

Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

Telephone: (902) 585-1617
Facsimile: (902) 585-1078



Minutes of the Senate Meeting of Monday November 8th, 2021.

A meeting of the Senate of Acadia University occurred on Monday November 8th, 2021 beginning at 4:00 p.m., with Chair A. Kiefte presiding and 43 Senators present. This was a hybrid meeting and took place in the Langley Classroom, Divinity College with 22 Senators attending in person and 21 attending on Zoom.

1) Approval of Agenda

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

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

The Chair pointed out that the minutes of October 6th, 2021 would be approved at the December meeting of Senate as they had been prepared too late for Senator review.

MOTION TO APPROVE AGENDA CARRIED.

2) Announcements:

From the Chair:

The Chair noted that regrets had been received from President Ricketts, P. Leonard, Z. Whitman, and that D. Rice would be leaving early.

From the President

There were no questions regarding President Ricketts's written announcements.

From the Provost and VPA

D. Keefe provided four announcements. He stated that the B.Ed modifications that Senate had passed in June 2021 were now with MPHEC and had been forwarded to other institutions for further comment.

D. Keefe also noted that the M.Ed. Counselling Accreditation site visit would be taking place later in the month.

D. Keefe congratulated the Acadia Women's Rugby team on an undefeated regular season. Although the championship game was lost, the team would still be going to the National championship to be held at Queen's University.

D. Keefe also congratulated the Acadia Women's Soccer team who succeeded in winning the AUS Championship for the first time since 1996. They would also be competing in the National Championship in two weeks' time.

**From the Associate VP
Research, and Dean of
Graduate Studies**

A. Redden referred to conversation at the previous Senate meeting when concerns had been raised regarding the lack of celebration and communication of faculty successes in research and noted that she had made sure to highlight these successes in her report.

**From the President of the
ASU**

A written report had been submitted.

J. Fowles agreed that the Town and Gown initiatives were good and that the community clean up after Homecoming weekend was positive, but he questioned whether student behaviour during Homecoming could be considered a success in view of the publicity it received on national television.

M. Stanbrook stressed that the Backyard Bash on campus had been viewed a success and noted that a number of students did attend this event in preference to going off-campus. He recognised that there was bad publicity but still felt it to have been a successful weekend.

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

No report.

Other Announcements

There were no other announcements.

**3) Question Period for the
President and/or Provost and
VPA**

D. Looker asked about increased numbers of COVID cases in the Province and whether Acadia would be modifying the current approach to vaccination requirements.

D. Keefe stated that the Occupational Health nurse was in contact with Provincial Authorities and was continually monitoring the situation. No changes were currently expected.

A. Quema asked whether positions ranked by the APC had now been authorized.

D. Keefe confirmed that the first 10 positions were being advertised. It was possible that additional positions would be authorized in the future.

4) New Business

a) Enrolment Report

M. Bishop discussed an overall increase of 3% for undergraduate student enrolment and that this was spread over all three Faculties, but particularly in the Faculty of Arts. He also noted that graduate enrolment had increased by 9% from the previous year. International undergraduate enrolment had decreased by 5%. This was partly a result of travel bans from two countries, but also because the Federal Government had been very late in providing Study Permits. Some international students were still receiving their permits.

J. Fowles asked what would be considered a goal for full enrolment. Since Acadia was already at 3733 students this was a figure of 100 more than the historical levels of enrolment.

D. Keefe stated that the Strategic Plan aimed for an enrolment of 4000 students. He cautioned that by December the current numbers would drop from what was currently being reported.

A. Quema commented that the graduate enrolment numbers were increasing substantially.

D. Benoit asked about the target of 20% of the student population being international.

D. Keefe explained that the University currently had 500 international students but would plan to increase this figure to 800 international students in the future by working with agents and partners internationally.

S. Duguay echoed the challenges of travel bans and the fact that the Recruitment Office had not been able to travel overseas for on-site visits. He was still optimistic that they would be able to get back on track for the next year.

D. Benoit asked about the target for graduate students and whether a certain number of these needed to be international.

D. Keefe stated that this was not detailed in the Strategic Plan.

A. Quema noted that international students pay very high fees and asked whether a strategy had been discussed at the national level to help with attracting these students while also providing assistance to these students in the form of additional funding.

D. Keefe stated that targeted scholarships and bursaries were available at an Institutional level but that nothing was in place at a national level. He noted that some international students struggled financially once they were at Acadia.

J. Dymont asked M. Bishop to provide statistics showing the contribution of the various academic units to the graduate enrolment, especially the School of Education.

R. Newman pointed out the possible pitfalls of relying on international enrolment, especially high numbers of students coming from one country. She noted that there had been concerns raised about this scenario in the past.

D. Keefe responded that institutions should not build income from international students into the operating budget, but should create a reserve fund to cover any sudden decline in students attending from certain countries. It was also prudent to create funding from the increased revenue to be put towards scholarships and bursaries. This should not be assumed to be a revenue windfall.

J. Fowles referred to the graph shown recently in the President's Report which showed enrolment for 2019-2020 and then a decline in enrolment for 2020-

2021 undergraduate students. This seemed contradictory to the Registrar's report which showed a 3% increase in undergraduate enrolment.

Neither the Registrar nor D. Keefe could provide an answer for the contradiction but D. Keefe offered to work on reconciling the two reports.

The Chair asked about 'ghosts' still showing on class lists. She commented that registration lists seemed to include these students later than in previous years, despite them being reported to the Registrar's Office.

M. Bishop stated that Student Accounts would be determining which students had not yet paid their fees at the end of the following week. It was expected that 70-80 students would drop off the class lists at that time.

The Chair stated that the last time she had looked at class lists in Colleague Self-Service, it appeared that faculty members could no longer see whether a student had withdrawn from a class.

M. Bishop stated that if a student requested a withdrawal at the Registrar's Office they would be withdrawn and an interim 'W' grade would be entered on Colleague. However, the final 'W' grade will not be shown on Colleague until the end of term so a faculty member will not be able to see this. He explained that this had been identified as a problem and expected that changes would be made this to allow 'W' to be seen by faculty members.

J. Banks suggested faculty use ACORN to download class lists because these lists would not include students who had dropped or withdrawn from the course.

A. Quema asked why everyone was seeing different screens on Colleague. As an academic advisor she could see all students on campus and the status of their degree and asked why this could not be shared more widely.

M. Bishop agreed that access levels determined what an individual could see and do on Colleague. Different individuals had been granted different access.

A. Quema pointed out that colleagues could not write letters of recommendation for students because they had not been provided with sufficient access to Colleague to know how the students were progressing in their degrees.

D. Keefe stated that this was a question of balance. If access was given to everyone it was possible that the security of the system would be breached. One person's account could be compromised and data for the whole university compromised as a result. Acadia would be in violation of a data breach.

D. Keefe stated that the University would then be asked what safeguards it had put in place to minimise the risk. Access to data was therefore being kept to only those that needed it. He felt that phishing schemes had been successful on campus.

D. Keefe stated that he did not have access to aspects of Colleague because he did need them to do his job.

L. Narbeshuber asked whether there had ever been a security problem in the past when everyone had far more information than they currently had. It was not possible to be as effective at her job with reduced information at hand.

D. Keefe agreed that there had not been a history of being any different from other institutions in terms of attempts made to mine information. However, when bringing in a new system, in his opinion it was an occasion to adjust protocols to remain current. He agreed that finding the right balance could take some time.

L. Narbeshuber asked why it was not possible to at least have access to the same information as before.

D. Keefe stated that more cyberattacks were occurring and it was important to minimise the risk.

D. Seamone pointed out that she had letters of reference to write for students and could no longer get the information that she required to be able to do these. These limitations made faculty jobs more difficult. Another shortcoming was the inability now for faculty to have photos of the students on the Colleague system. These were used all of the time in the past.

D. Benoit agreed that the lack of student pictures was a big issue. He noted that Acadia Central never had access to the database but was instead a snapshot of some of the data that was stored in Eden. It was updated twice daily. D. Benoit pointed out that under the Colleague system faculty would be accessing the complete store of information at Acadia, depending on their level of access.

D. Benoit noted that using Eden in the past required faculty to be on campus and a second level of password was also required. That additional security did not exist in the Colleague system and this was why opening access to all faculty members could present a huge security risk to Acadia. He felt that all information should be available to the unit Head or Director and the Administrative Assistant.

A. Quema pointed out that not all administrative assistants had received adequate training and noted that faculty members needed to be provided with training support.

H. Teismann pointed out that Senate existed to discuss academic matters rather than these types of systems and technologies.

V. Provencal stated that the Administration needed to find a way to provide faculty members with the information that they were requesting. He expected the Provost and VPA could provide access to the Colleague system to allow faculty to do their jobs.

The Enrolment Report was received by Senate.

b) External Review of the M.Ed. Program in Education and the Unit

Motion to approve the receiving of the External Review of the M.Ed. Program in Education and the Unit Response to Senate. Moved by J. Dymont and seconded by D. Keefe.

Response to Senate for Approval

The Chair noted that one document was attached to the agenda and that two additional documents had been circulated separately to Senators.

J. Dymant thanked the APRC for their work. The School of Education had taken the recommendations seriously and she noted that during the last two years the M.Ed. working group had attended to a large majority of the recommendations. The program was now far more sustainable and a better fit to the current human resource complement of the School.

J. Fowles drew attention to the fact that the report highlighted the fact that more faculty were needed in Education in order to sustain the program at a minimal level quite apart from sustaining the certification process for the Counselling area. It was also difficult to maintain the Leadership program.

J. Fowles noted that only one Education position had been ranked in the top 10 permanent positions by the Academic Planning Committee, with other positions much lower. He asked why these positions had not been ranked higher both by the Faculty of Professional Studies and by the Academic Planning Committee.

J. Dymant had asked for more positions in the FPS but competing demands in the Faculty were also strong. J. Dymant stated that the School of Education had now ceased to offer the M.Ed. in Leadership and had also altered the M.Ed. in Inclusive Education from continuous intake to a single cohort entry which would start in July 2022. One authorised tenure track position would provide the lead for this.

J. Dymant pointed out that 75% of the M.Ed. courses were taught by per course appointments which was an on-going challenge. Better support was being offered to these faculty.

J. Dymant saw potential for growth in the graduate programs but until more tenure track positions were authorized, the School had to refuse numerous requests.

J. Dymant stated that although a tenure track position was needed for the Counselling program, an argument had been made to the accreditation body that a 12-month CLT be deemed acceptable in the short term.

T. Surette added that the site visit would be taking place in a fortnight with the accreditation body for the Counselling program and she noted that the School did not currently meet the faculty criteria for accreditation. She expected this to be a concern in a robust program that had the potential to grow.

A. Quema pointed out that since May 2019 when the report had been submitted a certain amount of emergency hiring had taken place.

J. Dymant explained that although this was true a further five faculty members had left the School either retiring or resigning during the last 18 months.

J. Fowles asked whether not being able to meet the accreditation requirements could trigger a process to consider an emergency hire.

T. Surette explained that there were 100 students in the program currently.

D. Keefe was unable to answer immediately but agreed that he would work with the School should that situation arise.

MOTION TO RECEIVE THE REPORT CARRIED.

c) Transition Reports from Senate Sub-Committees:

i) Research Ethics Board

The Chair was asked to request that the membership of the Research Ethics Board be detailed in the transition report.

S. Currie stated that this requirement had been decided upon by Senate the previous year.

The Research Ethics Board transition report was received.

ii) Academic Planning Committee

D. Keefe stated that I. Spooner would be joining the Academic Planning Committee to represent IDST programs.

The Academic Planning Committee transition report was received.

iii) Admissions and Academic Standing (Policy) Committee

D. Keefe noted that two vacancies still remained on this committee but that they were meeting.

The Admissions and Academic Standing Committee transition report was received.

iv) Board of Open Acadia

D. Keefe stated that the Board had a full complement and had already met on two occasions.

The Board of Open Acadia transition report was received.

v) Faculty Support Committee

J. Banks reported that the committee had already met and had a full complement of members.

The Faculty Support Committee transition report was received.

vi) Timetable, Instruction, and Examinations Committee

The Chair of Senate will ask H. Chipman that the membership of this committee be included in the transition report.

A. Quema asked about item 4)b) in the report: “consider the use of constraints in the new scheduling software used for setting the exam timetable and scheduling classes”.

M. Bishop responded that with the new scheduling software Infosilem allowed an examination coordinator to set variables and the committee had been asked which of those variables should be implemented once the software was fully functional.

