

Office of the Senate Secretariat

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Minutes of the Senate Meeting of Wednesday October 5th, 2022.

A hybrid meeting of the Senate of Acadia University occurred on Wednesday October 5th, 2022 beginning at 4:00 p.m., with Chair A. Kiefte presiding and 36 Senators present. The meeting took place in the Langley Classroom, Divinity College, with 13 members attending in person and 23 members 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 A. Quema and seconded by D. Benoit

MOTION TO APPROVE AGENDA CARRIED.

2) Minutes of the Meeting of Senate – Monday September 12th, 2022

Motion to approve the Minutes of Monday September 12th, 2022. Moved by J. Dymont and seconded by D. Benoit.

D. Benoit requested that the third paragraph from the bottom of page 5 be changed to state: *D. Benoit described a different scenario he had become aware of that day which resulted in a student with Covid spending a lot of time in Wheelock Hall and noted that some students were reluctant to go to collect their meals and were going without food.*

A. Quema asked that in paragraph four from the top of page 5, the word complimentary be changed to read *complementary*.

MOTION TO APPROVE THE MINUTES AS REVISED CARRIED.

3) Announcements: from the Chair:

The Chair received regrets from D. Rice, J. Colton, A. Robbins, J. Beed and President Ricketts.

i) From the Associate VP Research and Dean of Graduate Studies

A. Redden noted that this report covered research activity since June 2022.

D. Looker noted that the application rate and the success rate for SSHRC grants was lower for small institutions. She stated that staff from SSHRC were looking for suggestions as to how the process could be changed to result in an increase in the success rate for applications from smaller institutions.

The Chair asked Senators to consult with their units and forward ideas to D. Looker.

A. Redden explained that the Maple League would also be involved in this initiative and that D. Looker would be speaking to the Maple League Research Committee shortly.

A. Quema asked A. Redden for her report and asked whether A. Redden's office could meet with the Faculty Councils to discuss this.

The Chair asked whether A. Redden and D. Looker could draft a message to be forwarded to the campus by A. Redden to seek input from researchers.

A. Redden agreed and was also expecting that a focus group could be formed on campus.

D. Seamone thanked D. Looker for bringing this to Senators' attention. She noted that some faculty gave up on SSHRC applications over the years and asked whether they also might be targeted with information.

A. Redden agreed that everyone that wanted to attend the focus group would be welcome.

D. Looker noted that success rates were lower for the Insight grants and it was important to work out what it was that resulted in the success rate being lower.

ii) From the Provost and VPA

D. Keefe commented that the APC process was proceeding. Of the September rankings he had now authorized the first six tenure track positions on the ranking list. There were no deviations from the original list of rankings. He expected that more positions could be advertised later in the year.

D. Keefe informed Senators that the masking policy would continue for the remainder of the term.

D. Seamone asked whether cluster hires were separate from the six approved tenure track positions and D. Keefe confirmed that this was the case.

iii) From the President of the ASU

S. McAlear reported that the SRC would be holding their first Council meeting shortly and that the student positions on Senate committees should be filled soon after. The byelection should be carried out by the reading week, so the VP Academic and External position should be filled soon as well.

S. McAlear noted that the ASU were also getting ready for Homecoming.

The Chair noted that students from outside of the SRC could also be asked to serve on Senate sub-committees.

4) Time-sensitive Items:

a) Approval of Graduands:

i) Approval of the list

Motion to approve the list of Graduands for October 2022 moved by A. Quema and seconded by J. Dymant.

M. Bishop explained that there was one addition: Jeheon Kwan, Bachelor of Community Development, Environmental and Sustainability Studies.

MOTION CARRIED.

ii) **Enabling Motion:**

D. Keefe read the 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 April, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting. Moved by D. Keefe and seconded by D. Kruisselbrink.

MOTION CARRIED.

Senators applauded the Graduands.

M. Bishop reminded the Chair that he had submitted the additional list of primarily Bachelor of Education students that earned their credentials through the summer.

The Chair thanked M. Bishop for that additional information.

5) **New Business**

a) **Post-budget report from the Academic Planning Committee:**

D. Keefe reminded Senators that during the planning process the previous year it had been agreed that the Provost would provide a post-budget report to Senate which followed the pre-budget report that came out of the academic unit plans and identified recommendations and priorities that Senate would like to have addressed in the budget. This report would identify which concerns had been addressed.

