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Minutes of the Senate Meeting of Wednesday, May 10, 2023.

A hybrid meeting of the Senate of Acadia University occurred on Wednesday, May 10, 2023, beginning at 09:00 a.m., with Chair A. Kieft presiding. There were 44 Senators present with 2 guests. The meeting took place in the Langley Classroom, Divinity College, with 14 people attending in person and 32 people attending using 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 P. Ricketts and seconded by S. McAlear.

MOTION TO APPROVE AGENDA CARRIED.

2) Approval of Minutes of The Senate meeting-March 13th, 2023

Motion to approve the Minutes of Monday March 13th, 2023.

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

Three amendments were requested by President Ricketts.

MOTION TO APPROVE THE AMENDED MINUTES CARRIED.

3) Time-sensitive items

a) Approval of the List of Graduands for the Convocation of May 2023 (circulated separately)

Motion to approve the List of Graduands for the Convocation of May 2023.

Moved by C. Stanley and S. McAlear.

MOTION TO APPROVE THE LIST OF GRADUANDS CARRIED.

b) Enabling Motion

Any candidate for an Acadia degree, diploma, or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2023, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to

make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Motion to approve the Enabling Motion.

Moved by D. Keefe and seconded by C. Stanley.

MOTION CARRIED.

Congratulations were expressed to the graduates, gratitude was expressed to the Registrar's Office team and others, and there was a warm round of applause.

4) Announcements:

a) From the Chair of Senate The Chair announced regrets received from K. Pinder and H. Saunders. L. Robinson would be arriving late. Stephen Maitzen and Scott Landry would be attending as guests for today's meeting.

b) From the President President Ricketts congratulated the graduates of 2023. Honorary degree recipients were approved. The diversity of this group of honorary degree recipients reflects real efforts to improve diversity and inclusion among award nominees.

He further shared that tomorrow there will be a public announcement on campus regarding the Government approval of funding for the School of Nursing at Acadia. Hopefully the Nursing program will help in improving health care delivery in the province and increasing the number of Nova Scotia educated nurses to serve in the province.

A discussion followed. A query was put forth regarding the funding from the Government. President Ricketts shared that a fulsome budget was submitted to the treasury board which has been approved. There will be a discussion with the Government regarding the capital costs.

J. Sachs asked for clarity regarding what relationship would Acadia have with CBU in terms of the delivery of the Nursing program.

President Ricketts shared that initially it will be a partnership with the CBU, and program will be initiated as a satellite operation of the CBU Nursing program.

c) From the Provost and Vice-President Academic

D. Keefe provided oral announcements.

D. Keefe shared that sixteen interviews for the six equity-based cluster hires have taken place so far, and the two committees are working through the next steps of the process. It is a different process compared to normal faculty hiring. D. Keefe thanked all who came out to attend the presentations and individuals who guided the candidates around the campus.

Regarding the Dean of Arts search, interviews are being held today, tomorrow and next week. D. Keefe encouraged everyone to attend the presentations and the social events following the interviews.

D. Keefe further stated that the Board of Governors has approved the tuition policy changes with this year's budget. The tuition model will change to more of a per-course tuition model. This is a positive change for the University.

C. Rushton asked when everyone would have the opportunity to see the details of the new per-course tuition model.

D. Keefe shared that the Finance Office and Student Accounts are dealing with details about communications regarding this.

A. Quema asked about an update on per-course appointments to various academic units who requested the appointments, as the Department of English and Theatre is facing a shortage of authorized positions.

D. Keefe responded that the Deans are all aware of the per-course appointment approvals, and everything brought forward in the last iteration has been approved and incorporated into the budget. All the forms received to the Provost and VP Academic office have been signed and returned to the Deans' offices.

d) From the Associate Vice-President Research, Innovation, and Graduate Studies

A. Redden highlighted the research funding available for faculty, and announced the Harrison McCain Research awards which include the Emerging Scholar awards. She encouraged Heads and Directors to speak with researchers in their departments to apply for such funds.

A. Redden also announced that later this week there will be a call for the SSHRC Institutional Grant awards which provide funding of up to \$3000 per award. Applications are due on June 13th.

e) From the Acadia Students' Union

The ASU is working on ways to better engage the ASU Senators in Senate and in other academic and classroom setting conversations, and to engage more with the Deans and get feedback from them.

f) From the College of Divinity and Faculty of Theology

A. Robbins announced that the Acadia Divinity College will host the first East Coast Theology Summer School, including a week of Simpson Lectures and other activities on campus June 12th-15th. She also announced that the first volume of East Coast Theology will be published— a joint effort of our faculty working with Dr. Robert Strang. The volume will be entitled *Pandemic, Public Health, and the People of God*. This will be launched with a panel and workshops during the event that week.

Acadia Divinity College has appointed three new faculty members: Rev. Dr. Steven Porter – Evangelism and Church Innovation, Director of the Doctor of Ministry; Dr. Grace Au – New Testament; Dr. Glen Barry – William and Virginia Leach Chair in Pastoral Psychology.

The Divinity College bid farewell to the former Academic Dean of the ADC, Rev. Dr. Stephen McMullin, who retired at Christmas. The College will also bid farewell to Rev. Dr. Glenn Wooden at a mini-conference and reception on May 18th, as he will be retiring soon as well. All are welcome.

g) Announcement from C. Haigh

The Ad Hoc Nursing Steering Committee had meetings on April 21, May 2, and May 9, 2023. C. Haigh is The Chair of the committee and B. Wilson is the note-taker. The Registrar attends the meetings as a resource and invited guest.

The committee received information and discussed topics related to the potential Nursing Program. The Provost and Deans shared information with external partners including The Provincial Government, CBU, and Acadia Nursing Partnership Group which is chaired by The Department of Advanced education, and includes Department of Health and Wellness, Nova Scotia Health, and Nova Scotia College of Nurses. The Provost and VP Academic provided information about budget. The Provost and VP Academic has also discussed how resources could be allocated to address the needs of existing and new academic units. The committee discussed the possible slate of courses that will make up the first-year general curriculum. There were also discussions on which Faculty the Nursing Program will reside in, the human resources and infrastructure needs, recruitment, admissions, and advanced standing. The Provost and VPA shared information with the committee on the announcement of funding from The Government for the Nursing Program.

