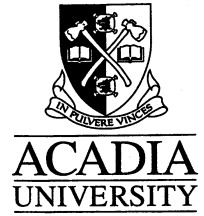


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Minutes of the Senate Meeting of Monday December 14<sup>th</sup>, 2020.

A meeting of the Senate of Acadia University occurred on Monday December 14<sup>th</sup>, 2020 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 44 present. The meeting took place virtually using Microsoft Teams due to the COVID pandemic University operations.

**1) Approval of Agenda**

The Chair called the meeting to order, noting that there was quorum at present and that version 4 of the agenda would be referred to.

**Motion to approve the agenda. Moved by G. Whitehall and seconded by D. Seamone.**

MOTION TO APPROVE THE AGENDA CARRIED.

**2) Senate Minutes:**

**a) Minutes of the Meeting  
of 9<sup>th</sup> November, 2020**

**Motion to approve the Minutes of Monday 9<sup>th</sup> November, 2020 as distributed. Moved by M. Robertson, seconded by M. Lukeman.**

C. Morley requested that on page 6, line 4, the word 'important' be changed to read 'importance'.

V. Provencal asked to be added to the Regrets List for the November 9<sup>th</sup>, 2020 meeting.

MOTION TO APPROVE THE MINUTES AS REVISED CARRIED.

**3) Announcements:**

**a) From the Chair of Senate**

The Chair reminded Senators that this was a long agenda and that she would reserve the right to limit discussion on agenda items if discussion was running long on items. The Chair announced regrets from. A. Pash, Z. Goldsmith and R. Murphy, and communicated that D. Benoit, A. Vibert and G. Wooden would be joining the meeting late.

**b) From the President**

President Ricketts noted that his written announcements were lengthy but highlighted the following three items of interest:

President Ricketts discussed the tremendous work by Dr. J. Rand with a Wolfville wastewater project that was allowing for the testing of COVID in wastewater. He noted the relevance of scientific research and how important this project was proving to be for both the local community and to the region.

President Ricketts highlighted R. Morrison's tenure at Acadia in the Advancement Office, where he had built capacity in that office and lead the fundraising campaign for Acadia. President Ricketts noted that the Capital Campaign would finish at the end of December 2020 and that it would be the most successful in Acadia's history. This was a direct result of R. Morrison's experience and leadership and the way in which he had harnessed the resources available to him, including his passion for Acadia.

Senators were reminded that the campaign remained open for contributions to the end of December.

President Ricketts thanked everyone for their part in getting the University through the last year. He felt confident that Acadia could enter 2021 with increased optimism regarding the pandemic and the roll out of vaccines. He was impressed at what the Institution had managed and in talking to students he had found that there was appreciation and gratefulness for what the University had offered.

**c) From the Provost & Vice-President Academic**

D. Keefe wished to express his thanks and appreciation to A. Vibert for her leadership in the Faculty of Professional Studies for the last several years. D. Keefe commented that A. Vibert would be missed greatly but would be on a six month leave before returning to the School of Education.

Senators applauded warmly.

D. Keefe also thanked J. Colton for agreeing to step into the interim role as Acting Dean until the arrival in May of Dr. Corrine Haigh.

D. Keefe also discussed the Center for Inter-Disciplinary and Language Programs in the Arts. He noted that this was a first step to support IDST programs across the Institution and he stated that L. Robinson had been working to get this off the ground.

L. Robinson confirmed that the creation of the Center had been approved at the Faculty of Arts Council Meeting. IDST programs had been largely nomadic to date and did not have admin support or a physical space that was dedicated to them. L. Robinson also noted that Language Studies were three very different programs; French, Spanish and German. L. Robinson stated that the Center will provide resources for all of these programs and noted that

no new resources would be required in order to make this change. She looked forward to working with the Provost and the Deans to create a campus wide inter-disciplinary hub.

D. Looker asked whether the Community Art Show would take place in 2021.

D. Keefe responded that the campus remained closed to the public at present and that the Community Art Show would not take place in 2021.

L. Robinson confirmed that she and L. Dalton had discussed this possibility with C. Landry but that it was not possible at this time. However, she expected that the show would be offered again in the future.

The Chair read out a question posted in the Team chat from G. Whitehall asking whether the Provost and VPA would be issuing a campus wide announcement clarifying Acadia's Pass/Fail grade policy.

G. Whitehall had provided a rationale detailing the confusion that was being experienced across the campus and also included his reasons for recommending a policy, because he felt that in the absence of a policy a student might be negatively affected as they moved through their degree. G. Whitehall had also posted proposed solutions in the Team chat that he had gathered from the Faculty of Arts.

D. Keefe pointed out that under Old Business Item 4) a) there was an update from the A&AS (Policy) Committee on this very matter. He reminded G. Whitehall that Motion three in the November 16<sup>th</sup> meeting of Senate which had been to allow a Pass option at the student's choice had in fact been withdrawn and returned to the A&AS (Policy) Committee.

M. Bishop explained the Pass system and stated that since 2017 a Pass scheme had been listed as part of the grading system in the Calendar. This explained that a course could be listed as Pass/Fail and would not be counted in the GPA of the student. He took this to be intentional on Senate's part and pointed out that a number of academic units had been using Pass/Fail grades for some time. He felt that this was now on the radar because more faculty members had begun to use this and suggested deferring to those faculty members that had used Pass/Fail in the past.

M. Bishop did not believe that the current value of a 'P' grade should be altered or seen to mean something different. Any change would impact current students, former students, and particularly students that were in their final year of study. There were no gradient values in a 'P' grade.

G. Whitehall did not feel that this addressed the problem because a grade could mean different things in different places. If a 'B' grade was offered as a 'P' grade this would not allow that student to meet requirements of an Honours program, even though it might meet the requirements of the current program that the student was enrolled in. A faculty member would not know the future trajectory of the student and could only assess for a course taken at that time. Different programs will have different minimum requirements for passing a course.

M. Bishop suggested that the 'P' grade could satisfy both the program and the course requirements.

The Chair asked whether a 'P' grade could be considered a letter grade.

M. Bishop confirmed that a 'P' grade had no grade value or equivalent so that it stood to reason that it had to satisfy the other requirements of the program or course. M. Bishop also confirmed that a 'P' did not equate to a D-. A 'P' on the Acadia transcript if a student transferred credits equated to anything from an 'A' grade down to a 'C-'.

The Chair asked whether a faculty member would indicate on their syllabus and state what a 'P' would equate to in the course.

M. Bishop did not recommend this approach.

The Chair was concerned that a faculty member needed direction as to what a 'P' would mean in their course if they were offering that option to students.

M. Bishop stated that this was at the discretion of the faculty member. In the Spring some courses awarded a 'P' to a whole class and this merely meant that all students had met the requirements of the course (noting that many of those students could have achieved very high grades and done very well in the course).

G. Whitehall asked again for an official communication to be circulated because the conversation was resulting in additional confusion.

D. Keefe stated that Senate approved the grading system back in 2017 or earlier and that if Senate wanted to modify this policy it would need to revisit it. He could certainly circulate a communication indicating what the current status of the 'P' grade was at Acadia, which had been articulated clearly by M. Bishop.

The Chair suggested a search of Senate minutes prior to 2017 to see the timing and context in which the addition of the P into the grading scheme was approved at Senate.

A. Quema added concerns that Senate was discussing a matter without any motion.

A. Quema wished to thank A. Vibert for her long-standing presence at Senate and acknowledged A. Vibert's poised approach to debate and her insightful comments in support of members of Senate, and noted that she had been a wonderful woman to work with.

A. Quema felt that the 'P' grade was being used out of context at present. It had existed for many years and was commonly used in the Masters programs. The proposal now to use a 'P' grade in this different context carried many different implications, and this appeared to be problematic. A. Quema questioned how a 'P' could carry no grade value and not count in a GPA calculation. She noted that for graduate programs transfer credits were to be recorded as a 'P' grade which she felt was to the detriment of graduate students. A. Quema observed that this could serve as a short term solution but that it would be problematical to continue on with the 'P' grade in the long term.

A. Quema asked whether there would be a limit to the number of 'P' grades that a student could receive on their PACE form.

D. Keefe reminded Senators that there was no motion on the floor of Senate, he had merely been making his announcements to Senate. No changes were being proposed so there was really nothing to debate. In theory it was possible to do an undergraduate degree with a 'P' grade for every course, if that was what the faculty member decided to give the students.

D. Keefe acknowledged that because more faculty were using the 'P' grade in their courses some of the complications that went with giving a 'P' grade were only now being fully understood.

C. Mutlu reminded Senators that faculty received a copy of the letter that went to the Provost and VPA and the Deans from the ASU which encouraged faculty to make use of the 'P' option and to be understanding of the students' needs. He liked the idea of giving a 'P' grade but was Chair of the SPAC and understood the negative implications for students who were pursuing bursaries and scholarships.

V. Provencal noted that an accommodation had been made in the Spring of 2020 when the pandemic caused severe disruption, to allow a student to request a 'P' grade as long as they had met the requirements of the course. V. Provencal felt that this discussion was about the same accommodations being offered but he did not anticipate that a student had the right to ask for a 'P' grade and expect the 'P' grade to be given on the basis of their request.

D. Keefe clarified that there was no motion in the Spring of 2020 to allow a student to choose a 'P' grade. The email circulated in April was merely to remind faculty that a 'P' grade remained an option. While a student might discuss their grade with a faculty member they certainly could not insist on a certain grade.

L. Houck pointed out that the ASU letter that went out to the faculty was at the time when the Atlantic bubble burst and many students had felt it necessary to leave Wolfville and travel home. She appreciated that faculty had been supportive to date and reminded Senators that the 'P' grade option remained one that could be used. Students had been advised to be aware of any possible implications regarding scholarships, bursaries, applications for graduate school, etc.

L. Houck noted that other institutions had brought in the Pass/Fail option at the students' discretion, so that the Acadia response was a step back from that and kept the control at the faculty level.

The Chair also expressed appreciation for A. Vibert's work as interim Dean of the Faculty of Professional Studies and as former Chair of Senate.

**d) From the ASU**

L. Houck stated that the ASU had completed their Federal and Provincial advocacy week and had been working with the Nova Scotia government to discuss the increased cost of on-line learning. One of the 'asks' had now been implemented by way of a grant of \$750 for technology, which would be applied to all students in the Nova Scotia Students' Loan program.

A. Quema thanked L. Houck for all of her work and for her dedication to her constituents.

The Chair echoed these comments and also thanked L. Houck.

- e) **From the President of the Divinity College**      The was no report this month from the Divinity College and Faculty of Theology.

4) **Old Business**

- a) **Update from the Admissions and Academic Standing (Policy) Committee**      D. Keefe reported that the motion that had been withdrawn from the previous Senate meeting and sent back to the A&AS (Policy) Committee had been discussed. It had been decided by the committee not to bring forward another motion and to leave the 'P' grade with faculty, as had been the case previously.

5) **New Business**

- a) **Motion that Senate approve the prioritized recommendations of the APRC coming out of the review of the Department of Chemistry (*attached and previously circulated*)**      **Motion that Senate approve the prioritized recommendations of the APRC coming out of the review of the Department of Chemistry. Moved by A. Quema and seconded by S. Currie.**  
  
S. Currie commented that this review had passed through the Academic Program Review Committee in January of 2020 but was coming to Senate now.

MOTION CARRIED UNANIMOUSLY.

D. Seamone assumed the Chair of Senate.

- b) **Motion from the Admissions and Academic Standing (Appeals) Committee: Motion that, for the 2020-2021 academic year, the Appeal process for students with Dismissal academic standing be replaced by a Declaration of Intent to Return process and that the Appeal process for students with Probation academic standing remain unchanged (*attached*)**      **Motion that, for the 2020- 2021 academic year, the Appeal process for students with Dismissal academic standing be replaced by a Declaration of Intent to Return process and that the Appeal process for students with Probationary academic standing remain unchanged. Moved by A. Quema and seconded by D. Keefe.**  
  
A. Kieft stated that the Admissions and Academic Standing (Appeals) committee had met to discuss the potential continuation of a process for one more year that had taken effect last Spring/Summer, based on a similar motion passed by Senate in the spring. Minor changes had been made to the wording but nothing significant.

MOTION CARRIED UNANIMOUSLY.

A. Kieft resumed the Chair.

- c) **Three Motions from the Admissions and Academic Standing (Policy) Committee (*attached*)**      **Motions from the Admissions and Academic Standing (Policy) Committee:**  
  
**Motion 1: Alterations to the Syllabus/Course Outline: Motion that once the course is underway, major alterations to the syllabus/course outline can be made by the Instructor providing they have the consent of registered students. Moved by A. Quema and seconded by M. Adam.**

D. Keefe explained that this motion merely moved to make an unwritten rule into a written rule.

C. Mutlu asked whether the consent of students needed to be a majority or 100 percent agreement.

D. Keefe responded that the committee had debated this point at length and agreed that if unanimous, one individual would be able to hold up a change that could be beneficial to the remainder of the class. It was felt that the word unanimous should not be included.

C. Mutlu asked whether the one student could lodge an appeal.

D. Keefe noted that the spirit of the motion was that the changes were being made for the benefit of the class, so it was unlikely that there would be grounds for an appeal.

