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Minutes of the Senate Meeting of Wednesday June 12, 2019.

A meeting of the Senate of Acadia University occurred on Wednesday June 12th, 2019 beginning at 9:00 a.m. with Chair A. Kiefte presiding and 29 members present, with 2 guests. The meeting took place in BAC 132.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present.

Motion to approve the agenda. Moved by D. MacKinnon and seconded by M. Robertson.

The Chair requested that as H. Chipman was present to speak to agenda item 4)f)v) Report from the Timetable, Instruction and Examinations Committee, that the item be moved up to be item 4)f)i).

MOTION TO APPROVE REVISED AGENDA CARRIED.

2) Minutes of the Meeting of Monday May 8th, 2019

Motion to approve the Minutes of Monday May 8th, 2019. Moved by G. Bissix and seconded by B. Anderson.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements:

a) From the Chair of Senate

The Chair announced that regrets were received from G. Wooden, H. Gardner, R. Seale, R. Murphy, S. Hayes, S. Thomas, President Ricketts, Z. Whitman, L. Aylward, G. Whitehall, J. Leidl, S. Hewitt and J. Stanley.

The Chair announced that H. Chipman (Chair of the T.I.E. committee) and P. Lauzon (Chair of the Ad-hoc committee on Relationships with other Post-Secondary Institutions) were attending as guests.

The Chair thanked all Senators and in particular those Senators that would ending their terms on Senate at this time.

The Chair reminded Senators that the blue attendance sheet was circulating and asked that Senators sign to ensure that their presence was recorded.

b) **From the President (no written report)** The Chair noted that President Ricketts was not able to attend today's meeting and that no written report had been received for the June meeting of Senate.

c) **From the VP Academic** H. Hemming announced to Senate that L. Robinson would be commencing her term as the new Dean of Arts on July 1st, 2019, but that a formal announcement would come at a later date. H. Hemming expressed thanks to J. Hennessy for his significant contribution to the academic sector during his five years as interim Dean of Arts. She also noted the leadership that J. Hennessy had provided during this period. Senators applauded warmly.

H. Hemming provided an update on the Director of the School of Education position and stated that J. Dymont would be commencing her role in the position on January 1st, 2020. H. Hemming noted that D. MacKinnon had been serving as acting Director of the School of Education in addition to his role as acting Director of Open Acadia and she thanked him for his contributions during the last year.

A. Vibert asked that Senators express their gratitude to H. Hemming for her service to the University and to Senate during her three years as acting Vice-President Academic. Senators applauded warmly.

d) **President of the ASU**

K. Vandertoorn announced that SRC hosted the second annual Maritime Student Leader Congress on campus (June 7th-10th). As many as 8 different student union delegations were on campus. A number of shared issues were discussed including the 'get out and vote' campaign conference that will be held at UPEI in July.

K. Vandertoorn stated that she and M. Jarvin had travelled to Ottawa recently to the Canadian Alliance of Student Associations (CASA) Foundations Conference, and also to Halifax to the Student/Government Round Table to meet with the Minister of Labour and Advanced Education.

K. Vandertoorn reported that Welcome Week planning was underway and that the ASU Executive was working alongside the Wong International Centre, Residence Life, and the University, with community mobilization to help plan an inclusive and experiential first week of September for new Acadia students.

4) **New Business**

a) **Motion from the A&AS (Policy) Committee that Senate approve a Revised Dean's List Policy (*attached*)**

Motion from the Admission and Academic Standing (Policy) Committee that Senate approve a Revised Dean's List Policy. Moved by H. Hemming and seconded by S. Currie.

H. Hemming pointed out that the Dean's List would be restricted to undergraduate students and that the SGPA had been adjusted to 3.7 in order to align to the new 4.33 grading scheme.

H. Hemming also noted that language was now to be included around students with documented disabilities, with respect to accommodations provided for

reduced course loads. These students would now be potentially eligible for the Dean's List.

Finally, H. Hemming pointed out that the Dean's List notation would appear on the student transcript.

G. Bissix was surprised that a student could be on the Dean's List with a minimum of 18 credit hours during the year. He asked whether the minimum had been discussed by the committee. He felt that this was quite a low threshold.

H. Hemming stated that the minimum had been discussed and approved by Senate several years earlier, so was not discussed again by the committee.

M. Bishop informed Senate that these changes were coming to Senate for two reasons. One was the result of the affirmation of the 4.33 grading scale approved by Senate. The second was in response to a question at Senate from G. Whitehall who had asked that the A&AS (Policy) Committee review the Dean's List Policy, given the new 4.33 GPA system.

M. Bishop stated that the committee undertook a review of other Canadian institutions to see what standards were expected based on a 4.33 GPA. It was found that a 3.7 or above grade was fairly standard and also the expectation that a student should have full-time status. In the case of Acadia, a three-course load each term (9 credit hours per term) was considered full-time for a student.

P. Abela asked about the specific wording around students with disabilities in the new policy and assumed that these students would always have been eligible for the Dean's List.

M. Bishop explained that in the past there had been cases considered by Human Rights Tribunals with respect to what constituted full-time status for a student was a documented disability. In this instance a student with a documented disability might take two courses and still be considered full-time at Acadia.

B. Anderson asked whether graduating students would be eligible to be on the Dean's List.

M. Bishop stated that this was the case but that the Dean's List was produced after graduation. A graduating student could still have that notation on a transcript reflecting that they were on the Dean's List and the process would now be very clear.

MOTION APPROVED.

**b) Discussion of Written
Announcements at
Senate**

The Chair asked Senators whether they wished to continue with written announcements. She reminded Senators that moving to written announcements this past year had been an attempt to have announcements

take up an appropriate amount of time at Senate meetings while still ensuring that important information was communicated to Senate.

D. Benoit preferred the written announcement format and felt that this allowed time to discuss other larger issues. He felt that the President and VP Academic could highlight some of the information in the report verbally, while straight forward announcements of faculty and student achievements should remain written, recognising that much of that information will be placed in the VP Academic report to the Board. He noted inconsistencies in the reporting between Faculties and also some duplication of the information being provided, since Science might report on funding grants and Research and Graduate Studies would also report on the funding received.

P. Abela also wanted some verbal engagement with the President and VP Academic and the opportunity for Senators to engage.

P. Rigg agreed and wanted the President and VP Academic to highlight what they felt was most important, while limiting discussion to 10 minutes.

D. Seamone cautioned against creating too many rules about the content of a written report and therefore making it too onerous for those that were providing the report.

A. Vibert agreed and felt that a clear sense of the purpose with regard to the information that the Deans were being asked to collect and forward to the VP Academic would be helpful. Discriminating between significant and everyday events took time and guidance from Senate about what it would like to hear would be helpful.

D. Benoit agreed because this would level the field. Without guidelines in one Faculty a student activity might be mentioned, and in another Faculty, a similar student activity might not be mentioned.

S. Currie was conscious of the time and effort that currently went into assembling the announcements for Senate and noted that a repetition of some of this went into the VP Academic report. She asked whether these two things could be amalgamated.

S. Currie questioned what the best way to celebrate achievements would be.

The Chair proposed that the Senate announcements continue to be written but that there be highlights clearly shown. She also suggested that Senate Executive could discuss this item at their next meeting and propose guidelines as to what should go into the announcements.

B. Anderson stated that the President's announcements were very helpful for Senate, especially information from external sources, such as government initiatives, information on the MOU, and policy direction statements. She felt that these should be highlighted. Other information could be included but be left for Senators to read at their leisure.

The Chair stated that she would follow-up before the September meeting regarding guidelines for Senate announcements. Senate would continue with written announcements for the foreseeable future, with time for questions and discussion pertaining to the announcements.

c) Final Enrolment Report for 2018-2019 (*attached*)

M. Bishop noted that he had provided the same report to Faculty Council recently. He underlined the 1% decrease in undergraduate enrolment and the 7% decrease in graduate enrolment. On the plus side international enrolment was up 6%. This represented a continuing trend for Acadia.

M. Bishop reminded Senators that the School of Music had now moved to the Faculty of Professional Studies and that this was reflected in the reduced student numbers for the Faculty of Arts.

A. Wilks asked whether the proposed budget for 2019-2020 had anticipated these percentage drops.

H. Hemming confirmed that these expected numbers had been incorporated into the budget but that nothing was definite until late September.

G. Bissix asked about enrolment numbers from other institutions in Nova Scotia.

M. Bishop stated that Acadia's numbers were reflective of trends in the region. He had also looked at K - Grade 12 enrolments and could see that the Grade 12 class was currently around 9440 for 2019. The Grade 7 class was only about 8400 which showed a significant decline in the number of students moving through the schools. M. Bishop noted that in Grade 2 the numbers were down a further 1000 students.

P. Abela asked whether the increase in international students had offset the decrease in domestic students, since international students pay higher fees.

H. Hemming confirmed that this was correct and noted that this had been reflected in the presentation from C. Callbeck to the faculty.

The report was received.

d) Motion to approve the Graduate Program Proposal for a M.Sc. in Environmental Science (*attached*)

Motion to approve the Graduate Program Proposal for a M.Sc. in Environmental Science. Moved by R. Raeside and seconded by D. Benoit.

R. Raeside stated that this degree program had been operating for the previous ten years but that students had been completing programs as M.Sc. in Biology or M.Sc. in Geology. However, the students taking the degree were often much more aligned to Environmental Science and this would ensure that they graduate with a M.Sc. in Environmental Science if they wished to.

D. MacKinnon asked why it was that of the several courses listed, students only needed to take four, and that it was quite possible for them not to take any environmental science courses.

A. Redden agreed that this was a good point. She asked about funding for the program and noted that it was not supposed to take any more money from the AGA program.

R. Raeside pointed out that most students wanting to take this program would likely have come from an undergraduate program in environmental science and that at least one of the ES courses listed was a required course in the undergraduate program. He noted that if a student was coming from a Biology or Geology program they would be expected to take the environmental science courses. He stated that of the three ES courses, two were also upper level undergraduate courses and would normally be taken at that level.

R. Raeside commented that Environmental science had evolved as a discipline in its own right over the last 15 years and had been introduced 20 years ago at Acadia.

MOTION CARRIED.

R. Raeside noted that this would now move forward to MPHEC for approval.

e) **Motion to approve a Framework for the Development of Articulation Agreements, as presented by the Ad-hoc Relationships with Other Post-Secondary Institutions Committee (attached)**

Motion to approve a Framework for the Development of Articulation Agreements, as presented by the Ad-hoc Relationships with Other Post-Secondary Institutions Committee. Moved by H. Hemming and seconded by D. Benoit.

P. Lauzon reported that the committee had met on eight occasions since January 2017 and that a final report was now being submitted to Senate. He summarized the attached document and noted that this report addressed the third bullet point of the original mandate for the committee – the development of a clear process for future proposals for articulation agreements with other post-secondary institutions.

P. Lauzon felt that the suggested process was logical and it included guidelines for the creation of articulation agreements so that they would all be consistent at Acadia. This would include data gathering, the need to create a transfer credit structure, the writing of the agreement, the finalizing of the agreement and the stewardship of the articulation agreements.

P. Lauzon asked Senate whether the ad-hoc committee would continue since only part of the original mandate had been completed. He believed that the committee should continue to operate. He also wished to see the articulation agreements uploaded to the Acadia website as educational pathways which would be very positive. P. Lauzon noted that there was a need to examine the articulation agreements that already existed and also load these to the website.

P. Lauzon pointed out that this would be important for future enrolment.

P. Lauzon also requested that the Registrar be included on the committee membership.

The Chair stated that Ad-hoc committees should reflect at the end of each year on whether they had completed their work and make a recommendation about whether they should continue to function. In some cases, ad-hoc committees could also recommend that they become a standing committee.

The Chair noted that if the committee recommended changing to a standing committee, the matter would be referred to the By-laws Committee, and it would bring a constitutional change motion to Senate. Senate would then vote on the membership of the committee and its terms of reference.

The Chair noted that the request to add the Registrar to the ad-hoc committee could be made as a motion on the floor of Senate.

Motion that the Registrar be added as an ex-officio member of the Ad-hoc Relationships with Other Post-Secondary Institutions committee. Moved by P. Lauzon and seconded by R. Raeside.

D. Seamone suggested that ex-officio meant non-voting, but after some discussion it was agreed that ex-officio did not necessarily mean non-voting.

Amendment to the motion to make the Registrar's ex-officio position on this ad-hoc committee non-voting. Moved by D. Seamone and seconded by P. Abela.

D. Seamone presented her rationale and stated that this was an elected committee with one Acadia staff member present (the Registrar). She felt that voting membership needed to be reserved for the representative portion of the committee. She noted that the Registrar needed to be on the committee because he would be key to negotiating all of the actions of the committee.

P. Abela felt that it was crucial to have the Registrar on the committee.

P. Callaghan voiced his concerns that a senior administrator of the University was being referred to as a staff member. He believed that the Registrar should have a vote on this particular committee given that the work of the committee dealt with articulation agreements and the administrative details and coordination that would be enacted by the Registrar.

D. Benoit asked what was the point of putting the Registrar on the committee without a vote. Since the Registrar brought necessary expertise to the committee, he should also have a vote. D. Benoit mentioned a number of committees that he served on as an ex-officio member and noted that there would be little point in serving on these committees if he had no vote.

M. Adam pointed out that the amendment was far from the original motion to agree to the framework for the articulation agreements.

M. Adam asked whether the Ad-hoc committee should be changing to a standing committee.

The Chair clarified the situation and the specific motion that the Ad-hoc committee was bringing to Senate. She pointed out that there was no reason for the Ad-hoc committee to end if it was still carrying out productive work. If the committee wished to recommend that they become a standing committee the By-laws committee would discuss and study that motion (30 days would be required).

The Chair noted that Senate was now considering the amendment to the motion to ask whether the Registrar should be ex-officio and a voting member.

P. Callaghan pointed out that these amendments had nothing to do with the original motion and he did not feel that this should be debated.

The Chair suggested that the motion to add the Registrar to the committee be withdrawn for now so that Senate could return to the main motion. Those who made the nested motion agreed to the withdrawal.

P. Abela asked whether the recommendations for the framework would change any of the pre-existing terms of articulation agreements.

H. Hemming responded that the committee did not intend to go back and revisit existing MOAs. She noted that all previous agreements included language stating the possibility to discontinue with an agreement.

G. Bissix stated that he had been involved with a number of articulation agreements. He felt that they took a long time to write and tended to attempt to marry courses from 2-year college programs with courses offered at Acadia. He asked whether the committee had discussed these sorts of issues.

G. Bissix asked whether the committee discussed accepting grades from NSCC as they were presented. He pointed out that enrolment criteria for NSCC was lower than for the University and that grades were not therefore comparable. G. Bissix asked whether the committee felt that this might be an issue for articulation agreements and he wanted to know whether the University had any data to show whether students transferring into Acadia with a B average, were actually performing at a B average level.