The Committee unanimously passed a motion yesterday that “The Ad Hoc Nursing Steering Committee makes a formal recommendation to Senate that we endorse the delivery of a Nursing program at Acadia provided that the program is adequately externally resourced and does not compromise the resourcing of the existing programs.”

The committee will meet again next week and will report at the June Senate meeting.

J. Sachs shared that it is understood that the general courses will be offered by Acadia faculty in the first year. He asked whether the courses taken by nursing students would be governed by the CBU Senate or the Acadia Senate. He also asked whether students will receive their grades and transcripts from CBU or Acadia.

D. Keefe shared that these details had not been decided yet and that the working group and accreditation bodies are working to determine which Senate and which Board govern different parts of this program. He confirmed that there will be clarity about these details before the program partnership starts in September 2023.

A. Quema asked about the registration of nursing students. If they are on campus and enrolling in core courses, will they be registered as Acadia students or CBU students.

C. Haigh responded that this detail had not yet been finalized.

A. Quema further asked if there is clarity about how many students would come to campus for nursing this fall and whether it is the Heads and Directors of existing units who will advise the students on course registrations.

C. Haigh shared that the three Deans are working with the Heads and Directors and the College of Nurses to determine the courses that will be offered within the Nursing program. The Ad Hoc Nursing Steering Committee is discussing the structure of the Nursing program and once

established, further discussion will take place regarding registrations. In terms of initial cohort, 21 students will begin in the fall of 2023, gradually increasing this number in future years.

5) Old Business:

a) Motion: It is moved that the Senate Bylaws Committee shall consider the rationale and feasibility of adding as voting members of Senate three (3) non-continuing faculty and make a recommendation of its findings to Senate. (J. Sachs)

Motion: It is moved that the Senate Bylaws Committee shall consider the rationale and feasibility of adding as voting members of Senate three (3) non-continuing faculty and to make a recommendation of its findings to Senate.

Moved by J. Sachs and seconded by H. Teismann.

J. Sachs shared that the first rationale is effectiveness. Acadia Senate is charged with developing educational policies and Senators can only perform this function only if they represent the interests of those charged with implementing the policies. The second rationale is trust. Senate cannot perform well unless trusted by the campus community. One excellent way of doing that would be for every member of the Acadia community to see itself represented in the composition of Senate. Acadia has many stakeholders, and we must think strategically about how we bring those groups into this body. This is one way in which representation can improve trust. Thirdly, it is a matter of equity and inclusion. Part time faculty and CLTs face many challenges at Acadia. One way of living up to Acadia's mission to be an equitable and inclusive working and learning environment would be to bring this membership into the Senate.

J. Sachs acknowledged that part-time faculty and CLTs could be elected representatives of the Senate presently, but a normal term for a faculty Senator is three years. Individuals who are on short term contracts are unlikely to be part of the Senate.

The Chair shared that there are some CLTs who have served on the Senate over the years, but that she is not aware of any part-time faculty with per course appointments who have served on Senate.

C. Rushton shared that the School of Music has a lot of part-time faculty members. When Senate meetings and other engagement expectations are outside of contract hours, it can lead to some issues, and such individuals find it hard to be part of those meetings. It could be a By-Laws consideration.

J. Sachs shared that for most Lay Senators and Mi'kmaq representatives who have commitments to institutions, there is no remuneration or expectation to take on the role of Senate involuntarily. This would be a voluntary service position that a person takes if they wish to. It would not be written in the individual's contract. Part-timers and CLTs exceed the limits of their contractual obligations regularly as a way of deepening their academic experiences.

President Ricketts shared that many universities have added part-time or short-term appointment faculty positions to their Senates and supported considering this at Acadia.

S. MacKinnon shared that she is serving a sabbatical replacement on Senate currently and holds a 9.5 CLTP permanent position at Acadia and has no contract between May 15th and August of each year. She shared that it is hard

to attend the Senate meetings as some of the meetings occur when she is out of contract. She highlighted the issue of inequity that could be considered by the By-laws committee.

D. Seamone shared that she is in favour of the motion and suggested that By-Laws Committee consider the record of inequities.

S. McAlear shared that she is in full support of this motion as she feels that equity and inclusion are largely needed in workplace and learning environments.

MOTION CARRIED UNANIMOUSLY.

b) Chair and Deputy Chair of Senate for 2023-2024 (A. Quéma)

A. Quema confirmed that the Senate Nominating Committee has not received any additional nominations for Chair and Deputy Chair since April.

The Senate Chair called three times for additional nominations from the floor for the positions of Chair and Deputy Chair of Senate. There were no additional nominations.

A. Kiefte was acclaimed as the Senate Chair for 2023-2024 and D. Seamone was acclaimed as Deputy Chair of Senate for 2023-2024.

6) New Business

- a) Curriculum changes- Graduate Studies- School of Education
- i) Proposed modification to M.Ed in Counselling program
 - ii) New Full-time cohort-Master of Education in Counselling Program
 - iii) New Part Time cohort-Master of Education in Counselling Program
 - iv) Proposed modification to an existing course- School of Education EDUC 50N3
 - v) New course proposal – School of Education EDUC 50P3

Motion to approve all Graduate Studies curriculum changes.

Moved by J. Dymont and seconded by T. Surette

T. Surette highlighted an important modification to the M. Ed in Counselling program. The modification gives students the option to do a full-time practicum or a part-time practicum.

There were no other comments or questions about the curriculum changes.

MOTION CARRIED UNANIMOUSLY.

- b) Motions: Emeritus status and Honorary Degrees (D. Looker)

- i. Motion: That the Senate By-laws Committee review and consider revising the guidelines for

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emeritus status to ensure that they include some criterion of “meritorious behavior” with respect to the professional service being recognized.

Moved by D. Looker and seconded by D. Seamone.

Motion to have discussion in-camera.