D. Seamone preferred to see a percentage of the class specified to provide clarity.

A. Quema cited examples of communicating with the students on-line and the fact that student did not always check their email or respond in a timely manner. While not every scenario could be anticipated, she suggested an amendment to the motion to read:

**Alterations to the Syllabus/Course Outline: Motion that once the course is underway, major alterations to the syllabus/course outline can be made by the Instructor provided *that a majority of registered students have given their consent*. Amendment moved by A. Quema and seconded by D. Seamone.**

B. Wilson requested definitions of 'major alterations' and 'majority' in this instance. He viewed the syllabus as a contract and therefore clear definitions were needed.

The Chair asked the mover and seconder of the amendment whether they wished to specify a simple majority or a two-thirds majority when stating majority. They were both in agreement with a two-thirds majority, and the amendment now read as:

**Alterations to the Syllabus/Course Outline: Motion that once the course is underway, major alterations to the syllabus/course outline can be made by the Instructor provided *that a two-thirds majority of registered students have given their consent*. Amendment moved by A. Quema and seconded by D. Seamone.**

C. Rushton pointed out that the committee had already worked extensively on this subject and suggested that Senate ask the Chair of the committee to elaborate.

D. Keefe explained that the committee had decided to allow for faculty members to use their own discretion and judgement when making the change to a syllabus. He noted that similar discretion was allowed with program changes in deciding whether or not they should go to MPHEC for approval, or remain at the Institutional level for approval. This would provide parameters for faculty members wishing to make changes for the benefit of the class.

S. Currie was on the committee and noted that the conversation at the committee level did go back and forward, noting the pros and cons. She presented an option whereby students would have the option of going with the new revised syllabus or remaining with the original.

M. Adam agreed that if the change was good for the students and good for the course it should be supported and also agreed that two-thirds majority approval was adequate. He was not keen on providing students with a choice of two syllabi.

The Chair felt that there was nothing that precluded faculty members from offering options in the syllabus if they chose to do so.

AMENDMENT TO THE MOTION CARRIED. ONE AGAINST AND FOUR ABSTENTIONS.

Discussion of the main motion continued.

D. Looker stated that the instructor needed to make changes to the syllabus, not the students.

The Chair felt that the current wording of the motion made this clear with the inclusion of the words "by the instructor".

P. Arnold asked how to deal with students that could be disadvantaged by a revision of the course outline. He provided an example of an instructor adding a third test if students had been doing poorly, which could disadvantage other students that had done well on the first two tests. He suggested an amendment to the main motion to state: *the original course syllabus applies to students that are disadvantaged by the alternative.*

This amendment was not seconded.

Senate voted on the main motion which now read:

**Motion 1: Alterations to the Syllabus/Course Outline: Motion that once the course is underway, major alterations to the syllabus/course outline can be made by the Instructor provided that a two-thirds majority of registered students have given their consent.**

MOTION CARRIED. TWO VOTES AGAINST AND SIX ABSTENTIONS.

**Motion 2: Final Year Grade Exception: Motion that in cases where a potential graduate from an undergraduate program earns a grade of D-, D, or D+ in their final academic year, and would be prevented from graduating based upon this sole grade, the student will, at the discretion of their academic program Director or Dean, be permitted to graduate provided all other degree completion requirements have been met. Moved by L. Robinson and seconded by L. Houck.**

L. Robinson stated that the committee had discussed this at length and discussed a change for the Calendar in order to make it clear that this exception applied only to the final year of study.



M. Adam asked if this was intended to cover a Core course or other important course needing a substitution, or was it intended to cover a course not central to a student's program, that might otherwise prevent them from graduating.

L. Robinson clarified that this rule applied to any course that a student received a 'D' grade in which would prevent them from graduating.

C. Shields wished to verify that this was for one course for which the student received a D' grade which would be the sole reason for that student not being able to graduate. The student would have met all other requirements for graduation.

D. Looker referred to the original 'B for D' rule.

L. Robinson responded that the 'B for D' rule was not widely known and was not a formal policy. It had been applied unevenly as it had sometimes been applied during the second or third year of study. This policy would leave it clear that the rule could be used in the final year of study.

The Chair noted that this topic had been discussed recently in the Spring of 2020 when a previous motion had been brought to Senate.

B. Wilson asked whether the current practice whereby a Head or Director could assess a student individually would be curtailed. If a high performing student had two D+ grades, would the Head or Director still be able to adjudicate in their favour.

D. Keefe noted that the practice described by B. Wilson was not an official policy at Acadia and that this motion would provide parameters and avoid the sort of slippage that had occurred over the years. This would apply to one course only.

B. Wilson pointed out that a C- minimum was required in his department.

The Chair asked whether the the Dean would review these requests rather than the Head in these cases, and D. Keefe agreed that this was the case.

C. Morley stated that in Nutrition, in addition to the B for D rule they also had situations where it was necessary to apply this in an instance where a student graduated with their B.Sc. in Nutrition but not with the dietetics option which would prevent them from applying for a post graduate practicum. She asked whether this policy would change anything and were students still able to apply for a practicum.

D. Keefe stated that the wording of the motion was deliberate. The same logic could be applied to Honours. A student might not meet the criteria for Honours but would be able to graduate with their major. He noted that there was no formal B for D rule policy and he stated that Senate set the regulations for a degree.

A. Quema believed this to be a good motion for both instructors and students, and would provide fairness and equity.

M. Lukeman felt that this removed the discretion from Heads to make decisions based on unique circumstances for students. He felt that a loophole was the fact that course substitution could be carried out by both Heads and Directors.

D. Keefe stated that this had not been discussed by the committee. He felt that this practice also needed to be codified into a policy.

The Chair asked D. Keefe to discuss this with the A&AS (Policy) Committee.

M. Lukeman asked that both issues be considered at the same time by the committee.

The Chair asked D. Keefe whether he wished to withdraw this motion in order to look at the concerns raised by M. Lukeman.

D. Keefe did not feel that this was necessary as these were two independent items. No policy existed at present even though the practices were taking place. Creating a policy would provide clarity around the making of these decisions and determine who might be responsible for the making of the decisions. He saw this as a step forward.

**Motion to extend the Senate meeting to 6:30 p.m. Moved by A. Quema and seconded by L. Robinson.**

MOTION TO EXTEND THE MEETING CARRIED.

A. Quema agreed with D. Keefe that a policy needed to be in the Academic Calendar. A vote in favour of the motion did not preclude Senators from adding other language at a later time.

C. Rushton stated that the Faculty of Professional Studies was in favour of the motion but she also noted that it was the purview of Deans and Directors to allow course substitutions on occasion to allow a student to graduate.

MOTION CARRIED. ONE VOTE AGAINST AND ONE ABSTENTION.

**Motion 3: Motion that the Classroom Conduct and Learning and Work Environment Free from Discrimination and Harassment statement be added to Academic Calendar: About Acadia University, after An Acadia Education page 7, 2019-2020 Calendar. Moved by A. Quema and seconded by L. Robinson.**

A. Quema was in favour of the motion.

L. Robinson pointed out that this motion arose from a policy that was created in the Politics Department the previous year, which had been brought to the A&AS (Policy) Committee for review. She noted that the Equity, Diversity and Inclusion Officer had tied this into the language of the Harassment and Discrimination Policy to ensure that the wording was consistent. This would be a valuable addition to the Academic Calendar.

MOTION CARRIED UNANIMOUSLY.

d) **Three Motions from the Senate Graduate Studies Committee. Graduate Curriculum change**

**Three Motions from the Senate Graduate Studies Committee. Graduate Curriculum change Recommendations. Moved by B. Wilson and seconded by A. Robbins.**

**Recommendations**  
*(attached and previously circulated)*

The Chair noted that the three motions would be discussed and voted on as one single motion unless Senate wished to split them.

The following program changes were proposed:

M.Sc. in Biology Program modification and new course proposal.

M.Sc. in Psyc modification to existing courses (x4).

M.Ed. Counselling Program curriculum changes.

B. Wilson stated that the curriculum changes to the M.Sc. in Biology were intended to provide clarity.

MOTION CARRIED UNANIMOUSLY.

**e) Information Report from the T.I.E. Committee**  
*(attached)*

The information report from the Timetable, Instruction and Examinations committee was received by Senate. The Chair thanked H. Chipman for reporting back to Senate on these items.

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

**i) Scholarships, Prizes and Awards Committee**  
*(attached)*

The Scholarships, Prizes and Awards Committee transition report was received.

**ii) Board of Open Acadia** *(attached)*

A. Quema noted that J. Banks was on both the Board of Acadia and the Faculty Support Committee and suggested the need for these two committees to discuss matters together, especially in terms of item 4) a) of the Board of Open Acadia report - 'the role of a Teaching and Learning Center and it's relationship to Open Acadia'. This was part of the mandate of the Faculty Support Committee.

J. Banks agreed and stated that this was intended. He noted that Open Acadia was already doing many of the functions that would typically be carried out by a Teaching and Learning Center and noted that LTID had taken over support for the whole campus rather than just offering instructional design for the online courses.

A. Quema wished to see a balance between an instrumental approach to technology and also take account of the various pedagogies that faculty were teaching and who faculty were speaking to.

J. Banks agreed and hoped to see pedagogy come first.

The report from the Board of Open Acadia was received.

**iii) Faculty Support Committee Report** *(attached)*

The Faculty Support Committee Report was received.

**6) Other Business**

There was no other business.

**7) Motion to Adjourn**

**Motion to adjourn the meeting at 6:21 p.m. Moved by M. Adam.**

The Chair thanked everyone and wished the Senators a wonderful holiday season.

**ORIGINAL SIGNED**

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R. Hare, Recording Secretary

## **Announcements**

### **PRESIDENT'S ANNOUNCEMENTS TO SENATE:**

#### **December 2020**

As we approach the Christmas and New Year season, I would like to take this opportunity to wish all members of Senate a very happy, peaceful and restful holiday. I am sure that we will all be glad to see the back of 2020, but as we prepare to welcome in a new and hopefully brighter year, it is important to reflect on what we have been able to achieve during this past year. It has been a year of unprecedented challenges for everyone, and those challenges and their impacts will continue well into the new year. Yet we can look back with some degree of pride in how we have come together to work through the crisis created by the pandemic. So far Acadia University has been able to deliver a blended model of education to students whether they have been able to join us in person or online, or in many cases through both forms of delivery. We have done this without a single positive case of the virus on campus, and we have done it without allowing the virus take hold in our community. Undoubtedly, we have had individuals in our community who have carried the virus asymptotically but our adherence to the public health order and our own health and safety protocols has prevented any community spread, and for that we can be truly thankful. As I stated in my November report, but is worth repeating, Acadia has undergone more change during this single year than in its previous 182 years, and we have only managed to do that through the support, co-operation and hard work of the entire Acadia community, including the Board, Senate, faculty, staff, students and *alumni*, and the local community at large. Thank you, thank you one and all!

#### ***Acadia 2025 – Our New Strategic Plan***

On Friday, Nov 27 we held our much delayed launch of the *Acadia 2025* via a Teams Live event. It is great to have the plan finally launched and in the public domain. I hope you have visited the renewed *Acadia 2025* website to see some of the great redesigning that has been done to the strategic plan documents. The link is at <https://www2.acadiau.ca/acadia-2025.html>. On December 9, Ken Steele highlighted *Acadia 2025* in his @eduvation blog with the following summary:

#### **Acadia: Sustainability & Impact**

Acadia U's new strategic plan was approved by the board just 1 week before COVID19 closed the campus in March but was unveiled Nov 27. *Acadia 2025* emphasizes a commitment to holistic, transformative liberal education, preparing students for a "transforming world," and outlines 5 strategic directions "of equal and interchangeable value." Caring for students and employees includes "inclusion, service excellence, and leadership." Revitalizing the academic core means "compelling and impactful programs, experiential learning, and inspired teaching," faculty interaction and undergrad research opportunities. Maximizing Acadia's impact includes community engaged research, innovation, regional cultural and economic collaborations. Institutional sustainability means optimizing enrolment, sustained fundraising, energy efficiency, and infrastructure renewal. Research themes and environmental stewardship are entwined in rural and coastal research, climate change and sustainability, and will be "signature institutional features of Acadia." [Acadia](#)

I look forward to working with you all as we implement the plan and use it as a blueprint for recovering from the impacts of the pandemic and strengthening Acadia for the future. I hope you will all visit the [Acadia 2025](#) website and refamiliarize yourselves with the plan.

### ***Campaign for Acadia and Retirement of Rod Morrison***

On December 12 we held the final meeting of the Campaign Cabinet, chaired by Nancy McCain, at which we were able to thank all the members who volunteered their time and donated generously to the Campaign. In conjunction with Founders' Day, we celebrated the successful conclusion of *Campaign for Acadia* with the announcement that we had broken through the \$80 million mark, well above the Campaign goal of \$75 million and two years ahead of schedule as well. However, but please don't forget that donations towards the Campaign will be counted until the end of December 31, 2020.

On November 26, I informed the Acadia community about the retirement of our Vice-President Advancement, Rod Morrison, effective at the end of February 2021. Since that announcement we have received so many notes of congratulations to Rod for a job well done. Acadia was very fortunate to attract someone of Rod's experience to rebuild our advancement, development and alumni networks and stewardship, and to lead our Campaign and make it the most successful fundraising campaign in the history of Acadia University. However, he brought more than experience, he also brought an immediate passion for Acadia which is what made his approach so effective. We owe an enormous debt of gratitude (the only kind of debt we all love) to Rod and we will have an appropriate opportunity in the new year to say thank you and wish him all the best in his retirement.