A. Quema stated that faculty members were concerned about imposed schedules in the Faculty of Arts.

The T.I.E. Committee transition report was received.

**vii) Scholarship, Prizes
and Awards
Committee**

M. Lukeman asked about the timing of the in-course scholarships for students. In the past these had always been determined during the summer months but for the last two years these had been delayed until October which was too late for the awarding of the scholarship. He felt that COVID was the cause in 2020 but stated that the same thing had occurred this year and this had raised concerns. These awards were intended to be given out during the summer months.

C. Mutlu explained that P. D'Entremont had retired and that there had been some turnover in the office where these scholarships were administered.

A. Redden asked whether there were policies for scholarships, prizes, and awards that were followed by the SPAC committee.

C. Mutlu pointed out that SPAC mainly decided on which students were to be awarded the large entrance scholarships. The committee had no control over the financial mechanisms so it did not control the amounts given.

S. Duguay stated that changes in the systems this year had been what caused a delay with the Financial Office. He stated that until they knew a total scholarship figure they could not calculate how much money could be given for the in-course scholarships. He agreed that this year had been particularly late and expected that by May 2022 they would be ready to give out student scholarships in a timely manner.

S. Duguay pointed out that many of the scholarship citations were very specific about eligibility, timing, and dollar amounts.

A. Redden wanted to know how new scholarships would be decided as new donors came on board. She was pleased that Advancement was working to create new scholarships for summer research students and she asked who administered the grants and created advertising for these scholarships. A. Redden felt that clarity was needed with respect to what the SPAC terms of reference were.

C. Mutlu raised the point that SPAC carried out the main part of its work on a very tight deadline. This had become increasingly more onerous and required the committee to run a two-day meeting all weekend during March. He did not feel this to be acceptable for the committee members, especially for the students and staff on the committee.

A. Quema agreed with M. Lukeman that in-course scholarships needed to be granted during the summer because students would be intending to carry out the research work at that time; not in October.

A. Quema stressed that the timeline needed to remain in the summer.

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

**viii) Academic
Program Review
Committee**

D. Keefe noted that there were two vacancies on the committee but that they were meeting and continuing with their work.

The Academic Program Review Committee transition report was received.

ix) Archives Committee

P. Doerr reported that the Archives committee was fully staffed.

The Archives transition report was received.

**x) Nominating
Committee**

A. Quema reported from the Nominating Committee that M. Robertson had agreed to serve on the Senate By-laws committee.

The Nominating Committee transition report was received.

**xi) Senate Disability
Policy Committee**

The Chair will request that the committee membership be included in the Senate Disability Policy Committee transition report.

J. Fowles asked how this committee was linked to Accessible Learning Services in terms of providing disability and access services to students.

M. Bishop responded that two members of the committee were from Accessible Learning Services and the committee was expecting a full report from them at the next meeting.

J. Fowles noted that between 20% and 25% of students were now registered with Accessibility Services and requesting special accommodations for tests and examinations. He asked what resources were allocated to Accessible Learning Services in order to provide this service to the students effectively.

M. Bishop responded that he would ask Accessible Learning Services to respond to the question.

J. Fowles understood that the office was overwhelmed but felt that Acadia had made a promise to the students when they accepted them to provide these accommodations.

M. Robertson asked whether there was a list of all possible accommodations that could be offered. In the past he had been asked to provide triple time for a student for exams that were already three hours in length, and while he had no problem accommodating the requests received, they seemed to take many different forms.

J. Fowles agreed that this would be helpful because many different requests were being submitted. Some students expected that accommodations would apply to all of the work in their course, not just to tests and exams.

T. Surette asked whether universal accommodations had been discussed, as they may reduce the traffic going through Accessible Learning Services.

D. Looker drew attention to a report on a Canada Research Chairs program to accommodate faculty with disabilities. Various supports were available.

M. Bishop stated that the Senate Disability Policy Committee only dealt with student needs, not staff or faculty accommodations.

D. Keefe explained that there were accommodations provided for faculty through Human Resources where they worked one on one with individuals.

P. Callaghan reported that the School of Business recently invited staff from Accessible Learning Services to a School Council meeting which proved very constructive. He agreed that they were short staffed and overwhelmed. Their procedures and policies were constantly changing but not being communicated to faculty members, and he also noted that they were not consulting with faculty members to determine what approaches worked best.

P. Callaghan was sympathetic to the needs of the students but felt that faculty members had insights to offer. He noted the percentage of students and explained that Accessibility Services had requested a blanket booking of all rooms in Patterson from December 8th – 18th, 2021 in order to administer exams. He had pointed out to them that until the examination timetable was published they would not know which rooms were available.

D. Benoit asked the committee to consider recommending a discontinuation of the disability.access@acadiau.ca email address and recommended a change to accessible.learning@acadiau.ca for emails because this would promote a focus on accessibility rather than disability.

J. Fowles noted that students required a quiet place to write their exams or tests but so many students were requesting this that it was becoming difficult to locate quiet places on campus.

The Senate Disability Policy Committee transition report was received.

The Chair noted the time and asked whether the two final motions on the agenda were time sensitive.

The remainder of the transition reports would be tabled until the December meeting of Senate.

D. Keefe agreed that item 4)d) could wait until the December meeting of Senate.

H. Teismann felt that item 4)e) could be time sensitive with respect to curriculum changes.

d) Motion to clarify language regarding second undergraduate degree requirements (tabled)

Item to be placed on the agenda for the December meeting of Senate.

e) **Motion that whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that all academic units have the option of offering full-year (6h) courses.**

Motion that whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that all academic units have the option of offering full-year (6h) courses. Moved by H. Teismann and seconded by V. Provencal.

H. Teismann explained the motion and noted that in his department they had been informed that a full-year course could not be offered the following year which would have ramifications for curriculum offerings.

V. Provencal noted that this had been discussed at the Arts Steering committee and he stated that there was push back against a system requirement that all courses be divided into 3 credit hour format. There was also dissatisfaction about the lack of access to the system that faculty were being granted, with security reasons being stated as the reason for this. He pointed out that in his view the administration needed to accommodate 6 credit hour course offerings.

D. Keefe responded that there had been misunderstandings and he noted that full year courses and 6 credit hour courses were able to be offered with the Colleague software. He stated that Colleague could handle whatever credit weight a program set for a course.

D. Keefe stated that programs had not been told that they could not offer a 6 credit hour course or a full year course, but that it was necessary to work out how to make the technology match to these offerings, because Colleague was a term based system. A 6 credit hour course could be assigned for example ENGL 1403A and 1403B. The Registrar had provided options to all units to describe courses in this way and noted that the unit could decide whether a student would receive all credits at the end of the year or whether they would receive credits after the Fall term.

M. Stanbrooke asked whether this could lead to more 6 credit hour courses which could prove problematic for Coop students.

H. Teismann stated that this was not the intent. The motion was to ensure that the options still remained.

D. Seamone spoke in favour of the motion. She had received instructions to divide her course. There were pedagogical reasons for the course to be full year and she felt that those reasons should drive decisions for course delivery.

M. Adam agreed that this had proved to be a massive issue in the School of Music and noted that 65 curriculum forms had been created to adjust the courses; both 6 credit hour and those 3 credit hour courses that typically spread across the full year. He thanked M. Bishop for his assistance in finding solutions. These were very clunky and he expected would appear unclear on transcripts. M. Adam noted that the numbering system was simplistic in the past and he expected the new numbering system to be very confusing for students and for those heading for graduate programs.

The Chair pointed out that the time was 6:00 p.m. and asked whether Senate would like to extend the meeting.

Motion to extend the Senate meeting by 8 minutes. Moved by A. Quema and seconded by Michael Robertson.

V. Provencal pointed out that dividing courses into two changed the pedagogical nature of the course and led to a different type of course.

D. Benoit noted that different faculty wanted different credit hour weightings and asked whether the motion was affirming that faculty still be able to teach a year-long course, or that the accounting for a year-long course become a 6 credit hour instead of a 3 credit hour weighing.

H. Teismann suggested that course delivery had been altered on the basis of the new computer system. The motion wanted to make it clear that nothing had changed.

H. Teismann had felt that what had changed was the ability to offer full-year courses.

V. Provencal agreed that the motion was affirming that changes coming from the administration were not changes that had resulted from deliberation by Senate. He stated that Senate had the right to decide upon these changes.

D. Keefe stated that faculty did not have to split their courses. This was an accounting issue. The 2500 other institutions using Colleague used examples like ENGL 1000A and 1000B to represent the Fall and Winter sections at the end of which the student received 6 credit hours.

D. Keefe stated that the credit had nothing to do with the way that the course was delivered. Courses crossing multiple terms needed to be accounted for and options had been offered by the Registrar.

A. Quema pointed out that the situation had been very stressful. Meetings in the Spring with M. Bishop were used to discuss the desire to keep 6 credit hour courses and M. Bishop agreed to try to accommodate this request.

A. Quema stated that there were now numerous glitches with the system when attempts were made to accommodate the year-long courses. The system worked on a single term basis. She noted that both she and the students were having to deal with these problems every day. A. Quema pointed out that the solution that had been provided affected the curriculum. There were concerns that the curriculum development was being driven by technology systems.

D. Seamone stated that in the Faculty of Arts the curriculum submissions had been withheld.

The Chair noted that it was now close to 6:15 p.m. and that Senate needed to finish the meeting due to the room being booked for use at 6:30 p.m. She offered options for Senators for how to proceed with this item.

H. Teismann stated that based on what the Provost had stated earlier he would be happy to introduce an amendment to the motion to avoid having a motion that proved to be more constraining than the actual reality.

Motion to move to table the motion to the next Meeting of Senate. Moved by D. Looker and seconded by A. Quema.

MOTION TO TABLE THE MOTION CARRIED.

5) Other Business

There was no other business.

6) Adjournment

Motion to adjourn at 6:15 p.m. Moved by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording Secretary

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

SUMMARY

The undergraduate enrolment for Acadia as of October 22nd, 2021 was 3733 head count. This represents an increase of approximately 3% for head count from 2020.

Undergraduate international enrolment for Acadia as of October 22nd, 2021 was 477 head count. This represents a decrease of approximately 5% head count from 2020.

Graduate enrolment for Acadia as of October 22nd, 2021 was 579 head count. This represents an increase of approximately 9% for head count from 2020.

The following briefs are provided in this report:

Undergraduate Head Count Enrolments

Graduate Head Count Enrolments

International Undergraduate Head Count Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Source of New Undergraduate Students

Self-Reported Data

Please Note:

-Enrolment Data is derived via Informer query of Colleague

Acadia Undergraduate Head Count Enrolments

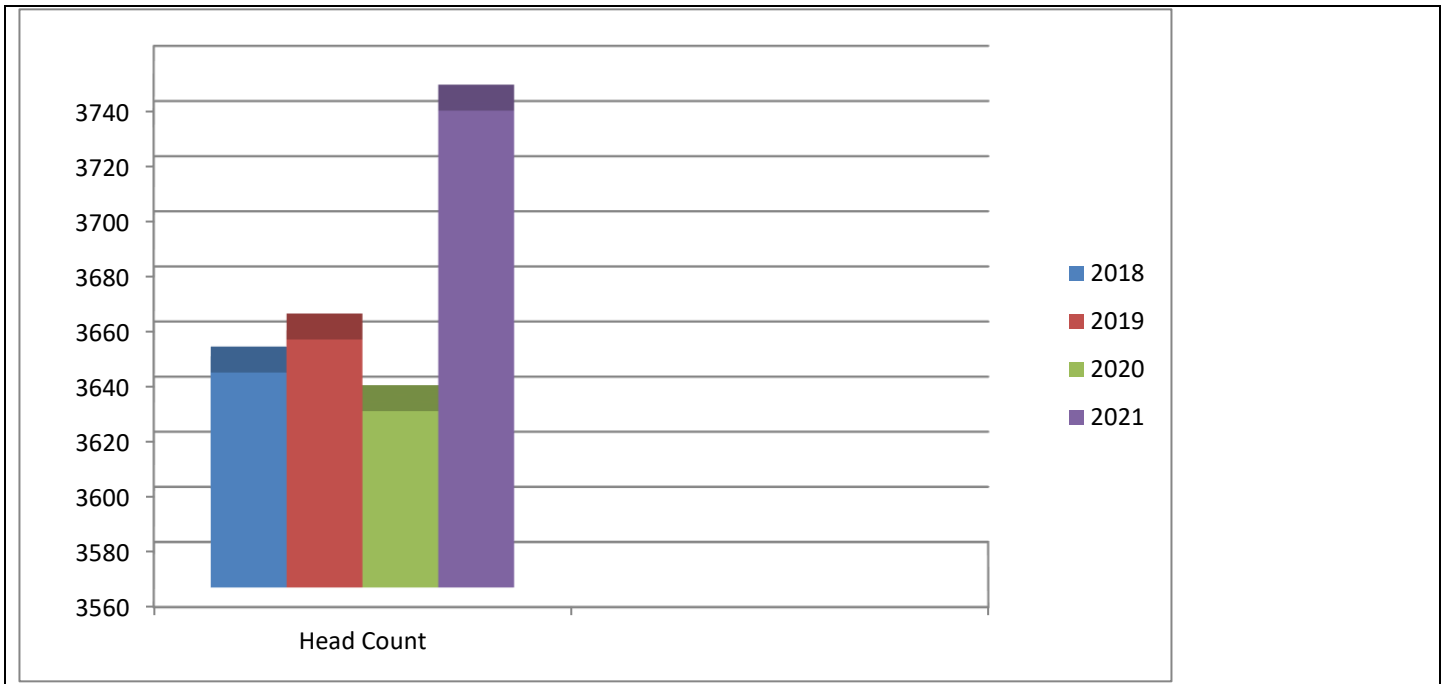
The undergraduate enrolment for October 2021 was 3733 head count. Of those, 3547 were F/T, 186 P/T.