Moved by D. Looker and seconded by J. Sachs.

MOTION CARRIED

Discussion occurred.

Motion to move out of camera.

Moved by D. Looker and seconded by J. Sachs.

MOTION CARRIED.

MAIN MOTION DEFEATED. TWO ABSTENTIONS RECORDED.

ii. Motion: That the Senate By-laws Committee review and consider revising the terms of reference for the Awards Committee for Honorary Degrees and Emeriti Distinction to provide a process to allow and require the committee to investigate concerns raised by senate about a recommended candidate. The committee would report back to the Senate on their investigation of those concerns before asking Senate to vote on that candidate.

Motion: That the Senate By-laws Committee review and consider revising the terms of reference for the Awards Committee for Honorary Degrees and Emeriti Distinction to provide a process to allow and require the committee to investigate concerns raised by senate about a recommended candidate. The committee would report back to Senate on their investigation of those concerns before asking Senate to vote on that candidate.

Moved by D. Looker and seconded by D. Seamone.

Motion to have discussion in-camera.

Moved by D. Looker and seconded by J. Sachs.

MOTION CARRIED

Discussion occurred.

Motion to move out of camera.

Moved by P. Ricketts and seconded by D. Looker.

MOTION CARRIED.

MAIN MOTION DEFEATED. ONE ABSTENTION RECORDED.

The Chair stated that if no further motions are submitted pertaining to this topic, either from the Awards Committee or from an individual or group, that this could be a general item of discussion at a future Senate meeting. While the motions did not pass, there were some important points brought forward that would be valuable to discuss at Senate and at the Awards Committee in the future.

7) Question Period

There was no time for question period.

8) Other Business

There was no time for other business.

9) Adjournment

Motion to adjourn the meeting.

Moved by C. Rushton.

The meeting adjourned at 12:02 p.m.

ORIGINAL SIGNED

G. Menon, Recording Secretary of
Senate and University Secretary

Enabling Motion:

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2023, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Announcements**PRESIDENT AND VICE-CHANCELLOR REPORT – MAY 10, 2023****President's Report to Senate****May 2023****A Successful Academic Year**

As the 2022-23 academic year draws to a close, we can look back with satisfaction at a very successful year. For the first time in four years, we have had an academic year that has not been disrupted by the global pandemic or other events. Our students have been able to complete their academic year with only the minor inconvenience of wearing masks in classrooms and formal learning spaces. We have had a full and uninterrupted season of varsity and club sports, and on-campus events and activities are well on their way back towards normality.

We have had no significant health issues on campus and our classroom mask mandate ended on April 30. The Joint Occupational Health and Safety Committee (JOHSC) has recommended the cessation of the mask mandate and the development of a clear message of social responsibility to encourage masking as a personal choice within the context of protecting self and others. We will continue to monitor the COVID situation in the province and in other universities, and as we have done throughout the pandemic, we will be guided by NS Public Health and make decisions that are in the best interests of the health and safety of our campus community. However, we are truly hopeful that May 1 marked the end of all mandatory pandemic restrictions on campus.

I commend all employees and students for your diligence in responding to the various mandates and restrictions that have been imposed over the past few years. This responsible approach has helped keep Acadia safe as well as the wider community in which we are located. I am pleased that student behaviour on and off campus this year has been exemplary, and I hope this bodes well for the future as we continue to work with the Town of Wolfville and the Acadia Students Union to build a respectful, safe, and harmonious community.

Acadia Convocation and Honourary Degree Recipients

The academic year will culminate with our convocation ceremonies for the Class of 2023 on May 14 and 15. This will be my last convocation as President, and I am looking forward to congratulating our graduates and wishing them well for the future. I am also very excited about the roster of outstanding honorary degree recipients this year. We will award honorary degrees to Gerald Gloade, Michaëlle Jean, Peter MacKay, Beverley McLachlin, David Mensah, and David States, and you couldn't ask for a more accomplished group of individuals representing the incredible diversity of our society and our country. I invite and encourage every member of the Senate to attend at least one of the formal events including the Baccalaureate Service on the morning of May 14 and the three graduation ceremonies in the afternoon of May 14 and the morning and afternoon of May 15.

Board Approves 2023-24 Budget and New Tuition Model

On April 27, the Board of Governors approved a \$103 million budget for fiscal year 2023-24 which includes a stable and reasonably healthy balance sheet, a new per-course tuition model, increased funding for EDI positions, economic increases in salaries for all employees, funding for a number of new faculty and staff positions, and continued investment in the enrolment growth strategy. The budget also includes increased investment in infrastructure renewal due to the ability to draw on the additional \$22 million we received from the provincial government last year. The base budget for 2023-24 has a small projected surplus of \$895,000 but after the continuation of the up-front strategic investment in student recruitment and retention, a small deficit of \$775,000 is projected. This projected deficit amounts to just over 0.75% of the total budget. Of course, this bottom line will change up or down depending upon the actual revenues and expenses incurred during the year.

The new tuition model is a very important development and will provide Acadia with the flexibility to address the inequities in the existing model (both in terms of fairness and accommodations) and increase support for student retention where reduced course loads are involved. Acadia is now on a much more secure financial footing that it has been for a very long time, allowing us to continue to invest in the enrolment growth strategy as well as EDI and new faculty and staff positions. Since 2017 budgeted revenues have increased by \$15,841,000 (+18.2%) and operating expenses by \$14,972,000 (+17.2%). During the same time, our loan debt has been reduced and our cashflow is stronger than it has been in recent memory, and we are benefitting from the current increased interest rates in terms of endowment and interest income. One wonders what we might have been able to achieve had we not had to endure the negative financial impacts caused by the pandemic!

I would like to thank all those involved in developing the 2023-24 budget and the new tuition model. This is a milestone change for Acadia that if managed effectively will have considerable benefits for our students and the university overall. And let's not forget, that had it not been for the earlier investment and hard work in the implementation of the Colleague SIS, the new tuition model would not have been possible under the old Eden system.