### **COVID Update**

Over the past month we have been closely monitoring the provincial and regional epidemiology with concern, and we continue to do so despite the downward trend of new cases in the past two weeks. We are still seeing a few new cases in our region and now is not the time to let down our guard as we approach the end of term. We have been collaborating with Public Health regarding the wastewater testing project, and we hosted a rapid testing site on campus for asymptomatic COVID testing for Acadia students and employees following the operation of the downtown facility. I am very proud of Acadia's involvement with the wastewater project through Dr. Jennie Rand's work, and it is a wonderful example of applying scientific research towards helping solve real world problems, and in this case problems right in the heart of our own community.

We still remain COVID clear on campus despite a small number of students being tested for COVID-like symptoms, with all results coming in as negative. We have a COVID-19 Rapid Response Team that works to address issues on a continuing basis. In our messaging to students, we are re-emphasising the importance of sticking with the restrictions and rules and not becoming complacent. It is understandable that frustrations arise as time goes on and I want to pay tribute to our Safety and Security staff and our Residence Team, including our Residence Assistants who have been dealing with increased behavioural issues in some residences. Working with the ASU we have been conducting a number of events to connect with students such as the residence cookie drop to celebrate Founders Day and Acadia's 182<sup>nd</sup> birthday, to hear about their experiences and support them in pushing through to the end of term, and we also completed a student survey to see how we can better assist our students in addressing the challenges they face.

The bursting of the Atlantic Bubble was disappointing, especially for our students from other Atlantic provinces who now have to self-isolate when they go home for the Christmas break. We hope that the bubble may be rebuilt before Christmas (which would be great for those returning home) or in time for the Winter Term. However, as long as Nova Scotia doesn't impose self-

isolation requirements on travel from other Atlantic provinces, our plans for January will not be affected. Our plans for winter term are still on track but we are watching the situation closely.

We will have a significant number of students who will be staying on and off campus over the holidays rather than going home and then having to self-isolate upon return. We must all be grateful to those who will work over the break to support these students during the holiday season. Our Residence Team is planning a series of events and activities over the break and I know they and the students will appreciate any help that we can provide, even if it is only dropping by to say hello and show that we care about them.

### **President's Anti-Racism Task Force (PART)**

The PART had its inaugural meeting on November 20 and has commenced its work on this important component of our strategic plan. I am very grateful to all members of the Task Force for agreeing to give their time, expertise and life experiences to this initiative. The Task Force is already setting up a series of working groups and is reaching out beyond the PART members to engage our community in its work.

### **December 6 Events**

On December 6 our Acadia community commemorated the murder of the 14 women at l'École Polytechnique in 1989 and the National Day of Remembrance and Action on Violence against Women. I am grateful to the team of volunteers including the WGST Committee who organised the series of virtual events to remember that tragic event and promote efforts to end gender-based violence. These included a doorstep candlelight vigil and a wonderful service organised by the Manning Memorial Chapel.

### **Provincial Government Update**

#### *Financial Request and Testing*

On the Provincial side, universities in Nova Scotia are still waiting to hear what the government response will be towards our request for financial support. On Nov 19, new LAE Minister Lena Metlege Diab and Deputy Minister Montgomery met with CONSUP but nothing new was learned regarding our funding request other than it is now with Premier's Office and Treasury Board and being considered both in terms of the current fiscal year spending and the next budget cycle.

We also discussed testing for the January return of students. The latest position we recently received from NS Public Health is that a testing program for students will not be implemented due to capacity in the system to address the increased COVID cases and concerns over the current epidemiology. This decision will be revisited and Dr. Strang will meet with CONSUP on December 17 when they will have a better idea of where the NS epidemiology is heading and what resources they will have available to undertake an asymptomatic testing program for students. The recent use of rapid testing and the announcement that anyone can now request an asymptomatic test is a positive sign that some kind of testing for returning students could be put in place for January. However, it is very unlikely that there will be a repeat of the three-test program that was implemented in September.

On December 9, the NS Government announced some financial assistance for students with a \$750 one-time grant to all those who are receiving student loans, which is welcome news.

The next MOU Partnership Committee meeting is scheduled for December 17 and we likely hear something about our financial request and further updates on testing at that time.

### *Meetings with Political and Community Leaders*

In addition to meetings with the provincial government, I have also held meetings with local federal, provincial and municipal politicians, including one with the Leader of the Opposition, Tim Huston, Kings North MLA John Lohr and Brian Comer, the PC critic for Labour and Advanced Education. I also held a meeting on December 10 with the mayors of our regional municipalities to update them on what is happening at Acadia, including the impacts of the pandemic and our new strategic plan. I will be making a short presentation to the Wolfville Town Council on December 15.

Local community relations remain positive with weekly meetings attended by Ian Murray and regular communications to residents. Most students are behaving well and increased surveillance and ticketing for fines related to the Public Health Order and the Nuisance By-law have had a significant increase on those that do not want to behave appropriately.

### **Budget Development**

My Town Hall presentation on the financial state of the university was held on Wednesday, November 18 in which I provided updates on the 2020-21 budget, enrolment, strategic plan, and the Campaign for Acadia. The current year forecast is for a year-end deficit of around \$3 million and we have started the preliminary work on the 2021-22 budget with an initial projection of a \$7 million deficit. Of course, there are many assumptions in these forecasts with the January enrolment and residence occupancy, and whether or not the provincial government will provide any fiscal relief being significant factors in determining what our final year-end deficit will be. The preliminary forecast for next year is always our first step in the budget development process, and the \$7 million gap is significantly higher than normal. Working on closing that gap and managing the deficit will be a major part of the budget process during the winter term.

### **Maple League**

On Monday, December 8, I chaired a meeting with the Chancellors, Board Chairs and Presidents of the Maple League Universities in which we discussed the evolution of the consortium, the depth and breadth of ongoing collaborative activities, and how supportive this partnership has been in during the pandemic. The Chancellors and Board Chairs voiced their strong support for the Maple League and offered their assistance in promoting this unique university collaboration.

Respectfully submitted,

Peter Ricketts  
President and Vice-Chancellor

December 11, 2020



## **PROVOST AND VICE-PRESIDENT ACADEMIC'S ANNOUNCEMENTS TO SENATE:**

### **December 2020**

#### **2020 PLANNING TASK FORCE**

The Task Force is meeting biweekly. Work continues as we prepare for the winter term. Feedback from the Faculty and Student fall term surveys was shared with the Task Force, Academic Units, and ASU.

The Task Force is paying particular attention to the feedback about the overall faculty and student experience so far. Our COVID-19 protocols and procedures are aligned with evolving NS public health directives, and we continue to communicate updates regularly to the Acadia community. We are working closely with the local Medical Officer of Health, Public Health, the Chief Medical Officer of Health, and the Nova Scotia Department of Labour and Advanced Education regarding "pop-up" testing sites in Wolfville for COVID-19 non-symptomatic individuals.

#### **TENURE-TRACK AUTHORIZATIONS FOR 2021**

Since the last Senate meeting, two additional tenured faculty have submitted their notification to retire prior to July 2021. I have authorized two additional tenure-track searches to begin immediately. Following the discussion with and the recommendations of the faculty Deans, these two tenure-track appointments will be in a joint appointment in ESST/WGST and an appointment in Education – Counselling. The position in ESST/WGST follows the APC rankings in September; however, the Education appointment deviates from the APC recommendations. This was unanimously supported by the Deans and was based on the fact that when the APC met and determined its ranking there were two tenure-track faculty in Education – Counselling. However, the recent resignation of one of the individuals has left that program with only one tenure-track faculty member, and the program has returned to the situation of a year ago with the APC putting Education – Counselling as the top priority. Subsequent authorizations will be considered later in the year once more information is known about faculty complement and projected enrollment for 2021/22.

#### **CENTRE FOR INTERDISCIPLINARY AND LANGUAGE PROGRAMS IN ARTS (CILPA)**

On November 24, 2020, the Faculty of Arts Council passed a motion to endorse the creation of the Centre for Interdisciplinary and Language Programs in Arts (CILPA). To be located in BAC 119, the Centre will provide a physical home and dedicated administrative support for our BAs in Canadian Studies, Environmental and Sustainability Studies, and Women's and Gender Studies, as well as the MA in Social and Political Thought and our many multidisciplinary minors. In addition, French Studies, German Studies, and Spanish Studies—all inherently interdisciplinary programs—will find renewed visibility and autonomy housed in this new location and structure.

This is seen as a first step to support interdisciplinary and multidisciplinary programs and research. Supported by the strategic plan, Acadia 2025, work is underway with the Deans to establish a campus-wide Interdisciplinary Hub to house pre-existing research and develop new research, academic programs, and other interdisciplinary and multidisciplinary initiatives at Acadia.

## **INDIGENOUS AFFAIRS**

### **Indigenous Student Handbook**

The Indigenous Student Handbook is complete.

For more information, please visit: [Indigenous Students - Acadia University](#)

### **Indigenous Affairs Strategic Planning**

The initial **Indigenous Affairs Strategic Plan** timeline and work-plan (short-term, med-term, and long-term) is established. Priority projects include a transition program, a Mi'kmaq language course, and the creation of an Indigenous public administration certificate program.

### **Employment Equity Committee**

One of the action items from the IEAC meeting in June was to initiate a change in hiring practices at Acadia University and to ensure that a qualified Indigenous person is part of Indigenous-specific equity hires, particularly as they connect to teaching Indigenous-related courses. Recommendations were submitted for consideration to the Employment Equity Committee meeting on November 10, 2020.

### **Mi'kmaq 101**

Work continues on Mi'kmaq 101 program development. The Confederacy of Mainland Mi'kmaq (CMM) and the Acadia Indigenous Affairs Coordinator have developed a year-long program with specific themes per semester and modules within each semester (a total of 10 to 12 lessons). The next step is to bring together other Mi'kmaq and academic institutions in January 2020 to discuss the concept and shared resources. The Province and the Mi'kmaq negotiation office (L'nuey) in Prince Edward Island have committed to partnering in the program development.

### **Scholarship**

Fundraising is underway to establish a Black and Indigenous specific scholarship award.

For more information on the initiative, please visit: <https://crowdfund.acadiau.ca/project/blm-trc-awards/>

### **The Indigenous Speakers Series schedule is as follows:**

1. Wednesday, January 6: Netukulimk and Two-Eyed Seeing
2. Thursday, January 7: Pow Wow Protocol and Regalia
3. Tuesday, January 12: Landscape and Place Names
4. Tuesday, January 12: Glooscap and Annapolis Valley First Nations
5. TBC – Racism in athletics with Olympian Waneek Horn Miller

## **DEAN OF PROFESSIONAL STUDIES**

Dr. Ann Vibert, the current Interim Dean of Professional Studies is taking a much-deserved Administrative Leave, on December 31, 2020.

Dr. John Colton, current Head of the Department of Community Development, has been appointed as Acting Dean of Professional Studies, effective January 1, 2021 to April 30, 2021.

### **UNIVERSITY LIBRARIAN**

The 2021 University Librarian Search is developing its committee membership and starting the search process. The Office of the Provost and Vice-President Academic is overseeing management of the University Library until a new Librarian is appointed.

### **FACULTY OF ARTS**

#### **Art Gallery**

The Acadia University Art Gallery is showing *"Solitude."* Showcasing works from the permanent collection, this exhibition encourages the viewer to re-examine the artworks through the social lens of Covid-19. In November 2020, the Gallery launched *"Art at Home,"* Highlighting works from our permanent collection of art with the goal of learning about an artist and their work and creating at home using accessible materials.

Dr. Laurie Dalton, received a Harrison McCain Emerging Scholar Award for their project *"Art in a Pandemic: Virtual Learning and Knowledge Mobilization in the Gallery"* to create an exhibition related to the pandemic, and lay the groundwork for the creation, development, and dissemination of virtual learning initiatives and video content creation that will result in knowledge mobilization related to the permanent collection of art.

#### **Department of Economics**

Dr. Burc Kayahan presented "Community Well-Being Indicators for New Brunswick" in the virtual seminar session organized by the Atlantic Canada Economics Association (ACEA) on October 16th, 2020.

Dr. Justin Beaudoin recently received the Harrison McCain Emerging Scholar Award (\$8609).

#### **Department of English and Theatre**

The Department of English and Theatre is pleased to announce that Dr. Patricia Rigg was awarded the Faculty of Arts Excellence in Service Award for her many and varied roles of leadership and service at the Departmental, Faculty, and University levels as well as to the wider academic community, and Dr. Wanda Campbell was awarded the Faculty of Arts Excellence in Scholarly Activity Award for her wide-ranging publication record and her role in supervising over thirty theses.

