

Minutes of the Senate Meeting of Wednesday June 9th, 2021.

A meeting of the Senate of Acadia University occurred on Wednesday June 9th, 2021 beginning at 9:00 a.m., with Chair A. Kiefte presiding and 46 Senators present with three guests. 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.

Motion to approve the agenda. Moved by L. Robinson and seconded by D. Benoit.

The Chair stated that Item 3) Announcements, would move to later in the meeting at whatever point President Ricketts was available to attend.

The Chair also noted that a Question Period had now been added to the agenda. Questions would be directed to the President and the Provost and VPA.

MOTION TO APPROVE AGENDA CARRIED.

2) Minutes of the Meeting of Wednesday May 5th, 2021

Motion to approve the Minutes of Wednesday May 5th, 2021. Moved by R. Seale and seconded by D. Seamone.

MOTION TO APPROVE THE MINUTES CARRIED.

3) New Business:

a) Motions from the Curriculum Committee (Administrative) to approve proposed curriculum changes from the School of Education

Motions from the Curriculum Committee (Administrative) to approve proposed curriculum changes from the School of Education.

i) Motion to approve the changes to the B.Ed. program and M.Ed. (Counselling) Program

Motion to approve the changes to the B.Ed. program and M.Ed. (Counselling) Program. Moved by J. Dymont and seconded by K. Pinder.

J. Dymont thanked Senators for receiving curriculum changes at a later stage in the academic year. She noted that the School of Education was in the middle of an accreditation process and that this had resulted in changes that amounted to more than 25% of the existing program. These changes were mostly of a housekeeping nature and the following motion covered the submission to MPHEC as a result of the accreditation process.

MOTION CARRIED UNNANIMOUSLY.

ii) Motion to approve the School of Education full program proposal for submission to MPHEC

Motion to approve the School of Education full program proposal for submission to MPHEC. Moved by J. Dymont and seconded by J. Colton.

J. Dymont had referred to this earlier and noted that on pages 23-26 of the agenda a high-level summary of the responses to accreditation was provided. She stated that the submission to MPHEC was several hundred pages in total but could be made available if requested.

MOTION CARRIED UNNANIMOUSLY.

b) Announcement of cross listing BIOL 5253 with BIOL 4253 Applied Statistical Modelling

A. Redden clarified that when Biology put forward the original curriculum change the course number had not been checked with the Registrar's Office. Because the selected course number had been used previously it could not be used again as a new course so the request was for a course modification rather than a new course.

A. Redden reminded academic units to check with the Registrar when selecting course numbers.

c) Senate Committee Annual Reports

i) Archives Committee Report (*attached*)

The Archives Committee Report was received.

ii) Awards Committee Report (*attached*)

D. Seamone thanked the Awards committee for all their work and noted that the decision to post the talks given by Honorary Degree recipients this year had been very appreciated. She suggested that this action be continued in the future.

The Awards Committee Report was received.

iii) Research Ethics Board Report (*attached*)

S. Maitzen was present to take any questions. There were none and the Research Ethics Board Report was received. S. Maitzen left the Senate meeting.

iv) Curriculum Committee (Administrative) Report (*attached*)

The Curriculum Committee (Administrative) Report was received.

v) Timetable, Instruction Hours and Examinations Committee Report (*attached*)

H. Chipman was present to take any questions. He noted that despite the very challenging year he had greatly enjoyed working with the committee during the last year. There were no questions and the Timetable, Instruction Hours and Examinations Committee Report was received. H. Chipman left the Senate meeting.

vi) Academic Integrity Committee Report (*attached*)

P. Arnold reported that he had recently been selected to serve as Chair for the Academic Integrity Committee.

The Academic Integrity Committee Report was received.

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

D. Seamone thanked the committee for their work on the academic plan and asked about the short timeline for the plan and why it was proceeding so quickly.

D. Keefe pointed out that the timeline had been approved by Senate at the February meeting and had in fact been extended slightly. He noted that the process was iterative and not written in stone.

D. Keefe stated that at the special meeting in June the academic plan could be approved by Senate and that it would help to inform work taking place within the various academic units. He expected that the APC would monitor and adapt as necessary as the five-year time-period unrolled.

D. Keefe stated that it was not advisable to delay until June 2022.

D. Seamone appreciated the response but felt that the campus was still in the difficult and exhausting situation caused by the COVID pandemic and felt that it was difficult to find ample time for meaningful discussion across all academic units.

G. Whitehall echoed these comments and also appreciated the work being carried out by the committee. He noted that this represented a major leap forward and noted that it was the first time that the University had developed an academic plan. This made it all the more important that a good first draft be prepared.

G. Whitehall felt that there had been a lack of consultation as a result of the short timeframe. The recent Town Hall meeting had only allowed for 30 minutes of feedback and the APC had also invited direct feedback from Senators and faculty members. This type of consultation did not allow for the campus to share concerns with each other and he felt that the process was rather top down.

G. Whitehall suggested that unit plans that were being generated be brought to the APC first, so that those ideas and metrics could be fed into the academic plan. This would allow the academic plan to be based on much more than enrolment targets and instead identify key goals and identify how those goals could be reached in the academic sector.

V. Provencal asked Senate to be alerted to what he felt was an impingement of Senate's role of protecting academic freedom and academic integrity, as a result of a corporate structure in the planning for Acadia. He was concerned that the academic plan was written from a corporate perspective.

V. Provencal felt that the main concern was the financial status of the University and how it was presented to the Government, all of which fell under the auspices of the Board of Governors.

V. Provencal felt that Senate could be in a position of endorsing and adopting a process that it would then be subject to follow. He noted that the report was quite open about the process to be followed and highlighted the fact that no extra resources were likely and that resources might need to be reallocated in order to support the Acadia Strategic Plan. He felt this approach to be very top down.

V. Provencal agreed that the high-end goals were supported broadly, such as equity, diversity, and inclusion. He questioned whether in trying to achieve

these goals it might not be possible to achieve the enrolment numbers that were required.

V. Provencal pointed out that on June 22nd Senate would discuss the academic plan from the APC but not necessarily approve the plan. He noted that at Acadia a corporate management structure had never been successfully introduced. V. Provencal suggested that Senate be ready to provide alternate versions of the academic plan.

V. Provencal felt that this approach impinged on his choice of what to teach. He recognized that both Senate and the Administration had their own tasks.

D. Keefe asked Senators to understand that the academic plan would not dictate what research a faculty member could or could not do or infringe on anyone's academic freedom. He pointed out that a second draft would be circulated to Senate based on feedback that had been received, and then followed by the meeting on June 22nd.

The Chair asked whether the academic plan discussed at the June 22nd meeting would be the final one or would there be an opportunity for revisions at that point.

D. Keefe confirmed that revisions would be in order.

A. Quema thanked V. Provencal for his comments and also agreed that the 30 minutes provided at the Town Hall meeting was insufficient for meaningful discussion. She suggested that Faculty Councils could meet before the June 22nd meeting if that was the wish of Senators.

The Academic Planning Committee Report was received.

**viii) Admissions and
Academic Standing
(Policy) Report
(attached)**

The Admissions and Academic Standing (Policy) Committee Report was received.

**ix) Academic Program
Review Committee
Report (attached)**

The Academic Program Review Committee Report was received.

**x) Board of Open Acadia
Report (attached)**

The Board of Open Acadia Report was received.

**xi) Nominating
Committee Report
(attached)**

The Nominating Committee Report was received.

**xii) Research Committee
Report (attached)**

A. Redden thanked M. Neilson for preparing a draft of the Acadia Institutional Research Data Management Plan with assistance from others. This was required by the Tri-Councils.

A. Redden described a program of mentorship especially for early career researchers and requested feedback from Senators.

V. Provencal was pleased to hear of the initiative and noted that young faculty had found it hard to get their feet on the ground at Acadia.

The Research Committee Report was received.

**xiii) Graduate Studies
Committee Report
(attached)**

A. Redden thanked the graduate coordinators for the extensive annual work that they carried out. She noted that this was substantial and noted that by June 2021 there had been more than 1000 applications for graduate admission.

The Graduate Studies Report was received.

**xiv) Honours Committee
Report (attached)**

J. Hayes was present and noted that there were 78 Honours Theses submitted during 2020-21. He thanked all of the supervisors and congratulated all of the Honours students.

A. Quema asked how this number compared to the previous year.

J. Hayes stated that the previous year there had been 110 and in 2019 there had been 98. He agreed that this was a little low but difficult to know whether it was due to the pandemic.

A. Quema felt that a creative framework was needed to achieve certain goals and noted that this had been difficult during the last year.

J. Hayes agreed that the pandemic circumstances could well have affected the number of students completing their theses.

The Honours Committee Report was received.

J. Hayes left the Senate meeting.

**xv) Senate Executive
Committee Report
(attached)**

D. Seamone took the Chair of Senate.

A. Kiefte spoke to the Senate Executive Committee Report. There were no questions.

The Senate Executive Committee Report was received.

**xvi) Admissions and
Academic
Standing (Appeals)
Report (attached)**

A. Kiefte presented the Admissions and Academic Standing (Appeals) Report and explained that this would follow the same format as in previous years. The main report would follow in September because the Appeals committee would be meeting during the summer to consider appeals and 'declarations of intent to return' to Acadia.

The Admissions and Academic Standing (Appeals) Committee Report was received.

A. Kiefte took the Chair.

**xvii) Curriculum
Committee
(Policy) Report
(attached)**

The Curriculum Committee (Policy) Report was received.

The Chair noted that the following committee reports had not been received: By-Laws Committee, Scholarships, Prizes and Awards Committee, Faculty Support Committee, Equity, Diversity, and Inclusion Committee. She invited any Senator from those committees that wished to make a verbal report to do so.

J. Banks commented that the Faculty Support Committee report would be forthcoming and noted that the committee had met three times during the year and the fact that a faculty member had been nominated for the AAU Distinguished Teaching Award. A report will be submitted to the September meeting of Senate.

The Chair noted that the Equity, Diversity, and Inclusion Committee had also promised a report for the September meeting of Senate.

Senate now returned to the Announcements section of the agenda.

4) a) Announcements

i) From the Chair of Senate: The Chair had received regrets from M. Lukeman, C. Mutlu, N. Jamieson and S. Thomas. President Ricketts and Z. Whitman would be arriving late. Three guests were in attendance earlier but had now left the meeting: S. Maitzen, J. Hayes, and H. Chipman.

The Chair welcomed P. Leonard (Equity, Diversity, and Inclusion Officer) and welcomed back to Senate Z. Whitman, this time in her role as the Coordinator of Indigenous Affairs. Z. Whitman was previously a Lay Person on Senate.

The Chair stated that at Senate Executive there had been a discussion about Senate announcements and the form that they currently took. In future the Dean of Research and Graduate Studies would be making announcements separately from the Provost and VPA announcements. From September, each Dean would submit a paragraph relating to activities and news from their Faculties. This would include the Dean of Libraries and Archives.

The Chair noted that the Provost and VPA and Deans group were discussing ways in which to celebrate initiatives and achievements on campus.

Lastly, a Question Period was being introduced to allow Senators an opportunity to ask questions of the President and the Provost and VPA. The Chair noted that questions of a more general nature could be asked at this time whereas questions following the announcements should be restricted specifically to points of clarification about announcements.