The undergraduate enrolment for October 2020 was 3624 head count. Of those, 3261 were F/T, 207 P/T.

The undergraduate enrolment for October 2019 was 3650 head count. Of those, 3492 were F/T, 158 P/T.

The undergraduate enrolment for October 2018 was 3638 head count. Of those, 3437 were F/T, 201 P/T.

Undergraduate Enrolment



Undergraduate Enrolment Summary

	Head Counts					
	2021		2021	2020	2019	2018
	Full Time	Part Time	Total	Total	Total	Total
Overall	3547	186	3733	3624	3650	3638
Intl subset	456	21	477	503	550	518

International enrolments are included in the overall enrolments

Acadia Graduate Students Head Count Enrolments

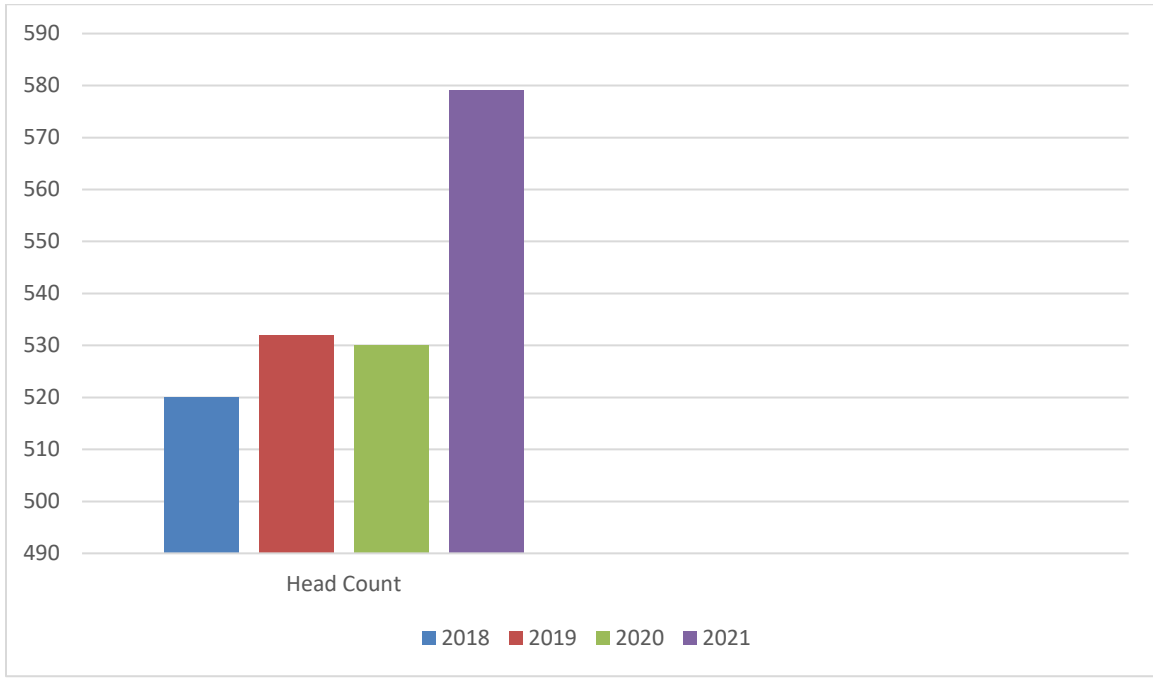
The graduate enrolment as of October, 2021 was 579 head count. Of those 205 were F/T, 374 PT.

The graduate enrolment as of October, 2020 was 530 head count. Of those, 163 were F/T, 367 P/T.

The graduate enrolment as of October, 2019 was 532 head count. Of those, 173 were F/T, 359 P/T.

The graduate enrolment as of October, 2018 was 520 head count. Of those, 185 were F/T, 335 P/T.

Graduate Enrolment



Acadia Graduate Enrolment Summary

		Head Counts				
			2021	2020	2019	2018
	Full Time	Part Time	Total	Total	Total	Total
Overall	205	374	579	530	532	520
Intl subset	26	19	45	41	51	43

International enrolments are included in the overall enrolments

Acadia Undergraduate International Head Count and FTE Enrolments

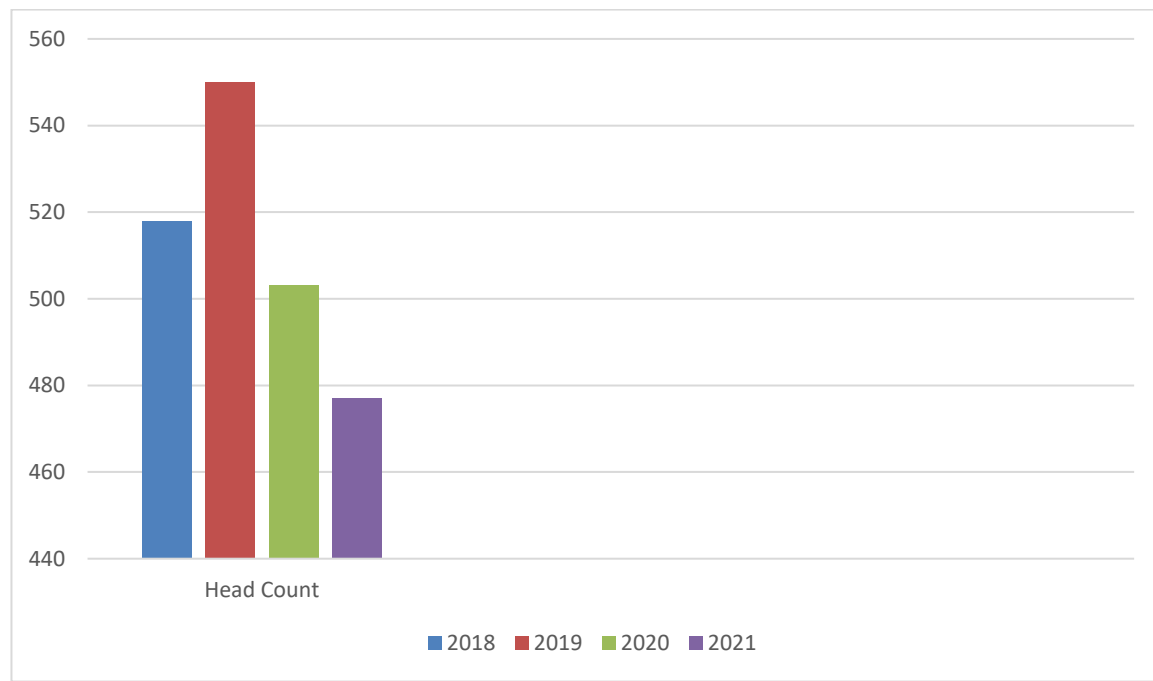
Undergraduate international students as of October, 2021 was 477 head count. For 2021 international students represented 13% of paid, enrolled UG students.

Undergraduate international students as of October, 2020 was 503 head count. For 2020, international students represented 14% of paid, enrolled, UG students.

Undergraduate international students as of October, 2019 was 550 head count, 528 FTE. For 2019, international students represented 15% of paid, enrolled, UG students.

Undergraduate enrolment of international students as of October, 2018 was 518 head count, 500 FTE. For 2018, international students represented 14% of paid, enrolled, UG students.

Acadia Undergraduate International Enrolment



Acadia Undergraduate International Enrolment Summary

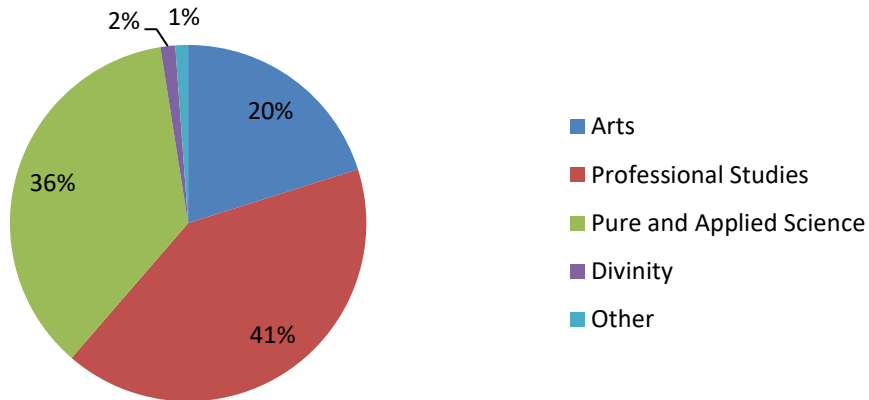
		Head Counts				
			2021	2020	2019	2018
	Full Time	Part Time	Total	Total	Total	Total
Intl	456	21	477	503	550	518

Undergraduate Faculty Enrolments

	2021	Head Count	2020	Head Count	2019	Head Count	2018	Head Count
Arts		751		677		654		816
Prof. Studies		1539		1473		1461		1274
Pure and Applied Science		1350		1346		1389		1349

Divinity	50		56		55		69
Other	43		72		91		130

Enrolment by Faculty Head Count 2020



Acadia - Source of UG Head Count Canadian Students by Province of Residence

	2021	2020	2019	2018
Alberta	97	102	91	96
British Columbia	73	83	95	113
Manitoba	11	14	16	17
New Brunswick	293	310	301	331
Newfoundland and Labrador	59	46	52	49
Northwest Territory	3	5	4	5

Nova Scotia	2350	2059	1976	1903
Ontario	298	388	445	487
Prince Edward Island	64	58	69	74
Quebec	17	18	15	23
Saskatchewan	9	13	17	18
Yukon	3	4	4	4
TOTAL	3267	3100	3085	3120

External Reviewers' Report
School of Education
M.Ed. programs
May 21 – 22, 2019

Submitted by:

Ken Brien, University of New Brunswick
Blythe Shepard, University of Lethbridge
Alan Warner, Acadia University
Anne Quéma, Acadia University

Note: This document provides a suggested organizational framework for your report. It would help the committee to maintain consistency across reviews if you could use the top-level headings to organize your report; however, you may also include additional sections if you wish. Within each section, consider the bulleted points to be guidelines as to what information you might include; however, feel free to add additional information if relevant.

1. Executive Summary

Provide a brief overview (approximately one page) of the committee's major findings and conclusions

Main Findings

The School of Education's four M.Ed. programs are in high demand from educators and counsellors across the province and beyond. This is evident from the steady enrollment over the past five years (2013 – 2018), averaging over 250 students in each of those years, nearly 90% of them enrolled part-time. We learned that the M.Ed. programs generate significant revenue for Acadia University, although it is unclear how this revenue is distributed. The School also receives many requests to deliver cohort programs, notably in Counselling, in locations across the province and throughout the Atlantic region to meet system and local needs. The School has been responsive to these contextual factors by offering courses at off-site locations and by providing courses in various formats, including asynchronous and open-access online courses, compressed summer courses, and evening courses, all of which are designed to meet the needs of its students and of the field. The faculty and staff of the School are committed to the programs, but they are struggling to find realistic ways to sustain complex, quality programs through the coming years.