#### **Department of History and Classics**

Chelsea Gardner (Classics) received a "Classics Everywhere" award for her project *Peopling the Past*. The Classics Everywhere initiative, launched by the Society for Classical Studies (the principal society in North America for the study of ancient Greek and Roman languages, literatures, and civilizations) in 2019, supports projects that seek to engage communities worldwide with the study of Greek and Roman antiquity in new and meaningful ways. *Peopling the Past* is a digital humanities project that hosts free, open-access resources for teaching and learning about real people in the ancient world and the people who study them. <https://peoplingthepast.com> As well, the book *An Educator's Handbook for Teaching about the Ancient World* (ed. P. Durgun, Archaeopress 2020) received the ASOR Special Recognition Award. The adjudication committee commented that this book is "a critical, innovative, and remarkable contribution, especially

considering that this year made us question many of the aspects of our disciplines such as pedagogy, inclusivity, and accessibility of information." The judges also acknowledged that it fronted early career scholars and an open collaborative peer-review process. Chelsea Gardner (Classics) was a contributor to two entries in this volume.

<http://www.archaeopress.com/ArchaeopressShop/Public/displayProductDetail.asp?id={48586A9F-7C7A-4840-97AD-3C33D17D6E2A}>

History grad Emily Ellis (B.A.(H) '19) has been awarded the Edinburgh University Prize, which is awarded to the student or students with the highest dissertation mark in Postgraduate Training Programs offered by Edinburgh University or Glasgow University. She received the prize for her dissertation based on her short film entitled, "Sometimes Nothing is Heaviest", which can be viewed at <https://www.youtube.com/watch?v=uXVGmQvBOJs>

### Department of Politics

Dr. Rachel Brickner was awarded the Faculty of Arts Award in Teaching Excellence. Rachel excels in all dimensions of teaching and her exceptional commitment to students outside of the classroom distinguishes her from other gifted peers. She has devoted countless hours to mentoring, supporting, and counselling students, above and beyond Acadia's already high expectations for student-focused pedagogy. Students could not ask for a more generous teacher, and we could not ask for a more inspiring colleague.

Erin Crandall received (\$7,567) a Harrison McCain Foundation Award for her project, *The Politics of Supporting and Curbing the Supreme Court of Canada*.

In October, Cynthia J. Alexander co-presented, with Mi'kmaw Elder Darlene Peters Copeland, an invited Maple League talk called, "Core" Curriculum: A Breathing Space to Decolonize Ourselves," and facilitated the virtual dialogue during the Better Together Maple League faculty and teaching staff 'open office hours'. In November, Cynthia was invited to discuss, via a virtual presentation, her work on "Digital Designs to Decolonize the Classroom" with approximately 500 Top Hat executives and staff across North America.

### FACULTY OF PURE AND APPLIED SCIENCE

- I. Several FPAS-specific awards/scholarships were recently awarded to deserving students:
  - The *Livingstone-Murray Scholar-Bursaries* is awarded to a student on the basis of academic performance, with preference given to Biology students. Congratulations to **Tristan Sanford, Madison Firth and Andrea Nesnidalo**.
  - The *Greg Somerville Awards* in Innovation are granted in recognition of exceptionality, demonstrating academic and social achievement through community service, student leadership, and innovations. The recipients also persevere through adversity. These awards are available to students engaged in studies in the David Huestis Innovation Pavilion. Congratulations to **Sarah Chandler and Laura Pickett**.
  - The *Elizabeth Cannon WISE Awards* are given to female students majoring in science in recognition of academic excellence, involvement in Acadia's WISE program. Congratulations to **Lindsay French, Margaret Hopkins, Elianna McKinnon and Emma Bodnar**.
- II. The Dr. William Ashley Harrison Endowment Fund was established in 2020 by Dr. William Ashley Harrison ('54, '55) to support mycology students working on the molecular diagnostics and systematics of fungi in the Fundy Region at Acadia. Following the guidelines of the Dr. Kenneth A.

Harrison Memorial Mycological Fund, the Dr. William Ashley Harrison Endowment Fund will support initiatives of mycology (i.e. fungus J), especially collaboration with researchers worldwide, and individual support for honours and graduate students.

III. News from our CRC Tier 1 - The Mallory Lab

The lab has had recent success with Mitacs, getting 2, 3-year funding agreements to support a PhD student and a post-doctoral researcher. Both are collaborative with Ducks Unlimited Canada (continuing our multi-year work with them), Environment and Climate Change Canada, and Nova Scotia Department of Lands and Forestry.

They were a significant contributor to a major international paper that came out in the prestigious journal "Science", on open data sharing of Arctic wildlife tracking data and how it can be used to track effects of climate change.

The Lab was Principal Investigator on a major, successful grant application to Environment and Climate Change Canada doing large scale introductions of microplastics to experimental lakes and tracking uptake and movement in food webs at the world renowned Experimental Lakes Area in western Ontario.

Through MSc student Julia Baak, the Mallory Lab have been leaders in the development of circumpolar Arctic plastics monitoring protocols, through the Arctic Monitoring and Assessment Program's Litter and Marine Expert Group membership.

## FACULTY OF PROFESSIONAL STUDIES

**School of Business:** Dr. Edith Callaghan has been working closely with Dr. Liesel Carlsson, School of Nutrition and Dietetics, to develop an online toolkit for dietitians that will help them understand and promote sustainable food systems. The project is funded by the International Confederation of Dietetics Associations (ICDA) and the Harrison McCain Foundation.

Steamspace has been operational, albeit in a limited capacity relative to the full ramp up Dr. Terry Weatherbee and Dr. Donna Sears had planned for the fall. Two initiatives completed over the summer months include; Terry, Donna and summer intern Joe Woytiuk designed and produced 180 PPE masks for Residence Life & the WBDC (Wolfville Business Development Corp.), and over 700 3d crystallography models were produced for use in a mineralogy class taught by Dr. Cliff Stanley and Dr. Rob Raeside. In Cliff's words; "... I just wanted to thank you both, along with Joe, for producing these for us this summer. Your Steam Space Laboratory is a real asset to Acadia and I hope you are able to help others produce analogous teaching tools for other classes at Acadia, as well as create objects for lots of other applications. The 3D crystal blocks that you produced for the Dept. of Earth & Environmental Science are a wonderful teaching resource and represent a valuable asset to our teaching collection."

Professor Mike Kennedy, an Acadia alum who joined the School of Business in July, 2016, is resigning his position at the end of the month to pursue opportunities in British Columbia. Professor Kennedy's contributions to the School of Business and University have been deeply appreciated over the years, including his very effective mentorship of students and his service as an academic coach for a number of case competitions, including the J.D. Irving Direct Exchange Case competition and Dalhousie's Atlantic Throwdown. Mike's efforts have garnered him several recognitions including an ASU Outstanding Teaching

Award (2020) and an Acadia University Outstanding Young Alumni Award (2016). School of Business students, faculty, and staff will miss Mike's energy and enthusiasm, but wish him all the best in his new position.

### **School of Education**

The School of Education announces the retirement of Dr. David Piper, effective end of December, and the resignation of Dr. Kate Gignac, effective mid-December.

Dr. Piper joined the School of Education during the rationalization of teacher education programs in Nova Scotia in 1995. He came to Acadia from the School of Education at Saint Mary's University where David taught in the areas of TESL, linguistics for education, and educational psychology, and curriculum foundations. A graduate of Reading and Cambridge Universities in England, David also earned a Ph.D. in Education from the University of Alberta. At Acadia, David continued to teach in his areas of specialization, providing educational psychology and linguistics courses for the Bachelor of Education program, human development and learning for the M.Ed Counselling program, and curriculum foundations courses for M.Ed Curriculum program. A not-so-amateur musician and a resonant bass singer, in recent years David was particularly happy to offer curriculum foundations to the M.Ed curriculum with a focus on music cohorts. The School and Faculty wish David all the best in this next phase of his life.

Dr. Kate Gignac joined the School of Education Counselling program on July 1<sup>st</sup> 2017 as an Assistant Professor with a Ph.D in Counselling Education from the University of Ottawa. Kate managed one year to settle in and get acquainted before responsibility for Coordinating the M.Ed Counselling program and leading the national accreditation process for the program was thrust upon her, upon the unanticipated retirements of her two senior colleagues, leaving Kate as the one tenure track faculty member in the Counselling program. Kate negotiated this challenge with admirable calm, garnering conditional re-accreditation for the program, maintaining the on campus full-time cohort, and developing new p-time cohorts across the province. At the same time, Kate carried on her research and teaching, and was awarded a Harrison McCain to support her on-going research in identity work with counsellors across the career span. Although Dr. Gignac's time in the School of Education and Faculty of Professional Studies has been relatively short, she has been a key figure in providing stability and support for the Counselling program during a particularly challenging time. The School and Faculty thank her for this and wish her all the best with the next challenges she takes up in her career journey.

Congratulations to Dr. Tanya Surette who has received a 2020-21 New Health Investigator Grant (Research Nova Scotia) for the amount of \$99,909.56 over two years for the project entitled "*Resilience and impairment: A study of factors supporting counsellor development and career longevity*". The grant supports early-career health researchers who are within the first five years of their academic appointment in Nova Scotia or who are new to the field of health research, and engaged in work that aligns with the province's health research priorities. For the 2020-21 academic year, funding for this grant is provided by the Nova Scotia Department of Health and Wellness.

### **School of Kinesiology**

Dr. Jonathon Fowles has been approved for appointment as adjunct faculty in the Dalhousie School of Health and Human Performance. He has had several collaborations with Dal faculty over the years, has regularly presented for Dal HHS and School of Medicine and is supervising a Masters student there

beginning January 2021. Dr. Fowles has also recently been selected as the Nominee from NSHealth for the Research Canada Diabetes Research and Innovation summit.

### School of Music

The School of Music wishes to extend the warmest congratulations to AUSOM first-year student, **Reuben Gilbert** whose family band - The Gilberts - has just been nominated for a 2021 Canadian Folk Music Award for Young Performer(s) of the Year, and to AUSOM professor (and alumna!) **Paula Rockwell** on the release of her new music video, "I'm On My Way Home"! You can find it on vimeo. <http://ow.ly/sKYh50CvRlP>

## RESEARCH AND GRADUATE STUDIES

### New Awards, Grants and Contracts

#### Research Nova Scotia, New Health Investigator Grant

**Dr Tanya Surette** (Education) has been awarded a RNS New Health Investigator Grant (2 years) to support her study titled "*Resilience and impairment: A study of factors supporting counsellor development and career longevity.*" The monies will provide the necessary resources to support this research initiative that will have a substantial impact on the wellness, and in turn the effectiveness and success of, counsellors and mental health providers in Nova Scotia. Total Funding: **\$99,910**

#### Service Agreement - Nova Scotia Liquor Corporation (NSLC)

**Dr. John Murimboh** (Chemistry) & **Hayley Craig Barnes** (Acadia's Laboratory for Agri-food & Beverage (ALAB)) recently finalized an agreement with the NSLC for consulting services related to the development of a Quality Assurance Program that will be implemented in NS over the next 12-24 months. Total funding: **\$84,200**

#### Harrison McCain Foundation Awards for Emerging Scholars – Total awarded: \$96,799

Eight of Acadia's early career researchers were funded for the following projects:

- Land use zoning regulations in Nova Scotia - **Justin Beaudoin** (Economics) \$8,609
- Building Research Capacity in the ICDA Sustainability Toolkit Project – **Liesel Carlsson** (Nutrition & Dietetics) \$14,879
- The Politics of Supporting and Curbing the Supreme Court of Canada – **Erin Crandall** (Politics) \$7,567
- Art in a Pandemic: Virtual Learning and Knowledge Mobilization in the Gallery – **Laurie Dalton** (Art Gallery) \$11,338
- Machine Learning for Nonprofits – **Greg Lee** (Computer Science) \$10,000
- Salt and sinkholes in Nova Scotia – **Morgan Snyder** (Earth & Environmental Science) \$15,000
- Resilience and impairment: A study of factors supporting counsellor development and career longevity – **Tanya Surette** (Education) \$14,406
- Advanced Microscopy and Imaging for Student Fungal Research at Acadia – **Allison Walker** (Biology) \$15,000

#### Service Agreement - Nova Scotia Health Authority

**Dr. Jonathon Fowles** (Kinesiology), Director of the Acadia Centre of Lifestyle Studies (COLS) is collaborating with the Seniors LINC program to expand/re-design *Frail to Fit* programming to enable it to be offered safely in small group/1:1 sessions and over virtual means. The *Frail to Fit* program is focused on supporting

improvements in physical exercise/functioning as well as social engagement for seniors in our community.

Total Funding: **\$12,500**

#### **Service Agreement – Nova Scotia Lands Inc.**

**Dr. Ian Spooner** (Earth & Environmental Science) and his students are collaborating with Nova Scotia Lands Inc. on two Boat Harbour-related projects. One project will identify the distribution of high metal content in South Wetland, Boat Harbour, and the second will provide an air photo interpretation of the composition and distribution of pre-effluent introduction landscape cover at the North & South Wetland, Boat Harbour.

