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The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

Minutes of the Senate Meeting of Monday, November 13, 2023

A hybrid meeting of the Senate of Acadia University occurred on Monday, November 13, 2023, beginning at 4:00 p.m., with Chair A. Kieft presiding. The meeting took place in hybrid format in the Langley Classroom of the Divinity College and using Zoom, with 44 Senators and 2 guests in attendance, 22 people attending in person and 24 people attending virtually using Zoom.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was a quorum of Senators present.

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

The Chair announced that S. Maitzen, Chair of the Research Ethics Board, was present as a guest. She suggested that item 4(i), the Research Ethics Board Transition Report, be moved up on the agenda to immediately after approval of the agenda so that S. Maitzen can leave promptly. There was no objection.

MOTION TO APPROVE AGENDA CARRIED.

**2) Item 4(i)
Research Ethics Board
Transition Report**

The Chair invited S. Maitzen to highlight anything from the report or add additional items before opening up to questions or comments.

S. Maitzen thanked the Chair for moving the item up on the agenda to accommodate him. He had nothing to add to the report except for an announcement that for the first time since he began chairing the REB in 1999, he would be taking a true sabbatical leave for six months from January 1 to June 30, 2024. During his previous sabbaticals he had continued as Chair for continuity's sake, but Stephanie Jones from the Department of Psychology will be filling in as Chair of the REB during his upcoming sabbatical.

The Chair asked if there were any questions or comments regarding the report. There were none.

The Chair stated that she was delighted to hear that S. Maitzen would be taking the time away from this responsibility during his upcoming sabbatical, and thanked him for his longstanding and very effective service chairing the REB.

S. Maitzen left the meeting.

3) Minutes

**Motion to approve the Minutes of Wednesday, October 11th, 2023.
Moved by D. Benoit and seconded by M. Robertson.**

a) Meeting of Senate – Wednesday, October 11th, 2023

K. Ashley noted a correction to 6(a) where there is a repeated word in the second paragraph. The sentence with the error is: “The Senate cycle has gotten **off** a little off-track timing-wise ...” A second correction is noted by K. Ashley in the APRC transition report. The last paragraph reads, “K. Ashley responded that yes, the work has been done with the unit or the program.” The Chair acknowledged that this will be corrected to read, “K. Ashley responded that yes, the work has been done within the unit or the program.”

L. Price noted that she does not have an amendment, however she had a correction to something she had said at the last meeting during item 7(a) under New Business. When she had referred to asking the APC for information about criteria last year, it was actually the AASC (Policy) she had asked. She would still like to hear about the criteria that will be used by the APC for ranking this year, though.

MOTION TO APPROVE THE AMENDED MINUTES CARRIED.

4) Announcements and Communications

a) Announcements from the Chair of Senate

The Chair noted that it is quite a full agenda today, so if we can focus on asking questions that are specific to the submitted announcements and reports it would help with flow. If there are additional questions for the academic leadership, they can be recorded and asked during the question period.

The Chair announced regrets from P. Arnold and from K. Brenton. There were two guests, the first being S. Maitzen (who had already addressed the Senate) and the second being M. Tango as a representative from engineering because P. Arnold was unable to attend. K. Pinder had indicated that she would be arriving late but she was already present. ASU representative J. Shirokov would be arriving late, and M. Robertson would be leaving early.

We now have two of our vacancies from the Board of Governors filled. Both new Senators are present today. Candy O'Connor is completing the final year of a three-year term (2021-2024), and Shelley Fleckenstein is completing a three-year term (2023-2026). The Chair thanked them for attending today and for joining as Board of Governors' representatives on Senate. We now have a full complement of three Board of Governors' representatives, with the third being Tracey McGillivray, who has been with us for a year and is continuing on for an additional two years until 2025.

The Chair announced E. Callaghan (not present) as a new Senator, currently the Acting Director of the School of Education, as J. Dymont is currently on leave.

A. Redden is finishing up her term as the Associate Vice-President Research, Innovation, and Graduate Studies at the end of November, so this is her last Senate meeting. She has been on Senate for quite a long time in different ways, but she is finishing up a six year plus three month term as AVP RIGS. Starting in December, former Dean of Science, S. Currie, will be finishing out the academic year as the Interim AVP RIGS, and thus returning to Senate. The Chair extended a thank you to A. Redden for her service in her position and here at Senate.

On behalf of the Board of Governors, T. MacGillivray thanked A. Redden for an amazing six plus years of leadership, stating that the numbers speak for themselves, but the growth in research under her leadership has been phenomenal.

A. Redden stated there is more to come, with a big project coming up that she thinks will be well-received, so she is looking forward to that, and thanks everyone.

There was a round of applause for A. Redden.

b) From the President

President Hennessy had no additional announcements besides the ones submitted.

There was a round of applause to congratulate S. Duguay who is now the Vice-President of Student Experience.

The President stated that he would be happy to take questions and comments pertaining to his report.

C. O'Connor stated that as a Board of Governors member, she was thrilled to read the President's report because the number of items that have already been dealt with and are being completed since J.

Hennessey began in the role in September are impressive. She extended thanks to the President for this.

The Chair thanked the President for his report.

c) From the Provost and VPA

K. Ashley had a few things to speak about in addition to her written report.

There has been a lot going on at Acadia in the past few months, and she stated that she is on about 15 or 16 committees, which is really tiring, but it's also very inspiring because it gives her a panoramic view of what's going on at the institution. She is seeing a lot of themes emerge organically, and moments where she is sitting on one committee and knows that another committee is working on something similar. She sees an overwhelming sense of care for students and their learning experiences, and a lot of belief in the educational mission that we've given ourselves. People across campus are working hard for first year students to improve their transition from high school to university, and she is seeing this in discussions about admissions, dismissals, onboarding programs; there are many supports that are being worked on. Our faculty are really conscious right now of student mental health struggles. We are all aware of the new Red Spruce Mental Health Centre, but there are discussions about the timing of the breaks that we have, and accessibility and accommodation for students. These are all good discussions that we're having openly.

We're working to address the challenges of technology, AI is cropping up, but also discussions about online learning and how that can best be executed to teach effectively.

There is a lot of work going into engaging with the community and ensuring equitable access to education, and to ensure that our teaching is inspired by principles of equity, diversity, and inclusion (EDI). She stated that there really is not a committee that she's sitting on right now that is not considering these things in every meeting.

She stressed that she knows it can be quite isolating sometimes when you're on a committee, and you feel like you're struggling to get things done, but from her perspective, she's convinced that many things are getting done. She encouraged everyone to keep doing that work and thanked everyone for the work they're putting into improving the Acadia education.

K. Ashley stated that there are four retirements coming up at the of December. They are listed in the report, and they are Dr. Darlene Brodeur, Dr. Heather Hemming, Dr. Vernon Provencal, and Prof. Cindy

Trudel. These are long-serving members of the Acadia community, and K. Ashley extended thanks to them. There was a round of applause.

The Chair thanked K. Ashley for the update, and asked Senate if there were questions or comments about the report.

T. MacGillivray directed a question to D. Benoit regarding the co-op program. She noted that there is a challenge with maximizing the number of co-op jobs for computer science students, particularly. She asked if there is any help that either the Board, or she through her own networks, can offer to expand and engage industry to provide more slots, or is it that the students want to stay within Nova Scotia, and/or the local community and/or Atlantic Canada? Is there an appetite to expand it beyond that area?

D. Benoit said he assumed that T. MacGillivray is talking about the significant proportion of students who haven't found work over the past two terms. There are really three or four problems causing this. The first is that there have been a couple of different co-op coordinators recently, which has been remedied with a new person coming in. The second issue is the housing crisis as it exists, and some students not being willing to move because they can't necessarily take jobs without having a place to live when they get there. The third issue, which is making the situation look worse than it is, is that the number of computer science students coming into the program over the past couple of years has increased quite significantly. For example, last year, we took in 50 or 60 students in the fall and also a cohort of 24 in January. This year, we took in 80 in the fall and the number of students admitted for a January start is currently set to be 74. The students starting in January are all international students, so he does not expect that they will all arrive. Because of that sharp increase and the rollover of co-op staff, there wasn't the capacity to be able to place all of the co-op students with the issues and requirements that they had. D. Benoit stated that once he talks to the new co-op coordinator, he will get back to T. MacGillivray. He also stated that they have been doing fewer placements in Ontario over the past few years, but he feels that maybe it's time to start again.

T. MacGillivray stated that we may want to engage our alumni network, given that these are short term four-month placements, to see if we can get some assistance in particular cities to potentially assist with identifying temporary housing that may be required. She mentioned that she chairs the Advancement Committee of the Board of Governors, and it's something that she and D. Benoit can talk about later.

C. O'Connor questioned why she does not see engineering in the co-op program.

D. Benoit explained that the engineering program at Acadia is not the full five-year program. The students don't generally do co-ops work terms until they go to another university to finish the full program.

C. O'Connor asked what we are doing to replace the four faculty that are retiring.

K. Ashley responded that this is an ongoing process. It goes through the Academic Planning Committee and departments or units put in requests for tenure track positions. K. Ashley stated that we are in the process of authorizing several positions at the moment and some of them have already been authorized. It is not a direct replacement process, so it's not a question of someone retiring and they automatically get replaced. The APC process tries to address needs across the institution.

J. Sachs asked about the nursing program, as it says in K. Ashley's report that the College of Nurses has approved the program but the committee's report says it has not, and he sought clarification on this.

K. Ashley responded that the committee's report is a carryover from the October Senate meeting and confirmed that approval has been granted by the College of Nurses since then.

D. Seamone first stated that she appreciates K. Ashley's optimism about the progress being made. In the past week and a half, she has had conversations with two fourth year students who are first generation university students, and they are still struggling without support, with issues that are directly linked to being a first-generation student. Being a first-generation student herself, D. Seamone stated that she has been quite open about her own experience with her students. She was dismayed that these students are struggling alone, and they are high-achieving fourth year students. She asked whether there has been any attention given to this, in relation to first generation students.

K. Ashley responded that this is not something that has been addressed directly by any particular committee, but it's coming up in conversations. For example, there have been conversations about the dismissal policy for first year students, and how that might impact first generation students. This is one of the things that would need to be addressed at the Senate EDI Committee.