D. Keefe stated that the APC had been pleased to see that many of the recommendations had been attempted to be addressed in the University budget, or at least first steps had been taken. D. Keefe stated that S. Duguay had spoken on occasion about Enrolment Management plans with additional support for Student Services. There was also financial support for communications.

D. Keefe explained that this report would normally come to Senate in May or June but that this year the budget had been finalised and passed late in June, hence the delay.

A. Quema noted that the APC mandate was very large.

D. Keefe stated that the pre-budget report included priorities for faculty positions but also any other priorities that had been identified from the various unit plans which was why they were varied. It was felt that all of these priorities impact and influence the ability for an academic unit to carry out the academic mission.

D. Looker asked how research data management would be handled when the requirement from the Tri-Councils for this came into force, as there was no sign of it having been addressed in the budget.

H. Saunders responded that a committee was currently working on developing an institutional strategy which would be ready by the end of March. The committee had been provided with a set of needs to be fulfilled and was planning to work Acadia's Maple League partners in order to determine what technology could be harnessed.

A. Redden stated that the Institutional Plan would then be followed by workshops and additional assistance for faculty who were preparing individual research data management plan for Tri-Council. These were being requested but the requirement was being staged and only a few programs currently required this. None of these were offered at Acadia. She felt that Acadia was ahead of other small universities but noted that there were challenges for these institutions because they did not have offices staffed with individuals who could assist with this. This placed small universities at a disadvantage. It was hoped that a program would be put in place to assist small universities with this, perhaps through the Connections Grant.

D. Keefe added that last year there had been no impact on the budget but he recognised that as the data management plan was rolled out there could be budgetary implications.

The post-budget report from the APC was received.

b) Transition Reports from Senate Sub-Committees

i) Academic Program Review Committee Transition Report

The Chair noted that correct dates needed to be inserted for the goals of this committee, to reflect 2022-2023. D. Keefe agreed.

D. Keefe explained that the Academic Program Review Committee had met and that there continued to be vacancies on that committee to be filled.

D. Keefe confirmed that the reviews of both History and Classics, and Social and Political Thought would be completed this year.

The Academic Program Review Committee transition report was received.

ii) Board of Open Acadia Transition Report

D. Keefe stated that one vacancy still existed on this committee, for a part-time student.

The Board of Open Acadia transition report was received.

D. Keefe noted that there were still vacancies on the Admissions and Academic Standing Committee and that as a result he had not called a meeting to date.

A. Quema explained that the nominating committees in the three Faculties were tasked with finding faculty to fill these positions. Despite frequent calls

since March, vacancies remained. A. Quema will check again with the nomination committee chairs.

**c) Notice of Motion on
Micro-Credentials**

The Chair explained that this was a notice of motion because it had been provided as such, and also it had not been submitted early enough for it to be a motion at this meeting.

K. Pinder stated that this motion came from two faculty members from the Faculty of Arts, P. Abela and J. Sachs. They will attend Senate as guests when the motion is debated.

The Chair suggested that preliminary questions could be asked or comments made at this time.

S. McAlear was pleased to see this and felt that micro credentials were being discussed at a Provincial level and it was felt that they were a good way of learning for students and presented opportunities that were more inclusive.

The following comments were offered:

The fifth '*whereas*' should be removed because Acadia had not to date offered any micro-credential programs.

It was explained that this would not go to MPHEC unless a program was more than 30 credit hours.

The fourth '*whereas*' suggested that a micro-credential would lead to a diploma, which was not the case. It was pointed out that a NS Provincial working group was currently developing a framework and set of guidelines for those institutions wishing to develop micro-credentials. This would include definitions that MPHEC would be referring to. Versions of micro-credentials had been in place for some time and some were one credit or even no credit courses. If credit was involved then Senate would also be involved.

Descriptors were discussed but S. Currie pointed out that micro-credentials were still in development and that a definition would emerge from the Provincial working group which included industry partners. This would include information about assessment, quality assurance, and credit or non-credit.

It was felt that it would take some time for a committee to be formed and then be ready to review material from the NS Provincial working group. It was suggested that the committee start to determine what Acadia meant by the term micro-credential.