P. Lauzon agreed that these were two important aspects that may require further investigation by the ad-hoc committee.

H. Hemming stated that the ad-hoc committee had been concerned that some of the articulation agreements were being developed without the academic units being fully involved. This framework would ensure that both the academic unit connected with the agreement and the academic units that could be impacted by the agreement, would be involved. If it was found that students were not at the level they needed to be in order to be academically successful, the agreement would need to be revisited and changed.

G. Bissix pointed out that in the past there had been inconsistency in some situations when transferring students into Acadia.

H. Hemming stated that this process would enable each unit to reflect on problems such as these.

D. Benoit preferred a more grassroots level approach and felt this to be very top down. He noted that normally he would be contacted by another institution to discuss whether a transfer would even be possible before moving on to the specifics. D. Benoit felt that with this approach the requests would come to the Dean or the academic unit, but that the Registrar or the Provost & VPA would be doing all the work.

H. Hemming responded that step one would be an assessment carried out by the sponsor which would be as before. The processes would then move to the Registrar, Provost and VPA and the Deans and Heads and Directors. This would prevent the current challenge whereby individual units got far ahead in the process, wanting signatures, when the agreement had not been vetted by the President and Provost and VPA. This would ensure that the necessary academic rigour was present.

C. Rushton asked about the timeframe once the motion had been passed.

H. Hemming stated that this would become policy immediately and also noted that this framework had been followed for the previous year, so she did not see any problem with starting immediately.

MAIN MOTION APPROVED.

P. Lauzon commented that the current members of the ad-hoc committee should be thanked for their good work.

Motion that the ad-hoc Relationships with Other Post-Secondary Institutions committee continue working. Moved by D. Seamone and seconded by M. Adam.

H. Hemming asked that Senate Executive provide some guidance around the work that the committee continue to do. With regard to the on-going work around the articulation agreements and the vetting of previous agreements, H. Hemming did not feel that the committee would take on this role. She expected that the academic units were best placed to carry out this work because they knew their programs thoroughly.

H. Hemming noted that the Registrar would be planning to put the articulation agreements up on the Acadia website.

The Chair agreed that Senate Executive could re-visit the terms of reference for this ad-hoc committee and propose an updated list of responsibilities.

D. Seamone clarified that when she made the motion she expected that the ad-hoc committee would continue until they finished their work and not for a

specific length of time. She expected that the ad-hoc committee would come back to Senate when the work was completed.

P. Abela asked the Chair to confirm whether ad-hoc committees defaulted to one year of existence, and whether if their work was not completed, they would continue for longer.

The Chair stated that at the end of the year ad-hoc committees gave annual reports and that at that time each ad-hoc committee should make a recommendation in their report as to whether they still had work to do or whether they had completed their work. They could also recommend that some follow-up or remaining work be completed by an existing standing committee. In some cases the ad-hoc committee could recommend that the By-laws committee consider a recommendation that they become a standing committee of Senate.

M. Adam offered to withdraw his seconding of the motion if the committee still had plenty of work to do, or if clarification was received stating that the ad-hoc committee would be continuing with its work as the original mandate had not yet been completed.

The Chair felt that the motion for the ad-hoc committee to continue could remain.

MOTION CARRIED.

The Chair asked if Senators wished to revisit the question of the Registrar on the committee as an ex-officio member.

Senate did not wish to revisit this matter at this meeting.

**f) Senate Committee
Annual Reports**

**i) T.I.E. Committee
Report (*attached*)**

H. Chipman spoke to the Timetable, Instruction and Examinations committee report and noted that the report was just for information. The committee had met 6 times during the year working on two items. He noted that in December/January the committee brought proposals for Calendar dates and Principles for the above.

H. Chipman stated that later in the year the committee had been working on revising the timetable and the slot system for course scheduling. Surveys were distributed to faculty and feedback was received. That work was still in progress.

P. Abela asked what feedback had been received with respect to a possible one-hour mid-day break, which could affect Chartwells.

H. Chipman stated that a meeting had been held with Chartwells and that they expected that some changes might be necessary to ensure that the flow of

students through the dining hall worked effectively. They felt that students would adapt their schedule to stagger attendance in the dining hall.

The T.I.E. report was received.

H. Chipman left the meeting.

- ii) **Senate Executive Committee Report (*attached*)** R. Raeside took the Chair so that A. Kiefte could present the Senate Executive report.
The Senate Executive report was received.
A. Kiefte resumed the Chair.
- iii) **Senate Disability Policy Committee Report (*attached*)** The Senate Disability Policy committee report was received.
- iv) **Admission and Academic Standing (Appeals) Report (*attached*)** R. Raeside took the Chair so that A. Kiefte could present the Admissions & Academic Standing (Appeals) committee report.
A. Kiefte stated that the detailed report of appeals outcomes for this year would come to Senate in September because the A&AS (Appeals) committee would be meeting later in June and in August to complete the two rounds of appeals.
A. Kiefte resumed the Chair.
- v) **Curriculum Committee (Administrative) Report (*attached*)** P. Callaghan explained that the report was a synopsis of curriculum proposals approved by Senate in February 2019 but that it also included three issues that had come forward to the Curriculum committee since that time.
P. Callaghan stated that the committee felt that there was a need to be more systematic in the elimination of dormant courses from the Calendar. He noted that the Registrar's Office had identified that the scale of the problem was extensive and he expected that the committee would continue to work with academic units in the Fall on this matter.
P. Callaghan pointed out that the Acadia New Program curriculum forms were outdated and that any curriculum changes requiring MPHEC approval needed a specific MPHEC form to be used. He commented that the Curriculum committee was working to create updated forms for New Program proposals.
P. Callaghan stated that the new program in Arts and Science; the BA/B.Sc. in Critical Health Studies had been approved by both Faculties and would come to Senate in the Fall for approval.

P. Callaghan noted that updates had been received in the following degree programs that had been approved by Senate in February, subject to MPHEC approval. Firstly, the B.Sc. in Economics amendments were as follows: i) setting a minimum of 18h of upper level (3000/4000 level) Economics courses, and ii) additional Math course requirements (6h more than the original proposal). Secondly, the same requirement will be required for the BA with Major in Economics and BA (Honours) with Major in Economics which would ensure consistency between the B.Sc. in Economics and the BA in Economics.

P. Callaghan stated that the third program modification requiring approval was the request to change the name for the proposed Bachelor of Computing with Interdisciplinary Studies (BCIS) Program (which was approved previously by Senate on 01/10/2017); to the Bachelor of Applied Computer Science (BACS).

Motion 1; The Curriculum Committee (Administration) recommends the proposed amendments to degree requirements for a B.Sc. in Economics (4 degree variants) approved by Senate on 02/12/2018 be amended to comply with MPHEC's conditions for approval. Moved by P. Callaghan and seconded by P. Rigg.

MOTION CARRIED.

Motion 2; The Curriculum Committee recommends the modifications to the B.A. with Major in Economics and B.A. (Honours) with Major in Economics degree requirements be approved to comply with MPHEC's conditions regarding consistency with the proposed B.Sc. in Economics degree requirements. Moved by P. Callaghan and seconded by P. Rigg.

H. Hemming stated that the modification to ensure consistency was part of the rationale but that the other part; a requirement to have a minimum of 18 h at the 3000/4000 level of courses was included because that was part of the MPHEC guidelines for any undergraduate program approval.

MOTION CARRIED.

Motion 3; The Curriculum Committee recommends the program name Bachelor of Computing with Interdisciplinary Studies (approved 01/10/2017) be changed to Bachelor of Applied Computer Science. Moved by P. Callaghan and seconded by S. Currie.

MOTION CARRIED.

The Curriculum Committee (Administrative) Report was received.

vi) **Academic
Planning
Committee
Report (*attached*)**

The Academic Planning Committee Report was received.

- vii) **Academic Program Review Committee Report (*attached*)**
- H. Hemming stated that ambitious objectives had been set for the Academic Program Review Committee during 2018-2019 and that it had not been possible to schedule all of the proposed reviews. Two reviews remained outstanding. She noted that a documentation storage process had now been put in place.
- G. Bissix pointed out that the report showed that the ESST self-study report was pending and that the review would be scheduled in the Fall of 2019, but that the ESST self-study report was in fact completed. H. Hemming agreed to follow up on this.
- R. Raeside reminded Senators that the By-laws committee had been tasked with determining which Senate sub-committees had work to carry out during the summer months. He asked H. Hemming whether the APRC would expect to meet during the summer, when a student member or a member with a CLT position might not be able to be present.
- H. Hemming responded that her experience had been that academic units tended to work on their self-study reports during the summer and then forward to the APRC by late summer. As a result the committee met in June and August.
- The Academic Program Review Committee Report was received.
- viii) **Research Committee Report (*attached*)**
- A. Redden stated that the Research Committee members had been discussing the Acadia 2025 strategic planning process.
- A. Redden noted that a Spring Symposium had been planned for Canada Research Chairs (required in their Collective Agreement) but that this had been re-scheduled for the September period. This would probably be coupled with a revamping of the research ‘Gong Show’.
- A. Redden stated that the committee planned to make progress with Research Data Management because faculty that were applying for Tri-Council funding would be asked in future what their research data management plans were. This would no longer be a ‘soft’ ask. A. Redden said that they were working closely with the Library on this initiative and M. Neilson would be providing expertise.
- A. Redden was also hoping to hold a Lunch ‘n Learn before the Fall because this was a big topic to become informed about.
- The Research Committee Report was received.
- ix) **Graduate Studies Report (*attached*)**
- A. Redden thanked the members of the Graduate Studies committee and noted that the Graduate Coordinators had a hard job and were also required to sit on other sub-committees (nine) to review applications for funding.

A. Redden also thanked all those that served as Chairs of Thesis defences which was an important role to take on. She noted that she would be encouraging more faculty to take on this role to spread the load.

A. Redden noted that the committee would be working on some policy changes. These were issues around how to manage students that had exceeded their full-time period of study and therefore reverted to being a part-time student. She noted that consistency was needed with the way in which the University communicated with those students and that clarity around student expectations and faculty advisor expectations needed to be determined.

G. Bissix pointed out that J. Colton should be listed as Community Development and not Recreation Management. A. Redden agreed to this correction being made in the Minutes.

The Graduate Studies report was received.

x) **Admissions and Academic Standing (Policy) Committee Report (*attached*)**

H. Hemming offered to take questions.

R. Raeside asked about summer work of the committee, and H. Hemming confirmed that the committee generally met in June.

The Chair asked about the Acadia “B” “D” rule that the committee was planning to work on as listed in item 5 of the committee’s report.

H. Hemming stated that there was a lack of clarity around this option and noted that there was no clear policy. She stated that with one course in a degree program, (if a student had not received a ‘C’ in their major required courses but had a ‘D’ or a ‘B’), the Head or Director could allow the ‘D’ to be changed to a ‘B’ which would give an average of ‘C’ and would allow the student to meet the criteria to graduate.

H. Hemming stated that this rule was being implemented in different ways and that there was no current policy statement in place, which Senate would need to approve.

P. Callaghan received plenty of requests for this rule to be applied. He noted that if a student in their graduating year had one ‘D’ in a required course when the program required a ‘C-’ or better, as long as they had a ‘B’ the School would agree to take the average of the ‘B’ and ‘D’ to make a ‘C’. P. Callaghan stated that this was allowed only once for a student.

H. Hemming noted that the committee was unsure whether this rule should be a part of the well known regulations at Acadia. H. Hemming noted that it currently needed to be approved by the Dean of a Faculty.

M. Bishop had received a typed document, originally faxed to the Registrar’s Office in 2010. M. Bishop read out the document.

H. Hemming stated that more work needed to be carried out.

The Chair asked whether the Head or Director provided approval in such cases for a student being on the Graduands list, or whether it went through the Deans.

M. Bishop stated that a Head or Director did provide that verification currently but noted that the document outlining the policy indicated that a sub-committee comprising the VP Academic, the Registrar, and the Dean of the unit involved would meet to determine whether the B for D rule would apply.

G. Bissix noted his lengthy tenure at the University and stated that he believed this to be a policy created decades ago. He noted that he understood it to apply only to a graduating student.

P. Abela asked for confirmation that the A&AS (Policy) committee would be bringing something to Senate for deliberation in the future.

H. Hemming agreed that this was the case.

The Admission & Academic Standing (Policy) Report was received.

xi) Board of Open Acadia (*attached*)

H. Hemming asked for any questions for the Board of Open Acadia.

She confirmed for R. Raeside that the Board did not necessarily meet over the summer.

The Board of Open Acadia Report was received.

The Chair noted that no report had been received from the Library Committee, the Awards Committee or the Faculty Support Committee. The Chair asked whether the Chairs of any of those committees were present.

D. Benoit noted that he had no report from the Faculty Support Committee. He also confirmed for R. Raeside that the Faculty Support Committee could meet over the summer.

7) New Business

No new business.

The Chair thanked R. Hare for her work in the Recording Secretary position. Senators applauded and expressed their gratitude.

8) Other Business

No other business.

9) Adjournment

Motion to adjourn at 11:15 a.m. Moved by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording Secretary

ANNOUNCEMENTS

PRESIDENT REPORT TO SENATE:

NO WRITTEN REPORT

VICE PRESIDENT ACADEMIC'S REPORT TO SENATE – June 2019

FACULTY OF ARTS:

Dr. Laura Robinson will begin a six-year term as Dean of Arts on July 1, 2019. She will hold a cross appointed in the Department of English and Theatre and the Women's and Gender Studies. Her academic home will be the Department of English and Theatre.

Dr. Robinson is currently a Professor of English at the Grenfell Campus Memorial University of Newfoundland where she has served as Dean, School of Arts and Social Science since 2016. She is an Acadia alumna (Class of 1988) with a BA (Honours English) from Acadia University, an MA (English) from the University of Manitoba and a PhD in English from Queen's University.

Dr. Anne Quéma presented “‘Fulgurations in my own tongue’: Soundscapes in *O Resplendor*.” At the conference “TEXT, SOUND, PERFORMANCE,” University College of Dublin, April 25, 2019. And, “Oana Avasilichioaei's *Limbinial: Phonotopia of Migrations*.” At the conference “Forms of Migration: Innovative Poetics and Migrancy,” University of Graz, Austria, May 2, 2019.

Dr. Kait Pinder presented the paper, “‘Oblique Affection’: Dionne Brand's *Theory, Undisciplined*.” Text/Sound/Performance: Making in Canadian Space. University College Dublin. Dublin, Ireland. 25-27 April 2019. And, with Andrea Beverley, presented “Watching Feminist Work: Post-critique and the 1983 Women and Words Conference.” Canadian Literature Symposium: Institutional Work. University of Ottawa. 3-5 May 2019.

On 10 May 2019, Dr. Kevin Whetter and Dr. Fiona Tolhurst, Florida Gulf Coast University, were awarded the James Randall Leader Prize from the International Arthurian Society-North American Branch for the best article on an Arthurian topic published in 2018. Tolhurst and Whetter's “Standing Up for the Stanzaic-Poet: Artistry, Characterization, and Narration in the Stanzaic *Morte Arthur* and Malory's *Morte Darthur*,” published in *Arthuriana* 28.3 (2018): 86-113, was chosen by the Randall committee and awarded at the annual IAS-NAB Branch meeting at the International Congress on Medieval Studies, Kalamazoo, Michigan.