Total funding: **\$38,487**

#### **Change Lab Action Research Initiative (CLARI) Award**

**Dr. Liesel Carlsson** (Nutrition and Dietetics) has been awarded a CLARI (Change Lab Action Research Initiative) Award for a project involving the Wolfville Farmers Market entitled - *Wolfville Farmers Market Food Hub*. Total Funding: **\$7500**

#### **National Research Council - Industrial Research Assistance Program (NRC-IRAP) Projects**

- **Dr. Jennie Rand** (Engineering) was awarded **\$5000** in funding to collaborate with LuminUltra & Dalhousie to evaluate an innovative monitoring strategy to control COVID-19 infection rates on a university campus
- **Dr. Andrew McIntyre** (Computer Science) was awarded **\$5,000** for his collaboration with Scarcity Analytics on a project entitled *Price Forecasting for Agricultural Staples using Deep Learning*

#### **Mitacs Awards to support Student Interns**

- **Dr. Trevor Avery** (Biology): Mitacs Accelerate (**\$30,000**) - Project: *Spatial and Temporal Patterns of Habitat use of green Anaconda (Eunectes murinus) in Amazonian Streams Using Remotely Sensed Imaging and Radio Telemetry*
- **Dr. Mark Mallory** (Biology): Mitacs Accelerate (**\$90,000**) - Project: *Saltmarsh and Dykelands in Atlantic Canada: implications of biological and socio-economic change for conservation*

#### **Acadia remains in Canada's Top 50 Research Universities!**

Research Infosource announced on 8 December that **Canada's Top 50 Research Universities 2020** includes Acadia University. See <https://researchinfosource.com/news> and <https://researchinfosource.com/top-50-research-universities/2020>.

This year Acadia is ranked 49<sup>th</sup> (up from last year's ranking of 50<sup>th</sup>) within the Top 50 Research Universities. Of particular note:

- Acadia achieved >\$7.3M in external research income during FY 2019, which is a 15% increase in university research income growth from the previous year
- Acadia ranked 4<sup>th</sup> in % corporate income/total research income (within the Primarily Undergraduate Tier), with a 17.7% increase in corporate research income as % Total Research Income

#### **Upcoming Research Program/Funding deadlines**

Canada Research Continuity Emergency Fund (Stage 3): December 15, 2020

SSHRC Partnership Engage Grant: December 15, 2020

SSHRC Knowledge Synthesis Grant: December 17, 2020

SSHRC Insight Development Grant: February 2, 2021



## **ACADIA STUDENTS' UNION (ASU) ANNOUNCEMENTS TO SENATE:**

### **DECEMBER 2020:**

As we come to the end of the semester, the ASU has been focusing on supporting students through the evolving COVID-19 guidelines and restrictions, including advocacy for flexibility for in-person classes and examinations for those who returned home prematurely at the closure of the Atlantic Bubble. Similarly, we have been working to ensure that faculty and students are aware of the academic options available to them, including the continued availability of the P/F option and the drop without F extension.

As well, throughout the month of November ASU VP Academic and External and President met with a large number of MPs as part of the Canadian Alliance of Student Association's Digital Advocacy Month. Our advocacy asks in these meetings included reducing barriers to post-secondary Education for Indigenous people, expanding COOP access for international students, positioning students with dependent children for success, and funding student scholarship and research programs.

Additionally, ASU VP Academic & External, President and VP Student Life met with MLAs and provincial stakeholders through Students Nova Scotia's Advocacy Week earlier in November, with asks that included expanding funding of the Nova Scotia Student Assistance program, as well as decreasing barriers to MSI access for international students, increased funding for Open Educational Resources, and a one-time technology grant for Nova Scotia Student Assistance borrowers to acknowledge the increased costs of online learning. We saw this acknowledged through the announcement last week from the provincial government, which will hugely benefit Nova Scotia students studying online in this challenging year.

Alongside the OER Librarian at Acadia, we have just concluded our OER and Textbook Habits Student Survey, and we will be using this data to inform our work on increasing awareness of OERs next semester.

We also recently concluded our ASU Fall By-Election, which saw the election of 2 Councillors, a First Year Representative and a Community Relations Representative.

## **ACADIA DIVINITY COLLEGE/FACULTY OF THEOLOGY ANNOUNCEMENTS TO SENATE:**

No report for December 2020.

## Academic Program Review Committee

### Recommendations

#### Department of Chemistry

The Academic Program Review Committee (APRC) met on 15 January 2020 with the Head of the Department of Chemistry, Dr. Matt Lukeman to receive the response from the Department to the External Review Team's report. This review was part of a regular cycle of reviews of Acadia's programs. After consideration of the review, the Unit response, and discussion with the Department's Head, the APRC offers responses to the External Review recommendations.

The External Review was generally very positive noting that the Department is achieving its goals documented in their Self Study and that these goals are well-aligned with Acadia's mission and the accrediting body (Canadian Society for Chemistry, CSC). The external reviewers emphasized the strengths of the faculty, student opportunities and successes, and teaching and research facilities within Acadia and the broader community. Overall, challenges currently faced by the Department and described by the external reviewers were focused on decreasing Majors and Honours students and a decline in Tri-Council research funding. The Reviewers made fourteen specific recommendations all of which were discussed by the APRC. We provide our responses below, along with an abbreviated response from the Chemistry Department.

**RECOMMENDATION 1:** *With the recent hiring of a tenure-track biochemist, the Chemistry Department should immediately consider adding additional biochemistry course offerings.*

**The Department** noted that a course in Natural Products Chemistry is currently under development by Dr. Nicoletta Faraone, their newest hire in Biochemistry, and will be offered during the 2020-21 academic year. The Department has also initiated discussions with the Department of Biology regarding possible course cross-listing at the interface of chemistry and biology.

**The APRC** supports the Department's position on this recommendation.

**RECOMMENDATION 2:** *The Chemistry Department should revise the math requirements for B.Sc. Majors and B.Sc. Honours chemists to reflect the requirements from the Canadian Society for Chemistry (CSC) Accreditation Committee.*

**The Department** agrees with this recommendation and noted that their current math requirements meet or exceed all requirements laid out by the CSC for accreditation. The Department has proposed a reduction in the Math requirements that will retain the total 'quantitative' course requirements, but greatly broaden the selection of courses that would satisfy them.

**The APRC** agrees with the Department's response and noted that these curriculum changes will appear before Senate in Winter 2020.

**RECOMMENDATION 3:** *The Chemistry Department should engage in a formal and comprehensive curriculum mapping and renewal exercise for its B.Sc. Chemistry programs.*

**The Department** is committed to enacting this recommendation as soon as possible, especially since the CSC now requires formal curriculum maps for accreditation. The Department's goal is to complete this exercise before the beginning of the 2020-21 academic year.

**The APRC** agrees with this recommendation and supports the Department's plan for a formal curriculum mapping exercise.

**RECOMMENDATION 4:** *The Chemistry Department should formalize its curriculum review procedures through the establishment (or re-establishment) of a Departmental Curriculum Committee.*

**The Department** agrees and re-established the Departmental Undergraduate Curriculum Committee (UCC) that will meet at least once per semester.

**The APRC** agrees and with this recommendation and supports the Department's institution of the Committee. This group will be important in championing the curriculum mapping exercise and associated gap analysis.

**RECOMMENDATION 5:** *The Chemistry Department should make a concerted effort to research and implement innovative, evidence-based teaching and assessment methods across the undergraduate curriculum.*

**The Department** agrees and indicated the importance of an Acadia Teaching and Learning Center to advance this recommendation.

**The APRC** agrees that support for teaching and learning would be greatly enhanced with a Centre on campus and notes that this recommendation is consistent with the Acadia 2025 Strategic Plan. The Committee also suggests increased engagement with the School of Education to advance chemistry education on campus.

**RECOMMENDATION 6.** *The Chemistry Department should secure a position for a faculty member formally trained in Chemistry Education.*

**The Department** indicated that while they would support such a position, it would not be their first priority. The Department prioritizes the hiring of a research-active experimental chemist who could provide new research opportunities for our students.

**The APRC** respects the Department's priority regarding new positions. The Committee encourages enhanced dialogue between FPAS and the School of Education on campus to explore possible relationships and to possibly expand university science education on campus.

**RECOMMENDATION 7.** *Faculty members should continue to make concerted, strategic efforts to become successful in their Discovery Grant Proposal applications to NSERC.*

**The Department's** faculty members have been successful with alternative funding sources with particular emphasis on industry collaborations, which has reduced focus on discovery-based research more typically funded through the NSERC DG program. The Department is open to enhancing efforts to help individual faculty members re-establish NSERC DG funding.

**The APRC** applauds the Department's success with alternate sources of funding and also noted that NSERC remains the gold-standard for discovery-based research. The Committee encourages the Department, and particularly new faculty, to strive to work towards this standard with support and mentorship from the Dean of FPAS and RGS. Going forward and over time, it will be important to enhance the research culture and support in the Department

**RECOMMENDATION 8.** *Honours thesis work should become incorporated into the two semester (Fall and Winter) fourth year Honours Thesis course(s), and all research work for the Honours degree should occur during these two semesters, as opposed to as paid summer research work. The Department should consider increasing the CHEM 4996 Honours Thesis from a 6h to a 9h (or 12h) course credit to increase emphasis on experiential learning and career-related skills.*

**The Department** agrees with the recommendation and has already moved to implement the reviewers' suggestion. They have developed a proposal to increase the credit for CHEM 4996 (Honours Thesis) from 6h to 9h as suggested, by creating a new 3h course entitled "Honours Research Methods" which would be a co-requisite with our existing CHEM 4996 course. These curriculum changes have been approved at FPAS Curriculum Committee and FPAS Council and are working through the ratification process.

**The APRC** agrees with this recommendation and commented that this curriculum change will give appropriate and deserved credit to students for the body of work completed in an Honours thesis. The Committee looks forward to learning about the Department's experiences with this proposed change.

**RECOMMENDATION 9.** *The Chemistry Department should explore ways to grow its Masters program, increasing the number of graduate students and the number of faculty involved in supervising graduate students.*

**The Department** is interested in growing the MSc program, and is currently engaged in collaborative research projects with industry. If the Department is successful in increasing their success rates with the NSERC DG program (Recommendation 7), more funding for graduate students will be available.

**The APRC** agrees and supports the Department's efforts to grow its MSc program with support from RGS.

**RECOMMENDATION 10:** *The Chemistry Department should initiate conversations with the Acadia administration regarding long-term plans to secure space for future growth in student enrolments and faculty complement.*

**The Department** commented that their newly renovated space can accommodate both teaching and research labs and they feel very well-served in terms of both the quality and quantity of research space.

**The APRC** agrees with and supports the Department's response.

**RECOMMENDATION 11.** *The Chemistry Department should do an inventory of teaching instruments which need to be replaced, prioritize, and find ways to secure the budget to upgrade these instruments on an ongoing basis.*

**The Department** agrees wholeheartedly with this recommendation, and has been working to modernize their teaching instrumentation. The Department would like to see an increase in funding available for teaching instrumentation, as well as a mechanism to carry-over budget bandwidth from year to year to enable them to 'save up' to replace more expensive pieces of equipment.

**The APRC** agrees that this recommendation is an important priority for the Department and encourages the Department to work with the Dean and the Business Office to determine the best financial mechanism to ensure adequate teaching equipment. The Committee also discussed the importance of maintaining a dialogue with Advancement regarding teaching equipment needs.

**RECOMMENDATION 12.** *The University should extend the contracts of the 9.5-month instructor and 9-month lab technician to 12-months.*

**The Department** strongly supports this recommendation and has engaged in conversations with the University and with the Faculty to make this a reality.

**The APRC** agrees and understands the importance of Instructors in the success of the program and also recognizes that Instructor allocations and contracts are part of our larger academic (and strategic) planning exercises. The Committee encourages the Department to work with FPAS Heads, Directors and the Dean if this position is a priority for the Department.

**RECOMMENDATION 13.** *The Chemistry Department, in collaboration with the University Recruiting Office, should expand its efforts to recruit students both locally and internationally.*

**The Department** agrees and noted that faculty are highly engaged in outreach. The FPAS has recently revived the FPAS Recruitment Committee with representatives from each unit, and this group is meeting with the new Vice-Provost and Director of Recruitment to ensure a close connection between the Recruitment team and the Academic Sector.

**The APRC** agrees with the Department's response and noted the efforts underway to involve academic units in recruitment and retention.

**RECOMMENDATION 14.** *The Chemistry Department should consider the development of new interdisciplinary programs attractive to science students.*

**The Department** is currently developing a multi-disciplinary Biotechnology program and is part of the proposal for a new Bachelor of Arts and Sciences in Critical Health Studies. The Department is open to the development of other new programs, and has had initial conversations about programs in the areas of chemical biology, food science, and enology.

**The APRC** enthusiastically supports the Department in these interdisciplinary initiatives.

Motion from the Admissions and Academic Standing (Appeals) Committee:

**Motion that, for the 2020- 2021 academic year, the Appeal process for students with Dismissal academic standing be replaced by a Declaration of Intent to Return process and that the Appeal process for students with Probation academic standing remain unchanged.**

The committee is proposing the following as an approach for 2020-2021:

- Students who are placed on Dismissal this spring and summer will not be required to submit an appeal this year. They will be required to complete a Declaration of Intent to Return to Studies. This will take the form of a modified version of what has been the Step 1 Questionnaire for the appeal process in recent years. A subgroup of the Admissions and Academic Standing (Appeals) Committee composed of the Chair of the committee, and non-voting members the Registrar and the Executive Director of Student Services, will review the submissions for completeness. Any student who submits a complete Declaration of Intent will have their academic standing changed from Dismissal to Probation.
- Students who are placed on Probation this academic year may still appeal their academic standing as usual. The Admissions and Academic Standing (Appeals) Committee will be convened to review any probation appeals following the established procedures. If a student's appeal is successful, the student's academic standing will be changed from Probation to Good Standing.
- This procedure was employed in the Spring and Summer of 2020 following the 2019-2020 academic year, and the Admissions and Academic Standing (Appeals) Committee recommends that it be employed in the Spring and Summer of 2021 as a temporary change for this year as well.