It was recognised that some short courses currently offered could fall under the umbrella of micro-credentials. Short workshops might also fall under this definition, but these did not lead to a diploma being conferred. It was also recognised that any student graduating would do so with a diploma, the content of which had been approved at Senate, so it was not clear what the motion was asking.

Many other institutions and organisations offered other things that could be called a micro-credential so clarity was needed for the definition. The Provincial working group was comprised of reps from organisations,

universities, community colleges, trade organizations and industry organizations, coming together to provide some consistency within Nova Scotia.

Other universities had these types of micro-credentials and they could include things such as Excel. These allowed an institution to take education out into the community.

It was felt that the motion was asking for a committee to be ready to start discussing micro-credentials and Senate involvement. It was felt that Acadia should wait for the Provincial definition of a micro-credential and that the motion was therefore premature.

The Chair noted that the Senate Constitution and By-laws stated under the Board of Open Acadia that opportunities for Lifelong learning and linking the University with the local and global community were described. She asked whether the Board of Open Acadia could be a logical Senate sub-committee to address aspects of the topic of micro-credentials.

D. Looker had been discussing the development of a micro-credential in data literacy at the post-secondary level at universities and at Community Colleges. These discussions were with SSHRC and other committees and would involve the use of existing courses that trained students in quantitative methods and these would be employable skills. These were not just short courses.

D. Keefe repeated that any course appearing on a transcript for a student would be within the mandate of Senate.

D. Keefe offered to meet with the movers of the motion if needed.

S. Currie expected to potentially have a draft of the framework from the Provincial working group within a couple of weeks.

6) Question Period: President and Provost/VPA

D. Looker requested follow up regarding her questions about the future replacement for acadia-fyi.

D. Keefe had spoken with President Ricketts and had been told that I. Murray was working with Communications to develop a medium for that type of communication but that it would not be email driven.

D. Seamone pointed out that those identified as having interest and input about this topic had never been asked to meet.

D. Seamone asked about the priorities to be decided for the deferred maintenance funding that had been received from the Province. She felt that more needed to be done to improve accessibility so that education could be provided in a hybrid fashion. This would also allow for more interesting talks and lectures to take place in a hybrid space.

The Chair stated that at Faculty Council President Ricketts had discussed the infrastructure renewal funding.

D. Keefe pointed out that a survey had gone out to faculty requesting feedback and that there had been a good response. M. Falkenham and his team was

assessing the responses and a draft would be forwarded to the Board meeting and the Acadia community.

D. Keefe expected that classroom space and physical building spaces would be improved, electrical wiring and waterline repair, washroom upgrades and improvements to accessibility within buildings. By 2030 the University was required to have an accessible campus.

D. Keefe agreed to check with C. Callbeck and President Ricketts to see whether there were plans to create hybrid technology in some of the large classrooms. Limited ability existed at present.

7) Adjournment

Motion to adjourn at 5:45 p.m. Moved by D. Kruisselbrink.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Fall 2022 Graduand List – October 5th, 2022