Renewal of Town-Gown MOU

The Board also ratified a renewed MOU between Acadia, the Town of Wolfville, and the ASU. First signed in October 2018, the MOU was up for review this year, and after successful discussions a renewed MOU was agreed upon by the Town-Gown Committee. The new MOU is a higher level document than the original, reflecting the maturation of the relationship between the three parties over the past five year and the establishment of a number of ongoing working committees to address operational issues and relationships. All parties have now ratified the new MOU, and we are planning for a formal signing ceremony in June, at which time the new MOU will come into effect.

Strategic Plan: Acadia 2025

We continue to work on a number of key strategic priorities to advance the implementation of Acadia's strategic plan. These include continuing to work on the Nursing program proposal, student housing initiatives, the EDI action plan and new equity appointments, the employee engagement and wellness action plan, developing a campus net-zero carbon plan, and seeking funding for the Centre for Student Success. These together with the strategic enrolment growth plan, the new tuition model, and the renewal of the Town-Gown MOU mean that we are making significant progress on many key areas of

Acadia 2025. A mid-plan report is being prepared for the Board Retreat in June at which we will assess the progress made, the remaining gaps to be completed, and set the scene for the eventual development of the next strategic plan.

Maple League

The Maple League has been going through some exciting changes as we adapt to the new governance structure and manage changes at the leadership level. At the Maple League Presidents' Council (MLPC) meeting on March 22, Andy Hakin, President of St. FX was confirmed to be my successor as the next Chair and will take on this role after the meeting of the MLPC on May 25, 2023. With Jessica Riddell ending her five-year term as Executive Director of the Maple League on June 30, 2023, the process to appoint a new Executive Director has resulted in a joint appointment of two individuals to reflect the increase level of scope and activity that has developed over the last five years.

Jack Rice, Director of Online Learning and Professional Studies at St FX will become the new Executive Director responsible for managing the administrative and operational business of the Maple League, and Juan Carlos López from Acadia will take on the new position of Director of the Virtual Maple League Teaching and Learning Centre (VMLTLC). I am very grateful to Jack and Juan Carlos for putting themselves forward and agreeing to take on these roles. With a new executive team and three of the four Maple League presidents completing their terms on June 30, there will be a significant change in personnel for the organisation.

Universities Canada Spring Meeting 2023

On April 25-26, 2023 I attended the spring meeting of Universities Canada in Toronto at which a number of important new initiatives were adopted.

New Commitments to Truth and Reconciliation

At the Business Meeting we approved the new *Commitments to Truth and Reconciliation* which replace the 2015 *Principles on Indigenous Education*. Following extensive national consultation with the Universities Canada Advisory Group on Indigenous Higher Education, leaders across universities, and Indigenous communities and organizations, these new commitments have been updated to reflect the evolving context of truth and reconciliation in Canada. They seek to deepen the commitment of Canadian universities to supporting university education for Indigenous students and advancing reconciliation with Indigenous Peoples.

Through the renewed Commitments to Truth and Reconciliation, universities affirm their commitment to:

- respecting and making space for Indigenous expertise, Knowledges and cultures in policies, structures, and governance;
- supporting Indigenous student success;
- advancing the Indigenization of teaching and learning;
- ensuring research is respectful, mutually beneficial, and collaborative;
- developing strong engagement with Indigenous communities; and supporting Indigenous Peoples within Canadian universities.

The full text of the new commitments can be found on the Universities Canada website at <https://www.univcan.ca/media-room/publications/universities-canadas-commitments-to-truth-and-reconciliation/>.

New Climate Initiative Launched – Action for Net Zero

As part of the meeting, we visited the University of Toronto’s new geo-thermal exchange project under construction at the St. George campus. Universities Canada used this occasion to officially launch its new climate initiative, *Canada’s Universities Action for Net Zero*. As stated in the Universities Canada press release of April 26, Canada’s universities play a leading role in fighting climate change, by educating the next generation of climate leaders, broadening our understanding of climate change and its impacts, developing sustainable technologies, and implementing climate-friendly measures on campus. This new initiative will engage Canadian universities in a coordinated effort to mitigate and address the impacts of climate change, by collaborating locally, nationally and internationally to align efforts and share strategies to address gaps, share resources, and identify best practices to address climate change.

The initiative will also lead several activities, including launching a nationwide survey to help measure and track universities’ greenhouse gas emissions and targets, hosting virtual member workshops to discuss challenges and opportunities for collaboration, as well as pursuing new investments in universities’ capacity to address climate change through research and infrastructure supports. More information on *Action for Net Zero* can be found on the Universities Canada website at <https://www.univcan.ca/priorities/action-for-net-zero/>. This new national initiative by Universities Canada aligns well with our *Acadia 2025* strategic plan and will help us move forward on implementing the goals under the *Caring for Our Planet* strategic direction.

Dr. Peter Ricketts
President and Vice-Chancellor

ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION AND GRADUATE STUDIES REPORT TO SENATE – MAY 10, 2023

To better reflect the growing opportunities under the banner of ‘innovation’ and the breadth of activities undertaken by staff in Research and Graduate Studies, the support unit has been renamed. It is now called *Research, Innovation and Graduate Studies*.

Dianne Looker, a member of SSHRC Council, has shared the following report (distributed by Anna Kiefte to faculty via email on 3 May), which includes a call for increased funding to the Tri-Councils, and increased funding for graduate students and post-doctoral fellows. Other suggestions are more contentious and may require a lobbying effort in support of primarily undergraduate universities. This report will be on the agenda for the next Maple League Research Committee meeting. To view the report, go to [Report of the Advisory Panel on the Federal Research Support System \(canada.ca\)](#).

EXTERNAL GRANTS TO FACULTY NSERC – Discovery Grants (\$592,500)

- **Dr. Mark Mallory** (Biology) received **\$295,000** in funding for his 5-year project entitled: *Humans, Birds and Coastlines: How Anthropogenic Activities Influence Health of Marine Birds and their Habitats*. Dr. Mallory was also awarded **\$95,000** in funding from the **Northern Supplements** program for the same project.

