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Minutes of the Senate Meeting of Wednesday May 5th, 2021.

A meeting of the Senate of Acadia University occurred on Wednesday May 5th, 2021 beginning at 9:00 a.m., with Chair A. Kiefe presiding and 44 Senators present with one guest. 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 R. Seale and seconded by M. Adam.

The Chair pointed out that two items had been received late and one item had been added for preliminary discussion purposes. She asked that every effort be made to provide written announcements in time for the agenda to go out.

MOTION TO APPROVE AGENDA CARRIED.

2) Minutes of the Meeting of Monday April 12th, 2021

Motion to approve the Minutes of Monday April 12th, 2021. Moved by C. Rushton and seconded by D. Benoit.

MOTION TO APPROVE THE MINUTES CARRIED.

3) Announcements:

a) From the Chair of Senate

Regrets were received from C. Shields, S. Duguay, T. Surette and N. Jamieson. N. O'Driscoll would be leaving early.

The Chair noted that S. Maitzen was attending as a guest to discuss agenda item 5) a) ii).

The Chair welcomed M. Cyr, M. Stanbrook, F. Kayode, C. Lu, L. Matos and N. Jamieson, the new student Senators.

The Chair also welcomed C. Haigh, the new Dean of Professional Studies.

b) From the President

President Ricketts pointed out that this was a very busy time in his office and explained that in order to include very current news in his report it was likely

to be submitted closer to the date of the Senate meeting. He noted that he had just met on Monday with the Department of Labour and Advanced Education, for example.

President Ricketts welcomed C. Haigh to Acadia and her position as Dean of the Faculty of Professional Studies and he noted that once again Acadia had a full slate of female Deans. He thanked J. Colton for serving as Acting Dean for the last several months.

President Ricketts was pleased that L. Creaser, an Honours Biology student and member of the Acadia First Nation, had received a national 3M Student Fellow Award. He was grateful to the Maple League for coordinating the applications for the 3M awards.

President Ricketts had prepared a detailed report for the University Faculty Council the previous day but there had not been time to present it so he was planning to hold a Town Hall meeting for the campus community later in the month and updates would be provided regarding the finances and the proposed budget at that time.

The Chair asked that written announcements be provided the week before the meeting so that Senators could review them, and that newer updates could be added verbally at the meeting. She had received feedback from Senators and hoped that a balance could be struck.

P. Callaghan congratulated everyone involved in the creation of the list for Honorary Doctorates for both 2020 and 2021 and recognized that this process was a lot of work.

President Ricketts was sorry not to have them all on campus at the same time but had extended an invitation to each of them. He noted that there had been media response to the Kyle Lowry nomination. He also noted the importance of the nominations for Dr. R. Strang and Dr. Watson-Creed. He also stated that the Honourable Justice Murray Sinclair had been appointed Chancellor of Queen's University.

c) From the Provost and VPA

D. Keefe congratulated everyone for getting through the difficult year, recognizing that there was a lot of hard work by faculty and staff to get safely through the year. He welcomed Corinne Haigh to her position as the Dean of the Faculty of Professional Studies and thanked J. Colton for stepping in to fill the position for the past four months.

D. Keefe acknowledged the achievement by L. Creaser with the national 3M Student Fellow Award. This was the first time that an Acadia student had received this honour.

D. Keefe reported that the Dean of Libraries and Archives position had now been filled and that an official announcement would be made soon.

D. Keefe stated that letters to candidates for Renewal, Tenure, and Promotion had gone out during the week. An official list will be provided to Senate at the June meeting, and he offered congratulations.

D. Keefe provided an update on the Academic Plan and stated that the draft was with the APC and would be circulated to Senators, Heads, Directors and Coordinators; so that it could be distributed to their faculty and feedback requested. He intended to bring a full Academic Plan to Senate in June for endorsement. This process had moved quickly.

K. Pinder asked D. Keefe about the mention of micro credentials in the Academic Plan.

D. Keefe explained that MPHEC and the Province were attempting to define these. He noted that at a high level these were short and focussed on skills, possibly a particular aspect. He noted that some disciplines such as Education or Health Care had been taking this approach for some time and teaching short courses that were skills based rather than part of regular curriculum content. He provided examples such as in Nursing where there could be a course on immunization, or in Chemistry there could be a course on a particular emerging technique.

K. Pinder understood this to be the case. She stated that micro credentials had been criticized by CAUT and a number of university faculty associations because they were in tension with other pedagogical goals and tended to deflate other offerings that the universities were providing.

K. Pinder was concerned about inflating the idea of credentialing for students and sometimes charging them extra fees for these. She referred Senators to the CAUT Bulletin of December 2020 and an article entitled "Beware the Micro Credential".

K. Pinder recognised that some programs offered micro credentials. She asked D. Keefe to consider the fact that these could inflate the expectations of the students and that they would be charged more money for something that could be very hollow. These could also deflate the merit of the Acadia programs.

V. Provencal asked why there was no report from the Faculty of Arts.

D. Keefe explained that Deans were asked to forward information to the Provost's office each month and that nothing had been received.

L. Robinson was not aware of a report having been forwarded.

C. Mutlu noted that under academic planning the Provost had stated that it would not be easy to achieve the desired goals because new initiatives either needed to be self-funded or funds would need to be allocated from other activities or initiatives. He asked why funds from monies raised by the Capital Campaign were not being funnelled into new initiatives in the academic sector.

D. Keefe explained that the province was not providing additional money in the operating grant to the University, and that Acadia would need to fund any changes by whatever means available to it. This could be tuition dollars, campaign money, or endowment funds.

C. Mutlu had understood that money from the Campaign for Acadia would go towards these academic initiatives. He requested more details.

D. Keefe noted that funds from the campaign were in an endowment and that proceeds from that would go to support the specific initiative that the original donation was provided for. This could be scholarships, buildings, or particular research initiatives. He also mentioned that much of this money was in the form of pledges for targeted initiatives.

President Ricketts pointed out that Senators would be wise to understand what the role of a campaign was and what donated funds to the University could be used for. He pointed out that donations were identified and targeted and that the money could only be used with the agreement of the donor. Very few donations were wide open and could be used at the University's discretion. He noted that recent awards announced for black students earlier in the year made use of funds that had been designated for students in general.

President Ricketts explained that campaign money could not fund a new academic program because ongoing and continual operational revenues were required for this. Campaign money could be used to endow a Chair and this could take 2 million dollars or more.