The Chair thanked R. Hare and M. Bishop for their contributions to Senate.

ii) From the President:

President Ricketts and University Presidents had met with Dr. Strang during the morning and he provided an update for Senate. Public Health was supportive of the plans to reopen the campuses to in-person instruction and also expected that the residences could return to double occupancy.

President Ricketts noted that COVID number could always go the wrong way and concern existed for the Delta variant because it was far more transmissible and resulted in serious symptoms for younger people. Dr. Strang expected that once adults all had their second vaccination the Province would move

towards living with COVID. This would also result in an easing of travel restrictions into the Province.

President Ricketts hoped that it would not be necessary for students to quarantine in September and the hope was that international students could quarantine depending on their vaccine status.

President Ricketts stated that Dr. Strang was not in favour of mandatory vaccinations and preferred to incentivize people to get their vaccination.

President Ricketts pointed out that it was important for the University to give clear guidelines to both students and faculty and staff, of the return to campus plan and protocols. A phased approach will be adopted with a view to having full campus operations in place by the end of August.

President Ricketts commented that a work from home approach was being considered for some people as needed. By the Fall all would be living with COVID as one of a number of communicable diseases.

President Ricketts mourned the very sad passing of Kai Matthews, a first-year Kinesiology student. He noted that this came very soon after the passing of Alyssa Muzzatti, a second-year English student.

President Ricketts also drew attention to recent tragic event in the news with respect to Residential Schools in Canada and noted that the work being carried out by the Equity, Diversity and Inclusion committee was extremely important. He also drew attention to recent hate crimes carried out against the Muslim community. President Ricketts thanked Senate for including P. Leonard and Z. Whitman on Senate, which would provide strong voices for equity, diversity, inclusion and Indigenous affairs.

A. Quema thanked President Ricketts for his report and noted that she was the Graduate Coordinator in the English Department. One international student was in the program and had been experiencing difficulties in travelling from Bangladesh as a result of Biometrics offices being closed in that country.

A. Quema asked what the situation could be for that student and whether there would be a requirement to quarantine upon arrival.

President Ricketts noted that similar difficulties existed in other countries and expected that if the student arrived in Canada without having been vaccinated she/he would be required to quarantine in a hotel and a location for self-isolation. It was quite possible that a student might not be allowed to board a plane if they were not vaccinated.

A. Quema raised the point that it might be mandatory for an international student to be vaccinated, even if Acadia was not making vaccination mandatory.

President Ricketts expected that many of the international students would not be able to travel to Acadia until the Winter term, and he hoped that the Federal Government would allow students to hold study permits and to continue to take on-line courses.

D. Seamone asked whether people would be able to know who had been vaccinated and whether this was being discussed.

President Ricketts stated that the Province would not be making vaccinations mandatory.

D. Seamone felt that risk could be assessed clearly only if it was known how many students had been vaccinated.

President Ricketts pointed out that in a classroom with some students unvaccinated, they would be the ones at risk. Once large numbers in the classroom were vaccinated a risk remained but with most having had both doses it became possible to accept COVID as a regular communicable disease.

President Ricketts noted that Dr. Strang would be looking at vaccination status for those travelling into the Province.

P. Callaghan provided information that G. Harrison-Murray received the 2021 Alumni Association Student of the Year Award. President Ricketts agreed to update the website and include this in his report to the Board.

J. Dymont asked what the expectations would be for faculty and staff with respect to working from home. She was asking specifically about faculty members living out of the Province and whether there would be an expectation of an on-campus presence.

President Ricketts expected that everyone would work on campus and be available to provide services to students. He felt though that there could be some roles that might completely or partially work from home and a pilot study would be planned to start looking into this possibility. He noted that fairness would be needed in whatever approach was taken.

**iii) From the Provost and
VPA**

D. Keefe recognized J. Dymont and the working groups from the School of Education for their extensive work on the B.Ed. proposal for MPHEC. He was glad to see this move through Senate approval and stated that this would be forwarded to MPHEC in a timely manner.

D. Keefe highlighted the fact that enrolment was being carefully monitored and he noted that numbers were looking very strong for 2021-22. These students were now registering and registration levels were now back above the 2019 levels.

D. Keefe noted however that international enrolment remained a concern since those students may not be able to get the necessary documentation to allow for travel to Canada. The university was planning to contact international students and offer a specific set of courses that they could take in an on-line format, sufficient to allow them to proceed through their studies. The Deans were working to firm up which courses could be offered. Regular Open Acadia courses would also be open to international students.

**iv) From the Dean of
Research and
Graduate Studies**

A. Redden submitted the report from Research and Graduate Studies.

**v) From the President of the
ASU**

M. Cyr reported that the new ASU Executive had been holding introductory meetings and had been attending conferences. They were now starting on individual projects: The VP Events and VP Student Life were working on Student Orientation for the Fall and preparing for on-line and in-person events. The VPSL was working on House Council hiring and the VP Academic and External Affairs was working to develop a rights booklet for

students so that they could be aware of their tenant rights and what by-laws were available. This would be placed on the ASU website.

A. Quema asked whether the ASU was involved with the EDI initiative.

M. Cyr stated that a strategic plan was currently being developed.

A. Quema was keen to have a strong presence from the ASU.

M. Cyr agreed to look into this.

D. Seamone and asked whether the ASU had been made aware of and involved with the development of the academic plan that was being considered.

The Chair pointed out that the ASU had a representative on the Academic Planning Committee, and this would be M. Cyr for 2021-22.

**vi) From the College of
Divinity and Faculty
of Theology**

A. Robbins had no report.

**b) Question Period –
President/Provost and Vice
President Academic**

M. Adam referred to the unit reports that were being prepared to feed into the academic plan. This included wish lists and he noted that much of the information and initiatives that the units were being asked to provide was currently under resourced and M. Adam pointed out that a huge workload was required in the work to be carried out on equity, diversity and inclusion. He felt that with the current resources this was unmanageable at this time and asked what additional resources would be planned by the University.

D. Keefe agreed that this was an important point. Resources were very limited and there was pressure on all of the resources that did exist. He noted that for several years costs had grown faster than revenues, but he expected that as student enrolment increased and revenue grew as a result, pressure on the units would be eased.

M. Adam was hearing concerns from other faculty that the plan laid out expectations and hopes in a corporate reflection model. It was difficult for faculty to understand what the ramifications of the plan could be. M. Adam noted that in a resource starved environment it was a challenge to complete the work that was already being carried out, and he noted that there was a desire to effect significant change towards a number of socially important world issues.

M. Adam highlighted the one statement at the end of the plan that acknowledged that different courses and programs operated in different ways.

D. Keefe expected that changes would be made as the plan was updated but recognised that it would not be easy as there were many ambitious statements inside the academic plan. He pointed out that the performance indicators were not intended to be used to judge a program; they were intended to be formative in determining whether initiatives or strategies were working. If they were not, a decision could be made not to continue with the initiative or strategy.

D. Keefe reminded everyone that this was an iterative progress and that a second draft would be circulated shortly.

President Ricketts pointed out that the academic plan fit into the Strategic Plan and noted that the Strategic Plan was focusing on increasing resources by growing revenues. It was important to attempt to increase revenue streams and he noted that while there were requirements to move the University forward on equity, diversity, and inclusion, he stated that some required education and changing of attitudes, while others required new resources. It was therefore essential to generate more revenue and avoid adding more stress to those that were under resourced. Enrolment increases would be critical in this.

D. Looker questioned the enrolment increase to the 4000 level and stated that several years earlier it had been felt that 3500 students was the maximum for classroom capacity and other resources.

D. Keefe responded that calculations had been made by assessing timetable slots and classroom space at this time. He expected that with full usage of the timetable slots about 45% of classroom capacity would be used by 4000 students. He had worked with the Registrar's Office and the Director of Facilities to arrive at these numbers.

5) New Business

- a) **Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be formed for the 2021-2022 academic year, with membership and terms of reference as outlined. (attached)**

Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be formed for the 2021-2022 academic year, with membership and terms of reference as outlined. Moved by D. Benoit and seconded by D. Seamone.

D. Benoit was in favour of the motion.

M. Adam offered to answer any questions about the work that the Faculty Council subcommittee had done on this topic and noted that positive feedback had been received from faculty on that work. He expected that the ad-hoc committee would carry out important work and bring about meaningful reflection on what the teaching surveys and evaluations in courses achieved for both faculty and students. He thanked the Chair for crafting the motion and terms of reference for the ad-hoc committee.

MOTION CARRIED. ONE ABSTENTION.

The Chair offered to contact the Faculty Elections Officer to call for nominations, and the individual Faculties as well as the Provost and VPA, the Director of Open Acadia, the Dean of Theology, Dean of Research and Graduate Studies, the VPA of the ASU, and P. Leonard to assist with populating the new ad hoc committee.

6) Other Business

The Chair asked A. Quema if she wished to ask a question, as the time had run out for Question Period earlier.

A. Quema referred to D. Keefe's announcements on page 8 of the agenda where he detailed Indigenous Affairs initiatives. She welcomed Z. Whitman back to Senate and also welcomed the addition of P. Leonard to Senate.

A. Quema noted that much good work was taking place, but she felt that in the Faculty of Arts and the other faculties it would be useful to hold more discussion, and she suggested that a special committee be formed to discuss curriculum initiatives and strategies to hire and welcome Indigenous scholars, because she felt that there was a vacuum within the academic sector of the

Institution. A. Quema suggested that now would be a good time to work together on these initiatives.

D. Keefe agreed that this was a good idea and noted that at present Z. Whitman submitted reports to the President and to the Chiefs because her appointment was a joint one, with a copy to himself. Now that Z. Whitman was a member of Senate it could be appropriate for her to report directly on these initiatives.

D. Keefe encouraged A. Quema to engage faculty also.

A. Quema pointed out that if talking about decolonization it was essential for faculty to engage in that process rather than wait for things to happen. A. Quema wanted to see the faculty and the administration working together on these matters.

H. Teismann asked D. Keefe to clarify the special arrangements for international students in the fall.

D. Keefe repeated what had been stated earlier in the meeting. As some international students would find themselves unable to travel to Canada, some on-line and virtual courses would be offered for these students. A specific group of courses would be offered.

D. Benoit noted that he had been involved in these discussions and he asked whether this year the University was only focussing on the 1st year students, because he expected 2nd year students to also need virtual offerings.

D. Keefe confirmed that the analysis had considered students of all years and the geographical breakdown. They also considered vaccination rates in different countries. Some countries were well ahead; others were not. Any course that had over eight international students had been identified.

The Chair reminded Senators that a Special meeting of Senate would take place on Tuesday June 22nd, 2021, to discuss the academic plan.

D. Seamone expressed a motion of thanks to A. Kieft for her very able chairing of Senate throughout the pandemic. She complimented the Chair's presence of mind, her good nature, her clarity, and her balanced leadership. D. Seamone felt that the Chair was a gift to the Senate and the University.

The Chair thanked D. Seamone for her comments and other Senators for their thanks and appreciation.

7) Adjournment

Motion to adjourn at 11:47 a.m. Moved by G. Whitehall.

ORIGINAL SIGNED

SCHOOL OF EDUCATION
SUMMARY OF CURRICULUM CHANGE PROPOSALS
SPRING 2021

- **YELLOW** suggestions for description and/or title changes, new courses
- **GREEN** suggested new title

PROGRAM CHANGE: B.Ed. Graduation Requirements. The graduation requirements statement for the elementary and secondary B.Ed. programs will be changed:

Graduation Requirements

Bachelor of Education (Elementary Education)

In addition to the Program Requirements listed below, students must achieve a minimum **CGPA GPA** of 2.67 and have no course grades of less than C-.