Attachment 5) c) i)  
Senate Agenda 14<sup>th</sup> December 2020

Admission and Academic Standing Committee  
(Policy) Senate Motion  
December 14, 2020

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**Alterations to the Syllabus/Course Outline**

**Motion:** Once the course is underway, major alterations to the syllabus/course outline can be made by the Instructor providing they have the consent of registered students.

At the beginning of each course, Instructors are required to indicate in writing the elements for the course, including tentative dates and values of all assignments, attendance requirements, and the value of examinations. Once the course is underway, major alterations to the syllabus/course outline can be made by the Instructor providing they have the consent of registered students. Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this calendar. No credit is given for a course unless all requirements for it have been completed.



Attachment 5) c) ii)  
Senate Agenda 14<sup>th</sup> December 2020

Admission and Academic Standing Committee  
(Policy) Senate Motion  
December 14, 2020

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**Final Year Grade Exception**

**Motion:** In cases where a potential graduate from an undergraduate program earns a grade of D-, D, or D+ in their final academic year, and would be prevented from graduating based upon this sole grade, the student will, at the discretion of their academic program Director or Dean, be permitted to graduate provided all other degree completion requirements have been met.

Attachment 5) c) iii)  
Senate Agenda 14<sup>th</sup> December 2020

Admission and Academic Standing Committee  
(Policy) Senate Motion  
December 14, 2020

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**Classroom Conduct and Learning and Work Environment Free from Discrimination and Harassment**

**Motion:** That the Classroom Conduct and Learning and Work Environment Free from Discrimination and Harassment statement be added to Academic Calendar: About Acadia University, after An Acadia Education page 7, 2019-2020 Calendar.

**Statement:** Classroom Conduct and Learning and Work Environment Free from Discrimination and Harassment

The mission of Acadia University is “to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders.” The freedom to explore, express, and evaluate different ideas is a critical part of this mission. Students are always encouraged to share their opinions and challenge accepted ways of thinking. By the same token, students should expect to have their own beliefs and values challenged, both by their instructor and by their classmates.

The free exchange of ideas can be an uncomfortable, confusing, and even upsetting experience, but it is vital to the learning process. As such, the learning process is only possible in an environment that is welcoming and reflective of the diverse individuals that comprise this community and aims to build cultural safety and anti-racism into every level of service delivery within the University Community, making it our goal to achieve a culture where our diversity is our strength.

Acadia upholds a fundamental commitment to freedom of expression and association for all its members and to Academic Freedom for faculty. In exercising those freedoms, all of its members are required to respect the rights and freedoms of others, including the right to freedom from Discrimination and Harassment.

Acadia recognizes that supporting an environment free of Discrimination and Harassment is important for the well-being and dignity of individuals as well as for the overall climate and welfare of the University Community. Accordingly, Acadia is committed to providing the policies, resources, and organizational structures required to support an environment free from Discrimination and Harassment.  
(adapted from Section 2.2, 2.3 and 2.4 of the draft 2020 Acadia Policy Against Harassment and Discrimination).

There are times when it can be hard to tell the difference between speech that is controversial and speech that is hateful. Ultimately, it is the responsibility of the instructor to make this distinction, following guidelines laid out in Acadia University’s Policy on Harassment and Discrimination and the Nova Scotia Human Rights Act.

For more information, as well as for resources for students who believe they may have experienced or witnessed discrimination, sexual harassment, or personal harassment please contact Acadia's Equity, Diversity and Inclusion Officer at [equity@acadiau.ca](mailto:equity@acadiau.ca), and/or visit the website: <https://www2.acadiau.ca/student-life/equity-judicial/equity.html>.

**Acadia University Senate Curriculum Committee (Administrative) 2020-2021****Form 4: Proposed Modification to a Program**

Department/School:	Biology
Presented to Faculty Council?	At a future meeting.
Date presented to Faculty Council:	Nov 23, 2020.

Program / Rationale	
Program being modified:	Biology Graduate Studies - MSc
<p>Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.</p> <p>We wish to adjust the list of required courses to complete during the Biology MSc degree. Currently the calendar describes a program that implies students must choose 2 courses from a list of 4, but that is not accurate.</p> <p>Specifically, we wish to change the calendar description to clearly note:</p> <ul style="list-style-type: none"> <li>a) BIOL 5960 and BIOL 5013 are mandatory courses</li> <li>b) Students need to take an additional 6 h from a suite of graduate courses OR can choose an undergraduate course (that is adjusted to graduate level) and approved by the supervisor and Graduate Co-ordinator</li> <li>c) That supervisory committees may suggest other courses.</li> </ul> <p>Also, to again reflect the actual timing of thesis proposals, we wish to change the line in the calendar to indicate that proposals are usually evaluated within 6 months of registration, not 5.</p>	
<p>Briefly state the reason for requesting this modification. Please be specific.</p> <p><b>Over the past 5 years, many Biology graduate students have taken undergraduate courses that have been adjusted to a graduate level, and usually complete thesis proposal defenses within 6 months, not 5 as currently stated. These changes in the curriculum simply address the reality of the situation, and provide more flexibility for student and supervisor options, leading to more relevant training for students.</b></p>	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	<b>No</b> <b>If you chose 'No', you may skip the rest of this section.</b>
If you chose 'Yes', briefly state how the modification will change the nature of your program below.	

Are the effects of this program restricted to your own Department/School?	<b>Yes</b>
Has the proposed modification been discussed with students?	<b>Yes</b>
Do students approve of the modification?	<b>Yes</b>
If you answered 'No' to any of the last three questions, please explain. Click or tap here to enter text.	

New Calendar Description
<p>Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements.</p> <p><b>MASTER OF SCIENCE IN BIOLOGY</b></p> <ol style="list-style-type: none"> <li><b>1. BIOL 5960 (Thesis) and BIOL 5013 - required</b></li> <li><b>2. 6h advanced courses from any of BIOL 5023, BIOL 5033, BIOL 5043, BIOL 5053, or BIOL 5253 or appropriate undergraduate courses adjusted to a graduate level and approved by the supervisor and Graduate Co-ordinator.</b></li> <li><b>3. Additional courses as directed by the supervisory committee.</b></li> <li><b>4. A thesis proposal is generally completed within six months of initial registration and evaluated.</b></li> </ol>

Impacts on Courses	
Will this program change result in the <b>addition</b> of any new courses?	No
If you chose 'Yes', please list all new course numbers below, and fill out a <b>Form 1 New Course Proposal</b> for each. Click or tap here to enter text.	
Will this program change result in the <b>deletion</b> of any existing courses?	No
If you chose 'Yes', please list all deleted course numbers below, and fill out <b>Form 2 Proposed Course Deletion</b> for each. Click or tap here to enter text.	
Will this program change result in <b>substantive modifications</b> to any existing courses?	No
If you chose 'Yes', please list all the affected course numbers below, and fill out <b>Form 3 Proposed Course Modification</b> for each. Click or tap here to enter text.	

Additional Information
<p>Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation.</p> <p>This change in the calendar reflects a change that was passed in 2018/2019, but never implemented in Biology's Graduate Program Calendar Description. Students are required to take BIOL5013, as well as complete two other courses in addition to their thesis (BIOL5960). These additional courses, in consultation with the student's committee, may be from 3<sup>rd</sup> and 4<sup>th</sup> year offerings. Also, thesis proposals are typically completed within six months, not five, and thus the request change in language.</p>

Acadia University Senate Graduate Studies Committee  
Form 4: Proposed Modification to a program

***Please forward an electronic copy of this form to the Research and Graduate Studies Office.***

Department/School: **School of Education**

Date: August 24, 2020

Brief summary of comments from Department/School meeting:

1. Program being modified: MEd Counselling Program
2. Outline the changes you are requesting to this program.

The following admissions change will impact applicants commencing Fall 2021.

The M.Ed. in Counselling program will no longer waive the required 2 years post-undergraduate degree relevant, paid, work experience for mature applicants.

3. State the reason for requesting this modification. Please be specific.

The determination of what constitutes an applicant as mature is subjective. The program does not have a definition for consideration as a mature applicant and this may lead to issues with consistency in the admissions process.

4. Indicate the exact changes you want made to the existing program description in University Calendar. We recommend typing in the relevant sections of the current calendar and indicating deletions to the existing description with strikeouts and additions to the existing description with bold type. (*Preferably do this in WORD and use the Track Changes feature on the Tools Menu. However, any system that clearly indicates what changes are needed is acceptable.*)

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**MEd (Counselling) Additional Admission Requirement**

• Applicants to the MEd Counselling must have the equivalent of two years of full-time, paid, relevant experience following completion of their four-year undergraduate degree. The two fulltime equivalent (FTE) years may be accumulated over a period longer than two years. Relevant work experience for those applying to the School Counselling stream includes teaching and/or other related work. Relevant work experience for those applying to the Agency stream is 'helping-focused' employment in social services areas (that calls for strong interpersonal and communication skills). Relevant volunteer work in addition to the two FTE years will be considered an asset. Please note that study cannot be counted as related experience.

**Text Deletion required:**

**NOTE: ~~NOTE: WITH THE EXCEPTION OF MATURE APPLICANTS~~ THOSE WHO DO NOT HAVE THE REQUIRED TWO FTE YEARS OF PAID, RELEVANT, POST-**

UNDERGRADUATE DEGREE WORK EXPERIENCE WILL NOT BE CONSIDERED IN THE REVIEW PROCESS.

- Applicants must provide a letter of intent outlining their motivations and aspirations in reference to the counselling program.
- Applicants must participate in an interview as part of the application review process.

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**Deletion Required:**

~~For mature applicants who pursued their degree(s) later in life, consideration will be given to paid work prior to commencement of post-secondary studies.~~



Acadia University Senate Graduate Studies Committee  
Form 4: Proposed Modification to a program

***Please forward an electronic copy of this form to the Research and Graduate Studies Office.***

Department/School: School of Education

Date: November, 2020

Brief summary of comments from Department/School meeting:

5. Program being modified: MEd Counselling Program

6. Outline the changes you are requesting to this program.

Currently our students have the option to take either EDUC 5513 Research Design or EDUC 50G3 Research Literacy to meet the CACEP requirements for a research methods course in their program. Our request is to remove the EDUC 50G3 option and make EDUC 5513 the core required research methods course for the MEd in Counselling.

7. State the reason for requesting this modification. Please be specific.

EDUC 5513 Research Design aligns more closely with ensuring our counselling students are not only consumers but producers of research as they venture out into counselling practice. The general overview of the focus and difference in focus of Research Literacy and Research Design are:

*In literacy, students review research paradigms (in general) and are charged with reading and interpreting "language" that is typical in research publications. Techniques are mentioned but rarely practiced much less judged for their suitability in a study.*

*Design would start with paradigms but take a much deeper look at methodologies and practicing techniques in the context of real questions. This would ultimately lead to preparing a complete research proposal with including suggested instruments and schedules.*

The competency requirements of CACEP under accreditation indicate more of a knowledge and understanding of research methods [as outlined below] but with our goal to have more of our counselling students conducting research [e.g., thesis or project route] having EDUC 5513 as the only required course provides them with access to thesis route later on, keeps the class size consistent in the courses, and prepares them beyond our program to be practitioner-researchers which is critical in our field.

*CACEP Research Methods requirements:*

- a) knowledge of basic principles of qualitative and quantitative research design, along with related processes of data analysis;*
- b) an understanding of challenges involved in conducting counselling research;*
- c) knowledge of the influence of issues of diversity related to conducting research; and*
- d) ethical and legal issues involved in research.*

8. Indicate the exact changes you want made to the existing program description in University Calendar. We recommend typing in the relevant sections of the current calendar and indicating deletions to the existing description with strikeouts and additions to the existing description with bold type. *(Preferably do this in WORD and use the Track Changes feature on the Tools Menu. However, any system that clearly indicates what changes are needed is acceptable.)*

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Deletion Required – Red Font

Addition required

#### MASTER OF EDUCATION (COUNSELLING)

Students must complete a minimum of 48h (48h non-thesis/51h thesis) in one of the following programs/concentrations:

Requirements for all Students (36h)

1. EDUC 5513 or ~~EDUC 50G3~~
2. EDUC 5003, EDUC 50D3, EDUC 5033, EDUC 5066, EDUC 5133, EDUC 50J3, EDUC 50F3, EDUC 5543, EDUC 5583, EDUC 5623.

9. Please complete appropriate forms for courses additions, deletions, etc indicated by this program modification.

EDUC 50G3 Research Literacy would remain as a course for other MEd programs in the School of Education and therefore no course deletion is needed.

## **MEd Course Revisions** **November 2020**

### **PROGRAM CHANGES**

Change the following program requirement for 2021 entry:

#### **MASTER OF EDUCATION (COUNSELLING)**

Students must complete a minimum of 48h (48h non-thesis/51h thesis) in one of the following programs/concentrations:

Requirements for all Students (36h)

1. EDUC 5513 ~~or EDUC 50G3~~
2. EDUC 5003, EDUC 50D3, EDUC 5033, EDUC 5066, EDUC 5133, EDUC 50J3, EDUC 50F3, EDUC 5543, EDUC 5583, EDUC 5623.