C. Mutlu pointed out that he had been asking about the transformational student experience and using capital funds for this initiative.

President Ricketts was concerned about the more general lack of understanding about what campaign funds could be used for, and he apologised if he had misinterpreted C. Mutlu's original question.

M. Adam referred back to micro credentials and felt that it could favour certain studies on campus over other studies. He suggested that Acadia make relevance within the degree programs more obvious and find a different way to celebrate the unique aspects of the programs.

M. Adam pointed out that it was the job of Senate to question the senior administration about topics that were difficult. He appreciated the pressures in the President's Office but also observed that throughout the year everyone had been trying to make things happen with not enough in the way of resources. He felt that faculty were very aware but noted that communication needed to go both ways.

D. Seamone thanked D. Keefe and the Task Force for their work through the year. She asked about the return to in-person delivery of classes and asked about room sizes if physical distancing was to continue. She recognized that this was an evolving situation but needed to start planning for course delivery.

D. Keefe agreed that the Task Force had worked hard through the last year considering many different scenarios. He was in contact with the Provincial authorities and currently he was expecting the vaccination program to continue to progress on target with most people having received their second dose by September. This would result in a reduction of physical distancing and double occupancy in residences. Masks would still be recommended. D. Keefe noted that the next 3-4 weeks would be critical and a lot could depend upon the variants. He expected that it could be safe to return to campus later in the summer.

A. Quema thanked K. Pinder for her question about micro credentials. She stated that Senators and faculty should know that the APC included four faculty members, one from each Faculty and one from IDST, in addition to the Deans and Provost. She noted that she was there as a representative but did not belong to any one club and she encouraged K. Pinder to contact her representative on the committee and forward comments for the APC to consider.

D. Keefe explained that the intention was to establish micro credentials that were connected to local industry needs, so quite specific. Some of this was already happening in the Faculty of Pure and Applied Science. He felt that there was a responsibility to support local industry, and that micro credentials could be one way to fulfil that responsibility.

d) From the President of the ASU

M. Stanbrook reported that the ASU had held a transition retreat on-line. The spring survey that had been carried out by the ASU is now being examined and the results evaluated. M. Stanbrook reported that they were working with the Women's Centre, the Equity Office, and Athletics to implement more inclusive gym times for the Fall.

The Chair welcomed all of the new student Senators.

e) From the College of Divinity and Faculty of Theology

There were no announcements but Senators were invited to watch the Commissioning Service on Friday May 7th at 7:00 p.m.

President Ricketts welcomed M. Stanbrook and the other ASU Senators. He had met with the team recently and felt that the role of the ASU over the last year had been absolutely critical to the ability of the University to manage through the crisis. He looked forward to working with them.

D. Looker thanked President Ricketts for his words during the last Senate meeting with respect to her appointment to SSHRC. She noted that it did matter to everyone to have their achievements recognized and appreciated.

4) Time Sensitive Items:

a) Approval of the list of Graduands for the

Approval of the list of Graduands for the Convocation of May 9th, 2021. Moved by D. Keefe and seconded by R. Murphy.

**Convocation of May 9th,
2021 (*circulated
previously*)**

M. Bishop posted any changes to the list that had been made since the University Faculty Council meeting on Tuesday, to the Teams Chat.

M. Bishop confirmed that there were still grades expected but that the list included those students expecting grades at this time.

MOTION CARRIED.

**b) Enabling Motion
(*attached*)**

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2021, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Moved by D. Keefe and seconded by R. Murphy.

MOTION CARRIED.

Senators applauded warmly.

The Chair thanked M. Bishop and the rest of the team in the Registrar's Office for their work, especially at this particularly busy time of year.

President Ricketts also thanked the Registrar's Office and congratulated the Class of 2021, noting the huge disruption to their studies during the last year, along with all of the Acadia community. He felt that resilience and determination had been demonstrated. President Ricketts was very disappointed not to be able to share Convocation with the students in person but had been able to speak to several of the students taking photos on the stage of Convocation Hall and commented that all of the students were very appreciative of the work of the faculty, staff, and the University. They also appreciated having been able to be on campus during the last year of their studies.

President Ricketts also felt that the students appreciated everything that Senate had done to make it possible for the University to deliver in-person classes during the last year.

5) New Business

**a) Notices of Motions from
the By-laws Committee**

**i) Motion that Senate
approves a change in**

Motion that Senate approves a change in its Constitution and By-Laws such that the membership of Senate Curriculum Committee (Admin) is changed to include Associate Registrar as an *ex officio – non-voting* –

its Constitution and By-Laws such that the membership of Senate Curriculum Committee (Admin) is changed to include Associate Registrar as an *ex officio – non-voting* – member as per the Committee’s request. (*attached*)

member as per the Committee’s request. Moved by C. Mutlu and seconded by K. Pinder.

C. Mutlu was happy to take any questions.

A. Quema was in support of this motion and felt that the change had been needed for quite some time.

MOTION CARRIED UNANIMOUSLY.

ii) Motion that Senate approves a change in its Constitution and By-Laws such that Research Ethics Board is no longer required to report on complaints it receives back to Senate (*attached*)

Motion that Senate approves a change in its Constitution and By-Laws such that Research Ethics Board is no longer required to report on complaints it receives back to Senate. Moved by C. Mutlu and seconded by K. Pinder.

S. Maitzen was seeking equal treatment for the Research Ethics Board when compared to other Senate sub-committees.

G. Whitehall felt that the REB had a special relationship to Senate with respect to the work carried out by the REB. He asked whether conflicts or complaints should be reported to Senate.

S. Maitzen requested clarification with respect to the REB being considered a special committee of Senate. This was a committee of Senate but was the only committee that was required to report any complaints that were received by the committee.

G. Whitehall felt that the unique work that was carried out by the REB could result in Senate having a unique interest in any complaints that were received by the REB. He asked why the REB had originally been required to report any complaints or conflicts and what the justification had been.

S. Maitzen did not know the reason for the original wording and requirement but noted that it had concerned him because this one committee was being singled out and was required to report any complaints that came to it regardless of whether or not the complaints turned into a formal appeal of an REB decision. This had never happened to his knowledge.

S. Maitzen noted that during the last 21 years a small number of complaints had been received and stated that the complainant was invited to come before the REB and speak in person.

C. Mutlu asked whether these complaints were about researchers or were they a complaint lodged by a researcher against the REB.

