



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 November 8, 2021. This will be a hybrid meeting and will take place in person in the Langley Classroom of the Divinity College and online using Zoom.

The agenda follows:

- 1) Approval of Agenda**
- 2) Announcements ([attached, pages 3-10](#))**
- 3) Question Period – President/Provost and Vice-President Academic**
- 4) New Business**
 - a) Enrolment Report ([attached, pages 11-16](#))
 - b) External Review of the M.Ed. Program in Education and the Unit response to Senate for approval ([attached, pages 17-35](#), with *School of Education Self-Study document and APRC recommendations circulated separately*).
 - c) Transition Reports from Senate Sub-Committees
 - i) Research Ethics Board ([attached, page 36](#))
 - ii) Academic Planning Committee ([attached, pages 37-38](#))
 - iii) Admissions and Academic Standing (Policy) Committee ([attached, pages 39-40](#))
 - iv) Board of Open Acadia ([attached, pages 41-42](#))
 - v) Faculty Support Committee ([attached, pages 43-44](#))
 - vi) Timetable, Instruction and Examinations Committee report ([attached, page 45](#))
 - vii) Scholarships, Prizes and Awards Committee report ([attached, pages 46-48](#))
 - viii) Academic Program Review Committee report ([attached, pages 49-50](#))
 - ix) Archives Committee Report ([attached, page 51](#))

- x) Nominating Committee report ([attached, page 52](#))
 - xi) Senate Disability Policy Committee report ([attached, page 53](#))
 - xii) Awards Committee report ([attached, page 54](#))
 - xiii) Research Committee report ([attached, page 55](#))
 - xiv) Graduate Studies Committee report ([attached, page 56](#))
 - xv) Honours Committee report ([attached, page 57](#))
 - xvi) Curriculum Committee (Policy) report ([attached, page 58](#))
- d) From the Admissions and Academic Standing Committee (Policy): **Motion to clarify language regarding second undergraduate degree requirements** ([attached, page 59](#))
- e) Motion: **Whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that all academic units have the option of offering full-year (6h) courses.** (H. Teismann and V. Provencal) ([attached, page 60](#))

5) Other Business

6) Adjournment

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Announcements

President's Report to Senate

November 2021

Safer COVID Living

Acadia continues to have a very successful Fall Term, with good enrolment and no positive COVID cases to date in our community. The online pledge has been completed by 3343 students and of those 99.8% have stated that they are fully vaccinated and following the on-campus public health requirements. We have continued to provide regular testing clinics and take-home rapid test kits for students and employees, and additional vaccination clinics have been offered. Also, flu shot clinics are now being made available.

Nova Scotia continues to keep the COVID-19 virus under control, and there are very few active cases in the Western region and little change in public health advice since the start of Phase 5 on October 4. The rate of full vaccination in Annapolis and Kings County is currently at 74% with another 5% who have a single dose. For the first time since March 2020, we have been able to hold a number of successful events on campus involving members of the public, and it is great to be watching varsity athletics again. I wish our Axewomen rugby team all the best for success at the upcoming national championships. We are continuing to monitor the public health situation and following NSPH directives and advice as Phase 5 of the provincial reopening plan unfolds.

Again, my thanks to everyone for working so hard to keep our campus community and the wider community safe throughout this pandemic.

PART, EDI and the Scarborough Charter

I have now completed my draft response to the report of the President's Anti-Racism Task Force (PART) and I will be meeting with the PART members to get their feedback before making it public. One component of my response that I am making public at this time is that Acadia University will become an inaugural signatory to the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountabilities*. Known as the Scarborough Charter, this initiative has been developed by an Inter-Institutional Advisory Committee for the National Dialogues and Action on for Inclusive Higher Education and Communities working with Canadian universities and colleges. This is a very comprehensive proposal to recognise and take action against anti-Black racism and discrimination in Canadian universities and colleges. The Charter adopts four overarching principles to apply to any initiative to redress anti-Black racism and foster Black inclusion:

- Black Flourishing - universities and colleges are central to enabling the just and fulsome realization of human potential and thriving;
- Inclusive Excellence - embodies the recognition that not only is post-secondary education enriched by equity, diversity and inclusion, but also equitable inclusion is critical to excellence;
- Mutuality – involving positive, interactive relationships with Black communities and the special role universities and colleges can assume in Black community economic development; and
- Accountability - involving a commitment both to ongoing education, including self-education, and to courageous action built on deeply consultative processes.
- The principles-based commitments to action apply to four areas of activity, namely governance, research, teaching and learning, and community engagement.

In Nova Scotia, the MOU between the province’s ten universities and the Government of Nova Scotia includes the commitment to develop partnerships with African Nova Scotians and other students of African descent, and address the education gap among all under-represented communities. Acadia has already developed an effective and collaborative partnership with VANSDA to improve support for Acadia students of African descent, and these initiatives align with Acadia’s strategic plan, the important work of the PART, and our decolonisation strategy and MOU with the Glooscap First Nation. The formal launch and signing of the Scarborough Charter will be on March 18, 2021.

Celebrating 20 Years of the K.C Irving Environmental Sciences Centre and Harriet Irving Botanical Gardens

For over 20 years, the the K.C Irving Environmental Sciences Centre and Harriet Irving Botanical Gardens have graced the Acadia campus, providing world class teaching and research facilities for faculty and students alike. The beauty of the design of the buildings and the gardens blend into the woodland trails, providing a sanctuary for all of us to take a quiet moment away from the hustle and bustle of everyday life on campus; a place to read, study and reflect; and a glorious space to reconnect with nature and learn about the incredible ecological diversity of the Acadian Forest region.

These facilities constitute one of the most transformative gifts ever given to a Canadian university, and Acadia University will be forever grateful to the Irving family for their generosity and vision in creating a legacy that will support and enrich the experience of students, faculty and staff at Acadia for generations to come. To celebrate its 20th anniversary, Arthur and Sandra Irving commissioned the production of a book to tell the story of the vision, design and construction of the centre and gardens. This beautiful book entitled *A Natural Balance* by John LeRoux and Alex Novell provides a fitting tribute to the majesty and wonder of the K.C. Irving Environmental Science Centre and the Harriet Irving Botanical Gardens. You have received an invitation to the virtual launch on November 8 at 3 pm (just before the Senate meeting), and I encourage you all to register and take part in this celebration.

Induction of the Chaplain

One of the many traditions at Acadia is the formal induction of a new Chaplain. In March 2020, the Rev. Dr. Marjorie Lewis joined Acadia as our new Chaplain, and in doing so she broke a number of records being the first female Chaplain and the first Black Chaplain. A few weeks after Marjorie's arrival, we were plunged into a pandemic lockdown and she has spent most of her time with us working virtually. With wonderful support from Acadia's chaplaincy choir director and organist, John Scott, Marjorie moved the chapel into the digital world, and is now working on bringing our community back to our marvelous Manning Memorial Chapel, whether it be for religious services, a moment of peace and quiet, an opportunity to seek advice, or the chance to get a COVID test. She has also worked very closely with student counselling, student services, international students, Indigenous and Black students, and students of colour to provide support during these difficult times. Marjorie also stepped up to take on the internal chair of the President's Anti-Racism Task Force, and I am very grateful for the incredible job she did to complete the work of the task force on time.

However, due to the pandemic we were not able to formally induct Marjorie into the role of Chaplain. Therefore, I am delighted to announce that the Rev. Dr. Marjorie Lewis will be formally inducted as Chaplain of Acadia University at a ceremony to be held in the Manning Memorial Chapel on Sunday, 21st November 2021 at 7 pm. Please look for further announcements about the details of the ceremonial service and I hope that many of you will be able to attend.

CONSUP – Shared Visions Initiative

In my last report, I wrote about the CONSUP project entitled *A Shared Vision*. I am pleased to announce that CONSUP has now engaged Susan Spence as Chief Strategy and Operations Officer. Susan has several decades of university leadership experience which has taken her to academic institutions in London, England; Houston, Texas, and Canada, most recently Halifax where for over twenty years she had served at Dalhousie University as an Associate Dean in the Faculty of Medicine; Associate Vice-President, Academic Planning and most recently Vice-Provost, Planning and Analytics. I would like to thank Dale Keef for being a member of the search committee that recommended the hiring of Susan for this position.

A Shared Vision is an initiative to identify new opportunities for collaboration among our universities to enhance the overall student experience, leading to improved recruitment, relationships, and retention, and building on Nova Scotia's competitive advantage in the higher education marketplace locally, nationally, and globally. Building on current successes (such as EduNova, NovaNet, Springboard and NSCAT) and through new collaborative initiatives, Nova Scotia's universities can continue to occupy the pre-eminent space we enjoy as a destination of choice for domestic and international students, and hopefully improve our competitive edge.

I have been appointed as the CONSUP lead for the section of the project dealing with making NS Canada's education destination, and I look forward to working with Susan and EduNova's new President and CEO, Shawna Garrett on that exciting initiative.

COP 26

I apologise for not attending the November Senate meeting due my participation at the COP 26 meetings in Glasgow, Scotland. As an accredited observer of the International Coastal and Ocean Organisation (ICO), I have attended the last four COP meetings working with international colleagues in many organisations to promote the importance of oceans and coasts in the UNFCCC climate change negotiations. At the last COP meeting in Madrid, we were successful in finally getting the oceans-climate change nexus recognised in the formal communique, and that has been followed by negotiations at various sub-committees of the UNFCCC to identify priorities and actions for COP 26. In particular, the severe impact that climate change is having on oceans and coasts provides powerful evidence of the need to commit to more significant emissions reductions in order to keep average global temperature increases to no more than 1.5° C, as well as providing financing and capacity building for developing countries to adapt to the changing conditions. Getting a strong commitment and commensurate actions to achieve that 1.5° C target is the primary goal of COP 26. At this year's COP, the ICO and the Global Oceans Forum have organised a Virtual Oceans Pavilion (VOP) and Acadia has a booth. I encourage you to visit the VOP at <https://cop26oceanpavilion.vfairs.com> to see the range of activities and events at COP related to oceans and coasts; and have a look at the Acadia booth which highlights our research and academic programs in the areas of oceans, coasts, environment, sustainability, and climate change.

Respectfully submitted,

Peter Ricketts
President and Vice-Chancellor

November 4, 2021

PROVOST AND VICE-PRESIDENT ACADEMIC'S REPORT TO SENATE - NOVEMBER 8TH, 2021

No written report submitted this month.

ASSOCIATE VP RESEARCH & DEAN OF GRADUATE STUDIES REPORT TO SENATE – NOVEMBER 8TH, 2021

Research Nova Scotia recently released its Annual Report 2020-2021 which features two projects with lead PIs from Acadia's **Psychology** Department. In support of one project, funds from Research NS were awarded to match Canada Foundation for Innovation (CFI) infrastructure and equipment funds awarded to **Dr. Anne Sophie Champod and Dr. Daniel Lametti** to create the Acadia University Centre for Neuroscience and Cognitive Health. The new centre is currently under construction in Horton Hall and will enable the research team to explore how brain function is commonly impaired by stroke, aging, and other neurological disorders. **Dr. Kathryn Bell** (Psychology) and Dr. Karen Blair (StFX) were also featured;

they received a grant in 2020 from the Nova Scotia COVID-19 Health Research Coalition to expand their research examining mental health outcomes and optimal coping strategies during the pandemic. Acadia faculty and researchers also contributed as collaborators on four other projects highlighted in the report. <https://researchns.ca/annual-report-2020-2021/>

Research & Graduate Studies is currently spotlighting some of the research and outreach activities of **Dr. Chelsea Gardner**, Department of **History and Classics**. She is the co-host and producer of a very popular podcast called “Peopling the Past,” which aims to lift up the voices of “Real People in the Ancient World and the Real People who Study Them.” Go to the link below (and links within). Great listening! <https://www2.acadiau.ca/research/research-newsreader/research-newsreader/dr-chelsea-gardner-the-peopling-the-past-podcast.html>

A series of five national workshops on **Research Data Management (RDM)** were presented to university RDM leads by Digital Research Alliance of Canada during October 25-28. These workshops focused on the requirements for and benefits of an Institutional RDM Strategy (due March 2023) and associated tools for data deposit and the creation of faculty Data Management Plans which will be needed for Tri-Council grant submissions in 2023 and beyond. Acadia’s RDM Strategy is in development and under the leadership of **Maggie Neilson** (Library) with support from Research & Graduate Studies and faculty involved in the RDM Working Group. Webinars for faculty will follow in the coming months and year. In support of RDM, the SSHRC Connection Grant Program is currently funding applications to address institutional RDM needs. There are plans to submit in February or May 2022 an application which is inclusive of all four Maple League Universities and possibly a few other small universities in the region.

