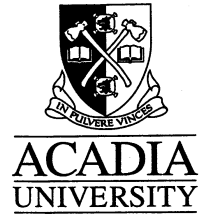


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Minutes of the Senate Meeting of Monday December 9th, 2019.

A meeting of the Senate of Acadia University occurred on Monday December 9th, 2019 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 34 present, and two 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. The Chair noted to Senators that the most recent version of the agenda was version 3, circulated on Sunday.

Motion to approve the agenda. Moved by K. Bleile and seconded by E. Patterson.

MOTION TO APPROVE THE AGENDA CARRIED.

2) Minutes of the Meeting of Senate on Monday November 18th, 2019

Motion to approve the Minutes of Monday November 18th, 2019 as distributed. Moved by R. Seale and seconded by C. Shields.

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

M. Adam requested that his name be spelled correctly on Page 7 of the minutes.

M. Adam also asked for the line on Page 9 of the Minutes that stated 'M. Adam left the meeting' be softened to state 'M. Adam left the meeting for a previous engagement'.

MOTION TO APPROVE THE MINUTES AS REVISED CARRIED.
ONE ABSTENTION.

3) Announcements

a) From the Chair

The Chair announced regrets from K. Vandertoorn, C. Churchill, A. Vibert, M. Bishop, President Ricketts, G. Whitehall, R. Murphy, C. Rushton, S. Thomas, M. Sweatman, Z. Goldsmith, N. Kirkpatrick, P. Arnold, A. Wilks and C. Landry.

The Chair announced that G. Ness and J. Fowles were attending Senate as guests and that P. Stewardson would be leaving early.

The Chair reported that the Faculty Council item had been discussed at Senate Executive recently with M. Adam in attendance. Preliminary discussion took place and Senate Executive would now be looking into some background information before revisiting the item at the Senate Executive meeting in January 2020. The Chair requested additional feedback from Senators before mid January if they had any.

P. Abela asked what Senate Executive had been tasked with doing and the Chair explained that the committee had met with M. Adam to discuss the relationship between Faculty Council and Senate, in addition to discussing what the role and mandate could be for Faculty Council in the future.

P. Abela recalled that there had been questions about the way in which Faculty Council related to Senate.

The Chair agreed and stated that Senate Executive would be looking further at that relationship. If Senate Executive had comments or suggestions related to that or about the mandate those would be brought back to Senate for a follow up conversation in February 2020.

M. Adam stated that he had brought to Senate Executive a compilation of comments that had been made at Senate and at the FPS Faculty Council meeting in November. He had asked Senate Executive to recognise that the faculty expressing concerns about Faculty Council were the ones that already attended the meetings, and that the challenge was how to re-engage faculty who were not attending. These could be new faculty members or other faculty members who had disengaged with Faculty Council.

The Chair pointed out that after M. Adam had left the Senate Executive meeting, she had agreed to pull together the documents pertaining to Faculty Council and Senate prior to the next Senate Executive meeting.

The Chair made an announcement related to accessibility of Senate meetings because she had received comments about the accessibility (or lack thereof) of BAC 132 in terms of both mobility accessibility and audio accessibility. Some Senators found it hard to hear things that were being said and she asked Senators to give this some thought and provide her with input. A different space might prove more accessible and the Chair stated that she would look into the possibility of having mics in the room to be used during discussion.

b) From the President

The Chair noted that President Ricketts was out of the country attending a conference but his written announcements had been added the previous day to the agenda.

C. Mutlu raised a concern from the Faculty of Arts. He noted that the Arts Steering Committee met a few days prior to each Senate meeting and that if the written reports were not included on the agenda in advance, it was not possible for them to be discussed effectively. He asked whether these reports could be provided in a timely manner.

The Chair agreed that having the reports in advance was helpful for many reasons. She noted that the reports were requested a week prior to when the agenda first went out to Senators but recognized that it was not always possible to have the reports by that time.

c) From the Provost and Vice-President Academic

D. Keefe noted that in addition to the written report that he had provided, he wished to update Senators on the Maple League recent activities. He noted that the funding initiated by the Maple League during the Fall had received 18 proposals and nine of those were funded. Six of the nine included faculty from Acadia and he offered to include a full report of those projects in his report for Senate in January.

D. Keefe also noted that the Maple League was involved in developing a funding proposal for the Future Skills Centre, to increase experiential learning on the four campuses, and also creating a Pathways to Leadership program, with the goal of increasing the number of 3M Student Fellows on each of the campuses. He noted that this year there had been two nominees through the Student Fellows program for Acadia students. They had initiated a formal program of mentoring and now had a designated individual on each campus to help coordinate that program. This would increase collaboration and success at each of the campuses. D. Keefe noted that the applications were very time-consuming to complete so it was extremely helpful to have a designated person on campus to be the driving force and provide support.

D. Keefe announced with regret the news that D. Flanagan would be leaving Acadia at the end of the month. He noted that D. Flanagan had done a great deal over the last year and a half as the University Librarian and that her presence would be greatly missed.

Senators applauded warmly.

D. Keefe reported that his office was in the process of finding a temporary replacement prior to starting a formal search for a new University Librarian.

P. Abela asked about the Acadia Colleague Enhancement project that had been rolled out in October.

D. Keefe explained that there were three phases for the project:

- Introduction of the CRN which was a system to be used for recruitment and admissions
- Replacement of EDEN with Colleague Student. That change will take until May 2021 to be completed and implemented
- System to deal with reporting of all student data that is pulled from the student information system.

P. Abela asked about the early student enrolment numbers and asked whether the use of the CRN system had been adversely affected by software issues.

D. Keefe assured P. Abela that the current admits were just showing normal fluctuations and were comparable to data from the previous two years. He noted that a student offered admission would move into 'outstanding offers' until their deposit had been paid. After paying the deposit they would move into the 'admit' column.

J. Banks also noted that it was rather early to conclude much from this data.

M. Adam asked whether other universities would also be seeing high numbers because students could be applying to multiple schools at the same time. He asked whether the fact that they were not required to pay a deposit until a later date made it attractive to apply to a number of institutions before narrowing it down.

D. Keefe reiterated that it was very early at this point. He did not know what other institutions were experiencing but agreed that most students were applying to several institutions; which was indicated by the large increase in the

number of applications each year, which still translated to the same number of registered students.

M. Adam asked whether scholarships were attractive enough to bring in new students.

D. Keefe stated that S. Duguay was working on this. He noted that one of the deciding factors for international students was the response rate from Acadia, since they tended to apply for multiple institutions and needed to start the visa process in good time.

D. Keefe pointed out that the new system allowed for faster communication and follow up and enhanced continuous communication.

S. Duguay agreed that it was very early to draw conclusions from the overall numbers at this stage. A clearer picture would emerge in February and March.

d) From the ASU President

M. Jarvin reported that the Provincial Advocacy Week had taken place at the end of November with Students Nova Scotia. K. Vandertoorn and M. Jarvin met with Government officials and other provincial stakeholders. They were requesting improved MSI coverage for international students, funding for improved on-campus support for students with disabilities, funding for on-line educational resources (such as on-line textbooks) similar to the BC model.