S. Maitzen responded that in 21 years the REB had received one complaint from a researcher and that about three or four complaints had been received from members of the public about particular research projects. All of these were handled carefully by the REB and he felt that it would be violation of

confidentiality to identify any particular researcher. Complaints were resolved informally.

R. Murphy had been on the REB when it had formed, and he noted that a lawyer drafted the language to ensure that Tri-Council policy was being adhered to at Acadia University. He pointed out that the Acadia REB was highly effective; a lot more so than other REBs at other institutions. R. Murphy saw this as a request for fair treatment for the committee and fully supported the motion.

A. Quema saw this as a matter of principle and she felt that the Research Ethics Board was a different committee from other Senate sub-committees, in that it made significant decisions. She observed that there was no third party that the committee was accountable to.

The Chair asked whether a formal appeal process for REB decisions existed.

S. Maitzen responded that there was an appeal process in place and that the Mount Allison REB served as the appeal board for the Acadia REB and vice versa. During the last 21 years neither REB had needed to hear an appeal.

D. Looker asked who the Research Ethics Board was accountable to and S. Maitzen stated that the REB was accountable to the Acadia Senate.

The Chair asked whether appeals were reported and S. Maitzen agreed that the Senate By-laws required that appeals be reported to Senate. If there were any they would be reported.

S. Maitzen described the one letter of complaint that the REB had received in 2002-2003. A research project had been approved but the researcher objected to a single sentence in the letter of approval. The REB considered the objection and found it to be without merit. The researcher then took the complaint up the line to the President and AUFA but it was still found to be without merit.

D. Looker asked what the procedure would be if there was a legitimate complaint lodged against the Research Ethics Board.

S. Maitzen expected that other complaints would be handled in the same way as described above. Like other sub-committees of Senate, the REB did not have a written procedure regarding complaints of the committee conduct.

The Chair felt that the committee reports to Senate were designed to keep all committees accountable to Senate and therefore Acadia University. She noted that the REB reports were of excellent quality and that the REB had always been accountable to Senate.

H. Dahringer believed that the complaint lodged in 2002 was from before the REB had been established as a standing committee of Senate. She recalled that the Chair of the REB consulted with the Tri-Council Policy Statement Advisory committee and stated that the issue was a legal disclaimer that was in one approval but not in others.

S. Maitzen repeated that there were no written procedures for any committee of Senate to report on every complaint it might receive concerning its conduct, except for the REB.

A. Quema pointed out that the REB made decisions that no other committee made.

S. Maitzen stated that every Senate committee had a unique purview and carried out work not conducted by another committee. On the REB there was already an appeals process in effect.

V. Provencal was not in favour of the motion and did not feel that this requirement to report on complaints was a burden on the committee.

M. Adam pointed out that various other Acadia committees such as the Grievance committee, the DRC and URC committees, plus the UAC did provide reports of their processes. The weight of the work in certain committees varied. He noted that the UAC was required to report on any appeals that came forward through that committee. He did not see a threat and expected that a report of complaints would be straightforward.

S. Maitzen explained again that an appeals process was already in place for the REB but that the additional requirement here was to report complaints to the committee. He noted that a complaint could come from anywhere and the REB was the only committee required to report complaints.

MOTION CARRIED.

iii) **Motion that Senate approves a change in its Constitution and By-Laws such that duties of the By-laws Committee is clarified in regard to responsibilities and procedures associated with the periodic reviews of Senate, Faculty, and Faculty Council by-laws (*attached*)**

Motion that Senate approves a change in its Constitution and By-Laws such that duties of the By-laws Committee is clarified in regard to responsibilities and procedures associated with the periodic reviews of Senate, Faculty, and Faculty Council by-laws. Moved by C. Mutlu and seconded by K. Pinder.

C. Mutlu stated that this motion was in response to a question from A. Quema.

A. Quema supported the motion but suggested an amendment to the mandate.

Amendment to change the wording of the mandate which currently stated: To conduct periodic reviews of the By-laws of the Senate, and review changes made to Faculty and Faculty Council by-laws, and recommend any changes or additions deemed necessary. Faculty and Faculty Council by-laws should be reviewed at a minimum every five years by respective Faculty and Faculty Council by-law committees, and be presented to the Senate by-laws committee for review.

Amendment to state: To conduct periodic reviews of the By-laws of the Senate, and review changes made to Faculty and Faculty Council by-laws, and recommend any changes or additions deemed necessary. Faculty and Faculty

Council by-laws should be reviewed every five years by respective Faculty and Faculty Council by-law committees, and be presented to the Senate by-laws committee for review.

Moved by A. Quema and seconded by C. Mutlu.

K. Pinder suggested a change to the amendment: “Faculty and Faculty Council by-laws should be reviewed **at least** every five years...”

Amendment to state: To conduct periodic reviews of the By-laws of the Senate, and review changes made to Faculty and Faculty Council by-laws, and recommend any changes or additions deemed necessary. Faculty and Faculty Council by-laws should be reviewed at least every five years by respective Faculty and Faculty Council by-law committees, and be presented to the Senate by-laws committee for review.

A. Quema and C. Mutlu accepted the change to the amendment.

There was no further discussion about the amendment.

AMENDMENT TO THE MOTION CARRIED.

Discussion returned to the main motion which now read: **Motion that Senate approves a change (as amended) in its Constitution and By-Laws such that duties of the By-laws Committee is clarified in regard to responsibilities and procedures associated with the periodic reviews of Senate, Faculty, and Faculty Council bylaws.**

MAIN MOTION CARRIED.

- iv) **Motion that Senate approves a change in its Constitution and By-Laws such that the membership of Senate to include two new *ex-officio* (non-voting) members. One for Equity, Diversity, and Inclusion Officer and one for Coordinator of Indigenous Affairs. Moved by C. Mutlu and seconded by A. Quema.**
- There were no questions or comments.
- MOTION CARRIED. ONE ABSTENTION.
- v) **Motion that Senate approves a change in its Constitution and By-Laws such that Senate Library Committee be made redundant as per request from the Committee membership as highlighted in the Senate Library Committee – Annual Report to Senate 2019-20. Moved by C. Mutlu and seconded by K. Pinder.**

Senate Library Committee be made redundant as per request from the Committee membership as highlighted in the Senate Library Committee – Annual Report to Senate 2019-20 (*attached*)

C. Mutlu recommended that the new Dean of the Libraries and Archives provide a regular report to Senate similar to that already provided by the other Deans and attached to the Provost and VPA report.