Program Requirements Students must complete 60 credit hours as follows:

EDUC 4003, EDUC 40A3, EDUC 40B3, EDUC 4053, EDUC 41F3, EDUC 4133, EDUC 4153, EDUC 4173, EDUC 4233, EDUC 4243, EDUC 4263, EDUC 42K3, EDUC 42N3, EDUC 4303, EDUC 4333, EDUC 4433, EDUC **4503**, EDUC 4923, EDUC 4933, EDUC 42E3

~~3h approved electives~~

- EDUC 4683 is required for international field experience placement as a prerequisite for EDUC 4673 and EDUC 4863.

Bachelor of Education (Secondary Education)

In addition to the Program Requirements listed below, students must achieve a minimum **CGPA GPA** of 2.67 and have no course grades of less than C-.

Program Requirements Students must complete 60 credit hours as follows:

1. EDUC 4003, EDUC 40A3, EDUC 4053, EDUC 41F3, EDUC 4203, EDUC 4263, EDUC 42D3, EDUC 42K3, EDUC 42M3, EDUC 4333, EDUC 4433, EDUC 4503, EDUC 4923, EDUC 4933

2. 6h approved electives (**except for music education majors who will have 3h approved electives**).

3. All secondary education students must take two of the following combinations of courses: two methods courses in their first and second teachable areas as follows:

- a) Social Studies – EDUC 4113 and EDUC 4613
- b) Science – EDUC 4143 and EDUC 4643
- c) Mathematics – EDUC 4183 **and EDUC 40C3** and EDUC 4783
- d) English – EDUC 4353 and EDUC 4753
- e) French – EDUC 4103 and EDUC 4793
- f) Physical Education – (**KINE 3143 or EDUC 4313**) and EDUC 4703

g) Computer Science – EDUC 42P3 and EDUC 42R3

h) Music Education - EDUC 4653, EDUC 4663 and EDUC 4963

- EDUC 4683 is required for international student teaching placement, as a prerequisite for EDUC 4863 and EDUC 4673.

- ~~Technology Education requires three methods courses: EDUC 4573, EDUC 4583, EDUC 4593. Depending on students' backgrounds they may also be required to take content based courses (EDUC 41A3, EDUC 41B3, EDUC 41C3).~~

- Secondary students with two teachables in one discipline must consult with the School of Education for course registration.

TITLE CHANGE AND DESCRIPTION CHANGE

EDUC 42K3 Indigenous Education and Culturally Responsive Pedagogies

This course engages pre-service teachers with historical and contemporary overviews of Indigenous education as they explore research informed pedagogical approaches that further their understanding of Indigenous peoples, especially the Mi'kmaq. Aspects of Treaty Education and Reconciliation will form the foundation

for meaningful opportunities to investigate strategies that integrate Indigenous content, knowledge, and perspectives within classroom instruction at the elementary/secondary levels.

EDUC 42K3 Indigenous Education NEW TITLE AND DESCRIPTION

This course explores teachers' roles in addressing Reconciliation through meaningful opportunities to integrate Indigenous knowledge, cultures, and worldviews into elementary and secondary teaching in Nova Scotia. Students will explore historical and contemporary aspects of treaty education and Mi'kma'ki in order to consider more broadly Indigenous Peoples' experiences in Canada.

DESCRIPTION CHANGE

EDUC 4053 Healthy Learning Environments

This course aims to provide pre-service teachers with the ability to create and maintain equitable, safe and inclusive learning environments. Pre-service teachers will study mental health literacy as well as the

appropriate management and organization of classrooms that responds to the learning and well-being of their students.

EDUC 4053 Healthy Learning Environments NEW DESCRIPTION

Pre-service teachers will explore how to create equitable, safe, positive and diverse learning environments. Theory and practice research in recognizing and supporting wellbeing across stages of human development, mental health, and key educational transitions will be explored. Students will explore healthy relationships to learning and management within the classroom as well as the policies, resources, and partnerships across school communities.

EDUC 4113 Teaching Social Studies in Secondary School 1

This course focuses on the principles and methods of teaching contemporary social studies in secondary school, with emphasis on understanding and teaching from multiple perspectives. Drawing on relevant documents and current research, topics include planning and assessment, identity and relationship building, critical literacy, historical and geographical thinking and culturally relevant and decolonizing approaches to teaching and learning.

EDUC 4113 Teaching Social Studies in Secondary School 1 NEW DESCRIPTION

This course focuses on the principles and methods of teaching social studies in secondary school, with emphasis on the social studies knowledge, skills, and attributes that contribute to the development of engaged citizens. Topics include: inclusive social studies planning, community building, social studies assessment strategies, disciplinary thinking, critical literacy, inquiry and project based teaching and learning approaches, citizenship, democracy and identity development.

EDUC 4243 Teaching Social Studies in the Elementary School

This course focuses on the principles and methods of teaching social studies in elementary school, with emphasis on understanding and teaching from multiple perspectives. Using relevant documents and current research, topics include interdisciplinary teaching, thematic planning and authentic assessment, identity and relationship building, critical literacy, historical and geographical thinking and culturally relevant and decolonizing approaches to teaching and learning.

EDUC 4243 Teaching Social Studies in the Elementary School **NEW DESCRIPTION**

This course focuses on the principles and methods of teaching social studies in elementary school, with emphasis on the social studies knowledge, skills, and attributes that contribute to the development of engaged citizens. Topics include: disciplinary thinking, treaty relationships, interdisciplinarity, inquiry and project based teaching and learning approaches, citizenship, democracy and identity development, critical literacy, human rights and diverse perspectives.

EDUC 4613 Teaching Social Studies in Secondary School 2

This course builds on the philosophical foundations of social studies education developed in EDUC 4113. It offers an opportunity for students to examine topics in depth, including but not limited to: social responsibility, community action, teaching about controversial issues, treaty education, human rights education, and infusing Indigenous and African Nova Scotian content and perspectives into the curriculum.

EDUC 4613 Teaching Social Studies in Secondary School 2 **NEW DESCRIPTION**

This course builds on the philosophical foundations of social studies education developed in EDUC 4113. It offers an opportunity for students to engage with current research to explore curriculum knowledge in depth, including but not limited to: building communities of inquiry, treaty education, reconciliation, social responsibility and community action, controversial issues, democratic participation, human rights and infusing diverse perspectives.

EDUC 42D3 Principles and Practices I (Secondary)

EDUC 42D3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining a broad range of current educational topics. These topics include the qualities of an effective, reflective, authentic, and professional teacher; teaching standards and curriculum outcomes frameworks; principles of learning, learning styles and student engagement; lesson planning, instructional strategies and assessment; and creating and managing safe and inclusive learning communities.

EDUC 42D3 Principles and Practices I (Secondary) **NEW DESCRIPTION**

EDUC 42D3 is an introduction to teacher education. Pre-service teachers engage in reflective practice to consider their own identity, integrity, and professionalism as they explore the art and science of teaching. Topics include an introduction to curriculum frameworks, integration across subject areas, various forms of lesson planning, instructional methods and models, assessment principles and strategies, and tools for creating safe learning environments.

EDUC 42E3 Principles and Practices I (Elementary)

EDUC 42E3 is an introduction to teacher education, focusing on the nature and importance of the teaching profession and examining a broad range of current educational topics. These topics include the qualities of an effective, reflective, authentic, and professional teacher; teaching standards and curriculum outcomes frameworks;

principles of learning, learning styles and student engagement; lesson planning, instructional strategies and assessment; and creating and managing safe and inclusive learning communities.

EDUC 42E3 Principles and Practices I (Elementary) NEW DESCRIPTION

EDUC 42E3 is an introduction to teacher education. Pre-service teachers engage in reflective practice to consider their own identity, integrity, and professionalism as they explore the art and science of teaching. Topics include an introduction to curriculum frameworks, integration across subject areas, various forms of lesson planning, instructional methods and models, assessment principles and strategies, and tools for creating safe learning environments.

MINOR REVISIONS

EDUC 40E3 Teaching Human Geography in the Secondary School 1 MINOR REVISION

Using relevant documents and current research, topics in teaching human geography will include cultural patterns and processes, ~~landscapes and cultural geography~~, population geography, urban geography, political

geography, agricultural and rural land use and industrialization and economic development. A variety of teaching strategies will be aimed at infusing geography skills and pedagogy into social studies teaching and

learning.

EDUC 4203 Literacy Across the Curriculum MINOR REVISION

This course will examine literacy across the curriculum by exploring the mutual supporting roles of reading and viewing, speaking and listening, and writing and representing as students learn **within and across** different subject areas **and grade levels**. Students in this course will be encouraged to develop a critical reflective approach regarding the notion of literacy and text.

EDUC 4503 Digital Literacy and Curriculum MINOR REVISION

This course explores critical digital literacies for the empowerment of effective teaching and learning practices within diverse classroom contexts. The complexity of technology integration will be examined from the perspective of overlaps with pedagogical and content knowledge in the context of teacher as reflective practitioner. Through the use of current digital tools and classroom strategies, students will explore concepts such as Blended Learning, Digital Citizenship, new literacies, Universal Design for Learning, and design thinking in STEAM environments, **assistive technology, digital divide and digital citizenship**.

EDUC 4313 Teaching Physical Activity and Healthy Living Education I MINOR REVISION

This course introduces current methods for teaching physical education at ~~elementary and~~ secondary levels within an inclusive school setting. Drawing on relevant documents and current research, preservice teachers explore the pedagogical approaches to promoting activity in a variety of settings (gymnasium, outdoors, regular classroom) with a view to promoting active and healthy lifestyles.

PROGRAM CHANGE

MASTER OF EDUCATION (COUNSELLING)

Full-/Part-Time Status

Candidates may complete requirements for Master of Education programs through part-time study. Selected graduate courses in education are offered through Open Acadia. It is the student's responsibility to plan so that all program requirements are completed, seeking advice from the Graduate Education Coordinator, as may be required. Students interested in part-time study should access course scheduling information from Open Acadia, which is available from their website. Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum for which they must be available on a full-time basis for four months. **All students enrolled in EDUC 5066 are recognized as having full-time status during their practicum semester.**

COURSE DESCRIPTION REVISION

EDUC 5066 Counselling Practicum and Group Supervision

Students participate in a minimum 500-hour supervised counselling practicum that necessitates full-time availability for the 16-week residency necessary to meet practicum requirements. The practicum is accompanied by a 36-hour group supervision class to support practicum interns' professional growth and development during the practicum period. Prerequisite(s): EDUC 50F3, EDUC 5033, EDUC 5133, EDUC 5623 and EDUC 5583. Preference is given to those who have completed additional counselling courses. **Students are recognized as having full-time status while enrolled in EDUC 5066.**

Bachelor of Education, Acadia University
Full Program Proposal, MPHEC
April 2021

CONTEXT FOR MPHEC FULL PROGRAM PROPOSAL

The School of Education's submission to MPHEC is part of a multi-year process that will result in securing Final Accreditation. The MPHEC proposal was triggered by the School's response to the Initial Accreditation which identified several changes that would improve the School of Education. These changes ultimately equate to >25% of the program being changed, which is the point at which a new program proposal is required for MPHEC.