M. Jarvin discussed addressing sexual violence and noted that she sits on the Acadia Sexual Violence Policy and Procedures committee. Progress was being made and the committee had identified various gaps in the current policy and M. Jarvin stated that a smaller group was now drafting language to provide revisions to the policy.

M. Jarvin stated that the search for a new ASU General Manager was underway.

**e) From the Faculty of
Theology/College of
Divinity**

A. Robbins thanked the University for the support provided for the family who recently lost their father and husband in a tragic car accident.

4) Old Business

**a) Transition Reports from
Senate Sub-Committees**

**i) Admission and
Academic
Standing (Policy)
Committee
(attached)**

D. Keefe offered to address any questions. There were none.

The Admission and Academic Standing (Policy) committee report was received.

5) New Business

**a) Motion for Amendments
to the Senate
Constitution and By-laws
(circulated separately)**

The Chair reminded Senators that this item came to Senate as a 'Notice of Motion' at the November meeting of Senate, and that the draft changes to the Constitution and By-Laws had been circulated by email as a separate document and outlined in the agenda prior before that meeting.

**Motion for Amendments to the Senate Constitution and By-laws.
Moved by R. Raeside and seconded by D. Benoit.**

R. Raeside explained that the By-laws had been updated in four separate areas.

R. Raeside pointed out that yellow colour highlighting referred to a change in the name of Vice-President (Recruitment and Student Services) to Vice-Provost (Students, Recruitment and Enrolment Manager). Also the title Vice-President (Academic) had been updated to Provost and Vice-President (Academic); also in a number of different places.

R. Raeside stated that green colour highlighting had been used on page 16 of the By-laws to add a diversity statement that had been requested by the Nominating committee at a previous Senate meeting.

R. Raeside explained that blue colour highlighting had been used to show the third change which concerned the timing of committee work. The previous winter the By-laws committee had undertaken a task to find out which committees were more active over the months of May through August because the committee recognised that some positions at Acadia were not year-round and that some faculty members may not be able to serve on these particular committees. He noted that the Research Ethics Board, Academic Program Review Committee, Admissions and Academic Standing (Appeals) Committee, Admissions and Academic Standing (Policy) Committee, and the Academic Planning Committee were all included in this category.

R. Raeside noted that changes had been approved by Senate to the mandate of the Board of Open Acadia during 2018 but that the change had not been inserted into the By-laws document. This was now being inserted.

MOTION CARRIED UNANIMOUSLY.

**b) Motion that Senate
approve the Master of
Professional Kinesiology
Program Proposal
(circulated previously)**

**Motion that Senate approve the Master of Professional Kinesiology
Program Proposal. Moved by C. Shields and seconded by M. Adam.**

C. Shields discussed the program proposal that had been circulated to Senators. He described the program noting that it would be unique and would set them apart from other graduate programs in the Maritimes. He felt that this built on strengths that the Kinesiology faculty already had and also aligned with the professionalization in many areas in Kinesiology, including coaching certification. He noted that there was an increasing inclusion of registered kinesiologists across the country and certified exercise physiologists in primary care across the country.

C. Shields stated that there would be three streams: the exercise professional stream, the coaching professional stream, and the applied research stream which would require a thesis to be completed.

C. Shields stated that the proposal had been examined and approved by the Senate Research and Graduate Studies committee and had also been endorsed by the Provost and VP Academic. In addition, the MPHEC submission included many letters of support from other institutions in the Maritimes.

C. Shields pointed out that this would be the only program of its kind east of Quebec.

D. Benoit noted that on Page 14, fourth paragraph, information still needed to be filled in.

C. Shields confirmed that the document for MPHEC would be fully updated before submission to MPHEC.

D. Keefe congratulated the School for the tremendous job that had been done in preparing the graduate program for review and engaging in external consultation with other institutions.

MOTION CARRIED UNANIMOUSLY.

c) **Motion to approve the proposed Graduate Curriculum changes (attached)**

Motion to adopt the Graduate Curriculum changes that had been approved by the Senate Graduate Studies committee. Moved by A. Redden and seconded by J. Hooper.

A. Redden noted that there were five different program changes and suggested that the representatives of each program speak to the changes. These changes had been emailed to the Graduate Studies committee and there had been no comments or issues from committee members.

J. Hooper discussed the Education changes and noted that these were mostly of a housekeeping nature. Language was being changed to be more current.

C. Shields noted that on Page 15, under EDUC 50H3 Introduction to Disability Studies, the wording referred to 'disabled people'. He stated that in Kinesiology they would refer to 'people with disabilities' rather than 'disabled people'.

L. Aylward stated that the new course description had been written by C. Bruce, an expert in Disability Studies who had also taught the course.

K. Bleile offered to speak to any questions about the Psychology changes but noted that they were clearly outlined.

A. Redden commented that she would like to see a change in the wording on Page 19, item 2, which currently stated "*The research project must have resulted in a written paper reviewed by experts in the field (e.g. reviewed by the research supervisor)*".

Motion to amend the phrase to read "*The research project must have resulted in a written paper reviewed by one or more experts in the field (e.g. reviewed by the research supervisor)*". Moved by A. Redden and seconded by E. Patterson.

MOTION TO AMEND APPROVED UNANIMOUSLY.

MAIN MOTION APPROVED AS REVISED UNANIMOUSLY.

6) **Other Business**

There was no other business.

7) **Adjournment**

The meeting was adjourned at 4.47 p.m. Moved by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Announcements

PRESIDENT REPORT TO SENATE:

President's Announcements to Senate

December 9, 2019

First, my apologies for not being present at this Senate meeting as I am attending the COP25 conference in Madrid as a delegate of the Global Oceans Forum. I am pleased to provide the following announcements in writing.

MOU Renewal and CONSUP

At the last Senate meeting I promised to provide a summary of the contents of the new MOU between the Ministry of Labour and Advanced Education and CONSUP. Following the provincial budget announcement of a commitment to 5 years of 1% increases in the university operating grants, CONSUP met with Minister Labi Kousoulis and subsequently sought some changes to the MOU were based upon the understanding that we could not propose anything that would require going back to Treasury Board for increased funding at this time. With this *caveat*, I worked with my colleagues on the MOU Steering Committee to develop changes that would provide opportunities for us to seek additional funding throughout the life of the MOU, including the addition of the words "at least" to the 1% annual operating grant increase. We submitted those changes in mid-August and they were accepted by the Ministry. Subsequently, at the MOU Partnership Committee meeting on September 12, CONSUP Chair William Lahey and Minister Kousoulis signed a new five-year MOU effective April 1, 2029.

On the big issue of operational funding and tuition, the new is fundamentally a continuation of the *status quo* with guaranteed annual operating grant increases of 1% and a maximum 3% cap on annual tuition increases for undergraduate students who are NS residents. It also continues the tuition bursary of at least \$1,283 per year for each full-time NS university student.