D. Keefe agreed.

MOTION CARRIED.

vi) **Motion that Senate approves a change in its Constitution and By-Laws such that Archives Committee’s list of duties include a mandate “to support academic activities.” (*attached*)**

Motion that Senate approves a change in its Constitution and By-Laws such that Archives Committee’s list of duties include a mandate “to support academic activities.” Moved by C. Mutlu and seconded by K. Pinder.

There were no questions or comments.

MOTION CARRIED. THREE ABSTENTIONS.

b) **Enrolment Report (*attached*)**

M. Bishop reported that although the University lost international students for the year during COVID, numbers of Nova Scotian students increased which resulted in a status quo year for enrolment.

D. Looker asked how this trend compared to other universities in the region.

M. Bishop did not have access to this information at this time, but stated that he would be willing to bring it to Senate as an addition to his report.

D. Looker had seen this information on other occasions and felt it would be useful to review when available.

D. Keefe reported that Acadia was in the middle of the pack.

D. Keefe noted that the shift from international to domestic students had a large impact on Acadia and was because those students were unable to travel to Canada.

P. Callaghan posted the link to the Fall 2020 AAU enrolment report into the Meeting Chat.

A. Quema was interested in the different dynamic that had occurred in her classes with the increase in students from Nova Scotia. This could have consequences for enrolment, and she felt that it was important to continue to build capacity from Nova Scotia.

D. Keefe noted that this was the direct effect of COVID because NS students did not want to travel outside of the province.

President Ricketts stated that most of the international students were studying online during the last year and were mostly taking only one or two courses therefore counting as part time students.

President Ricketts commented that all maritime universities saw an increase in NS students, reflected partly by the larger cohort that left Grade 12 in 2020, but also because of students electing to remain in the province. This trend may or may not continue into 2021 but he noted that Nova Scotia's success at managing the pandemic could be one reason that an increase was showing for 2021-22 also, amongst Nova Scotian students.

V. Provencal asked about the fee differential normally applied to international students.

D. Keefe stated that the fee differential continued to apply even though international students were not attending in person. He explained that the university hoped to increase the number of international students to 20% of the student body (currently about 12% of the student body).

D. Keefe explained that attracting students from a variety of regions would increase diversity on campus. It was also part of the plan to introduce opportunities for international students to remain in the area once they had graduated.

President Ricketts stated that the government had allowed international students to have the requirement for study permits waived even though they were studying on-line. He did not know what had been decided for the coming year but hoped that this would be continued because travel restrictions would still be in place.

M. Bishop stated that he had heard recently from the IRCC that a date restriction was being put into effect, and that study permit applications needed to be received by the Federal Government offices by May 15th, 2021 in order for a student to receive a decision by August 6th, 2021. His office had been attempting to communicate this information to students.

A. Quema asked whether this information had been given to prospective graduate students. This was important because there were international graduate students in the English department and other academic units.

M. Bishop had not heard back from the Research and Graduate Studies office but had heard back from the Admissions Office and the Enrolment Office.

A. Redden was not aware of this and offered to check with T. Starratt and follow up once she had more information.

D. Keefe stated that it was not imperative that students applied by May 15th, but that it was the date that needed to be met in order to have a guarantee that their application would be processed by August, giving them time to come for September.

A. Quema asked whether the onus was on the Graduate Coordinators to contact the graduate students or whether R&GS would be responsible to do so.

A. Redden stated that the process for admission for international graduate students was different and was run through the R&GS Office.

The Chair asked D. Looker if she was satisfied with the comparator information as provided within the posted AAU Enrolment report.

D. Looker was satisfied and withdrew her request to have the comparator information added to the enrollment report.

The Chair thanked M. Bishop for the report and for addressing the questions from Senators.

c) Motions from the Admissions and Academic Standing Committee (Policy)

- i) Motion 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 (*attached*)**

Motion 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. Moved by D. Keefe and seconded by R. Murphy.

D. Keefe stated that this wording would provide clarity for students going on an exchange so that they could be certain they would receive credit for a full load term. Institutions in other countries used other systems from that used at Acadia.

V. Provencal asked why ‘approximately’ as opposed to ‘up to’ had been used in the wording.

M. Bishop clarified that this would include other programs that had labs or other experiences that resulted in credit being granted.

C. Rushton asked whether transfer students were counted within the program numbers while away for a term or two terms.

D. Keefe stated that since the students were continuing to pay tuition at Acadia they would continue to be counted in program numbers, but would not be counted in course enrolment numbers.

P. Callaghan commented that this was a great program and felt that this always justified a 15-credit hour load.

D. Keefe noted that this change of wording was just to place more information into the Calendar so that students could recognize that they would get a term of credit transferred back.

MOTION CARRIED.

- ii) **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 (*attached*)**
- 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. Moved by D. Keefe and seconded by L. Robinson.**
- D. Keefe explained that this change was being requested by the Admissions Office to ensure that they had the most up to date information available.

MOTION CARRIED.

- d) **Discussion of motion passed by the University 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 (*attached*)**
- Discussion of a motion passed by the University 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.**

The Chair stated that this late addition to the agenda was intended to be a preliminary discussion item, as the motion had just been passed at Faculty Council the day before. She asked Senators to read the documentation that had been provided on page 30 of the Senate agenda, which was what had been provided to Faculty Council.

The Chair had received the report from the Faculty Council Issues and Engagement subcommittee (FCIE) some weeks earlier and she had been thinking about some options for how Senate may choose to proceed. She felt that one option could be for Senate to form an ad-hoc committee for a limited period to work on this.

M. Adam was a member of the FCIE subcommittee and pointed out that while the overall aim was to reinvigorate Faculty Council, the aim was not to send requests through to make more work for Senate. He noted that the subcommittee was working on things that would support faculty and the mandate of Faculty Council itself.

M. Adam stated that this was the first motion of this type that had come to Senate from Faculty Council in recent years. Faculty as a whole had voted on this and he recognised that Faculty Council included all faculty members and the opportunity to meet to discuss academic policies and work. M. Adam explained that the intention was to invigorate conversation and not just create more work for people.

The Chair was pleased to see this type of academic item come forward to Senate from Faculty Council and hoped that faculty members would come forward to work on the project.

A. Quema also welcomed the discussion as long as processes were adhered to.

D. Looker recalled that Faculty Council was a committee of Senate in the past.

The Chair stated that Faculty Council was still a committee of Senate.

