2018/19	2019/20	2020/21
1000					
2000					
3000					
4000					
5000					
6000					
Total					

Undergraduate Program Enrolments

Academic Level	2016/17	2017/18	2018/19	2019/20	2020/21
1					
2					
3					
4					
Graduates					

Graduate & Post-Baccalaureate Program Enrolments

Academic Level	2016/17	2017/18	2018/19	2019/20	2020/21
5					
6					
Graduates					

Unit Profile - Faculty/Staff Complement

Name	Rank	Contract Status [a]	End Date (if applicable)

[a] Tenure Track, Tenured, Continuing, or Limited Term

Supplemental Data

(Optional – include any additional relevant data that the Unit/Programme wishes to provide the APC and Provost/Dean)

Appendix 2: Acadia University Academic Plan

Acadia University Academic Plan Template

The Academic Plan as described above will be approximately 10 pages excluding the appendices and will have the format outlined below. The main purposes of the Academic Plan are to:

- Outline the position of the institution at this time in its history;
- Identify the priorities for the next five years of how the academic sector will advance the strategic plan (i.e. where and how do we want to be positioned in 5 years);
- Identify how we will measure and report on progress toward the goals; and
- Identify how we will determine when we need to change direction and how we will do it.

Executive Summary
Brief outline of the academic plan and its priorities

Provost Message
Message from Provost setting the context for the plan and how it was developed

Introduction

Mission, Vision, Values
Directly copied from Strategic Plan, included for context and completeness

Environmental Scan
This section lays out the Provincial and regional context, role of institution, what has changed in the last few years, what are the drivers for the next number of years; it identifies the institution's strengths, weaknesses, opportunities, and threats and sets the overall context for the academic priorities

Enrolment Trends and History
High level summary of enrolment trends and history for the institution, including geographic and faculty level information – used to help frame the environmental context and priorities (Faculty & program level will be in appendix)

Academic Priorities & Aspirations
What will the institution look like in 5 years? Who do we want to be? What are our priorities for the next 5 years? How will we advance toward our aspirations?

Enrolment Targets
This section will establish high level enrolment targets for the institution, including geographic origin (Faculty & program level will be in appendix)

Academic Program Innovation
Identify new Undergraduate and Graduate programs to be developed and implemented over the next 5 years and major innovations to existing programs.

Research
Identify institutional research priorities and directions. Note this section will refer to the separate Strategic Research Plan and will not replace it.

Outreach and Engagement
Priorities of how the academic and academic support units are expected to support the institutional priorities around community outreach and engagement.

Performance Indicators
This section will identify what will we measure to determine success and what will be the key performance indicators. It will identify how will we know that we are on the path to success.

Annual Reporting by Units
Outline the process for annual reporting by Units/Programmes.

Sunset Clause
This section will outline the process for how we will decide to change or adjust priorities. How will we know when we need to stop doing something and do something else?

Appendices
Enrolment Trends and History
This section will provide the historical enrolment by:
- Academic Level
- Faculty
  - Individual Programs
  - Geographic Origin

Enrolment Targets
This section will provide the enrolment targets by:
- Academic Level
- Faculty
  - Individual Programs
  - Geographic Origin

Motion from the T.I.E. Committee

Motion: That the deadline to withdraw from a course without receiving an F be extended to the last day of classes, April 13, 2021.

Rationale to Extend "Drop Without F" Date in Winter 2021 Semester
Submitted by Lydia Houck on behalf of the T.I.E. Committee

As you are no doubt aware, the 2020-2021 academic year has presented students and faculty alike with many unprecedented challenges. This includes the adjustment to novel modes of (largely virtual) course delivery coupled with the added challenges of isolation, COVID anxiety and numerous other impediments. In recognition of these challenges, Senate followed the lead of many institutions across the country last November in extending the Drop without "F" date until the last day of classes for the Fall term.

This measure was extremely beneficial for students, discouraging them from prematurely withdrawing from courses for fear of academic penalty. In Fall 2020 the change to the "last day to withdraw" date wasn't made until November 16, after the original "last day to withdraw" date had passed. As a result, many students had already withdrawn early from classes due to concerns about negative GPA implications should they not pass the course. The date to withdraw from a course without receiving an F is currently March 12, 2021. An early decision to change the date (i.e., at the February meeting of Senate) gives faculty and students better advance notice and helps planning.

It should be noted that students who have chosen to remain in a course past the initial drop date have been putting in the effort to succeed. It should also be noted that choosing to withdraw from a course, regardless of the point in the semester, is not an option that students take lightly. Nor is it an option without penalty: one must still pay the cost of the course should they withdraw, and they do not receive a credit for it.

This measure primarily serves to support students who have been **most** impacted by these unusual times. The shift to online learning has not impacted all students to the same extent, and those who have adjusted well to online learning are likely not those taking advantage of this option. Even for those who ultimately will not take advantage of it, knowing that such a safeguard exists will aid hugely in lessening student anxiety and validating students experiences during an extremely stressful and unprecedented year.