- **Dr. Laura Ferguson** (Biology) received **\$190,000** in funding for her 5-year project entitled: *Comparative physiology of mosquito overwintering*. Dr. Ferguson was also awarded **\$12,500** in funding from the **Discovery Launch Supplement** program for the same project.

NSERC – Research Tools & Instruments (RTI) Funding

- **Dr. Nelson O’Driscoll** (Earth and Environmental Science) received **\$103,879** in funding for a new *Freeze Drier for the Preparation of Trace Contaminant Samples*.

SSHRC – Insight Grant

- **Dr. Lesley Frank** (Sociology) received **\$237,238** in funding for her 3-year project entitled: *Finding formula: Caregiver stories and institutional relations of the North American infant formula shortage*.

SSHRC – Partnership Development Grant

- **Mark Adam** (Music) is a co-applicant on a Partnership Development Grant to establish a *Canadian Percussion Network: A partnership to enhance percussion research, knowledge mobilization and performance across Canada*, **\$200,000**. The team is comprised of members from Acadia, McGill, McMaster and Manitoba. Mark Adams is responsible for leading the Culture and Community activities of the Network.

Nova Scotia Health Authority – Innovation Catalyst Fund Award

- **Dr. Jonathon Fowles** (Kinesiology) received **\$50,000** in funding in partnership with **Dr. Rob Doyle** (Chief of Anesthesia, Western Zone, NS Health Authority) for their project entitled: *Re-imagining Hip and Knee arthroplasty wait lists in NS*.

RESEARCH & SERVICE AGREEMENTS

Department of Natural Resources – Polar Continental Shelf Program – Project Agreement

- **Dr. Mark Mallory** (Biology) received **\$36,245** in funding for his project entitled: *Contaminants in Seabirds at Prince Leopold Island*.

Ducks Unlimited Canada – Memorandum of Understanding Grant

- **Dr. Michael Stokesbury** (Biology) received **\$25,000** in funding for his project entitled: *Evaluating Species-Specific Success for Fish Passing through Fishways: 2023*.

The Confederacy of Mainland Mi’kmaq - Services Agreement

- **Dr. Trevor Avery** (Biology) received **\$344,625** in funding for two projects: *Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Avon River Causeway, Nova Scotia - 2022-2023 Monitoring Proposal*; and *Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Halfway River, Nova Scotia - 2022-2023 Monitoring Proposal*.

Bishops University – Sub-Contract Agreement

- **Drs. Kirk Hillier** (Biology), **Dave Shutler** (Biology), **Nicoletta Faraone** (Chemistry) and **Laura Ferguson** (Biology) received **\$18,000** in collaboration with Dr. Jade Savage from Bishops University, for their project entitled: *Citizen-based surveillance of Ixodes scapularis and other ticks in Canada using a eTick.ca, a web platform dedicated to image-based tick identification*.

Christmas Tree Council of Nova Scotia – Services Agreement

- **Dr. Zoë Migicovsky** (Biology) received **\$42,634** in funding for her project entitled: *Production of New Balsam Fir Lines Using Somatic Embryogenesis*.

Nova Scotia Salmon Association – Contribution and Services Agreement

- **Dr. Trevor Avery** (Biology) received **\$20,000** in funding for his project entitled: *Monitoring in support of the NSSA's watershed stewardship plan on the Medway River, NS.*

MITACS AWARDS TO SUPPORT RESEARCH INTERNS

- **Dr. Mark Mallory** (Biology) has been awarded **\$90,000** in Mitacs Accelerate Internship funding in partnership with Birds Canada (ON). Project Title: *Regional and individual-level factors influencing common loon reproductive success.*

OTHER ACTIVITIES**Towards Solutions – Data and Technologies in Agriculture Connector Event**

On March 29th, Acadia's Office of Industry & Community Engagement, together with the Nova Scotia Community College (NSCC), the Valley Regional Enterprise Network and Springboard Atlantic welcomed 80+ attendees from the agriculture sector (food producers, processors and service providers, researchers and ecosystem supporters) to the Fountain Commons for a one-day industry/researcher connector event. The goal of the event was to facilitate connections to address challenges in the agri-tech/agri-food sector. More than twenty representatives from industry, academia and government presented ideas, challenges/needs, expertise and funding opportunities.

RESEARCH GRANT AND SCHOLARSHIP PROGRAMS / SUBMISSION DATES**Internal**

- Harrison McCain Foundation Grants – May 23, 2023
- SSHRC Institutional Grants (SIG) – call pending; applications due June 13, 2023

External (not inclusive of all opportunities)

- SSHRC Connection Grants (4/yr) – February 1, May 1, August 1, November 1
- SSHRC Insight – October 1
- SSHRC Partnership Engage Grants (4/yr) – March 15, June 15, Sept 15, Dec 15
- NSERC Research Tools and Instruments – October 25
- NSERC Discovery – NOI due Aug 1; application due Nov 1
- NSERC Alliance (partnership) Grants – Open Call
- MITACS (student and post-doc internships; various programs) – Open Call
- CLARI (Change Lab Action Research Initiative; <https://actionresearch.ca/>) – Open Call

Respectfully submitted,

Anna Redden, PhD

Associate VP Research, Innovation and Graduate Studies

Proposed Motion to the Senate on Additional Senators

Whereas the Act of Incorporation defines the responsibility of Senate as being “to control, regulate and determine the educational policy of Acadia University”;

Whereas the Senate cannot faithfully and efficiently discharge this duty unless it can draw upon the knowledge and experience of all those charged with implementing the educational policy of Acadia University;

Whereas the faculty is more likely to trust the outcomes of Senate’s deliberation when it sees itself reflected in Senate’s composition;

Whereas non-permanent part-time and Contractually Limited Term (henceforth “non-continuing”) faculty teach a significant proportion of courses at Acadia University, as well as supervise labs, perform service, and conduct research;

Whereas section III(i) of the Senate Constitution states that faculty senators shall serve for a term of three years, a length of time that makes it extremely unlikely for any non-continuing member of the Acadia faculty to serve as a senator;

And Whereas the absence of non-continuing faculty in Senate represents an obstacle to equity and inclusion at Acadia University;

It is moved that the Senate Bylaws Committee shall consider the rationale and feasibility of adding as voting members of Senate three (3) non-continuing faculty and to make a recommendation of its findings to Senate.