D. Seamone stated that she wanted to raise it because she wanted to flag it in front of everybody, not just in the privacy of a committee. It

struck her as odd that people are still dealing with it on their own. She is happy to have the conversations with students and be supportive but said that it is sad that students are still struggling alone, not just at university but also with family and the social and cultural impacts of being a first generation university student. D. Seamone stated that she will put it on the EDI Committee agenda, but wanted to raise it here and see where else it might be coming up.

The Chair asked K. Ashley about her mention of the dismissal policy for first year students and asked what she was referring to.

K. Ashley said that she was referring to conversations that have been coming up within committees, and whether this is being dealt with in the most effective and equitable way. No proposals are currently being made, it is something that has been raised by people in terms of struggling students and whether we need to better support them from the outset rather than just letting them go off and not do their best.

The Chair thanks K. Ashley for her report.

**d) From the Associate
VP Research and
Dean of Graduate
Studies**

A. Redden stated that there are quite a number of events that staff in the Research office and others associated with the unit have been putting on. She spoke about the following events:

- 1) For people interested in working with community groups, On November 29th, the session with Ray MacNeil, Change Lab Action Research Initiative (CLARI), will take place, covering CLARI's community research funding program and the upcoming policy impact workshop at SMU.
- 2) The Women in Business event on November 15th includes a new faculty member, Dr. Kim Borden Penney, who will be one of the panelists. This is largely for students, however faculty are welcome, as well.
- 3) Adam Haller from Dalhousie will be speaking on November 23rd at a specialized session that will cover what artists and creatives should know about IP and copyright generally, as well as topics about AI.

L. Price asked a question about Mike Stokesbury's grant, and whether there are any indirect funds that came with this, and if so, how much.

A. Redden responded that this is coming from NSERC, which does not provide that because the tri-councils provide research support funding to the university, so they don't allow for overhead. The industry side of it may be attracting some. This particular grant will be registered with NSERC and we will see the return on that in a few

years' time. The university receives about 50 cents on every tri-council dollar that comes to the university, and so depending on what component is actually NSERC funds, it would be substantial. This will be happening over a number of years, and the tri-council operates on a three-year running window.

L. Price suggested that the incoming AVP RIGS have these figures in the reports.

A.Redden stated that usually there's one month of the year where she talks about the research support fund in a targeted way. All tri-council funding attracts that type of funding and it is used to support staff who work in the finance office to support research, to support research office staff, animal care, etc. The university is expecting to see about \$600,000 per year of this type of funding going forward.

L. Price thanked A. Redden for all her work.

President Hennessy asked for clarification with respect to Mark Adam's grant, and whether the amount stated of \$1,927 is correct. The email he saw stated over \$200,000.

A. Redden stated that the figure is correct. Often the principal university takes most of the money and disperses smaller amounts to participating researchers at other institutions. This is that type of situation. The report probably should have said that this is part of a much bigger grant that is being hosted by McMaster University. Acadia is also contributing some funding to an activity that will be held here on campus next year.

C. Rushton stated she also had that flagged. The conference is being held at Acadia next October and we are contributing in kind in many ways, including with venues.

A. Redden mentioned that we don't often have SSHRC grants in this field, so it was really great to see this happening, and also great to see so many applications for funding coming from the School of Music recently. There is definitely a resurgence happening, and it's great to see that energy.

There were no further questions or comments.

The Chair thanked A. Redden for her report and for her service in this role.

e) Acadia Students' Union

The Chair stated that there was no submitted report from the Acadia Students' Union, and neither the President nor the Vice-President Academic/External are present, so unless there are any questions anyone would like recorded for ASU, there will be no report this month.

There were no comments or questions.

f) Acadia Divinity College and Faculty of Theology

A Robbins stated there was nothing to be added to the report.

She noted that ADC colleague Danny Zacharias is now a full professor and offered congratulations. There was a round of applause.

There were no further questions or comments related to the report.

g) Other Announcements

There were no other announcements.

6. Transition Reports from Senate Subcommittees

a) Awards Committee

President Hennessy had nothing to highlight or add other than to note that the committee can still receive honorary degree nominations.

The Chair asked what the current number of active nominations is in the pool.

President Hennessy was not sure of the number, but would look into this.

The Chair stated that she asked about it because it had come up in previous years at Senate, and she believes that Senate had been told that the approved nominees are in the nomination pool for a three-year period after they are approved by Senate. They had been told that it allowed for the right mix of nomination profiles, candidate availability each year, and other such things.

J. Fowles asked for clarification about the nomination deadline and whether there would be an extension of the deadline beyond November 15.

President Hennessy confirmed that there could be leeway into next week.

The Chair thanked President Hennessy for the report.

b) By-Laws Committee

M. Robertson stated that he had been selected as the Chair and that currently they have one carry-over item from last year that they're considering, which is part-time faculty representation on Senate.

The Chair stated that she had a few other items for the committee based on communications received.

C. O'Connor asked what they are doing to replace the vacancy on this committee.

The Chair stated the nominating and elections officers from the Faculty of Professional Studies are aware of the vacancy and are working on filling it.

K. Ashley asked the Chair whether the messages she had sent to her were on the list for the By-Laws Committee.

The Chair confirmed that they are.

There were no further questions or comments.

The Chair thanked M. Robertson for the report.

**c) Curriculum Committee
(Administrative)**

M. Bishop stated that there was nothing to add or highlight in the report.

C. O'Connor asked when the curriculum and program reviews come in, as she does not see them under the goals or purposes of the committee.

The Chair responded by saying that there are two Curriculum Committees, the Senate Curriculum Committee (Administrative) and the Senate Curriculum Committee (Policy). The curriculum changes for courses and programs come directly from units to their faculties then to the Curriculum Committee (Administrative) in the fall, and then they are reviewed by Senate early in the new year, so it goes through four stages. The Curriculum Committee (Policy) is usually more related to the big picture university-wide policies, not specific to programs. There is also the Academic Program Review Committee (APRC), and every program on campus is meant to be reviewed every five years.

The Chair asked C. O'Connor whether this clarifies how curriculum and programs are reviewed.

C. O'Connor confirmed that the Chair had addressed her question.

There were no further questions or comments.

The Chair thanked M. Bishop for the report.

d) Disability Policy Committee

The Chair stated that K. Brenton was not present and had sent regrets. She asked whether there were questions to be recorded and answered at a future meeting or by those present at the meeting who are on the committee.

There were no questions or comments.

The report was received.

e) Faculty Support Committee

L. Finniss stated that the committee has already met twice and is a very active group. There are three pieces that they are highlighting. This year, they had a great opportunity to present to the Board, based on work that was done last year by the committee. The committee noted that on the Board a lot of members come from industry, and that it might be helpful to have a conversation about what is the nature of the work of an academic, and what are some of the areas where more support would be helpful. One of the duties of the committee is to provide policy recommendations on educational technologies, so there was discussion around knowing what's happening in this regard on campus. There will be a survey going around to identify what technologies are in use and what gaps there are that may also be supported by technology. That will be a big initiative for the group this year. There have also been conversations about teaching awards, and discussions about how to nominate faculty for teaching awards. An internal teaching awards program would be beneficial at Acadia, so they hope to make some recommendations on this.

T. McGillivray stated that at the university level, we've been given around \$22 million from the province for maintenance and facilities updates. Much of that would be used for the deferred maintenance that had been held over for the past number of years, but some of that allocation is for technology. A lot of it is to help recover some of the technical debt that has accumulated over the years. There may be an opportunity to tap into that and make those two things converge a little. She would be happy to chat with L. Finniss offline to see if they can assist in making those two things connect.

L. Finniss replied that that would be fantastic. With the new Nova Scotia Accessibility Standards in Education coming through, we are going to have to be looking at some of our technologies and how we can be accessible and supportive.

T. McGillivray replied that that makes an even better story because it connects the two different departments in the provincial government, which is helpful.

J. Fowles asked whether the teaching awards program would be in conjunction with, separate from, or complementary to the ASU teaching awards.

L. Finniss responded that they are basically going to explore what would be most beneficial as an institutional teaching award program. The ASU one is sponsored by the Acadia Students' Union, and when applying to external awards, it's often asked whether a candidate has won an institutionally supported teaching award. This is often a President's teaching award or an award of that nature, and with the ASU awards being from the Students' Union and not from the institution, it's not always viewed in the same light. We could have a stronger program on campus to really recognize our teaching excellence, and she feels it could be pulled together in a nice way.

J. Fowles stated that there are also ones from the faculties (Faculty of Professional Studies, Faculty of Arts, Faculty of Pure and Applied Science) and there's also the Associated Alumni teaching award. He thought that the Alumni one was one of the ones that was built to be the steppingstone to the Association of Atlantic Universities and 3M teaching awards, and various other ones.

L. Finniss noted that one of the big things for the committee is that there's not a lot of transparency around how our awards programs work. Hopefully, putting forth a recommendation would also increase transparency around all these different awards. This could help clarify routes faculty could take if they were looking to best support their applications for external teaching awards, and also how we recognize exceptional teaching that is happening on campus not just by folks that are looking to go on a path for external awards. This would allow us to meet and intersect with the values of our institution, and how we provide recognition in different areas.

President Hennessy stated that he would like to support this. A lot of his knowledge is based on his previous life at Mount Allison, where they were very successful in getting the 3M and the AAU awards. Part of the reason for the success is that there was an institutionalized award that followed the same format, so there was a pipeline. When

someone would receive the internal award, their dossier was ready to go for the 3M or AAU award. So having that kind of thing in the works here would increase our success with both the 3M and AAU awards.

L. Finniss stated that the big thing is that the application package is extensive when applying to external awards, and it's not something where we can just say, "You're an exceptional teacher, we think you should win an award." It takes years in some cases to build up what's needed to win an external award, and we don't currently have the mechanisms on campus to help make that a simplified process for our faculty members.

The Chair stated that the Senate is looking forward to hearing how things evolve with this project.

C. O'Connor stated she was delighted to see the new faculty sessions. She asked if this falls under L. Finniss's area.

L. Finniss replied that the initiative to get new faculty orientations going again falls under her role as Vice-Provost Teaching and Learning.

There were no further questions or comments.

The Chair thanked L. Finniss for the report.

f) Graduate Studies Committee

A. Redden stated that there is nothing to add to the report, and she would be happy to take any questions.

There are no questions or comments.