The Maple League Research Committee has organized a joint **SSHRC Insight Development Grant workshop** to be held on **10 November** and in advance of the February due date for applications. The Maple League workshop panelists include **Dr. Corinne Haigh**, Acadia’s Dean of Professional Studies and Professor in Education. See agenda emailed to all faculty on 1 November.

GRANTS TO FACULTY

Harrison McCain Emerging Scholar Awards (N=6). Total Awarded = \$73,444

- Attention and cognitive load during prosthesis use – **Dr Daniel Blustein** (Psychology) **\$15,000**
- Navigating graduate school and a pandemic: Impact of COVID-19 on preservice counsellors in the M.Ed. in Counselling program at Acadia University – **Dr Kelly Brenton** (Education) **\$5,733**
- Exploring Models and Approaches for Training Sustainable Food Systems in Dietetic Practice: A Pilot Study – **Dr Liesel Carlsson** (Nutrition & Dietetics) **\$14,951**
- Screening for frailty within community-based health and fitness programs: The development and validation of a frailty index – **Dr Karen Kendall** (Kinesiology) **\$14,883**
- Effects of Creatine Supplementation in Aging Adults with Type II Diabetes – **Dr Mojtaba Kaviani** (Nutrition & Dietetics) **\$7,877**
- The relationship between chemical irritants, textural properties, and salt perception – **Dr Matthew McSweeney** (Nutrition & Dietetics) **\$15,000**

CIHR (\$15,000)

Dr Jennifer Tinkham (Education) received \$15,000 from CIHR in support of an Atlantic Indigenous Mentorship Network. The funding will support a scholarship awarded to an Indigenous student pursuing a Ph.D. in Educational Studies at Acadia University.

RESEARCH AGREEMENTS

Agriculture and Agri-Food Canada (AAFC) – Contribution Agreement (\$10,000)

Dr Kirk Hillier (Biology) received \$10,000 from the Youth Employment & Skills Program to provide a student intern with extensive training in electrophysiology, chemical analyses, field biology and molecular biology and the development of tools for the management invasive fruit crop pests.

Environment and Climate Change Canada (ECCC) (\$10,000)

Dr Mark Mallory (Biology) received \$10,000 for his project entitled: *Country Island Seabird Monitoring*

OTHER AWARDS/RESEARCH FUNDING

Springboard Atlantic Inc. Innovation Mobilization (IM) Funding (\$4,215) - AARMS Workshop

Acadia's Office of Industry & Community Engagement (ICE), together with the University of New Brunswick, received \$4215 in funding from Springboard Atlantic Inc. to support the 3rd annual *Atlantic Association for Research in the Mathematical Sciences (AARMS)* Industrial Problem-Solving Workshop. This workshop attracts math and computer science students from across Atlantic Canada who are interested in working with industry partners to solve real-world problems. Supervised by faculty from Acadia (**Dr. Richard Karsten**) and UNB, the students work with companies to address their challenge. The Workshop also includes an industry connector event - *Formulating Success* (see below).

FACULTY AND STUDENT WORKSHOPS & INFORMATION SESSIONS

***Formulating Success* – Industry Connector Event**

Alongside the annual *Atlantic Association for Research in the Mathematical Sciences (AARMS)* Industrial Problem-Solving Workshop, Acadia's ICE Office and UNB partnered with UNB to host the 3rd annual *Formulating Success* connector event. This popular event aims to connect Atlantic Canadian companies and not-for-profit organizations with mathematical scientists, computer scientists and statisticians. This virtual event was held on October 27th, and attracted over 40 participants, including 13 companies. **Dr. Richard Karsten** (Math) and **Dr. Andy McIntyre** (AIDA) presented on behalf of Acadia.

Mitacs Presentation

On October 5th, Acadia's Office of Industry & Community Engagement (ICE) hosted a Mitacs session for Acadia faculty and students. Mitacs Director of Business Development (Nova Scotia), Anne Spence, provided an update on some of the new funding programs/changes within Mitacs, including funding for undergraduates, indigenous students and companies, and recent graduates.

The Path - Maple League Incubator Workshop - *The Startup Nitty Gritty*

On October 13th, the ICE Office delivered a presentation on start-up funding opportunities for Acadia and Maple League student entrepreneurs participating in The Path. The Path is a Maple League social entrepreneurship incubator, led by **Dr. Michael Sheppard** (Business). The Path offers a 12-week program designed to help students across the Maple League of Universities launch viable businesses while in university.

RESEARCH GRANT AND SCHOLARSHIP PROGRAMS / SUBMISSION DATES

Internal

- **Harrison McCain Foundation Emerging Scholars:** January/February (TBD)
- **University Research Fund (Article 25.55):** February 1, 2022

External (not inclusive of all opportunities)

- **SSHRC Grant Programs**
 - Race, Gender & Diversity Initiative: November 15, 2021
 - Connection Grants: February 1, 2022, May 1, 2022
 - Insight Development Grants: February 2, 2022 (Maple League Workshop, November 10)
- **NSERC Grant Programs**
 - Discovery Grant: November 1, 2021
- **Research Nova Scotia (RNS) Awards**
 - Undergraduate Scotia Scholars Award (Health): January 27, 2022
- **Tri-Council Scholarship Deadlines**
 - CIHR Doctoral: November 5, 2021
 - NSERC/SSHRC/CIHR Masters – December 1 (Maple League workshop November 4)

ACADIA STUDENTS' UNION – NOVEMBER 8TH, 2021

This month at the ASU, the team has rendered the majority of our focus onto the two major event dates on campus- Homecoming and Halloween weekend. For Homecoming we hosted the Backyard Bash, which was an overall success for student turnout and fun during the daytime of Homecoming.

For Halloween, the Vice President of Events and Promotions worked hard alongside the Wong centre to plan and host a variety of activities for students, such as pumpkin carving; a 'spooky' scavenger hunt; costume night at the Axe; and finally, a dry Halloween party on Saturday night in collaboration with the Rotaract club and an Axe night.

In addition, the Vice President Academic and External had community bylaw posters and information put up in all residence buildings and social medias, so as to encourage students to be good neighbours and community members to the off-campus residents, just in time for Homecoming. Following Homecoming events, the executive team, combined with members of the Students Representative Council, members of the general student population and community members, all came together to partake in a community clean

up. This was also a successful event, where all parties involved benefitted from this day of community service.

The Vice President of Student Life is continuing her work on creating the Student Faculty Associations and the Residence Hall Associations. Next, the ASU is preparing for the upcoming midterms and exams season. The team is looking forward to a great end of term this fall!

COLLEGE OF DIVINITY AND FACULTY OF THEOLOGY – NOVEMBER 8TH, 2021

No written report submitted this month.

Acadia University
Preliminary Fall Term 2021
Enrolment and Admissions Report
(Prepared by the Office of the Registrar)

SUMMARY

The undergraduate enrolment for Acadia as of October 22nd, 2021 was 3733 head count. This represents an increase of approximately 3% for head count from 2020.

Undergraduate international enrolment for Acadia as of October 22nd, 2021 was 477 head count. This represents a decrease of approximately 5% head count from 2020.

Graduate enrolment for Acadia as of October 22nd, 2021 was 579 head count. This represents an increase of approximately 9% for head count from 2020.

The following briefs are provided in this report:

Undergraduate Head Count Enrolments

Graduate Head Count Enrolments

International Undergraduate Head Count Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Source of New Undergraduate Students

Self-Reported Data

Please Note:

-Enrolment Data is derived via Informer query of Colleague

Acadia Undergraduate Head Count Enrolments

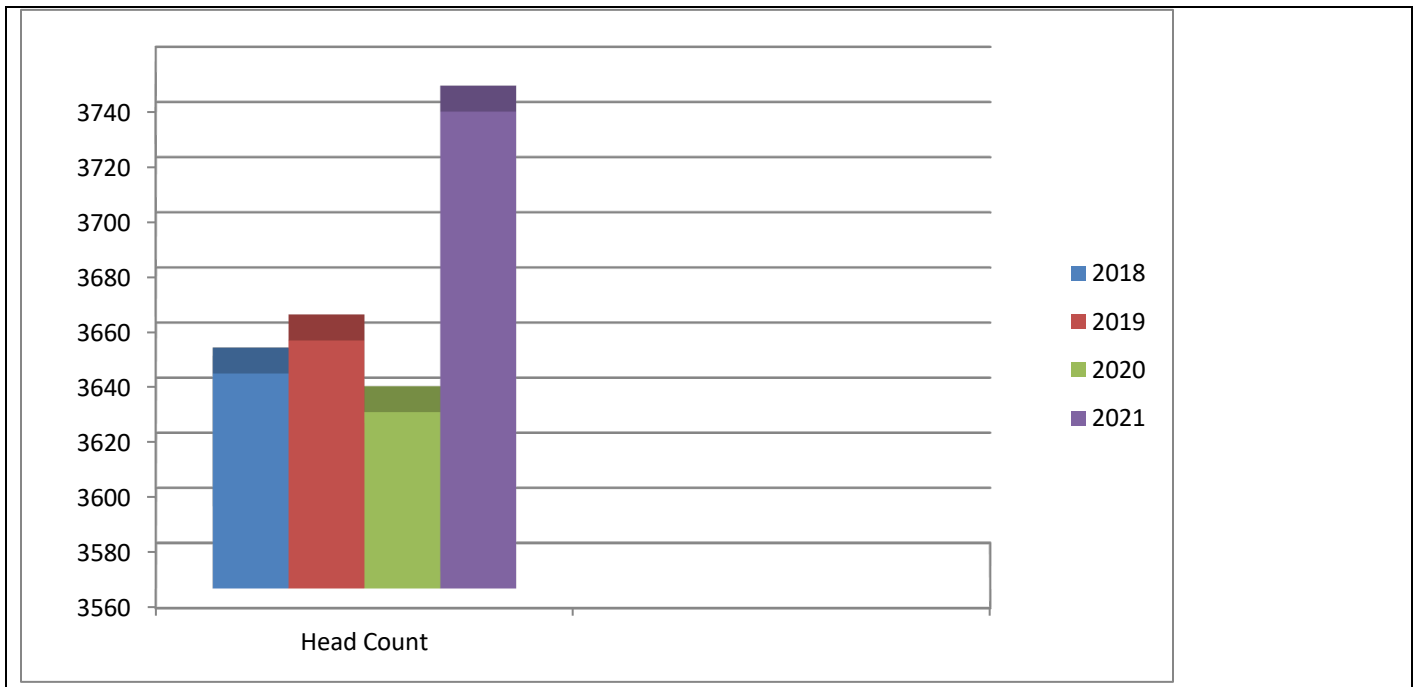
The undergraduate enrolment for October 2021 was 3733 head count. Of those, 3547 were F/T, 186 P/T.

The undergraduate enrolment for October 2020 was 3624 head count. Of those, 3261 were F/T, 207 P/T.

The undergraduate enrolment for October 2019 was 3650 head count. Of those, 3492 were F/T, 158 P/T.

The undergraduate enrolment for October 2018 was 3638 head count. Of those, 3437 were F/T, 201 P/T.