Dr. Kevin Whetter presented two papers: “Closing the Distance between Palomydes and the Round Table,” and “The Trouble with Taboos and Temptation in *Sir Gawain and the Green Knight*,” Roundtable paper, [Commissioned.] at the International Congress on Medieval Studies, Western Michigan University, Kalamazoo, 9-12 May 2019.

Dr. Andrew Biro, Department of Politics had an article published, “Reading a Water Menu: Bottled Water and the Cultivation of Taste” in the *Journal of Consumer Culture* (vol 19, no 2).

FACULTY OF SCIENCE:

Megan Tobin, **Biology** Honours student with Dr. Todd Smith and Class of 2019, won the Mick Burt Prize for best student poster in the Parasitism, Immunity, and Environment section of the Canadian Society of Zoologist’s annual meeting in May in Windsor, ON. The title of Meghan’s poster was: “*Attraction of mosquitoes to epidermal bacteria isolated from green frogs infected with Hepatozoon blood parasites*”. Co-authors were fellow biologists, Claire Bullock, Russell Easy, Melanie Coombs, Laura Ferguson, and Todd Smith.

Biology professor and Canada Research Chair, Dr. Mark Mallory, and colleagues published this month:

Vestbo et al. 2019. Helminths in common eiders (*Somateria mollissima*): Sex, age, and migration have differential effects on parasite loads. *IJP: Parasites and Wildlife* 9: 184-194.

Avery-Gomm et al. 2019. There is nothing convenient about plastic pollution. Rejoinder to Stafford and Jones “Viewpoint – Ocean plastic pollution: A convenient but distracting truth?” *Marine Policy*. In press.

The **Chemistry** Department hosted a successful annual Science Atlantic ChemCon last weekend, with undergraduate students from Atlantic Canada presenting their research.

Chemistry Professor Emeritus, Dr. John Roscoe recently published two papers:

Frazer JW and Roscoe John M. 2019. Temperature dependence of the reactions of Cl with toluene and the xylenes. *Int. J. Chem. Kinet.* 1-11. <https://doi.org/10.1002/kin.21278>.

Roscoe John M. 2019. Comment on the thermochemical and kinetics of the CH₃OH+ (⁴S)N reactional system. *J. Phys. Chem. A*, 123, 966. Doi:10.1021/acs.jpca.8b08897.

Dr. Darcy Benoit, Director of the **Jodrey School of Computer Science** received an NSERC PromoScience Supplement for Science Odyssey, Canada’s biggest festival of science and technology, held in May each year.

Acadia **Earth and Environmental Science** graduate student, Jackson Malone, was awarded a Geological Society of America Graduate Student Research Grant. Alongside his supervisor, Dr. Peir Pufahl, Jackson is studying biogeochemical cycling and its connection to mass-extinction and glaciation at the Ordovician-Silurian boundary. Jackson will begin field work in Wisconsin this June.

Third-year **Environmental Science** major, Riley Scanlan, had a very rare opportunity to visit the Svalbard Global Seed Vault, located in Longyearbyen, Svalbard, Norway. Riley is currently on

exchange in Norway, but her work with the Acadia Seed Bank allowed her to participate in the work in the Arctic, not normally open to visitors.

Recent Honours graduate in **Environmental Science**, Sarah Stewart won second place at the Environmental Science Atlantic conference for her oral presentation entitled: *“Running on empty: Determining the presence of feeding behaviour in anadromous alewife in Jolicure Lake, NB”*.

At the same conference, **Biology** MSc student, Sarah Adams, won second place for the Graduate Student Oral Presentations for her talk entitled: *“Diversity of fungi from marine wood from the Bay of Fundy, Nova Scotia, Canada”*.

Psychology student, Steve Wilton, Steve Wilton received the *Science Atlantic Communication Award* for his poster presentation at Science Atlantic for Psychology at Mount Allison (May 6-7). The title of his poster was: *“Motivational Conflict in Individuals with Low Self-Esteem: The Effect of Self-Affirmation Strength on the Trade-Off Between Anxiety and Depression”*.

FACULTY OF PROFESSIONAL STUDIES:

School of Kinesiology:

The SMILE program will be receiving a \$500,000 Jumpstart Accessibility grant.

Dr. Chris Shields participated in CIHR reviews as part of the college of reviewers (the only person in his group from east of QC). A search of the list posted on the CIHR website shows that Chris is the only one from Acadia listed out of the 4500+ members.

Dr. Scott Landry’s two honours students (Ellen Hatt with a BScH and Carolynn Tan with a BKineH) both had their abstracts accepted as a podium presentation at the 2019 International Society of Biomechanics Conference, which is being held in Calgary this August. This conference is expecting over 2000 attendees and is the biggest conference in the field of Biomechanics. Both Ellen’s and Carolynn’s work for their oral presentation will be based on the research they conducted during the past year in the John MacIntyre mLAB.

The title of Carolynn’s talk will be: **Effect of sex and age on lower extremity sagittal plane asymmetry during single and double leg drop jump landings.**

The title of Ellen’s talk will be: **Understanding differences between sex, leg and sport on ankle joint angles and moments during cutting and jumping movements.**

School of Education:

- In March the School of Education underwent an accreditation review, as part of a process for all faculties of Education in Nova Scotia. The draft report of the Accreditation Panel was received recently, and it indicated that the School met all criteria for accreditation and praised many aspects of the School’s operations and programs.

- Nancy Belliveau, a regular part-time faculty member who teaches French as a Second Language methods courses, was presented the 2018 Nova Scotia FSL Champion award. Nancy received the award at The Canadian Parents for French (CPF) Network Conference took place in Halifax last October.
- Nancy Belliveau and Linda Wheeldon were guests at a recent provincial luncheon to acknowledge the work of the volunteers from each jurisdiction-Nancy represented Kentville and Linda Wolfville. They were each presented with an award from the province to acknowledge their leadership in their own area.
- Linda Wheeldon and her colleague, former Education faculty member Dr. Michelle Forrest, were asked to deliver the keynote address at this year's CSSE. They also received funding for their book to be printed at Ottawa Press.
- Dr. Mike Corbett delivered the keynote address at the 24th National Rural Education congress in Saskatoon, 31 March – 3 April 2019.
- Dr. Mike Corbett and Mr. Zach Akerson, a 2018 B.Ed. graduate, have had an article accepted for publication in the Canadian Journal of Education. This paper compares vocational education in Canada and Australia and was developed out of a paper Zach wrote for Foundations and Contexts of Education
- Dr. Gregg MacKinnon had a paper accepted in the International Journal of Technology, Knowledge and Society, entitled “Virtual Coaching of Literacy Teachers: An Action Research Study.”
- Dr. John Guiney Yallop had a chapter in a recently released book titled, “My Nova Scotia Home.” The book was launched in late-May at the Halifax Central Library.

RESEARCH & GRADUATE STUDIES:

“Playing Napoleon: The battlefield on the boulevard” (Embargoed)

Dr. Janice Best, Professor emerita (Department of Languages and Literatures), has been awarded a SSHRC Insight Grant of \$82,255 over 5 years. The focus of Dr. Best's project is on theatrical representations of Napoleon Bonaparte during France's Second Empire (1850-1870). The main objectives of this project are to determine how government censors altered the historical narrative, to understand whether the censorship was successful, to organize performances of both

censored and uncensored versions of one full length play, and to write a book which highlights the central role of these plays about Napoleon in shaping the collective cultural memory and myths of national identity.

“Thinking Historically for Canada’s Future” (Embargoed)

Dr. Jennifer Tinkham, Assistant Professor in the School of Education, is a co-applicant on the award of a large, multi-institutional 7-year SSHRC Partnership Grant (2019-2016; \$2,500,000 in SSHRC funding), led by Project Director, Professor Carla Peck in the Faculty of Education at the University of Alberta. The project involves mapping the terrain of history education in Canada, and includes historical thinking, indigenous knowledge, and civic engagement approaches to identifying gaps and creating knowledge in relation to school curriculum and resources, pedagogy and teacher education.

“Science Literacy Week” Award

Dr. Darcy Benoit (Jodrey School of Computer Science), has received supplemental funding associated with Acadia’s current NSERC PromoScience grant that supports Acadia’s Robotics program. This is an annual province-wide program that brings 400 elementary and secondary school students to campus to compete in robot programming competitions. The PromoScience Supplement for Science Literacy Week (SLW) is intended to facilitate participation in Science Literacy Week (September 16-22, 2019). SLW 2019 is a week-long celebration of science-based activities that highlights outstanding scientists and science communicators from coast-to-coast. This NSERC Promoscience Supplement has a value of \$4996. This is the fourth supplement Dr. Benoit has received since his 2017 Acadia Robotics Promoscience award. The original award was for \$75,000 over 3 years. The four supplements have brought in an additional \$24,524.

Provincial Research Awards

Six NS Habitat Conservation Fund Awards

The Nova Scotia Habitat Conservation Fund (HabCon) was established under the Nova Scotia Wildlife Act to assist the funding of programs for the protection and enhancement of wildlife habitats. The funding source is primarily from the sale of the Wildlife Habitat Stamp purchased by hunters and trappers and is administered through the NS Department of Lands and Forestry. Acadia has been awarded six HabCon projects for a total of \$102,300 in funding this year including:

Mr. Allain Belliveau, Collections Manager, E.C. Smith Herbarium received two awards. The first was \$20,625 for the project, *Preserving seeds and genetics of trees in peril, Hemlock and Ashes in NS*. The second was \$18,805 for, *“Assessing old forests in the Annapolis Valley area and reviewing policy options for their protection on private lands”*.

Dr. Mark Mallory, Biology and CRC in Coastal Wetland Ecosystems was awarded \$12,000 for, *“Conservation of eiders using nest structures on the Eastern Shore”*.

Dr. Nelson O’Driscoll, Earth and Environmental Science and the Center for Analytical Research on the Environment (CARE) received \$23,100 for his project, *“Examining the impacts of herring gull guano on the mercury cycle of a restored bog on Brier Island”*.

Dr. Dave Shutler, Biology, received \$17,150 for, “*Effects of the coyote incentive program: condition, reproductive output, capture bias, etc.*”.

Dr. Phil Taylor, Biology, received \$10,620 for his project, “*Determining the spring migratory behaviour of Ipswich Sparrow.*”

Undergraduate Student Funding

Success with Student Employment Programs

Acadia was awarded funding for 17 undergraduate student employment opportunities through the Service Canada, Canada Summer Jobs program. The funding totals \$27,500 and supports student employment across campus including diverse roles with the Acadia Community Farm, research editing in English and Theatre, computer programming, environmental health research, and native plant communities (interpreter) with the K.C. Irving Environmental Science Centre.

Industry & Community Engagement Office (ICE)

Paraza Pharma Invests (\$185,000) in Two Research Projects

Paraza Pharma Inc., a Montreal based drug development company, recently committed \$185,000 in research funding to support two research projects led by faculty members in Chemistry & Business.

The first project, valued at \$125,176, will investigate “*Curcumin prodrugs and their delivery for improved pharmacokinetics and pharmacodynamics.*” This one-year project is led by Dr. Amitabh Jha (Chemistry). This latest agreement extends Jha’s ongoing research collaboration(s) with Paraza that began with an NSERC Engage grant for \$25,000 in 2017 and moved into an ongoing NSERC Collaborative Research and Development (CRD) project valued at \$105,000 in 2018. The second project, entitled “*Research & Development (R&D) and New Product Development processes in the Canadian Pharmaceutical Industry,*” is being led by Dr. Harish Kapoor (Business). This one-year study, valued at \$59,775, will examine best practices and ways to speed up drug development processes from conception to commercialization.

Collaborative Research Agreement (\$140,000) signed with TransAlta Corporation for NB Wind Farm Development Project

A Collaborative Research Agreement was recently signed with TransAlta Corporation, a large multinational energy company based in Alberta, to support a large, multi-year, regional avian migration study led by Dr. Phil Taylor (Biology). TransAlta is the latest wind farm developer to sign on to this important project involving academic and institutional partners, government and NGO funders/supporters and a consortium of four wind farm developers who have invested a total of \$560,000 in this significant project.

10 NS Productivity & Innovation Vouchers Awarded to Acadia’s Industry Partners

Acadia continues to see huge success with the NS Productivity and Innovation Voucher Program. Since April 1st, Acadia has been successful on 10 Tier I/Tier II P&I Voucher projects with NS companies totalling \$170,000. The Voucher Program is administered by Nova Scotia Business Inc. (NSBI) and is designed to assist NS companies access university resources to help

develop innovative new products and services and improve productivity. Over the past 7 years, Acadia has led 65+ Voucher projects totaling well over \$1,170,000. Projects this year range from weed picking robots to cannabis beverages, and involve faculty from several departments, including Computer Science, Biology, Nutrition and Dietetics, and the KC Irving Environmental Science Centre.

Dr. Trevor Avery Receives Springboard Atlantic Award (\$5000)

Dr. Trevor Avery (Biology and Mathematics & Statistics), was recently awarded \$5,000 from Springboard Atlantic to develop statistical analysis and visualization software to improve data collection, visualization and analysis capabilities for the Cape Breton Fish Harvesters Association. These tools will help the Association make more informed commercialization decisions and develop better management practices. This is the 2nd award to Acadia from Springboard's funding that targets the lobster industry.

Tours and Promotional Activities

Acadia hosted a number of visitors during May for tours of our outstanding spaces on campus. This included tours (and interactions with students) in five labs associated with a Lab Crawl event, organized by Acadia, Creative Destruction Lab (CDL) and Springboard Atlantic. CDL is a proven milestone-based coaching and seed stage financing program for massively scalable technology and science-based startups across Canada (CDL Atlantic is a partnership between the University of Toronto and Dalhousie University). The Lab Crawls are a key tool CDL uses to discover, and better understand, some of the cutting-edge research taking place in our region. Acadia was also the site for a technology tour associated with the Atlantic BIOCON 2019 Conference held in Halifax this year. Atlantic BIOCON is one of Canada's premiere conferences on the bio-economy. ICE staff toured 30 people through ALAB and the KC Irving Environmental Science Centre spaces.

Building on our MOU with Perennia Food & Agriculture Inc, Acadia partnered with Perennia on the creation of a four-minute video which highlights some of Acadia's services and research activities in the wine and grape sector. The video was released at the 2nd Annual Grape and Wine Networking Conference in May. See

<https://www.youtube.com/watch?v=t1E58qdxODk&feature=youtu.be>

ACADIA STUDENTS' UNION:

NO WRITTEN REPORT

COLLEGE OF DIVINITY/FACULTY OF THEOLOGY:

NO WRITTEN REPORT

Motion from the Admission and Academic Standing (Policy) Committee that Senate approve a Revised Dean's List Policy :

The Admission and Academic Standing (Policy) Committee considered and approved a revised Dean's List policy.