In particular, the Senate Bylaws Committee shall consider the proposal to add as voting members of Senate one non-continuing faculty from each of the three Faculties. Each of these Senators would serve for a term of one (1) year and would be nominated by the Senate Nominating Committee and confirmed by the Senate.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024
Form 4: Proposed Modification to a Program

Department/School:	School of Education
Presented to Faculty Council?	Yes
Date presented to Faculty Council:	Click or tap to enter a date.

Program / Rationale	
Program being modified:	M.Ed. in Counselling Program
<p>Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. We are proposing two changes.</p> <ol style="list-style-type: none"> Duration of Full Time Program: Currently, our full-time M.Ed. in Counselling program is offered in a 14 month format, from July to August. We are proposing a modification that would allow the program to extend to December of year two, making it an eighteen month program. This will allow for a spacing out of coursework and placement of practicum at the end of the program. An optional extension of both our full time and part time practicum. We would like to offer an option for both the part-time and full-time programs to select either a full-time or part-time practicum. Currently, both cohorts are required to complete a four-month full time (500 hour) practicum with no option to do the practicum part-time. We would like both groups to have the option to complete a part-time six to eight-month practicum instead. <p>Briefly state the reason for requesting this modification. Please be specific. Duration of Full Time Program: Students consistently report the full-time program is too intensive, too condensed, and they find it difficult to maintain their self-care and wellness concurrently with the program. We witness as counsellor educators a significant shift from the wellbeing of students when they enter the program, including their energy, enthusiasm, and capacity to handle the demands of the rigorous program, compared to where they are mid-way or at the end of the program. We do not believe extending the program by four months will decrease interest in the program and feel strongly it is warranted to support a more positive student experience and promote the wellbeing of our students. This extension will not result in any additional courses being added to the program or additional tuition costs to students. Rather, we will shorten their summer intercession by one course, putting more space between intercession and fall, and will also schedule three rather than four courses at a time in their fall and winter semesters. A current and amended course rollout is attached. It is important to note that this was a recommendation from our recent accreditation report AND that by increasing the length of the program we are still shorter than any other program in Canada (the shortest one is 24 months).</p> <p>An optional extension of both our full time and part time practicum. We would also like to offer all of our students, whether studying in the part-time (3 year) or full-time (14month – soon to be 18 month) program an option to have a part-time or full-time practicum. We often receive requests from students for financial, medical, or other personal reasons that a full-time practicum is difficult. The requirement to complete their practicum in a four-month timeframe causes undue stress to many students, which interferes with their well-being as well as their capacity to obtain the most growth and learning from their practicum experiences. We will still offer the four-month full time practicum to both cohorts but will give an option to extend practicum over a six to eight month timeframe instead. For the full-time cohort, this will mean they will complete the program in 22 months (instead of 18 months). For the part-time program, it will mean still completing the program within three years but extending practicum over the winter and spring terms. The choice to do practicum on a part or full time basis will not have any financial implications for students and</p>	

they will not be disadvantaged in any way regardless of the selection that best fits their needs and circumstances.

Anticipated Impacts & Consultations

Will this modification alter, in any substantive way, the way your program is currently delivered?	No If you chose 'No', you may skip the rest of this section.
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If you chose 'Yes', briefly state how the modification will change the nature of your program below.
Click or tap here to enter text.

Are the effects of this program restricted to your own Department/School?	Yes
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Has the proposed modification been discussed with students?	No
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Do students approve of the modification?	Choose an item.
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If you answered 'No' to any of the last three questions, please explain.
This change would not impact our current students so discussing it with our current students would not be warranted. However, we have had many conversations with our students the past four years of the tenure of the full-time counsellor educators in the program that have confirmed the full-time program is too intensive and overwhelming. We also have had several requests each year for part-time practicum options.

New Calendar Description

Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements.

Pg 32: Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum (which consists of Practicum 1 -100 hours and Practicum 2 – 400 hours) for which they must be available on a full-time basis for four months or part-time basis for six months. All students enrolled in a full-time practicum are recognized as having full-time status during their practicum semester.

Pg 238: The Master of Education in Counselling offers two streams. The School stream is intended for teachers who wish to pursue a career in school counselling. The Agency stream is for those interested in pursuing a career in counselling in any setting other than the public school system. All students begin the program in July and generally study for 18 months in the full-time cohort and three years in the part-time cohort if following the non-thesis route. Thesis students should expect to spend additional time in their program.

Pg 242: Part-time students enrolled in the Counselling program should plan one year in advance for the required 500-hour block practicum (which consists of Practicum 1 – 100 hours and Practicum 2 – 400 hours) for which they must be available on a full-time basis for four months or part-time basis for six months.

Impacts on Courses

Will this program change result in the addition of any new courses?	Yes
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If you chose 'Yes', please list all new course numbers below, and fill out a **Form 1 New Course Proposal** for each.

EDUC 50N3 and EDUC 50P3

Will this program change result in the deletion of any existing courses?	No
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If you chose 'Yes', please list all deleted course numbers below, and fill out **Form 2 Proposed Course Deletion** for each.

Click or tap here to enter text.	
Will this program change result in substantive modifications to any existing courses?	No
If you chose 'Yes', please list all the affected course numbers below, and fill out Form 3 Proposed Course Modification for each.	

Additional Information
Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation. Please see attached current course roll-outs for the Part Time and Full Time program and the attached proposed revised roll-outs for the forthcoming Full Time and Part Time programs.