Undergraduate Enrolment



Undergraduate Enrolment Summary

		Head Counts				
		2021	2021	2020	2019	2018

	Full Time	Part Time	Total	Total	Total	Total
Overall	3547	186	3733	3624	3650	3638
Intl subset	456	21	477	503	550	518

International enrolments are included in the overall enrolments

Acadia Graduate Students Head Count Enrolments

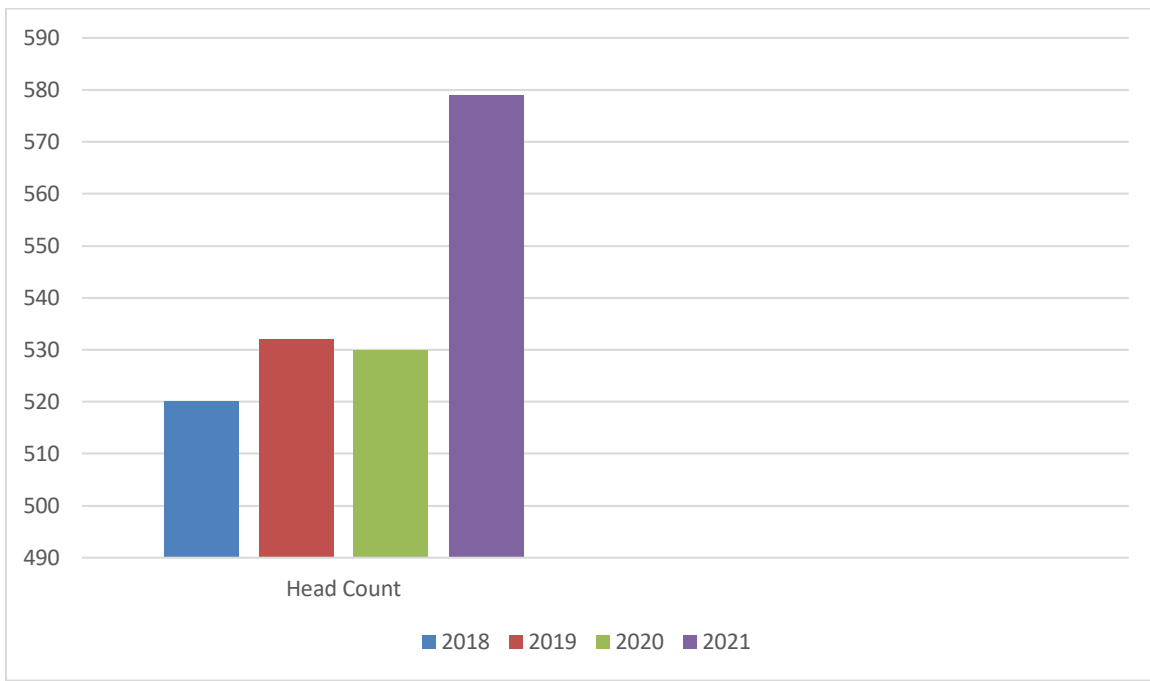
The graduate enrolment as of October, 2021 was 579 head count. Of those 205 were F/T, 374 PT.

The graduate enrolment as of October, 2020 was 530 head count. Of those, 163 were F/T, 367 P/T.

The graduate enrolment as of October, 2019 was 532 head count. Of those, 173 were F/T, 359 P/T.

The graduate enrolment as of October, 2018 was 520 head count. Of those, 185 were F/T, 335 P/T.

Graduate Enrolment



Acadia Graduate Enrolment Summary

	Head Counts				
		2021	2020	2019	2018

	Full Time	Part Time	Total	Total	Total	Total
Overall	205	374	579	530	532	520
Intl subset	26	19	45	41	51	43

International enrolments are included in the overall enrolments

Acadia Undergraduate International Head Count and FTE Enrolments

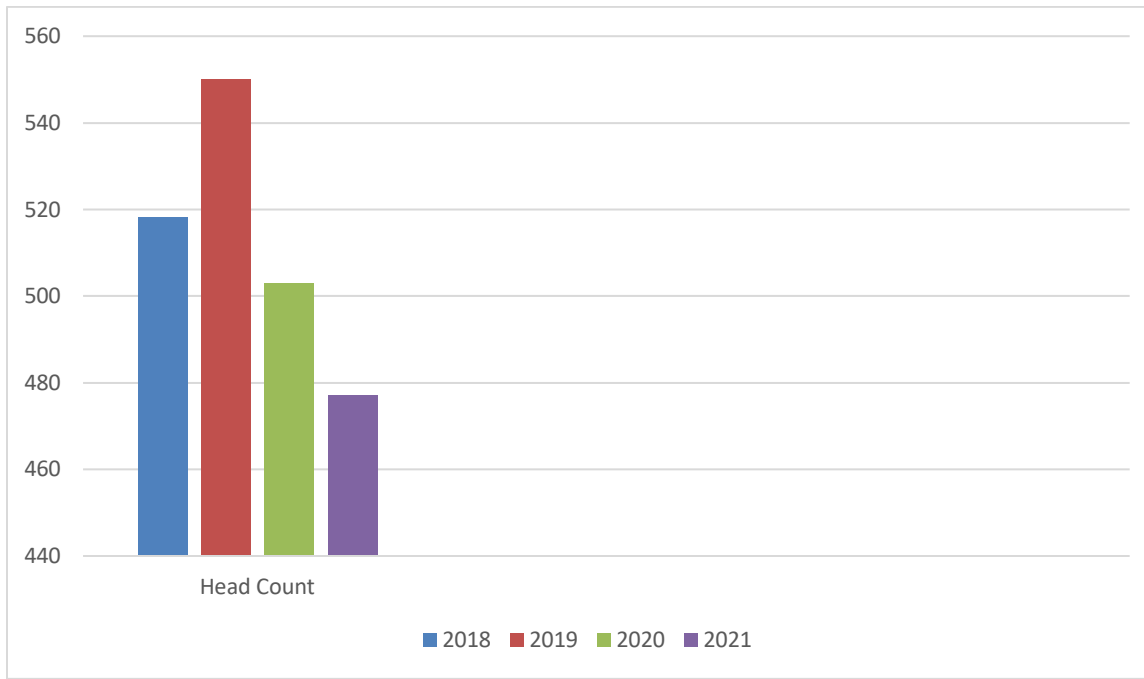
Undergraduate international students as of October, 2021 was 477 head count. For 2021 international students represented 13% of paid, enrolled UG students.

Undergraduate international students as of October, 2020 was 503 head count. For 2020, international students represented 14% of paid, enrolled, UG students.

Undergraduate international students as of October, 2019 was 550 head count, 528 FTE. For 2019, international students represented 15% of paid, enrolled, UG students.

Undergraduate enrolment of international students as of October, 2018 was 518 head count, 500 FTE. For 2018, international students represented 14% of paid, enrolled, UG students.

Acadia Undergraduate International Enrolment



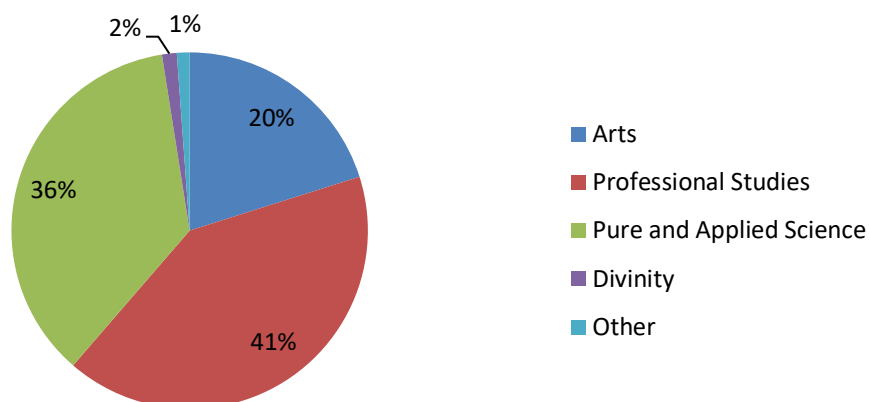
Acadia Undergraduate International Enrolment Summary

		Head Counts					
				2021	2020	2019	2018
		Full Time	Part Time	Total	Total	Total	Total
Intl	456	21	477	503	550	518	

Undergraduate Faculty Enrolments

2021	Head Count	2020	Head Count	2019	Head Count	2018	Head Count
Arts	751		677		654		816
Prof. Studies	1539		1473		1461		1274
Pure and Applied Science	1350		1346		1389		1349
Divinity	50		56		55		69
Other	43		72		91		130

Enrolment by Faculty Head Count 2020



Acadia - Source of UG Head Count Canadian Students by Province of Residence

	2021	2020	2019	2018
Alberta	97	102	91	96
British Columbia	73	83	95	113
Manitoba	11	14	16	17
New Brunswick	293	310	301	331
Newfoundland and Labrador	59	46	52	49
Northwest Territory	3	5	4	5
Nova Scotia	2350	2059	1976	1903
Ontario	298	388	445	487
Prince Edward Island	64	58	69	74
Quebec	17	18	15	23
Saskatchewan	9	13	17	18
Yukon	3	4	4	4
TOTAL	3267	3100	3085	3120

External Reviewers' Report
School of Education
M.Ed. programs
May 21 – 22, 2019

Submitted by:

Ken Brien, University of New Brunswick
Blythe Shepard, University of Lethbridge
Alan Warner, Acadia University
Anne Quéma, Acadia University

Note: This document provides a suggested organizational framework for your report. It would help the committee to maintain consistency across reviews if you could use the top-level headings to organize your report; however, you may also include additional sections if you wish. Within each section, consider the bulleted points to be guidelines as to what information you might include; however, feel free to add additional information if relevant.

1. Executive Summary

Provide a brief overview (approximately one page) of the committee's major findings and conclusions

Main Findings

The School of Education's four M.Ed. programs are in high demand from educators and counsellors across the province and beyond. This is evident from the steady enrollment over the past five years (2013 – 2018), averaging over 250 students in each of those years, nearly 90% of them enrolled part-time. We learned that the M.Ed. programs generate significant revenue for Acadia University, although it is unclear how this revenue is distributed. The School also receives many requests to deliver cohort programs, notably in Counselling, in locations across the province and throughout the Atlantic region to meet system and local needs. The School has been responsive to these contextual factors by offering courses at off-site locations and by providing courses in various formats, including asynchronous and open-access online courses, compressed summer courses, and evening courses, all of which are designed to meet the needs of its students and of the field. The faculty and staff of the School are committed to the programs, but they are struggling to find realistic ways to sustain complex, quality programs through the coming years.

However, the School's responsiveness to student and field demands has been challenged by strains associated with a very limited complement of available faculty and staff. In particular, the lack of full-time tenure-track faculty members has led to a heavy reliance on part-time instructors to deliver most courses. The School benefits from many committed and knowledgeable part-time instructors, particularly the contribution of their diversity of expertise, experience, and perspectives, as well as their important relationships with the field. However, this reliance on part-time instructors has also led to concerns about unevenness in instructional quality, weaknesses in coherence, coordination, and communication in program and course delivery, lack of attention to research and theoretical foundations, and a sense of disconnectedness among people involved in the programs. We heard from participants in our site visit that full-time faculty members attempt to provide the coordination among and communication with part-time instructors, but are often too busy to do so.

Main Recommendations

These main findings suggest a need for the School to engage in a complete and thorough review of its M.Ed. programs with attention to matters of quality, demand, delivery, and sustainability. We offer a visual model of this review (attached to this report) that resembles a wheel, with program planning principles at the centre and the spokes to represent topics such as technology, structure, hiring processes and criteria, curriculum, cohorts, practicum placements, full-time and part-time faculty roles, summer program delivery, relationships and communication, and research culture. This representation is intended to show the interconnectedness of the issues to be addressed by the School in its review of its M.Ed. programming.

We understand that a new Director of the School has been chosen and will begin in January 2020. As this provides a suitable transition period and an opportunity for an overall review of M.Ed.

programming, we recommend that this review begin as soon as possible. As part of this review, it is also critical that the School prioritize its various challenges given the available resources.

2. Brief Description of Visit/Process

We received the self-study document on May 7, 2019. The site visit took place on May 20 – 22. This visit began with a dinner meeting on May 20 with the four review team members hosted by Acadia officials, including the Dean of the Faculty of Professional Studies, the Director of the School of Education, and the Dean of Research and Graduate Studies.