The Chair thanked A. Redden for the report.

g) Honours Committee

The Chair stated that the Chair of the Honours Committee, A. Davis, is not present today. If there are any questions or comments pertaining to the work of the committee, we can certainly record them or possibly have them answered by someone here.

A. Redden stated she is on this committee, as well, and helped prepare the report. She noted it is a great committee and gave a shout out to the graduate students in sociology who helped with the honours student research showcase in September, providing great mentoring opportunities. They will be doing more of this and are happy with how things are moving.

There are no further questions or comments.

The Chair thanked the committee and A. Redden for speaking to the report.

h) Research Committee

A. Redden stated that there is nothing new to add to the report. She highlighted the fact that some work needs to be done on moving forward with research data management training. Many grants and funding programs are starting to require research data management plans from faculty. The strategic research plan will also be updated this year, and that work has started. There will be consultation and engagement with the faculty on that as the year progresses.

There are no further questions or comments. The Chair thanked A. Redden for the report.

The Chair noted that Senate had already received the Research Ethics Board report earlier in the meeting, and that this brings us to the end of the transition reports item. Hopefully, by December, we will have transition reports from all Senate committees. The intention at this point is to have this on the agenda for the Senate Executive at the end of November to review any committees that have not yet sent in their reports, to ensure that Senate knows which committees are currently active and to have a good handle on the status of various committees (standing and ad hoc) over the next couple of months.

7. Old Business

**a) Discussion Item:
Academic Planning
Committee process
and faculty ranking**

The Chair indicated that Senate had started to talk about this at the last meeting, and had agreed that it be put it on the agenda again so that Senators could speak about it further if they wished. The Chair opened the floor to any questions or comments.

K. Pinder stated that she had her hand up at the end of the last meeting, and she would try to recall what she wanted to say at that time. The end of the meeting was charged, for good reason, because the conversation was about the ranking of a limited number of positions. These are important conversations as faculty are teaching our students and doing so much of the work that it takes to keep the university running. The discussion last time was that there are dozens of requests from units for positions to be filled, and every year it seems we have many more requests than we have positions that are being filled. There are always discussions about things like what's an urgent position and what's an emergency position. What she wanted to say in that moment was that she has been on the Faculty of Arts committee that does the preparations for the APC ranking for three years, and ranking the positions is painful for all of the faculties. She

stated that when we get into the gradations of crisis and emergency, we accept an austerity logic. The reality is that most of the positions feel urgent to the units and others should be filled for ethical and program development reasons. There has already been a question about filling positions to replace retirements. Many of those positions haven't been filled over the years because they go back into the APC lottery. K. Pinder believes that all of the positions are crucial for the departments that are asking for them, and it's the job of faculties to continue to make the case for these positions.

President Hennessy questioned how this logic works if every year there are thirty positions requested and there are only seven retirements. That is just growth. That would presume that there is a number that is somewhere in the distance where everything is good, but it's really far in the distance if that's the case. There are a certain number of budgeted positions, and we like to make decisions based on academic grounds, not purely on budget grounds, but budget is a big piece of it. It is all on a spectrum of what's requested by every unit on campus, it doesn't provide us with a whole lot of rationale into how to make those decisions except from a budget perspective. The President stated that in his previous position at another institution, part of what they did was to look at each position and determine the impact on a program or unit if the position wasn't filled in the next so many years. There are certainly also positions being proposed where the dialogue is more about how it would be great to have this position in a unit because they want to move in a particular direction. That's a really strong argument because that's how there is innovation and change, but it is harder to make timing arguments in that case. Information about where the priority positions need to be immediately is helpful. For example, if it's a situation where there are eight positions that have been deemed to be crucial, and the budget only affords five of them, three of them could be pre-authorized for the following year instead of throwing them back into the pot again and having everybody fight over the same number of limited positions again. President Hennessy would love for the university to be able to make the decisions based on more than just budget and make them based on academic needs.

G. Gibson stated that it won't be thirty something every year. One problem is retirements in recent years have outpaced replacement hires, and so we are in a deficit in terms of faculty numbers in many units. Another issue is that in some units, faculty that move into long-term administrative positions are not replaced at a teaching level. So they are still here, and they're doing wonderful things, but they don't help with teaching and research supervision in the units they belong to. The third thing is that we add programs without deleting programs, and so we're diluting the pool. These programs are great,

and they bring innovation, new life, new energy, but that creates a vacuum for some other units, and that makes things very stressful.

K. Ashley stated that what she believes President Hennessy is highlighting is that right now, this discussion of positions is taking place at the Academic Planning Committee, but there's no longer term planning involved. The discussions that the APC is having are just around a ranking for a given year. That's not a plan, it's just which ones are authorized first, and the current process doesn't really allow for planning. Planning documents from units have been requested that are situated within the current strategic plan, but every year it gets updated, and there is no mechanism by which the APC can say that it sees that a program or unit has a clear need, but the university can't authorize it right now but it can be bumped to next year. There's no longer term planning involved in this process. In terms of what G. Gibson said, K. Ashley is not entirely sure that retirements are outpacing hiring right now. This year, we've had four retirements so far, last year there were seven, and we had a lot of tenured track authorizations last year. One of the issues is as we create more programs without any streamlining or removing programs that we aren't necessarily still interested in offering as an institution, that does become a block in what we are able to offer.

D. Benoit stated that one of the issues that we're running into with this process is the time delay between when we lose faculty members and when we replace faculty members. D. Benoit gave the example that he has nine people in his unit, and if seven of them decide to retire, he is not hiring for 24/25, but is hiring for 25/26 because he's not on the APC list. The problem is that in 25/26, it all depends on who retired the previous year to determine how many of those positions are actually going to pop up, because in some years, what happens is a bunch of people retire, and you look at the list for tenure track, and you assign this to the best positions at the time which is essentially shuffling that resource from one unit to the other. The problem is a year or two later, when you get to hire back the people who have retired in your unit, then it all depends on who retired that year and how many other units are desperate at that particular point in time to get that person replaced. You could also have lost an instructor that doesn't count in the complement, and that's not going to count in terms of getting a new person. The biggest issue is that we have academic requirements and also ethical requirements in the way we should be teaching things. For example, we should have an Indigenous person teaching Indigenous history. Purely looking at numbers, we're in situations in some units where they are actually really struggling just to keep the lights on. D. Benoit is losing students out of his program because 80 percent of his incoming students are international students and they need extra help which his unit does not have the capacity to provide because the other classes are too

large to be able to give one-on-one help. He stated that it is an issue when a unit is told that something is a high priority, but replacing the position will be held over until next year, because the unit does not know how many faculty members will leave between this year and next year. The other issue is that we just don't know where the priorities lie within the university; that message isn't getting across. He stated that the biggest thing we could look at changing in this process is figuring out how it is that we can get these priority messages across.

K. Williams took part in her first discussions about hiring this year, both as a new Acadia faculty member and as a new director. She is very fortunate to be in a very collegial Faculty, where they were able to have discussions not only about the needs, but also the health of each unit. What struck her as surprising about the process was that there isn't an evaluation of the relative health of each unit before the asks are made. The requests are sort of being made in a vacuum, and we're relying on collegiality within the Faculty when having these conversations in order to come up with a recommendation that then goes forward, which is really a blind process.

K. Pinder went back to President Hennessy's comment about the logic of the numbers of positions being requested and filled. She believes that the comments from others highlight the problem here. When you have growth in programs and also increases in what is being asked for in terms of how many students are being taught and what those students need for support, it's not just the maintenance of faculty numbers that we're looking at. We are already seeing a growth in need across campus, and that's what has to be responded to. Every time you have a limited number of faculty who are tenure track or tenured or in continuing appointments, they're doing a lot of the service lifting, and the more they are spread out for all of the service work, there's a reason why there's a lot of vacancies on the Senate committees and committees across the different units and faculties. In her view, austerity is asking people to do more with less, and so it's not just a matter of calculations. She will bring this up again and again until units have the positions required to deliver on the academic mission of the university.

The Chair had a few comments to make since this is not part of a motion or formal debate. She went back to what K. Williams had said about the health of units, and what was brought up earlier about curriculum. Since the new quality assurance position has been created and filled and the university is working to prioritize catching up on the APRC program review processes to ensure that they are being done regularly, these APRC reviews could feed into the APC processes and into enrolment management processes, or at least in the planning pieces of those. The Chair doesn't disagree that for the

last few years the replacements have kept pace with retirements, but there were around 10 years or so prior to that when positions weren't being replaced and we may now also be catching up with that. When people bring up replacements, it's not just about a snapshot of one, two, three years, it's about many years of not necessarily replacing people. From that perspective, it seems like there's a backlog of retirement replacements going on right now. These are some themes that keep coming up in terms of what inputs go into the APC process.

K. Ashley stated that with APC and APRC, there are discussions crossing over those two committees in terms of how we assess needs, and in terms of how we are reviewing programs, and what information would be helpful overall. Part of it is fueled by a desire to avoid duplication, so there's some streamlining there. There is discussion about whether there might be a better way to get information to help us make decisions as we try to plan. There are positions that have been authorized. Three tenure track positions have been authorized so far this fall, and the complement numbers as of July 1st for tenured and tenure track faculty members was 171. To contextualize, in the collective agreement the minimum complement number is 182, and the MoA that has been in effect now for several years is that the minimum complement is 161. In addition, we also have six cluster hires who are full-time, permanent faculty members, but not counted in that complement number. K. Ashley stated that she understands the discussion around austerity and agrees with K. Pinder that we should not be operating in a climate of fear. We need to find a more effective way of getting that planning piece in place so that we can address retirements without having to wait two years. We also need to support the programs that aren't necessarily bursting at the seams enrolment wise, but that are vital to have at a liberal arts institution like Acadia. She should avoid assessing needs based strictly on numbers because there's a lot of balancing that needs to be done. She understands that there are programs that are beyond capacity, but also understands that there are vital programs that we should retain if we want to call ourselves a liberal arts institution. There needs to be a way of balancing these, and there isn't a perfect solution, but we can try some new processes as we go forward.

G. Gibson stated that her unit has a core course that's been taught by part-time faculty for 15 years, which is not a temporary situation.