School of Education

*New Full Time Cohort - Master of Education in Counselling Program

Orientation	July – Before first class
5033 SU01 Counselling Theories	Summer Intercession 1a – 9 days (8:30am – 12:30pm)
5133 SU01 Counselling Skills	Summer Intercession 1b – 9 days (8:30am – 12:30pm)
50D3 SU01 Ethics in Counselling Practice	Summer Intercession 2a—9 days (8:30am – 12:30pm)
50C3 FA01 School Counselling Programs (School stream requirement) ... OR.... 50K3 FA01 Clinical Mental Health Counselling (Agency stream requirement)	FALL – 12 weeks; 3 hours/once weekly [September-December]
5623 FA01 Group Counselling: Theory and Practice	FALL – 12 weeks; 3 hours/once weekly [September-December]
5343 SU01 Counselling for Social Justice and Culturally Responsive Practices	FALL – 12 weeks; 3 hours/once weekly [September-December]
50F3 FA01 Counselling Pre-Practicum	WINTER – 12 weeks; 3 hours/once weekly [January-March]
5353 SU01 Crisis and Trauma	WINTER – 12 weeks; 3 hours/once weekly [January-March]
5513 SU02 Research Design in Education	WINTER – 12 weeks; 3 hours/once weekly [January-March]
50P3 Counselling Practicum 1 and Group Supervision <i>100 hour practicum</i>	SPRING – 16 weeks; 6 hours/week [March-June] + weekly class
50E3 SU01 Counselling Across the Lifespan	SPRING – 12 weeks; 3 hours/week [April-June]
50J3 SU01 Assessment in Counselling	SPRING – 12 weeks; 3 hours/week [April-June]
5543 SU01 Theories of Career Development	Summer Intercession 1a – 9 days (8:30am – 12:30pm)
5553 SU01** Topics: Advanced Counselling Skills	<i>Summer Intercession 1b – 9 days (8:30am – 12:30pm)</i>
5553 SU01** Topics: Option 1 OR	Summer Intercession 2a – 9 days (8:30am – 12:30pm)
5553 SU02** Topics: Option 2	Summer Intercession 2a – 9 days (1:00pm – 5:00pm)
50N3 SU01 Counselling Practicum 2 and Group Supervision <i>400 hour practicum</i>	FALL – Full Time – Monday-Friday + Weekend classes (6) FALL & Winter—Part Time – 3 days/week + Weekend Classes (6)
Graduation / Convocation	December [FT Practicum] or April [PT Practicum] <ul style="list-style-type: none"> Students who apply for Fall graduation and complete all degree requirements by the calendar deadline are awarded their degree in the Fall. Because there is no Fall ceremony, graduates will also be invited to attend Spring Convocation in May.

Notes:

- The program is 48 credit-hours for the Non-thesis option; and 51 credit-hours for the Thesis option
- Courses marked with an asterisk (*) are recommended for both School and Agency streams.
- Courses marked with two asterisks (**) are additional/elective courses.
- All other courses listed are core (required) courses for both School and Agency streams.
- Thesis students are required to take EDUC 5113 and 5966; these courses may replace recommended or additional/elective courses.
- The sequence and location of courses shown above are subject to change.
- Specific additional/elective courses are designated for each cohort; alternatives require approval.



School of Education

*New Part Time Cohort - Master of Education in Counselling Program

Orientation	July – Before first class
5033 SU01 Counselling Theories	Summer Intercession 1a – 9 days (1:00pm – 5:00pm)
5133 SU01 Counselling Skills	Summer Intercession 1b – 9 days (1:00pm – 5:00pm)
50D3 SU01 Ethics in Counselling Practice	FALL – 12 weeks; 6 weekends [September-December]
50C3 FA01 School Counselling Programs (School stream requirement) ... OR... 50K3 FA01 Clinical Mental Health Counselling (Agency stream requirement)	WINTER – 12 weeks; 6 weekends [January-March]
5343 SU01 Counselling for Social Justice and Culturally Responsive Practices	SPRING—12 weeks; 6 weekends [April – June]
5353 SU01 Crisis and Trauma	Summer Intercession 1a – 9 days (1:00pm – 5:00pm)
5513 SU02 Research Design in Education	Summer Intercession 1b – 9 days (1:00pm – 5:00pm)
50E3 SU01 Counselling Across the Lifespan	FALL – 12 weeks; 6 weekends [September-December]
5623 FA01 Group Counselling: Theory and Practice	WINTER – 12 weeks; 6 weekends [January-March]
50F3 FA01 Counselling Pre-Practicum	SPRING – 12 weeks; 6 weekends [April-June]
50J3 SU01 Assessment in Counselling	Summer Intercession 1a – 9 days (1:00pm – 5:00pm)
5553 SU01** Topics: Advanced Counselling Skills	Summer Intercession 1b – 9 days (1:00pm – 5:00pm)
5553 SU01** Topics: <i>Option 1</i> OR	Summer Intercession 2a – 9 days (8:30am – 12:30pm)
5553 SU02** Topics: <i>Option 2</i>	Summer Intercession 2a – 9 days (1:00pm – 5:00pm)
50P3 FA01 Counselling Practicum 1 and Group Supervision <i>100 hour practicum</i>	FALL – 16 weeks; 6 hours/week [September-December] + 6 weekends
50N3 SU01 Counselling Practicum 2 and Group Supervision <i>400 hour practicum</i>	WINTER – Full Time – Monday-Friday + Weekend classes (6) [January-April] WINTER/SPRING—Part Time – 3 days/week + Weekend Classes (6) [January-June]
5543 SU01 Theories of Career Development	SPRING—12 weeks; 6 weekends [April – June]
Graduation / Convocation	June [PT & FT Practicum] <ul style="list-style-type: none"> Students who apply for Fall graduation and complete all degree requirements by the calendar deadline are awarded their degree in the Fall. Because there is no Fall ceremony, graduates will also be invited to attend Spring Convocation in May.

Notes:

- The program is 48 credit-hours for the Non-thesis option; and 51 credit-hours for the Thesis option
- Courses marked with an asterisk (*) are recommended for both School and Agency streams.
- Courses marked with two asterisks (**) are additional/elective courses.
- All other courses listed are core (required) courses for both School and Agency streams.
- Thesis students are required to take EDUC 5113 and 5966; these courses may replace recommended or additional/elective courses.
- The sequence and location of courses shown above are subject to change.
- Specific additional/elective courses are designated for each cohort; alternatives require approval.