On May 21, we met with the Vice-President Academic (via Zoom), the Dean and Director, and full-time program faculty in the morning. This included individual meetings with the graduate coordinator and with faculty in charge of the four MEd programs and an open meeting with School of Education faculty. In the afternoon, we met with staff from Research and Graduate Studies and Open Acadia, and then individually with part-time faculty, some on site and some via Zoom. We concluded the afternoon with a focus group meeting with representatives from the provincial Department of Education and Early Childhood Development and local school districts. In the evening, we met for dinner with the Director, graduate coordinator, and the counselling program coordinator.

On May 22, we began the morning with a student focus group meeting. This group included recent MEd graduates and current MEd students. This was followed by individual meetings with the counselling program coordinator and the Dean of Research and Graduate Studies. After a lunch meeting with program faculty members, we had exit interviews with the Vice-President Academic (via Zoom) and the Director of the School of Education.

In addition to the self-study document and the interviews, we received two sets of documents to consider for our work. The first set included more detailed information from the MEd survey referred to in Appendix 4 of the self-study document. At our request, the graduate coordinator provided documents with the survey responses broken down by MEd program specialization, by full- and part-time students, and by students in the cohort and self-directed models. The second set of documents included confidential statements provided by students in the Counselling program.

During our visit, we were able to view some classroom and meeting spaces in Seminary House used by the School of Education.

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

- **Are the unit's goals defined, known, appropriate and well-justified?**
- **Do its goals align with the mission and academic plan of Acadia University, and the definition of an Acadia education?**
- **Do its goals align appropriately with those of other relevant stakeholders (e.g., students, faculty, accrediting and/or external bodies, employers)?**

The self-study document (pp. 4 – 6) presents information about the mission statement of Acadia University, a description of an “Acadia education,” along with the mission and vision statements of the School of Education, a list of the goals of the M.Ed. programs, and a description of the efforts of the School of Education to meet these goals through the M.Ed. program delivery. The School of Education offers four M.Ed. programs: Counselling, Leadership, Inclusive Education, and Curriculum Studies. As part of the Curriculum Studies program, the School of Education has offered specializations for Music Education, Creativity, and Health Interprofessionals.

We note in particular two goals of a Master of Education program listed in the self-study document (p. 5):

- To provide students with an opportunity to engage in formal and informal research both in courses and through these work which may culminate in scholarly publications;
- To provide students with an opportunity to collaborate with their peers and seek out the advantages of learning communities.

As described on pp. 6 – 7 of the self-study document, the M.Ed. programs include components designed to meet professional certification requirements. These include the highly structured and prescriptive Counselling program designed to meet the requirements of the provincial regulatory body, the Nova Scotia College of Counselling Therapists, and accreditation standards of the national counselling association, the Canadian Counselling and Psychotherapy Association (CCPA). The required research course work in all programs ensures that teachers completing the M.Ed. will earn provincial certification upgrades. Overall, the programs as described in the self-study document seem to align with the written mission and goal statements of the M.Ed. programs and the School.

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

- **What are the unit’s strengths? In what areas is it achieving its goals well?**
- **What are the unit’s weaknesses or challenges? In what areas is it having difficulty meeting its goals?**
- **What are the unit’s opportunities? How can it best achieve its goals in the future?**
- **In addressing these items, please consider and comment on:**

4.1 Structure (organizational and/or program design)

4.2 Curriculum

4.3 Teaching methods and assessment

4.4 Facilities

4.5 Scholarly activity, service and mentoring

4.6 Overall capacity to achieve outcomes that align with unit’s goals, and

4.7 Unit’s ability to attract and retain students aligned with the unit’s goals

4.8 Other

Strengths

(a) Reputation, relationships, and enrollment

Acadia University has a good historical reputation. The School of Education enjoys good relationships with local schools, districts, and provincial departments. We learned that the Nova Scotia government

requires prospective counsellors to take the Acadia Counselling program. The Counselling program is supported by an advisory board. The national accreditation of the Counselling program attracts applicants from beyond Nova Scotia. Evidence of creativity was shown by the School funding CCPA fees for Counselling practicum supervisors.

Enrollment figures for the last five years show consistently high demand for M.Ed. programs. M.Ed. programs generate significant revenue for Acadia.

The faculty members are committed and take initiatives and seek to provide the best education for students but with the decrease in full-time faculty due to retirements, is it increasingly difficult to offer students “a flexible program that allows them an opportunity to explore synergies between their core interests and related theory and practice in education” (Self-study, 2019, p. 5).

(b) Part-time instructors

There are many committed and experienced part-time and contract instructors with knowledge of and relationships with the field. These instructors offer diverse perspectives to M.Ed. students. Many of these instructors have access to their colleagues in the field who are valuable as guest speakers for their classes.

(c) Responsiveness

The School of Education is responsive to the expressed needs of the school system by offering cohorts across the province to meet high demand in the field. Also, instructors are willing to use multiple formats for distance delivery of courses, including online courses. These formats improve accessibility to programs and increase the diversity of students who take M.Ed. programs.

(d) Facility Resources

Office space is adequate, given so few full-time graduate students. Library resources for on-campus and for online courses appear to be adequate. The increasing costs of online journals subscriptions was acknowledged as a concern. Sharing networks and other innovations are growing in popularity and could be considered.

(e) Cohort model

The cohort model allows faculty to plan rotation of cohorts and students to enjoy the predictability of knowing the structure and timing of their programs. The cohort structure allows a focus to develop throughout the program, and the faculty have offered an impressive array of focuses for cohorts.

(f) Nature of the M.Ed. student population

The School’s M.Ed. programs attract a very competent and mature group of students.

Weaknesses and Challenges

(a) Faculty expertise and complement

Recent and imminent departures of key faculty members in Counselling and Leadership programs present implications for program design, course development, and instructional quality and leadership. The full-time tenure-track complement in the Counseling program in relation to the number of students is significantly below the student to faculty ratios in other parts of the university. In part this is due to recent

tenure-track faculty departures, who as of now have been replaced with short-term contracts. The Vice-President Academic informed us that faculty complement is based on full-time student enrollment, which may disadvantage the School of Education's M.Ed. programs given the high proportion of part-time students. The number of faculty members has decreased by 40% while the number of M.Ed. students has remained steady.

Cognizant of the budgetary constraints and decrease in full-time faculty positions, it is challenging to provide "a rigorous, personalized education [that] is supported in the Master of Education programs by small class sizes" (Self-study, 2019, p. 5). While our remit does not include the undergraduate programs, we cannot help but point out that challenges at the graduate level will affect the quality of the undergraduate programs. At the M.Ed. level, we suggest that priority should be given to areas in which the School commitment is already established and a long-term "pay-off" can be anticipated for current work rather than developing new programs.

As we have noted on pp. 2 – 3 of this report, we observed an interconnectedness to some of the problems identified: Faculty expertise and research-based instruction are undermined by too much reliance on PT instructors, who in turn are not properly integrated into the operations of the M.Ed. programs and who cannot contribute to administrative tasks, and yet who play a disproportionate role by teaching a high number of courses, both online and in classrooms. The problem is compounded by an over-reliance on PT instructors to deliver online courses and the lack of digital training and adequate support for synchronous teaching.

(b) Part-time instructors

A significant majority of courses are taught by part-time and contract instructors. For example, John Christopher reported to us that, of 14 graduate online courses, 11 were taught by PT instructors contracted to develop the courses. This has led to uneven quality of instruction and a lack of coordination and cohesiveness of course content. In some instances, nearly every course in a cohort is taught by a part-time instructor. Part-time instructors are assets, but the current balance is problematic. Some instructors report late notice in receiving teaching assignments, limited access to instructional resources, lack of clear course expectations and resources, and a feeling of disconnectedness from the rest of the School of Education. These instructors observe that full-time faculty members are too busy to communicate effectively with them and with students. On the topic of hiring of instructors, concerns were expressed about precedence taking priority over qualifications or expertise, sometimes preventing the hiring of new instructors for courses. This also raises the question of whether the School teaches individual courses delivered by PT instructors or delivers cohesive programs.

(c) Online teaching and training available to instructors

We learned that it takes time to get Moodle set up and available to students. We learned of some dissatisfaction with Moodle, which does not allow synchronous teaching, although ZOOM does allow this.

(d) Leadership challenges in the School of Education

Three key members of the School were promoted in recent years to university leadership positions, thus limiting their availability to contribute to the M.Ed. programs. There has also been frequent turnover in the position of Director in recent years. The graduate coordinator and the program coordinators report heavy administrative duties. For example, the graduate coordinator reported that he handles the M.Ed.

applications with support from a staff person in the Research and Graduate Studies office. Another example is that the coordinator of the Inclusive Education program is also the coordinator of the Ph.D. program offered jointly with other NS universities. In some instances, the coordinators have not received a reduced teaching load to accommodate significant program coordination and administrative responsibilities, which makes it challenging to accomplish both well without burning out and/or being able to have any time for research activities. In spite of this, the School perceives pressure by the Acadia administration to admit more students to M.Ed. programs and to run more cohorts than may be sustainable with available resources.

Overall, it is a credit to the coordinators that they have done whatever it takes to deliver the core offerings with a workload that seems unsustainable, but they have limits and non-critical tasks fall off agendas given the limited faculty resources and time, and this reduces quality over time and becomes inefficient. For example, part-time faculty expressed an interest in contributing to the program at a higher level but there has not been the capacity to bring them together on a periodic basis to build on their interests and energies and facilitate their contributions and sharing.

(e) Research culture

Establishing and maintaining a research culture in the School of Education is difficult with heavy teaching and administrative demands on full-time faculty. The CVs provided in Appendix 6 of the self-study document indicate that many School of Education faculty members have reported only modest research activity and scholarly products in the last five years. Students in the Health Interprofessional group commented on the lack of available faculty to supervise M.Ed. theses, with the result that most students were encouraged to do projects instead. According to the Dean of Research and Graduate Studies, there are few research-based M.Ed. students; yet, one of the goals of the MEd programs is “to provide students with an opportunity to engage in formal and informal research both in courses and through theses work which may culminate in scholarly publications” (Self-study, 2019, p. 5).

We saw potential for increased research and scholarly output and scope with some faculty members who wanted to spend more time on these important academic endeavours. The demands of admission reviews, teaching, and program-related duties make it a challenge to find sufficient time for scholarly development. If academic excellence is a priority, time and resources must be available to support it.

(f) Counselling program

The Counselling program is the largest of the four M.Ed. programs based on student enrollment, averaging 86 students per year over the past five years, including 20 enrolled full-time. We learned of several challenges for this program.

- The current Counselling program coordinator also serves as the practicum coordinator. The program coordinator reported that some practicum sites want to have interviews, CVs, and cover letters before accepting students. This requirement adds to an already heavy workload for the coordinator. CACEP (accreditation) requires a substantial number of hours (500 hours total, including 250 hours of direct client contact). Finding appropriate sites was identified as a challenge.
- Practising teachers have difficulty getting release time for Counselling practicum placements.

- The Counselling program requires practicum supervisors hold the required qualifications, including five years of experience and membership in a counselling association or a regulatory body. Another external challenge in finding suitable numbers of practicum supervisors has been labour unrest within the Nova Scotia school system over the last few years, which has diminished morale and resulted in fewer teachers intrinsically motivated to support practicum students. There may not be enough encouragement or incentives offered by Acadia for practicum supervisors. The program deals with restrictions associated with the accreditation requirements and by the NSCCT, the regulatory college, provincial education and health systems.

We received feedback specifically from Counselling program students, both in a focus group and through confidential written statements. Concerns expressed could be placed into several categories: instructional quality, course content and delivery, and lack of responsiveness and flexibility to student needs. With respect to instructional quality, concerns included having the same instructor for several courses, some instructors teaching directly from the textbook or addressing topics very superficially, and some inadequate instructor feedback and evaluation.

On the topic of course content and delivery, concerns included some repetitive coursework, gaps in course offerings for topics identified as important by students (e.g., trauma course for FT students), ineffective learning in compressed summer courses, lack of cultural diversity in course materials, and emphasis on content driven by accreditation but lacking depth. The concerns about lack of flexibility and responsiveness included some rigid attendance and participation requirements and perceived unwillingness to listen to student concerns regarding course materials, practicum placements, weekend seminar locations, and accommodation requests. Several students reported having taken these concerns to the coordinator and director, and though they felt they have been heard, they did not feel that their concerns had been addressed with any significant changes.