Delete the following statements:

~~For mature applicants who pursued their degree(s) later in life, consideration will be given to paid work prior to commencement of post-secondary studies.~~

~~NOTE: WITH THE EXCEPTION OF MATURE APPLICANTS, THOSE WHO DO NOT HAVE THE REQUIRED TWO FTE YEARS OF PAID, RELEVANT, POST-UNDERGRADUATE DEGREE WORK EXPERIENCE WILL NOT BE CONSIDERED IN THE REVIEW PROCESS.~~

### **NEW COURSES**

**EDUC 529A: PROFESSIONAL SEMINAR IN COUNSELLING:** This half course will feature new topics each year to provide continued education opportunities for graduate students and inservice counselling professionals. Topics will cover currently relevant areas for ongoing development and enhanced competencies for counselling practitioners. Examples of topics include tele-counselling, counselling supervision, program evaluation for counsellors, portable play therapy, creative approaches to working with teens, and counselling for social justice. Each course will prioritize an integration of theory, research, and practice to enhance professional counsellors continued development during and post graduate education.

#### **EDUC 5XX3 (number pending) COUNSELLING FOR SOCIAL JUSTICE AND CULTURALLY RESPONSIVE PRACTICES.**

Students are supported in exploring theories of social justice, equity, and cultural responsiveness in counselling. Students will be provided with opportunities for self-reflection on their social positioning and biases and how this impacts their approach to counselling. A priority of this course is to bring forward first voice of groups marginalized by traditional counselling practices and raise student's consciousness.

#### **EDUC 5XX3 (number pending): CRISIS AND TRAUMA COUNSELLING**

This course is aimed at providing students with a theoretical and practical understanding of trauma and basic accepted practices of supporting individuals from a trauma-informed approach. This course also takes up the research, theory, and practical interventions in supporting individuals experiencing situational or transitional crises. Topics of this course are approached through an ecological perspective and crisis and trauma are explored through consideration of interactions to environmental, developmental, and cultural factors.

### **NEW TITLE AND DESCRIPTION**

#### **EDUC 50J3 PRINCIPLES OF ASSESSMENT FOR COUNSELLING**

Principles and constructions of assessment, and ethical and diversity considerations are discussed in the context of current issues and areas of practice in counselling. Students become familiar with selected standardized tests frequently used in counselling and consider questions around formal and informal assessment. Development of a critical perspective in regard to assessment conceptualisation, purposes, methods, and issues is fostered.

**EDUC 50J3 ASSESSMENT IN COUNSELLING NEW TITLE AND DESCRIPTION**

In this course students become familiar with general and formal assessment practices and their uses to inform intervention. Students obtain experience in the use of selected standardized assessment instruments frequently employed in the exploration of cognitive, academic, emotional, social, and behavioral functioning. Development of a critical perspective towards ethical and diversity considerations, conceptualization, purposes, and methods of assessment is promoted.

**EDUC 5603 LEARNING AND TECHNOLOGY**

This course provides students with a broad foundation in research and theory related to the application of information and communication technology to promote learning. Through readings, discussion, and project work, students will develop a critical appreciation of challenges and opportunities brought about as educational technology is increasingly utilized in educational contexts.

**EDUC 5603 TOPICS IN EDUCATIONAL TECHNOLOGY NEW TITLE AND DESCRIPTION**

This course is designed to familiarize the student with current and emergent technologies that have potential to empower teaching and learning. With constructivist pedagogy as a core foundation, students will evaluate tools and approaches from a critical stance. In remaining current, topics will vary but may include such things as multimedia tools, e-learning strategies, digital literacy, assistive technologies and the implications of IT research.

**EDUC 5053 PROBLEMS IN EDUCATION**

This course is designed to allow students to engage individually in research or other projects that are of special interest to the student and acceptable to a supervising instructor. While course requirements may vary according to the project selected, the course normally requires that students demonstrate their understanding of the field through a written report and a written or oral examination. If using the course to meet concentration requirements, the focus of the study must be in the concentration area. *Prerequisite(s): 9h graduate courses or their equivalent, at the discretion of the Director.*

**EDUC 5053 TOPICS IN EDUCATION NEW TITLE AND DESCRIPTION**

This course is designed to allow students to engage in the study of special topics that are of emerging interest in their core area. While these studies can be undertaken as a group, they may also consist of instructors working directly with individual students. *Prerequisite(s): 9h graduate courses or their equivalent, at the discretion of the Director.*

**EDUC 5313 ASSESSMENT FOR LEARNING 1**

This course is designed to familiarize students with standardized achievement and informal assessment tools. Students will experience the administration, scoring and interpretation of commonly used assessment battery instruments. *Prerequisite(s): EDUC 5303.*

**EDUC 5313: ASSESSMENT FOR LEARNING NEW TITLE AND DESCRIPTION**

This course introduces students to the properties of standardized assessment. This course will outline different levels and qualifications for standardized testing, ethical considerations, and the uses of assessment to inform educational supports. This course will provide students with practical experience in the administration of Level A and B tests as well as the interpretation, analysis, and sharing of assessment results. *Prerequisite(s): EDUC 5303.*

**EDUC 5873 TECHNOLOGY AND CURRICULUM: MATH AND/OR SCIENCE**

Any technology from chalk to computer changes what is possible in a classroom, which in turn has implications for what we teach. This course explores those implications in mathematics and/or science teaching, depending on student interests.

**EDUC 5873 TECHNOLOGY AND CURRICULUM NEW TITLE AND DESCRIPTION**

Technology has been broadly described as “a way of adapting”. In an effort to lend context to learning, progressive curriculum initiatives have sought to integrate this notion of technology with subjects of science, mathematics, engineering and the arts. Acronyms of STEM and STEAM have become common place in curriculum literature. This curriculum goes beyond using instructional technology to promote learning to include problem solving and critical thinking as a human endeavor to adapt. This course will address the historical evolution of technology as an integrated and inescapable component of 21<sup>st</sup> century education.

**NEW DESCRIPTION****EDUC 50C3 SCHOOL COUNSELLING PROGRAMS MINOR REVISION**

This course examines the roles and functions of school counsellors **within a Canadian context**, in the planning, development, implementation, and evaluation of programs aligned with various models of school counselling. Relevant ethical, legal, and diversity issues are considered in the context of provision of counselling, consultation, and coordinating services in the school setting.  
Prerequisites: EDUC 5033 and EDUC 5133

### **EDUC 50D3 ETHICS IN COUNSELLING PRACTICE MINOR REVISION**

This course provides a critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students **are encouraged to** explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes.  
*Prerequisite: 12 hours of coursework in the program.*

### **EDUC 50F3 COUNSELLING PRE-PRACTICUM**

The 40-hour pre-practicum experience required in this course engages students in the study and practice of beginning counselling skills in a simulated environment. While under supervision, students enhance self-awareness, further develop counselling competencies, analyze their developing counselling style and performance, and attune to ethical, legal, and diversity-sensitive practices.  
*Prereq: Educ 5033 and 5133*

### **EDUC 50F3 COUNSELLING PRE-PRACTICUM NEW DESCRIPTION**

The 40-hour pre-practicum lab experience moves students toward the practice of integrating their beginning skills and strategies into an intentional counselling process in a simulated environment. While under supervision, students are encouraged to enhance self-awareness, further develop counselling competencies, analyse their emerging counselling theoretical orientation, and attune to ethical, legal, and culturally responsive practices.  
*Prerequisite or concurrent: EDUC 5033 and EDUC 5133*

### **EDUC 50G3 RESEARCH LITERACY**

This course focuses on major research paradigms most often used by professional educators. Emphasis will be placed on the development of the practical application of skills required of informed practitioners to participate effectively in problem solving in the work setting. Students will be provided with opportunities to develop a set of abilities that may be used to critically understand and use the dominant language of research. This includes reading, analyzing, engaging in, and writing research.

### **EDUC 50G3 RESEARCH LITERACY NEW DESCRIPTION**

This course focuses on major research paradigms most often used by professional educators. Emphasis will be placed on the ability to read and interpret basic research language and to recognize common research methodologies employed in qualitative, quantitative and mixed methods approaches.

### **EDUC 50K3 CLINICAL MENTAL HEALTH COUNSELLING MINOR REVISION**

This course provides a foundation for working with clients who are living with a mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to **prevention and treatment/intervention**. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum.

*Prerequisites: EDUC 5033 and EDUC 5133*

### **EDUC 5033 COUNSELLING THEORIES MINOR REVISION**

This course is an introduction to the field of counselling. Philosophical foundations and historical bases of the counselling profession are considered from a critical perspective and current issues and future trends are **taken up explored**. A significant portion of the course is devoted to the study of the major theories of counselling, both historical and current.

*Prerequisite: Admission to the MEd Counselling program*

### **EDUC 5066 COUNSELLING PRACTICUM & 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.

*Prereq: EDUC 50F3, EDUC 5033, EDUC 5133, EDUC 5623 and EDUC 5583. Preference is given to those who have completed additional counselling courses.*

### **EDUC 5066 COUNSELLING PRACTICUM & GROUP SUPERVISION NEW DESCRIPTION**

In this course, students must complete a minimum 500-hour supervised counselling practicum that necessitates full-time availability for a 16-week residency. The practicum is accompanied by 36-hours of group supervision to support interns' professional growth and development during their placement. Students are encouraged to engage in critical self-reflection as they work to strengthen their competence and confidence as entry-level counselling practitioners.

*Prerequisites: EDUC 50F3, 5033, 5133, 5583, and 5623. Preference is given to those who have completed additional counselling courses.*

### **EDUC 5133 COUNSELLING SKILLS**

This course focuses on salient conditions, skills and processes that have been associated through research with effective counsellor-client relationships and positive client growth. Students begin to shape a personalized coherent model of counselling as they adopt a comparative lens in their exploration of various models of counselling. They participate in lectures, discussions, and structured exercises, including role playing and video-recorded simulated counselling sessions.

*Prereq or concurrent: EDUC 5033*

### **EDUC 5133 COUNSELLING SKILLS NEW DESCRIPTION**

This course focuses on salient conditions, skills, and processes that have been associated through research with effective counsellor-client relationships and positive client growth. Through participation in lectures, discussions, and structured exercises, including role playing and video-recorded simulated counselling sessions, students integrate multiple skills into the beginnings of a therapeutic process.

*Prerequisite or concurrent: EDUC 5033*

### **EDUC 5153 READINGS IN EDUCATION**

This course is designed to permit students to pursue in depth any of the major areas in education. Requirements for the course will be determined mutually by the student and the supervising instructor. If using the course to meet concentration requirements, the focus of the study must be in the concentration area. Prerequisite(s): 9h graduate courses or their equivalent, at the discretion of the Director.

### **EDUC 5153 READINGS IN EDUCATION NEW DESCRIPTION**

This course is designed to permit individual students to pursue interest areas in depth through readings of the pertinent and current literature. Students can expect to be paired with faculty expertise and assigned a core reading list. Through Socratic instructor-led discussion of this literature, students have the opportunity to gain an enhanced understanding of the field. Tangible deliverables for the course will be determined mutually by the student and the supervising instructor. *Prerequisite(s): 9h graduate courses or their equivalent, at the discretion of the Director.*

### **EDUC 5203 INTRODUCTION TO EDUCATIONAL TECHNOLOGY**

This course examines the use of computers and information technology in classrooms and other educational settings. Emphasis is placed on the integration of the foregoing in curriculum and instruction. Not for credit in the M.Ed. Learning and Technology program or the M.Ed. in Curriculum Studies program with emphasis in Learning and Technology except by permission of the Director, School of Education, or Director's designate.

### **EDUC 5203 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (New Description)**

Technology has great potential to empower the teaching and learning process. This course will address integration strategies that align with learning theory and emergent models such as TPACK. While this course will emphasize the practical implementation of instructional technologies in educational settings, it also seeks to develop a critique of which instructional technologies are pedagogically sound.

### **EDUC 5233 COUNSELLING FAMILIES MINOR REVISION**

This is an introductory course in counselling families and systemic approaches. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories and family therapy research. Students will have opportunities to consider the practical application of those theories to working with parents/guardians, couples, and families in school and agency settings.

*Prerequisites: EDUC 5033*

### **EDUC 5303 PRINCIPLES OF ASSESSMENT FOR EDUCATION**

This course provides an introduction to major principles that underpin formal and informal assessment in education. Students learn to consider assessment information in the context of assessment of, for, and as learning. A critical exploration of issues which impact on the assessment process such as bias, morality, ethics and analysis of processes that aid in making systemic changes in assessment practices are examined.

### **EDUC 5303 PRINCIPLES OF ASSESSMENT IN EDUCATION (New Description)**

This course entails an examination of both summative and formative assessment in relation to various educational purposes. Professional issues such as the role of the teacher and student in assessment, bias, morality, and ethics

are explored. Existing assessment practices and processes used in programme planning and curriculum implementation will be critically analyzed.