This would replace the current language on page 47 of the current Calendar under the Dean's List Scholar heading:

New language in the Academic Calendar:

"Dean's List distinction is considered annually at the end of the Winter term. To be considered eligible, undergraduate students must achieve a SGPA of 3.70 or above and have completed a minimum of 9ch in each Fall and Winter term (min. 18ch total). Students who participate in Co-op, study abroad or exchange programs and have the equivalent of full-time status will be considered. Students with documented disabilities and respective accommodation for course loads will also be potentially eligible. The Dean's List notation will appear on the transcript."

Original language in the Academic Calendar:

"The Dean's List includes those full-time students (or those with 9h or more with a Fall or Winter co-op placement) whose average falls in the range of the top 5% of non-graduating students in their degree, by Faculty or School (based on those registered in and completed 27h or more in each academic year of undergraduate study)."

Acadia University
Final Winter Term 2019
Enrolment and Admissions Report
(Prepared by the Office of the Registrar)

SUMMARY

The undergraduate enrolment for Acadia as of April 2nd, 2019 was 3407 head count, 3262 FTEs. This represents a (-42 or 1%) decrease for head count from 2018 and 1% decrease for FTEs.

Undergraduate international enrolment for Acadia as of April 2nd, 2019 was 490 head count, 462 FTEs. These represent increases of approximately 6% head count, 46% FTEs from 2018.

Graduate enrolment for Acadia as of April 2nd, 2019 was 543 head count, 295 FTE. This represents a decrease of 7% for head count and 1% for FTEs from 2018.

The following briefs are provided in this report:

Undergraduate Head Count and FTE Enrolments

Graduate Head Count and FTE Enrolments

International Undergraduate Head Count and FTE Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Please Note:

-Enrolment Data is derived via SQL query of EDEN

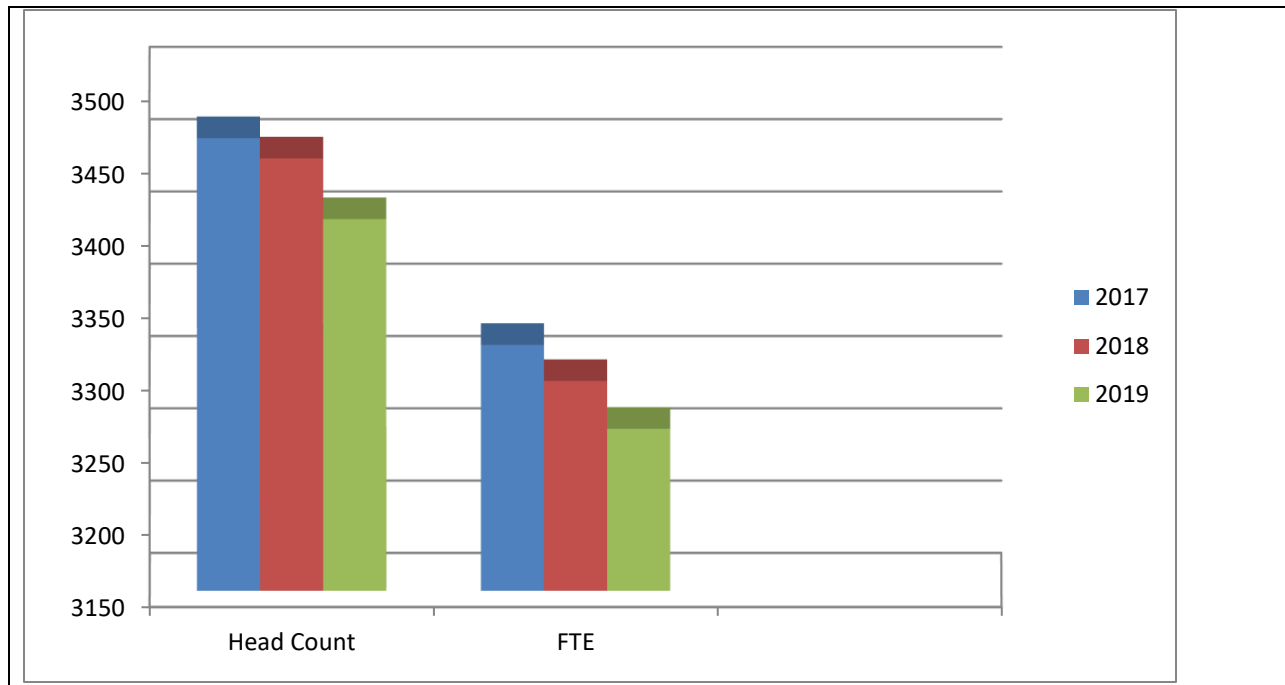
Acadia Undergraduate Head Count and FTE Enrolments

The undergraduate enrolment for April 2, 2019 was 3407 head count, 3262 FTE. Of those, 3197 were F/T, 210 P/T, equivalent to 65 FTE.

The undergraduate enrolment for April 2, 2018 was 3449 head count, 3295 FTE. Of those, 3227 were F/T 222 P/T, equivalent to 68 FTE.

The undergraduate enrolment for April 2, 2017 was 3463 head count, 3320 FTE. Of those, 3261 were F/T, 202 P/T, equivalent to 59 FTE.

Undergraduate Enrolment



Undergraduate Enrolment Summary

	Head Counts						FTEs				
	2019	2019	2018	2017			2019	2019	2018	2017	
	Full Time	Part Time	Total	Total	Total		Full Time	Part Time	Total	Total	Total
Overall	3197	210	3407	3449	3463		3197	65	3262	3295	3320
Intl subset	449	41	490	461	467		449	13	462	434	445

International enrolments are included in the overall enrolments

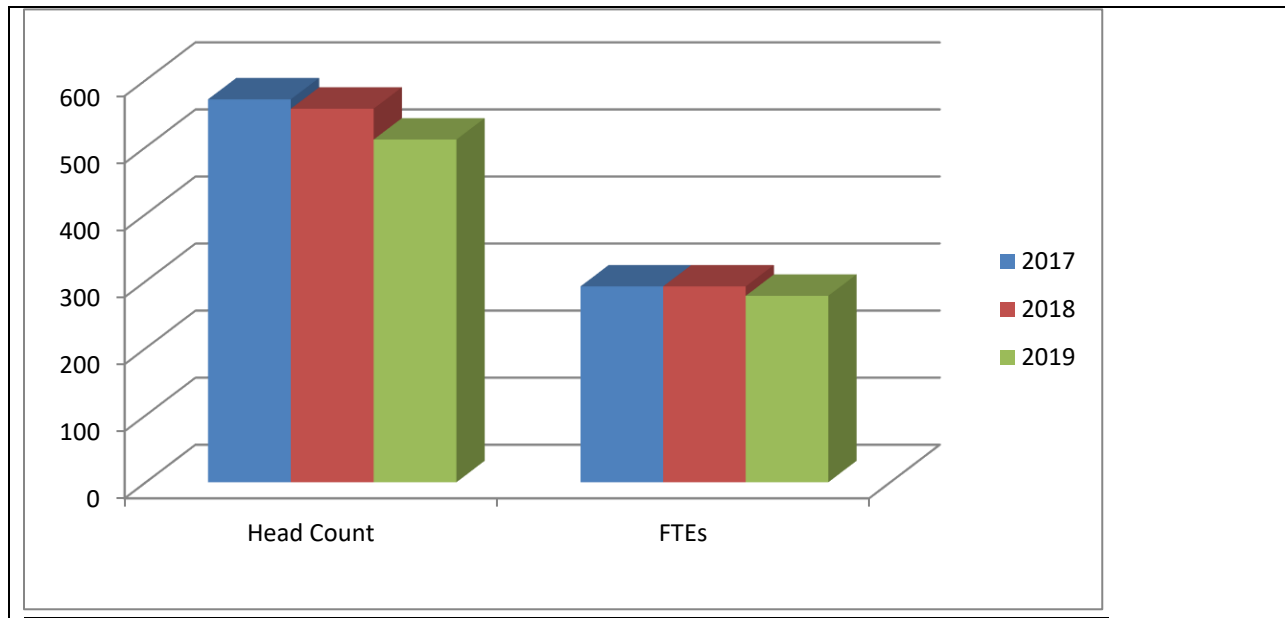
Acadia Graduate Students Head Count and FTE Enrolments

The graduate enrolment as of April 2, 2019 was 543 head count, 295 FTE. Of those, 194 were F/T, 349 P/T for 101 FTEs.

The graduate enrolment as of April 2nd, 2018 was 588 head count, 298 FTE. Of those 184 were F/T, 404 PT for 114 FTEs.

The graduate enrolment as of April 2nd, 2017 was 604 head count, 300 FTE. Of those, 176 were F/T, 428 P/T for 124 FTEs.

Acadia Graduate FTE Enrolment



Acadia Graduate Enrolment Summary

	Head Counts			FTEs							
	Full Time	Part Time	Total	2019	2018	2017	Full Time	Part Time	Total	2019	2018
Overall	194	349	543	588	604		194	101	295	298	300
Intl subset	40	9	49	47	37		40	2	42	41	30

International enrolments are included in the overall enrolments

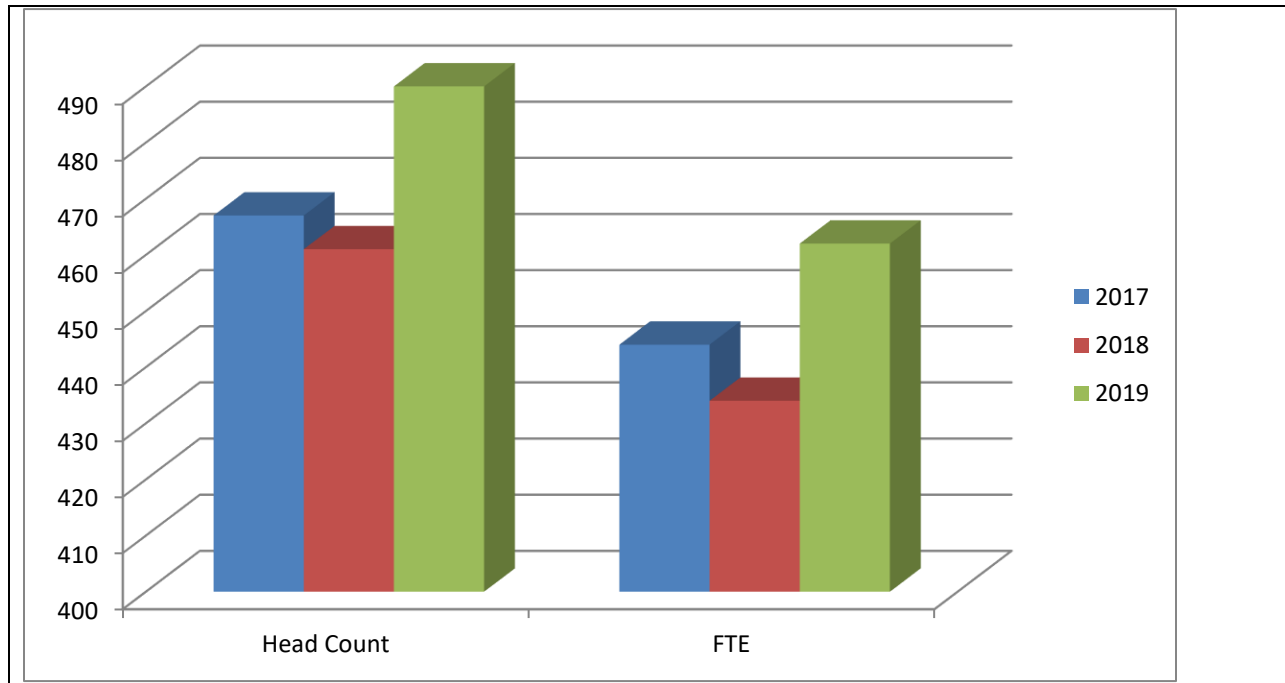
Acadia Undergraduate International Head Count and FTE Enrolments

Undergraduate enrolment of international students as of April 2nd, 2019 was 490 head count, 462 FTE. For 2019, international students represented 14% of paid, enrolled, UG students and 14% of FTEs.

Undergraduate international students as of April 2nd, 2018 was 461 head count, 434 FTE. For 2017 international students represented 13% of paid, enrolled UG students and 13% of FTEs.

Undergraduate international students as of April 2nd, 2017 was 467 head count, 444 FTE. For 2017, international students represented 13% of paid, enrolled, UG students and 13% of FTEs.

Acadia Undergraduate International Enrolment



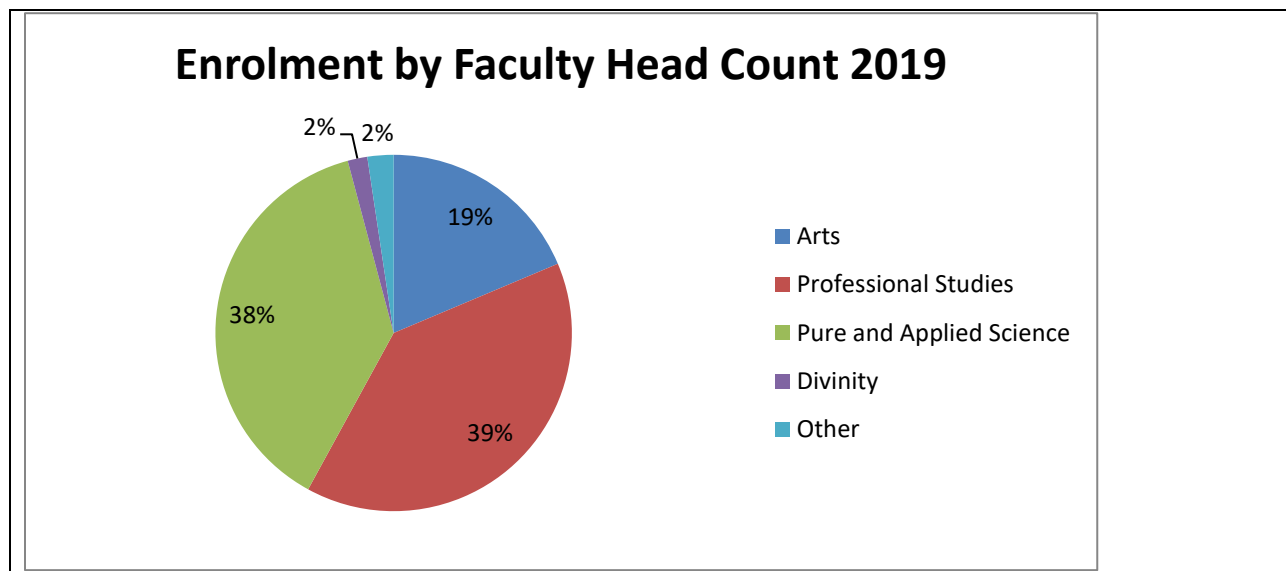
Acadia Undergraduate International Enrolment Summary

	Head Counts					FTEs				
		2019 Feb	2018 Feb	2017 Feb		2019 Feb	2018 Feb	2017 Feb		
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total
Intl	449	41	490	461	467	449	13	462	434	444

Undergraduate Faculty Enrolments

2019	Head Count	FTE	2018	Head Count	FTE	2017	Head Count	FTE
Arts	619	610		799	778		830	810
Professional Studies	1333	1319		1197	1180		1195	1177
Pure and Applied Science	1302	1272		1300	1275		1303	1270
Divinity	60	18		63	21		55	23
Other	82	39		73	38		80	38

*Please note that Music moved from Arts to Professional Studies in 2018/19

**Undergraduate Headcount Enrolment by Year in Program**

	2019	2018	2017
Year 1	961	1007	1061
Year 2	812	839	733
Year 3	741	660	704
Year 4	618	664	727
Year 5	113	140	106
BEd. Yr. 1	151	121	122
Bed. Yr. 2	0	0	0
Non-Credit	11	18	10
Total	3407	3449	3463

Attachment 4) d)

Department or School:	Earth and Environmental Science	
Presented to Faculty Council?	Yes	
Date presented (or will be) to Faculty Council	2019-05-07	

Senate Agenda 12 June 2019
Page 17

Acadia University Senate Curriculum Committee (Administrative) 2018-2019 Form 5G: New Graduate Program Proposal

The Quality Assurance services of the Maritime Provinces Higher Education Commission (MPHEC) includes an assessment of all academic programs prior to implementation. The assessment process is outlined in detail in the Commissions policy, which can be retrieved @; http://www.mphec.ca/resources/Academic_Program_Assessment_Prior_to_Implementation.pdf A schematic overview of MPHEC's academic program assessment process is available @; http://www.mphec.ca/resources/Schematic_Overview_of_Assessment_Process.pdf. These documents should be reviewed when developing new program proposals.