M. Adam agreed that Faculty Council remained a committee of Senate. He noted that there had been challenges in meeting quorum at Faculty Council in recent years so there had been a move about a year ago to determine what could be done to make Faculty Council feel more relevant and interesting to the faculty.

V. Provencal asked whether M. Adam and others would be presenting a motion to Senate at the June meeting. He expected that the discussion would be lengthy.

The Chair agreed that a motion would be the way forward on this topic. She repeated the idea that an ad-hoc committee of Senate could be formed to complete the project, and planned to bring this idea to Senate Executive, but was hoping for some input and suggestions from Senators. She stated that any Senators could bring a motion and ideas forward.

V. Provencal expected that M. Adam would be the most appropriate Senator to make a motion and that Senate could not act until a motion was brought forward.

The Chair felt that M. Adam was not obligated to be the one to bring the motion forward, and that it could be any Senator. While he had served on the subcommittee of Faculty Council that had brought the motion forward to Faculty Council, the whole of Faculty Council had passed the motion that had led to this discussion.

A. Quema did not feel that it was necessary to go through Senate Executive and felt that any Senator could bring a motion forward with the seven-day notice of motion.

The Chair agreed that any Senator could bring a motion forward and encouraged Senators to consider ways to move forward or to submit a motion.

There was no other business.

6) Other Business

7) Adjournment

Motion to adjourn at 12:00 noon. Moved by H. Dahringer.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Six Motions from the By-laws Committee

Motion #1

Motion that Senate approves a change in its Constitution and By-Laws such that the membership of Senate Curriculum Committee (Admin) is changed to include Associate Registrar as an *ex officio – non-voting* – member as per the Committee’s request.

Context: A request from the Members of the Senate Curriculum Committee (Admin) to have Senate consider adding the Associate Registrar as an *ex officio, non-voting* member of the committee. The rationale for adding the Assoc. Registrar to the Committee is that they eventually assume the primary responsibility for implementing the administrative implications of curriculum changes. So, having them at the meetings is extremely useful to support the discussions, and makes for a much more seamless handoff from the work of SCC (Admin) to the follow-up work of the Registrar’s office.

Language in the constitution and bylaws (w/ recommended changes highlighted):

VIII. (c) CURRICULUM COMMITTEE (ADMINISTRATIVE)

- i. The membership of the Curriculum Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

Chair of Curriculum Committee (Policy) *

The Registrar or delegate (non-voting)

The Associate Registrar (non-voting)

University Librarian or delegate

Two members of the Faculty of Arts

Two members of the Faculty of Professional Studies

Two members of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

Motion #2

Motion that Senate approves a change in its Constitution and By-Laws such that Research Ethics Board is no longer required to report on complaints it receives back to Senate.

Context: The current By-Law establishing the Research Ethics Board requires, in paragraph 5, an annual report to Senate containing the following information:

- e. Appeals, complaints, interpretive matters for which the REB has sought guidance from the Canadian Secretariat on Research Ethics, and any other matters out of the ordinary with which the Board has dealt with over the reported period.

The REB is the only standing or *ad hoc* Senate committee that is required to report complaints that arise concerning it, even if those complaints do not rise to the level of an appeal of an REB decision, which they never have in the REB's 21 years of existence.

It is requested that the word "complaints" be struck from the language of 5(e). The second "with" should also be struck to remove redundancy.

Language in the constitution and bylaws (w/ recommended changes highlighted):

VIII. (h) RESEARCH ETHICS BOARD^{*, ***, ****}

- e. The REB shall provide to Senate, through its Chair, an annual report of its activities. The report should address: ****
 - its policies for the training of members, appointment of Ad Hoc advisors, and other key operating decisions as required by the TCPS and implemented by the REB, and
 - appeals, **complaints**, interpretive matters for which the REB has sought guidance from the Canadian Secretariat on Research Ethics, and any other matters out of the ordinary **with** which the Board has dealt with over the reported period.

Motion #3

Motion that Senate approves a change in its Constitution and By-Laws such that duties of the By-laws Committee is clarified in regard to responsibilities and procedures associated with the periodic reviews of Senate, Faculty, and Faculty Council bylaws.

Context: Senate by-laws committee looked into the existing language on responsibilities and procedures associated with the periodic reviews of Senate, Faculty, and Faculty Council bylaws. As it stands there is an ambiguity on how a review is initiated, and whose responsibility it is to initiate and conduct such reviews. The Senate by-laws committee believes that it should be the responsibility of respective by-law committees of each faculty and the Faculty Council to oversee their own bylaws and conduct their own reviews. These reviews should not be conducted by the Senate by-law committee. These reviews, however, should happen every five years and the outcome of the changes be submitted to the Senate by-laws committee to ensure standardization across documents, and compliance with Senate constitution.

Language in the constitution and bylaws (w/ recommended changes highlighted):

- ii. The duties of the By-laws Committee shall be:
 - c. To conduct periodic reviews of the By-laws of the Senate, and review changes made to Faculty and Faculty Council by-laws, and recommend any changes or additions deemed necessary. Faculty and Faculty Council by-laws should be staggered such that the By-laws of each of these bodies are reviewed at least every five years by respective Faculty and Faculty Council by-law committees, and be presented to the Senate by-laws committee for review.

Motion #4

Motion that Senate approves a change in its Constitution and By-Laws such that the membership of Senate to include two new *ex-officio* (non-voting) members. One for Equity, Diversity, and Inclusion Officer and one for Coordinator of Indigenous Affairs.

Context: Upon a request by Senate Executive to consider including Equity, Diversity, and Inclusion Officer and Coordinator of Indigenous Affairs as *ex-officio* members of the Senate, By-laws committee is recommending their membership as *ex-officio* non-voting members. Given Acadia's commitment to decolonization and Equity, Diversity, and Inclusion, and the significance of these issues to the academic mission of the University, the membership of the holders of these positions would enhance and diversify the debates in Senate. Building on the precedence of having other *ex-officio* members as non-voting members (e.g.: VP Finance and Administration, Vice-Provost Students, Recruitment, and Enrolment Management, and Registrar) Senate by-laws committee membership believes that these members should also be non-voting members in order to ensure that the balance in the senate voting does not change.