Additional funding above the last MOU includes:

- Potential for annual submissions for the operating grant to increase above 1% as the wording of the MOU is that the annual increases to the Operating Grant will be at least 1%. It is expected that CONSUP will submit requests for greater than 1% every year (based upon the financial assessment conducted earlier this year that recommended an annual 3% increase to maintain sustainability) but with no guarantee of success.
- Annual funding commitments of \$1.658 million for the Post-secondary Innovation Team; \$600,000 for e-mental health, and \$470,000 for sexual violence prevention over the life of the MOU. These funds had previously only been approved on an annual basis.
- Potential for additional one-time funding allocations to support infrastructure renewal, including deferred maintenance, accessibility, and shared IT initiatives and services. Any such funding would be in response to either collaborative or individual submissions from universities and is subject to the availability of funds.
- For the Accessibility Act, the MOU commits the parties to cooperate in meeting the requirements of the Education Accessibility Standards once they are approved

Additional Fees and Student Consultation:

The MOU continues the process for approving Auxiliary and Ancillary Fees and adds the requirement for a consultation agreement with the student union/association on fees and priorities in the MOU. Acadia already has such an agreement in place as approved by the Board this time last year, but we will review it to ensure it meets the requirements of the new MOU.

The MOU also speaks to supporting:

- Educational quality assurance and academic program review – through the MPHEC process.
- Research and innovation (with reference to Research NS) and leveraging funds from federal provincial, private and other sources of funding – Research NS is now funded separately from the MOU.
- Guaranteed support for the Innovation Team program and the 5 Working Committees (new ones may be developed):
 - Entrepreneurship and Experiential Learning
 - Student Recruitment and Retention
 - Cultural Innovation
 - Health Innovation
 - Social Equity
- Improving accessibility for Indigenous, and African Canadian students, students with disabilities, and students from rural and economically disadvantaged communities; increasing access for under-represented groups.
- Supporting improved student experience and success:
 - Student health and wellness - through Committee on Post-Secondary Student Health and Wellness
 - Commitment to accessible mental, emotional, spiritual, social, physical, financial, and community health support
 - Healthy eating and food security
 - Supports for students with disabilities
 - Prevention of sexual violence – through NS Sexual Violence Prevention Committee and Framework including the development of stand-alone policies on sexual violence prevention
 - Advancing experiential and service learning opportunities
- Stand-alone policies on sexual violence prevention as required by the provincial policy approved last year.
- Increased accessibility to university education:
 - Improving accessibility for Indigenous, and African Canadian students, students with disabilities, and rural and economically disadvantaged students
 - Increasing access and affordability for under-represented groups
 - Collaborating to meet the Accessibility Standards developed under the Education Sector Standard Development Committee

Outcomes Agreement:

The MOU continues the requirement for completion of an annual Outcomes Agreement, and the percentage increase in each institution's operating grant is dependent upon successful

acceptance of the Outcomes Agreement by the Ministry. We are currently working with the Ministry to develop the Outcomes Agreement for the new MOU and this is almost finalised.

Acadia 2025

I want to thank all Senators for their input into the draft Strategic Plan, and we are currently reviewing these comments, as well as those received from the Board and members of the Acadia community at large. I will be holding a Town Hall meeting in January to present a revised plan based upon the community feedback. I will also speak to this revised draft at the January meeting of Senate.

In closing, I would like to wish all Senators a very happy and peaceful holiday season, and very best wishes for the new year.

Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE:

It is hard to believe that the fall term is quickly coming to an end. While, I am sure, we are all looking forward to a break, this can also be a very stressful time for staff, faculty and students, especially first year students, as we rush to complete all the necessary work before the end of term. I encourage everyone that if you know someone who is struggling that you remind them of the supports that are in place for all in our community. I wish everyone a restful break and look forward to seeing everyone back in January.

Acadia Colleague Enhancement (ACE) Project

Phase I of ACE – implementation of Slate CRM – is was completed in October and staff have been using it during the fall recruitment season. Anthony Adey, Director of Recruitment, reports that “staff have been praising Slate and its ease of functionality. The Slate roll-out has been positive because it achieved several improvements as prospects transitioned through the recruitment and admission processes. The system is working well as an immediate communication tool for prospects and applicants. Students are receiving communications within a very short timeframe and the speed of responsiveness will provide us with a significant competitive advantage. Staff were highly engaged with the system throughout the fall and have been pleased with the functionality.”

With the transition to a new system, generating data reports that provide year-to-year comparisons of application and prospect numbers will be more labour intensive than normal while data has to be queried from two independent databases. This is not a large problem and will eventually resolve itself as all new communications and applications will be in the new system.

We are in the process of hiring a Slate CRM Specialist, so we can begin to maximize its capacity, and to build out full communication tracks where we can involve others, such as faculty and alumni.

Phase II of the ACE project continues to proceed on schedule and the Board Audit Committee continues to provide oversight on the project. A special Audit Committee meeting was held on November 19th to provide an update and the committee will next meet on December 16th. The

major advances since the last update have been around Risk Management, developing an Implementation Schedule, and Change Management.

Updates since last Senate meeting:

- Working continuing on mitigation plans for major risks
- The Ellucian project team was on-site November 12-14, to start the initial planning with our project team and to meet key individuals across the institution to discuss the project approach. Remote discovery workshops across Registrar, AR/CR, Admissions, Financial Aid, & Technology will all happen before December 20th with initial team training and onsite workshops to start in January.
- Three members of the project team underwent formal Change Management training and certification. Interviews have been conducted with stakeholder groups, including a meeting on November 27th with managers across the institution.
- Bi-weekly Bulletin providing regular updates

Maple League Update

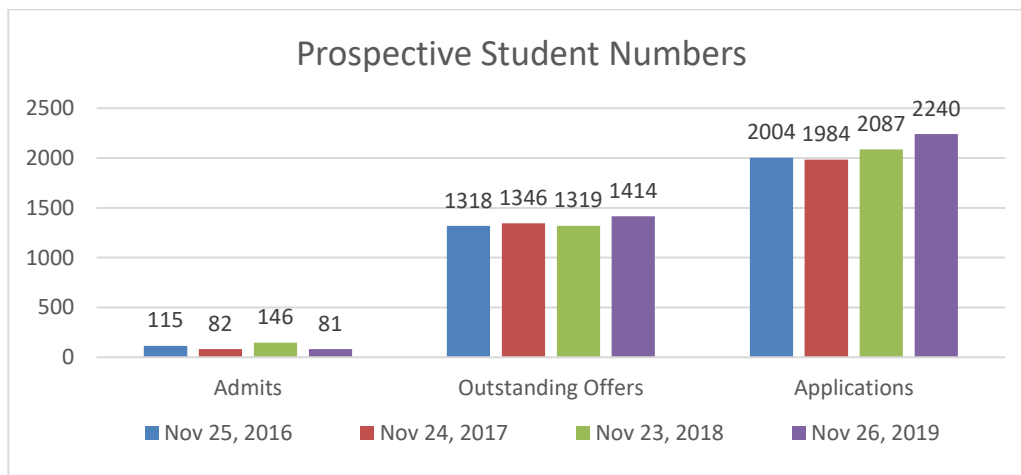
Update will be provided at Senate.