As the proposal is being read, however, we remind readers that this is not a new program per se, but rather a longstanding program in the middle of an accreditation process. In fact, the MPHEC full program proposal coincides with the School of Education's 100-year anniversary.

The School has welcomed the opportunity to reflect on the responses to our Initial Accreditation and believe our revised program is even stronger, more innovative, and of higher quality as a result of engagement with the Initial Accreditation process. The MPHEC proposal describes both the unchanged and enduring aspects of our B.Ed. as well as recent changes that have been made in response to Initial Accreditation reports.

Overview

Acadia's **Bachelor of Education (B.Ed.)** program offers students a rich variety of on-campus and in-school experiences to build their professional teaching careers. As stated in our Mission Statement, the program aims to "develop reflective, responsive educators and counsellors through cohesive, challenging professional programs in a collegial environment."

The program adheres to a number of requirements internal and external to Acadia:

- Acadia B.Ed. Requirements/Nova Scotia Teacher Certification Requirements: 60 credit hours of post-baccalaureate study
- The Nova Scotia Teacher Education Accreditation Standards (a.k.a. "Umbrella Curriculum")
- Nova Scotia Teacher Certification Requirements

Core Bachelor of Education Program

Acadia's Bachelor of Education degree will continue to be a 60 credit post-baccalaureate program. It offers both **Elementary** and **Secondary** streams and students may choose to complete their degree through a **2-year option**, which starts in September and finishes in April in each of two years, or through a **16-month option**, which begins in May and finishes in August of the following year.

Pre-service teachers at Acadia participate in **4 practicum** experiences (totaling 18-20 weeks) during their B.Ed. program, each with specific and progressive expectations. Pre-service teachers are placed in schools with experienced and skilled Associate Teachers during practicum to build the skills and knowledge. Practicum experiences are supported by University Mentors who act as a liaison between the School, the pre-service teacher, and the Associate Teacher.

Key Changes in Response to Initial Accreditation

In response to the Initial Accreditation reports, the School carefully and systematically reviewed the suggestions. We reflected on the comments and feedback and as a result, made a number of programmatic changes in response to the Review Panel Reports. These changes feature in our MPHEC submission and add to the currency and relevancy of our **'redesigned/evergreened'** program. The key modifications are as follows:

- **Admissions.** In response to the Initial Accreditation reports, the School of Education made a number of changes to our admissions processes. We streamlined our processes to make early offers to students with GPA's >3.0 and students from under-represented groups who have a GPA >2.67. We also set up mechanisms to identify under-represented students and ensure their applications are reviewed, irrespective of GPA. We set up a mechanism to review applications from applicants whose GPA <2.67 (our cut off) who have extenuating circumstances (and these students will all be interviewed). We also are in the process of developing an EDI Strategy which articulates our School's intentions and activities to attract and support more diverse pre-service teachers.
- **Practica.** In response to the Initial Accreditation reports, the School of Education took a close look at our practica. Key changes that feature in the redesigned practicum include: offering practica earlier in the program; conducting practica to expose students to significant events in a school year; a more robust evaluation protocol for practicum, which includes interim reports, observational concern reports, practicum preparation plans; an evaluation process articulated in a flowchart; a clearer articulation of roles and responsibilities of in-school faculty supervisors and cooperating/Associate Teachers; a clearer articulation of the goals and expectations of the practicum; ensuring cooperating/Associate Teachers have the appropriate expertise in the chosen field; and, more scaffolding of practicum by bookending the experiences.
- **Use of Assessment.** We conducted an analysis of our current assessment practices across the program to ensure, in response to the Initial Accreditation reports, that graduates have the ability to use multiple strategies and tools for the assessment for/of/as learning and that faculty are modelling a wide range of appropriate assessment techniques in their courses. We conducted a careful analysis of our core required Assessment Course (EDUC 4433) and feel confident our students learn about contemporary approaches to assessment for/as/of learning.
- **Integration of GCOs/SCOs in Core Program.** In response to the Initial Accreditation reports, we conducted a systematic mapping analysis of our program against the General Curriculum Outcomes (GCOs) and Specific Curriculum Outcomes (SCOs) of the Umbrella Curriculum. This program level curriculum mapping ensured that all students are exposed to all GCO+SCO through their participation in *required* courses. This mapping exercise built on the earlier mapping exercise that was done for Initial Accreditation and resulted in a clearer whole-of-program analysis. We continued to use the Anchor/Echo metaphor to articulate where the SCOs are anchored in a small number of particular courses and then echoed across other courses. We were deliberate in our choice to assign anchors exclusively in the required courses to ensure all students, irrespective of program, had the opportunity to learn about every SCO's. This mapping exercise informs all educators (full and part-time) of the ways in which particular courses must address specific SCO's. This mapping is used by full and part-time educators as they build their course outlines and the new course outline template ensures that the SCO's are made explicit to students. Importantly, the template articulates how SCO's are not only taught and practiced, but also assessed.
- **Sequencing of Courses.** We also looked carefully at the sequencing of our program in light of the comments from the Initial Accreditation reports. We sought to design with purpose a progression of B.Ed. courses that reflect the developmental nature of teacher education. We efforted, in as much as possible, and mindful of the pragmatic constraints and competing nature of courses, to ensure that courses in the early part of the program are clearly designed

to support the learning of more sophisticated content and skills in later courses. We also thought carefully about the relationship between practicum and coursework.

- **Connection to Research.** In response to the Initial Accreditation reports, we sought to make more explicit the ways in which Acadia pre-service teachers can understand and critically analyze educational research, engage in action research and reflective inquiry as part of educational practice, and use research and theory to address issues/problems during practice. Our redesigned program focuses on ensuring that: 1) there is more connection between practicum and course work so the theory-practice divide is minimized; 2) course syllabi are grounded in current research and theory; 3) teacher educators are using both empirical evidence and their own professional practical knowledge in their courses, so that practice and concepts are integrated. We also launched a Brown Bag Lunch series in 2021, whereby teacher educators in the School provide monthly research seminars.
- **Integration of Technology.** In response to the Initial Accreditation Report, we made Digital Technology (EDUC 4503) a required course for all students (in the past, some elementary students did not have to take this). We also developed a framework to guide the integration of technology across the curriculum and to ensure that technology education is reflective of current stated knowledge in the field.
- **Detailed Syllabi.** In response to the Initial Accreditation Report, we revised our course outline template that makes more visible the learning outcomes and their relationship to the Umbrella curriculum. This revised template, when used in conjunction with the Umbrella Curriculum Mapping Exercise, ensures that core GCO/SCO outcomes are the same regardless of who is teaching the course, recognizing that faculty may choose to teach and assess the core outcomes differently. We also believe the course outline template and detailed syllabus ensure a cohesive and consistent program/experience for all students. It also ensures that material is not held solely in web-based learning management systems (which was not always available at the time of the Initial Accreditation visits). The shell of the templates is shared across all those who teach in the B.Ed. to ensure consistency in the program.
- **Curriculum Resource Centre.** The Initial Accreditation report noted that our Curriculum Resource Centre (CRC) was outdated and underutilized. We have developed a plan and are in the process of renewing and modernizing our CRC at the time of this MPHEC submission.
- **Full and Part-time Faculty.** The Initial Accreditation Report noted our heavy, and possibly over, reliance on part-time faculty members of our School of Education. While we hope to eventually secure more permanent full-time faculty positions, in the meantime, we focus our efforts on supporting high quality part-time faculty who are current and relevant in their profession and bring contemporary practices into our School. In our proposal, we describe our comprehensive and systematic efforts to attract, recruit, support and celebrate our part-time members. Specific initiatives include a careful re-write of most job advertisements, the development of a part-time handbook, the SCO/GCO mapping exercise, the course outline template, etc.
- **EDI Strategy.** We took notice of the concerns raised in the Initial Accreditation Reports about the need for our School to decolonize and indigenize. These concerns were raised in relation to our curriculum as well as faculty and student complement profiles. We place tremendous value on and hold a strong commitment to this important work – and we recognize it is a long-term complex endeavor that requires buy in and support from all members of the School of Education, the wider University, the broader community, and stakeholders. Our work in the School has indeed begun and it is underpinned by our beginning work in developing a draft Decolonization/EDI Strategy which articulates our pledges and commitments in relation to five areas: 1) the hidden curriculum of the learning spaces; 2) the curriculum we teach; 3) recruitment, admission and support of under-represented pre-service teachers; 4) faculty diversification and education; and, 5) community engagement.
- **AVRCE/Acadia Partnership.** In addition to the changes mentioned above that feature in our redesigned program, another exciting development is our ever strengthening and mutually

supportive relationship with the Annapolis Valley Centre for Education (AVRCE). We have recently established an AVRCE/Acadia Partnership committee, which has evolved from our earlier Practicum Advisory Group (PAC). This group is comprised of leaders from the AVRCE (including the Regional Executive Director of Education, Directors and Coordinators from Programs/Services and Human Resources), and members of the Acadia Faculty. This Committee discusses not only the role of practicum, but many other aspects of our program, including involvement of AVRCE personnel in our program, responses from AVRCE Associate Teachers about our pre-service teachers and their level of proficiency, both in curriculum and professionalism, and the contents of our program itself. We share critical feedback and make recommendations that impact the work of both partners.

Cross listing BIOL 5253 with BIOL 4253 Applied Statistical Modeling” (A. Redden)
(circulated separately)

A curriculum change was previously made for a NEW course - BIOL 5253 - but this course number already exists for a course no longer offered. So, this should be a course modification and not a new course. It is cross-listed with BIOL 4253 to allow both undergraduate and graduate students to enrol in it for course credit.

SENATE ARCHIVES COMMITTEE ANNUAL REPORT, 2020-21

May 16, 2021

COMMITTEE MEMBERSHIP:

Committee Chair and Arts Representative: Paul Doerr
Archivist: Pat Townsend: (ex-officio)
Archivist: Wendy Robicheau: (ex-officio)
University Librarian (Acting): Dale Keefe (ex-officio)
Arts representative: Xiaoting Wang
Arts representative: Michael Dennis
Professional Studies representative: Michelle Boyd
Pure and Applied Science representative: Catherine Morley
Theology representative: Melody Maxwell
Alumni appointee: Eleanor Palmer
Presidential appointee: Britanie Wentzell
Canadian Baptists of Atlantic Canada representative: Shirley Soliel-Day
Student representative: Zachary Goldsmith
Secretary: Kelly Bennett

COMMITTEE MANDATE: As members of their various constituencies, members of the Senate Archives Committee will work collaboratively;

1. To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
2. To advocate for the Archives within the University, the Convention of the Atlantic Baptist Churches and the local community;
3. To make an annual report;
4. To address other Archives related issues that shall arise from time to time.

ACTIVITIES THIS YEAR: The committee met on three occasions this year: October 20, 2020; March 5 and April 5, 2021. All meetings took place via Teams. The committee heard reports and updates from the Archivists. Despite the challenges of our ongoing public health emergency, the Archives remain a crucial link in Acadia's community engagement strategy. The University Archives are heavily used by students, faculty and community members, all of whom treasure our local history. This year the Archives hired a Research Assistant, Jack Lawrence, under the Young Canada Works Internship program. The committee also had Senate add a fifth item to its mandate: "5. To support academic activity."