However, the School's responsiveness to student and field demands has been challenged by strains associated with a very limited complement of available faculty and staff. In particular, the lack of full-time tenure-track faculty members has led to a heavy reliance on part-time instructors to deliver most courses. The School benefits from many committed and knowledgeable part-time instructors, particularly the contribution of their diversity of expertise, experience, and perspectives, as well as their important relationships with the field. However, this reliance on part-time instructors has also led to concerns about unevenness in instructional quality, weaknesses in coherence, coordination, and communication in program and course delivery, lack of attention to research and theoretical foundations, and a sense of disconnectedness among people involved in the programs. We heard from participants in our site visit that full-time faculty members attempt to provide the coordination among and communication with part-time instructors, but are often too busy to do so.

Main Recommendations

These main findings suggest a need for the School to engage in a complete and thorough review of its M.Ed. programs with attention to matters of quality, demand, delivery, and sustainability. We offer a visual model of this review (attached to this report) that resembles a wheel, with program planning principles at the centre and the spokes to represent topics such as technology, structure, hiring processes and criteria, curriculum, cohorts, practicum placements, full-time and part-time faculty roles, summer program delivery, relationships and communication, and research culture. This representation is intended to show the interconnectedness of the issues to be addressed by the School in its review of its M.Ed. programming.

We understand that a new Director of the School has been chosen and will begin in January 2020. As this provides a suitable transition period and an opportunity for an overall review of M.Ed. programming, we recommend that this review begin as soon as possible. As part of this review, it is also critical that the School prioritize its various challenges given the available resources.

2. Brief Description of Visit/Process

We received the self-study document on May 7, 2019. The site visit took place on May 20 – 22. This visit began with a dinner meeting on May 20 with the four review team members hosted by Acadia officials, including the Dean of the Faculty of Professional Studies, the Director of the School of Education, and the Dean of Research and Graduate Studies.

On May 21, we met with the Vice-President Academic (via Zoom), the Dean and Director, and full-time program faculty in the morning. This included individual meetings with the graduate coordinator and

with faculty in charge of the four MEd programs and an open meeting with School of Education faculty. In the afternoon, we met with staff from Research and Graduate Studies and Open Acadia, and then individually with part-time faculty, some on site and some via Zoom. We concluded the afternoon with a focus group meeting with representatives from the provincial Department of Education and Early Childhood Development and local school districts. In the evening, we met for dinner with the Director, graduate coordinator, and the counselling program coordinator.

On May 22, we began the morning with a student focus group meeting. This group included recent MEd graduates and current MEd students. This was followed by individual meetings with the counselling program coordinator and the Dean of Research and Graduate Studies. After a lunch meeting with program faculty members, we had exit interviews with the Vice-President Academic (via Zoom) and the Director of the School of Education.

In addition to the self-study document and the interviews, we received two sets of documents to consider for our work. The first set included more detailed information from the MEd survey referred to in Appendix 4 of the self-study document. At our request, the graduate coordinator provided documents with the survey responses broken down by MEd program specialization, by full- and part-time students, and by students in the cohort and self-directed models. The second set of documents included confidential statements provided by students in the Counselling program.

During our visit, we were able to view some classroom and meeting spaces in Seminary House used by the School of Education.

3. Is the Unit Doing What It Should Be Doing?

- **Are the unit's goals defined, known, appropriate and well-justified?**
- **Do its goals align with the mission and academic plan of Acadia University, and the definition of an Acadia education?**
- **Do its goals align appropriately with those of other relevant stakeholders (e.g., students, faculty, accrediting and/or external bodies, employers)?**

The self-study document (pp. 4 – 6) presents information about the mission statement of Acadia University, a description of an “Acadia education,” along with the mission and vision statements of the School of Education, a list of the goals of the M.Ed. programs, and a description of the efforts of the School of Education to meet these goals through the M.Ed. program delivery. The School of Education offers four M.Ed. programs: Counselling, Leadership, Inclusive Education, and Curriculum Studies. As part of the Curriculum Studies program, the School of Education has offered specializations for Music Education, Creativity, and Health Interprofessionals.

We note in particular two goals of a Master of Education program listed in the self-study document (p. 5):

- To provide students with an opportunity to engage in formal and informal research both in courses and through these work which may culminate in scholarly publications;
- To provide students with an opportunity to collaborate with their peers and seek out the advantages of learning communities.

As described on pp. 6 – 7 of the self-study document, the M.Ed. programs include components designed to meet professional certification requirements. These include the highly structured and prescriptive

Counselling program designed to meet the requirements of the provincial regulatory body, the Nova Scotia College of Counselling Therapists, and accreditation standards of the national counselling association, the Canadian Counselling and Psychotherapy Association (CCPA). The required research course work in all programs ensures that teachers completing the M.Ed. will earn provincial certification upgrades. Overall, the programs as described in the self-study document seem to align with the written mission and goal statements of the M.Ed. programs and the School.

4. How Well is the Unit Achieving What It Set Out to Accomplish?

- **What are the unit's strengths? In what areas is it achieving its goals well?**
- **What are the unit's weaknesses or challenges? In what areas is it having difficulty meeting its goals?**
- **What are the unit's opportunities? How can it best achieve its goals in the future?**
- **In addressing these items, please consider and comment on:**

4.1 Structure (organizational and/or program design)

4.2 Curriculum

4.3 Teaching methods and assessment

4.4 Facilities

4.5 Scholarly activity, service and mentoring

4.6 Overall capacity to achieve outcomes that align with unit's goals, and

4.7 Unit's ability to attract and retain students aligned with the unit's goals

4.8 Other

Strengths

(a) Reputation, relationships, and enrollment

Acadia University has a good historical reputation. The School of Education enjoys good relationships with local schools, districts, and provincial departments. We learned that the Nova Scotia government requires prospective counsellors to take the Acadia Counselling program. The Counselling program is supported by an advisory board. The national accreditation of the Counselling program attracts applicants from beyond Nova Scotia. Evidence of creativity was shown by the School funding CCPA fees for Counselling practicum supervisors.

Enrollment figures for the last five years show consistently high demand for M.Ed. programs. M.Ed. programs generate significant revenue for Acadia.

The faculty members are committed and take initiatives and seek to provide the best education for students but with the decrease in full-time faculty due to retirements, is it increasingly difficult to offer students “a flexible program that allows them an opportunity to explore synergies between their core interests and related theory and practice in education” (Self-study, 2019, p. 5).

(b) Part-time instructors

There are many committed and experienced part-time and contract instructors with knowledge of and relationships with the field. These instructors offer diverse perspectives to M.Ed. students. Many of these instructors have access to their colleagues in the field who are valuable as guest speakers for their classes.

(c) Responsiveness

The School of Education is responsive to the expressed needs of the school system by offering cohorts across the province to meet high demand in the field. Also, instructors are willing to use multiple formats for distance delivery of courses, including online courses. These formats improve accessibility to programs and increase the diversity of students who take M.Ed. programs.

(d) Facility Resources

Office space is adequate, given so few full-time graduate students. Library resources for on-campus and for online courses appear to be adequate. The increasing costs of online journals subscriptions was acknowledged as a concern. Sharing networks and other innovations are growing in popularity and could be considered.

(e) Cohort model

The cohort model allows faculty to plan rotation of cohorts and students to enjoy the predictability of knowing the structure and timing of their programs. The cohort structure allows a focus to develop throughout the program, and the faculty have offered an impressive array of focuses for cohorts.

(f) Nature of the M.Ed. student population

The School's M.Ed. programs attract a very competent and mature group of students.

Weaknesses and Challenges**(a) Faculty expertise and complement**

Recent and imminent departures of key faculty members in Counselling and Leadership programs present implications for program design, course development, and instructional quality and leadership. The full-time tenure-track complement in the Counseling program in relation to the number of students is significantly below the student to faculty ratios in other parts of the university. In part this is due to recent tenure-track faculty departures, who as of now have been replaced with short-term contracts. The Vice-President Academic informed us that faculty complement is based on full-time student enrollment, which may disadvantage the School of Education's M.Ed. programs given the high proportion of part-time students. The number of faculty members has decreased by 40% while the number of M.Ed. students has remained steady.

Cognizant of the budgetary constraints and decrease in full-time faculty positions, it is challenging to provide "a rigorous, personalized education [that] is supported in the Master of Education programs by small class sizes" (Self-study, 2019, p. 5). While our remit does not include the undergraduate programs, we cannot help but point out that challenges at the graduate level will affect the quality of the undergraduate programs. At the M.Ed. level, we suggest that priority should be given to areas in which the School commitment is already established and a long-term "pay-off" can be anticipated for current work rather than developing new programs.

As we have noted on pp. 2 – 3 of this report, we observed an interconnectedness to some of the problems identified: Faculty expertise and research-based instruction are undermined by too much reliance on PT instructors, who in turn are not properly integrated into the operations of the M.Ed. programs and who cannot contribute to administrative tasks, and yet who play a disproportionate role by teaching a high number of courses, both online and in classrooms. The problem is compounded by an over-reliance on PT instructors to deliver online courses and the lack of digital training and adequate support for synchronous teaching.

(b) Part-time instructors

A significant majority of courses are taught by part-time and contract instructors. For example, John Christopher reported to us that, of 14 graduate online courses, 11 were taught by PT instructors contracted to develop the courses. This has led to uneven quality of instruction and a lack of coordination and cohesiveness of course content. In some instances, nearly every course in a cohort is taught by a part-time instructor. Part-time instructors are assets, but the current balance is problematic. Some instructors report late notice in receiving teaching assignments, limited access to instructional resources, lack of clear course expectations and resources, and a feeling of disconnectedness from the rest of the School of Education. These instructors observe that full-time faculty members are too busy to communicate effectively with them and with students. On the topic of hiring of instructors, concerns were expressed about precedence taking priority over qualifications or expertise, sometimes preventing the hiring of new instructors for courses. This also raises the question of whether the School teaches individual courses delivered by PT instructors or delivers cohesive programs.

(c) Online teaching and training available to instructors

We learned that it takes time to get Moodle set up and available to students. We learned of some dissatisfaction with Moodle, which does not allow synchronous teaching, although ZOOM does allow this.

(d) Leadership challenges in the School of Education

Three key members of the School were promoted in recent years to university leadership positions, thus limiting their availability to contribute to the M.Ed. programs. There has also been frequent turnover in the position of Director in recent years. The graduate coordinator and the program coordinators report heavy administrative duties. For example, the graduate coordinator reported that he handles the M.Ed. applications with support from a staff person in the Research and Graduate Studies office. Another example is that the coordinator of the Inclusive Education program is also the coordinator of the Ph.D. program offered jointly with other NS universities. In some instances, the coordinators have not received a reduced teaching load to accommodate significant program coordination and administrative responsibilities, which makes it challenging to accomplish both well without burning out and/or being able to have any time for research activities. In spite of this, the School perceives pressure by the Acadia administration to admit more students to M.Ed. programs and to run more cohorts than may be sustainable with available resources.

Overall, it is a credit to the coordinators that they have done whatever it takes to deliver the core offerings with a workload that seems unsustainable, but they have limits and non-critical tasks fall off agendas given the limited faculty resources and time, and this reduces quality over time and becomes inefficient. For example, part-time faculty expressed an interest in contributing to the program at a higher level but there has not been the capacity to bring them together on a periodic basis to build on their interests and energies and facilitate their contributions and sharing.

(e) Research culture

Establishing and maintaining a research culture in the School of Education is difficult with heavy teaching and administrative demands on full-time faculty. The CVs provided in Appendix 6 of the self-study document indicate that many School of Education faculty members have reported only modest research activity and scholarly products in the last five years. Students in the Health Interprofessional group commented on the lack of available faculty to supervise M.Ed. theses, with the result that most students were encouraged to do projects instead. According to the Dean of Research and Graduate Studies, there are few research-based M.Ed. students; yet, one of the goals of the MEd programs is “to provide students with an opportunity to engage in formal and informal research both in courses and through theses work which may culminate in scholarly publications” (Self-study, 2019, p. 5).

We saw potential for increased research and scholarly output and scope with some faculty members who wanted to spend more time on these important academic endeavours. The demands of admission reviews, teaching, and program-related duties make it a challenge to find sufficient time for scholarly development. If academic excellence is a priority, time and resources must be available to support it.

(f) Counselling program

The Counselling program is the largest of the four M.Ed. programs based on student enrollment, averaging 86 students per year over the past five years, including 20 enrolled full-time. We learned of several challenges for this program.