#### **EDUC 5513 RESEARCH DESIGN IN EDUCATION**

This course is designed to encourage participants to develop a critical research orientation to their work while maintaining an awareness of multiple research paradigms. Emphasis is placed on participants gaining an understanding of basic research concepts so as to be able to effectively apply them to analyzing, interpreting and critiquing current research literature.

#### **EDUC 5513 RESEARCH DESIGN IN EDUCATION NEW DESCRIPTION**

This course is designed to provide an introduction to multiple paradigms and approaches to research design. Emphasis is placed on participants reading, understanding, and critically engaging with research literature and developing a grounding in ethical best-practices for research with human subjects. Moreover, a focus of the course is on applying the methodologies used to design, analyse and interpret educational research.

#### **EDUC 5553 TOPICS IN COUNSELLING MINOR REVISION**

Different sections of this course are offered each year to address specialized areas important to counsellors such as addictions, play therapy, sexual diversity, spirituality, trauma-informed practice and counselling in Indigenous communities. Each of these courses covers key concepts, frameworks for practice, current research, ethical principles, and the application of diversity-sensitive practices.

#### **EDUC 5563 CAREER DEVELOPMENT PROCESS AND PRACTICE**

This course is for students who wish to expand their career counselling competencies. It includes a major practical component and will cover such topics as career education and exploration, planning and decision making, and incorporation of computer-based programs. Students are introduced to selected interest and other preference assessment tools. Equity and diversity are taken up as central concerns in career counselling.

#### **EDUC 5563 CAREER DEVELOPMENT PROCESS AND PRACTICE NEW DESCRIPTION**

Students will acquire specific competencies to offer career development or career counselling to individuals or groups. Topics covered: current trends in holistic career development, examination of pertinent terminology, navigating identity work across the lifespan, examining constraints on work choices and life satisfaction, use of formal and informal assessment tools and application of career development knowledge to a volunteer case study.

#### **EDUC 5623 GROUP COUNSELLING: THEORY AND PRACTICE MINOR REVISION**

This course provides a conceptual and experiential introduction to group ~~work~~ counselling theory, models, skills, strategies, and techniques. It affords opportunity for the acquisition and application of self-awareness, knowledge, and competencies related to group counselling and leadership. Students explore group development, process, and dynamics; therapeutic factors; facilitator and member roles; ethical and legal considerations; and ~~cultural and other diversity considerations~~ culturally responsive group practices.

*Prerequisites: EDUC 5033 and 5133*

#### **EDUC 5633 CURRICULUM FOUNDATIONS**

This course is designed to examine the nature of curriculum and the basic principles of the curriculum development process. The nature of curriculum is approached by a search for commonalities that are present in the conflicting views of curriculum. The curriculum development process is examined through major theoretical models of the process and the curriculum organization patterns across Canada. Special attention is given to the role of the teacher and principal in this process as well as the functions and competencies of other curriculum workers. Recent innovations in curriculum organization serve as reference points throughout this course.

#### **EDUC 5633 CURRICULUM FOUNDATIONS NEW DESCRIPTION**

This course is designed to examine the nature of curriculum and the basic principles of the curriculum making. The nature of curriculum is investigated via a consideration of a range of historical perspectives. Curriculum as a field and as a practice is examined through foundational theoretical models. Special attention is given to the role of the teacher and principal and other actors who influence the development of curriculum. The integration of theory and practice and recent innovations in curriculum organization serve as reference points throughout this course.

#### **EDUC 5643 MAJOR THEORETICAL DEVELOPMENTS IN CURRICULUM STUDIES**

This course focuses on current issues in the field of curriculum theory. In particular, students are invited to study and discuss the impact of critical theories and the theories of post-modernity on curriculum development in schools. Prerequisite or Corequisite(s): EDUC 5633 or permission of the instructor.

#### **EDUC 5643 MAJOR THEORETICAL DEVELOPMENTS IN CURRICULUM STUDIES NEW DESCRIPTION**

This course focuses on current issues in the field of curriculum studies. The course integrates contemporary work in the social sciences and the humanities in the analysis of curriculum. Students are invited to critically examine



the impact of theory that influences curriculum development in schools. *Prerequisite or Corequisite(s): EDUC 5633 or permission of the instructor*

### **EDUC 5713 PROJECT IN EDUCATION**

The focus on the project is on practical applications grounded in scholarly work. The project should be a substantial piece of work with a written component of approximately 30 pages, at the discretion of the supervisor. Projects might include but are not limited to: development of software or artistic presentation, creation of a professional development program, or evaluation of a counselling program.

### **EDUC 5713 PROJECT IN EDUCATION NEW DESCRIPTION**

The focus of the project in this course is on practical applications grounded in scholarly work. The project should be a substantial piece of work with a written component. Projects might include, but are not limited to: development of software or artistic presentation, curriculum development, creation of a professional development program, action research and systematic program evaluations.

### **EDUC 5843 INSTRUCTIONAL DESIGN MINOR REVISION**

This course investigates current developments in instructional design. Selected instructional systems are examined in terms of a design-delivery-evaluation model. A major focus is the application of models to specific curricular areas in elementary and/or secondary schools. ~~If using the course to meet concentration requirements, the focus of the study must be in the concentration area.~~

### **NEW TITLE**

### **EDUC 5523 EDUCATIONAL STATISTICS - OLD TITLE**

### **EDUC 5523 QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH NEW TITLE**

This course provides a background for the educator who must use statistics in research, evaluation and planning. The fundamental statistical tools are reviewed and particular statistical methods applicable to educational problems are introduced in this course. While the student uses computers to calculate and to manage the data, an emphasis is placed upon the interpretation of statistical results. The following topics are part of this course: linear regression and correlation, multiple regression analysis, analysis of variance, and non-parametric statistics.

### **COURSE DELETIONS**

### **EDUC 50A3 FOUNDATIONS IN INFORMATION AND COMMUNICATION TECHNOLOGY DELETE**

This course involves a critical examination of the role of information and communication technology in education. The analysis is contextualized within educational theory. Further, it is an exploration of a variety of ways that information and communication technology has, is, and will be applied to educational contexts.

### **EDUC 50B3 EDUCATIONAL TECHNOLOGY AND PEDAGOGY DELETE**

This course uses a studio approach to exploring effective use of educational technology. The focus is for students to understand and be capable of participating in the production of applications that can be applied to educational contexts.

### **EDUC 5103 SEMINAR AND PRACTICUM IN SPECIAL EDUCATION DELETE**

This course provides opportunities for students to experience new educational settings and implement newly acquired knowledge and skills in a natural context.



**EDUC 5293 ENVIRONMENTAL EDUCATION DELETE**

This elective course provides teachers with a background in the theory and current practice of Environmental Education (EE) and Education for Sustainability (EfS). Students will explore the philosophical, political, scientific, technological, economic, cultural, social justice and psychological dimensions surrounding the concept of sustainability as these relate to education for the future. Interdisciplinarity and 'sustainability citizenship' issues feature prominently.

**EDUC 5323 ASSESSMENT FOR LEARNING 2 DELETE**

This course concerns central issues in individual assessment. It highlights how social identity constructs intersect with assessment processes. Students examine the design and administration of selected assessment tools and the interpretation of results within the context of collaborative process. While the course addresses requirements for Nova Scotia Level B certification, individual school board requirements may differ. *Prerequisite(s): EDUC 5303.*

**EDUC 5863 MATH IN CONTEXT: TOPIC DELETE**

This course explores historical, societal, and research-based influences on mathematics teaching and curriculum, through a focus on a specific topic (e.g., proof, algebra, geometry, manipulatives, representations, etc.).

**EDUC 5753 MATH, SCIENCE AND TECHNOLOGY IN THE CURRICULUM DELETE**

This course explores the historical role of mathematics, science, and technology in the curriculum, reasons (social and otherwise) for the inclusion of specific fields or topics, and the social impact of curricular changes. A case study examines a historically significant curriculum change through the lenses of current curriculum theories. If using the course to meet concentration requirements, the focus of the study must be in the concentration area.

**EDUC 5883 CONTEMPORARY CURRICULUM TRENDS IN MATHEMATICS AND/OR SCIENCE DELETE**

Theories of innovation applied to a case study of current curriculum reform at all grade levels in mathematics and/or science, depending on student interests. Particular attention is paid to the role of research, government reports, professional standards developed by the NCTM and NSTA, and current curriculum development projects (e.g., APEF Math and the Pan-Canadian Science Project).

Timetable, Instruction Hours, and Examination Committee

This report is for information only. No motions or actions are suggested.

1. What constitutes an exam conflict?

At the November meeting of Senate, the TIE committee was asked to consider the definition of an exam conflict. Currently, "A conflict is three examinations in a row (morning, afternoon, evening OR afternoon, evening, morning OR evening, morning, afternoon) or two exams at the same time." Instances such as 4 exams in 2 days are not ruled out.

During exam scheduling, the Registrar's office considers criteria beyond the conflict constraint defined above. The scheduling software reports the number of exams students have on single and consecutive days, and this is considered when choosing from possible schedules. Schedules are found with small numbers of students that have near-conflict patterns. Adding a firm constraint such as not having 4 exams on 2 days would significantly reduce the number of possible schedules available for consideration, quite possibly to a point where no schedule satisfied all constraints. Even with the current definition of a conflict, in some terms it has been impossible to find a completely conflict-free schedule. There are few students with unfavourable exam schedules (e.g 4 exams in 2 days). The current practice of handling such instances on a case-by-case basis is seen as preferable to imposing additional constraints.

2. Pandemic exam procedures / survey

At the November meeting of Senate, the TIE chair suggested that the TIE committee might look into the question of examination procedures during the pandemic, and possibly conduct a survey of faculty and students on how the examinations went in December. The consensus of the committee was that a survey would be unlikely to inform actionable recommendations. A survey will not be undertaken at this time. Students have recently been surveyed, and a future survey on students and the pandemic could include some questions on examinations.

Various recommendations for possible exam procedures were discussed. Evolving local and regional conditions may necessitate the university to quickly implement widespread changes to examinations. In an uncertain environment such as this, it's unclear what recommendations might be made.

Respectfully submitted

Hugh Chipman

December 7, 2020

ACADIA UNIVERSITY

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

REPORT DATE: November 9, 2020

SPAC COMMITTEE CHAIR

Can Mutlu will chair the committee to June 2021.

MEETINGS DATES

The committee will meet remotely via Teams.

The committee met via Teams on November 9, 2020.

Additional meetings for the 2020-2021 year are expected to be held in:

November or December 2020

January or February 2021

March 2021

April 2021

Several other meetings may be held remotely by the Awards and Appeals Committee of SPAC to decide upon various awards and matters as needed.

The Bursary & Loan Committee of SPAC will meet remotely throughout the academic year as needed starting in late November/early December.

PURPOSE AND DUTIES OF COMMITTEE

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

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

Respectfully submitted,

Pamela D'Entremont  
Secretary

Can Mutlu  
Chair

## **Board of Open Acadia Transition Report to Senate –2020-21**

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### Membership:

Provost & VP Academic (Chair): Dale Keefe  
Associate VP Finance & Treasure: Mary MacVicar  
Director of Open Acadia: Jeff Banks  
Registrar: Mark Bishop  
Dean of Pure & Applied Science: Suzie Currie  
Dean of Arts: Laura Robinson  
Dean of Professional Studies: Ann Vibert  
Student: Lydia Houck

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.

The Board held its first meeting on November 3, 2020.

1. Dale Keefe is the Chair of the Board of Open Acadia
2. Meetings will be held three or four times between December and June.
3. Modalities for the upcoming year will be via MS Teams given the COVID-19 pandemic
4. The Board agreed that it will work on the following items throughout the year:
  - a. The role of a Teaching & Learning Centre and its relationship to Open Acadia
  - b. Study the impact of allowing Open Acadia Online courses as part of full-time load, and make recommendations whether or not to continue this practice
  - c. The future of Acadia Lifelong Learning
  - d. The future of English for Academic Purposes
  - e. Remote delivery options for intersession

Senate Agenda 14<sup>th</sup> December 2020

**Faculty Support Committee - 2020-2021**  
**Transition Meeting - 27 Oct 2020**

Committee Members 2019-2020:

- 1 VP Academic (or designate) – Jeff Banks (designate)
- 1 Association of Atlantic Universities CCFD rep - Darcy Benoit
- 1 Coordinator of Academic Technologies - Duane Currie/Shelly Vaughan
- 1 Arts – Jamie Sedgwick
- 1 Prof. St. - Gabrielle Donnelly
- 1 P & A Sc. – Jeff Hooper
- 1 Theology - Vacant
- 1 Librarian/Archivist – Wendy Robicheau
- 1 Student – Lara Hartman

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

The duties of the Committee are:

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

The Committee met on 27 Oct 2020.

- Jeff Banks was selected as Chair.
- Gabrielle Donnelly was selected as Secretary
- The committee agreed to meet monthly, with additional meetings scheduled if needed (next scheduled meeting is for Tuesday, Dec. 1)
- The modality for the year would be to meet on Teams.

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

1. Allocation of the Teaching Innovation Fund
2. Faculty Workshops and Discussion Forums
  - a. This will be done in conjunction with LTID as well as input from the FCIE Committee. We may also want to work with the MLTLC.
3. Promotion and Support for External Teaching Awards. In particular AAU a SM Teaching Awards.
4. Continue Discussions on 'What is a Credit Hour?