**Awards Committee for Honourary Degrees and *Emeriti* Distinction
(Awards Committee)
Annual Report for 2020-2021
May 14, 2021**

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Committee Members 2020-2021:

Dr. Peter Ricketts, President and Vice-Chancellor (Chair)
Mr Brendan MacNeil, SRC Representative
Ms. Erin Patterson, Faculty of Arts Representative
Dr. Lisa Price, Faculty of Pure and Applied Science
Rev. Dr. Anna Robbins, Acadia Divinity College / Faculty of Theology Representative
Mr. John Rogers, Board of Governors Representative
Dr. Roxanne Seaman, Faculty of Professional Studies Representative
Ms. Pat Townsend, Librarian/Archivist Representative
Ms. Natalie Weekes, Recording Secretary

The purpose of the Committee is to:

1. Invite nominations for Honourary Doctorate degrees and Professors, Librarian, Archivists and Instructor Emeriti awards:
2. Adjudicate the nominations; and
3. Recommend nominees thereon to Senate.

Meetings 2020-2021:

Two meetings were held on January 15th, 2021 and March 26th, 2020. Both meetings were held *via* Microsoft Teams.

Summary of Committee Activities:

A call for nominations was sent to the campus community in late 2020. Following a thorough review and discussion, the Committee recommended to Senate a total of nine Honourary Degree nominees and three Professor Emeritus nominees. Nine candidates for Honourary Degrees were approved by secret ballot at an *in camera* meeting of Senate on February 17th, 2021. Three candidates for Professor *Emeritus/a* were approved by secret ballot at an *in camera* session at a meeting of Senate on April 12th, 2021

Respectfully submitted by the Chair,

Dr. Peter Ricketts
President and Vice-Chancellor

RESEARCH ETHICS BOARD ANNUAL REPORT TO SENATE
2020–2021

For the period 1 May 2020 to 30 April 2021:

Committee Membership: Erin Crandall (Arts, to June 30), David Duke (Arts, from July 1), Wenxia Guo (Professional Studies, to June 30), Anita Hudak (Community, to June 30), Michael Jeffrey (Community), Stephanie Jones (Science), Cheri Killam (Community, from July 1), Ryan MacNeil (Professional Studies, from July 1), Stephen Maitzen (Chair), Melody Maxwell (Theology), Matthew Penney* (AGSA, to June 30), Anna Redden* (RGS, *ex officio*), Mary Tajeddin* (AGSA, from July 1), Shon Whitney (Community)

* non-voting

Meetings and Review of Applications: The REB met via Teams teleconference on 12 occasions and reviewed 81 new formal applications for ethics approval. The Chair also reviewed numerous formal requests from researchers to approve changes to previously approved research.

Other activities: The REB's Chair responded to numerous informal inquiries from student and faculty researchers at Acadia and elsewhere. The Chair serves as the University's liaison to the Canadian Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of ethics approval or rejection, performs all filing and maintenance of records, follows up on unapproved research, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and prepares reports for Senate and other bodies concerning the business of the REB.

Training of members: Each newly appointed REB member receives a detailed written orientation from the REB Chair describing the new member's duties and the REB's procedures.

Ad hoc advisors: Ad hoc advisors are appointed only when the REB judges that it lacks the knowledge needed to review a particular application. None were required during the reporting period.

Appeals: None

Guidance sought from the Canadian Secretariat on Research Ethics: None

Matters out of the ordinary: None

Transitional Chair for Summer: S. Maitzen

Other comments: None

Submitted by Stephen Maitzen (Chair)

**Report of the Senate Curriculum Committee (Administrative)
25 May 2021**

The Senate Curriculum Committee (Administrative) was approached by the Faculty of Professional Studies to consider a suite of curriculum changes from the School of Education which could not wait until the regular cycle of curriculum change proposals due in late November. These are time-sensitive curriculum changes required for the accreditation of Acadia's teacher education program by the Maritime Provinces Education Commission (MPHEC). The Curriculum Committee agreed to consider these changes which were approved by the FPS Faculty Council and by the School of Education.

In these deliberations, the Curriculum Committee considered a total of 10 curriculum change proposals: 1 BEd. course title and description change, 6 BEd course description changes, 1 MEd course description change, 1 BEd program modification and 1 MEd program modification. The Committee returned 2 proposed queries to the unit which were non-substantive in nature and accepted by the School.

I have included in this report the relevant excerpt from the meeting of the FPS Faculty Council of 4 May 2021 that details these changes. The full curriculum change forms are available via SharePoint from Shawna Singleton upon request.

A motion arising from this report: That the curriculum proposals reviewed by the Senate Curriculum Committee (Administration) be approved.

Yours collegially,



Michael Corbett, Chair
Senate Curriculum Committee (Academic)

Teaching, Instruction Hours and Examinations (TIE) Committee
Annual report to Senate for 2020 – 2021

Membership:

Mark Bishop (ex officio), Registrar
James Sanford (ex officio), Student Affairs
Hugh Chipman (chair), Pure and Applied Science
Scott Landry, Professional Studies
Lisa Narbeshuber, Arts
Lydia Houck, Student
Zachary Goldsmith, Student

Duties: (from senate membership document)

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

Meetings:

The committee met on May 22, August 19, September 28, October 21, November 18, November 27, January 20 and April 20. Meetings in February and March were cancelled due to lack of agenda items.

Summary of activities:

1. Presented a proposed timetable for classes (slotsheet) to Senate in June 2020. The new timetable was approved by Senate, for implementation in September 2021.
2. Preparation and review of motions to be brought to Senate regarding:
 - a. Revised calendar dates for Winter 2021
 - b. Extension of “W” dates in Fall 2020 and Winter 2021.
3. Considered (in October 2020) possible recommendations for changes to examination procedures, due to the pandemic. Ultimately no proposals were brought forward.
4. Recommended to Senate that the “experience with the current timetable” survey of students, faculty and staff be not undertaken in Spring 2021. This was originally intended to provide a baseline for comparison for the new timetable (#1 above). Pandemic adjustments to the timetable of classes (e.g., extra 30-minute gaps) meant that no reasonable baseline could be measured.
5. Provided clarification to Senate (in December 2020) on a question previously raised about what constituted an “exam conflict” and how they are handled.
6. Received information from the Registrar’s office about changes to software for scheduling of classes and exams. New software will be used to schedule exams in December 2021 and classes beginning September 2022.

Respectfully submitted,

Hugh Chipman, Chair
May 12, 2021

Senate Academic Integrity Committee

Committee members 2020-2021:

Michael Dennis, Paul Arnold, Menat Tahoun, Mike Beazley, Michelle Boyd, Mark Bishop

Senate Academic Integrity Committee met via Teams on March 25th, 2021 at 1:30pm.

Unanimous agreement that Teams meetings to be used as modality for the conducting of meetings.

1. Meeting began with a discussion of the need to elect a Chair.

As a member of Senate, Paul Arnold agreed to serve as Chair which was approved unanimously.

2. The Committee reviewed each of the duties contained within the Committee's mandate individually for appropriateness and potential for applicability. It was determined by the Committee that the duties were well written and indicative of the nature of the desired work done by the Committee.
3. The Committee discussed incidences of academic infractions and the potential impact of the past year's shifted and hybrid learning environment. It was perceived by the Committee that there existed a greater potential for integrity issues. The Committee discussed vehicles for this type of behaviour (e.g. Chegg.com) as well as mitigation measures (Turnitin, online monitoring, shortened test times) which resulted in an agreed to project for the Committee of creating a best practice guideline document for faculty.
4. The Registrar requested that the Committee also provide future guidance on the Registry of Infractions in terms of maintenance.

The Committee agreed that these were items for further work for the Committee.

Meeting adjourned at 2:29pm.

Submitted by Mark Bishop

**Academic Planning Committee Report
2020-2021**

Meeting schedule:

- August 31, 2020
- September 9, 2020
- September 22, 2020
- November 2, 2020
- January 26, 2021
- April 19, 2021
- May 6, 2021
- May 13, 2021

Membership 2020-2021:

- Provost and Vice-President Academic (Chair): C. Dale Keefe
- Dean of Pure & Applied Science: Suzie Currie
- Dean of Arts: Laura Robinson
- Dean of Professional Studies (A): Ann Vibert
- Dean of Professional Studies (A): John Colton – January 2021
- Dean of Professional Studies: Corinne Haigh – May 2021
- University Librarian (I): Jennifer Richard – January 2020
- University Librarian (I): C. Dale Keefe – November 2020
- Faculty from IDST Program: Anne Quéma
- Faculty from Arts: David Duke
- Faculty from Arts: Rachel Brickner – January 2021
- Faculty from Professional Studies: Kelly Dye
- Faculty from Pure and Applied Sciences: Danny Silver
- Student Union, VP Academic and External: Lydia Houck

Mandate:

The Academic Planning Committee (APC) shall make recommendations to the Senate on matters relating to academic principles and planning. In carrying out its work, the Committee

shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to the Senate at least two times per year.

Update: 2021-2021

In August 2020, the APC met to review the Faculty and Library submission and to rank their priorities based on the Process for Allocating Permanent Faculty Positions that was approved by Senate in January 2019 and the APC Process for Developing Plans to Facility Faculty Position Proposals that was distributed to departments in May 2019.

On September 14, 2020, the 2020-2021 Senate Ranking Report was accepted as presented at the Senate meeting.

Between September 2020 and January 2021, the APC work was on-going. Based on the feedback and consultation with the broader University community the chair modified the planning documents. The committee members contributed and provided review.

In February 2021, the Acadia Senate endorsed a new enhanced five-year academic planning process that builds off and supports the Acadia 2025 strategic plan. The Senate Academic Planning Committee has completed the first draft of Acadia's *Academic Plan 2021 – 2025: The Foundation of Transformation*.

The plan supports the advancement of the goals of the strategic plan and sets out ambitious initiatives that will challenge us over the next five years, but they will set us up for success and shape the future of the University.

Next steps:

- On May 17, the first draft of the Academic Plan was distributed to the faculty for review and feedback.
- On June 1, the Academic Planning Committee hosted a Town Hall to discuss the plan with the faculty members.
- June 4, feedback due from Faculties and Academic Units
- June 4 – 15, Academic Planning Committee revisions to Academic Plan

- June 15, Revised Academic Plan circulated to Senate
- June 18, draft of the Academic Plan included with the Board of Governors meeting materials
- June 22, Senate special meeting to review the final Academic Plan
- Annually, starting this summer, academic units will monitor and report their contributions to achieve the goals of the Academic Plan.

Respectfully submitted,

Dale Keefe, Ph.D.

Provost and Vice-President Academic, Chair, Academic Planning Committee

**Admissions and Academic Standing (Policy) Committee
Report to Senate 2020-2021**

Meeting schedule:

- June 17, 2020
- August 25, 2020
- October 13, 2020
- November 10, 2020 (Special)
- November 30, 2020 (Special)
- December 2, 2020
- February 2, 2021
- April 26, 2021

Membership 2020-2021:

- Provost and Vice-President Academic (Chair): Dale Keefe
- Registrar: Mark Bishop
- Dean of Pure & Applied Science: Suzie Currie
- Dean of Arts: Laura Robinson
- Dean of Professional Studies (A): Ann Vibert
- John Colton: (A)Dean of Professional Studies – January 2021
- Corinne Haigh, Dean of Professional Studies – May 2021
- Director of Open Acadia: Jeff Banks
- Arts Representative: Christian Thomas
- Professional Studies (Director): René Murphy
- Professional Studies Representative: Paul Lauzon
- Student VP Academic: Lydia Houck
- Pure & Applied Science Representative: Anthony Tong
- Theology Representative: Matthew Walsh

Mandate:

- The duties of the Admissions and Academic Standing (Policy) Committee are to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to the Senate with respect to policy as it relates to admissions, failures, and academic regulations.