Dean FPS

The position has been advertised with CAUT, UA, and Academica as of December 2 with a closing date of January 15, 2020. The plan is to have interviews in February/March with a recommendation to the Board at its April meeting.

Student Recruitment Update

Applications as of November 26 are up 7% over last year. While we can't extrapolate increased applications to mean higher enrolment, the increase is a positive early indicator.



Acadia Enrolment Advisors and staff are currently holding receptions across the country for parents and prospective students. The next few weeks will mark the end of the fall recruitment season. As the team returns home, we will be getting together for strategic planning sessions to take a look back at the fall and identify our priorities for the coming winter term, leading into scholarship season and applicant conversion work.

Open House Success

Both our Open Houses in October and November were at capacity at over 325 students (700+ with parents) each. We ended up with a waiting list of over 60 students for our last event, even after allowing an overcapacity crowd to attend. We have reached out individually to all the wait-listed people to personally invite them to come for an individualized campus tour. We are also

considering the value of a third Open House early next term, and we also have our well-attended Experience Acadia Day event in March.

Enrolment Services Restructuring

Over the past five months, we have restructured the office of Enrolment Services to fill crucial roles that will address some important needs. Redistributing last year's salary budget, we are hiring people to attend to important areas such as client service, CRM System maintenance and development, and marketing.

Retirements:

James Darnbrough, Executive Director
Grace Raynard, International Student Liaison

New appointments:

Anthony (Tony) Adey, Director of Recruitment (began in September 2019)
Liam Dutton, Manager of International Recruitment (re-evaluated position; promotion)
Robyn Dalley, Marketing Manager (new position)
TBD, Digital Marketing and Communications Officer (new position)
TBD, Client Service Administrator (restructured position)
TBD, Slate CRM Coordinator (new position)

Student Services

Addressing Alcohol and Drug Harms

In November of 2019, Acadia launched Health Canada's *Canadian Post-Secondary Alcohol and Drug Survey* for post-secondary students. Acadia University faculty member, Dr. Darren Kruisselbrink was part of the development team for the national survey which will provide the first assessment of the Canadian post-secondary landscape in 15 years. Alcohol remains a barrier to success at universities across Canada, and this data will help us hone in on what our community needs to do to curtail the negative effects of alcohol abuse.

We hosted our first Powwow on November 10 and the initiative was very well attended and appreciated by the Mi'kmaq community in Nova Scotia. Some attendees commented it was the best one they had participated in, with drummers and performers coming from far and wide.

Acadia University is pleased to support the Delmore Buddy Daye Learning Institute (DBDLI) in hosting an *Ancestral Roots* regional event to support academic success for African Nova Scotian students through capacity building by bringing together grade 9-12 students from the Western region (Valley, South shore, Southwest) of Nova Scotia.

Improving Student Health

Accessible Learning has registered over 100 new students and now has a caseload of approximately 600 students.

Erica McGill, Director, Student Resource Centre has been successfully developing group programming to support efforts to assist students with anxiety and stress. Her work is being recognized by her peers and she is being approached to present on her initiatives and successful implementation of the *Stepped Care 2.0* model.

Addressing Sexualized Violence

In the winter semester, Acadia students, along with post-secondary students across Nova Scotia, will participate in a campus climate survey to support efforts focused on the reduction of sexual violence at post-secondary institutions. The survey was recommended by the Provincial Sexual

Violence Prevention Committee and has been endorsed by the presidents of Nova Scotia institutions.

The Acadia Sexual Health Working Group is focused on revisions to process in the care and support of disclosures and reports of sexual violence. There has been an increase in engagement in student and faculty support for these efforts and important progress is being made.

Boston trip

November 21-22, Dean of Research & Graduate Studies, A. Redden and I made a trip to Massachusetts to explore potential partnerships. On November 21, we met with Monty Sharma of MassDigi (Massachusetts Digital Games Institute). They have a summer internship program for 25 students and get 300+ applications from Harvard, MIT, UMass, ... We were able to secure a spot for an Acadia student. They will pay salary and housing for 12 weeks in summer of 2020, and the student will have to pay transportation and living. On November 22, we met with Tony Cicerone (Acadia alum and former director of Canadian studies at BSU) and David Alward (former NB premier and Consul General of Canada in Boston). I had a great discussion with Mr. Alward and he offered for his office to help in recruitment and partnerships in New England.

On the afternoon and evening of November 22, we visited Bridgewater State University (BSU). They have ~11,000 students and have lots in common with Acadia. They were founded in 1840 and have liberal arts education, undergraduate research, and environmental science as priorities. They have been recognized recently as one of the top 3 universities in the US for undergraduate research. We had an MOU with them back in 1988 but it never materialized to much. We had many great discussions and committed to explore renewing the MOU, in particular related to potential student exchanges through study abroad. BSU has a biannual undergraduate conference on Canadian-US relations. We will try to get a couple of students and a faculty member to go and present at their conference in March. BSU is planning a visit to Acadia in the winter to further explore opportunities around research and student partnerships.

14 Wing Greenwood

On November 27, I, along with Laura Robinson, Dean of Arts, attended a stakeholder Engagement session at 14 Wing Greenwood to explore opportunities to ways we can support each other. We will host a follow-up session with key personnel from the Base is being planned for early in the new year.

What follows are announcements from the faculties and the division of research and graduate studies.

FACULTY OF PROFESSIONAL STUDIES

School of Business

As part of the 49th Annual Atlantic Schools of Business Conference hosted by CBU September 27-29, two teams from Acadia participated in the student case competition. Out of the eight teams that participated, Acadia's teams claimed both first and second in the competition. The winning team was comprised of Hope Martin, Nicole Morrison, Ozgur Ozguven, and Guy Harrison-Murray. In second place were Nicole Holmes, Sulaman Qureshi, Gabriel Blumberg, and Sid Kondapuram. Not to be outdone by their students, faculty from the Manning School received the conference award for "Best Overall Research Productivity."

The School of Business hosted its 54th Annual Acadia Business Banquet on October 17. The keynote address was delivered by Business School Alumni Savior Joseph ('02). His address was titled "Privilege and Responsibility," which received a standing ovation at its conclusion. Mr.

Joseph was identified by Acadia University Connections Magazine as one of 20 extraordinary Acadia alumni. Other people recognized at the banquet were Dahlia Chahine, who won the Advisory Board Impact Award, and Peyton Baird who won the John Hugh Robinson Scholarship. Serving as the kick-off for Homecoming, the banquet is the premier social event in the School, attended by alumni, faculty, and administration, including President Ricketts and Nancy McCain, Chair of the Capital Campaign.