The Chair thanked Senate for the continued discussion on this topic. There were no more people on the speakers' list and Senate would now be moving on to the next item on the agenda.

b) Report of the ad hoc Nursing

C. Haigh indicated that the report on this agenda is the report she submitted for the last Senate meeting, and she will provide some

**Program Steering
Committee**

updates. CBU has received approval from the Nova Scotia College of Nurses with regards to the satellite offering of CBU's nursing program at Acadia, which is excellent news. She thanked our partners at CBU for all of the work that goes into every submission they need to make related to this program. Another update is that the committee has met once more since the submission of the report, and at that meeting the curriculum submissions for nursing were reviewed. She has described the logic behind that in her report but can speak more to that if folks want her to. Emerson Hall will serve as the physical site for the program.

The Chair asked if it is the intention that Emerson Hall will be the site for nursing for the foreseeable future.

C. Haigh stated that this is the current plan. She stated that a submission may be made for a new build in the future, but for the time being this is where it will be housed.

J. Sachs asked if there has been discussion of the committee serving as an academic unit for anything other than curriculum approval.

C. Haigh stated that no, it's been limited to that so far. The focus has been on the curriculum changes, and that they are in the submission cycle related to curriculum, so that's what has been discussed in the committee most recently. Also there has been some discussion of revisiting the purpose and focus of the committee because if you look at its mandate, it was crafted within a particular moment, and now as they move forward with the program, and folks know more, there's been discussion of it serving more as an advisory committee for the nursing program. That type of change would need to be brought to the Senate. There has been conversation about how to make best use of the expertise within the committee and the fact that it's representative of our campus.

K. Ashley added that a request for an MoA has been sent to AUFA to make the Senate ad hoc steering committee act as an academic unit so that people can be hired for the nursing program. That request is outstanding, but the intention is that we need to hire nursing faculty but in order to hire there needs to be a search committee, and to have a search committee you need an academic unit. The hope is that we can use the ad hoc Senate committee as an academic unit for this purpose until we have nursing faculty at Acadia, at which point the academic unit itself would have faculty members within it to do its own work.

J. Sachs asked if the intention is to get the MoA and then come to Senate and ask that the committee be termed as an academic unit, or

whether the idea is that once the bargaining unit says yes, it becomes an academic unit.

K. Ashley responded that the MoA has not been signed off or discussed. It was sent to AUFA three weeks ago, and she is waiting to hear back. This is a Senate committee made up of academics who have the most expertise on this right now at Acadia, so it would make sense for them to continue the work. She believes that what we need under the collective agreement is an academic unit, and if we get agreement that that academic unit can be a Senate committee, then she's not sure that that needs Senate approval.

The Chair commented that there are cross-responsibilities with all of these things, governance responsibilities of the Board of Governors, Senate, AUFA, etc. It is important for us to not debate things in detail that are AUFA and Board of Governors responsibilities.

J. Sachs stated that the processes in the collective agreement refer to academic units, but Senate decides what is an academic unit and what isn't. If Senate decides to create a new academic unit, then it will be reflected in the operation of the CA. He stated he's at a loss as to why the bargaining unit has the power to create academic units. If the steering committee would like to be reconstituted as an academic unit for the purposes of hiring, that exceeds the mandate of the motion that was passed at Senate that established that committee, and it seems just and fit for them to come to Senate to revise that motion, and then there's no need for an MoA.

K. Ashley stated she will await a response from AUFA and see what is said. The biggest difference here is that we don't have any faculty members to fill the academic unit right now. For example, in law and society, there are faculty members currently on campus who would constitute that unit, and that's not the case right now for the nursing program.

The Chair stated there are two different things here, there's the creation of the unit which is a Senate and Board responsibility as it is an academic structural and operational change, but then there's the administration of that and the hiring of people, which is distinct and falls more to the AUFA and Board to ensure it is being done properly.

The Chair then asked whether the committee would be recommending a size for the unit, as that would be a Senate related topic due to APC processes and so on.

K. Ashley asked C. Haigh what her recollection was in terms of unit size.

C. Haigh responded that she believes this conversation began because there were curriculum changes that needed to be put forward. There were courses that existed in CBU's academic calendar, but as K. Ashley noted, there are no nursing faculty on our campus, and this is our Acadia curriculum process, so there needs to be a body that reviews these and brings them through the different stages here at Acadia. The curriculum was reviewed within the ad hoc committee. Committee members have been thinking about the mandate, focusing on how do Acadia can navigate this. Her interpretation of the motion to create the ad hoc committee was that it was a way to ensure that there were people from across the institution who had relevant expertise and could contribute to this conversation. The ad hoc committee would then report back to Senate so that there is an avenue through which Senate is informed of the conversations taking place. She stated that they have not gone far beyond that in the ad hoc committee. At the moment, this is the body on campus that has the most expertise with respect to the nursing program.

President Hennessy noted that it is important to recognize that we are in a transition period here. We're trying to get through the next couple of years with as much collegial governance and process as we can to make sure everything is done properly. It might require a little bit of flexibility in the next few years with the idea that eventually the structures and processes will align with the way Acadia programs normally do things. It will eventually be an academic unit at Acadia with its own curriculum and its own program. At the moment, we're in a little bit of a limbo position where we're trying to use the tools and channels that are available to make sure that we do this properly.

T. McGillivray asked if we have clarity on whether it will be CBU faculty teaching on Acadia campus, or whether it is Acadia faculty teaching a CBU program. That would affect the whole AUFA conversation.

C. Haigh answered that that's not the purview of the ad hoc committee of Senate.

T. McGillivray stated that it does beg the question about engagement of AUFA whether it's CBU faculty teaching on our campus versus our faculty teaching their program.

K. Ashley stated that this question falls more on the labour relations side of things, but she can say that Acadia is initially teaching the CBU program under CBU accreditation. There is a meeting coming up where we hope to gain clarity in terms of whose employees they are.

T. McGillivray suggested that that be the precedent, and we continue to have Acadia delivering the CBU program, as they can audit and they can oversee.

There are no further questions or comments.

**c) Discussion Item:
Artificial
Intelligence**

K. Ashley stated that what she wanted to do at the last meeting was get a sense of what the Acadia community needs and what is already happening in terms of generative AI. The week she submitted this as an agenda item, she had three emails, two of which were external, asking what we were doing about AI. Her understanding right now is that AI is being considered by the Academic Integrity Committee, which was asked to look at the issue, possibly in terms of its most negative aspects of cheating or plagiarism. She wanted to know if Senate felt that we needed a wider discussion of AI or an AI policy that would maybe integrate positive aspects of it, as well, or whether we want things to continue on an ad hoc kind of basis. There is a Maple League talk coming up on AI soon. There is also an Acadia panel being organized to take place in January with representation from all faculties, including the library, where people will discuss generative AI. K. Ashley wanted to hear from Senate about other needs, or where we want to go.

The Chair provided an update based on what happened last year. This topic was discussed at Senate numerous times in a broad sense. A subcommittee of the Senate Executive Committee was struck, and it sent out a communication to faculty members in the summertime to encourage faculty to put something in their course syllabi this fall to articulate their perspective on generative AI use in each course. Some faculty members may see it as a tool to be harnessed in some courses while others may discourage or forbid its use in some courses. A link to some resources was sent out with some ideas. Also, there had been an idea to hold a Faculty Council meeting to hold an open conversation about the topic. The Chair communicated with Laura Robinson, the interim Vice Provost Teaching and Learning Excellence last year, and there was a discussion about the prospect of having the session, but it did not get off the ground. There appeared to be a desire to come up with an institutional policy, but it didn't get that far.

K. Ashley felt that it would be excellent if the faculty councils discussed this individually, and then it could be brought up again at Faculty Council or at Senate. She asked whether it was enough to address it on the academic integrity side of things, or whether we wanted an overall institutional policy that incorporated different perspectives. She asked how Acadia could get that off the ground this year.

K. Williams wanted to put the School of Business's perspective on the record at Senate. The School of Business feels that generative AI needs to be considered more broadly than simply in terms of academic integrity. Students who are currently doing co-op work terms are being asked to use generative AI in the workplace, so it is being treated as an employable skill that they need to learn in order to be functional in some jobs. The School of Business sees generative AI as a tremendous opportunity with respect to positive impact, for faculty, staff, and students. A key component of that is information literacy. We need to understand what this technology can do, and we need to understand how to use it transparently and ethically. As part of K. Ashley's report, you will see that the School of Business did pass a guideline document because they feel under pressure to at least deal with it from an academic integrity standpoint. Members of the School of Business are very much feeling the pressure to understand and integrate it in other ways.

N. D'Amato said that he thought it was D. Benoit who said, when it came up as a discussion topic last year, that in 10 minutes of conversation the situation with generative AI would have changed. It has evolved very quickly and has already changed immeasurably since last year. We'll not get ahead of it, but we have to be as close to on top of it as possible, at an institutional level. If not, departments will be left to start formulating some kind of policy, because it could be different for each department.

The Chair agreed and stated that it could possibly even be different for faculty members within a department, some of whom might want to discourage student use while others would want to see students learning how to use it as a tool.

T. McGillivray wanted to echo what K. Williams said, stating that she had articulated it beautifully. It is a combination of academic integrity, usefulness as a tool, and a job skill, and the ethics around using it must also be considered. She agreed that it is an issue across campus. She asked D. Benoit if we should perhaps tap into Dr. Silver's expertise, as he is a nationally recognized award winner in the AI space. If you look at it from an ethical standpoint, it goes to the ethics of anything in the fine arts using AI. It transcends the whole institution, and we need to put some good, thoughtful policy pieces around it.

D. Seamone wished to revisit the EDI issues related to generative AI. She appreciated the comments about the importance of having literacy around generative AI, but she wanted to point out that at some point, there needs to be discussion about the research that's being done on the biases in generative AI and how it deepens all kinds of inequities. Students and faculty have to be equipped in situations

where the pace of technology development exceeds our ability to understand the effects of that technology. She mentioned Ursula Franklin, who taught at the University of Toronto, and had talked a lot about the limits of technology and questions she had as a scientist and engineer about the need to proceed judiciously when new technologies are introduced. Having enough knowledge and teaching our students about this so that they can be critical thinkers about generative AI is an important skill. D. Seamone stated that she does not like the positive/negative language that sets it up as a binary. There are all kinds of tools that are relatives to generative AI that help people, but when they deepen our biases we should be equipped to think and talk about what's happening and increase awareness, and make our use of it judicious and careful. She appreciates the efforts that are happening, but we are slow to discuss its full implications.