2020-2021 Update:

- 1. Acadia University adopts the policy entitled “Recording of Course Related Classes, Meetings, and other activities.**

Motion: Motion from the A&AS (Policy) Committee that Acadia University adopts the policy entitled “Recording of Course-Related Classes, Meetings, and other activities.

Outcome: Approved by Senate September 14, 2020.

- 2. To adopt, effective the 2021- 2022 academic year, the consistent conversion table for all courses as presented**

Motion: Motion from the Admissions and Academic Standing (Policy) Committee: To adopt, effective the 2021-2022 academic year, the consistent conversion table for all courses as presented.

Outcome: Approved by Senate September 7, 2020.

- 3. The list of potential graduates that is presented to Senate and Faculty Council for approval will have the degrees listed with the same level of detail that is printed on the parchment.**

Motion: Motion from the Admissions and Academic Standing (Policy) Committee to adopt, effective May 2021: the list of potential graduates that is presented to Senate and Faculty Council for approval will have the degrees listed with the same level of detail that is printed on the parchment.

Outcome: Approved by Senate November 9, 2020.

- 4. Motion that Senate recognizes that the Fall 2020 term is not a normal term and has necessitated that courses be delivered in a manner that is outside the normal variations of course delivery. Senate endorses the fact that this may mean that some faculty will need to adapt course content and assessment as the term progresses. Any adjustments to content and assessment must be done in the best interests of students and in a manner advantageous to students’ academic performance.**

Amended Motion: Motion from the Admissions and Academic Standing (Policy) Committee to have Senate recognize that the Fall 2020 term is not a normal term and has necessitated that courses be delivered in a manner that is outside the normal variations of course delivery. Senate endorses the fact that this may mean that some faculty will need to adapt course content and assessment as the term progresses. Any adjustments to content and assessment must be done in the best interests of students and in a manner that does not disadvantage students' academic performance.

Outcome: Approved by Senate November 16, 2020.

5. Motion that the deadline to withdraw from a course without receiving an F to be extended to the last day of classes, December 11, 2020.

Motion: Motion from the Admissions and Academic Standing (Policy) Committee that the deadline to withdraw from a course without receiving an F be extended to the last day of classes, December 11, 2020.

Outcome: Approved by Senate November 16, 2020.

6. Request to have the grade replaced by a P grade

Motion: Motion from the Admissions and Academic Standing (Policy) Committee that a student who receives a passing grade in a particular course may, within one week of final grades being released by the registrar's office, request to have the grade replaced by a P grade. Approval of the student's major program director/coordinator/head is required for such a grade change. The program director/coordinator/head will advise the student of the academic ramifications of the grade change.

Outcome: Motion to the Senate meeting of November 16, 2020, withdrawn.

7. Failing grades earned during the Fall 2020 term

Motion: Motion from the Admissions and Academic Standing (Policy) Committee that failing grades earned during the Fall 2020 term will not be included in SGPA calculations used to assess academic standing.

Outcome: Motion to the Senate meeting of November 16, 2020, failed.

8. Alterations to the Syllabus/Course Outline

Motion: Motion from the Admissions and Academic Standing (Policy) Committee 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.

Amended 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.

Outcome: Amended motion 1 approved by Senate December 14, 2020.

9. Final Year Grade Exception:

Motion: Motion from the Admissions and Academic Standing (Policy) Committee 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.

Outcome: Approved by Senate December 14, 2020.

10. Academic Plan Process and Template

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

Outcome: Approved by Senate February 8, 2021.

11. Proposed mathematics requirement for Psychology

Motion: Motion from the Admission and Academic Standing Committee (Policy) adopt, effective the 2021/22 academic year, the proposed mathematics requirement for Psychology as Mathematics 12 or Precalculus 12.

Outcome: Approved by Senate March 8, 2021.

12. Time Limits of Undergraduate Program Requirements

Motion: Motion from the Admissions and Academic Standing Committee (Policy) : Proposal for amendment to Part V: Academic Regulations and Policies - Time Limits of Undergraduate Program Requirements.

Outcome: Approved by Senate April 12, 2021

13. Policy Update for students studying abroad on exchanges

Motion: Motion from the Admissions and Academic Standing Committee (Policy) : that the sentence “Students who study full-time abroad receive approximately 15h towards their academic program per semester, providing all courses attempted are completed successfully.” be added to the Exchange Program section of the Academic Calendar.

Outcome: Approved by Senate May 6, 2021

14. Re-Admission of Former Students

Motion: Motion that the period of absence stated in the Re-Admission of Former Students section of the Academic Calendar be modified from two academic years or longer to one academic year or longer.

Outcome: Approved by Senate May 6, 2021

Respectfully submitted,

Dale Keefe, Ph.D.

Provost and Vice-President Academic

Chair, Admissions and Academic Standing (Policy) Committee

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ACADEMIC PROGRAM REVIEW COMMITTEE Annual Report to Senate for 2020 - 2021

Committee Members 2020 - 2021

Dale Keefe, Provost and Vice President Academic (Chair)

Mark Bishop, Registrar

Hassouna Moussa, Arts

Janna Wentzell, Professional Studies

Peter Williams, Pure & Applied Science

Jim Stanley, Board of Governors

Deans of academic unit under review:

Laura Robinson, Dean of Arts

Suzie Currie, Dean of Pure & Applied Science

Corinne Haigh, Dean of Professional Studies – May 2021

John Colton, Acting Dean of Professional Studies. – January 2021

Purpose of Committee:

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

Meeting Dates:

- October 14, 2020
- January 12, 2021
- February 25, 2021

The is committee met via electronic consultations throughout the fall and winter terms.

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

- To provide support for reviews scheduled for 2020 - 2021:
 - Chemistry (Winter 2019)
 - Master of Education Program (Spring 2019)
 - History and Classics (2020/21)
 - Social and Political Thought (2020/21)
 - ESST (Winter 2020)
 - Open Acadia (2020/21)

Outcomes:

- Status of Reviews:
 - Master of Education – Unit response received. Final Draft APRC recommendations circulating
 - History and Classics – Program review completed. Reviewer’s report received. Unit response pending.
 - Chemistry – Complete
 - Social and Political Thought – Program review completed. Reviewer’s report received. Unit response pending
 - ESST - Complete
 - Open Acadia Winter 2020 – self study pending.
- Q& A website for APRC to be drafted.
- Academic Program Review process and the MPHEC Degree Qualifications Framework. Revisions to Guidelines to be drafted.
- Draft of Acadia graduate attributes

Respectfully submitted,

C. Dale Keefe, Ph.D.
Provost and Vice-President Academic
Chair, Academic Review Committee

**Board of Open Acadia
Annual Report to Senate 2020-2021**

Meeting schedule:

The Board of Open Acadia did not meet in 2020-2021.

Membership 2020-2021:

- Provost and Vice-President Academic (Chair): Dale Keefe
- Vice-Provost: Scott Duguay
- Registrar: Mark Bishop
- Associate Vice-President Finance and Treasurer: Mary MacVicar
- Acting Director of Open Acadia: Jeff Banks
- Dean of Pure & Applied Science: Suzie Currie
- Dean of Arts: Laura Robinson
- Dean of Professional Studies (A): Ann Vibert
- John Colton: (A)Dean of Professional Studies – January 2021
- Corinne Haigh, Dean of Professional Studies – May 2021
- ASU Science Senator, Student Representative: Lydia Houck

Mandate:

The Acadia University Division of Open Acadia provides:

- Opportunities for lifelong learning and linking the University with the local and global community.
- Flexible course delivery for students through intersession, online and distance courses.
- Support to academic units for specialty program delivery (e.g. M.Ed.).
- Support for faculty in the use of learning technologies.
- An entry pathway for speakers of English as a second language through its English for Academic Purposes program.

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.

Respectfully submitted,

Dale Keefe, Ph.D.
Provost and Vice-President Academic
Chair, Board of Open Acadia

**Senate Nominating Committee
Annual Report to Senate 2020-21**

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

Report to Senate
May 31, 2021

The Senate Nominating Committee held two virtual meetings during the 2020/21 academic year. Since January, our committee has brought forward nominations for the following Senate vacancies:

- Chair of Senate (Anne Kiefte, 6th term)
- Deputy Chair of Senate (Donna Seamone, 2nd term)
- Arts Senator on the Senate Nominating Committee (Anne Quema)
- Faculty Elections Officer (Ruben Sandapen, 2nd term)
- Three representatives of Senate on the Senate Executive (Michael Robertson (2nd term), Mark Adam (2nd term), Kait Pinder)

We thank these nominees for their continued service to the Senate at Acadia.

Respectfully submitted,

Caroline Cochran, Chair
Senate Nominating Committee

Senate Research Committee Report Annual Report (June 2021)

Committee Membership for 2019/2020:

Dean of Research & Graduate Studies (RGS): Anna Redden ex-officio (Chair)
Arts Faculty: Michael Dennis
Professional Studies Faculty: Said Mekary
P&A Science Faculty: Mojtaba Kaviani
Theology Faculty: Spencer Boersma
Librarian: Ann Smith
Canada Research Chair: Mark Mallory
Centre/Institute Director: Danny Silver
Graduate Student: Rachael Clarke
Undergraduate Student: Jordi Chaffer

Meetings of the Senate Research Committee were held on 27 October, 25 February and 20 May 2021. Peter Ludlow (RGS Manager of Research Grants and Programs) was invited to all meetings to provide input on research programs and assistance with initiatives.

The Research Committee wanted noted in this report the significant impact of Covid-19 on research activities of faculty and students during the 2020-21 academic year. Restrictions on travel, campus access and in-person meetings reduced field and on-campus/lab research activities, and dramatically impacted research involving human participants. Travel outside of Nova Scotia for research purposes was also put on hold. Extensions on the use of internal research grants are much appreciated.

Three previously established Working Groups of the Committee focused on

1) Research Data Management (RDM), a plan of which is required under the Tri-Council funding agencies. A Canada-wide RDM policy document was released in May 2021, with an expectation that all universities will have a RDM Plan in place within 12 months of the release date. This initiative at Acadia is being led by Maggie Neilson (Academic Librarian) with the assistance of a working group of members from this committee and interested faculty with relevant expertise (Trevor Avery, Jon Saklofske and Becky Casey). A campus-wide webinar on RDM for universities was organized and delivered by Lee Wilson (Portage/ACENET) on 12 November. This was followed by the development of a faculty survey on data assets and data management practices which was released in December. Findings from the analysis of the survey data are informing the draft of Acadia's RDM Plan which will be reviewed by the Research Committee in the coming months.

2) Policies related to Centres and Institutes and Roles of Directors. The two existing policies were previously merged and revised following initial feedback from the VPA. The Working Group reviewed and revised the draft with attention to the roles of Directors, governance and guidelines for annual reporting. The latest version will be updated with links to other policies (existing and new) and will be reviewed by the Faculty Deans and VPA prior to review by the current Directors of Research Centres and Institutes. The policy is expected to be finalized in the coming months.