BBA Alumni Workshops were offered on the Friday of Homecoming by BBA alumni Luke Fallwell (BBA 2012, Director of Corporate Development, Sundial Growers Inc., Toronto), Craig Fisher (BBA 2011, Associate, FICC & Trading, Goldman Sachs & Co., Calgary), Tom Labenski (B.Sc. (Biology), Principal, Infrastructure & Natural Resources, OTPP, Toronto), Patrick McNally (BBA 2007, Associate, Stikeman Elliott LLP, Calgary), Andrew Roorda (BBA 2010, Vice President, Macquarie Group, Calgary), and Katie Ruddy (BBA 2011, Senior Manager, Audit, KPMG, Calgary). To facilitate the event, student ambassadors were paired with alumni to greet them, introduce and moderate the sessions. Panel discussion revolved around career paths, particularly the first decade out from university, and panelists provided personal reflections on why and how their professional and academic paths have unfolded since graduating from Acadia.

Acadia business students Zoe Croke, Blake Robinson, Adam Wong, and Joe Woytiuk placed second in the 2019 Scotiabank Ethics in Action Case Competition. The team was led by faculty coaches Edith Callaghan, Danielle Mercer and Kelly Dye. Hosted by Dalhousie's Faculty of Management, the Scotiabank Ethics in Action Case Competition is a very prestigious event for both undergraduate and graduate students, and each year the event honours a distinguished Canadian with the Ethical Leadership Award. This year the recipient was Louise Arbour, former justice of the Supreme Court of Canada and Chief Prosecutor of the International Criminal Tribunals in the Hague. Mdme. Arbour now serves as Special Representative of the UN Secretary General for International Migration.

Reflecting on her experience, Zoe Croke said "I loved representing the Fred C. Manning School of Business Scotiabank Ethics in Action case competition as it gave me the ability to take conceptual frameworks from class and apply them to challenging, contemporary, multifaceted issues in business. The support from our faculty and fellow students throughout this competition was astonishing and heartwarming. The Acadia Spirit is unparalleled."

Department of Community Development

Dr. Gabrielle Donnelly gave a keynote address at the New York City Administration for Children's Services in November. Her address was titled "Prototyping as a Method of Systems Change."

School of Kinesiology

The School of Kinesiology's Centre of Lifestyle Studies has received a gift of \$100,000 from the Royal Bank Foundation, under its Future Launch and Youth Mental Health program, to develop a Student Resource program to build and support student mental health and resilience.

The RBC Foundation gift will allow development, dissemination and evaluation of a Student Life Support program (i.e. the 'Quality-Life or Q-Life experience) in partnership with a Halifax Company – Vendura Wellness. The program will be launched in 2020 at Acadia.

FACULTY OF PURE AND APPLIED SCIENCE

Psychology graduate student, Catrina MacPhee, received the BrightRed Mission Award from the Heart and Stroke Foundation at their Annual Research Reception this week. This award is given to the highest rated candidate at any academic level (MSc, PhD, MD, PDF).

Also from the Department of Psychology, first year Psychology major, and accomplished musician, Maura Whitman, performed during Nova Scotia Music Week in Truro.

Miguel Vaccaro, an honours student in Earth and Environmental Science won the Science Atlantic Best Paper Award at the recent Atlantic Universities Geoscience Conference in Antigonish, NS. His paper, "Petrology, age and tectonic setting of the Gunshot Brook pluton, eastern Cobequid Highlands, Nova Scotia" presented the findings of his field studies with the Nova Scotia Department of Energy and Mines, which he is continuing as an honours thesis this term.

Rob Raeside from Earth and Environmental Science was appointed secretary of CCCESD (Council of Chairs of Canadian Earth Science Departments) at the recent meeting of the Council in Ottawa. This is his 24th year as Secretary. Wow!

The O'Driscoll research group (Mercury Lab) in Earth and Environmental Science attended the Society of Environmental Toxicology and Chemistry (SETAC) World meeting in Toronto November 3-7. Haley Geizer (BScH in Environmental Science) presented a poster examining mercury deposition in gull guano. Rachel Clarke (MSc Biology) presented a poster and a talk on mercury bioaccumulation in Kejimikujik and mercury photochemistry in estuaries; Jessie McIntyre (MSc Biology) presented a poster on mercury deposition to soil by birds. Sara Klapstein (former post-doc) presented her research on mercury speciation with wetland restoration and lichens as biomonitors. Nelson O'Driscoll presented work on mercury in an Italian aquaculture site. Other work was presented on mercury bioaccumulation Patagonia in collaboration with Chilean colleagues in several mercury sessions chaired by Dr. O'Driscoll. Students had many networking events with industry, NGO, and government and were treated to keynote lectures by bestselling author Kate Harris, director of the Mohawk Council of Akwesasne Henry Lickers, and environmental lawyer Dianne Saxe.

RESEARCH & GRADUATE STUDIES

Acadia in Canada's Top 50 Research Universities (report by Research Infosource Inc). And, within the Primarily Undergraduate Tier, Acadia was ranked 3rd in Corporate Research Income as % of Total Research Income for FY2018, and 4th in University Research Income Growth (% Change FY2017-FY2018).

NSERC Collaborative Research Development Grant: Dr. Kirk Hillier (Biology) has been successful in NSERC's final CRD grant competition (program is being replaced by NSERC Alliance Grants). This is for a two-year project (Value: \$183,360), "Development of novel biopesticide products for insect plant pests" and involves partnering with a Canadian company that manufactures plant nutrients and pest management products. The project will fund a post-doc, a Master's student, and an Honours student, will see the development of a series of biopesticide formulations based upon essential oils, and determination of suitability for registration for management of an array of pests and pathogens. The research will provide critical efficacy data for product marketing and registration as a pest control product. Dr. Hillier will receive \$91,640 from NSERC and \$91,720 in cash and in-kind support from the company.

"Monitoring seabirds at-sea in the eastern Canadian Arctic": Dr. Mark Mallory (Biology and Acadia's Tier 1 CRC in Coastal Ecosystem Resilience and Connectivity) has secured \$21,513 from

Environment Canada & Climate Change. His project will collect data at sea in the Eastern Canadian Arctic, generating essential information on seabird distribution for input into environmental assessments and key habitat identification.

Science Horizons Youth Internship Program: **Dr Kirk Hillier** (Biology) and **Nicoletta Faraone** (Chemistry) have received Science Horizon funding (\$68,111) to hire six university graduates for internships to work on environmental projects. The Science Horizons Youth Internship Program is part of the Government of Canada's Youth Employment and Skills Strategy and supports green jobs for recent post-secondary graduates in science, technology, engineering, and mathematics. It provides wage subsidies for internships (6-12 months) in the environmental and clean-technology sector.