Diploma Name	Credential Text
Isaiah Gordon Antonio Hicksor	Bachelor of Applied Computer Science (Interdisciplinary Studies) with Cooperative Education
Anirudh Sunil Kumar	Bachelor of Applied Science
Brianna Elizabeth MacEachern	Bachelor of Arts (English)
Britanie Shakina Taylor	Bachelor of Arts (Philosophy)
Sarah Alexandra Wilson	Bachelor of Arts (Sociology)
Yucheng He	Bachelor of Business Administration
Jiahui Jin	Bachelor of Business Administration
Nicholas Spence Roberts	Bachelor of Business Administration
Riley St John	Bachelor of Business Administration
Kenisha Mcphee	Bachelor of Business Administration (Accounting)
Haoxiang Wu	Bachelor of Business Administration (Employment Relations)
Spencer Adam Hamre	Bachelor of Business Administration with Cooperative Education
William David Berry	Bachelor of Computer Science
HAN CHANGHONG	Bachelor of Computer Science
Jaelyn Chantal Thibault	Bachelor of Education (Elementary Education)
Nathan Dawson Alcorn	Bachelor of Kinesiology
Jenna Lynn Mattatall	Bachelor of Kinesiology
Tayler Simms	Bachelor of Kinesiology
Daniel Ifeanyi Okoh	Bachelor of Science (Biology)
Kehgan Moss Faulkner	Bachelor of Science (Environmental Science)
Liam McLaughlin	Bachelor of Science (Environmental Science) with Cooperative Education
Christopher Joseph Scime	Bachelor of Science (Geology)
Shaelagh Lhotka	Bachelor of Science (Psychology)
Hallie Anne Moore	Bachelor of Science (Psychology)
Harold Mount	Bachelor of Science (Psychology)
Travis Duke	Bachelor of Theology
Anirudh Sunil Kumar	Certificate In Applied Science
Austin Jones	Master of Arts (English)
Spencer Elvis Nadeau	Master of Arts (English)
Samantha Annette VanNorden	Master of Arts (English)
Jonathon Blake MacDonald	Master of Arts (Sociology)
Eugene Foster	Master of Arts in Theology
Benjamin Alexander Pass	Master of Arts in Theology
Sarah Ayton	Master of Education (Counselling)
Janet Lorraine Wells Balsom	Master of Education (Counselling)
Joanna Frances Brenchley	Master of Education (Counselling)
Whitney Elizabeth Camellato	Master of Education (Counselling)
Kate P. Cole	Master of Education (Counselling)
Jasmin Sharon Collins	Master of Education (Counselling)

Corey Daniel Deveaux	Master of Education (Counselling)
Victoria Kate Foulger	Master of Education (Counselling)
Genaya Maria Fraser	Master of Education (Counselling)
Caitlin Gallagher-Grant	Master of Education (Counselling)
Irene Mary Grezel	Master of Education (Counselling)
Karen Elin Gross	Master of Education (Counselling)
Tiffany Catherine Hargreaves	Master of Education (Counselling)
Jocelyn Anne Harris-Horne	Master of Education (Counselling)
Tara Rose Hassin	Master of Education (Counselling)
Victoria Jeha	Master of Education (Counselling)
Rachel Akiko Kuramoto	Master of Education (Counselling)
Tina Marie Lahey	Master of Education (Counselling)
Jennie Marie MacDonald	Master of Education (Counselling)
Josiane Christine Sanderson Mapplebeck	Master of Education (Counselling)
Bonita Darlene McCormick	Master of Education (Counselling)
Patricia Marie Morine	Master of Education (Counselling)
Nicole Morrissey	Master of Education (Counselling)
Margaret Helena Paszkowska	Master of Education (Counselling)
Craig Gordon Russell	Master of Education (Counselling)
Amanda Viva	Master of Education (Counselling)
Donna Louise Wigmore	Master of Education (Counselling)
Jenna Bailey	Master of Education (Curriculum Studies)
Elizabeth Anne Barry Himmelman	Master of Education (Curriculum Studies)
Robert Mitchell Bird	Master of Education (Curriculum Studies)
Lauren Marie Brown	Master of Education (Curriculum Studies)
Evelyn Jane Calway	Master of Education (Curriculum Studies)
Andrea Nicole Davidson	Master of Education (Curriculum Studies)
Samuel Martin Durnford	Master of Education (Curriculum Studies)
Breanna Haley	Master of Education (Curriculum Studies)
Vanessa Elizabeth Henwood	Master of Education (Curriculum Studies)
LeeAnn Hicks Kasal	Master of Education (Curriculum Studies)
Stephanie Lynn Hunt	Master of Education (Curriculum Studies)
Hilary Sarah Huskilson	Master of Education (Curriculum Studies)
Heather Evangeline Kirby	Master of Education (Curriculum Studies)
Chan Kuen	Master of Education (Curriculum Studies)
Alison Marie Levy	Master of Education (Curriculum Studies)
Nina Katherine Matthews	Master of Education (Curriculum Studies)
Denise Theresa Marie McKean	Master of Education (Curriculum Studies)
Allan Douglas Muir	Master of Education (Curriculum Studies)
Erika Dawn Muir	Master of Education (Curriculum Studies)
Alyssa Murphy	Master of Education (Curriculum Studies)
Page Murphy	Master of Education (Curriculum Studies)