Language in the constitution and bylaws (w/ recommended changes highlighted):

MEMBERSHIP

The membership of the Senate of Acadia University shall be as follows: (See Appendix A):

Chair (see Note below)###

Deputy-Chair (from the Elected Faculty Members of Senate)**, ###

Chancellor

President

Provost and Vice-President Academic #####

Vice-Provost Students, Recruitment and Enrolment Management (non-voting)*, +++, #####

Vice-President, Finance and Administration, and Chief Financial Officer (non-voting)**

Equity, Diversity, and Inclusion Officer (non-voting)

Coordinator of Indigenous Affairs (non-voting)

Dean of Arts

Dean of Professional Studies

Dean of Pure and Applied Science

Dean of Theology

Dean of Research and Graduate Studies⁺⁺

Director of Open Acadia

University Librarian

Professional Librarian from among members of the University Community holding appointments as professional librarians.[#]

Registrar, Secretary to Senate (non-voting)

Student Union President^{****, +++++}

Twenty-seven members of Faculty, to include nine from each of the Faculties of Arts, Professional Studies, and Pure and Applied Science. This membership shall include one representative from each school.

A member of the Faculty of Theology[#]

Three members of the Board of Governors

Six students, at least one of whom shall be a Graduate Student^{##}

One Mi'kmaw lay person, as per Section II(a) ^{#####}

Two lay persons, nominated by the Senate Nominating Committee who are not eligible for membership under the roles and categories laid out above provided they are not full-time employees of Acadia at the time they are appointed lay members. ^{+ #####}

Motion #5

Motion that Senate approves a change in its Constitution and By-Laws such that Senate Library Committee be made redundant as per request from the Committee membership as highlighted in the Senate Library Committee – Annual Report to Senate 2019-20.

Context: Based on a request by Darren Kruisselbrink, Chair of the Senate Library Committee, Senate by-laws committee is suggesting that Senate Library committee be made redundant. The rationale for this is a three-fold. First, the changing nature of library acquisitions means that there is very little to debate on library acquisitions. Second, most of the duties of the Committee falls under the job description of subject librarians and the university librarian; committee members are less qualified to do this work that is already being done internally to the Library. Third, given the *sui-generis* position of the Library within the University structure as an entity that is equal to a “faculty,” and its existing representation in the Senate in the form of a librarian senator and the University Librarian – soon to be the Dean of Libraries and Archives, it is not necessary to have the committee in its current structure to report back to the Senate. The text from the Senate Library Committee report to the senate is attached below:

“In discussing goals for the 2019-20 academic year the committee reviewed its terms of reference. Discussion highlighted that these duties are regularly achieved within the existing infrastructure of the Library and its reporting structure such that efforts by committee members to execute these same duties would not only be redundant but, if undertaken, would also be accomplished with less expertise. Broader discussions about the impact of mothballing the Library Committee were planned when COVID-19 hit and the provincial declaration of a state of emergency closed the university.”

We recommend that the Library Committee be made redundant, instead the new Dean of Libraries and Archives be asked to report directly to the Senate on Library activities just as other Deans do.

Language in the constitution and bylaws (w/ recommended changes highlighted):

~~VIII. (f) LIBRARY COMMITTEE~~^{*, **}

~~i. The membership of the Library Committee shall be elected in accordance with Article VI. 1. and shall be as follows: +~~
~~Two members from the Faculty of Arts with each appointed for either a one-year or two-year term on a rotational basis throughout all academic units, with no one unit sitting twice before other units have served one term.~~

Two members from the Faculty of Professional Studies with each appointed for either a one-year or two-year term on a rotational basis throughout all academic units, with no one unit sitting twice before other units have served one term.

Two Members from the Faculty of Pure and Applied Science with each appointed for either a one-year or two-year term on a rotational basis throughout all academic units, with no one unit sitting twice before other units have served one term.

One member of the Faculty of Theology appointed for a one-year or two-year term.

The University Librarian

One professional librarian elected for a one-year term by the members of the University Community holding appointments as professional librarians.

The Vice-President (Academic) of the Students' Council

One undergraduate student appointed for a one-year term by the Students' Representative Council

One full-time graduate student appointed for a one-year term by the Graduate Students

ii. ~~Duties:~~ ^{***, ****}

On the Senate Library Committee, the University Librarian, liaison Librarian, students and faculty members work collaboratively

- a. ~~To consult actively with their constituents, to offer another conduit through which constituents convey their academic concerns regarding the library and to address these concern by various means, including the formulation of policies;~~
- b. ~~To advocate for necessary and appropriate resources for the academic functions of the library;~~
- c. ~~To develop policy recommendations with regard to the library's collection development;~~
- d. ~~To develop policy recommendations with regard to the library's support of research;~~
- e. ~~To make an annual report.~~

~~* Amended May 2001~~

~~** Amended October 2002~~

~~*** Amended June 2009~~

~~**** Amended November 2009~~

~~+ Removed February 2018 (A Chair appointed for a three-year term from the membership of Senate, nominated and elected under the provisions of VIII (b) (ii).)~~

Motion #6

Motion that Senate approves a change in its Constitution and By-Laws such that Archives Committee's list of duties include a mandate "to support academic activities."

Context: As part of their review of their mandate at the initial meeting, several people on the committee suggested that the mandate, as currently constituted, is rather incomplete. The archives is visited by a steady stream of researchers, faculty and students alike, in addition to community members. Many of these users of the archives are engaged in scholarly projects of one form or another, but this is simply not reflected in the current mandate. It was felt that adding the suggested line would also heighten awareness of the role of the Archives in the university community, and the crucial role that the Archives play in community engagement.

Language in the constitution and bylaws (w/ recommended changes highlighted):

Duties:****

As representatives of their various constituents, members of the Senate Archives Committee will work collaboratively:

- a. To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
- b. To advocate for the Archives within the University, the Convention of Atlantic Baptist Churches and the local community;
- c. To make an annual report;
- d. To address other Archives-related issues that shall arise from time to time.
- e. To support academic activity.

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

SUMMARY

The undergraduate enrolment for Acadia as of April 2nd, 2021 was 3400 head count, 3255 FTEs. This represents decreases of 0.5% head count from 2020 and 1% of FTEs.

Undergraduate international enrolment for Acadia as of April 2nd, 2021 was 448 head count, 429 FTEs. These represent decreases of approximately 6% head count, 7% FTEs from 2020.

Graduate enrolment for Acadia as of April 2nd, 2021 was 598 head count, 292 FTE. This represents increases of 3% for head count and 3% for FTEs from 2020.