(g) Summer Residential Course Formats

Both students and instructors reported that the current summer residential course formats are not most conducive to achieving academic excellence. In particular, a significant number of students take two three-hour a day courses simultaneously while on campus to minimize their time away from home and weeks devoted to courses during the summer. Given they are in class 6 hours a day, there is very little opportunity for students to do work outside of class between sessions to prepare for or reflect on their learning as would be possible with weekly courses, or even if they were only doing one course at a time. The result is that instructors have to tailor the expectations to this reality, even if all of the students are not in this situation.

(h) Variation in students' reported experiences in the four M.Ed. programs

The School conducted an informal electronic survey of M.Ed. students who were currently enrolled or would have graduated within the period 2013 – 2018 (Self-study, 2019, p. 9). Out of approximately 1100 surveys distributed, responses from 431 students were received. The questions are listed in Appendix 4 of the self-study document. At our request, the graduate coordinator provided supplementary information with the survey responses for each question sorted by the four M.Ed. programs. We conducted a series of chi-square tests on selected questions from the survey and noted that there were statistically significant differences in the distribution of student responses that suggest that students experience the programs differently.

A summary of the results of these chi-square tests is provided as an appendix to this report.

Highlights of the chi-square tests included the observation that statistically significant differences were found on the following questions:

“Good balance of theory and practice”

Rates of agreement (strongly agree + agree): Counselling 81%, Curriculum 83%, Inclusive Education 62%, Leadership 72%.

“I applied what I learned”

Rates of agreement (strongly agree + agree): Counselling 85%, Curriculum 82%, Inclusive Education 68%, Leadership 64%.

“Critical thinking skills increased”

Rates of agreement (strongly + agree): Counselling 79%, Curriculum 78%, Inclusive Education 74%, Leadership 82%.

Since these percentages were fairly similar, we then considered only Strongly Agree responses: Counselling 34%, Curriculum 34%, Inclusive Education 16%, Leadership 24%.

“Collaborative learning skills increased”

Rates of agreement (strongly agree + agree): Counselling 67%, Curriculum 79%, Inclusive Education 53%, Leadership 57%.

“Not enough research”

For this question, we examined disagreement (Strongly Disagree + Disagree): Counselling 62%, Curriculum 58%, Inclusive Education 65%, Leadership 55%.

We also considered agreement (Strongly Agree + Agree): Counselling 13%, Curriculum 18%, Inclusive Education 9%, Leadership 7%.

“Recommend program to potential students?”

Rates of agreement (strongly agree + agree): Counselling 81%, Curriculum 85%, Inclusive Education 76%, Leadership 84%.

We also considered the rates of disagreement: Counselling 12%, Curriculum 7%, Inclusive Education 3%, Leadership 3%.

It is noteworthy the apparently sharp division among Counselling students, with a high rate of agreement (81%) but also the highest rate of disagreement (12%) on whether to recommend the program to others.

Opportunities

There is continuing high demand for advanced study opportunities for educators and counsellors in the province in the four program areas.

Improved instructional and communication technologies have the potential to reduce the cost and obstacles associated with distance and isolation and may enhance relationships among all stakeholders and participants in M.Ed. programs.

The School could prioritize mentorship of new faculty, which will give retiring and senior faculty members the opportunity to ensure helpful transition to newer hires. Essential aspects of such mentorship would include attention to supervising undergraduate and masters level students, developing a research program with successful Tri-Council funding proposals, providing meaningful services to the University and profession, and establishing a solid teaching practice at the undergraduate and graduate levels. Co-supervision of theses has been helpful.

Many part-time instructors appear to have an interest in building a community of support for each other and stronger connections to the School, and some seem interested in contributing to the programs beyond the very specific teaching responsibilities they have in individual courses. For example, Marlene Ruck Simmons, a PT instructor, suggested that the School should seize the opportunity to contribute to African Nova Scotian culture, referring to over 7000 African Nova Scotian students in the province. The School has already offered a successful M.Ed. Counselling cohort focused on African Nova Scotians.

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?

It appears that the School of Education is straining the capacity of its existing personnel with the heavy program demands.

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

(a) The Counselling program has one full-time faculty member who is both program coordinator and practicum coordinator. With recent departures of key faculty members and instructors, the program may be unsustainable with inadequate numbers of full-time faculty to lead the program.

CACEP accreditation is a valuable achievement for a counselling program; it ensures consistently high quality and brings recognition and status to the School. The program requires substantial commitment from faculty members, staff members, and university administrators. All course outlines must follow particular requirements to demonstrate appropriate content and assessment procedures, including elective courses and practica. There is a required faculty to student ratio that is lower than in most graduate programs and there must be dedicated staff time as well as a dedicated practicum placement coordinator. These requirements demand faculty and financial resources that make an accredited program both very desirable and very expensive. With the recent reductions in number of faculty members in Education and the anticipated continued funding constraints, the Counselling Psychology program faculty and the School leadership team need to carefully consider the resource implications of maintaining CACEP accreditation of the program.

(b) The Leadership program's only full-time faculty member who specializes in this area is retiring. This high-demand program risks losing the necessary leadership, coherence, expertise, and vision without the presence of a full-time faculty member to take charge of this area. This appears to be an area with continued demand and a past reputation for strength. The School should determine if it is going to continue this program, in which case it needs to be further resourced, or whether it should be discontinued and resources used to support other needs in existing programs.

(c) The Inclusive Education program appears to have only one or two specialized faculty members. The coordinator of this program is also the coordinator of the Ph.D. program.

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

The School of Education relies on Open Acadia to administer many of its M.Ed. courses. This includes handling of registration, timetables, and instructor contracts. Open Acadia also provides instructional technology support.

We learned that part-time students and instructors sometimes do not get Acadia library cards in time for compressed summer courses.

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 Dean of Research and Graduate Studies arranges for coordinators of 14 campus graduate programs to meet during the year.

The School has two administrative assistants, one of whom has some responsibility for M.Ed. matters. The School also receives support from the M.Ed. programs course manager who works in the Research and Graduate Studies office.

6. Summary of Recommendations

- **Please outline the panel's major recommendations, in list form**
- **Note you may wish to make recommendations within each section, but please also consolidate your major recommendations here**

As indicated in item 1 above, we offer our main recommendations using a visual model of a wheel with a centre and several spokes representing interrelated aspects of the M.Ed. programs.

At the centre of this wheel is the recommendation that the School engage in a thorough review of its M.Ed. programming. Key to this review is the need for the School to engage in prioritization of goals and realistic projections for academic program development. We offer the following list of matters to examine in this review:

1. Program planning (centre of the wheel): This process should attend to such principles and needs such as diversity, flexibility, boundary-setting, consideration of adult learners, balance, making time for planning, and reputation. At the centre of the program review is the need for all members of the School to discuss the consistency of quality, expectations, and assessment, especially in courses designated as core. Full discussion of a commitment to consistent and high quality academic standards is needed. The Counseling Program in particular appears to be under resourced at present having lost two tenure track faculty in the past year. Short-term replacement contracts are not helpful in the longer run as there is a rapid turn over in faculty which brings a lack of consistency and a loss of organizational knowledge and mentorship opportunities.

2. **Technology:** Use of a suitable platform for course delivery, attention to pedagogical considerations such as utility, appropriateness, best practices, and student orientation. As higher education moves increasingly to online and blended teaching structures, we note the need for digital curriculum developers within the School and at University levels. The advantage in a School of Education having an in-Faculty curriculum developer is that it should be possible to hire a specialist who has a more sophisticated understanding of teaching, learning, and appropriate pedagogical approaches for online education than is typically expected at the undergraduate level. The School of Education does more online teaching than is common in other faculties, and so it is reasonable for this Faculty to have substantial University support. A key aspect of digital technology support is that it must be “Just in Time”—available at the point of need.

3. **Structure:** There needs to be a review of the relationship among Open Acadia, Research and Graduate Studies, and the School of Education to ensure that shared and interdependent responsibilities are most effective and efficient. As part of this review, there should be consideration of returning some of the profit from part-time program courses to the School to invest in administration and capacity building within the M.Ed. programs given that the program generates a significant profit for the University with the high number of part-time students. It is reported that the School directs the curriculum and course offerings for the programs but it also appears that in some cases financial decisions at Open Acadia limit some program flexibility and course offerings, which is inevitable with limited capacity.

We recommend more time for regular program planning by faculty and staff. Moreover, there should be better avenues for students to contribute to regular program planning through the creation of an advisory committee or expansion of existing structures to include students.

4. **Diversity used as a lens for these two spokes: Hiring of FT and PT people and Curriculum**
 - (a) **Hiring of FT and PT people:** Review to consider qualifications and capacity to attract and retain faculty. Review also to include means of workload tracking, examination of hiring committee processes, hiring of staff to coordinate programs, and prioritization of hiring FT faculty for Counselling program. For new FT faculty, it is important to provide mentoring into the professoriate, particularly with respect to graduate supervision and the development of research programs. In the context of this review, it is important to identify the appropriate mix and number of FT and PT faculty to meet the needs of the M.Ed. programs. The review should focus on one or both of the following: (1) areas to add resources to strengthen priority programs and/or (2) on areas to reduce program offerings to concentrate existing resources on strengthening priority programs.

 - (b) **Curriculum:** Review to consider the implications of accreditation of Counselling program, sequencing and coherence of courses in all program, better articulation of agency and school streams in Counselling program, and decision on sustainability of Leadership program.

5. **Cohorts:** Examination to consider balancing desire for responsiveness with adequate planning and resources, based on evidence from program statistics and monitoring. Consider suspending the

addition of new cohorts pending program review and the determination that there are sufficient faculty and program resources to deliver quality programming to new cohorts.

The strength of the cohort model is building community among students but it becomes difficult for students to complete their program in particular instances within the cohort schedule where important life events make them unable to follow the set course pattern. Examine how technology and online courses could flexibly address particular, special personal circumstances.

6. Counselling practicum: Consider need expressed by students for flexibility and challenges associated with having one person coordinating the program with many roles.
7. Part-time faculty: Examination to include attention to communication, mentoring, community building, and valuing their input and expertise.
8. Summer program: Consider the effectiveness of these compressed courses in the preparation and mentoring of students for the field. Consider formats that blend online and residential elements for these courses so that students might do preparatory work online and have less in class time during the residential component so they have more time to prepare for or reflect on those sessions.
9. Relationships and communication: Consider these with respect to students and their programs, programs and part-time instructors, among full-time faculty, and between the university and the field, including school boards and agencies. Some articulate students report feeling alienated and not listened to, even if their complaints have been heard. In a small province, this threatens reputation over the long term.
10. Research culture: Factors to consider include hiring in curriculum areas and to support thesis supervision, course planning to encourage student engagement and to connect research and practice. Consider that heavy workload affects research productivity of faculty and their ability to supervise student research projects and theses. It would be valuable to encourage connections of M.Ed. students with graduate students in other programs on campus.

In addition to this overall program planning review, we also recommend regularly scheduled meetings of all School of Education faculty members and instructors, with use of videoconference technology to facilitate participation by those who live at a distance from campus. These meetings would be intended to build community among School of Education staff, share concerns and ideas, and to discuss and agree upon overall goals, policies, and practices. Meetings of instructors grouped by M.Ed. programs could facilitate sharing of course content and sequencing, instructional resources and strategies, assessment practices, and desired learning outcomes.

Overall, we were very impressed with the passion, competence, and quality of the faculty and administrative staff and the wide array of program offerings and the connections to the broader educational and counselling community. It is notable that so few human resources are being devoted to such a broad and deep set of program offerings and that the people in place are doing their best to deliver the programs under these circumstances. We believe it would be best, in keeping with the findings described above, that there be a deliberate and thoughtful effort to undertake a comprehensive program planning and

prioritization process to match offerings to the availability of human resources. Without such an effort, we worry of a deterioration in the quality of offerings over time which would threaten the reputation and success of the program.