K. Ashley is wondering about next steps and does not want to come back next month and speak about inaction. When she initially contacted the Chair to have this item put on the agenda, she wanted to propose a motion for an ad hoc committee to look at AI from various perspectives, and that is something she is still interested in, so she will take suggestions on how to move forward.

The Chair suggested that the topic be revisited at Senate Executive and based on that discussion, Senate can decide whether it belongs to any committees that already exist, or whether it wants to create an ad hoc committee. The Chair requested that if anyone has any input between now and when the Senate Executive next meets in a couple of weeks, to please send it along.

**d) Discussion Item:
Vice-Provost,
Teaching and
Learning – role,
responsibilities,
and Senate
committees**

K. Ashley stated that the position of Vice-Provost, Teaching and Learning Excellence has been integrated into several Senate committees. She encourages committees to invite the Vice-Provost to one of their meetings if what they are working on is relevant to her responsibilities. They could get a sense of the work the Vice-Provost is doing on campus and also L. Finniss could get a sense of the work of the committee. In some cases, adding the Vice-Provost as a member of a committee may make sense.

The Chair stated that this is something to keep in mind in general. People can and should be invited as guests to committee meetings if it is relevant to a project that the committee is working on, and they can also invite people as guests if you think that person's position would fit well on a committee in general. Often recommendations for changes to committee structures come from committees themselves and then go to the By-Laws Committee for further discussion before coming to Senate for changes to the Senate Constitution and By-Laws.

There were no additional comments about this topic.

The Chair indicated there were four items remaining on the agenda, with 15 minutes left in the meeting, and asked if any of the items are time sensitive.

K. Ashley stated that the Online and Technology Supported Learning is quite urgent.

8. New Business

a) **Motion on Online and Technology-Supported Learning**

K. Ashley made the motion: "It is moved that the Senate Faculty Support Committee will make recommendations on developing an institutional framework for online and technology-supported learning and will report back to Senate by the March 2024 meeting."

Moved by K. Ashley and seconded by K. Pinder.

K. Ashley stated that there has been quite a bit of activity at the MPHEC, and one of the new initiatives relates specifically to online and technology-supported learning. All of the universities in the Maritime Provinces will be required by May 2026 to have an institutional framework for online and technology-supported learning, and that framework needs to individualize the MPHEC overarching guidelines for this type of learning. There is a certain amount of urgency as we have to have the policy developed and submitted to the MPHEC by May 2026, but between May 2024 and May 2025, the MPHEC will be checking in to see where we are in the process. If the Faculty Support Committee could work on this and bring something to Senate by the March 2024 meeting, that would give us time to have something in place for the May 2024 meeting and be able to address any potential questions from MPHEC about this. She apologized to the Faculty Support Committee for the short turnaround time on this.

K. Pinder had nothing to add as seconder.

H. Teismann stated the term "framework" seems very nonspecific. He asked if in some sense, we already have something like this. We have technology support and we have Open Acadia, and he wondered how this is different or similar.

K. Ashley stated that we need to do this for the MPHEC. One of the things the MPHEC is trying to do is get clarity around the terminology that all the institutions are using in terms of the different types of online courses that are being offered. They are also moving towards a situation where once the framework is in place at an institution, that

institution will no longer need to get approvals for switching delivery modes of courses. Currently, there is a lack of clarity in terms of procedures, and once the framework is in place, the MPHEC will be confident that institutionally, we have steps and procedures we can follow.

L. Finniss stated that when reading about the framework, and based on things that she is hearing from other institutions, this is really about clarifying how decisions are being made about which mode of delivery is being chosen and ensuring that those decisions are being made with program level outcomes and course level outcomes at the core and that they are not being made for other reasons. At an institutional level, we should have these checks and balances in place within our framework. One of the challenges that has arisen is that how we move courses online is greatly influenced by the resources we need to do this as well as the technological capabilities of our campus. It may be a difficult discussion about what we can provide to support an online framework, and what our goals are as an institution, and how the framework is designed around that. The Faculty Support Committee can provide recommendations on it, but ultimately the decision on the framework will have to be strongly linked to resources available and to academic planning.

G. Gibson stated that last year, her unit had asked about moving a biology course fully online and they were discouraged from doing that. She asked whether a program is able to do that if it gives the program some flexibility based on the resources it has available.

K. Ashley stated that last year, there were restrictions on going online because Acadia was trying to get back to primarily in-person courses unless there were legitimate reasons for moving a course online. K. Ashley would suggest, in those circumstances, a unit should talk to their faculty Dean to determine whether there is a valid reason for doing it. We wouldn't want a scenario where everybody was going online, so it's about finding that balance.

M. Tango asked about whether Maple League institutions would work collaboratively on their frameworks, or whether they will be worked on by each institution individually.

K. Ashley replied that she believes it is something that needs to be worked on by each institution because the context is different at each university. The resources available would be different at each university, for example. She expects that this is something that the MPHEC would be looking at.

MOTION ON ONLINE AND TECHNOLOGY-SUPPORTED LEARNING CARRIED.

K. Ashley thanked the Faculty Support Committee.

**b) Ad Hoc Committee
on Microcredentials
Report**

The Chair asked J. Sachs whether he wanted the motion to be made at this meeting, with five minutes remaining, or be placed on the next agenda.

J. Sachs suggested making a motion to extend the meeting.

The Chair stated that the room was booked for a class after our meeting, so the most it could be extended is 15 minutes.

Motion to extend the meeting to 6:15 p.m.

Moved by J. Sachs and seconded by K. Pinder.

MOTION TO EXTEND THE MEETING TO 6:15 P.M. CARRIED.

J. Sachs made the motion: "It is moved that all microcredential programs offered by Acadia University, as defined in this motion, fall under the jurisdiction of Senate. Furthermore, it is moved that all policies related to the creation, approval, discontinuance, and oversight of microcredential programs be vested in the authority of the Board of Open Acadia Committee, excepting those offered by the Acadia Divinity College. These policies shall be presented to the Senate for approval. Furthermore, it is moved that the Board of Open Acadia shall present annually to Senate a report containing details of these programs, including but not limited to information regarding the creation, elimination, or redevelopment of microcredential programs, registration and completion rates and participant feedback."

The motion includes the definition of "microcredential":

- Recognizes a competency or skill earned through a short-duration or applied learning experience that aligns with sector, employer, profession, community, or learner needs;
- Involves a formal assessment that participants have achieved a level of competence or met a particular standard of performance;
- Includes a Letter of Completion that verifies that the learner has achieved a level of performance in completing all tasks as part of the microcredential program that would indicate proficiency; and
- Does not confer on the learner any credit nor contribute toward the completion of an Acadia University certificate, degree, or diploma.

Moved by J. Sachs and seconded by K. Pinder.

J. Sachs thanked members of the committee for their hard work. He clarified that the motion does not establish a microcredential program, and it does not authorize the establishment of a microcredential program. It does say that were a microcredential program to be developed, the proper committee for the development or review of such a program would be the Board of Open Acadia Committee. The motion establishes a definition. Although not specifically tasked with developing the definition, it was impossible to consider microcredentials without defining the terms.

K. Pinder had no comments to make as seconder.

H. Teismann stated that due to the use of multiple furthermores, the motion reads like three motions strung together. He also asked about the legal status of the definition. If somebody wanted to bypass this motion, assuming it was accepted, they could simply do this by not adhering to one of the little things in the definition that is so detailed, because it would not technically be a microcredential.

J. Sachs responded by saying that he does not know the legal status of the definition. Because there is currently nothing like this at Acadia, he felt it necessary to give the motion some shape, but perhaps it's nothing that needs to be laid out here. We have an Act in the Province that spells out what a degree is, but we don't have this with respect to microcredentials. Someone could potentially get around the language, but they would have to face Senate. J. Sachs hopes that this is a tool and not an opportunity for loopholes.

President Hennessy stated that he generally thinks this is a good idea, these things belong at Senate and that Senate has authority over any academic credential that the university would offer. With respect to the definition, it seems this is a framework that would be set up for what would be considered sub-degree program type credentials. Some universities use microcredentials for certification for various things (in chemistry, research tools, etc), but you could have a discipline specific microcredential and he is wondering if the definition would catch this and whether the Board of Open Acadia would be the right body for that. He asked about the situation where a discipline wanted to establish something like this. Is the idea that it gets brought to Senate for approval because a certification is something that Senate has control over.

K. Ashley added that the definition used is based on the definition in the Nova Scotia Framework on Microcredentials, so that is where a lot of the language was pulled from. There are MPHEC definitions of the

terms certificate and diploma, related to the number of credit hours of instruction. What we're dealing with here is mostly non-credit certifications and so we couldn't call them certificates or diplomas. They would rest with the Board of Open Acadia right now because that's where a lot of extension learning goes, but the hope is they could be one-offs where you're going to do a one-day course, and you will get some sort of microcredential, or they could be a series of courses towards a more substantial microcredential. If we do not use this type of language, we are going to be the outlier compared to other universities in the province, and that would be detrimental to our connections with the broader community. One focus area at the provincial level is to find ways to connect universities to their local communities so that they can offer some meaningful programming, sometimes in cooperation with industry if that is appropriate, but not necessarily. It really is a type of extension role that universities can play here.

T. McGillivray stated she absolutely supports this motion in principle because she thinks that protecting our brand at Acadia with anything that we offer that even remotely relates to academics is a really important thing for us to do. She wanted to know whether the Professional Certificate in Maritime Security sponsored by Irving falls under the definition that's been proposed here. This is a leading question, because if it does, that's a good thing in her view.

K. Ashley stated that it could theoretically fall under the definition. Right now it can't because it's called a certificate, and that goes against MPHEC guidelines. That said, if new programs like that were developed, they could fall within this microcredential definition.

T. McGillivray responded that this is good, and then we could title them appropriately so that we don't call them diplomas or certificates inappropriately.

T. McGillivray had a second question, which she felt that D. Benoit may have some input about. Within the technology industry, there are many different microcredentials. If we were ever to go down the path of offering those microcredentials that are generally accepted in industry, how would that fall under this, and how would we align with existing schools and industry standards out there. She stated she would still like to see this all be stitched together at Senate.