- The current Counselling program coordinator also serves as the practicum coordinator. The program coordinator reported that some practicum sites want to have interviews, CVs, and cover letters before accepting students. This requirement adds to an already heavy workload for the coordinator. CACEP (accreditation) requires a substantial number of hours (500 hours total, including 250 hours of direct client contact). Finding appropriate sites was identified as a challenge.
- Practising teachers have difficulty getting release time for Counselling practicum placements.
- The Counselling program requires practicum supervisors hold the required qualifications, including five years of experience and membership in a counselling association or a regulatory body. Another external challenge in finding suitable numbers of practicum supervisors has been labour unrest within the Nova Scotia school system over the last few years, which has diminished morale and resulted in fewer teachers intrinsically motivated to support practicum students. There may not be enough encouragement or incentives offered by Acadia for practicum supervisors. The program deals with restrictions associated with the accreditation requirements and by the NSCCT, the regulatory college, provincial education and health systems.

We received feedback specifically from Counselling program students, both in a focus group and through confidential written statements. Concerns expressed could be placed into several categories: instructional quality, course content and delivery, and lack of responsiveness and flexibility to student needs. With respect to instructional quality, concerns included having the same instructor for several courses, some instructors teaching directly from the textbook or addressing topics very superficially, and some inadequate instructor feedback and evaluation.

On the topic of course content and delivery, concerns included some repetitive coursework, gaps in course offerings for topics identified as important by students (e.g., trauma course for FT students), ineffective learning in compressed summer courses, lack of cultural diversity in course materials, and emphasis on content driven by accreditation but lacking depth. The concerns about lack of flexibility and responsiveness included some rigid attendance and participation requirements and perceived unwillingness to listen to student concerns regarding course materials, practicum placements, weekend seminar locations, and accommodation requests. Several students reported having taken these concerns to the coordinator and director, and though they felt they have been heard, they did not feel that their concerns had been addressed with any significant changes.

(g) Summer Residential Course Formats

Both students and instructors reported that the current summer residential course formats are not most conducive to achieving academic excellence. In particular, a significant number of students take two three-hour a day courses simultaneously while on campus to minimize their time away from home and weeks devoted to courses during the summer. Given they are in class 6 hours a day, there is very little opportunity for students to do work outside of class between sessions to prepare for or reflect on their learning as would

be possible with weekly courses, or even if they were only doing one course at a time. The result is that instructors have to tailor the expectations to this reality, even if all of the students are not in this situation.

(h) Variation in students' reported experiences in the four M.Ed. programs

The School conducted an informal electronic survey of M.Ed. students who were currently enrolled or would have graduated within the period 2013 – 2018 (Self-study, 2019, p. 9). Out of approximately 1100 surveys distributed, responses from 431 students were received. The questions are listed in Appendix 4 of the self-study document. At our request, the graduate coordinator provided supplementary information with the survey responses for each question sorted by the four M.Ed. programs. We conducted a series of chi-square tests on selected questions from the survey and noted that there were statistically significant differences in the distribution of student responses that suggest that students experience the programs differently. A summary of the results of these chi-square tests is provided as an appendix to this report.

Highlights of the chi-square tests included the observation that statistically significant differences were found on the following questions:

“Good balance of theory and practice”

Rates of agreement (strongly agree + agree): Counselling 81%, Curriculum 83%, Inclusive Education 62%, Leadership 72%.

“I applied what I learned”

Rates of agreement (strongly agree + agree): Counselling 85%, Curriculum 82%, Inclusive Education 68%, Leadership 64%.

“Critical thinking skills increased”

Rates of agreement (strongly + agree): Counselling 79%, Curriculum 78%, Inclusive Education 74%, Leadership 82%.

Since these percentages were fairly similar, we then considered only Strongly Agree responses: Counselling 34%, Curriculum 34%, Inclusive Education 16%, Leadership 24%.

“Collaborative learning skills increased”

Rates of agreement (strongly agree + agree): Counselling 67%, Curriculum 79%, Inclusive Education 53%, Leadership 57%.

“Not enough research”

For this question, we examined disagreement (Strongly Disagree + Disagree): Counselling 62%, Curriculum 58%, Inclusive Education 65%, Leadership 55%.

We also considered agreement (Strongly Agree + Agree): Counselling 13%, Curriculum 18%, Inclusive Education 9%, Leadership 7%.

“Recommend program to potential students?”

Rates of agreement (strongly agree + agree): Counselling 81%, Curriculum 85%, Inclusive Education 76%, Leadership 84%.

We also considered the rates of disagreement: Counselling 12%, Curriculum 7%, Inclusive Education 3%, Leadership 3%.

It is noteworthy the apparently sharp division among Counselling students, with a high rate of agreement (81%) but also the highest rate of disagreement (12%) on whether to recommend the program to others.

Opportunities

There is continuing high demand for advanced study opportunities for educators and counsellors in the province in the four program areas.

Improved instructional and communication technologies have the potential to reduce the cost and obstacles associated with distance and isolation and may enhance relationships among all stakeholders and participants in M.Ed. programs.

The School could prioritize mentorship of new faculty, which will give retiring and senior faculty members the opportunity to ensure helpful transition to newer hires. Essential aspects of such mentorship would include attention to supervising undergraduate and masters level students, developing a research program with successful Tri-Council funding proposals, providing meaningful services to the University and profession, and establishing a solid teaching practice at the undergraduate and graduate levels. Co-supervision of theses has been helpful.

Many part-time instructors appear to have an interest in building a community of support for each other and stronger connections to the School, and some seem interested in contributing to the programs beyond the very specific teaching responsibilities they have in individual courses. For example, Marlene Ruck Simmons, a PT instructor, suggested that the School should seize the opportunity to contribute to African Nova Scotian culture, referring to over 7000 African Nova Scotian students in the province. The School has already offered a successful M.Ed. Counselling cohort focused on African Nova Scotians.

5. Does the Unit Have the Appropriate Support to Achieve Its Current and Future Goals?

Is the unit making effective use of its existing resources?

It appears that the School of Education is straining the capacity of its existing personnel with the heavy program demands.

Is there sufficient capacity within the unit to meet its goals, now and in the future? Consider human, technological, physical and financial resources.

(a) The Counselling program has one full-time faculty member who is both program coordinator and practicum coordinator. With recent departures of key faculty members and instructors, the program may be unsustainable with inadequate numbers of full-time faculty to lead the program.

CACEP accreditation is a valuable achievement for a counselling program; it ensures consistently high quality and brings recognition and status to the School. The program requires substantial commitment from faculty members, staff members, and university administrators. All course outlines must follow particular requirements to demonstrate appropriate content and assessment procedures, including elective courses and practica. There is a required faculty to student ratio that is lower than in most graduate programs and there must be dedicated staff time as well as a dedicated practicum placement coordinator. These requirements demand faculty and financial resources that make an accredited program both very desirable and very expensive. With the recent reductions in number of faculty members in Education and the anticipated continued funding constraints, the Counselling Psychology program faculty and the School leadership team need to carefully consider the resource implications of maintaining CACEP accreditation of the program.

(b) The Leadership program's only full-time faculty member who specializes in this area is retiring. This high-demand program risks losing the necessary leadership, coherence, expertise, and vision without the presence of a full-time faculty member to take charge of this area. This appears to be an area with continued demand and a past reputation for strength. The School should determine if it is going to continue this

program, in which case it needs to be further resourced, or whether it should be discontinued and resources used to support other needs in existing programs.

(c) The Inclusive Education program appears to have only one or two specialized faculty members. The coordinator of this program is also the coordinator of the Ph.D. program.

Is the support offered by ancillary units (e.g., Library, Student Services, etc.) appropriate and effective?

The School of Education relies on Open Acadia to administer many of its M.Ed. courses. This includes handling of registration, timetables, and instructor contracts. Open Acadia also provides instructional technology support.

We learned that part-time students and instructors sometimes do not get Acadia library cards in time for compressed summer courses.

Are the support, policies, procedures, etc. offered by governing and decision-making bodies (e.g., relevant faculty, Senate, Research and Graduate Studies, etc.) appropriate and effective?

The Dean of Research and Graduate Studies arranges for coordinators of 14 campus graduate programs to meet during the year.

The School has two administrative assistants, one of whom has some responsibility for M.Ed. matters. The School also receives support from the M.Ed. programs course manager who works in the Research and Graduate Studies office.

6. Summary of Recommendations

- **Please outline the panel's major recommendations, in list form**
- **Note you may wish to make recommendations within each section, but please also consolidate your major recommendations here**

As indicated in item 1 above, we offer our main recommendations using a visual model of a wheel with a centre and several spokes representing interrelated aspects of the M.Ed. programs.

At the centre of this wheel is the recommendation that the School engage in a thorough review of its M.Ed. programming. Key to this review is the need for the School to engage in prioritization of goals and realistic projections for academic program development. We offer the following list of matters to examine in this review:

1. **Program planning (centre of the wheel):** This process should attend to such principles and needs such as diversity, flexibility, boundary-setting, consideration of adult learners, balance, making time for planning, and reputation. At the centre of the program review is the need for all members of the School to discuss the consistency of quality, expectations, and assessment, especially in courses designated as core. Full discussion of a commitment to consistent and high quality academic standards is needed. The Counseling Program in particular appears to be under resourced at present having lost two tenure track faculty in the past year. Short-term replacement contracts are not helpful in the longer run as there is a rapid turn over in faculty which brings a lack of consistency and a loss of organizational knowledge and mentorship opportunities.
2. **Technology:** Use of a suitable platform for course delivery, attention to pedagogical considerations such as utility, appropriateness, best practices, and student orientation. As higher education moves

increasingly to online and blended teaching structures, we note the need for digital curriculum developers within the School and at University levels. The advantage in a School of Education having an in-Faculty curriculum developer is that it should be possible to hire a specialist who has a more sophisticated understanding of teaching, learning, and appropriate pedagogical approaches for online education than is typically expected at the undergraduate level. The School of Education does more online teaching than is common in other faculties, and so it is reasonable for this Faculty to have substantial University support. A key aspect of digital technology support is that it must be “Just in Time”—available at the point of need.

3. **Structure:** There needs to be a review of the relationship among Open Acadia, Research and Graduate Studies, and the School of Education to ensure that shared and interdependent responsibilities are most effective and efficient. As part of this review, there should be consideration of returning some of the profit from part-time program courses to the School to invest in administration and capacity building within the M.Ed. programs given that the program generates a significant profit for the University with the high number of part-time students. It is reported that the School directs the curriculum and course offerings for the programs but it also appears that in some cases financial decisions at Open Acadia limit some program flexibility and course offerings, which is inevitable with limited capacity.

We recommend more time for regular program planning by faculty and staff. Moreover, there should be better avenues for students to contribute to regular program planning through the creation of an advisory committee or expansion of existing structures to include students.

4. **Diversity used as a lens for these two spokes: Hiring of FT and PT people and Curriculum**
 - (a) **Hiring of FT and PT people:** Review to consider qualifications and capacity to attract and retain faculty. Review also to include means of workload tracking, examination of hiring committee processes, hiring of staff to coordinate programs, and prioritization of hiring FT faculty for Counselling program. For new FT faculty, it is important to provide mentoring into the professoriate, particularly with respect to graduate supervision and the development of research programs. In the context of this review, it is important to identify the appropriate mix and number of FT and PT faculty to meet the needs of the M.Ed. programs. The review should focus on one or both of the following: (1) areas to add resources to strengthen priority programs and/or (2) on areas to reduce program offerings to concentrate existing resources on strengthening priority programs.
 - (b) **Curriculum:** Review to consider the implications of accreditation of Counselling program, sequencing and coherence of courses in all program, better articulation of agency and school streams in Counselling program, and decision on sustainability of Leadership program.
5. **Cohorts:** Examination to consider balancing desire for responsiveness with adequate planning and resources, based on evidence from program statistics and monitoring. Consider suspending the addition of new cohorts pending program review and the determination that there are sufficient faculty and program resources to deliver quality programming to new cohorts.

The strength of the cohort model is building community among students but it becomes difficult for students to complete their program in particular instances within the cohort schedule where important life events make them unable to follow the set course pattern. Examine how technology and online courses could flexibly address particular, special personal circumstances.

6. Counselling practicum: Consider need expressed by students for flexibility and challenges associated with having one person coordinating the program with many roles.
7. Part-time faculty: Examination to include attention to communication, mentoring, community building, and valuing their input and expertise.
8. Summer program: Consider the effectiveness of these compressed courses in the preparation and mentoring of students for the field. Consider formats that blend online and residential elements for these courses so that students might do preparatory work online and have less in class time during the residential component so they have more time to prepare for or reflect on those sessions.
9. Relationships and communication: Consider these with respect to students and their programs, programs and part-time instructors, among full-time faculty, and between the university and the field, including school boards and agencies. Some articulate students report feeling alienated and not listened to, even if their complaints have been heard. In a small province, this threatens reputation over the long term.
10. Research culture: Factors to consider include hiring in curriculum areas and to support thesis supervision, course planning to encourage student engagement and to connect research and practice. Consider that heavy workload affects research productivity of faculty and their ability to supervise student research projects and theses. It would be valuable to encourage connections of M.Ed. students with graduate students in other programs on campus.