The form below is based on the information requirements for proposals for ***new graduate programs***. Those information requirements include a form (Word format) and supporting tables (Excel format) that may be retrieved @; <http://www.mphec.ca/quality/assessmentacademicprograms.aspx>

*Proposers of new graduate programs should be aware that the MPHEC form and supporting tables contain additional information requirements to those listed below. These additional information requirements have been omitted at this stage because submissions to the Graduate Studies Committee and/or to Senate are steps in the process, and it is assumed these sections are likely be completed **after** Senate has reviewed the proposal.*

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

GUIDELINES FOR THE PREPARATION OF PROPOSALS FOR NEW GRADUATE PROGRAMS

The purpose of MPHEC's Information Requirements is to outline the information required to allow the MPHEC, an external reader, to assess that a proposed graduate program meets the following assessment criteria:

- Program content, structure and delivery modes reflect a coherent program design that allows for the program objectives and anticipated student outcomes to be achieved, while providing sufficient depth and breadth to meet the standards of quality associated with the credential
- Clearly defined and relevant program objectives and anticipated student and graduate outcomes
- Appropriate fit of name, level and content to ensure “truth in advertising” and to facilitate credential recognition
- Adequate resources (human, physical and financial) to implement and sustain the program
- Program need and viability
- An academic environment that supports scholarship such as original research, creativity and the advancement of professional knowledge, as relevant to the program
- Clearly defined collaborative agreements [Criterion for programs offered by two or more institutions only, including articulated programs]

1. PROGRAM IDENTIFICATION

1.1 Submitting institution(s)

Acadia University

1.2 Faculty

Pure and Applied Science

1.3 School

Not applicable

1.4 Department

Department of Earth and Environmental Science

1.5 Program name

MSc in Environmental Science

1.6 Program type (e.g. master’s, doctoral)

Master’s

1.7 Credential(s) granted

MSc

1.8 Proposed starting date (considering all required approvals including MPHEC’s)

September 3, 2020

1.9 Dates of Senate and Board approval of the proposed program.

June 10, 2019

1.10 Description of timeframe/phase-out plan (where existing program will be terminated with introduction of the new program)

Not applicable – no program is being terminated.

2. PROGRAMME DESCRIPTION

2.1 Description of program objectives (i.e., “This program aims to...”), including an explanation of how the course and curriculum requirements will be integrated to contribute to the intended objectives of the program.

The proposed MSc degree will augment the set of MSc programs currently offered in Geology, Biology and Chemistry. The BSc program in Environmental Science (established over 20 years ago) has successfully produced 284 graduates, of which 100 were honours theses involving a substantial research component. On the strength of these major and honours programs, faculty research programs have grown, with four Canada Research Chairs (Roff, O’Driscoll, Mallory, Stokesbury) and one Foulis Chair (Rand) since its inception. Several MSc students have now graduated with MSc degrees in Biology or Geology, and under the supervision of Biology and Geology faculty for whom their thesis research topics are firmly in the area of Environmental Science. It is time now to provide a graduate level program clearly identified as Environmental Science. The objectives of the program will be to provide a two-year (20-month) graduate level research degree in Environmental Science.

- 2.2 Listing of the courses required (course name and number, whether existent or planned, its status in the programme, i.e., compulsory vs. optional; brief description of the course (for example, calendar entry). Programme duration should be stated, as well as justified.

12 h to be selected from 5000 (graduate) level courses in BIOL, CHEM, GEOL, ENVS or relevant courses currently in the Calendar including:

BIOL 5013 Research Methods in Biology 1

An exploration of the history and philosophy of science, expectations of students and supervisors, and practical approaches to biological research, publishing, and critical review. Students complete a research proposal, research grant application, and/or manuscript from current or past research. Students meet weekly to explore topics, and review and critique the work of others. Proposals and applications are presented and defended.

BIOL 5023 Research Methods in Biology 2

An exploration of current and historical topics in biology through seminar discussions, original research projects, critical reviews, data exploration (visual, mathematical, and statistical), software implementation, presentations, workshops, and/or field trips.

CHEM 5023 Research Proposal

Oral defence of a written research proposal (using the format of an NSERC Discovery Grant) that should be attempted during the second term of the MSc program. Required course for the MSc degree in Chemistry.

GEOL 5713 Quaternary Environments

An advanced treatment of specific topics in Quaternary geoscience with particular emphasis on methods of investigating environmental change. Topics covered will include methods of paleoclimate reconstruction, advanced dating techniques, records of Holocene climate change, exploration in glaciated terrain.

GEOL 5903 Graduate Seminar Review of current research topics and problems in the Geological Sciences. Instruction on presenting seminars, writing papers and preparing abstracts may be included. Weekly seminars throughout the year.

ENVS 3423 Environmental Impact Assessment

An interdisciplinary approach to the principles, practices, and methods involved in environmental impact assessments. Impacts covered include socio-economic, soils and

geology, ecology, air, water, climate, and noise. Prerequisite: third year standing in ENVS, ENGO, GEOL or permission of the instructor.

ENVS 3513 Climate Change for Environmental Professionals

A broad-ranging study of the causes and effects of changing climate incorporating the physical basis, historical record and anticipated future impact of the changing atmosphere. Investigation of the current public perception of global warming and its effects. Examination of the political, economic, and cultural frameworks within which climate-changing human activity, mitigation, and adaptation take place.

Courses would normally be delivered in a traditional classroom or seminar-based style. Courses would normally be delivered in a traditional classroom or seminar-based style.

In the case of a graduate programme, an indication of whether a programme is a research-based programme or professional programme, thesis-based or course-based.

This is a thesis-based research-oriented program and will require the completion of the non-credit thesis course:

ENVS 5960, Environmental Science thesis

The program would normally be expected to take 20 months to complete, comprising two four-month terms for course work and initial thesis preparation, and 12 months for the conduction of thesis research and writing of the thesis.

2.2 Description of the target clientele of the program.

We anticipate an on-going enrolment of 2-4 students a year in the MSc (Environmental Science) program. The upper limit is naturally set by the availability of, and level of funding available to, potential supervisors. This would represent an on-going steady-state condition. The clientele is largely (but not entirely) sourced in the Maritime Provinces, with about 50% graduating from baccalaureate programs at Acadia University, and therefore bringing with them valuable field and lab skills and experience.

2.3 Evidence of student demand.

Environmental Science is the youngest of the science programs at Acadia University, the first BSc degrees being granted in 1996. Enrolment in the undergraduate program has been steady with an average of 56 students in program since 1995, currently with an all-time high enrolment of 77 majors. The Environmental Science program has provided the co-op option for at least the past 15 years, and currently 25% of the majors are enrolled in this option. The co-op office has reported for the past 3 years that they have more placement opportunities than students to fill them. Clearly, the demand for Environmental Science education is strong.

To our knowledge, no body maintains an accurate listing of the number of graduates in Environmental Science regionally or nationally. The CCCESD (Council of Chairs of Canadian Earth Science Departments) maintains statistics of the number of students registered in and graduating from Earth Science departments in Canada, which includes the number of students in Environmental Science programs associated

with Earth Science departments. While this number does not capture all the enrolments in Environmental Science, it does provide an indication of the trend in enrolment nationally. Over the period since 2002, the number of students studying Environmental Science in departments that also offer Earth Science programs has grown from about 600 to 1300. Over the same time-frame, graduations have grown from 140 to over 300 a year (<http://cccesd.acadiau.ca/rep2017.html>).

ECO.ca reports bot-based surveys of the number of job ads listed in various media annually. Currently approximately 30,000 job ads are listed annually in the environmental sector (<http://www.eco.ca/canadian-job-posting-trends/>). In its 2016 survey (<http://www.eco.ca/wp-content/uploads/ECO-Canada-Profile-of-Canadian-Environmental-Employment-September-2017.pdf>), ECO.ca reports 258,724 people working as environmental professionals in Canada. It further reported “in a survey of employers, 34% expected an increased workforce in the next 24 months, and 64% expected it to stay the same. Almost none expected a decrease. 14% of employers had trouble filling some specific occupations, which were mostly specialists such as forestry specialists, environmental engineers, ecologists, aquaculture specialists, climate change specialists, and others.” It seems clear that the industrial/commercial demand for qualified graduates in Environmental Science is being maintained.

In the ECO.ca survey of educational qualifications of people working in the environmental sector, 22% of people classified as “environmental professionals” hold a Bachelor’s degree. Of these, 44% also hold a post-graduate degree. There is therefore clearly a very strong demand for post-graduate level training for industry.

2.4 Evidence of the existence of an appropriate support network of related programs (undergraduate and as relevant, graduate) at the submitting institution.

Undergraduate programs currently exist in Environmental Science (77 majors), Biology (311 majors), Environmental Geoscience (15 majors) and Geology (31 majors), all of which offer both the major degree and the honours degree. Data are current as of January 2019.

Items 2.5, 2.6, 2.7, 2.8 & 2.9; MPHEC requirements to be completed after approval of Senate.

2.10 Rationale for the choice of program name and credential(s) to be granted, including comment on the process of selecting the name and credential(s).

The name MSc (Environmental Science) will align with the current MSc programs in Biology and Geology.

2.11 Admission requirements and standards specific to the program, including, where applicable, a description of the various admission routes.

Admission standard will be identical to that for MSc in Biology or Geology: generally a BSc GPA of 3.00 (on a 4-point scale) in an undergraduate degree. Recognising the multi-subject nature of Environmental Science, the prerequisite program could be in any of Environmental Science, Geology, Biology, or Chemistry.

2.12 Confirmation of the delivery mode(s) to be used (e.g. traditional classroom, technology-mediated, other distance education methods (please specify), experiential learning, and labs).

Courses would normally be delivered in a traditional classroom or seminar-based style.

2.13 Comparison of the proposed program with other comparable programs offered elsewhere in the Maritimes, Canada or the United States.

Dalhousie University's (<https://www.dal.ca/faculty/management/sres/about.html>) School for Resource and Environmental Studies in the Faculty of Management offers two graduate degrees: Master of Environmental Studies (MES) and Master of Resource and Environmental Management (MREM). These programs are primarily focussed on environmental science management and policy.

St. Mary's University offers a MSc in Applied Science (<http://www.smu.ca/academics/msc-in-applied-science.html>) – a multipurpose degree spanning the fields of Biology, Chemistry, Engineering, Environmental Science, Forensic Anthropology, Geography, Geology, Management Science, Math and Computing Science, Cognitive and Neuropsychology, and Physics.

St. FX University does not appear to offer a graduate degree in Environmental Science, but like Acadia currently has degrees at the MSc level in Biology and Earth Science (https://sites.stfx.ca/graduate_studies/sciences.html?_ga=2.223580763.1195058435.1527102172-223203246.1527102172).

Memorial University has a very active MSc (Environmental Science) program, which several of our undergraduates have taken over the past 20 years (<https://www.mun.ca/science/graduate/interdisciplinary/envs/mes.php>).

University of New Brunswick has a course-based MSc in Environmental Management, but any thesis-based program is focused primarily on Forestry (<http://www.unb.ca/fredericton/forestry/graduate-programs/index.html>).

Although any of these programs could be seen as “competitors”, the fact is that many of the students we envision opting to study the MSc (Environmental Science) at Acadia University would be studying at Acadia anyway, as they seek to work with the faculty member as supervisor of their choice and are attracted by the specific project opportunities at Acadia University.

3. STUDENT / LEARNING OUTCOMES

Thinking about everything provided under Section 2, please provide the following:

3.1 Define the learning outcomes at both the degree and the discipline/specialization/ field levels.

Course work preparatory to the research program provides opportunity for students to increase the breadth and depth of their knowledge in relevant fields, and provides them with many opportunities to improve communication, writing, and critical thinking skills. The design of the thesis sharpens their analytical and problem-solving skills. As the thesis nears completion, students will deliver results in professional

conferences, again refining their presentation skills. The process of completing a research-based MSc degree program ensures that these skills are honed. The expectation for the graduating student is that s/he will be well prepared to proceed either to research-based opportunities in the field, or to further PhD-level studies. They will be well prepared to articulate their findings in both oral and written fashion, with a research outcome that is suitable for publication in peer-reviewed journals.

Item 3.2; MPHEC requirement to be completed after approval of Senate.

3.3 Description of any accreditation requirements.

The BSc and BSc(Honours) programs in Environmental Science are currently accredited through ECO.ca. Graduates from these programs are eligible to be fast-tracked through the EPt (Environmental Professional in Training) process. Students continuing from a BSc degree in Environmental Science to a MSc degree would not normally be seeking accreditation until the conclusion of their studies, but we anticipate that the MSc program would also be considered for accreditation. ECO.ca provides accreditation of graduate programs.

Item 3.4; MPHEC requirement to be completed after approval of Senate.

4. HUMAN RESOURCES

4.1 Complete and append a summary table for all faculty to support the program (refer to MPHEC guidelines – *Table 4.1 Faculty Resources*).