Evelina Pace	Master of Education (Curriculum Studies)
Jessica Elizabeth Roache	Master of Education (Curriculum Studies)
Skylar Beth Sheaves	Master of Education (Curriculum Studies)
Julie Bourgeois	Master of Education (Curriculum Studies)
Sandy Lee Ann Spindler	Master of Education (Curriculum Studies)
Jennifer Lynn Stead	Master of Education (Curriculum Studies)
Danielle Elizabeth Stephens	Master of Education (Curriculum Studies)
Jacqueline Karen Treloar	Master of Education (Curriculum Studies)
Samantha Jane Turner	Master of Education (Curriculum Studies)
Sarah Umlah	Master of Education (Curriculum Studies)
Kristy Suzanne Welton	Master of Education (Curriculum Studies)
Selena Dawn Wentzell	Master of Education (Curriculum Studies)
Jill Turner	Master of Education (Curriculum Studies)
Kelly Andrews	Master of Education (Inclusive Education)
Allison Coldwell	Master of Education (Inclusive Education)
Ashley Dawn Corkum	Master of Education (Inclusive Education)
Greg Dalcourt	Master of Education (Inclusive Education)
Caitlin Elizabeth Eisenhauer	Master of Education (Inclusive Education)
Alexandra Faulkner	Master of Education (Inclusive Education)
Amy Elizabeth Fletcher	Master of Education (Inclusive Education)
Marla Germain	Master of Education (Inclusive Education)
Erin Maureen Gloyn	Master of Education (Inclusive Education)
Kyle Randol Guisso	Master of Education (Inclusive Education)
Lorne Patrick Guy	Master of Education (Inclusive Education)
Jason Vincent Hallett	Master of Education (Inclusive Education)
Sara Elizabeth Jennex	Master of Education (Inclusive Education)
Colin Andrew MacDonald	Master of Education (Inclusive Education)
Lee-Anne McKoy	Master of Education (Inclusive Education)
Julia Marie Murphy	Master of Education (Inclusive Education)
Danielle Renee Quinlan	Master of Education (Inclusive Education)
David Nolan Ryan	Master of Education (Inclusive Education)
Angela Joy Scott	Master of Education (Inclusive Education)
Suzanne Spears	Master of Education (Inclusive Education)
Pamela Susan Spinney	Master of Education (Inclusive Education)
Abigail Tramble	Master of Education (Inclusive Education)
Tara Marie Webber	Master of Education (Inclusive Education)
Shivani Adhana	Master of Education (Leadership)
Nicole Anita French-Gillies	Master of Education (Leadership)
Peter Leif Helmer	Master of Education (Leadership)
Danielle Lorraine LeBlanc	Master of Education (Leadership)
Amy Eleanor MacPherson	Master of Education (Leadership)
Theresa Nickerson	Master of Education (Leadership)
Lindsay Anne Robinson	Master of Education (Leadership)
Christy J Rossiter	Master of Education (Leadership)

Laurianne Rosaline Sylvester	Master of Education (Leadership)
Hannah Kathleen Pye	Master of Science (Applied Geomatics)
Kayla Hope Gaudet	Master of Science (Biology)
Golnar Jalilvand	Master of Science (Biology)
Matthew Steven Ambrose Penney	Master of Science (Biology)
Zhe Yang	Master of Science (Biology)
Srikanth Reddy Adunoor	Master of Science (Computer Science)
Quan Ngo	Master of Science (Computer Science)
Aishwarya Vaishali Sathyamurthi	Master of Science (Computer Science)
Molly Anne Bradford	Master of Science (Environmental Science)
Lilli Francesca Enders	Master of Science (Mathematics) with Cooperative Education
Jordan Taylor Ferguson	Master of Science (Psychology)
Courtney A. Gosselin	Master of Science (Psychology)