The following briefs are provided in this report:

Undergraduate Head Count and FTE Enrolments

Graduate Head Count and FTE Enrolments

International Undergraduate Head Count and FTE Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Please Note:

-Enrolment Data is derived via SQL query of EDEN

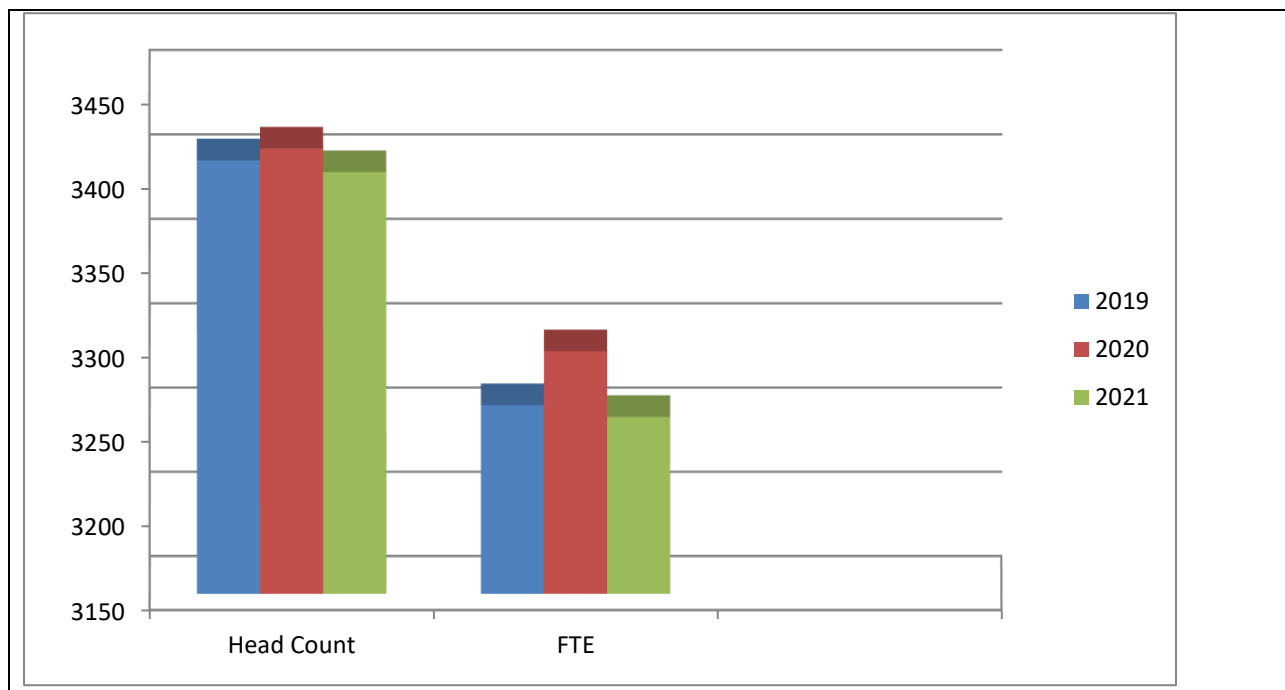
Acadia Undergraduate Head Count and FTE Enrolments

The undergraduate enrolment for April 2, 2021 was 3400 head count, 3255 FTE. Of those, 3176 were F/T, 224 P/T, equivalent to 79 FTE.

The undergraduate enrolment for April 2, 2020 was 3414 head count, 3294 FTE. Of those, 3233 were F/T, 181 P/T, equivalent to 61 FTE.

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

Undergraduate Enrolment



Undergraduate Enrolment Summary

	Head Counts					FTEs					
			2021	2020	2019			2021	2020	2019	
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total	
Overall	3176	224	3400	3414	3407	3176	79	3255	3294	3262	
Intl subset	418	30	448	480	490	418	11	429	466	462	

International enrolments are included in the overall enrolments

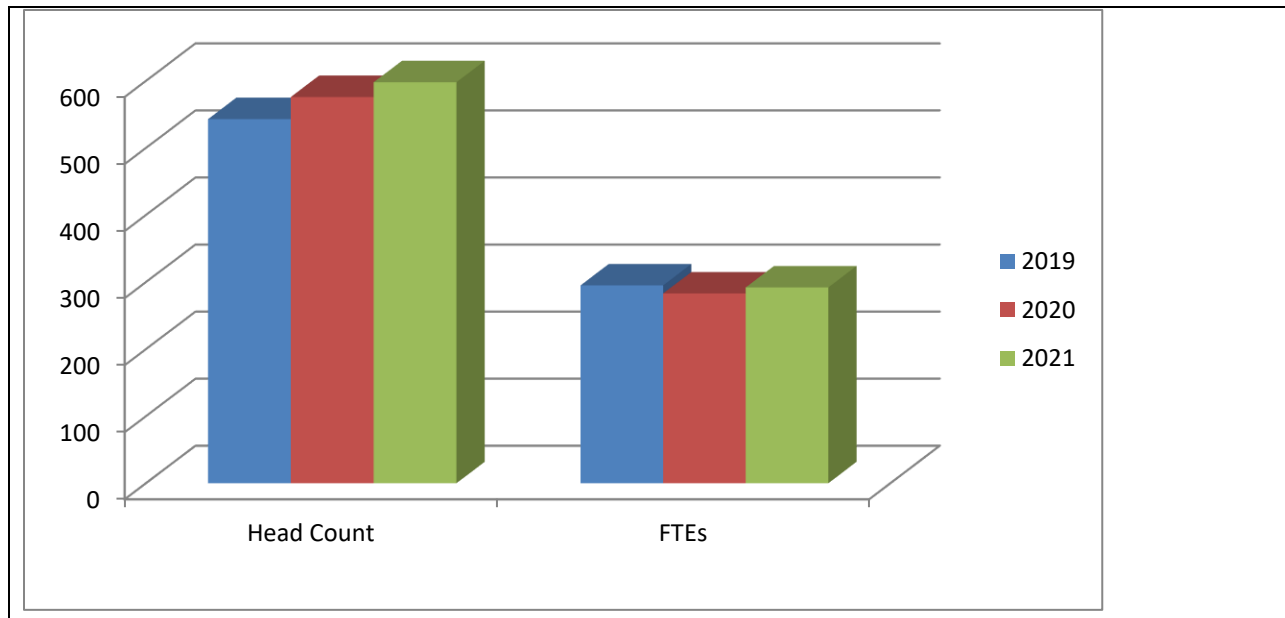
Acadia Graduate Students Head Count and FTE Enrolments

The graduate enrolment as of April 2nd, 2021 was 598 head count, 292 FTE. Of those 168 were F/T, 430 PT for 124 FTEs.