Horticulture Nova Scotia Annual Breakfast: On November 21st, Acadia's Office of Industry and Community Engagement co-hosted its 5th annual Harvest End Breakfast with Horticulture Nova Scotia, one of Nova Scotia's key agricultural industry associations. This event brings growers and producers to campus to network, hear about on-campus research activities, and interact with researchers and students. It helps strengthen our connection with local agri-food and agriculture sectors, and brings more awareness of Acadia as a research leader in the agri-food/agriculture space. **Dr. Danny Silver** (Computer Science and AIDA) presented to 60 attendees on "AI, Robotics and the Future of Horticulture".

Admission and Academic Standing Committee (Policy) Transition Report to Senate – Plans for 2019-2020

Membership:

Provost and VP Academic (Chair): Dale Keefe

Registrar: Mark Bishop

Dean of Pure & Applied Science: Suzie Currie

Dean of Arts: Laura Robinson

Dean of Professional Studies: Ann Vibert

Director of Open Acadia: Jeff Banks

Arts Head or Director: Stephen Maitzen

Arts Representative: Christian Thomas

Professional Studies (Director): Rene Murphy

Professional Studies Representative: Paul Lauzon

Pure & Applied Science Head or Director: Paul Arnold

Pure & Applied Science Representative: Anthony Tong

Theology Representative (voting on Theology matters only): Matt Walsh

Student VP Academic: Mackenzie Jarvin

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.

The Committee held its transitional meeting on November 19, 2019. At that meeting, the following items were resolved:

1. Dale Keefe is the Chair of the Admission and Academic Standing Policy Committee
2. While some items brought to this committee are being discussed in other forums, the AASC membership is uniquely qualified to address specific policy items: ie., transfer grades, standings, math requirements.
3. Meetings will be held as needed to address issues as they arise
4. Modalities for the upcoming year (all meetings will be held in person, with conference call capabilities to enable members to participate when unable to attend in person)
5. For the coming year, the Committee will review policies related to:
 - Math Requirements as related to changes in provincial curriculums
 - Academic Standing for students not enrolled full time
 - Consistency of Transfer Grades Recording: for exchange students and transfer credits
 - Classroom Conduct
 - Diversity

Submitted by

C. Dale Keefe

Provost and VP Academic

MOTION: Dr. Chris Shields moves the approval of the Master of Professional Kinesiology program as presented.

The **Master of Professional Kinesiology (MPK)** program will offer students the opportunity to build the foundation or advance their knowledge in preparation for successful professional careers. This new degree program aligns with current discussions and initiatives to professionalize various career opportunities in Kinesiology. For example, the province of Ontario has passed legislation to allow professional Kinesiologists to serve as part of the OHIP health service delivery system and it is likely that other provinces will follow suit. Further, the Coaching Association of Canada has made it a priority to professionalize coaching.

The MPK degree will feature three streams, an **Exercise Professional Stream**, non-thesis and course based, a **Coaching Professional Stream**, also non-thesis and course based, and an **Applied Research Stream** requiring a thesis.

The proposed **Exercise Professional Stream** will provide students with knowledge, skills, and abilities to succeed in professional exercise practice environments across a scope of applications from general health to performance in sport, occupation, and clinical environments across the lifespan. This program builds on the strengths of the Acadia Kinesiology practical community engaged, learning opportunities and includes areas of practice in high performance sport, musculo-skeletal injury prevention and maintenance, chronic disease and aging programs, and children & youth. This program will provide in depth study and practical experiences for students pursuing careers in sport, fitness, health and wellness areas. This program meets theoretical and practical competencies required for attaining advanced professional certifications with organizations such as the Canadian Society of Exercise Physiology (CSEP), or for registration with a College of Kinesiology. This course based Masters builds on the practical experiences in exercise science and training now provided through the Bachelor of Kinesiology (BKIN) degree.

The **Coaching Professional Stream** is a collaboration with the Coaching Association of Canada (CAC), and the Canadian Sport Centre – Atlantic. (CSC-A). CAC is the Federal Government's professional body for Canadian coaches. CAC runs the internationally recognised National Coaching Certification Program (NCCP) and is currently partnering with several universities in Canada to deliver advanced coach education. The CSC-A is a major part of the national sport delivery system with responsibilities to provide cutting edge training opportunities for Canada's coaches of developing and high performance athletes. One pillar of the CSC-A delivery system is to develop and deliver a sophisticated coaching education program.

The School of Kinesiology (SOK) will work with the Coaching Association of Canada and, by extension, a multitude of provincial and national sport organizations, the professional consultants of Canadian Sport Centre-Atlantic (CSC-A), and Acadia Athletics Department, to deliver the coaching stream. Instructors will include SOK faculty many of whom have facilitated upper level modules of the NCCP for years, through the National Coaching Institute – Atlantic, and more recently, the Advanced Coaching Diploma for the CSC-A. Professional experts and leaders from our collaboration partners will also be engaged as instructors and mentors.

This course-based Masters stream builds on the practical experiences in coaching and exercise science now provided through the Bachelor of Kinesiology (BKIN) degree.

The **Applied Research Stream** will also focus on professional applications and investigations of the various disciplines in Kinesiology including physiology of performance and disease, biomechanics of movement and injury, psychological aspects of adherence and athletic performance, sociological aspects of health, wellness and sport as well as the philosophy and history of sport and physical activity. The SOK faculty are engaged in research in these areas with an aim to not only understand these processes but how this understanding can be applied (professionally) to improve practice, thus the degree title fits this stream as well. The MPK Applied Research Stream builds on the success of the SOK BKIN-Honours program, which requires a senior thesis. The strength of that undergraduate program is reflected in the exceptional quality of the applied undergraduate research, much of which has been presented at local, national and international conferences. These students are frequently thought to be graduate students. Many of our graduates are admitted to post-graduate research and professional degree programs at universities across Canada.

The 2 course-based streams will be offered as 2-year, full-time or multi-year part-time options and will be taught in a blended pattern utilizing combinations of in-person sessions and on-line, interactive video presentations. The Applied Research Stream will require 2 years and full-time attendance.

Curriculum Changes approved by the Senate Committee – Graduate Studies

2020-2021 Calendar Edition

Programs – MEd, MSc in PSYC, MSc in GEOL, MA in POLS, and MA in ENGL

MEd Program

Change in Calendar Descriptions (2)

Current:

EDUC 50H3 Introduction to Disability Studies

The course introduces students to various theories of disability by tracing the historical and contemporary ways in which societies define and respond to disability. Disability studies provides a critical framework for understanding the socio-political context of disability and thinking about the extent to which exclusion, aesthetic “ideals”, and social policies and practices have significant consequences for people with disabilities. Course work involves an exploration and critique of the dominant views informing schooling policies and practices around disability (usually named as special education and student support services). *Prerequisite/Corequisite(s): EDUC 5063.*

Proposed:

EDUC 50H3 Introduction to Disability Studies

The course introduces students to theories of disability and considers how historic and contemporary disability definitions shape societal responses to disabled people. Disability Studies offers a critical framework for understanding disability as a social/political/cultural phenomenon. It also supports examinations of the normative ideals informing social policies and practices and the significant consequences they produce for disabled people. *Prerequisite/Corequisite(s): EDUC 5063.*

Reason for modification: The proposed revisions are intended to update the description to reflect contemporary schooling contexts, policies, and language related to disability supports and services.