Name, Rank, Status	Highest Degree held, University that granted it, year obtained	Specialty	List of courses taught (with course #)*	# of supervisions (Bachelor; Masters; PhD), underway vs. completed*	Source of Grants Received*	Total (\$) Amount of Grants*	# of refereed publications*
Alice Cohen, Associate Prof, tenured	PhD University of British Columbia —	Environmental Science	ENVS 1023 ENVS 3113 ENVS/ESST 3503 ESST 1003 POLS 3883	Completed: 5 BSc 1 MSc	SSHRC Acadia Harrison McCain Foundation	\$103,938 Co-PI \$2.5M SSHRC	8 articles 9 book chapters 2 edited books
Kirk Hillier, Full Prof, tenured	PhD, Memorial University of Newfoundland	Biology	BIOL 1113 BIOL 3193 BIOL 3883 BIOL 4443	Underway: 2 PDF 1 PhD 4MSc 3Hons Completed (past 7): 1PDF 7MSc 18Hons	63 grants in past 7 years from a mix of Federal, Provincial, International and private funding.	Roughly \$7M in past 7 years.	34

Mark Mallory, Full Prof, CRC, tenured	PhD Carleton University	Biology	BIOL 3753 BIOL 5033	BSc – 11 completed; 2 in progress MSc – 18 comp; 8 in progress PhD – 1 in progress Post-doc – 2 comp, 1 in progress	Various: NSERC, federal and provincial government, US funding agencies, international	Direct to Mallory – 3.22 million; Mallory as co-PI – 1.89 million Total: 5.11 million	Total : 260 (career), 126 in the last 7 years
John Murimboh, Associate Prof, tenured	PhD Carleton University	Chemistry	CHEM 1013 CHEM 1023 CHEM 2103 CHEM 2813 CHEM 2853	Underway: 1 RA 1 technician Completed:	Arthur Irving, AngloGold Ashanti, Canadian Water Network, NS Voucher	Murimboh: \$43k Co-applicant: \$149k	9 peer reviewed articles
Nelson O’Driscoll, Full Prof, tenured	PhD Ottawa University	Environmental Biogeochemistry	ENVS 1013 ENVS 2523 ENVS 4423 ENVS 4613 CHEM4823	PDF (3; 3 complete) PhD (5; 4 complete) MSc (9; 8 complete) BSch (6; 4 complete)	NSERC Discovery; NSERC RTI; NSERC CREATE; Canada Research Chairs; Canada Foundation for Innovation (CFI); National Wetland Conservation Fund	Total \$: 2,340,299 O’Driscoll Lab \$: 1,747,874	47 peer reviewed articles; 6 book chapters; 1 book; 2 special journal issues
Jennie Rand, Associate prof.	PhD Dalhousie University 2006	Civil Engineering	APSC 1413 APSC 2133 APSC 2713 APSC 2683 APSC 3313 APSC 3683 BIOL 5253	Bachelor: 11 (10 completed) Masters: 14 (12 completed), including supervisory committees PhD: 6 (4 completed), including supervisory committees Post-Doc: 1 (1 completed)	WISEatlantic Partnerships Program; NS Co-op Education Incentive Program; A. D. Foulis Chair in Engineering; Acadia University Research Fund; NSFA Water Resources Program; NRC IRAP- Contribution to Organization Program; NRC IRAP-Business Innovation Access Program; NSERC CRD Grant; Harrison McCain Emerging Scholars Award Acadia University	\$67,840 (Individual Applicant) \$1,125,742 (Co-applicant)	7 Journal Articles; 13 Conferences
Ian Spooner, Full Prof and Department Head, tenured	PhD University of Calgary	Geology	ENVS 3423 GEOL 2043 GEOL 3303 GEOL 3723 GEOL 4713 GEOM 5923	BSc –6 completed; 4 in progress MSc – 9 comp; 4 in progress PhD – 1 in progress	Various: NSERC, federal (ENGAGE, CREATE, MITACS) and provincial government funding	As principal investigator direct to I. Spooner \$450,000 in the last 5 years, as Co-applicant 1.2M	22 peer reviewed articles, 1 book chapter
Michael Stokesbury, Full prof and CRC, tenured	PhD Dalhousie University	Biology	BIOL 4423 BIOL 3373 BIOL 3370	PDF 3 (2 completed) PhD 1 (1 completed) MSc 13 (7 completed)	NSERC Discovery; NSERC RTI; NSERC Engage NSERC CRD; NSERC SPG; Canada Research Chairs; Canada Foundation	Total : 5,733,000 Direct to MS: 2,381,000	31

				Hons 7 (4 completed)	for Innovation (CFI); MITACS; OERA; IRAP		
Anthony Tong, Full Prof, tenured	PhD Queen's University	Chemistry	CHEM 1013 CHEM 1023 CHEM 3103 CHEM 3823 CHEM 4803 CHEM 5010 CHEM 5813	2 PDF, 7 MSc, 8 BScH, 19 BSc, 6 others	NSERC, CFI, Environment Canada, Province of Nova Scotia	Total \$2,275,583 since July 2007	25
Allison Walker, Associate Professor	PhD University of Southern Mississippi	Biology	BIOL 1123 BIOL3013 BIOL 3243 BIOL 3663 BIOL 4673	1 MSc, 11 Hons completed. 3 MSc, 4 Hons underway	NSERC, NSDNR, Arthur Irving, Province of NS, AAFC, NS Museum, CWS	\$415,755 Sole applicant; \$216,775 co-applicant	20

*last seven years; please specify which years are included

4.2 Append to the proposal the CVs of all faculty listed in the table above (refer to MPHEC guidelines – *Appendix 5 Guidelines for Information in Faculty Curriculum Vitae*).

CVs provided separately

4.3 Description of the composition of the faculty to support the program (e.g. academic/professional credentials required, expected vs. current responsibilities of faculty in the program, proportions of full-time to part-time faculty for the program).

Faculty supervising in the program will hold the credentials expected of a tenured appointment at Acadia University, normally a terminal degree in their area of expertise. There will be little to no change in the teaching, mentoring and supervisory responsibilities. The program would normally involve full-time faculty. Adjunct faculty members may also participate in a supervisory role, in collaboration with a full-time Acadia University faculty member.

4.4 Description of additional staff resources that will be drawn upon to support the program.
Continuing as currently offered.

4.5 Description/evidence that an appropriate structure(s) (such as an Office of Graduate Studies) is in place to support the program.

This program will provide an addition to the suite of graduate programs already offered and administered through the Office of Research and Graduate Studies.

4.6 Human resource deployment plan for the first five years that takes into account the proposed program as well as current offerings.

No changes anticipated.

4.7 Estimate of additional human resource needs beyond the first five years.

No changes anticipated.

5. RESOURCE IMPLICATIONS

5.1. Description of the extent to which *current resources* in terms of academic and support staff, library, space, equipment, etc. would be used.

The current graduate programs in Biology and Geology already provide the resources needed to run the MSc in Environmental Science.

5.2 Description of *additional resources* needed in the same areas outlined under bullet 5.1 above.

No changes anticipated.

Items 5.3, 5.4, 5.5, 5.6 & 5.7; MPHEC requirements to be completed after approval of Senate.

6. ADDITIONAL INFORMATION (GENERAL)

6.1 Scheduled date of program review, once implemented.

Seven years after introduction

6.2 Any additional information to demonstrate that the academic environment in which the proposed program is to be offered supports scholarship, such as original research, creativity and the advancement of professional knowledge as relevant to the program.

Of ten students who graduated in the MSc (Biology, Geology) programs since 2012, but conducted thesis research in an area that could have been described as Environmental Science, five have completed follow-up refereed publications (a total of 11 articles).

6.3 Any other information the submitting institution believes would assist the MPHEC in completing its assessment of the proposed new graduate program.

7. ADDITIONAL INFORMATION FOR TECHNOLOGY-MEDIATED AND OTHER DISTANCE-DELIVERY PROGRAMS

Items 7.1, 7.2, 7.3 and 7.4; MPHEC requirements to be completed for technology-mediated and other distance delivery programs.

8. ADDITIONAL INFORMATION REQUIREMENTS FOR COLLABORATIVE PROGRAMS (INCLUDING ARTICULATED PROGRAMS).

Items 8.1, 8.2, 8.3 and 8.4; MPHEC requirements to be completed for collaborative programs.

The MPHEC form also includes the following listing of Appendices and a Checklist to ensure all Information Requirements for new graduate programs are provided (see below).

APPENDICES

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

- A list of appendices to the program proposal
- Detailed course descriptions for each compulsory and required elective course including: calendar entry, course objectives, main themes, prerequisites, student evaluation (assessments), and preliminary bibliography (and availability).
- Letters of support from potential admitting institutions

- Letters of support from potential employers, and relevant professional organizations (and for articulated programs, from an advisory industry group)
- Faculty CVs
- Library resources report
- Detailed budget, including completed table of enrolments
- Letters from external sources of funding commitment/intent to fund
- Written correspondence (as evidence of consultation) from post-secondary institutions within and outside the region that offer similar, equivalent, or comparable programs
- Report(s) from external consultant(s)
- Written correspondence/reports from external experts consulted during program development
- Evidence of student demand (e.g., survey results; analysis of a pilot project)
- Signed inter-institutional agreements (for articulated and other collaborative programs)
- Terms of Reference, and list of members, for the inter-institutional coordinating mechanism (for articulated programs)
- Letter of AACHR support (for health-related programs)

CHECKLIST

- All of the information requirements have been addressed, **including assessment by external expert**
- All relevant appendices are attached
- Description of the timeframe/phase-out plan where an existing program will be terminated with the introduction of the new program
- Program roll-out table is complete and detailed course descriptions are appended
- Student/learning outcomes table is complete
- Faculty table is complete
- Human resources deployment plan is provided
- The proposal demonstrates that there is an appropriate academic environment to support the proposed program
- Explanation of how comments from experts/assessors/consultants etc. were addressed is included
- Any additional information to help the MPHEC assess the quality of the proposed program
- Signature (or appended letter) confirming the collaborative submission, and principal applicant, where applicable.

Motion: That Senate approve the following “Framework for the Development of Articulation Agreements” as presented by the Ad-Hoc Relationships with Other Post-Secondary Institutions Committee. Moved by Paul Lauzon, Chair

Preamble:

An Articulation Agreement forms the basis for the efficient transfer of students and academic credits in a joint Program between Acadia University and a proposed Partner Institution. Its contents will include a Transfer Credit Structure (TCS) with relevant course equivalencies agreed upon by both institutions.

This document outlines steps to follow when developing and maintaining an articulation agreement between Acadia and a Partner Institution. The purpose of this document is to increase educational opportunities for Acadia students by streamlining and standardizing this process.

To summarize, the steps to develop a new articulation agreement are:

Initial Assessment
Preliminary Approval
Evaluate and Establish Institutional Connection
Identify Program Options
Draft Articulation Agreement
Maintenance

An appendix of Canadian and International Transfer Credit Resources is also provided.

FRAMEWORK FOR THE DEVELOPMENT OF ARTICULATION AGREEMENTS

Components of the Process:

Step One: Initial Assessment

Sponsor/Initiator/Lead should liaise with Registrar and VP Academic to assess the potential benefit of an articulation agreement for Acadia University and the academic unit(s). If initial assessment aligns with strategic goals or opportunities, the process moves to the next step.

Step Two: Preliminary Approval

VP Academic or Registrar to consult with Dean(s) and Head(s) or Director(s) and receive their approval to investigate connections with the proposed Partner Institution.

Step Three: Evaluate and Establish Institutional Connection

VP Academic or Registrar to investigate whether a *Memorandum of Understanding* has been signed between Acadia University and the proposed Partner Institution. If there is no existing *Memorandum of Understanding* or where the term of the *Memorandum of Understanding* has expired, the Office of the

VP Academic should coordinate the development of a new *Memorandum of Understanding* to guide any further discussions between the two institutions.

- a) The *Memorandum of Understanding* is a generic exploratory document that signifies interest on the part of both parties to work together to build and facilitate academic and professional relationships between the institutions.
- b) The *Memorandum of Understanding* will be completed by the Office of the VP Academic and signed by Acadia University's President, or VP Academic if the President is not available.
- c) All *Memorandums of Understanding* will be housed in a central repository in the Registrar's Office.
- d) *Memorandums of Understanding* may only be amended by the written consent of both parties.
- e) The terms and functioning of the *Memorandum of Understanding* should be reviewed in accordance with a five-year cycle, with no *Memorandum of Understanding* exceeding ten years between reviews.
- f) Either Acadia University or the proposed Partner Institution to the *Memorandum of Understanding* may, upon giving one-year (1-year) written notice, terminate the agreement.

Step Four: Identify Program Options

Following consultation with the Dean(s) and Head(s)/Director(s), and assisted by the Registrar, VP Academic and Sponsor/Initiator/Lead to identify program options that may benefit from an *Articulation Agreement* with the proposed Partner Institution.

Step Five: Draft Articulation Agreement

The *Articulation Agreement* forms the basis for *the efficient transfer of students and academic credits in a joint Program* between Acadia University and the proposed Partner Institution. Its contents will include a *Transfer Credit Structure (TCS)* with relevant course equivalencies agreed upon by both institutions. Parties may refer to Appendix A for transfer credit resources.

- a) **Data Gathering:** Relevant information should be gathered to determine equivalencies between Acadia University and the proposed Partner Institution.
- b) **Transfer Credit Structure:** The Academic Unit(s) will be responsible for drafting *a Transfer Credit Structure*. Consultation is required with all implicated academic units regarding designated equivalencies specific to a particular Acadia course and non-designated equivalencies (9000 level courses).

- c) **Writing the Agreement:** The *Articulation Agreement* document will be completed by the appropriate Academic Unit(s) in cooperation with the Acadia University Registrar and the proposed Partner Institution.
- d) **Finalizing the Agreement:** The finalized *Articulation Agreement* will be vetted through Acadia University's legal counsel as necessary, and signed by the VP Academic (or designate) and Dean.
- e) **Stewardship:** Signed *Articulation Agreements* will be housed and made accessible via a central repository in the Registrar's Office.

Each institution will inform the other institution (normally via the respective Registrars) of approved revisions to degree and program requirements to enable modifications to the *Transfer Credit Structure (TCS)*.

Step 6: Maintenance

Led by the Academic Units, and in consultation with the Registrar and the Dean(s) at Acadia University and the Partner Institution, a review will be undertaken at least once every five years. Components of consideration will include, but are not limited to:

- a. That the partnership is in alignment with strategic goals, and fulfilling the purpose as intended.
- b. Continued student and faculty interest as evidenced by enrolment, inquiries, and participation.
- c. Enhancement of the learning experience for students and faculty.
- d. Relationship with Partner Institution.