J. Sachs responded that it's precisely to develop that type of policy that this motion has been put forward. The committee came at this issue with no hostility, trying to find a way for microcredentials to happen, if indeed this is the will of the Senate and other relevant parties. So, for example, if Microsoft wanted to develop a training program in a new type of software, and they wanted to be partner

with Acadia for delivery, there would be a way for them to come to the Board of Open Acadia and work through how to do it appropriately. It could also be a faculty member or unit on campus that wants to develop something, and they could come to the Board of Open Acadia with it. J. Sachs hopes that whatever policy it is, it would allow for multiple avenues. This could work toward making university education more accessible.

T. McGillivray asked about cases where there was already an existing curriculum that we just wanted to offer because it is a revenue opportunity, and whether that be something that could be considered and incorporated into the policy.

K. Ashley stated that the committee, when it met recently, would be open to continuing its work but one of the things discussed was that Acadia will need clearer guidelines going forward on how to deal with industry in this type of situation. Dalhousie, for instance, has a policy on how to create microcredentials with industry when approached, and if we want to move forward with this, we will need to do work on that as well.

D. Benoit asked whether the definition applies to just the types of things that people would want to pay for as a course, and whether workshops and other things that a unit might put on separately for students would be excluded. The way he reads this is that a first aid course or WHMIS training falls under this now, geology field work training falls under this now, and he does not think that those types of things should fall under this policy. He does not want to go through Open Acadia because he wants to run a skills workshop on the weekend for students or community members. He understands other courses would need to go through Open Acadia, but he does not believe that departments would be happy to have to coordinate this through Open Acadia every year for these types of things.

S. Duguay made a comment that there is a potential for Acadia to do this the correct way and it should be overseen by a committee. He is not a voting member of Senate, but he wanted to share that he is not against the motion but he wants to speak about the amount of work that may be ahead for this group. If it is done correctly, it's a lot of work with industry partners, a lot of development of programming that fits Acadia, and these things are quite fluid. Programs can work well for a few months, and then become useless. Dalhousie does not run these things through Senate. They see it strictly as operational, as a potential revenue stream on the side that supports the institution.

K. Ashley responded to D. Benoit's comments and said that it depends on whether you want to call your workshop or training session a microcredential. If you're not worried about having some sort of

certificate or letter at the end, it doesn't need to go through the Open Acadia process. A microcredential involves some sort of assessment and document at the end that shows you've completed it. She believes that you don't necessarily need to filter every single thing you offer on the side as an add-on for students through this process.

The Chair gave the example of cases where Acadia holds training but the assessments are done by an external organization.

D. Benoit replied that things like WHMIS and first aid training still meet all of the definitions of what a microcredential is because there is an assessment and there is a certificate. He also noted what S. Duguay had said and mentioned that the turnaround time would need to be very quick in those situations.

The Chair stated that courses like WHMIS and first aid training are held at Acadia and through Acadia but aren't branded as Acadia courses.

D. Benoit understood that Acadia is offering them even though the curriculum is created elsewhere. There is a concern about whether Senate has the ability to actually look at some of these types of programming in a timely fashion. He is also trying to clarify where the defining line of a microcredential is.

N. D'Amato asked if there is a concern about this slowing down the process, going through Senate. The technology could be old news by the time it goes through the Board of Open Acadia and then through Senate.

The Chair stated that in the last few years, there have been several special meetings of Senate for time-sensitive items.

N. D'Amato wondered whether this could be done retroactively in some cases to streamline things. He wondered whether there could be a process where a workshop is given, and then the details could be provided to the Board of Open Acadia and it could be retroactively accredited as a microcredential based on what was outlined.

The Chair stated that is now 6:15 pm so the meeting needed to end at this point.

The Chair asked whether J. Sachs would like for her to ask Senate if they're comfortable voting on the motion, or whether he would like to move to table the motion until the next meeting to hear more input.

J. Sachs recommended tabling.

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**Motion to table the motion until the December meeting of Senate.
Moved by J. Sachs, seconded by K. Pinder.**

MOTION TO TABLE THE ITEM CARRIED.

9. Adjournment

Motion to adjourn at 6:16 p.m. Moved by C. Stanley.

ORIGINAL SIGNED

J. Peckham,
Recording Secretary of Senate and University Secretary

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT – NOVEMBER 6, 2023

Organizational Restructuring

The Senior Leadership Team (SLT) has been restructured to include four Vice Presidents: Vice President Academic, Vice President Finance and Administration, Vice President Student Experience, and Vice President Advancement. The former Vice Provost Students, Recruitment, and Enrolment Management position has been eliminated and Scott Duguay has been appointed the new Vice President Student Experience, reporting directly to the President. Scott's team will also include a new Marketing and Communications Department. The Office of the President staff has been reduced from 4.75 FTE positions to 2.75 FTE positions (including the University Secretary), with 2 FTE roles being reallocated to University Advancement to fill critical needs in donor communications and external community relations.

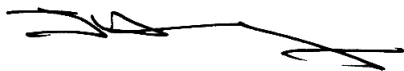
Equity, Diversity, Inclusion, and Anti-Racism Leadership

Following discussions with the EDIAR Council, the Board of Governors, and the former Vice Provost of Equity, Diversity, and Inclusion, we will be creating a new full-time position at the Associate Vice President level to provide leadership to the university in Equity, Diversity, Inclusion, and Anti-Racism. The search will be conducted by members of the EDIAR council, and the position will report to the Vice President Academic.

MOU Update

The Chair and Vice Chair of CONSUP (David Dingwall and Robert Summerby-Murray) met with the Premier and Chief of Staff on October 30 to have a preliminary discussion in advance of the formal MOU negotiations. The Premier's Chief of Staff committed to de-briefing Deputy Minister Ryan Grant on the meeting and its outcomes which includes a follow-up meeting between the Deputy Minister and CONSUP's MOU development committee, which includes representatives from CBU, SMU, STFX, NSCAD, and DAL. The CONSUP Secretariat will begin scheduling this critical next step immediately. Since Acadia is not part of the formal committee, I have initiated individual discussions with the Deputy Minister who was on campus October 20. Acadia has assisted the Government with initiatives relating to health care (Nursing program, PsyD program, Red Spruce Mental Health Clinic) and a looming teacher shortage (with thanks to colleagues in the School of Education for helping to mitigate this situation), and this will help make our case for a bilateral funding arrangement in addition to the blanket MOU.

Respectfully submitted,



Jeffrey J. Hennessy, Ph.D. (he/him)
President and Vice Chancellor

VICE-PRESIDENT ACADEMIC REPORT TO SENATE – NOVEMBER 2023

ACADEMIC UPDATES:

- The Academic Program Development, Quality Assurance, and Planning website has been launched. The website contains information and resources for both program development processes and academic program reviews: <https://academicplanning.acadiau.ca/welcome.html>
- Building on work done in Dr. Terrence Weatherbee's Design Thinking and Business Model Course, the School of Business has adopted a syllabus statement on the use of AI:

Use of artificial intelligence tools by students to assist with their learning is allowed only if:

prior permission has been given by the course professor/instructor, and
the student properly credits/cites how the AI technology was used in their work.

AI must be used in an ethical and responsible manner as a positive learning tool. AI may not be used in ways that violate Acadia's Academic Integrity Policy. Students are reminded that plagiarism, or other forms of cheating, are both types of academic dishonesty.

- The French Embassy Cultural and Educational Attaches visited campus on 30 October 2023 to promote student study and work exchanges in France, as well as scholarship opportunities for students from Atlantic Canada. They encouraged Acadia students from all disciplines to apply for France-Acadie and French+Sciences bursaries: (<https://francecanadaculture.org/frenchsciences-program/>)

CO-OP UPDATES

During the summer 2023 work term, Acadia had 176 students scheduled to work, of whom 150 successfully secured relevant jobs (an 85% success rate). In the Fall 2023 work term, 30 students were scheduled, 23 of whom have secured employment (a 77% success rate). A significant proportion (75%) of the students who have not found work over the past 2 terms are from the Computer Science program.

In terms of recruitment, 178 students applied for the Co-op program, marking a significant increase compared to the ten-year average intake of 131 and the previous high of 149 in 2020. Data by program is below. The Computer Science program has seen the most substantial rise in students. As a result, the Co-op office has initiated a planning process to enhance job development opportunities in this specific area where Acadia has already experienced challenges.

Of the 178 applicants, 137 have already participated in the first three workshops of our recently expanded professional development program. These initial workshops have been designed to help students understand Co-op program requirements and develop their job search skills. The professional

development program will continue in the new year, with a focus on providing students with transferable workplace skill development workshops to prepare them for successful work terms.

Program	September 2023 Intake
Biology	10
Business Administration	52
Chemistry	4
Community Development	5
Computer Science	40
Economics	1
English	1
Environmental and Sustainability Studies	8
Environmental Geoscience	4
Environmental Science	9
French	1
Geology	3
History	3
Master of Math and Statistics	1
Math and Statistics	3
Nutrition	10
Physics	1
Politics	5
Psychology	13
Sociology	4
TOTAL	178

MPHEC UPDATES:

- MPHEC will be assessing Acadia’s program review process in 2025. This is a Stage 2 assessment; Stage 1 occurred in June 2007. The purpose is to ascertain whether Acadia has implemented its own Stage 1 recommendations and the MPHEC’s Stage 1 recommendations (The MPHEC “is undertaking measures intended to ensure the continuous improvement in the quality of academic programs and of teaching at post-secondary institutions within the MPHEC scope”). We will need to begin our self-study before May 2024. In advance of the review, Acadia is working to improve its mid-point follow-up process with units and its archival processes. Links to relevant documents can be found on Acadia’s Quality Assurance webpage: <https://academicplanning.acadiau.ca/welcome/program-development-and-modification/quality-assurance-monitoring.html>

They are also provided here for reference:

- Acadia’s 2007 MPHEC assessment:
http://www.mphec.ca/resources/Final_ACA_Assessment.pdf

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- MPHEC Quality Assurance Committee Terms of Reference:
<http://www.mphec.ca/about/advisorycommittees/quality-assurance-committee.aspx>
- MPHEC 2016 Guidelines for Quality Assurance Frameworks:
<http://www.mphec.ca/quality/ongoing-ga/guidelines-2016.aspx>
- Acadia needs to develop an MPHEC-aligned Institutional Framework for Online and Technology-Supported Learning by May 2026.