Student First	Student Last	Program Title
Brittany	Aalders	Bachelor of Education Elementary
Jacinta	Addai-Sarfo	Bachelor of Education Secondary
Hilary	Alain	Bachelor of Education Elementary
Hannah	Allbright	Bachelor of Education Elementary
Jenna	Aucoin	Bachelor of Education Secondary
Carlie	Barnhill	Bachelor of Education Secondary
Sydney	Barr	Bachelor of Education Elementary
John	Bartlett	Bachelor of Education Secondary
Christian	Bellows	Bachelor of Education Secondary
Taylor	Brown	Bachelor of Education Secondary
Amelia	Bruce	Bachelor of Education Elementary
Melissa	Burbidge	Bachelor of Education Secondary
Jessica	Caldwell	Bachelor of Education Elementary
Castine	Campbell	Bachelor of Education Elementary
Madelynn	Carter	Bachelor of Education Elementary
Cassidy	Coombs	Bachelor of Education Secondary
Taylor	Corrie	Bachelor of Education Elementary
Erin	Creaser	Bachelor of Education Secondary
Natalie	Crocker	Bachelor of Education Elementary
Qi	Dang	Bachelor of Education Secondary
Cecilia	Davis	Bachelor of Education Elementary
Andrew	Dixon	Bachelor of Education Secondary
Bailey	Dowell	Bachelor of Education Elementary
Joshua	Foote	Bachelor of Education Secondary
Sarah	Glen	Bachelor of Education Elementary
Jacob	Gordon	Bachelor of Education Elementary
Michaela	Haley	Bachelor of Education Elementary
Megan	Hann	Bachelor of Education Secondary
Abigail	Hann	Bachelor of Education Secondary
Leslie	Hardie	Bachelor of Education Elementary
Anna	Henwood	Bachelor of Education Elementary
Kiera	Hewitt	Bachelor of Education Secondary
Sarah	Hill	Bachelor of Education Secondary
Ashley	Hurlburt	Bachelor of Education Secondary
Jakob	Jeannot	Bachelor of Education Secondary
Akanksha	Joshi	Bachelor of Education Elementary
Christina	Kaulback	Bachelor of Education Elementary
Alison	Kinch	Bachelor of Education Elementary
Madelyn	Kinsman	Bachelor of Education Secondary
Nicole	Lawlor	Bachelor of Education Elementary
Andrea	MacDonald	Bachelor of Education Elementary

Stacey	MacDonald	Bachelor of Education Secondary
Alissa	Maclean	Bachelor of Education Secondary
Hirra	Mansha	Bachelor of Education Elementary
Nicole	Martina	Bachelor of Education Elementary
Shauna	McEachern	Bachelor of Education Elementary
Keagan	McQuaid	Bachelor of Education Secondary
Sydney	Milne	Bachelor of Education Elementary
Mark	Norris	Bachelor of Education Elementary
Jenna	Ramsey	Bachelor of Education Elementary
Sarah	Reicker	Bachelor of Education Secondary
Alena	Reyes Fornet	Bachelor of Education Secondary
Kyle	Ritchie	Bachelor of Education Secondary
Rene	Roy	Bachelor of Education Secondary
Destiny	Spidle-Pictou	Bachelor of Education Elementary
Liam	Stewart	Bachelor of Education Secondary
Stephen	Surette	Bachelor of Education Secondary
Scott	Trask	Bachelor of Education Secondary
Theodorus	Ueffing	Bachelor of Education Secondary
Kennedy	Wellwood	Bachelor of Education Secondary
Hannah	White	Bachelor of Education Elementary
Amy	Withington	Bachelor of Education Secondary
Keegan	Wood	Bachelor of Education Secondary
Jenna	Yorke	Bachelor of Education Secondary

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 April, 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.

ACADEMIC PLANNING COMMITTEE
Post-Budget Report to Senate
October 5, 2022

As part of the Academic Planning process, the Academic Planning Committee (APC) is charged with annually preparing, for Senate, a pre-budget report (December) and a post-budget report (June). The pre-budget report is to identify priorities coming from the academic sector prior to the next operating budget. The post-budget report is to report to Senate on how those priorities were reflected in the budget.

After the budget is approved, the Academic Planning Committee reports back to Senate on how those priorities were supported in the budget and why not if they were not supported. Normally, this report would be presented to Senate in May or June after the budget is approved at the Board; however, this year the budget was not approved by the Board until June. It is expected that going forward this report will be presented at the May or June Senate meeting.

The 2022/23 Acadia Operating budget included projected revenues of \$97.6 million and total expenditures of \$98.3 million for a net projected deficit of \$699 thousand.

Budget Highlights:

Revenue:

Tuition and fees 42%,
 Provincial Operating Grant 35%,
 Operations Revenue 13%.