3) Research Mentorship. Informal and formal research mentoring efforts, and recognition of such efforts, are needed campus-wide for both faculty (especially early career researchers) and graduate students. Discussions of mentoring led to a number of suggestions for initiatives:

- Conduct a campus-wide survey of faculty, post-docs, research staff, and research students regarding research mentoring needs and suggestions for approaches to establishing an effective and on-going mentoring program;
- Assign research mentors to tenure-track Early Career Researchers soon after commencement so that research focus and momentum are not lost in the early years of appointment;
- Include mentoring sessions in Acadia-hosted research conferences and forums;
- Extend mentoring efforts to within the Maple League of Universities. RGS staff and some members of the Senate Research Committee participated in the formation of a ML Network of Canada Research Chairs. The network is serving to provide peer support and mentorship of Tier 2 CRCs given the small numbers of CRCs (some working in isolation) at each of the four universities. Profiles of all CRCs were prepared for presentation in the ML Monthly Reports, and the 1st meeting (via Teams) of CRCs was held on 19 May 2021. This ML CRC Network plans to meet 2-3 times per year. Members will benefit from information sharing, advising, and collaborating on grant programs and other opportunities. Similar ML networks could be established for early career researchers (discipline-based), research support staff, postdoctoral fellows, graduate students, and other groups focused on research in our respective universities.

As in previous years, the committee expressed concerns about the lack of sufficient Communications Staff to publicly highlight and celebrate the research excellence of Acadia's faculty and students. In the absence of a dedicated research communications officer, the Research Office is hiring a summer intern with funding from the Canada Summer Jobs program to assist Research Office and ICE staff in marketing and research communications. A more effective and longer-term approach is needed.

Numerous research webinars and several research conferences, involving research students and faculty and one or more members of the Research Committee, were hosted via remote delivery in 2020-21. Conferences held recently include:

- 1) A jointly held 1st Annual Impact Conference & 8th Annual Research & Creative Works Symposium, on 12 March. This was a partnership between the Faculty of Pure and Applied Science and the Acadia Graduate Students.
- 2) Acadia's Biennial Social and Political Thought Conference – On the Brink of Something, Anything, Everything?, held on 5-6 May and involving local, national and internal attendees.
- 3) The Barriers of AI for Nonprofits Conference, held on 18 May; organized by Greg Lee, Computer Science.

Research Committee plans for the coming months include updating the 2015-2020 Strategic Research Plan (SRP), with reference to Acadia's Strategic Plan 2020-2025, and with new sections that address Research Data Management; Equity, Diversity and Inclusion; and Knowledge Transfer / Mobilization.

The Committee thanks RGS Office Administrator, Donna Dillman, for meeting support and note-taking.

Submitted by

Anna Redden
Dean, Research & Graduate Studies
Chair, Senate Research Committee
Chair, Maple League Research Committee

**Senate Committee on Graduate Studies (SCGS)
Annual Report (June 2021)**

Committee members

Aylward, L. (Education; PhD program)	Barr, S. (Geology)
Blythe, S. (Theology)	Donnelly, G. (Community Development)
Mallory, M. (Biology)	Tong, A. (Fall); Faraone, N. (Winter) (Chemistry)
Rudrum, S. (Sociology)	Mendivil, F. (Mathematics & Statistics)
MacKinnon, G. (Education)	Mutlu, C. (Politics)
Quema, A. (English)	Price, L. (Psychology)
Redden, A. (Dean, RGS; ex-officio, Chair)	Spooner, I. (Applied Geomatics)
Shakshuki, E. (Computer Science)	Whitehall, G. (Social & Political Thought)
Callaghan, P. (Chair, Senate Curriculum Committee)	O'Driscoll, N. (Envir Science)
Manek, H. (Student Rep - Science)	Mason, S. (Student Rep - Arts)
Poworoznyk M. (Student Rep - Theology)	Vacant (Student Rep - Prof. Studies)

The Senate Committee on Graduate Studies (SCGS) met on 19 October 2020 and 21 May 2021. As is the practice of the Committee, uncontentious curriculum items were dealt with by electronic communication. During 2020/2021, curriculum recommendations to Senate, via SCGS, came from Biology, Education, Environmental Science, and Psychology.

Activities

- Graduate Coordinators conducted duties associated with the programs they coordinate as per the guide for graduate coordinators.
- Graduate Coordinators also served on a range of award and scholarship adjudication sub-committees (N=9): SSHRC doctoral awards, NSERC doctoral awards, SSHRC/CIHR master's awards, NSERC masters award, Research NS Scotia Scholar awards, NS Research & Innovation Scholarship awards, and Acadia Outstanding Masters Research Awards (1 per Faculty). The names of awardees are listed below.
- Guidelines for graduate students, thesis preparation (style, formatting, etc) and defences were revised and posted to the GS website. Graduate thesis templates housed on the Learning Technologies & Instructional Design website were updated by Duane Currie to reflect the updates made to the .doc template on the GS website.
- Committee discussion included thesis submission requirements and the proposal to no longer require a hardcopy of the thesis to be submitted to the Library. While most members were in favor of electronic only submission of the graduate thesis, more discussion within departments, and with both the Library staff and the Senate Honours Committee were suggested. A motion on this matter will be put to Senate at the next regular meeting.
- A process for tracking of and reporting on part-time students to ensure duty-of-care and greater completion success will be developed during the summer months.

- Policies were developed to address 1) students returning to Acadia after graduation to complete a course(s), and 2) students with a documented Disability applying for Student Loan support.
- Academic Calendar language on course loads at the graduate level was updated to be consistent with Calendar language for undergraduate programs.

Update on new graduate programs:

- The MSc in Environmental Science program received approval from MPHEC following University Senate approval of the required courses in November 2020.
- The Masters in Professional Kinesiology program is pending MPHEC approval.

Update on SLATE/Colleague:

As of 1 June 2021, 1031 graduate admission applications have been received for the 2021/22 academic year through Acadia's **Admissions Portal (Slate)**. Applicant numbers are >20% greater than in previous years. For students unable to enter the province or country, there is a deferral process in SLATE. Graduate Studies continues to be involved in the Colleague training sessions and provides updates to the Graduate Coordinators on a regular basis.

ACE (Acadia Colleague Enhancement) team members were invited to participate in the May meeting. The ACE Project Manager, Dylan Boudreau, provided introductory comments on the new SLATE/Colleague system and the replacement of EDEN. August 3rd is the "go live" date. Degree audit functionality is planned for the fall. Michelle Hartt (Project Implementation Staff) presented an overview of the Colleague Self-Service module. Graduate coordinator access to the various functions available will be communicated soon. Barry Hachey (Change Manager) also attended and assisted with the Q&A session and referred Committee Members to the bi-weekly ACE Bulletins and ACE Website (www.ace.acadiu.ca) for regular updates.

International students and deferred AGS funding

Deferring Acadia Graduate Scholarship funding committed in writing to International students unable to enter Canada during the pandemic was identified as an issue given that annual graduate award funding is not carried over. Current practice is that unused funds within a given year are redistributed to students in need in other academic units. At the May meeting, the Committee requested a process to address AGS funding commitments to students who had/have to defer their start date at Acadia due to Covid-19 travel restrictions. The Dean of RGS will consult with the Provost & VP Academic on this issue.

Graduate Student Awards

Tri-Council Scholarships

Doctoral

- a. SSHRC – Quota (3); Apps (5); Awarded by SSHRC (1); Recipient Laura Fisher, SOCI
- b. NSERC – Quota (3); Apps (4); Awarded by NSERC (1); Recipient Julia Baak, BIOL

Note: Julia Baak was also the recipient of a Vanier CGS through McGill.

Masters

- a. CIHR – Quota (1); Apps (3), 2 not offered admission; Recipient: Jennifer Bernier, PSYC
- b. NSERC – Quota (2); Apps (14); Recipients: Noemie Bergeron-Germain, PSYC; and Jennifer Hogenbom, CHEM
- c. SSHRC – Quota (3); Apps (20); Recipients: Courtney Gosselin, PSYC; Taylor McAulay, PSYC and Sarah Spurrell, MCD.

ResearchNS Scotia Scholars (Master's level; 6 awards)

- PSYC - Rhonda McInnis, Noemie Bergeron-Germain, Olivia Cleary, Taylor McAulay, and Courtney Gosselin
- BIOL - Taylor Swanburg

Acadia Outstanding Masters Research Awards

- a. FA – Laura Fisher, SOCI
- b. FPS – Avalon Moore, EDUC
- c. FPAS – Julia Baak, BIOL

Thesis Defences

A breakdown of the number of students who completed their graduate degree requirements in thesis-based and coursework only degrees since May 2020, are as follows:

- Faculty of Arts (Thesis) = 11
- Faculty of Science (Thesis) = 24
- Faculty of Professional Studies (Thesis) = 4; M.Ed. (Coursework) = 118

During 2020-21, many faculty served in the role of Chair at one or more graduate level thesis defenses. The Committee and RGS thanks the volunteer Chairs and all other defence committee members for their time and efforts, and leadership in supporting the research outcomes and experiences of graduate students at Acadia.

Acadia's Graduate Studies Officer, Theresa Starratt, is thanked for Committee support, extensive work with Acadia's 16 graduate coordinators, and for endless efforts in Graduate Studies Office administration, student enquiries, and ongoing training in and preparation for the new graduate student admissions (SLATE) and registration (Colleague) systems.

Respectfully submitted,

Anna Redden
Dean, Research & Graduate Studies
Chair, Senate Committee on Graduate Studies

Senate Honours Committee Report

May 2021

Committee Members for 2020/2021:

Dean of Research & Graduate Studies: Anna Redden ex-officio

Registrar: Mark Bishop ex-officio

Arts: Can Mutlu

Arts: Jennifer MacDonald

Prof. Studies: Stephen MacLean

Prof. Studies: Claire Mallin

P&A Science: Joseph Hayes (Chair)

P&A Science: Mo Snyder

Honours Student (Arts): Cassandra Alfieri

Honours Student (Prof. Studies): Brooke Thompson

Honours Student (P&A Science): Jordi Chaffer

Summary Report

The Senate Honours Committee met three times in 2020/2021 (September 14th 2020; November 10th, 2020; and February 25th, 2021) plus a special meeting on March 16th 2021 to adjudicate the Honours Summer Research Award (HSRA) applications. Results are provided at the end of this report.

The committee's main focus this year was to address the impact of the COVID-19 pandemic on Honours Thesis submission processes. We also worked to streamline how students submit their Theses in light of last year's decision to discontinue the external review process. In Summary, the requirement for original signatures was waved to minimize the potential spread of COVID-19 and the submission process was streamlined to reduce administrative overhead while retaining rigor and accountability.

There was also some desire to see a campus-wide Honours student research conference at the end of the year. The committee discussed how they could become involved in organizing such a conference, as well as what the conference would look like in the wake of the pandemic. In the end, it was decided that the committee was not in a position to help with the planning of a campus-wide Honours conference while still under Covid-19 restrictions. Nevertheless, some members of the committee participated (and even helped to organize) the FPAS Impact conference (April 12th, 2021), which celebrated Honours student research at Acadia.

2020-21 Honours Theses

There were 78 Honours theses submitted during the 2020-2021 academic year. Only 7 submission extensions were requested and 2 were not able to submit.