Academic Program Review

Response to the Review Team Report, School of Education

1. Program planning (centre of the wheel): This process should attend to such principles and needs such as diversity, flexibility, boundary-setting, consideration of adult learners, balance, making time for planning, and reputation. At the centre of the program review is the need for all members of the School to discuss the consistency of quality, expectations, and assessment, especially in courses designated as core. Full discussion of a commitment to consistent and high quality academic standards is needed. The Counseling Program in particular appears to be under resourced at present having lost two tenure track faculty in the past year. Short-term replacement contracts are not helpful in the longer run as there is a rapid turn over in faculty which brings a lack of consistency and a loss of organizational knowledge and mentorship opportunities.

The School of Education is committed to attending to this recommendation as soon as possible. In terms of program planning, an immediate priority has been a close examination of our course offerings across all M.Ed. programs with a view to determining what can continue to be offered given our current permanent faculty complement, our reliance on per-course educators, as well as recent and anticipated retirements. We have recently reduced and concentrated our part-time program offerings with a view to ensuring quality while working within our realistic capacity. A process of curriculum mapping of remaining programs has begun, aimed at supporting alignment among course objectives, pedagogies, and assessments. Our goal is to complete this mapping work by the end of 2021.

In relation to the Counselling program, in particular, and concerns about staffing, the School hired a tenure track (TT) position and a 12-month CLT for 2020-2021. While this is a positive step forward, we note that this complement still does not satisfy accreditation requirements delineated by the Council on Accreditation of Counsellor Education Programs (CACEP), nor does it adequately reduce the reliance on part-time (henceforth, PT and FT for full-time) and sessional faculty. We have negotiated with CACEP for an exception to ensure our ongoing accreditation in the meantime, but long-term viability of the Counselling program will require three permanent track faculty appointed to it.

2. Technology: Use of a suitable platform for course delivery, attention to pedagogical considerations such as utility, appropriateness, best practices, and student orientation. As higher education moves increasingly to online and blended teaching structures, we note the need for digital curriculum developers within the School and at University levels. The advantage in a School of Education having an in-Faculty curriculum developer is that it should be possible to hire a specialist who has a more sophisticated understanding of teaching, learning, and appropriate pedagogical approaches for online education than is typically expected at the undergraduate level. The School of Education does more online teaching than is common in other faculties, and so it is reasonable for this Faculty to have substantial University support. A key aspect of digital technology support is that it must be “Just in Time”—available at the point of need.

The School agrees that this is a critical priority, noting that the technology current at the time of review was dated, cumbersome and limiting to our pedagogical potential. To advance this recommendation, the School has successfully engaged in conversations with Open Acadia to provide input on more suitable learning management systems to support our course offerings for our diverse cohort of 21st century learners. To that end, the School has outfitted a Zoom room in Seminary House in 2020, and continues to work with our partners in Open Acadia to develop both available technological interfaces and progressive and relevant pedagogies that offer maximum flexibility in delivery models and support faculty well-trained to take advantage of them. We believe that, through this extensive partnership with Open Acadia, we are becoming one of the lead units on campus in relation to these capacities.

3. Structure: There needs to be a review of the relationship among Open Acadia, Research and Graduate Studies, and the School of Education to ensure that shared and interdependent responsibilities are most effective and efficient. As part of this review, there should be consideration of returning some of the profit from part-time program courses to the School to invest in administration and capacity building within the M.Ed. programs given that the program generates a significant profit for the University with the high number of part-time students. It is reported that the School directs the curriculum and course offerings for the programs but it also appears that in some cases financial decisions at Open Acadia limit some program flexibility and course offerings, which is inevitable with limited capacity.

We recommend more time for regular program planning by faculty and staff. Moreover, there should be better avenues for students to contribute to regular program planning through the creation of an advisory committee or expansion of existing structures to include students.

The School agrees that program administration responsibilities and funding arrangements among Open Acadia, Research and Graduate Studies and the School of Education must be restructured. Given that considerable revenue is generated through the multitude of School of Education offerings administered through OA, it seems logical a portion of this revenue be devoted to resourcing the programs which contribute to it. Such an investment back into the School would address many of the recommendations raised in this review around lack of resourcing, lack of program coherence, etc. In response to this recommendation, the new Director of the School of Education is working closely with the Dean of Professional Studies in concert with the Provost/VPA to explore opportunities for restructuring program development, administration, and revenue matters.

The School strongly supports the recommendation that more time be dedicated for planning by faculty and staff. While this may seem to be a straightforward recommendation, it is difficult to achieve in reality given the skewed balance of PT to FT faculty who teach in the program. Recent efforts to address the imbalance between PT and FT faculty through two new tenure-track hires and the hiring of a new Director have been helpful. Nevertheless, as a unit with a plethora of senior faculty, almost a decade of unreplaced retirements and resignations, and a number of current and impending retirements, there are continuing challenges offering existing programs and forward-looking pedagogical leadership.

The School supports the recommendation to create an advisory group to ensure student voices are heard. This advisory committee has been established and will meet annually into the future, under the directive of the Graduate Program Coordinator and the Director. We also have a student representative who attends all School Council meeting.

4. Diversity used as a lens for these two spokes: Hiring of FT and PT people and Curriculum

- (a) Hiring of FT and PT people: Review to consider qualifications and capacity to attract and retain faculty. Review also to include means of workload tracking, examination of hiring committee processes, hiring of staff to coordinate programs, and prioritization of hiring FT faculty for Counselling program. For new FT faculty, it is important to provide mentoring into the professoriate, particularly with respect to graduate supervision and the development of research programs. In the context of this review, it is important to identify the appropriate mix and number of FT and PT faculty to meet the needs of the M.Ed. programs. The review should focus on one or both of the following: (1) areas to add resources to strengthen priority programs and/or (2) on areas to reduce program offerings to concentrate existing resources on strengthening priority programs.
- (b) Curriculum: Review to consider the implications of accreditation of Counselling program, sequencing and coherence of courses in all program, better articulation of agency and school streams in Counselling program, and decision on sustainability of Leadership program.

In response to the recommendation regarding attracting and retaining faculty, the School is committed to refining our processes for recruiting, hiring, mentoring and sustaining our FT and PT faculty. While we can improve these processes, through, for example, making our job advertisements clearer to ensure we attract the right applicants and providing support to our per-course hires, what is more problematic remains the limited numbers of FT faculty to support these processes.

In response to the need to prioritize and possibly consolidate our M.Ed. offerings, the School agrees with this recommendation. Given the current faculty complement and the reliance on per course hires and recent and anticipated retirements, there is an urgent need to re-assess what we can realistically continue to offer. As noted in our response to Recommendation 1, the School is assessing which programs will continue to be offered through a careful analysis of our current and projected commitments and how these match with our Faculty complement and stakeholder demand.

The School is committed to maintaining its accreditation status for the Counselling program and has currently been granted an extension to apply for re-accreditation. This extension was necessitated because the School does not have the faculty complement to be awarded accreditation. The Counselling faculty are engaged in reassessing their offerings, especially in regional PT cohort numbers, and are exploring a staggered PT cohort that admits students once every three years.

- 6. Cohorts: Examination to consider balancing desire for responsiveness with adequate planning and resources, based on evidence from program statistics and monitoring. Consider suspending the addition of new cohorts pending program review and the determination that there are sufficient faculty and program resources to deliver quality programming to new cohorts.

The strength of the cohort model is building community among students but it becomes difficult for students to complete their program in particular instances within the cohort schedule where important life events make them unable to follow the set course pattern. Examine how technology and online courses could flexibly address particular, special personal circumstances.

The School agrees with this recommendation and is working closely with OA and RGS to develop and continuously monitor a long-term plan of offerings that is grounded in evidence related to demand and available faculty resources. The newly formed M.Ed. Working Group is engaging in long-term planning to assess which courses and programs should be cohort based and which should be individually based.

6. Counselling practicum: Consider need expressed by students for flexibility and challenges associated with having one person coordinating the program with many roles.

The School agrees with this recommendation, noting the immense workload undertaken in recent years by an early career academic who assumed the oversight of this program after the retirement of two longstanding TT positions. It is anticipated that this will be addressed, to a degree, in the new TT position. However, as we have pointed out above, replacing with permanent faculty both of the recent TT retirements is essential to the long-term viability of the program.

7. Part-time faculty: Examination to include attention to communication, mentoring, community building, and valuing their input and expertise.

The School unequivocally supports this recommendation, given the immense reliance on PT colleagues. The School has reviewed our support systems for part-time colleagues and the Director has worked with the Graduate Coordinator to establish a working group which has identified and implemented a number of supports for PT faculty, including Open Acadia support and regular PT Faculty-Director working groups, as well as regular meetings with PT colleagues.

8. Summer program: Consider the effectiveness of these compressed courses in the preparation and mentoring of students for the field. Consider formats that blend online and residential elements for these courses so that students might do preparatory work online and have less in class time during the residential component so they have more time to prepare for or reflect on those sessions.

The School prides itself on the unique on-campus summer offerings and envisions continuing to offer them given their attractive nature to many professionals. The School has also explored and implemented, through collaboration with Open Acadia, a range of innovative technological approaches enabling more blended approaches to delivery.

9. Relationships and communication: Consider these with respect to students and their programs, programs and part-time instructors, among full-time faculty, and between the university and the field, including school boards and agencies. Some articulate students report feeling alienated and not listened to, even if their complaints have been heard. In a small province, this threatens reputation over the long term.

The School is working to improve relationships and communications with internal and external stakeholders. In recent years, continuous change in School leadership and substantial overturn among Counselling faculty has resulted in poorer communication than is desirable. The appointment of a new Director and a second permanent faculty member in Counselling has gone a long way in providing the stability to develop stronger relationships and to facilitate clearer communication among stakeholders.

10. Research culture: Factors to consider include hiring in curriculum areas and to support thesis supervision, course planning to encourage student engagement and to connect research and practice. Consider that heavy workload affects research productivity of faculty and their ability to supervise student research projects and theses. It would be valuable to encourage connections of M.Ed. students with graduate students in other programs on campus.

The School is committed to enhancing the research culture in the M.Ed. program and has hired two new research active TT faculty in the last year. Both are already contributing to research culture in the School, and have been key in supporting the Director in the re-establishment of brown bag research lunches. The Graduate Program

Coordinator and Director are currently working with Research and Graduate Studies to provide more intentional links between M.Ed and Ph.D students and graduate students in other programs.

Transition Report from the Research Ethics Board

October 6th, 2021

Senate Research Ethics Board

Elected Chair: Stephen Maitzen

Meeting Dates (on Teams until December 31; ideally in-person thereafter): August 5 (completed), September 2 (completed), October 7, November 4, December 2, January 6, February 3, March 3, April 7, May 5, June 2, July 7

Goals: The continued timely and efficient review of research ethics applications and handling of other research-ethics-related matters.

**Academic Planning Committee
Transition Report 2021
Meeting of the Senate
October 6, 2021**

Membership:

Provost and Vice-President Academic: C. Dale Keefe
Dean, Faculty of Arts: Laura Robinson
Dean, Faculty of Professional Studies: Corinne Haigh
Dean, Faculty of Pure & Applied Science: Suzie Currie
Dean: Libraries and Archives: Heather Saunders
Faculty, Faculty of Arts: Rachel Brickner
Faculty, Faculty of Professional Studies: Kelly Dye
Faculty, Faculty of Pure & Applied Science: Eva Curry
Faculty, IDST Program: Vacant
Student: Megan Cyr

The Committee met on September 21, 2021 and reviewed the tasks assigned to it by the Senate of Acadia University. Kelly Dye gave her regrets, all other members in attendance.

The Chair of this committee is: C. Dale Keefe, Provost and Vice-President Academic

Set meeting dates for the upcoming year: Meetings will be scheduled as required. For fall term meetings are scheduled for October 18, November 15.

Decide on acceptable meeting modalities for the upcoming year: Given the current COVID-19 protocol, acceptable modalities for the upcoming year include hybrid meetings held via MS Teams and in-person.