In addition to this overall program planning review, we also recommend regularly scheduled meetings of all School of Education faculty members and instructors, with use of videoconference technology to facilitate participation by those who live at a distance from campus. These meetings would be intended to build community among School of Education staff, share concerns and ideas, and to discuss and agree upon overall goals, policies, and practices. Meetings of instructors grouped by M.Ed. programs could facilitate sharing of course content and sequencing, instructional resources and strategies, assessment practices, and desired learning outcomes.

Overall, we were very impressed with the passion, competence, and quality of the faculty and administrative staff and the wide array of program offerings and the connections to the broader educational and counselling community. It is notable that so few human resources are being devoted to such a broad and deep set of program offerings and that the people in place are doing their best to deliver the programs under these circumstances. We believe it would be best, in keeping with the findings described above, that there be a deliberate and thoughtful effort to undertake a comprehensive program planning and prioritization process to match offerings to the availability of human resources. Without such an effort, we worry of a deterioration in the quality of offerings over time which would threaten the reputation and success of the program.

Academic Program Review

Response to the Review Team Report, School of Education

1. Program planning (centre of the wheel): This process should attend to such principles and needs such as diversity, flexibility, boundary-setting, consideration of adult learners, balance, making time for planning, and reputation. At the centre of the program review is the need for all members of the School to discuss the consistency of quality, expectations, and assessment, especially in courses designated as core. Full discussion of a commitment to consistent and high quality academic standards is needed. The Counseling Program in particular appears to be under resourced at present having lost two tenure track faculty in the past year. Short-term replacement contracts are not helpful in the longer run as there is a rapid turn over in faculty which brings a lack of consistency and a loss of organizational knowledge and mentorship opportunities.

The School of Education is committed to attending to this recommendation as soon as possible. In terms of program planning, an immediate priority has been a close examination of our course offerings across all M.Ed. programs with a view to determining what can continue to be offered given our current permanent faculty complement, our reliance on per-course educators, as well as recent and anticipated retirements. We have recently reduced and concentrated our part-time program offerings with a view to ensuring quality while working within our realistic capacity. A process of curriculum mapping of remaining programs has begun, aimed at supporting alignment among course objectives, pedagogies, and assessments. Our goal is to complete this mapping work by the end of 2021.

In relation to the Counselling program, in particular, and concerns about staffing, the School hired a tenure track (TT) position and a 12-month CLT for 2020-2021. While this is a positive step forward, we note that this complement still does not satisfy accreditation requirements delineated by the Council on Accreditation of Counsellor Education Programs (CACEP), nor does it adequately reduce the reliance on part-time (henceforth, PT and FT for full-time) and sessional faculty. We have negotiated with CACEP for an exception to ensure our ongoing accreditation in the meantime, but long-term viability of the Counselling program will require three permanent track faculty appointed to it.

2. Technology: Use of a suitable platform for course delivery, attention to pedagogical considerations such as utility, appropriateness, best practices, and student orientation. As higher education moves increasingly to online and blended teaching structures, we note the need for digital curriculum developers within the School and at University levels. The advantage in a School of Education having an in-Faculty curriculum developer is that it should be possible to hire a specialist who has a more sophisticated understanding of teaching, learning, and appropriate pedagogical approaches for online education than is typically expected at the undergraduate level. The School of Education does more online teaching than is common in other faculties, and so it is reasonable for this Faculty to have substantial University support. A key aspect of digital technology support is that it must be “Just in Time”—available at the point of need.

The School agrees that this is a critical priority, noting that the technology current at the time of review was dated, cumbersome and limiting to our pedagogical potential. To advance this recommendation, the School has successfully engaged in conversations with Open Acadia to provide input on more suitable learning management systems to support our course offerings for our diverse cohort of 21st century learners. To that end, the School has outfitted a Zoom room in Seminary House in 2020, and continues to work with our partners in Open Acadia to develop both available technological interfaces and progressive and relevant pedagogies that offer maximum flexibility in delivery models

and support faculty well-trained to take advantage of them. We believe that, through this extensive partnership with Open Acadia, we are becoming one of the lead units on campus in relation to these capacities.

3. Structure: There needs to be a review of the relationship among Open Acadia, Research and Graduate Studies, and the School of Education to ensure that shared and interdependent responsibilities are most effective and efficient. As part of this review, there should be consideration of returning some of the profit from part-time program courses to the School to invest in administration and capacity building within the M.Ed. programs given that the program generates a significant profit for the University with the high number of part-time students. It is reported that the School directs the curriculum and course offerings for the programs but it also appears that in some cases financial decisions at Open Acadia limit some program flexibility and course offerings, which is inevitable with limited capacity.

We recommend more time for regular program planning by faculty and staff. Moreover, there should be better avenues for students to contribute to regular program planning through the creation of an advisory committee or expansion of existing structures to include students.

The School agrees that program administration responsibilities and funding arrangements among Open Acadia, Research and Graduate Studies and the School of Education must be restructured. Given that considerable revenue is generated through the multitude of School of Education offerings administered through OA, it seems logical a portion of this revenue be devoted to resourcing the programs which contribute to it. Such an investment back into the School would address many of the recommendations raised in this review around lack of resourcing, lack of program coherence, etc. In response to this recommendation, the new Director of the School of Education is working closely with the Dean of Professional Studies in concert with the Provost/VPA to explore opportunities for restructuring program development, administration, and revenue matters.

The School strongly supports the recommendation that more time be dedicated for planning by faculty and staff. While this may seem to be a straightforward recommendation, it is difficult to achieve in reality given the skewed balance of PT to FT faculty who teach in the program. Recent efforts to address the imbalance between PT and FT faculty through two new tenure-track hires and the hiring of a new Director have been helpful. Nevertheless, as a unit with a plethora of senior faculty, almost a decade of unreplaced retirements and resignations, and a number of current and impending retirements, there are continuing challenges offering existing programs and forward-looking pedagogical leadership.

The School supports the recommendation to create an advisory group to ensure student voices are heard. This advisory committee has been established and will meet annually into the future, under the directive of the Graduate Program Coordinator and the Director. We also have a student representative who attends all School Council meeting.

4. Diversity used as a lens for these two spokes: Hiring of FT and PT people and Curriculum
 - (a) Hiring of FT and PT people: Review to consider qualifications and capacity to attract and retain faculty. Review also to include means of workload tracking, examination of hiring committee processes, hiring of staff to coordinate programs, and prioritization of hiring FT faculty for Counselling program. For new FT faculty, it is important to provide mentoring into the professoriate, particularly with respect to graduate supervision and the development of research programs. In the context of this review, it is important to identify the appropriate mix and number of FT and PT faculty to meet the needs of the M.Ed. programs. The review should focus on one or both of the following: (1) areas to add resources to strengthen priority programs and/or (2) on areas to reduce program offerings to concentrate existing resources on strengthening priority programs.
 - (b) Curriculum: Review to consider the implications of accreditation of Counselling program, sequencing and coherence of courses in all program, better articulation of agency and school streams in Counselling program, and decision on sustainability of Leadership program.

In response to the recommendation regarding attracting and retaining faculty, the School is committed to refining our processes for recruiting, hiring, mentoring and sustaining our FT and PT faculty. While we can improve these processes, through, for example, making our job advertisements clearer to ensure we attract the right applicants and providing support to our per-course hires, what is more problematic remains the limited numbers of FT faculty to support these processes.

In response to the need to prioritize and possibly consolidate our M.Ed. offerings, the School agrees with this recommendation. Given the current faculty complement and the reliance on per course hires and recent and anticipated retirements, there is an urgent need to re-assess what we can realistically continue to offer. As noted in our response to Recommendation 1, the School is assessing which programs will continue to be offered through a careful analysis of our current and projected commitments and how these match with our Faculty complement and stakeholder demand.

The School is committed to maintaining its accreditation status for the Counselling program and has currently been granted an extension to apply for re-accreditation. This extension was necessitated because the School does not have the faculty complement to be awarded accreditation. The Counselling faculty are engaged in reassessing their offerings, especially in regional PT cohort numbers, and are exploring a staggered PT cohort that admits students once every three years.

6. Cohorts: Examination to consider balancing desire for responsiveness with adequate planning and resources, based on evidence from program statistics and monitoring. Consider suspending the addition of new cohorts pending program review and the determination that there are sufficient faculty and program resources to deliver quality programming to new cohorts.

The strength of the cohort model is building community among students but it becomes difficult for students to complete their program in particular instances within the cohort schedule where important life events make them unable to follow the set course pattern. Examine how technology and online courses could flexibly address particular, special personal circumstances.

The School agrees with this recommendation and is working closely with OA and RGS to develop and continuously monitor a long-term plan of offerings that is grounded in evidence related to demand and available faculty resources. The newly formed M.Ed. Working Group is engaging in long-term planning to assess which courses and programs should be cohort based and which should be individually based.

6. Counselling practicum: Consider need expressed by students for flexibility and challenges associated with having one person coordinating the program with many roles.

The School agrees with this recommendation, noting the immense workload undertaken in recent years by an early career academic who assumed the oversight of this program after the retirement of two longstanding TT positions. It is anticipated that this will be addressed, to a degree, in the new TT position. However, as we have pointed out above, replacing with permanent faculty both of the recent TT retirements is essential to the long-term viability of the program.

7. Part-time faculty: Examination to include attention to communication, mentoring, community building, and valuing their input and expertise.

The School unequivocally supports this recommendation, given the immense reliance on PT colleagues. The School has reviewed our support systems for part-time colleagues and the Director has worked with the Graduate Coordinator to establish a working group which has identified and implemented a number of supports for PT faculty, including Open Acadia support and regular PT Faculty-Director working groups, as well as regular meetings with PT colleagues.

8. Summer program: Consider the effectiveness of these compressed courses in the preparation and mentoring of students for the field. Consider formats that blend online and residential elements for these courses so that students might do preparatory work online and have less in class time during the residential component so they have more time to prepare for or reflect on those sessions.

The School prides itself on the unique on-campus summer offerings and envisions continuing to offer them given their attractive nature to many professionals. The School has also explored and implemented, through collaboration with Open Acadia, a range of innovative technological approaches enabling more blended approaches to delivery.

9. Relationships and communication: Consider these with respect to students and their programs, programs and part-time instructors, among full-time faculty, and between the university and the field, including school boards and agencies. Some articulate students report feeling alienated and not listened to, even if their complaints have been heard. In a small province, this threatens reputation over the long term.

The School is working to improve relationships and communications with internal and external stakeholders. In recent years, continuous change in School leadership and substantial overturn among Counselling faculty has resulted in poorer communication than is desirable. The appointment of a new Director and a second permanent faculty member in Counselling has gone a long way in providing the stability to develop stronger relationships and to facilitate clearer communication among stakeholders.

10. Research culture: Factors to consider include hiring in curriculum areas and to support thesis supervision, course planning to encourage student engagement and to connect research and practice. Consider that heavy workload affects research productivity of faculty and their ability to supervise student research projects and theses. It would be valuable to encourage connections of M.Ed. students with graduate students in other programs on campus.

The School is committed to enhancing the research culture in the M.Ed. program and has hired two new research active TT faculty in the last year. Both are already contributing to research culture in the School, and have been key in supporting the Director in the re-establishment of brown bag research lunches. The Graduate Program Coordinator and Director are currently working with Research and Graduate Studies to provide more intentional links between M.Ed and Ph.D students and graduate students in other programs.

Transition Report from the Research Ethics Board

October 6th, 2021

Senate Research Ethics Board

Elected Chair: Stephen Maitzen

Meeting Dates (on Teams until December 31; ideally in-person thereafter): August 5 (completed), September 2 (completed), October 7, November 4, December 2, January 6, February 3, March 3, April 7, May 5, June 2, July 7

Goals: The continued timely and efficient review of research ethics applications and handling of other research-ethics-related matters.