Expenditures:

Salary and benefits 61%
 Supplies, contracted services, utilities, and scholarships & bursaries 26%

The budget invested in more than 25 additional staff positions in addition to the faculty positions listed below.

In its inaugural pre-budget report, the APC identified six recommendations. They were presented as distinct recommendations; However, it was noted that there is considerable overlap among them, and they were not presented in a priority ranking. In this post-budget report, the APC is providing a report back to Senate on how the priorities were supported in the 2022/23 budget. In the following sections, for the convenience of the reader, the December 2021 pre-budget recommendations are repeated and then the committee reports on how these recommendations were supported in the 2022/2023 budget.

2021 Pre-Budget Recommendation 1: Investment in the Faculty Complement

- The Faculty Plans provide evidence that there is an ongoing need for continued renewal within the faculty complement.
- The Faculty Plans identified 24 additional positions above the 10 already authorized and the Library and Archives plan identified a full-time continuing librarian position. The APC recommends that as many of these positions as possible be authorized in the 2022-23 operating budget
- It is recommended that whenever possible these should be continuing positions. However, if a continuing position cannot be authorized, it is recommended that limited term appointments be authorized
- A priority need for diversity was identified by the three Faculties and the Library and Archives

Budget 2022/23 Response

In total, 16 new full-time continuing faculty positions were approved in the operating budget. These include three positions in computer science that are funded from the dedicated funding awarded to Acadia in March

2021. Unfortunately, three of the 16 positions resulted in failed searches and are being re-advertised. A further 22 limited term positions were authorized, including three to temporarily cover the failed searches. Several academic units included focused advertisements for equity deserving groups when filling their authorized positions.

2021 Pre-Budget Recommendation 2: Support Response to Truth & Reconciliation, Decolonization and Indigenization of the Academy

- All three Faculties identified this as a priority within their plans
- Though not explicitly identified within the Library and Archives, Research and Graduate Studies, and Open Acadia & Centre for Teaching and Learning Excellence plans, it runs throughout and is consistent with their plans

Budget 2022/23 Response

In addition to focused faculty searches under Recommendation 1, this recommendation was supported in several ways. The budget established the **following new positions**:

- Office of the Vice-Provost, Equity, Diversity, and Inclusion (Dr. Claudine Bonner has been appointed as the inaugural VP EDI).
- Two dedicated Enrolment Advisors for Black and Indigenous Students,
- a new dedicated BIPOC Student Counsellor, and
- a BIPOC Residence Life Coordinator

Additionally, approximately \$40 thousand of operating funding in Student Affairs were reallocated to support the work of the Coordinator, African Descent and Indigenous Student Opportunity and Success.

2021 Pre-Budget Recommendation 3: Improved and Enhanced Research, Scholarly, and Creative Activity Communications and Promotions

- All three Faculties & RGS identified this as a priority
- At the Senate meeting in October, there was discussion that we need to do more
- Identified in external program reviews as a gap

Budget 2022/23 Response

The budget established the **following new positions in**:

- Communications for internal and external promotion of good news stories, especially around faculty research
- Student Marketing department to support student communications.

2021 Pre-Budget Recommendation 4: Pedagogical and Technological Development Support

- Need identified in CTLE and Faculty plans
- High Impact Practices (HIP) identified in Faculty and Library plans

Budget 2022/23 Response

The Office of the Vice-Provost, Teaching and Learning Excellence was separated from Open Acadia and established as a center within the operating budget. Dr. Lauren Finniss was appointed as Vice-Provost TLE (Dr. Laura Robinson will be Interim VP TLE while Dr. Finniss is on leave).

2021 Pre-Budget Recommendation 5: Career Services Support

- Need for Career Services support identified by several plans

Budget 2022/23 Response

The Alumni Association provided a \$350 thousand grant over three years to re-establish the student Career Services Office.

- The Manager of Co-operative Education was elevated to the Director of Co-operative Education and Career Services.
- Employer Engagement Coordinator and Career Success Coach are in place, and
- a new Career Services website has been launched.

2021 Pre-Budget Recommendation 6: Non-Faculty Positions

- Need identified in CTLE and Faculty plans
- HIP identified in Faculty and Library plans
- Research Data Management identified as need

Budget 2022/23 Response

Budget 2022/23 created or modified more than 25 support staff positions. In addition to the positions listed above, Transfer and Credit Assessment Specialist, and Coordinator, Scheduling positions were created in the Registrar's Office, an Administrative Assistant position in Human Resources and an Academic Program Development, Quality Assurance and Planning Coordinator were funded. Research Data Management was not explicitly addressed in the budget.