Appendix A: Transfer Credit Resources

CANADA

https://central2.acadiau.ca/admin/courses/transfer_credit_public

<https://www.mynsfuture.ca/transfer-credits>

<http://www.bccat.ca/> - British Columbia Council on Articulation and Transfer

<https://acat.alberta.ca/> - Alberta Council on Articulation and Transfer

www.oncat.ca – Ontario Council on Articulation and Transfer

<http://catnb.ca/> - Council on Articulation and Transfer of New Brunswick

INTERNATIONAL

NARIC – NARIC is the designated United Kingdom national agency for the recognition and comparison of international qualifications and skills. It performs this official function on behalf of the UK Government. It permits members (for an annual fee) to access their databases. Acadia became a member in May 2018. For international queries using Naric, please request assistance by the Registrar's Office.

SENATE EXECUTIVE COMMITTEE REPORT TO SENATE
June 2019

The Senate Executive Committee met on the following dates since last June:

- August 28, 2018
- September 26, 2018
- January 22, 2019

The Executive is scheduled to meet once more before the end of the month, on June 25, 2019. Work was also completed electronically throughout the year.

The work completed or ongoing by the Senate Executive during this period includes discussions regarding the following items:

- Senate meeting dates for 2019-2023
- Senate Executive meeting dates for 2018-2019
- Senate meeting agendas
- Documents for students and faculty that pulled together relevant academic policies and procedures from Academic Calendar and Senate policies
- Board of Open Acadia mission
- Academic programs
- Social learning websites (e.g. Course Hero)
- Sabbatical replacements on Senate committees
- School of Music move from Faculty of Arts to Faculty of Professional Studies
- Convocation ceremony changes
- Nominations and election processes
- Acadia Outstanding Graduate Thesis Award
- Recurring absences at Senate committee meetings
- Position changes as related to Senate and Senate committees: Vice-President Academic to Vice-President Academic and Provost, and Vice-President Enrolment & Student Services to the Vice-Provost Students, Recruitment and Enrolment Management

Respectfully submitted,

A. Kiefte

Chair, Senate and Senate Executive

Senate Disability Policy Committee Membership (2018-2019)

- Disability Resource Facilitator – Marissa MacIsaac – ex-officio
- Accessible Learning Services Coordinator – Abu Kamara – ex-officio
- Director, Student Resource Centre – Erica McGill – ex-officio
- Registrar or Delegate – Mark Bishop – ex-officio
- Faculty of Arts– Ian Wilks
- Faculty of Professional Studies– Cynthia Bruce (Chair)
- Faculty of Science– Cindy Trudel
- Theology Representative – Shawna Peverill
- Student – Makenzie Branch (ASU, AVP)

Senate Disability Policy Committee Duties

- To monitor the implementation of the Acadia Policy regarding support and accommodation for students with disabilities;
- To conduct an annual review of the policy and if necessary, recommend to senate amendments to the policy;
- To deal with any other matters which senate might refer to the committee.

The committee met on November 26 and February 20. Following are the key points of information provided by accessible learning staff with respect to the monitoring and implementation of the Acadia policy regarding support and accommodation for students with disabilities during the 2018-2019 academic year.

Student Support, Staffing, and Required resources

- There were 149 new student registrations this academic year. Ten students were temporary registrants who provided documentation for accommodation requests lasting from one month to a full semester.
- There were 506 students in total registered this academic year (including the ten temporary requests).
- Fall 2018 mid-term accommodations – 1072
- Fall 2018 final exam accommodations - 582
- Winter 2019 midterm exam accommodations – 1214
- Winter 2019 final exam accommodations – 616
- Marissa Mclsaac served this year as the Accessibility Resources Facilitator. Emily Duffett, Accessibility Officer, has been primarily responsible for exam accommodation coordinator (currently on leave). Rose Grieder has been working as an academic strategist in accessible learning services. Current levels of service provision are anticipated to be sustained or increased with growing numbers of students with disabilities registering with accessible learning services. Therefore, the committee agrees with staff that a full time Accessible Learning Services

Coordinator (12 month) and a full time Accessibility Resources Facilitator (12 month) be maintained along with two full time (9 month) positions that will support exam accommodation coordination and academic coaching.

- Abu Kamara reported that they collaborated with the department of engineering head to establish an academic early warning system. This system will allow engineering faculty to contact accessible learning services staff about struggling students after initial student grades are posted. It is designed to mobilize support services early enough in the semester to support academic recovery.
- Erica McGill reported that they continued to collaborate with faculty and students in the MSC (clinical psychology) to provide necessary psychoeducational assessments to students free of charge. Twelve students were assessed through this collaboration, and another nine were assessed with funding from the provincial government allotted for this specific purpose.

Accessible Learning Services Events and Highlights for 2018-19

- Accessibility week, March 11-15, 2019. Many of the presentations were live streamed on social media. Presentations were given by faculty/Librarians, the town of Wolfville accessibility committee, Ready, Willing, And Able (Autism Nova Scotia), and the Neil Squire Society.
- Accessible learning staff facilitated a co-op/accessible learning partnership to support students on co-op placements.
- Staff have continued the partnership with the Neil Squire Society. This agreement provides free access to assistive technology expertise and employment counselling for students. Faculty and staff also have access to free assistive technology-related support through this agreement.

Future/Ongoing Plans for 2019-20

- Committee and staff will examine policy language related to the required provision of mental health diagnoses in response to a recent Ontario human rights decision that stated students do not need to provide specific diagnoses (especially when they are stigmatizing) in order to receive accommodations. They will simply have to provide documentation of a mental health disability that necessitates accommodation.
- Staff will continue to work with the department of engineering to explore the possibility of having engineering teaching assistants provide tutoring to engineering students registered with accessible learning services.
- Pilot a peer-to-peer academic tutoring program in fall of 2019. The intent is to support student retention by pairing first year students with upper year students in the same program of study.
- Staff will continue to support the environmental scan related to the university's response to the accessibility legislation.
- Staff will be working with faculty to explore possibilities to provide more effective note-taking services to students with disabilities.

**SENATE ADMISSIONS AND ACADEMIC STANDING (APPEALS) COMMITTEE
REPORT TO SENATE
June 2019**

The Committee met on one occasion since August 2018, on the morning of April 26, 2019. At that meeting, the committee met with a group of staff members from Student Services to discuss student success and wellness initiatives and the appeal process. The committee then discussed the two upcoming appeals deadlines and confirmed the guidelines and processes to be used this year. A report was presented to Senate in September 2018 regarding last year's appeals processes and outcomes, and a similar report will be made in September 2019 regarding the appeals made during the summer of 2019.

Respectfully submitted,
A. Kiefte
Chair, Senate and AASA Committee

Senate Curriculum Committee (Administrative), 2018-19

Final Report to Senate, June 12th, 2019

Committee Members: Mark Bishop (Registrar), Paul Callaghan (FPS, Co-Chair), Daphne Flanagan (Library), Zach Goldsmith (SRC – VP Academic), Diemo Landgraf (FA), Andrew Mitchell (FPAS), Jennie Rand (FPAS, Secretary), Patricia Rigg (FA, Co-Chair) (replaced by Andrew Davis during second semester), and Roxanne Seaman (Chair, Curriculum Committee Policy). **Note:** Shawna Singleton, Associate Registrar also participated in the process of reviewing curriculum changes.

The number and breakdown by faculty and type of curriculum proposals submitted for consideration by the Senate Curriculum Committee – Administrative (SCCA) in 2018/19 is summarized below;

Type of Proposal	Faculty			TOTALs
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	3	5	11	19
Course Deletion (Form 2)	1	2	20	23
Course Modification (Form 3)	13	11	30	54
Program Modification (Form 4)	6	1	3	10
New Program (Form 5)				
Totals:	23	19	64	106

As proposals were submitted, they were compiled within Sharepoint to facilitate review by members of the SCCA in advance of meeting in December (12/3/2018). During the meeting, each proposal was reviewed by the SCCA leading to one of the following actions;

- (i) proposals deemed acceptable as submitted (“no issues”),
- (ii) proposals were edited by the committee during the meetings to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or
- (iii) proposals designated as requiring clarification through consultation with the Director or Head of the relevant academic unit (“consult & revise”).

All instances requiring consultation with Departments / Schools had been resolved in advance of the 02/12/2019 meeting of Senate. At that meeting, all curriculum proposals reviewed by the SCCA were

approved, be they as originally submitted, or with revisions made in consultation with Departments / Schools. Prior to and following having the proposals approved by Senate, the Co-Chairs of the SCCA worked with the Associate Registrar to ensure all curriculum changes are reflected in the 2019/20 Calendar and within Eden.

Another meeting was held on 05/06/2019 to consider the following items;

(i) New Program Proposal; Bachelor of Arts and Science in Critical Health Studies (now approved by the Faculty of Arts and Faculty of Pure and Applied Science, proposal for Senate's consideration forthcoming).

(ii) Initial discussions regarding the policy and process for eliminating dormant courses.

(iii) Updating new program proposal forms to be compatible with MPHEC New Undergraduate Program Proposals; establishing what is required for Senate consideration prior to submitting complete proposal to MPHEC. Instructions for new program proposals (Form 5) will be posted by end of June.

After the 05/06/2019 meeting the Department of Economics submitted the following program proposals;

Amendments to new program proposals for B.Sc. in Economics; with four degree variants (B.Sc. in Econ., B.Sc. in Econ with Double Major, B.Sc. (Honours) in Econ., B.Sc. (Honours) in Econ. and a Second Major). Subject to MPHEC's approval, the original new program proposals were approved as part of the SCC's report to Senate on 02/12/2018. The amendments are required based on MPHEC's review of the proposals. In sum, the amendments involve; (i) setting a minimum of 18 h of upper-level (3000/4000 level) Econ courses, and (ii) additional Math course requirements (6h more than in the original proposal).

Program Modifications (Form 4) for B.A. with Major in Economics and B.A. (Honours) with Major in Economics. These proposals were developed in response to MPHEC's review of the proposal to establish a new B.Sc. in Economics degree program. The proposed modifications ensure consistency between the B.Sc. in Econ and B.A. in Econ degree options, namely; (i) setting a minimum of 18 h of upper-level (3000/4000 level) Econ courses, and (ii) additional Math course requirements.

Having considered these proposals, the following motions are made;

Motion 1; The Curriculum Committee (Administration) recommends the proposed amendments to degree requirements for a B.Sc. in Economics (4 degree variants) approved by Senate on 02/12/2018 be amended to comply with MPHEC's conditions for approval.

Motion 2; The Curriculum Committee recommends the modifications to the B.A. with Major in Economics and B.A. (Honours) with Major in Economics degree requirements be approved to comply with MPHEC's conditions regarding consistency with the proposed B.Sc. in Economics degree requirements.

Similarly, the Jodrey School of Computer Science submitted a program modification proposal after the 05/06/2019 meeting;

Program Modification (Form 4); To change the name for the proposed Bachelor of Computing with Interdisciplinary Studies (BCIS) program (approved by Senate on 01/10/2017) to Bachelor of Applied Computer Science (BACS).

The BCIS degree was proposed as a change from the Bachelor of Computer Science with Specialization (BCSS) degree in 2016/17. Subject to MPHEC's approval, this change was approved as part of the SCC's report to Senate on 01/10/2017. MPHEC's review concluded *Bachelor of Computing with Interdisciplinary Studies* is not an appropriate name for the program. The alternate name, Bachelor of Applied Computer Science, has been given tentative approval by MPHEC.

Motion 3; The Curriculum Committee recommends the program name Bachelor of Computing with Interdisciplinary Studies (approved 01/10/2017) be changed to Bachelor of Applied Computer Science.

The complete forms for the program proposals from Economics and Jodrey School can be accessed through the SCC (Admin) SharePoint site. Those interested in reviewing the complete forms should contact Shawna Singleton, Associate Registrar @ shawna.singleton@acadiau.ca.

Teaching, Instruction Hours and Examinations (TIE) Committee

Annual report to Senate for 2018 – 2019

Membership:

Mark Bishop (ex officio), Registrar
James Sanford (ex officio), Student Affairs
Hugh Chipman (chair), Pure and Applied Science
Scott Landry, Professional Studies
Anna Saroli, Arts
Makenzie Branch, Student
Katie Winters, Student

Duties: (from senate membership document)

1. to communicate the approved rules on instruction hours to all members of Faculty before the end of August of each academic year;
2. to recommend to Senate the approval of special requests as it deems valid, with supporting reasons;
3. to recommend to Senate new or modified policies and regulations pertaining to instruction hours;
4. to publish in the spring of each academic year, a time, a place and schedule of classes for the following year;
5. to make such amendments and corrections as may be deemed necessary in the timetable throughout the year;
6. to make recommendations concerning any changes in the scheduling of courses which, in its judgment, will more efficiently utilize the physical plant of the university without compromising academic needs;
7. to publish a timetable for December and April examinations;
8. to ensure that proper examination procedures are carried out;
9. to consider and to rule on all individual cases that may arise in the course of examination procedures and may deserve special consideration;
10. to recommend to Senate by the January meeting in each year the dates for the following academic year.

Meetings:

The committee met on October 19, November 28, December 5, February 15, March 1 and April 10.

Summary of activities:

1. In November, conducted a survey of students and faculty regarding calendar dates, especially fall break week. Reviewed survey responses.
2. Proposed a revision of the document “Academic Date Preparation Guidelines”. This was accepted by Senate at the December 10, 2018 meeting.
3. Based on feedback from the November survey, feedback from the registrar’s office and committee input, proposed calendar dates for 2019-20, 20-21, 21-22 and 23-23. These were accepted by Senate at the January 14, 2019 meeting.
4. In February and March, revised a proposed timetable (i.e. timeslots for classes) and associated “Basic Principles of Timetabling”, with a view to reducing conflicts, increasing student choice and making effective use of classrooms.
5. In March, announced calendar dates for 2019 – 2023 to Acadia students, faculty and staff, thanking them for their input in the November survey.
6. In March, conducted a survey of students, faculty and staff regarding the proposed timetable and principles (#4) .
7. In April, reviewed survey results and sought additional input from Chartwells (possible effects of a 1-hour mid-day break on the cafeteria). Survey results indicated a range of preferences and the proposed timetable needs some further refinement. This is ongoing work.

Respectfully submitted,

Hugh Chipman, Chair

Academic Planning Committee Annual Report to Senate for 2018-19

Membership:

Vice-President Academic: Heather Hemming

Dean of Arts: Jeff Hennessy

Dean of Professional Studies: A. Vibert

Dean of Pure & Applied Science: Suzie Currie

University Librarian: Daphne Flanagan

Faculty: Craig Bennett

Faculty: Janna Wentzell

Faculty: John Colton

Faculty: Danny Silver

Student Representative: Amar Randhawa

Mandate:

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.

Meetings: The committee met on October 22, 2018 and January 4, 2019.