PEOPLE UPDATES:

- Six biology students and 2 professors attended the 47th Annual Meeting of the Atlantic International Chapter of the American Fisheries Society in Saint John, NB. Emma-Jean Freeman was awarded a prize for the best oral presentation.
- Ten geology students and 2 professors attended the Atlantic Universities Geoscience Conference in St. John's, NL. Hayley Newell was awarded a prize for the best poster presentation.
- Dr. Edith Callaghan has been appointed Acting Director of the School of Education from 1 November 2023 to 30 April 2024.
- There are four upcoming retirements. Many thanks are due to these faculty members for their important contributions to Acadia over the course of their careers:
 - Dr. Darlene Brodeur (Psychology)
 - Dr. Heather Hemming (Education)
 - Dr. Vernon Provencal (Classics)
 - Prof. Cindy Trudel (Business, Computer Science, and Math and Statistics)

PROGRAM UPDATES:

AFRICENTRIC B.Ed

The School of Education has submitted a proposal for an Africentric B.Ed. cohort to the Delmore Buddy Day Learning Institute.

M.Ed COUNSELLING

An M.Ed in Counselling program expansion proposal has been submitted to the Department of Advanced Education.

NURSING PROGRAM

The Nova Scotia College of Nurses has approved the Acadia Nursing program as a satellite of Cape Breton University's program.

PSYD (PSYCHOLOGY DOCTORATE)

The Department of Psychology has submitted a PsyD proposal to the Department of Advanced Education.

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STUDENT SURVEYS:

The Vice-Provost Teaching and Learning and LTID have created a SharePoint resource on student surveys. The site contains templates, how-to videos, links to information on student assessments of teaching effectiveness, and information on how to administer the surveys at a departmental level:

<https://acadiu.sharepoint.com/sites/projects/coursesurvey>.

TEACHING AND LEARNING UPDATES:

The first New Faculty Community of Practice took place on 5 October 2023 and focused on active learning strategies. The second session, a panel of recent new faculty members, will be scheduled for mid-November.

Respectfully submitted,

Dr. Kate Ashley
Vice-President Academic (Interim)

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

Campus-wide events in October and November include a series of research and innovation workshops and information sessions:

ACENET Training

- **October 13th** - in-person multi-session ACENET event in the Fountain Commons: **Managing Sensitive Data - Best Practices & Guidance for Research Data Management; Python Beyond the Desktop; and Using Cloud in Research**. Repeat and follow-up sessions (dates TBD) on **Research Data Management** are anticipated in the coming months.

Looking Beyond Your Horizons: Sources of Alternative Research Funding

- **October 30th - ResearchNS info session** (Fountain Commons). The COO, Marli MacNeil, presented on the various funding programs and services offered by ResearchNS, including **new, intentional research funding**. This session was well attended by researchers across many disciplines. The presentation was recorded and is available upon request to Leigh Huestis. RIGS staff were consulted on a **new student research scholarship program**, with a focus on the social sciences, currently in development by ResearchNS.
- **Rescheduled session! November 29th (starting at 12:30pm, lunch provided, Fountain Commons) with Ray MacNeil, Change Lab Action Research Initiative (CLARI)**. This session will cover CLARI's **community research partnership funding program** and the upcoming **policy impact workshop** at SMU (hybrid, date TBD).

Women In Business: Learning From Local Leaders

- **November 15th (5:30-7:00 pm, Top Floor Patterson Hall)**, hosted by the Women in Business Society and Acadia Launchbox (for student entrepreneurs). Panelists will include **Dr. Kim Borden Penney – Women's and Gender Studies, Acadia**, Beatrice Stutz - Grand Pré Wines, Jane MacDonald - Janes Again Wolfville, Katherine McNeill – Mycaro, and Paula Milbradt – Empowermil. Panelists will discuss their entrepreneurial journeys and accomplishments, unique challenges faced by women in business, and offer advice for aspiring women.

Intellectual Property, Copyright and Generative AI: What Artists and Creatives Should Know

- **November 23rd (12:30-1:30 pm, BAC 235)**. This specialized session, to be delivered by Adam Haller (JD) from Dalhousie University, will cover what artists and creatives should know about IP and copyright generally, as well as touch on some of the legal issues arising in Canada around the use of generative AI.

EXTERNAL GRANTS TO FACULTY

Dalhousie University/NSERC Alliance – Funding Sub-Agreement - \$464,750

- **Dr. Michael Stokesbury** (Biology) will receive **\$464,750** over five years for his contributions to a NSERC Alliance project led by Dalhousie University entitled: *Understanding habitat connectivity and population structure central to the conservation of culturally and commercially valued species in Pekwitapa'qek and Pitu'pa'q*. This five-year collaborative research project will enable better stewardship of culturally and commercially valued aquatic species (gaspereau, striped bass, American eel and American lobster) and their habitats in parts of Mi'kma'ki, including Pekwitapa'qek (Bay of Fundy) and the Pitu'pa'q (Bras d'Or Lakes). The project builds on the established research infrastructure and existing partnership between the Confederacy of Mainland Mi'kmaq (CMM)/Mi'kmaw Conservation Group (MCG), Unama'ki Institute of Natural Resources (UINR), Fisheries and Oceans Canada (DFO), Ocean Tracking Network (OTN), Acadia University, Dalhousie University and commercial fish harvesters.

McMaster University/SSHRC– Funding Sub-Agreement

- **Mark Adam** (Music) received **\$1,927 in Year 1** funding as a co-investigator for the SSHRC **Partnership Development Grant** entitled: *The Canadian percussion network: A partnership to enhance percussion research, knowledge mobilization and performance across Canada*.

RESEARCH & SERVICE AGREEMENTS

Nova Scotia Mineral Resources Development Fund – Services Agreement

- **Dr. Cliff Stanley** (Earth & Environmental Science) will receive **\$6,310** as part of a Nova Scotia Mineral Resources Development Fund Prospector Grant. Dr. Stanley will oversee a student project investigating whether coarse fraction till geochemistry can be used to explore for Li-bearing pegmatites near Brazil Lake, despite the relatively thick layer of glacial till that covers bedrock in that area.

VITIS Vines Inc. – Service Agreement Amendment

- **Kendra Sampson** (KC Irving Environmental Science Centre) received an additional **\$6,000** from VITIS Vines Inc. to expand research undertaken for *Consultation and identification of optimum growth vessels for maintaining virus-tested grapevine mother plantlets in culture*.

Southwest Lobster Science Society (SLSS) – Data Use Agreement

- **Dr. Trevor Avery** (Biology) has entered into a Data Use Agreement with SLSS. The data from SLSS lobster tagging will contribute to a research project conducted by a graduate student.

OTHER AWARDS/RESEARCH FUNDING

Acadia Laboratory for Agri-food & Beverage (ALAB) - Update

In October 2023, ALAB conducted analytical testing for 22 clients in the Atlantic region (**\$6,953**). These tests are in addition to testing conducted under a \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

RESEARCH FUNDING PROGRAMS – APPLICATION SUBMISSION DATES

Internal

- University Research Fund (Article 25.55) - October 15; February 1
- Harrison McCain Foundation Grants - anticipated in Spring, date TBA
- SSHRC Institutional Grants (SIG) - 2014 (TBA)
- Summer undergraduate student research awards (HSRA, USRA, Donor) - February

External

- [SSHRC Insight Grants](#) (extended to the 4th) - October 1
- [SSHRC Connection Grants](#) - November 1, February 1, May 1, August 1
- [SSHRC Partnership Development Grants](#) - November 15
- [SSHRC Partnership Engage Grants](#) - June 15, September 15, December 15 and March 15
- [NSERC Research Tools and Instruments](#) - October 25
- [NSERC Discovery Grant](#) - November 1
- [NSERC Alliance \(partnership\) Grants](#) – Open Call
- [Canadian Foundation for Innovation \(CFI-JELF\)](#) - October 15, February 15, June 15
- [NS Habitat Conservation Fund](#) - October 15
- [MITACS](#) (student and post-doc internships; various programs) – Open
- [CLARI \(Change Lab Action Research Initiative\)](#) – Open Call
- [Research NS](#) – note new “Intentional” Research Funding - Open Call (contact RIGS for additional information)

November 2023 is the last month of my administrative term in RIGS (appointed in 2017). Dr. Suzie Currie will then commence as Interim Associate VP Research, Innovation and Graduate Studies. Please welcome Suzie as she returns to Senate in December in a research-focused leadership role.

Respectfully submitted,

Anna Redden, PhD

Associate VP Research, Innovation & Graduate Studies

ACADIA STUDENTS’ UNION REPORT TO SENATE – NOVEMBER 13, 2023

No announcements received as of November 13, 2023.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE – NOVEMBER 13, 2023

Dr. Anna Robbins recently visited Acadia's affiliated college Bethel Bible Seminary in Hong Kong and spoke at their graduation, the last with a cohort of Acadia University graduates.

Dr. Danny Zacharias has been appointed full Professor of New Testament Studies by the ADC Board of Trustees, on recommendation of the ADC President, following a process of evaluation by the faculty review committee.

Dr. Wing Yi (Grace) Au, Assistant Professor of New Testament Studies, has published *Paul's Designations of God in Romans*, Mohr Siebeck, 2023.

**Awards Committee
Senate Transition Report
November 13, 2023**

Dear Senators,

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

The 2023-2024 Awards Committee membership is as follows:

- Jeff Hennessy (President)
- Xiaoting Wang (Faculty of Arts)
- Heather Hemming (Faculty of Professional Studies)
- Lisa Price (Faculty of Pure and Applied Science)
- Anna Robbins (Faculty of Theology)
- Erin Patterson (Librarian/Archivist)
- Henry Demone (Governor or Senator)
- Sadie McAlear (Student)

A public call for honorary degree nominations was sent to the Acadia community on September 13, 2023. The deadline for submissions is November 15, 2023.

A public call for Emeriti distinction nominations was sent to the Acadia community on October 17, 2023. The deadline for submissions is January 31, 2024.

The Committee will meet early in the new year to review the submissions, with the goal of Senate receiving recommendations for honorary degree recipients at the February 2024 meeting and Emeriti nominations at the following March 2024 meeting. The Committee also intends to review the Guidelines for Professor Emeritus Nominations.