Conclusion

The recommendations in the APC pre-budget report were not prioritized and thus this post-budget report does not cast judgement on the effectiveness of how the recommendations were supported. Overall, budget 2022/23 represents the largest single investment in new staff positions that Acadia has experienced in recent history. This is a direct result of the APC pre-budget report, and the feedback that has been received from faculty and staff over the last couple of years. There is still a lot to do, and not all the recommendations within the pre-budget report have been fully addressed. Additionally, there have been challenges filling some of the positions with current issues that many employers are facing recruiting employees as we emerge from the pandemic. As the positions were only recently approved and many are still not filled, it is too early to fully report on the impact they will have on the priorities. We anticipate that we will report on the impact in future reports. However, the APC is pleased by the investments in the core operations of the University and that each of its recommendations were addressed at some level within the operating budget.

Academic Program Review Committee Transition Report 2022

Membership:

Provost and Vice President Academic: Dale Keefe

Registrar: Mark Bishop

Arts: TBA,

Professional Studies: Janna Wentzell,

Pure & Applied Science: Glenys Gibson,

Governor: TBA,

Dean of Arts: David Duke,

Dean of Professional Studies: Corinne Haigh,

Dean of Pure & Applied Science: Suzie Currie

Acadia Student Union, VP Academic and External

The Committee met on September 26, 2022 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:

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

Meeting in the Fall will set to coincide with the program review schedule for the academic year.

Acceptable modalities for the upcoming year will have meetings held a hybrid fashion, in-person will be the preferred option, but a remote option will be provided for those who cannot attend in person.

Goals for 2020/2021

- Supporting and completing the program reviews for History & Classics and Social & Political Thought.
- Establish a 5-7 year rotation of reviews for all programs.
- Review the current Quality Assurance Framework
- Work on an APRC website.

Respectfully submitted,

C. Dale Keefe, Chair

**Board of Open Acadia
Transition Report 2022
Meeting of the Senate
October 5, 2022**

Membership:

Provost & VP Academic (Chair): Dale Keefe
Associate VP Finance & Treasure: Mary MacVicar
Director of Open Acadia: Jennifer Weatherhead
Registrar: Mark Bishop
Dean, Faculty of Pure & Applied Science: Suzie Currie
Dean, Faculty of Arts: David Duke
Dean, Faculty of Professional Studies: Corinne Haigh
Student Representative: Vacant

The Committee met on September 29, 2022, and reviewed the tasks assigned to it by the Senate of Acadia University. David Duke 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.

Decide on acceptable meeting modalities for the upcoming year: 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. Create Mission, Vision, and Mandate Statements for Open Acadia
2. Review the processes around intersession courses to ensure efficiency and relevance
3. Engage with Academic Units around opportunities for
 - a. Professional development programming
 - b. Micro-credentials
 - c. Non-credit programming

Respectfully submitted,

C. Dale Keefe, Chair

Proposed Senate Motion on Micro-Credentials

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

Whereas a micro-credential is a kind of educational credential, conferred according to standards that are themselves educational standards;

Whereas the Act of Incorporation defines the power of Senate as being “to determine the courses of study...and qualifications for degrees and diplomas;”

Whereas a micro-credential program entails completion of a course of study resulting in the conferral of a diploma in recognition of that completion;

And Whereas the administration has so far been developing its micro-credential programs without seeking the approval of Senate, or even consulting it;

It is moved that an *ad hoc* committee be struck to examine this matter from the perspective of Senate jurisdiction, and determine the role of Senate in the creation and on-going supervision of micro-credential programs.

The committee will in particular determine whether these programs fall under the jurisdiction of Senate, and if so, whether they fall under the jurisdiction of an existing standing committee, or whether a new standing committee needs to be created.

This committee will be called “The *ad hoc* Senate Committee on Micro-credential programs,” and will be made up of one Senator from each of the four faculties, a student Senator, a lay Senator, and the Provost. The Committee will elect a voting chair from within this group during the first meeting.