Current:

EDUC 5066 Counselling Practicum and Group Supervision Students participate in a minimum 500-hour supervised counselling practicum that necessitates fulltime availability for the 16 to 24-week residency necessary to meet practicum requirements. The practicum is accompanied by a 36-hour group supervision class to support practicum interns’ professional growth and development during the practicum period. *Prerequisite(s): EDUC 50F3, EDUC 5033, EDUC 5133, EDUC 5623 and EDUC 5583.* Preference is given to those who have completed additional counselling courses.

Proposed:

EDUC 5066 Counselling Practicum and Group Supervision Students participate in a minimum 500-hour supervised counselling practicum that necessitates fulltime availability for the 16-week residency necessary to meet practicum requirements. The practicum is accompanied by a 36-hour group supervision class to support practicum interns’ professional growth and development during the practicum period.

Prerequisite(s): EDUC 50F3, EDUC 5033, EDUC 5133, EDUC 5623 and EDUC 5583. Preference is given to those who have completed additional counselling courses.

Reason for modification: The EDUC 5066 Seminar and Practicum course involves 36 hours of course work and a 16-week residency [September to end of December for the PT program cohort(s) and January to end of April for the FT program cohort]. Students attend their four-month practicum full-time [Monday to Friday] which will permit completion of the 500-hours required. Only in cases of extenuating circumstances [e.g., medical / health emergencies] would requests for extension beyond the designated four-month practicum timeframe be given consideration.

Change in Calendar Description & Change in Course Title (3)

Current:

EDUC 5193 Applied Linguistics 2

This course continues the advanced introduction to the subject of linguistics presented in EDUC 5183. Classes will focus on advanced syntax, semantics, and a number of applied topics, including child language development, cross-cultural communication, language and the brain, psycholinguistics and sociolinguistics. As in the previous course, an emphasis will be placed throughout on how linguistic analysis contributes to an understanding of communication and linguistic processing. Prerequisite(s): EDUC 5183 or equivalent.

Proposed:

EDUC 5193 Linguistics for Teachers

This course introduces students to the fundamentals of linguistics: the sound system (phonetics and phonology), word system (morphology), syntax, grammar, discourse analysis, and sociolinguistics. Although it may be taken by all interested students, it is primarily designed to be taken with EDUC 5693 and EDUC 5183 of the Acadia TESOL Certificate program for those who wish to teach English as a second or foreign language.

Reason for modification: This course is cross-listed with the undergraduate course EDUC 4683. When the undergraduate course was reviewed in October 2017, the name and description were changed but the Graduate course information was not updated. The prerequisites have always been waived because the three courses can be completed in any order.

Current:

EDUC 5693 Principles and Practices in Teaching English as A Second Language

This course is an advanced introduction to the topic of teaching English as a second language in both Canadian and foreign settings. This course focuses on foundations for successful teaching, including an understanding of a range of teaching approaches used in different contexts, and the role of cultural and educational background in learning a second language. Prerequisite(s): EDUC 5183, EDUC 5193 or equivalent.

Proposed:

EDUC 5693 Teaching English as a Second Language

This course introduces students to some of the major current teaching methods in English as a Second or Foreign Language. It is designed to help prepare teachers for teaching English to ESL speakers either in Canada or abroad. This course may be taken as part of the TESOL Certificate Program.

Reason for modification: This course is cross-listed with the undergraduate course EDUC 4673. When the undergraduate course was reviewed in October 2017, the name and description were changed but the

Graduate course information was not updated. The prerequisites have always been waived because the three courses can be completed in any order.

Current:

EDUC 5183 Applied Linguistics 1

This course is an advanced introduction to the topic of teaching English as a second language in both Canadian and foreign settings. The course focuses on foundations for successful teaching, including and understanding of a range of teaching approaches used in different contexts, and the role of cultural and educational background in learning a second language.

Proposed:

EDUC 5183 Acquisition of Language

This course focuses on how language is acquired, and how different theories of language learning have shaped the way that teachers teach English as an additional language. There will be sociocultural, physiological, and psychological analysis of language acquisition. The course may be taken as part of the TESOL Certificate Program.

Reason for modification: This course is cross-listed with the undergraduate course EDUC 4863. When the undergraduate course was reviewed in October 2017, the name and description were changed but the Graduate course information was not updated. The prerequisites have always been waived because the three courses can be completed in any order.

Change in Course Title (1)

Current:

EDUC 5543 Work and Life Planning Counselling

This course examines theories of vocational development and choice, meanings attached to work and leisure, and uses of occupational and educational information. Approaches for assisting individuals in exploration and decision-making related to work in the context of lifespan issues are actively explored. Consideration is given to issues related to equity and diversity as they relate to work-life. Prerequisite(s): EDUC 50J3.

Proposed:

EDUC 5543 Theories of Career Development

Reason for modification: The proposed title will provide clarity on the key focus of this course on career development theories and their application at transition points across the work-life pathway.

MSc in PSYC Program

Modification to a program (2)

1. Requesting a change in language in the Acadia calendar. Currently, the calendar reads (pg. 302):

“Students must obtain a minimum grade of B- in all graduate courses. Students obtaining a final grade below B- in any course **must withdraw from the program**, unless special permission to continue in the program is granted by the department.”

Proposed wording:

Students must obtain a minimum grade of B- in all graduate courses. Students obtaining a final grade below B- in any course **must withdraw from the program or be dismissed**, unless special permission to continue in the program is granted by the Department.

Reason for modification: The current language leaves the decision to leave the program up to the student who has received a final grade below B-. The proposed language is stronger and ensures that the Department can dismiss the student if necessary.

2. Requesting a change to the description of “equivalent” in the program requirements. Currently, we require that applicants have an honours degree psychology or “equivalent”. Equivalent is described as “an undergraduate degree majoring in psychology along with sufficient and relevant research experience” (page 301 of the Acadia calendar). However, the description is too vague and we receive many inquiries each year about what is considered “sufficient”. We would like to add more detail to ensure potential applicants fully understand what is meant by equivalent. Please note that we have also added the term “thesis-based” to the honours degree in psychology to clarify the type of honours degree required for admission.

Proposed:

On pages 301 and 302 of the 2019-2020 Acadia calendar, we are requesting the following changes:

Admission Procedures

To apply, you must have either **a thesis-based** honours degree in psychology or equivalent. If you are interested in counselling, but do not hold those qualifications, you may be interested in either our Master of Education in Counselling, or in completing an undergraduate degree in Psychology. Found at: http://www2.acadiau.ca/prg_gr_psync.html

Over the past five years, we have averaged 40 applications for 4 to 5 spaces per year. Of admitted students, the average GPA was 3.6 and generally GRE percentile scores (General Test) were above the 40th percentile. Previous research activity, work experience, and clinically-related public service are considered. Short-listed candidates shall receive a telephone or in-person interview by two or more faculty members in order to augment the selection process. Admission is restricted to those holding a bachelor’s degree with Honours in Psychology (with a thesis) or equivalent (please see chart **and description below**).