Academic Planning Committee

Transition Report 2021

Meeting of the Senate

October 6, 2021

Membership:

Provost and Vice-President Academic: C. Dale Keefe
Dean, Faculty of Arts: Laura Robinson
Dean, Faculty of Professional Studies: Corinne Haigh
Dean, Faculty of Pure & Applied Science: Suzie Currie
Dean: Libraries and Archives: Heather Saunders
Faculty, Faculty of Arts: Rachel Brickner
Faculty, Faculty of Professional Studies: Kelly Dye
Faculty, Faculty of Pure & Applied Science: Eva Curry
Faculty, IDST Program: Vacant
Student: Megan Cyr

The Committee met on September 21, 2021 and reviewed the tasks assigned to it by the Senate of Acadia University. Kelly Dye gave her regrets, all other members in attendance.

The Chair of this committee is: C. Dale Keefe, Provost and Vice-President Academic

Set meeting dates for the upcoming year: Meetings will be scheduled as required. For fall term meetings are scheduled for October 18, November 15.

Decide on acceptable meeting modalities for the upcoming year: Given the current COVID-19 protocol, acceptable modalities for the upcoming year include hybrid meetings held via MS Teams and in-person.

The Academic Planning Committee's mandate is as follows:

1. Shall make recommendations to Senate on matters relating to academic principles and planning

2. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Goals for the coming year are identified as follows:

1. Review Academic Faculty-Unit plans 2021-2022
2. Review and rank Faculty Position Prioritization 2021-2022
3. Update the overall Academic Plan 2021-2022 and submit to Senate for October 2021
4. Prepare and submit to Senate a Pre-Budget Report
5. Prepare and submit to Senate a Post-Budget Report

Respectfully submitted,

C. Dale Keefe, Chair

Admissions and Academic Standing Committee (Policy)

Transition Report 2021

Meeting of the Senate

October 6, 2021

1) Membership:

Provost and VP Academic (Chair): Dale Keefe
Dean, Faculty of Pure & Applied Science: Suzie Currie
Dean, Faculty of Arts: Laura Robinson
Dean, Faculty of Professional Studies: Corinne Haigh
Arts Head or Director: Vacant
Arts Representative: Vacant
Professional Studies (Director): René Murphy
Student VP Academic: Megan Cyr
Professional Studies Representative: Paul Lauzon
Registrar: Mark Bishop
Director of Open Acadia: Jeff Banks
Theology Representative: Matthew Walsh
Pure & Applied Science Representative: Anthony Tong
Pure & Applied Science Head or Director: Paul Arnold

The Committee met on September 22, 2021, and reviewed the tasks assigned to it by the Senate of Acadia University. All members were in attendance except for Paul Lauzon.

The Chair of this committee is: C. Dale Keefe, Provost and Vice-President Academic

Set meeting dates for the upcoming year: Meetings will be scheduled as required. For fall term meetings are scheduled for October 19, November 23.

Decide on acceptable meeting modalities for the upcoming year: Given current COVID-19 protocol, acceptable modalities for the upcoming year include hybrid meetings held via MS Teams and in-person

2) The Admissions and Academic Standing Committee (Policy)'s mandate is as follows:

Duties: To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations.

Goals for the coming year are identified as follows:

1. Review and clarify second degree requirements
2. Review and consider transcript options
3. Review the limit to multiple course attempts
4. Review the Dean's list criteria

Respectfully submitted,
C. Dale Keefe, Chair

Board of Open Acadia

Transition Report 2021

Meeting of the Senate

October 6, 2021

Membership:

Provost & VP Academic (Chair): Dale Keefe

Associate VP Finance & Treasure: Mary MacVicar

Director of Open Acadia: Jeff Banks

Registrar: Mark Bishop

Dean, Faculty of Pure & Applied Science: Suzie Currie

Dean, Faculty of Arts: Laura Robinson

Dean, Faculty of Professional Studies: Corinne Haigh

Student Representative: Megan Cyr

The Committee met on September 22, 2021, and reviewed the tasks assigned to it by the Senate of Acadia University. Mark Bishop gave his regrets, all other members in attendance.

The Chair of this committee is: C. Dale Keefe, Provost and Vice-President Academic

Set meeting dates for the upcoming year: Meetings will be scheduled as required. For fall term meeting is scheduled for November 3.

Decide on acceptable meeting modalities for the upcoming year: Given the current COVID-19 protocol, acceptable modalities for the upcoming year include hybrid meetings held via MS Teams and in-person.

The Board of Open Acadia's mandate is as follows:

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.

Goals for the coming year are identified as follows:

1. Review and define processes for courses on-load
2. Review and define processes for hiring determining courses for intersession
3. Review professional development programs
4. Review process issues around hiring
5. Review resource sharing

6. Review per-course tuition model impact on Open Acadia and offering courses that are not continuous intake.

Respectfully submitted,

C. Dale Keefe, Chair

Faculty Support Committee - 2021-2022
Transition Meeting - 29 Sept. 2021

Committee Members 2019-2020:

- 1 VP Academic (or designate) – Darcy Benoit (designate)
- 1 Association of Atlantic Universities CCFD rep – Jeff Banks
- 1 Coordinator of Academic Technologies (LTID) - Shelly Vaughan
- 1 Arts – Jamie Sedgwick
- 1 Prof. St. – Michelle Boyd
- 1 P & A Sc. – Jeff Hooper
- 1 Theology – Stuart Blythe
- 1 Librarian/Archivist – Wendy Robicheau
- 1 Student – Lucas Matos

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

The duties of the Committee are:

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

The Committee met on 29 Sept 2021.

- Jeff Banks was selected as Chair.
- The committee agreed to meet monthly, with additional meetings scheduled if needed (next scheduled meeting is for Wednesday, Oct. 20)
- The modality for the year would be to meet on Teams.

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

1. Allocation of the Teaching Innovation Fund
2. Faculty Workshops and Discussion Forums

- a. This will be done in conjunction with LTID as well as input from the FCIE Committee. We may also want to work with the MLTLC.
3. Promotion and Support for External Teaching Awards. In particular AAU and 3M Teaching Awards.
4. Put together document to advocate for an “Educational Developer”
5. Discussion – “How can Acadia support Decolonization of the Classroom”
6. Discussion – “What can we learn from our experiences as educators during Covid”

Timetable, Instruction Hours, and Examination Committee

1. Committee chair
 - a. Hugh Chipman was elected committee chair for 2021 - 2022 during an October 8, 2021 meeting.
2. Meeting dates: Oct 8, other monthly dates are still being scheduled.
3. Acceptable modalities:
 - a. The committee agreed to meet by MS Teams this year. Face-to-face meetings would also be acceptable, but not the preferred option
4. Committee mandate: At their Oct 8 meeting,
 - a. Committee reviewed the committee mandate (page 29 of document "Membership for 2021-2022 on Senate and University Committees). There was agreement with the duties outlined in that document, although the committee plans to consider changes to the mandate this year.
 - b. An item identified during discussions is to consider the use of constraints in the new scheduling software used for setting the exam timetable and schedule of classes.
 - c. The committee previously agreed to conduct a survey of faculty, staff and student experience with the class timetable. Although originally planned for 2020-21, to establish a "baseline" prior to implementation in 2021-22 of the new timetable, the survey was not conducted in 2020-21. The hybrid teaching and corresponding modifications to the timetable made it impossible to measure any "baseline". The committee recommends conducting the first survey this year.

Respectfully submitted
Hugh Chipman
October 18, 2021

ACADIA UNIVERSITY

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

REPORT DATE: October 28, 2021

SPAC COMMITTEE CHAIR

Scott Landry will chair the committee to June 2022.

MEETINGS DATES

The committee will meet remotely via Teams.

The committee met via Teams on October 28, 2021.

Additional meetings for the 2021-2022 year are expected to be held in:

November 2021

January or February 2022

March 2022

April 2022

The Awards and Appeals Committee of SPAC and the Bursary and Loan Committee of SPAC will also meet remotely, as needed.

PURPOSE AND DUTIES OF COMMITTEE

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

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

Respectfully submitted,

Candace Bird
Secretary

Scott Landry
Chair

ACADIA UNIVERSITY

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

REPORT DATE: October 12, 2021

SPAC COMMITTEE MEMBERS

Membership	July 1, 2020 - June 30, 2021	July 1, 2021 - June 30, 2022
Arts	Can Mutlu (Committee Chair August 2019 – June 2020)	Can Mutlu
	Andrew Biro	Andrew Biro
	Lara Hartman (Student Rep)	Fikayo Kayode (Student Rep)
Professional Studies	Scott Landry	Scott Landry
	Harish Kapoor	Harish Kapoor
	Cassidy Churchill (Student Rep)	Chiara Lu (Student Rep)
Pure & Applied Science	Kirk Hillier (resigned March 2020 – no replacement before June 2020)	Ashley Parsons
	Andrew Mitchell	Andrew Mitchell
	Menat Tahoun (Student Rep)	Lucas Matos (Student Rep)
Registrar or Delegate	Kim Rhymes, Administrator, Scholarships and Financial Assistance	Kim Rhymes, Administrator, Scholarships and Financial Assistance
Financial Aid Counselor	Pamela D'Entremont (Committee Secretary) retired June 2020	Candace Bird (Committee Secretary)

PURPOSE AND DUTIES OF COMMITTEE

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

MEETINGS DATES

Committee meetings were held during 2020-2021 on the following dates:

November 9, 2020 via Microsoft Teams

January 6, 2021 via Microsoft Teams

January 13, 2021 via Microsoft Teams

February 16, 2021 via Microsoft Teams

March 7, 2021 via Microsoft Teams

April 14, 2021 via Microsoft Teams

An entrance scholarship process information session was held on February 12, 2021.

The Awards & Appeals Sub Committee held several meetings to decide upon various awards and matters. The Bursary & Loan Sub Committee of SPAC met weekly as needed until late January. Acadia's Student Assistance Program (ASAP) assisted 34 students in the 2020-21 academic year and had a budget of \$250,000. The number was lower than previous years due to higher than usual Canadian student loan and grant funding.

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Awarding of 2021 Entrance Scholarships

Through the entrance scholarship process, 2401 prospective students were offered entrance scholarships or scholar-bursaries for the 2021-22 academic year as of the date of this report. This included renewable entrance merit-based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of 80% or above.

To be competitive with other universities, our top entrance scholarships were valued as follows:

- Three Chancellor's Scholarships each valued at \$10,000 renewable
- Three Board of Governors' Scholarships each valued at \$8,000 renewable
- Three President's Scholarships each valued at \$7,000 renewable
- Four International Baccalaureate Scholarships each valued at \$6,000 renewable

The academic requirements for the 2021-2022 grade-based entrance scholarship program criteria did not change from the previous year. The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average provided the grade 12 average is 80% or above.

As part of the entrance scholarship application process the Committee again used a standardized group score spreadsheet. The top 120 files were reviewed. The Committee made some minor changes to the entrance scholarship application forms for the upcoming year.

2. Review of Committee Mandate

The Committee duties were reviewed. No changes were made.

3. Bursary Program Process:

The program grade 12 average for first year students was reviewed. The Committee approved a change to reduce the requirement from 80% to 70%. The program process will be reviewed in the current year.

4. Scholarship Renewability:

The renewability process went back to its previous format.

5. Scholarship Deferral

The deferral policy with respect to students studying part time due to COVID was reviewed. The committee decided to allow students doing part time at Acadia this year only, to defer their entrance scholarship provided they achieve a minimum 3.50 SGPA on the courses.

Respectfully submitted,

Kim Rhymes
Registrar/Delegate

Can Mutlu
Chair

Academic Program Review Committee Transition Report 2021

Membership:

Provost and Vice President Academic: Dale Keefe Registrar: Mark Bishop Arts: TBA, Professional Studies: Janna Wentzell, Pure & Applied Science: TBA, Governor: TBA, Dean of Arts: Laura Robinson, Dean of Professional Studies: Corinne Haigh, Dean of Pure & Applied Science: Suzie Currie

The Committee met on February 25, 2021 and reviewed the five tasks assigned to it by the Senate of Acadia University. The Chair of this committee will be Dale Keefe, Provost and Vice President Academic.

The Academic Program Review Committee's mandate is as follows:

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

Meeting in the Fall was on October 25, 2021 and set to coincide with the program review schedule for the academic year.

Acceptable modalities for the upcoming year will include meetings held in person, or via conference call, TEAM's, etc. as appropriate.

Update from 2020/2021

Completed Program Reviews:

- Chemistry - completed and reports filed digitally, and paper copy at Archives.
- ESST - completed and reports filed digitally, and paper copy at Archives
- Master of Education - completed and reports sent to Senate.