The graduate enrolment as of April 2nd, 2020 was 576 head count, 283 FTE. Of those, 163 were F/T, 413 P/T for 120 FTEs.

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

Acadia Graduate FTE Enrolment



Acadia Graduate Enrolment Summary

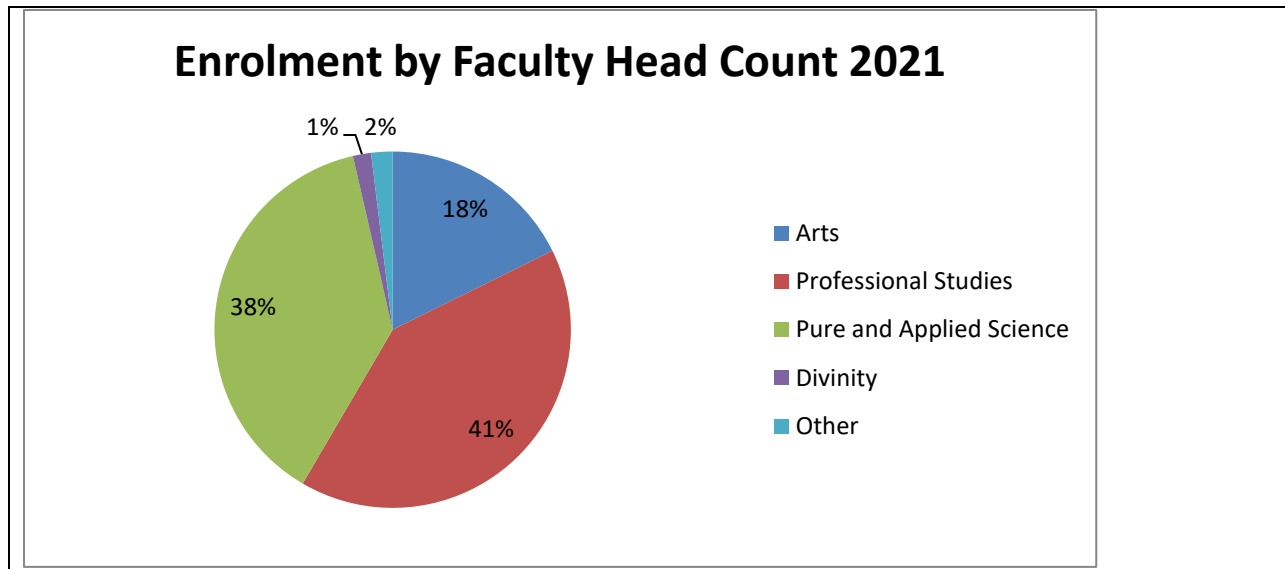
	Head Counts		2021	2020	2019		FTEs		2021	2020	2019
	Full Time	Part Time					Full Time	Part Time			
Overall	168	430	598	576	543		168	124	292	283	295

Intl	418	30	448	480	490		418	11	429	466	462
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Undergraduate Faculty Enrolments

2021	Head Count	FTE	2020	Head Count	FTE	2019	Head Count	FTE
Arts	617	592		603	585		619	610
Professional Studies	1423	1403		1388	1376		1333	1319
Pure and Applied Science	1246	1212		1295	1271		1302	1272
Divinity	57	25		56	20		60	18
Other	57	23		66	40		82	39

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



Undergraduate Headcount Enrolment by Year in Program

	2021	2020	2019
Year 1	908	1107	961
Year 2	812	817	812
Year 3	721	697	741

Year 4	679	575	618
Year 5	110	58	113
BEd. Yr. 1	169	154	151
Non-Credit	1	6	11
Total	3400	3414	3407

Admission and Academic Standing Committee
(Policy) Senate Motion
May 5, 2021

Motion: Motion 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.

Rationale: While this has been a long-standing practice of Acadia in transferring credits back, placing it in the Calendar ensures understanding.

Current Academic Calendar entry:

Exchange Program

Admissions Office, University Hall, 15 University Ave
Phone: 902-585-1300; Fax: 902-585-1081
exchangeprogram@acadiu.ca

Acadia’s Exchange Program is available to Acadia students who wish to study abroad during their 3rd year and to students at our partner institutions who wish to spend a semester or a year at Acadia. Acadia University has agreements with universities in 13 other countries for the exchange of students for one or two semesters. The program is coordinated by the International Admissions Officer, who is responsible for providing information for interested students, overseeing the selection and application process and providing pre-departure sessions for those going abroad.

Updated Academic Calendar entry:

Exchange Program

Admissions Office, University Hall, 15 University Ave
Phone: 902-585-1300; Fax: 902-585-1081
exchangeprogram@acadiu.ca

Acadia’s Exchange Program is available to Acadia students who wish to study abroad during their 3rd year and to students at our partner institutions who wish to spend a semester or a year at Acadia. Acadia University has agreements with universities in 13 other countries for the exchange of students for one or two semesters. **Students who study full-time abroad receive approximately 15h towards their academic program per semester, providing all courses attempted are completed successfully.** The program is coordinated by the International Admissions Officer, who is responsible for providing information for interested students, overseeing the selection and application process and providing pre-departure sessions for those going abroad.

Admission and Academic Standing Committee
(Policy) Senate Motion
May 5, 2021

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.

Rationale: The Admissions Office is requesting this change to ensure that they have accurate and up to date information with respect to current and prior applicants.

Current Academic Calendar entry:

Re-Admission of Former Students

All students who have been absent from the University for two academic years or longer, or who have graduated from the program of studies to which they were admitted, or who were subject to academic dismissal, and who wish to return for further studies, must apply for re-admission and complete the required application form. Dismissed students will be re-admitted to Acadia with an academic standing of probation.

Updated Academic Calendar entry:

Re-Admission of Former Students

All students who have been absent from the University for **one** academic year or longer, or who have graduated from the program of studies to which they were admitted, or who were subject to academic dismissal, and who wish to return for further studies, must apply for re-admission and complete the required application form. Dismissed students will be re-admitted to Acadia with an academic standing of probation.

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.