Admission Requirements

	Under-graduate Transcripts	General GRE	Letters of Reference (3)	Subject GRE	*Written proof of coursework in specified domains	**Statement of research and applied interests	***Evidence of independent research experience and core course research (research design and research statistics)
All applicants	x	x	x			x	
International Applicants	x	x	x	x		x	
Applicants without a four-year Honours degree in Psychology	x	x	x	x	x	x	x

*Biological bases of behaviour (neuropsychology, biological psychology, physiological psychology)
Cognitive bases of behaviour (learning, memory, cognition), Social bases of behaviour (social psychology),
Individual differences (abnormal psychology, developmental psychopathology)

**The statement should describe your academic, research, and clinical interests and how you intend to pursue them in the clinical psychology graduate program at Acadia University. Please state what you are interested in studying and why Acadia University is a good place for you. Please also clearly state general areas of research interests and potential Acadia supervisors in those areas, as well as your career objectives, preparation, suitability for the program, and any other relevant information.

*** Independent research equivalent to a thesis must meet the following criteria:

1. The student must have been in charge of the completion of an independent research project relevant to the field of psychology and undertaken with the direct guidance of a faculty member.
2. The research project must have resulted in a written paper reviewed by one or more experts in the field (e.g. reviewed by the research supervisor).
3. One of the letters of reference must come from the research supervisor who should describe the student's involvement in the research project and the equivalence of that project to an honour's thesis.

The onus is on the applicant without a four-year Honours degree in Psychology (thesis based) to demonstrate how requirements have been met.

MSc in GEOL Program**Change in Course Title (1)**

Current:

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.

Proposed:

GEOL 5713 Advanced Quaternary Environments

Reason for modification: To align the graduate course with the undergraduate equivalent.

MA in POLS Program

Modification to a program (1)

The MA in Political Science is requesting to change its degree requirements and offer two different pathways towards degree completion: 1) A “thesis option” with a reduced course load, and 2) a “non-thesis option” with a maintained course-load, but no thesis requirement.

The first path will reduce the course requirements from a total of six courses to four, including the Politics Colloquium, and complete a thesis.

A second non-thesis option will be introduced, which will continue to require students to take six courses, including the Politics Colloquium, and replace the traditional thesis with a major research project that will be submitted to a supervisor and jointly graded between a supervisor and a second reader. This will not require a thesis defence.

Reason for modification: The MA in Political Science program needs to attract more top-quality students from the region and beyond, and needs students complete their degrees within the requirement timeline. We find that the course requirements, combined with the thesis requirement result in students being unable to meet the demands of the programme within the desired timeline. This is causing low application rates, and low completion rates within the suggested timeline. We believe offering a reduced course load for the thesis option and creating a non-thesis option would allow students to complete the program in time. It will also allow the MA program to become more competitive in attracting better students within the structural (i.e. financial etc.) limits of the department.

While a thesis option is still preferable for students that want to continue on their studies towards a PhD, a non-thesis option is becoming increasingly popular with other politics/political science departments in Canada for students who approach a MA degree as their terminal degree.

As a department, we believe this will allow us to help move students through the programme in required timeline and help us recruit more students.

Changes to be made in the University Calendar:

Degree Requirements

Department of Politics offers two streams towards a Master’s of Arts in Political Science degree: A thesis option and a non-thesis option.

Thesis Option: Pols 5143, and three additional courses, and completion of a thesis. Of these three: Students must take at least one course in the three of the four subfields

- Canadian Politics: POLS 5103, POLS 5203, POLS 5303, POLS 5403, POLS 5603, POLS 5803

- Comparative Politics: POLS 5193, POLS 5293, POLS 5693, POLS 5893
- International Relations: POLS 5183, POLS 5283, POLS 5383, POLS 5483*, POLS 5783*, POLS 5883*, POLS 5983* and IDST 5186.
- Political Theory: POLS 5043, POLS 5243, POLS 5343, POLS 5443, POLS 5743

Students may take one MA-level directed readings course from a faculty member in any department or one MA-level course from a cognate department, subject to the approval of that faculty member and the graduate coordinator.

Thesis: POLS 5960. The thesis may not exceed 40,000 words in length except with the permission of the Department. The Department encourages students to complete and successfully defend the thesis within 4 months after the completion of course work.

* POLS 5483, POLS 5783 and POLS 5883 can be counted as International Relations or Political Theory, but not both. In some years, POLS 5983 may be counted as Comparative Politics.

Non-thesis Option: POLS 5143, and five additional courses, and completion of a major research project.

Students must take at least one course in the three of the four subfields

- Canadian Politics: POLS 5103, POLS 5203, POLS 5303, POLS 5403, POLS 5603, POLS 5803
- Comparative Politics: POLS 5193, POLS 5293, POLS 5693, POLS 5893
- International Relations: POLS 5183, POLS 5283, POLS 5383, POLS 5483*, POLS 5783*, POLS 5883*, POLS 5983* and IDST 5186.
- Political Theory: POLS 5043, POLS 5243, POLS 5343, POLS 5443, POLS 5743

Students may take one MA-level directed readings course from a faculty member in any department or one MA-level course from a cognate department, subject to the approval of that faculty member and the graduate coordinator.

Graduate Major Research Project: POLS 5900 The Department encourages students to complete and successfully defend the thesis within 4 months after the completion of course work.

* POLS 5483, POLS 5783 and POLS 5883 can be counted as International Relations or Political Theory, but not both. In some years, POLS 5983 may be counted as Comparative Politics.

New Course Proposal (1)

POLS 5900 Graduate Major Research Project

Students will be required to submit a major research project on a topic of their choice that they choose in consultation with their supervisors. The course will not have a teaching format, required readings, or any formal setting besides the project. The project will be graded by the supervisor in tandem with a second reader from the department.

Reason for request: This course will allow us to offer a non-thesis option stream to our MA in Political Science degree. This will be a required course for students taking the non-thesis option stream in our MA in Political Science program.

MA in ENGL Program

Modification to program (1)

The English department wishes to modify one sentence in the description of courses listed in the MA program on p. 352.

Current:

Four courses will be chosen annually from the following list. Course offerings are based on coverage, variety, and faculty availability.

Proposed:

Four courses will be offered annually from the following list. Course offerings are based on coverage, variety, and faculty availability.

Reason for modification: The current sentence is ambiguous and seems to indicate that MA students can choose 4 courses from the graduate courses listed in the Calendar. In reality, the Department pre-selects four graduate courses from the list each and every year according to criteria of faculty availability and coverage.