Acadia University Senate Curriculum Committee (Administrative) 2023-2024
Form 3: Proposed Modification to an Existing Course

Department or School:	School of Education	
Presented to Faculty Council?	Yes	
Date presented (or will be) to Faculty Council:	2023-04-20	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input checked="" type="checkbox"/> change in course number or title not in same year <input checked="" type="checkbox"/> change in calendar description <input checked="" type="checkbox"/> change in course weight (credit hours) <input checked="" type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input type="checkbox"/> other. Please explain: Click or tap here to enter text. (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	EDUC 50N3	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Yes	
Proposed course title:	Counselling Practicum 2 & Group Supervision	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Internship	
Provide Calendar description for the course below: (MAXIMUM 60 words) Students participate in a minimum 400-hour supervised counselling internship that is completed on a full-time or part-time basis. During internship, students complete a minimum 200 hours of direct client service, 40 of which must be group work. The practicum is accompanied by a 36-hour group supervision class to support practicum interns' professional growth and development during the practicum period.		
Prerequisites:	EDUC 50F3, EDUC 50D3, EDUC 5033, EDUC 5133, EDUC 5623, EDUC 50P3	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	EDUC 5066	
Course Title:	Counselling Practicum & Group Supervision	
Calendar description: (MAXIMUM 60 words) Students participate in a minimum 500-hour supervised counselling practicum that necessitates full-time availability for the 16-week residency necessary to meet practicum requirements. The practicum is accompanied by a 36-hour group supervision class to support practicum interns' professional growth and development during the practicum period.		
Prerequisites:	EDUC 50F3, EDUC 50D3, EDUC 5033, EDUC 5133, EDUC 5623, EDUC 5053	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Briefly state the reason for requesting this modification. Please be specific. EDUC 5066 currently houses the practicum and internship requirements of the program. To better align the program with accreditation requirements, and to promote a more optimal developmental and scaffolded experience for our students, this proposal is to separate practicum into an initial 100-hour practicum (see new		

course proposal for EDUC 50P3) and have EDUC 50N3 house the subsequent 400-hour internship. The new course will only be a 3-credit course, not 6, which is why there is a request to change the course number.

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	Choose an item.
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administration) 2023-2024

Form 1: New Course Proposal

Department or School:	School of Education
Presented to Faculty Council?	Yes
Date presented (or will be) to Faculty Council	2023-04-20

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	EDUC 50P3
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Yes
Proposed course title:	Counselling Practicum 1 & Group Supervision
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Practicum
Provide Calendar description for the course below. (MAXIMUM 60 words) Students participate in a minimum 100-hour initial supervised counselling practicum that necessitates one day per week availability for a 16-week placement necessary to meet initial practicum requirements. During this practicum, students complete a minimum of 50 hours of direct service with clients, 10 hours of which must be group work. The practicum is accompanied by a 36-hour group supervision class to support practicum students' professional growth and development during the practicum period.	
Prerequisites:	EDUC 50F3, EDUC 50D3, EDUC 5033, EDUC 5133, EDUC 5623
Corequisites:	Click or tap here to enter text.
Antirequisites:	Click or tap here to enter text.
Requirement for a major?	Choose an item.
Open to non-majors?	No
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
If you chose 'Yes', please explain. Click or tap here to enter text.	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used). This is an initial practicum and will be run as a group supervision-seminar style course. Students will share videos and cases from their practicum for faculty and peer supervision. Faculty will provide developmentally appropriate supervision and continue to advance student professional identity development as they complete their initial 100-hours of practicum.	
Explain the rationale for proposing this course below. Please be specific. Our accreditation requires our students to complete an initial 100-hour supervised practice, followed by a longer 400-hour internship. Up until now, the program has been granted permission to run these practicums together, as one 500-hour full time four-month practicum. However, our accrediting body has continued to push the program to find a way to provide the initial 100-hour practicum separate from the subsequent 400-hour internship. We are proposing this course to separate practicum from internship. During this course, the students will receive supervision for the initial 100-hour practicum, completed on a part-time basis, with concurrent group supervision.	
Is a course with similar content offered at other universities?	Yes
If you chose 'Yes', at which universities, and at what level? UBC – MA in Counselling Psychology (CACEP Accredited) UVIC – M.Ed. in Counselling Psychology (CACEP Accredited) TWU – MA in Counselling Psychology (CACEP Accredited)	

Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

Motions: Emeritus status and Honorary Degrees

Preamble:

Following the discussion about emeritus status (and, by extension, honorary degrees) it would be useful and important for the Senate By-laws Committee to consider two related issues.

The first issue is ensuring that the criteria for either of these honours makes clear the need for the individual to have more than just academic credentials (or, in the case of an honorary degree, other credentials). Given that there is “honour” involved and formal recognition by Acadia, it would be appropriate to add some criterion about the individual’s behavior outside their academic achievements (or, in the case of honorary degrees, other achievements). The Guidelines for an Honourary degree currently contain the phrase “consistent with the values and the spirit of the University”. Such a constraint would be appropriate for those nominated for emeritus status as well.

Secondly, there needs to be some mechanism that allows and requires the university committee to recommend individuals to investigate concerns raised in Senate about specific candidates. Without such a mechanism it is not clear how there would ever be a Senate vote against approving a candidate. In other words, Senate becomes nothing more than a rubber stamp for the committee. Individual senators might decide to vote against a particular individual based on concerns they have, but unless those concerns can be validated (or invalidated), those votes are not likely to change the outcome.

Substitute Motions:

1. That the Senate By-laws Committee review and consider revising the guidelines for emeritus status to ensure that they include some criterion of “meritorious behavior” with respect to the professional service being recognized.
2. That the Senate By-laws Committee review and consider revising the terms of reference for the Awards Committee for Honorary Degrees and Emeriti Distinction to provide a process to allow and require the committee to investigate concerns raised by the Senate about a recommended candidate. The committee would report back to Senate on their investigation of those concerns before asking Senate to vote on that candidate.

Mover: Dianne Looker

Seconder: Donna Seamone