Breakdown: Theses in FPAS departments: 56
 Theses in FA departments: 7
 Theses in FPS departments: 15

2021 Honours Summer Research Awards:

Applications:

There were 49 applications submitted for the HSRAs. Of these, 9 were selected for an NSERC Undergraduate Student Research award and were withdrawn from the HSRA competition leaving 40 to be considered for an HSRA. Of these there were:

- 7 from the Faculty of Arts (17.5%)
- 18 from the Faculty of Professional Studies (45%)
- 15 from the Faculty of Pure and Applied Sciences (37.5%)

Funding:

A total of \$87,385 was awarded for Honours Summer Research Awards.

- \$64,000 was provided by Acadia via the VP Academic and \$2,815 was provided by RGS.
- The Webster Foundation funded 3 full awards for a total of \$17,400 (1 award was offered to a student in each of the 3 faculties at Acadia)
- Individual Faculty members provided \$3,800 to support specific students. Of this, \$2,500 came from Pure and Applied Science, \$1,000 was from Professional Studies and \$300 from Arts

Results:

12 HSRAs and 3 Websters were awarded:

- 4 went to students in the Faculty of Arts (57% of applicants from FA)
- 6 went to students in the Faculty of Professional Studies (33% of applicants from FPS)
- 5 went to students in the Faculty of Pure and Applied Sciences (33% of applicants from FPAS).
When combined with the 9 students who received USRAs, 58% of applicants from FPAS received funding.

Submitted by

Joseph Hayes, Chair

**SENATE EXECUTIVE COMMITTEE REPORT TO SENATE
June 9, 2021**

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

- November 25, 2020
- January 27, 2021
- May 27, 2021

Business was also conducted electronically between meetings.

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

- Selected Senate meeting dates for 2020-2021
- Selected Senate Executive meeting dates for 2020-2021
- Provided input into Senate meeting agendas
- Discussed updated guidelines for Announcements to Senate and addition of new Question Period
- Communication with other Senate Committees, as required
- Initiated the addition of the Equity, Diversity, and Inclusion Officer and Coordinator of Indigenous Affairs as new members of Senate, referring the matter to the By Laws Committee
- Discussed the Provost and VPA's budget reporting to Senate
- Discussed Faculty Council motion passed in May 2021 and developed motion to bring to Senate on June 9, 2021
- Discussion of other topics, as required

2020-2021 Membership of Senate Executive:

Anna Kieft, Chair of Senate

Donna Seamone, Deputy Chair of Senate

Peter Ricketts, President

Dale Keefe, Provost and Vice-President Academic

Laura Robinson, Dean of Arts

Suzie Currie, Dean of Science

Ann Vibert/John Colton, Interim Dean of Professional Studies, then Corinne Haigh, Dean of Professional Studies

Anna Redden, Dean of Research and Graduate Studies

Jennifer Richard, Interim University Librarian

Mark Bishop, Registrar

Anna Robbins, Dean of Theology and President of Acadia College of Divinity

Lydia Houck/Megan Cyr, ASU Vice-President Academic and External

Mark Adam, Senate representative

Robert Seale, Senate representative

Michael Robertson, Senate representative

Respectfully submitted,
Anna Kiefte
Chair, Senate and Senate Executive

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**Admissions and Academic Standing (Appeals) Committee
Report to Acadia University Senate, Part 1 (2020-2021)
June 9th, 2021**

Since the committee's last report to Senate in September 2020, the Admissions and Academic Standing (Appeals) Committee met in November to discuss the appeal process for 2020-2021. For the 2020-2021 academic year, a revised process was recommended to Senate and subsequently passed by Senate at its December meeting. Students on probation may appeal their probation academic standing in the established way, but students on dismissal may instead complete a Declaration of Intent to Return to Studies process for this year rather than complete a full appeal process. Other work was also carried out electronically when necessary. A more detailed report will be submitted to Senate in the fall, once the bulk of the committee's work is completed over the summer.

The committee for 2019-2020 was:

Chair (Chair of Senate): Anna Kiefte — ex-officio

Registrar or Delegate (non voting): Mark Bishop — ex-officio

Executive Director of Student Services or Delegate (non voting): James Sanford — ex-officio

1 Arts faculty member: Jeffrey Sachs

1 Arts faculty member: James Sedgewick

1 Prof. St. faculty member: Harish Kapoor

1 Prof. St. faculty member: Jeff Torbert

1 P&A Sc. faculty member: John Murimboh

1 P&A Sc. faculty member: Cindy Trudel

1 Theology faculty member: Anna Robbins

1 Student: Lydia Houck (until April 2021), Megan Cyr (as of May 2021)

Others invited to attend, non-voting:

Shawna Singleton, Associate Registrar

Respectfully submitted,
Anna Kiefte
Chair

**Senate Curriculum Committee (Policy)
Annual Report to Senate – June 2021**

Committee Members:

Mark Bishop	Registrar or Delegate (Non-voting) ex-officio
Michael Corbett	Chair of Curriculum Committee (Administrative) ex-officio
Heather Dahringer	Arts
Dale Keefe	Acting University Librarian or Delegate ex-officio
Christopher Killacky	Theology
Peter Williams	Pure and Applied Science, chair
Lydia Houck	Student
Roxanne Seaman	Professional Studies

The committee met on:

9 October 2020
30 October 2020
4 December 2020
8 January, 2021

Principal items of business in 2020-21:

New Student Information system – The new Student Information System is being implemented. One feature of the new system is that course which span more than a single semester cannot be entered in to the system without causing significant degradation of the performance of the system. Much discussion was held within the committee around this issue and in the winter term. A potential solution was developed and the Committee Chair and the Registrar met with the Deans and Heads and Directors of the faculties of Arts, Professional Studies, and Pure and Applied Science to discuss this issue.

The discussions were very fruitful, and several new ideas were brought to the attention of the Registrar for implementation in the new system. Specifically, introducing a new designation for a course that is still in progress to avoid using the S-incomplete designation.

Units were asked to consider the course they have that span two-semesters to decide if they wished to retain the linked nature of the terms or to split the courses in to two separate entities. Either option is feasible, and the Registrar has a mechanism for making the linked courses work as they have in the past.

One course that most units have is the 6-hour Honours Thesis and the Curr. Comm. (P) Committee will be making a single submission to the Curr. Comm (A) Committee to deal with that rather than have all affected units make their own submission.

MPHEC Degree Requirement and Quality Assurance Framework – the Committee became aware of these two MPHEC requirements and discussed the best way to ensure that our programs are aligned with the MPHEC requirements.

It was felt that the Academic Program Review Process was ideally suited to ensuring that we were adhering to the Quality Assurance Guidelines. The SCC(P) communicated with the APRC to bring to ask them to consider modifying the Academic Program Review Guidelines to ensure that they are consistent with the MPHEC Requirements. This suggestion was received favourably.

Program Termination Process – Several years ago Senate approved a program termination process. Such terminations require MPHEC Approval. The SCC(P) presented a modified Program Termination Curriculum Form to Senate that highlighted the need for MPHEC approval once passed by Senate. Senate adopted the modified form.

Degree options and variants – limited progress was made on this issue and it will be top of the agenda for the coming year.

Respectfully submitted,
Peter Williams, Chair

Motion from Senate Executive- Senate Meeting of June 9, 2021

Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be formed for the 2021-2022 academic year, with membership and terms of reference as outlined.

At the May 2021 meeting of Faculty Council, the following motion was passed by Faculty Council:

Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.

Faculty Council is a committee of Senate, and at the last Senate meeting the topic of how to address this motion was discussed. As a way forward, the Senate Executive proposes that an Ad Hoc committee of Senate be formed to explore options for (1) collecting student course feedback, and (2) supporting faculty in improving course and teaching effectiveness. The proposed membership and terms of reference follow.

Committee: Course and Teaching Effectiveness Committee

Type: Ad-hoc

The committee shall be comprised of the following twelve members.

- One Faculty Dean (Dean of Arts, Dean of Science, or Dean of Professional Studies), appointed by the Provost and Vice-President Academic
- Director of Open Acadia (or designate)
- Two faculty members from the Faculty of Arts**
- Two faculty members from the Faculty of Professional Studies**
- Two faculty members from the Faculty of Pure and Applied Science**
- One faculty member from the College of Divinity and Faculty of Theology, elected by the College of Divinity and Faculty of Theology
- One undergraduate student, appointed by the Acadia Students' Union
- One graduate student, appointed by Acadia Graduate Students' Association
- Equity, Diversity, and Inclusion Officer

Chair: Member of the committee, elected by the committee. The Faculty Dean shall call the first meeting. The committee shall hold its first meeting by no later than September 15, 2021.

*** Faculty members include archivists, curators, instructors, lecturers, librarians, and professors. They shall be elected by a general call for nominations from the Faculty Elections Officer.*

Terms of Reference:

The purpose of the committee is to explore methods for (1) collecting student course feedback, and (2) supporting faculty in improving course and teaching effectiveness. The following activities may guide the committee's work:

- Conduct two surveys, one for students and one for faculty members, related to how student course feedback may be gathered and how course and teaching effectiveness may be best reflected upon and assessed.
- Review existing practices at Acadia and other institutions.
- Review the literature related to student surveys of courses and teaching, particularly in the areas of effectiveness of surveys, bias, and equity.
- Recommend to Senate new processes to replace current student surveys, which may include: development of new student surveys, development of teaching dossier templates, development of faculty self-reflection documents related to teaching activities, classroom observations from peers and/or academic administrators, mentoring programs, and/or attendance at professional development programming.
- Identify other bodies or committees that may be best positioned to complete tasks related to recommended processes.
- Liaise with the AUFA and the University Administration to identify parts of the Collective Agreement that would need to be revisited in order for the university to implement any recommended processes.
- Liaise with Technology Services to identify possible integration of some of the recommended processes into the new Colleague system.
- Complete other activities that members of the committee deem beneficial.
- Report back to Senate in June 2022. Report shall include highlights of survey results, status of process recommendations, and status of committee work. The committee shall recommend whether its mandate should be extended for an additional year.

Motion passed by Faculty Council on May 4, 2021:

Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative

surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.

Notes/ Issues to Consider (not an exhaustive list):

- The Collective Agreement states that “Candidates shall present evidence of their teaching activities as part of their dossier. Where the evidence relates to classroom performance, it should be based on direct observation by peers and/or academic administrators or by student surveys as in Article 17.02 A (n).”
- Under the current CA, faculty members are required to administer student surveys, and summaries of the numerical data has to be included in their renewal, tenure, and promotion (RTP) documents.
- There is ample evidence to suggest student surveys can be biased and do not always provide a good assessment of student learning. These issues apply particularly strongly to women or BIPOC faculty members, raising equity concerns. Student surveys often work best as formative assessments to help faculty members improve their teaching, rather than as summative assessments to measure and compare faculty performance. (We believe that other groups or individuals on campus have been collecting such evidence, which could be collated and shared).
- Note the current system for conducting electronic student surveys will no longer work under Colleague. The system and procedures will therefore have to be re-examined for the Fall term anyway.
- Making student surveys optional for RTP procedures would have to be a matter for negotiations.
- However, it would still be within the purview of Senate to revise the current survey form to ensure the questions asked align with best practices.
- Workshops or other guidance could be made available to help faculty who are interested in other methods of documenting their teaching activities for RTP purposes, and / or assessing their teaching effectiveness for their own formative professional development. Examples might include:
 - Guidance on development of effective formative student surveys;
 - Guidance on developing effective teaching dossiers;
 - Procedures to help facilitate classroom observation by peers and/or academic administrators;
 - More opportunities to obtain professional training, mentoring, and / or peer support around teaching issues.