Objectives (2018 Transition Report to Senate)/Outcomes:

1. Review and prepare for Senate's consideration an updated process for examining the allocation of tenure-track / librarian / instructor positions to ensure flexibility and enable quicker response to everchanging resourcing and strategic needs of academic units.
 - Outcome: Revised process for Allocating Permanent Faculty Positions passed at the January 2019 meeting of Senate.
2. Review the terms of reference for the Academic Planning Committee and bring proposal forward to Senate for its consideration.
 - A motion to reconstitute the Academic Planning Committee was passed at the March 11, 2019 meeting of Senate.
3. Develop a process for establishing the appointment of tenure-track indigenous scholars in response to recommendation 14 in the President's Response to the Report of the President's Advisory Council on Decolonization. It is anticipated that the process will involve internal and Mi'kmaw community stakeholders.
 - Outcome: A preliminary discussion was held by the Academic Planning Committee and it was agreed that this item be deferred pending the opportunity for the Committee to consult with the newly appointed Indigenous Student Advisor.
4. Deliberate, discuss and establish rankings of submissions to the APC.
 - Outcome: with the adjustment in the timeline, rankings will be done in August.
 - Interim approach for submissions in the first year (2019-2020) of the process approved January 2019 was established by the APC and reported to Senate May 2019.

ACADEMIC PROGRAM REVIEW COMMITTEE Annual Report to Senate for 2018 - 2019

Committee Members 2018 - 19

Heather Hemming, Vice-President Academic (Chair)

Mark Bishop, Registrar

Pat Rigg, Arts

Ann Dodge, Professional Studies

TBC, Pure & Applied Science

Jim Stanley, Board of Governors

Deans of academic unit under review:

Jeff Hennessy, Dean of Arts

Suzie Currie, Dean of Pure & Applied Science

A. Vibert, Dean of Professional Studies

Purpose of Committee:

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

Meeting Dates:

This committee met on June 25, August 30 and October 22, 2018. Electronic consultations throughout the winter term and there is a spring meeting date pending.

Objectives this year as outlined in the transition report to Senate were:

- To provide support for reviews scheduled for 2018 - 2019:
 - Politics (Fall 2018)
 - Chemistry (Fall 2018)
 - Master of Education Program (Winter 2019)
 - History and Classics (Winter 2019)
 - Social and Political Thought (Winter 2019)
 - ESST (Winter 2019)
 - Open Acadia (2019/2020)

Outcomes:

- Status of Reviews:
 - Psychology - completed and Prioritized APRC recommendations sent to Senate
 - Politics - review dates March 21 & 22, Reviewers report received and sent to Department
 - Master of Education – review dates May 21 & 22. Reviewers report pending
 - History and Classics – self study pending, list of potential reviewers received
 - Chemistry – review dates Feb 14 & 15, reviewers report pending
 - Social and Political Thought – self study pending, list of potential reviewers received
 - ESST – moved to Fall 2019, self study pending, list of reviewers received and ranked.
 - Open Acadia Winter 2020 – self study pending.
- Documentation storage post reviews: THE APRC passed a motion that four review documents, *Self-Study*, *Reviewers Report*, *Unit Response* and *APRC Recommendations* would be filed as PDF documents at the respective Dean and VPA's office. Paper copies sent to University Archives. Passed by Committee.
- Follow-up on Reviews: Guidelines for APRC reviews include follow-up with units that have been reviewed mid-way through the six-year cycle. This has not been done consistently in the recent past. The APRC agreed that it would, on a go-forward basis, ensure that those units who were reviewed since 2014 be scheduled for follow-ups. A schedule will be established Fall 2019.

**Senate Research Committee
Annual Report to Senate
June 2019**

Committee members:

Dean of Research & Graduate Studies: A. Redden ex-officio (Chair)
Arts Faculty: Can Mutlu
Prof Studies Faculty: John Colton
P&A Science Faculty: Mojtaba Kaviani
Theology Faculty: Stephen McMullin
Librarian: Maggie Neilson
Canada Research Chair: Mark Mallory
Director of a Research Centre / Institute: Danny Silver
Graduate Student: Sarah Dunn
Undergraduate Student: Hannah Machat

Committee Business:

The Senate Research Committee met on 30 October, 2 April and 3 June. Its main focus was to:

- Establish three Working Groups of the Committee: Research Data Management, Centres and Institutes, and Promoting and Celebrating Research, and undertake activities in these areas.
- Contribute to the development of the Research & Innovation component of the Strategic Plan: Acadia 2025
- Identify and support research and professional development opportunities for faculty and both graduate and undergraduate research students.

Highlighting and celebrating research during 2018/19 has involved Research Faculty Spotlight articles, support of Acadia's 6th annual student research conference (January) for honours and graduate students, and the development of professional development activities for students. At the conference, faculty members served as Guest Judges and awards were presented for both oral presentations and posters.

Several planning meetings with the Acadia Entrepreneurship Centre were held to organize an Entrepreneurship workshop in March; a publishing workshop was also organized and delivered by Peir Pufahl. Both events were held at the University Club. Further activities and events were limited due to a staff departure from RGS and thus a vacancy in the position providing a supporting role.

Existing Acadia policy documents that cover the establishment of Centres (2003) and Institutes (2013) have been reviewed and a revised draft policy document for both Centres and Institutes has been developed. The proposed policy more fully describes the process for establishment / de-establishment, governance, reporting, review, mechanisms for support, and the process for transitioning from a Centre to an Institute. The latest draft will soon be shared with the VP Academic, Faculty Deans and the Directors of Centres, Institutes and Field Stations, for feedback prior to seeking approval from Senate. A meeting has been proposed to discuss Centre / Institute / Field Station activities, how they can be better profiled and sustained, roles in leadership/mentoring, collaboration within and external to the university, involvement of students and the broader community, and visibility (website and other

means). A common and efficient communication and reporting process, and a public event that showcases the work of the Centres, Institutes and Research Stations could be aligned with a symposium on CRC research activities, tentatively planned for September.

As with all Canadian Universities, Acadia University is expected to make progress in the area of University Research Data Management in supporting research reproducibility, avoiding duplication, and facilitating further research. An Ad-Hoc Research Data Management Committee is being developed, co-chaired by Maggie Neilson (Librarian) and the Dean of Research and Graduate Studies. The Terms of Reference have been reviewed, and further advice is being sought. The Committee should be fully populated in the coming months, with activities planned as early as Fall 2019. Membership will include librarians, faculty, graduate students, and an external RDM expert. Maggie Neilson's participation in a Data Management Strategies Panel and Webinar, held in April 2019, covers some of the issues related to University RDM, and can be viewed at https://caul-cbu.ca/sites/default/files/Data%20Management%20Strategies-Preparing%20Your%20Institution_2019-04-12.mp4

The development of the Institutional Strategic Plan, **Acadia 2025: Charting a Course**, is nearing completion. One of the main components featured in Acadia 2025 is "Maximizing our Impact Regionally and Globally through Research & Innovation". The Senate Research Committee members contributed with discussions and suggestions on effective low cost, high value activities that could enhance research at Acadia. Committee members also reviewed and provided feedback on a late stage draft of the goals and objectives under Research & Innovation. One of the most common comments from committee members is the need to increase external communications about research activity and successes at Acadia.

Respectfully submitted,

A. Redden
Dean, Research & Graduate Studies
Chair, Senate Research Committee

**Senate Committee on Graduate Studies (SCGS)
Annual Report to Senate
June 2019**

Committee members:

Aylward, L. (Education; PhD program)	Barr, S. (Geology)
Blythe, S. (Theology)	Colton, J. (Community Development)
Mallory, M. (Biology)	Jha, A. (Chemistry, Winter)
Bonner, C. (Sociology)	Lu, W. & Mendivil, F. (Mathematics & Statistics)
MacKinnon, G. (Education)	Mutlu, C. (Politics)
Quema, A. (English)	Price, L. (Psychology)
Redden, A. (Dean, RGS; ex-officio, Chair)	Spooner, I. (Applied Geomatics)
Trudel, A. (Computer Science)	Whitehall, G. (Social & Political Thought)
Callaghan, P. (Chair, Senate Curriculum Committee)	Malone, J. (Student Rep - Science)
Morrison, C. (Student Rep - Arts)	Johnstone, C. (Student Rep - Theology)

The Senate Committee on Graduate Studies met on 16 October and 23 May. As is the practice of the Committee, uncontentious curriculum items were dealt with by electronic communication. This year, curriculum recommendations to Senate, via SCGS, came from Psychology, Education, Community Development, and Politics (for Social and Political Thought).

Committee Business:

- Members of the SCGS sit on various award and scholarship adjudication sub-committees (N=9). These include SSHRC doctoral awards, NSERC doctoral awards, SSHRC/CIHR masters award, NSERC masters award, Nova Scotia Health Research Foundation Scotia Scholar Award, Nova Scotia Research & Innovation Scholarship awards, and Acadia Outstanding Masters Research awards (3).
- The policy on graduate student support for attending conferences was revised and posted on the Graduate Studies website. The funding available is limited and varies annually as it is based on residual (unused) funds from prior NSERC and SSHRC grants to Acadia. Graduate students can apply for up to \$300 per student if presenting. Students are strongly encouraged to seek additional funding from other sources, including ASU conference travel assistance. Limited funding support (up to \$500) for hosting graduate student conferences at Acadia is also available via RGS.
- Graduate Student Guidelines and Graduate Teaching Award forms have been updated. Efforts to revise or establish new policies will continue with the aid of the Graduate Studies Policy Working Group. Areas in need of attention include but are not limited to the following: thesis review guidelines, student application review process, tracking and reporting on progress of part-time students, and thesis presentation style and delivery options.

- The Graduate Studies Officer has been in training for, and advising on, Acadia's new **Admissions Portal (Slate)**, which will improve the application and review process and increase the efficiency and flexibility for Graduate Coordinators in tracking applications, documents received, etc.
- Two new graduate program proposals were brought to the Graduate Studies Committee for discussion at the May meeting:
 - **Master of Environmental Science.** A program proposal was submitted in writing and presented by Rob Raeside. This program will fulfill existing and future needs of students pursuing interdisciplinary graduate studies in environmental science. A number of suggestions were made in advance of the proposal being submitted to Senate for review.
 - **Master of Professional Kinesiology (MPK).** This program proposal was presented (discussion only) by Dr René Murphy, prior to submission of a written proposal for full review by the SCGS. The MPK proposal is complex and has three streams: Exercise Professional, Coach Professional and Applied Research (thesis-based).
- Professional development activities for graduate students were developed in 2018-19. They included Entrepreneurship Explorations for Graduate and Honours students (with Acadia Entrepreneurship Centre and Sean Miles) and a Publishing workshop led by Dr Peir Pufahl. Attendance was lower than expected for both events. Strategies to ensure greater student uptake need to be implemented for the coming year.
- Several SGSC members and other faculty members attended and served as guest judges at the Annual Student Research Conference, held during 2 days in late January and organized by the Acadia Graduate Students (AGS), with support from RGS, ASU and other units on campus. Such events, and awards for oral presentations and posters, serve to strengthen and celebrate graduate and undergraduate student research. Thanks to all who participated.
- The first **Acadia Outstanding Masters Research Awards**, were received by the following students in May: Lara Best (FPS), Jeremy Locke (FPAS) and Laura Townend (FA).

During 2018-19, numerous faculty served in the role of Chair at one or more Masters and/or PhD thesis defenses, and I would like to take this opportunity to thank them all for their efforts and leadership in supporting the research experiences of graduate students at Acadia.

Respectfully submitted,

A. Redden
Dean, Research & Graduate Studies
Chair, Senate Committee on Graduate Studies

Admissions and Academic Standing Committee (Policy) Annual Report to Senate for 2018-19

Membership:

VP Academic (Chair): Heather Hemming

Registrar: Mark Bishop

Dean of Pure & Applied Science: Suzie Currie

Dean of Arts: Jeff Hennessy

Dean of Professional Studies: A. Vibert

Director of Open Acadia: David MacKinnon (Acting)

Arts Head or Director: Stephen Maitzen

Arts Representative: Christian Thomas

Professional Studies (Director): Paul Callaghan

Professional Studies Representative: Brenda Trofanenko

Pure & Applied Science Head or Director: Paul Arnold

Pure & Applied Science Representative: Nelson O'Driscoll

Theology Representative (voting on Theology matters only): Stephen McMullin

Student VP Academic: Makenzie Branch

The duties of the Admission and Academic Standing Committee (Policy) are 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.

Meeting Dates: October 25, 2018 (Transition); May 7, 2019.

Objectives (2018 Transition Report to Senate)/Outcomes:

1. Develop an Excused Absence Policy (Declaration of Cause)
 - Outcome: Motion to Senate meeting of January 14, 2019 to approve; Senate asked that the policy be revisited and to be brought back to Senate for further discussion. Motion was passed at the March 11, 2019 meeting of Senate.
2. a. Revisit and propose amendments to Grading System (GPA);
 - Outcome: Senate passed a proposal to restore the use of a 4.3 GPA Alpha-based grading system at the December meeting of Senate.
- b. Review the Dean's List Scholar under Designations

- Outcome: Motion to be taken to the June Senate meeting to change the current language on page 47 of the current calendar under the Dean's List Scholar to read:

"Dean's List distinction is considered annually at the end of the Winter term. To be considered eligible, undergraduate students must achieve a SGPA of 3.70 or above and have completed a minimum of 9ch in each Fall and Winter term (min. 18ch total). Students who participate in Co-op, study abroad or exchange programs and have the equivalent of full-time status will be considered. Students with documented disabilities and respective accommodation for course loads will also be potentially eligible. The Dean's List notation will appear on the transcript."
3. Explore changing the "W" date in the academic calendar.
 - Outcome: Issue of changing the "W" date in the academic calendar was resolved at Senate with the TIE Committee's motion to approve certain principles when preparing the Academic Calendar with approval at the December 10th, 2018 meeting of Senate.
 4. Review the order in which course registration occurs
 - Outcome: Discussed at the Committee which resulted in this item being referred to the Registrar and ASU Academic VP to explore further options and to report back to the Committee in the Fall Term of 2019.
 5. Other issues identified that require further work for the Committee include:
 - The "B" "D" Rule
 - Definition of "good standing"

Board of Open Acadia Annual Report to Senate for 2018-19

Membership:

VP Academic (Chair): Heather Hemming

Associate VP Finance & Treasure: Mary MacVicar

Director of Open Acadia: David MacKinnon (Acting)

Registrar: Mark Bishop

Dean of Pure & Applied Science: Suzie Currie

Dean of Arts: Jeff Hennessy

Dean of Professional Studies: A. Vibert

Part-time Student: Mackenzie Branch (represented part-time students)

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.

Meetings: October 22nd, 2018

Objectives (Transition Report 2018)/Outcomes:

1. Mandate of the Board of Open Acadia was reviewed.
 - An updated Mandate statement was approved by Senate at its November 19, 2018 meeting:

New mandate statement:

The Acadia University Division of Open Acadia provides:

1. Opportunities for lifelong learning and linking the University with the local and global community.
 2. Flexible course delivery for students through intersession, online and distance courses.
 3. Support to academic units for specialty program delivery (eg. M.Ed.)
 4. Support for faculty in the use of learning technologies.
 5. An entry pathway for speakers of English as a second language through its English for Academic Purposes program.
2. The Board reviewed the steps involved in preparing for the upcoming APRC Review of Open Acadia scheduled for Fall 2019.