The Academic Planning Committee's mandate is as follows:

1. Shall make recommendations to Senate on matters relating to academic principles and planning
2. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Goals for the coming year are identified as follows:

1. Review Academic Faculty-Unit plans 2021-2022
2. Review and rank Faculty Position Prioritization 2021-2022
3. Update the overall Academic Plan 2021-2022 and submit to Senate for October 2021
4. Prepare and submit to Senate a Pre-Budget Report
5. Prepare and submit to Senate a Post-Budget Report

Respectfully submitted,
C. Dale Keefe, Chair

**Admissions and Academic Standing Committee (Policy)
Transition Report 2021
Meeting of the Senate
October 6, 2021**

Membership:

Provost and VP Academic (Chair): Dale Keefe
Dean, Faculty of Pure & Applied Science: Suzie Currie
Dean, Faculty of Arts: Laura Robinson
Dean, Faculty of Professional Studies: Corinne Haigh
Arts Head or Director: Vacant
Arts Representative: Vacant
Professional Studies (Director): René Murphy
Student VP Academic: Megan Cyr
Professional Studies Representative: Paul Lauzon
Registrar: Mark Bishop
Director of Open Acadia: Jeff Banks
Theology Representative: Matthew Walsh
Pure & Applied Science Representative: Anthony Tong
Pure & Applied Science Head or Director: Paul Arnold

The Committee met on September 22, 2021, and reviewed the tasks assigned to it by the Senate of Acadia University. All members were in attendance except for Paul Lauzon.

The Chair of this committee is: C. Dale Keefe, Provost and Vice-President Academic

Set meeting dates for the upcoming year: Meetings will be scheduled as required. For fall term meetings are scheduled for October 19, November 23.

Decide on acceptable meeting modalities for the upcoming year: Given current COVID-19 protocol, acceptable modalities for the upcoming year include hybrid meetings held via MS Teams and in-person

The Admissions and Academic Standing Committee (Policy)'s mandate is as follows:

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

Goals for the coming year are identified as follows:

1. Review and clarify second degree requirements
2. Review and consider transcript options
3. Review the limit to multiple course attempts
4. Review the Dean's list criteria

Respectfully submitted,
C. Dale Keefe, Chair

**Board of Open Acadia
Transition Report 2021
Meeting of the Senate
October 6, 2021**

Membership:

Provost & VP Academic (Chair): Dale Keefe
Associate VP Finance & Treasure: Mary MacVicar
Director of Open Acadia: Jeff Banks
Registrar: Mark Bishop
Dean, Faculty of Pure & Applied Science: Suzie Currie
Dean, Faculty of Arts: Laura Robinson
Dean, Faculty of Professional Studies: Corinne Haigh
Student Representative: Megan Cyr

The Committee met on September 22, 2021, and reviewed the tasks assigned to it by the Senate of Acadia University. Mark Bishop gave his regrets, all other members in attendance.

The Chair of this committee is: C. Dale Keefe, Provost and Vice-President Academic

Set meeting dates for the upcoming year: Meetings will be scheduled as required. For fall term meeting is scheduled for November 3.

Decide on acceptable meeting modalities for the upcoming year: Given the current COVID-19 protocol, acceptable modalities for the upcoming year include hybrid meetings held via MS Teams and in-person.

The Board of Open Acadia's mandate is as follows:

The duties of the Board of Open Acadia are to formulate, review and modify policy pertaining to the operation and enhancement of the program in Continuing Education at Acadia University.

Goals for the coming year are identified as follows:

1. Review and define processes for courses on-load
2. Review and define processes for hiring determining courses for intersession
3. Review professional development programs
4. Review process issues around hiring

5. Review resource sharing
6. Review per-course tuition model impact on Open Acadia and offering courses that are not continuous intake.

Respectfully submitted,
C. Dale Keefe, Chair

Faculty Support Committee - 2021-2022
Transition Meeting - 29 Sept. 2021

Committee Members 2019-2020:

- 1 VP Academic (or designate) – Darcy Benoit (designate)
- 1 Association of Atlantic Universities CCFD rep – Jeff Banks
- 1 Coordinator of Academic Technologies (LTID) - Shelly Vaughan
- 1 Arts – Jamie Sedgwick
- 1 Prof. St. – Michelle Boyd
- 1 P & A Sc. – Jeff Hooper
- 1 Theology – Stuart Blythe
- 1 Librarian/Archivist – Wendy Robicheau
- 1 Student – Lucas Matos

Mission Statement: To contribute to the success and development of Acadia University Faculty in teaching, use of academic technologies, and overall professional development.

The duties of the Committee are:

1. to advocate for teaching and learning resources for faculty
2. to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
3. to collect faculty ideas and develop suggestions to meet faculty development needs
4. to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
5. to consider such matters as Senate may from time to time entrust to the Committee

The Committee met on 29 Sept 2021.

- Jeff Banks was selected as Chair.
- The committee agreed to meet monthly, with additional meetings scheduled if needed (next scheduled meeting is for Wednesday, Oct. 20)
- The modality for the year would be to meet on Teams.

The Committee agreed to work on the following items for the year:

1. Allocation of the Teaching Innovation Fund
2. Faculty Workshops and Discussion Forums

- a. This will be done in conjunction with LTID as well as input from the FCIE Committee. We may also want to work with the MLTLC.
3. Promotion and Support for External Teaching Awards. In particular AAU and 3M Teaching Awards.
4. Put together document to advocate for an “Educational Developer”
5. Discussion – “How can Acadia support Decolonization of the Classroom”
6. Discussion – “What can we learn from our experiences as educators during Covid”

Timetable, Instruction Hours, and Examination Committee

1. Committee chair
 - a. Hugh Chipman was elected committee chair for 2021 - 2022 during an October 8, 2021 meeting.
2. Meeting dates: Oct 8, other monthly dates are still being scheduled.
3. Acceptable modalities:
 - a. The committee agreed to meet by MS Teams this year. Face-to-face meetings would also be acceptable, but not the preferred option
4. Committee mandate: At their Oct 8 meeting,
 - a. Committee reviewed the committee mandate (page 29 of document "Membership for 2021-2022 on Senate and University Committees). There was agreement with the duties outlined in that document, although the committee plans to consider changes to the mandate this year.
 - b. An item identified during discussions is to consider the use of constraints in the new scheduling software used for setting the exam timetable and schedule of classes.
 - c. The committee previously agreed to conduct a survey of faculty, staff and student experience with the class timetable. Although originally planned for 2020-21, to establish a "baseline" prior to implementation in 2021-22 of the new timetable, the survey was not conducted in 2020-21. The hybrid teaching and corresponding modifications to the timetable made it impossible to measure any "baseline". The committee recommends conducting the first survey this year.

Respectfully submitted
Hugh Chipman
October 18, 2021

ACADIA UNIVERSITY

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

REPORT DATE: October 28, 2021

SPAC COMMITTEE CHAIR

Scott Landry will chair the committee to June 2022.

MEETINGS DATES

The committee will meet remotely via Teams.

The committee met via Teams on October 28, 2021.

Additional meetings for the 2021-2022 year are expected to be held in:

November 2021

January or February 2022

March 2022

April 2022

The Awards and Appeals Committee of SPAC and the Bursary and Loan Committee of SPAC will also meet remotely, as needed.

PURPOSE AND DUTIES OF COMMITTEE

The committee reviewed the purpose and duties below. No changes were made.

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

Respectfully submitted,

Candace Bird
Secretary

Scott Landry
Chair

ACADIA UNIVERSITY

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

REPORT DATE: October 12, 2021

SPAC COMMITTEE MEMBERS

Membership	July 1, 2020 - June 30, 2021	July 1, 2021 - June 30, 2022
Arts	Can Mutlu (Committee Chair August 2019 – June 2020)	Can Mutlu
	Andrew Biro	Andrew Biro
	Lara Hartman (Student Rep)	Fikayo Kayode (Student Rep)
Professional Studies	Scott Landry	Scott Landry
	Harish Kapoor	Harish Kapoor
	Cassidy Churchill (Student Rep)	Chiara Lu (Student Rep)
Pure & Applied Science	Kirk Hillier (resigned March 2020 – no replacement before June 2020)	Ashley Parsons
	Andrew Mitchell	Andrew Mitchell
	Menat Tahoun (Student Rep)	Lucas Matos (Student Rep)
Registrar or Delegate	Kim Rhymes, Administrator, Scholarships and Financial Assistance	Kim Rhymes, Administrator, Scholarships and Financial Assistance
Financial Aid Counselor	Pamela D'Entremont (Committee Secretary) retired June 2020	Candace Bird (Committee Secretary)

PURPOSE AND DUTIES OF COMMITTEE

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

MEETINGS DATES

Committee meetings were held during 2020-2021 on the following dates:

November 9, 2020 via Microsoft Teams

January 6, 2021 via Microsoft Teams

January 13, 2021 via Microsoft Teams

February 16, 2021 via Microsoft Teams

March 7, 2021 via Microsoft Teams

April 14, 2021 via Microsoft Teams

An entrance scholarship process information session was held on February 12, 2021.

The Awards & Appeals Sub Committee held several meetings to decide upon various awards and matters. The Bursary & Loan Sub Committee of SPAC met weekly as needed until late January. Acadia's Student Assistance Program (ASAP) assisted 34 students in the 2020-21 academic year and had a budget of \$250,000. The number was lower than previous years due to higher than usual Canadian student loan and grant funding.

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Awarding of 2021 Entrance Scholarships

Through the entrance scholarship process, 2401 prospective students were offered entrance scholarships or scholar-bursaries for the 2021-22 academic year as of the date of this report. This included renewable entrance merit-based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of 80% or above.

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

Three Chancellor's Scholarships each valued at \$10,000 renewable

Three Board of Governors' Scholarships each valued at \$8,000 renewable

Three President's Scholarships each valued at \$7,000 renewable

Four International Baccalaureate Scholarships each valued at \$6,000 renewable

The academic requirements for the 2021-2022 grade-based entrance scholarship program criteria did not change from the previous year. The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average provided the grade 12 average is 80% or above.

As part of the entrance scholarship application process the Committee again used a standardized group score spreadsheet. The top 120 files were reviewed. The Committee made some minor changes to the entrance scholarship application forms for the upcoming year.

2. Review of Committee Mandate

The Committee duties were reviewed. No changes were made.

3. Bursary Program Process:

The program grade 12 average for first year students was reviewed. The Committee approved a change to reduce the requirement from 80% to 70%. The program process will be reviewed in the current year.

4. Scholarship Renewability:

The renewability process went back to its previous format.

5. Scholarship Deferral

The deferral policy with respect to students studying part time due to COVID was reviewed. The committee decided to allow students doing part time at Acadia this year only, to defer their entrance scholarship provided they achieve a minimum 3.50 SGPA on the courses.

Respectfully submitted,

Kim Rhymes
Registrar/Delegate

Can Mutlu
Chair

Academic Program Review Committee Transition Report 2021

Membership:

Provost and Vice President Academic: Dale Keefe Registrar: Mark Bishop Arts: TBA, Professional Studies: Janna Wentzell, Pure & Applied Science: TBA, Governor: TBA, Dean of Arts: Laura Robinson, Dean of Professional Studies: Corinne Haigh, Dean of Pure & Applied Science: Suzie Currie

The Committee met on February 25, 2021 and reviewed the five tasks assigned to it by the Senate of Acadia University. The Chair of this committee will be Dale Keefe, Provost and Vice President Academic.

The Academic Program Review Committee's mandate is as follows:

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

Meeting in the Fall was on October 25, 2021 and set to coincide with the program review schedule for the academic year.

Acceptable modalities for the upcoming year will include meetings held in person, or via conference call, TEAM's, etc. as appropriate.

Update from 2020/2021

Completed Program Reviews:

- Chemistry - completed and reports filed digitally, and paper copy at Archives.
- ESST - completed and reports filed digitally, and paper copy at Archives
- Master of Education - completed and reports sent to Senate.

Goals for 2021/2022

Supporting and completing the program reviews that have been scheduled for this academic year. Reviews scheduled for this year will follow the Senate guidelines revised in October 2019. Review schedule includes the following:

History and Classics (Fall/Winter 2019/20)

- Review completed April 8 & 9, 2021
- Unit response pending

Social & Political Thought (Fall/Winter 2019/20)

- Review Completed November 23 & 24, 2020
- APRC recommendations pending

Open Acadia (Fall/Winter 2019/20)

- Self-study pending
- List of potential reviewers pending

Other items discussed.