Goals for 2021/2022

Supporting and completing the program reviews that have been scheduled for this academic year. Reviews scheduled for this year will follow the Senate guidelines revised in October 2019. Review schedule includes the following:

History and Classics (Fall/Winter 2019/20)

- Review completed April 8 & 9, 2021
- Unit response pending

Social & Political Thought (Fall/Winter 2019/20)

- Review Completed November 23 & 24, 2020
- APRC recommendations pending

Open Acadia (Fall/Winter 2019/20)

- Self-study pending
- List of potential reviewers pending

Other items discussed.

Review of Guidelines to meet MPHEC Degree Qualifications framework

Working on APRC website.

Discussion of graduate attributes. Committee to consider Acadia graduate attributes. Draft started

SENATE ARCHIVES COMMITTEE TRANSITION REPORT

October 26, 2021

Committee membership: Pat Townsend (Archivist/ex-officio, on leave), Wendy Robicheau (Archivist/ex-officio), Heather Saunders (Dean of Libraries and Archives/ex-officio), Agnieszka Hayes (Librarian replacing Pat Townsend and Britanie Wentzell July 2021 to July 2022), Xiaoting Wang (Arts rep.), Richard Cunningham (Arts rep.), Paul Doerr (Arts rep. and perpetual Committee Chair), Michelle Boyd (Professional Studies rep.), Sue Conlan (P & A Science rep. replacing C. Morley July-Dec. '21), Melody Maxwell (Theology rep.), Eleanor Palmer ((Alumni appointee), Britanie Wentzell (Presidential Appointee, on leave) and Shirley Soleil-Day (Canadian Baptists of Atlantic Canada rep.).

Committee mandate: As representatives of their various constituents, members of the Senate Archives Committee will work collaboratively to: (1) to advise and guide on long-term and short-term directions that are consistent with the mandate and the 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; (5) to support academic activity.

The Senate Archives Committee met on October 18 at 3 pm. Paul Doerr was elected Chair for the coming year. We decided to meet next on December 15 at 3 pm, with at least one meeting to follow in the winter term, two if needed. All meetings will be held virtually via Teams. Our goal for the coming year will be to fulfill the committee mandate as above. The committee also heard a detailed and engaging report from Archivist Wendy Robicheau on the Archives activities since our last meeting in April.

Senate Nominating Committee
Report to Senate
November 1, 2021

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

The Senate Nominating Committee held one virtual meeting on October 18, 2021 to elect its Chair and to discuss the modality for meetings of the Committee in 2021-22. It was agreed that the Committee would continue to meet online.

Through a round of consultation by email, it was established that there was a vacancy concerning representation from Pure and Applied Science on the By-Laws Committee of Senate. On 21 and 27 October 2021, the Chair of the Committee contacted Senators from Pure and Applied Science, calling for nominations. Eventually, Dr. Michael Robertson agreed to be nominated for this position.

Respectfully,

Anne Quéma
Chair

Report of the Senate Disability Policy Committee

Meeting Date Oct. 21, 2021

Richard Karsten agreed to Chair the Committee until June 2022.

Meeting dates and modality.

The Committee agreed to meet via Teams.

The Committee agreed to meet again in November and again in the Winter term, with availability for meetings as necessary.

Duties of the Committee:

- (1) to monitor the implementation of the Acadia University Disability Policy.
- (2) to conduct an annual review of the Acadia University Disability Policy and if necessary, recommend to Senate amendments to the policy;
- (3) to deal with any other matters which Senate might refer to the Committee

The Committee reviewed the mandate, duties and membership of the Committee and it was determined that the Senate membership list needed updating. The Committee also discussed the scope of the mandate of the Committee and agreed that if it was around the teaching and learning environment (including physical supports) for supporting students that it is within the interest and purview of the Committee.

The Committee was informed that the Province as part of accessibility legislation has requirements for accessibility and requires the establishment of a committee to undertake such work at the University. It was agreed that in the desire to consolidate efforts and awareness, as well as to ensure a role of Senate, that it is recommended that rather than create a separate committee, that the Senate Disability Policy Committee would be willing to transition to serve this purpose, including inviting others and altering mandate and duties if needed. The Committee will be provided with the terms of reference and mandate of the legislated committee.

A quick snapshot was provided to the Committee with approximately 800+ students registered with Accessibility services including 220 new students.

Respectfully submitted,

Mark Bishop

TO: Anna Kieft, Chair of Senate
FROM: Dr. Peter Ricketts, President and Vice-Chancellor
SUBJECT: Awards Committee – Transition Report
DATE: November 2, 2021

Dear Senators,

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees and Emeriti distinction, followed by evaluation of the nominees and finally, providing recommendations to Senate.

A public call for honorary degree nominations was sent to the Acadia community on September 14, 2021. The deadline for submissions is November 15, 2021.

A public call for Emeriti distinction nominations was sent to the Acadia community on October 1, 2021. The deadline for submissions is January 31, 2022.

The committee will meet early in the new year to review the submissions, with the goal of Senate receiving recommendations for honorary degree recipients at the February 2022 meeting and Emeriti nomination at the following March 2022 meeting.

Respectfully,

Peter Ricketts, BA (Hons), PhD
President and Vice-Chancellor

**Research Committee
Fall 2021 Report to Senate**

Membership (N=10) for 2021/2022:

Associate VP Research and Dean of Graduate Studies: Anna Redden ex-officio (Chair)
Arts Faculty: Lesley Frank
Professional Studies Faculty: Matt Vierimaa
P&A Science Faculty: Mojtaba Kaviani
Theology Faculty: Spencer Boersma
Librarian: Mike Beazley
Canada Research Chair: Mark Mallory
Director of Research Centre (or Institute): TBA
Graduate Student: Nikki Jamieson
Undergraduate Student: Emmarie Hallin

Chair: Anna Redden

The first meeting of the Senate Research Committee for 2021/2022 was held on 18 October. The Committee membership, Terms of Reference and the 2021 Spring Report to Senate were reviewed.

Meeting frequency and mode (primarily via MS Teams): twice per semester, plus working group meetings for specific activities, as needed.

Goals and priority activities for the coming year:

- Focused activity (via 3 Working Groups which may also include non-Committee members) on:
 - 1) Research Data Management requirements at institutional and faculty level;
 - 2) Review and revision of research policies and guidelines; and
 - 3) Development of a research mentorship plan/program.The working groups will meet separately to make progress on policies, guidelines, plans and/or activities and report back to the full committee when it meets.
- Contribute to the development of the next Strategic Research Plan, with reference to Acadia's Strategic Plan 2020-2025 and more recent Academic Plan.
- Identify and support research and professional development opportunities for faculty and both graduate and undergraduate research students.
- Highlighting and celebrating research of faculty and students.

Respectfully submitted,
Anna Redden, Chair
Associate VP Research & Dean of Graduate Studies

**Graduate Studies Committee
Fall 2021 Report to Senate**

Membership (N=21) for 2021/2022:

Associate VP Research and Dean of Graduate Studies: A. Redden ex-officio (Chair)

Graduate Program Coordinators:

Masters (14):

Applied Geom - I. Spooner	Biology - M. Mallory	Chemistry - N. Faraone
Comm. Dev. - G. Donnelly	Comp Sci - E. Shakshuki	Earth/Envir Sci – N. O’Driscoll
Education - G. MacKinnon	English - K. Pinder	Math/Stats - F. Mendivil
Politics - C. Mutlu	Psychology - D. Symons (Fall); A.S. Champod (Winter)	
Social & Political Thought - C. Mutlu	Sociology - S. Rudrum	Theology - S. Blythe

PhD (1): Educational Studies - H. Hemming

Chair, Senate Curriculum Committee (non-voting): TBA

Graduate Student Representatives: Arts – TBA, Prof. Studies – TBA, P&A Science – TBA, Theology - TBA

Chair: Anna Redden

The first meeting of the Senate Graduate Studies Committee for 2021/2022 was held via Teams on 24 September. The Chair referred to the Committee Terms of Reference and Graduate Program Coordinator Duties and provided an update on course advising and the required activities of the committee.

Meeting frequency and mode (primarily via MS Teams): twice per semester, plus subcommittee meetings for scholarship/award competitions and other activities as needed.

Goals and priority activities for the coming year:

- Review all proposed graduate program changes and any new proposals prior to Senate review.
- Adjudicate graduate student external scholarships (NSERC, SSHRC, CIHR, ResearchNS, NS Provincial) and the Acadia Outstanding Master’s Research Awards – via sub-committees.
- Update policies, practices, and forms, as needed.
- Examine year-to-year trends in graduate student enrollment, retention and completion rates, opportunities with the Maple League, and make recommendations where needed.
- Develop process to better track the progress of part-time students and thesis/program completions.
- Identify and support professional development activities for graduate students.
- Promote, support and celebrate graduate student research.
- Contribute to the development of the next Strategic Research Plan.

Respectfully submitted,

Anna Redden, Chair

Associate VP Research & Dean of Graduate Studies

Honours Committee Fall 2021 Report to Senate

Membership (N=11) for 2021/22:

Dean of Research & Graduate Studies: Anna Redden ex-officio (Transition Chair)
Registrar: Mark Bishop ex-officio
Arts: Andrew Davis
Arts: Christian Thomas
Prof. Studies: Stephen MacLean
Prof. Studies: Claire Mallin
P&A Science: Matthew McSweeney (new Chair)
P&A Science: Morgan Snyder
Honours Student (Arts): Claire Kim
Honours Student (Prof. Studies): vacant
Honours Student (P&A Science): Carolyn Smith

The first meeting of the Senate Honours Committee for 2021/2022 was held on 20 October. Anna Redden, as Transition Chair, welcomed the members and reviewed the Terms of Reference and the Spring 2021 annual report to Senate. The Registrar, Mark Bishop, discussed the need for semester-based courses (including Honours thesis courses as co-requisites), given the term structure of Colleague.

Chair: Matthew McSweeney was nominated and accepted the chair role at the first meeting.

Meeting frequency and mode (primarily via MS Teams): twice per semester, plus subcommittee meetings for specific activities, as needed.

Goals and priority activities for the coming year:

- Update the Senate Honours Committee Terms of Reference. Several of the Committee duties remain unclear and/or require amendments.
- Review and revise policies and guidelines associated with the Honours program and make recommendations to Senate where needed.
- Oversee the adjudication process for Honours research awards (e.g. USRA, HSRA, etc). The application form and criteria for evaluation of applications will be reviewed and revised, as needed.
- Strengthen Honours research student opportunities.
- Celebrate Honours research activities and outcomes.

Respectfully submitted,
Anna Redden, Transition Chair, and
Matthew McSweeney, new Chair

Report of the Senate Curriculum Committee Policy

Meeting Date Nov. 1, 2021

Roxanne Seaman agreed to be Acting Chair of the Committee until all members are able to be present.

Meeting dates and modality.

The Committee agreed to meet via Teams.

The Committee agreed to meet at least twice each term, with availability for meetings as necessary.

Duties of the Committee:

Duties:

- 1) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.
- 2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.
- 3) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.
- 4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
- 5) to consider such matters as Senate may from time to time entrust to the Committee

The Committee began by receiving an update from the Acting Chair of the previous year's activities, and primarily the shift from full year to courses over terms. The Committee was provided an update about the past Chair presenting at Faculty Councils and a proposal from the past Chair to, on behalf of Depts., submit one single change to the thesis courses to cover all instances in the Calendar. The courses would be 407T and 408T, be 3ch and be co-requisites of each other. An S grade would be given in December with credits only being earned after completion of both. There was agreement that this would be brought to Senate Curriculum Committee Admin.

A discussion regarding a standardized curriculum template of summary sheets which could assist in consistency and ease of use by Depts. and the Admin. Committee was had. It was supported in principle by the Committee and will be distributed for feedback as a draft prior to recommendation.

Respectfully submitted,

Mark Bishop

Admissions and Academic Standing Committee (Policy) Senate
Motion
November 8, 2021

Motion: To clarify language regarding second undergraduate degree requirements

Current Language

Second Undergraduate Degree Requirements Current Language:

A student holding one undergraduate degree from Acadia University who wishes to obtain a second undergraduate degree from a different faculty or school must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

Proposed Language

A student who wishes to obtain a second undergraduate degree must complete a minimum of 30h subsequent to completing the requirements of the first degree. This minimum 30h must include all specific courses and grade requirements that are different from the first degree and must include a new major. Where the second degree requires a major concentration, at least 12h of the 30h must be in the discipline of that concentration.

Motion: Whereas Senate has the authority of all academic matters, and whereas Senate has not resolved to abolish full-year (6h) courses, be it resolved that Senate affirms that all academic units have the option of offering full-year (6h) courses. (H. Teismann and V. Provencal)