Review of Guidelines to meet MPHEC Degree Qualifications framework

Working on APRC website.

Discussion of graduate attributes. Committee to consider Acadia graduate attributes. Draft started

SENATE ARCHIVES COMMITTEE TRANSITION REPORT

October 26, 2021

Committee membership: Pat Townsend (Archivist/ex-officio, on leave), Wendy Robicheau (Archivist/ex-officio), Heather Saunders (Dean of Libraries and Archives/ex-officio), Agnieszka Hayes (Librarian replacing Pat Townsend and Britanie Wentzell July 2021 to July 2022), Xiaoting Wang (Arts rep.), Richard Cunningham (Arts rep.), Paul Doerr (Arts rep. and perpetual Committee Chair), Michelle Boyd (Professional Studies rep.), Sue Conlan (P & A Science rep. replacing C. Morley July-Dec. '21), Melody Maxwell (Theology rep.), Eleanor Palmer ((Alumni appointee), Britanie Wentzell (Presidential Appointee, on leave) and Shirley Soleil-Day (Canadian Baptists of Atlantic Canada rep.).

Committee mandate: As representatives of their various constituents, members of the Senate Archives Committee will work collaboratively to: (1) to advise and guide on long-term and short-term directions that are consistent with the mandate and the strategic direction of the Archives; (2) to advocate for the Archives within the University, the Convention of the Atlantic Baptist Churches and the local community; (3) to make an annual report; (4) to address other Archives-related issues that shall arise from time to time; (5) to support academic activity.

The Senate Archives Committee met on October 18 at 3 pm. Paul Doerr was elected Chair for the coming year. We decided to meet next on December 15 at 3 pm, with at least one meeting to follow in the winter term, two if needed. All meetings will be held virtually via Teams. Our goal for the coming year will be to fulfill the committee mandate as above. The committee also heard a detailed and engaging report from Archivist Wendy Robicheau on the Archives activities since our last meeting in April.

Senate Nominating Committee
Report to Senate
November 1, 2021

Members: Paul Callaghan, Caroline Cochran, Anne Quéma, Peter Ricketts, Michael Robertson, Paula Rockwell, Ian Wilks.

The Senate Nominating Committee held one virtual meeting on October 18, 2021 to elect its Chair and to discuss the modality for meetings of the Committee in 2021-22. It was agreed that the Committee would continue to meet online.

Through a round of consultation by email, it was established that there was a vacancy concerning representation from Pure and Applied Science on the By-Laws Committee of Senate. On 21 and 27 October 2021, the Chair of the Committee contacted Senators from Pure and Applied Science, calling for nominations. Eventually, Dr. Michael Robertson agreed to be nominated for this position.

Respectfully,

Anne Quéma
Chair

Report of the Senate Disability Policy Committee

Meeting Date Oct. 21, 2021

Richard Karsten agreed to Chair the Committee until June 2022.

Meeting dates and modality.

The Committee agreed to meet via Teams.

The Committee agreed to meet again in November and again in the Winter term, with availability for meetings as necessary.

Duties of the Committee:

- (1) to monitor the implementation of the Acadia University Disability Policy.
- (2) to conduct an annual review of the Acadia University Disability Policy and if necessary, recommend to Senate amendments to the policy;
- (3) to deal with any other matters which Senate might refer to the Committee

The Committee reviewed the mandate, duties and membership of the Committee and it was determined that the Senate membership list needed updating. The Committee also discussed the scope of the mandate of the Committee and agreed that if it was around the teaching and learning environment (including physical supports) for supporting students that it is within the interest and purview of the Committee.

The Committee was informed that the Province as part of accessibility legislation has requirements for accessibility and requires the establishment of a committee to undertake such work at the University. It was agreed that in the desire to consolidate efforts and awareness, as well as to ensure a role of Senate, that it is recommended that rather than create a separate committee, that the Senate Disability Policy Committee would be willing to transition to serve this purpose, including inviting others and altering mandate and duties if needed. The Committee will be provided with the terms of reference and mandate of the legislated committee.

A quick snapshot was provided to the Committee with approximately 800+ students registered with Accessibility services including 220 new students.

Respectfully submitted,

Mark Bishop

TO: Anna Kieft, Chair of Senate
FROM: Dr. Peter Ricketts, President and Vice-Chancellor
SUBJECT: Awards Committee – Transition Report
DATE: November 2, 2021

Dear Senators,

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees and Emeriti distinction, followed by evaluation of the nominees and finally, providing recommendations to Senate.

A public call for honorary degree nominations was sent to the Acadia community on September 14, 2021.

The deadline for submissions is November 15, 2021.

A public call for Emeriti distinction nominations was sent to the Acadia community on October 1, 2021.

The deadline for submissions is January 31, 2022.

The committee will meet early in the new year to review the submissions, with the goal of Senate receiving recommendations for honorary degree recipients at the February 2022 meeting and Emeriti nomination at the following March 2022 meeting.

Respectfully,

Peter Ricketts, BA (Hons), PhD
President and Vice-Chancellor

**Research Committee
Fall 2021 Report to Senate**

Membership (N=10) for 2021/2022:

Associate VP Research and Dean of Graduate Studies: Anna Redden ex-officio (Chair)
Arts Faculty: Lesley Frank
Professional Studies Faculty: Matt Vierimaa
P&A Science Faculty: Mojtaba Kaviani
Theology Faculty: Spencer Boersma
Librarian: Mike Beazley
Canada Research Chair: Mark Mallory
Director of Research Centre (or Institute): TBA
Graduate Student: Nikki Jamieson
Undergraduate Student: Emmarie Hallin

Chair: Anna Redden

The first meeting of the Senate Research Committee for 2021/2022 was held on 18 October. The Committee membership, Terms of Reference and the 2021 Spring Report to Senate were reviewed.

Meeting frequency and mode (primarily via MS Teams): twice per semester, plus working group meetings for specific activities, as needed.

Goals and priority activities for the coming year:

- Focused activity (via 3 Working Groups which may also include non-Committee members) on:
 - 1) Research Data Management requirements at institutional and faculty level;
 - 2) Review and revision of research policies and guidelines; and
 - 3) Development of a research mentorship plan/program.The working groups will meet separately to make progress on policies, guidelines, plans and/or activities and report back to the full committee when it meets.
- Contribute to the development of the next Strategic Research Plan, with reference to Acadia's Strategic Plan 2020-2025 and more recent Academic Plan.
- Identify and support research and professional development opportunities for faculty and both graduate and undergraduate research students.
- Highlighting and celebrating research of faculty and students.

Respectfully submitted,
Anna Redden, Chair
Associate VP Research & Dean of Graduate Studies

**Graduate Studies Committee
Fall 2021 Report to Senate**

Membership (N=21) for 2021/2022:

Associate VP Research and Dean of Graduate Studies: A. Redden ex-officio (Chair)

Graduate Program Coordinators:

Masters (14):

Applied Geom - I. Spooner	Biology - M. Mallory	Chemistry - N. Faraone
Comm. Dev. - G. Donnelly	Comp Sci - E. Shakshuki	Earth/Envir Sci – N. O’Driscoll
Education - G. MacKinnon	English - K. Pinder	Math/Stats - F. Mendivil
Politics - C. Mutlu	Psychology - D. Symons (Fall); A.S. Champod (Winter)	
Social & Political Thought - C. Mutlu	Sociology - S. Rudrum	Theology - S. Blythe

PhD (1): Educational Studies - H. Hemming

Chair, Senate Curriculum Committee (non-voting): TBA

Graduate Student Representatives: Arts – TBA, Prof. Studies – TBA, P&A Science – TBA, Theology - TBA

Chair: Anna Redden

The first meeting of the Senate Graduate Studies Committee for 2021/2022 was held via Teams on 24 September. The Chair referred to the Committee Terms of Reference and Graduate Program Coordinator Duties and provided an update on course advising and the required activities of the committee.

Meeting frequency and mode (primarily via MS Teams): twice per semester, plus subcommittee meetings for scholarship/award competitions and other activities as needed.

Goals and priority activities for the coming year:

- Review all proposed graduate program changes and any new proposals prior to Senate review.
- Adjudicate graduate student external scholarships (NSERC, SSHRC, CIHR, ResearchNS, NS Provincial) and the Acadia Outstanding Master’s Research Awards – via sub-committees.
- Update policies, practices, and forms, as needed.
- Examine year-to-year trends in graduate student enrollment, retention and completion rates, opportunities with the Maple League, and make recommendations where needed.
- Develop process to better track the progress of part-time students and thesis/program completions.
- Identify and support professional development activities for graduate students.
- Promote, support and celebrate graduate student research.
- Contribute to the development of the next Strategic Research Plan.

Respectfully submitted,

Anna Redden, Chair

Associate VP Research & Dean of Graduate Studies

**Honours Committee
Fall 2021 Report to Senate**

Membership (N=11) for 2021/22:

Dean of Research & Graduate Studies: Anna Redden ex-officio (Transition Chair)
Registrar: Mark Bishop ex-officio
Arts: Andrew Davis
Arts: Christian Thomas
Prof. Studies: Stephen MacLean
Prof. Studies: Claire Mallin
P&A Science: Matthew McSweeney (new Chair)
P&A Science: Morgan Snyder
Honours Student (Arts): Claire Kim
Honours Student (Prof. Studies): vacant
Honours Student (P&A Science): Carolyn Smith

The first meeting of the Senate Honours Committee for 2021/2022 was held on 20 October. Anna Redden, as Transition Chair, welcomed the members and reviewed the Terms of Reference and the Spring 2021 annual report to Senate. The Registrar, Mark Bishop, discussed the need for semester-based courses (including Honours thesis courses as co-requisites), given the term structure of Colleague.

Chair: Matthew McSweeney was nominated and accepted the chair role at the first meeting.

Meeting frequency and mode (primarily via MS Teams): twice per semester, plus subcommittee meetings for specific activities, as needed.

Goals and priority activities for the coming year:

- Update the Senate Honours Committee Terms of Reference. Several of the Committee duties remain unclear and/or require amendments.
- Review and revise policies and guidelines associated with the Honours program and make recommendations to Senate where needed.
- Oversee the adjudication process for Honours research awards (e.g. USRA, HSRA, etc). The application form and criteria for evaluation of applications will be reviewed and revised, as needed.
- Strengthen Honours research student opportunities.
- Celebrate Honours research activities and outcomes.

Respectfully submitted,
Anna Redden, Transition Chair, and
Matthew McSweeney, new Chair

Report of the Senate Curriculum Committee Policy

Meeting Date Nov. 1, 2021

Roxanne Seaman agreed to be Acting Chair of the Committee until all members are able to be present.

Meeting dates and modality.

The Committee agreed to meet via Teams.

The Committee agreed to meet at least twice each term, with availability for meetings as necessary.

Duties of the Committee:

Duties:

- 1) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.
- 2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.
- 3) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.
- 4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
- 5) to consider such matters as Senate may from time to time entrust to the Committee

The Committee began by receiving an update from the Acting Chair of the previous year's activities, and primarily the shift from full year to courses over terms. The Committee was provided an update about the past Chair presenting at Faculty Councils and a proposal from the past Chair to, on behalf of Depts., submit one single change to the thesis courses to cover all instances in the Calendar. The courses would be 407T and 408T, be 3ch and be co-requisites of each other. An S grade would be given in December with credits only being earned after completion of both. There was agreement that this would be brought to Senate Curriculum Committee Admin.

A discussion regarding a standardized curriculum template of summary sheets which could assist in consistency and ease of use by Depts. and the Admin. Committee was had. It was supported in principle by the Committee and will be distributed for feedback as a draft prior to recommendation.

Respectfully submitted,

Mark Bishop

Admissions and Academic Standing Committee (Policy)
Senate Motion
November 8, 2021

Motion: To clarify language regarding second undergraduate degree requirements

Current Language

Second Undergraduate Degree Requirements Current Language:

A student holding one undergraduate degree from Acadia University who wishes to obtain a second undergraduate degree from a different faculty or school must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

Proposed Language

A student who wishes to obtain a second undergraduate degree must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

Motion: **Whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that all academic units have the option of offering full-year (6h) courses.** (H. Teismann and V. Provencal)