Respectfully submitted,



Jeffrey J. Hennessy, Ph.D. (he/him)
President and Vice Chancellor

**By-Laws Committee
Senate Transition Report
6 November 2023**

Membership (3)	Representative	Retirement	Replacement	Period
1 Arts (Senator)	Jeffrey Sachs (Secretary)	2025 Repl.	Jesse Carlson Sabb	2023-4
1 Prof. St. (Senator)	Vacant	2026		
1 P&A Sc. (Senator)	Michael Robertson (Chair)	2024		
1 Theology (Senator)	Danny Zacharias	2025		

Duties:

(1) to incorporate, on an annual basis, any changes to the By-laws of Senate occasioned by the decisions and operations of Senate;

(2) to review any changes to the By-laws of Faculty and Faculty Councils prior to their presentation to Senate and recommend any revisions or additions deemed necessary;

(3) to conduct periodic reviews of the By-laws of the Senate, Faculty and Faculty Councils and recommend any changes or additions deemed necessary. These reviews should be staggered such that the By-laws of each of these bodies are reviewed at a minimum every five years;

(4) to monitor the evolution of the academic committees and to recommend changes to the committee structure of Faculty Councils and other bodies at the University for which it is responsible;

(5) to deal with any other matters which Senate might refer to the Committee.

Activity:

The committee met Nov. 1, 2023, and Michael Robertson was elected Chair. Jeffrey Sachs was elected Secretary.

The committee's mandate was reviewed.

The committee is planning on meeting monthly, or as needed, either in person or virtually.

Respectfully submitted,

Michael Robertson

Chair

**Curriculum Committee (Administrative)
Senate Transition Report
October 25, 2023**

Membership:

Chair of Curr. Comm. (Policy): Roxanne Seaman
Registrar: Mark Bishop
Dean of Libraries and Archives (Acting): Jennifer Richard
Arts: Vacant
Arts: Vacant
Prof. St.: Jennifer Tinkham
Prof. St.: Ashley Doyle
P&A Sc.: Andrew Mitchell
P&A Sc.: Allison Walker
Theology: Chris Killacky
Student: Vacant
Invited Guest: Shawna Singleton

Chair: Allison Walker

Meeting dates for the upcoming year: The SCC Admin will meet in December (tentatively Dec. 6th and 7th) and/or January, as well as additional dates as needed.

Meeting modalities for the year: Teams

The duties of the Curriculum Committee (Administrative) shall be:

- 1) to oversee and co-ordinate all proposed changes in undergraduate degree, certificate or diploma requirements, including interaction with the originators, and to make recommendations to Senate concerning such changes.
- 2) to identify issues arising as a result of recommended changes in undergraduate degree, certificate or diploma requirements, and to forward issues to relevant bodies for consideration and action.
- 3) to consider all changes in undergraduate courses from all departments or schools, or from any individual concerning changes in the curriculum, including interaction with the originators, and to make recommendations to Senate concerning such changes.
- 4) to collaborate with the Registrar's office to produce the programs of study and course listings sections of the annual Calendar.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

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SCC (Admin.) goals for the year:

1. Curriculum changes submitted by faculties
2. Review of forms

Submitted on behalf of Committee,
Mark Bishop

**Disability Policy Committee
Senate Report
November 6, 2023**

Membership:

Gillian Haste	Accessibility Resource Facilitator (ex-officio)
Marissa McIsaac	Manager, Accessible Learning Services (ex-officio)
Mark Bishop	Registrar (ex-officio)
Anna Wilks	Arts
Kelly Brenton	Professional Studies
Stephanie Jones	Science
Shawna Peverill	Theology

Chair: Kelly Brenton

Meeting Dates:

The committee met on November 2, 2023. This committee will meet a minimum of twice during the academic year, with the next meeting being held during the Winter semester (TBD).

Duties of the Committee:

The Senate Disability Policy Committee monitors the implementation of the Acadia University's Disability Policy, conducts an annual review of the Disability Policy and if necessary, recommends Senate amendments to the policy, and deals with any other matters which Senate might refer to the Committee. The Committee also regularly receives reports from Accessible Learning Services on the number of students registered, trends that are emerging, feedback on any policy changes, and development of future and ongoing plans for the department. The Committee is also named in the University's Accessibility Plan 2030 and continues to monitor the progress toward established goals within the document.

Reviewing the Disability Policy (2015) and supporting the ongoing efforts of Accessible Learning Services, along with any identified goals as a part of the Accessibility Plan 2030 will be the Committee's focus during this academic year.

Submitted by:

Kelly Brenton
Chair

**Faculty Support Committee
Transition Report
1 November 2023**

Membership

1 Provost & VP Academic (or designate)	Lauren Finniss (designate) ex-officio
1 Association of Atlantic Universities FDC rep	Darcy Benoit ex-officio
1 Coordinator of Academic Technologies	Shelly Vaughan ex-officio
1 Arts 2023-2024	Rachel Brickner 3 yr 2025 <i>Repl. Jamie Sedgwick Sabb</i>
1 Prof. St.	Michelle Boyd 3 yrs 2024
1 P & A Sc.	Darcy Benoit 3 yr 2026
1 Theology	Stuart Blythe 3 yr 2024
1 Librarian/Archivist	Agnieszka Hayes 4 yr 2026 (<i>Repl. In Jan 2024</i>) <i>Repl. Heather Saunders Aug 2023 Feb 2024</i>
1 Student	Ben Morris 1 yr 2024

Mission Statement:

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

The duties of the committee are:

- (1) to advocate for teaching and learning resources for faculty
 - (2) to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
 - (3) to collect faculty ideas and develop suggestions to meet faculty development needs
 - (4) to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
 - (5) to consider matters as Senate may from time to time entrust to the Committee
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The Faculty Support Committee met on 2 October 2023 and 1 November 2023. The committee agreed to meet monthly, with additional meetings scheduled if needed (next scheduled meeting is for 23 November 2023, 10:30am to 12pm). Meetings will be hosted in a hybrid format.

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

1. In accordance with duty #1, deliver presentation to the Board on February 8, 2024, sharing "A Day in the Life of an Academic"

2. In accordance with duties #2 and #3, conduct a survey of faculty on use of educational technologies in their classes. The objectives of the survey would be to:
 - a. Create an inventory of tools and applications currently being used across campus
 - b. Identify costs associated with the technology for students and the institution
 - c. Identify gaps where faculty would like to utilize technology if it were made available
 - d. Ask faculty members to report on potential barriers to accessibility created by using the technology
3. In accordance with duty #4, provide a recommendation for the creation and design of an internal teaching award program that provides faculty members, at various stages of their career, the opportunity to receive university-wide recognition and lay the foundation for applications to external teaching awards

Senate Graduate Studies Committee Fall 2023 Transition Report to Senate

Membership for 2023/2024: Associate VP Research, Innovation & Graduate Studies (ex-officio):
Anna Redden / Suzie Curie (as of Dec)

1 Program Coordinator (Psychology) A. Champod ex-officio
1 Program Coordinator (Biology) M. Mallory ex-officio
1 Program Coordinator (Comp Sci) E. Shakshuki ex-officio
1 Program Coordinator (English) K. Pinder ex-officio
1 Program Coordinator (Education) G. MacKinnon ex-officio
1 Program Coordinator (Educational Studies, PhD) L. Aylward ex-officio
1 Program Coordinator (Political Sci) C. Mutlu ex-officio
1 Program Coordinator (Comm. Dev) M. Sweatman ex-officio
1 Program Coordinator (Sociology) S. Rudrum ex-officio
1 Program Coordinator (Math/ Stats) F. Mendivil ex-officio
1 Program Coordinator (Geology) S. Barr ex-officio
1 Program Coordinator (Enviro. Sci) N. O'Driscoll ex-officio
1 Program Coordinator (Chemistry) N. Faraone ex-officio
1 Program Coordinator (Theology) S. Blythe ex-officio
1 Program Coordinator (Applied Geomatics) M. Snyder ex-officio
1 Program Coordinator (Social & Political Thought) A. Biro ex-officio
1 Program Coordinator (Applied Kinesiology) C. Shields ex-officio
1 Chair, Senate Curriculum Committee (non-voting) ex-officio (in discussion with By-Laws Cttee)
1 Graduate Student (Arts) Allie Delaney 1 yr
1 Graduate Student (Prof. St.) Jesse Demaires-Smith 1 yr
1 Graduate Student (P&A Sc.) Tristan Murray 1 yr
1 Graduate Student (Theology) TBD 1 yr
Chair: Anna Redden (up to end November); Suzie Currie (commencing December)
Support: Theresa Starratt, Graduate Studies Officer

The first meeting of the Senate Graduate Studies Committee was held via Teams on 10 October. The Chair referred the members to the Terms of Reference and Graduate Program Coordinator Duties.

Meeting frequency and mode: Given the large size of the Committee, meeting mode will be Hybrid or via Teams, with 1 or 2 full committee meetings per semester, plus subcommittee meetings for scholarship/award competitions and other activities as needed. Graduate curriculum changes and minor items are normally reviewed and approved via e-mail.

Goals and priority activities for the coming year:

- Review all proposed graduate program changes and any new proposals prior to Senate review.

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- Sub-Committees to adjudicate graduate student external scholarship applications (NSERC, SSHRC, CIHR, ResearchNS, NS Provincial) and the Acadia Outstanding Master's Research Awards.
- Update policies, coordinator roles, practices (e.g., in cases of student-supervisor conflict), guides (e.g., thesis defence), Outstanding Master's Research Award evaluation criteria, and various forms.
- Examine year-to-year trends in graduate student enrollment, retention and completion rates, opportunities with the Maple League, and make recommendations where needed.
- Faculty committee members and both full-time and part-time graduate students to review and provide feedback on the current draft policy and progress report form to document and track the progress of part-time students. Following Senate approval, implement the part-time graduate student policy and progress reporting.
- Identify and support professional development activities for graduate students.
- Promote, support and celebrate graduate student research.

Respectfully submitted,

Anna Redden, Chair Associate VP Research, Innovation and Graduate Studies

**Senate Honours Committee
Fall 2023 Transition Report**

Committee Membership for 2023/24:

AVP Research, Innovation & Graduate Studies: Anna Redden to 30 Nov, Suzie Currie from 1 Dec (ex-officio)	Registrar: Mark Bishop (ex-officio)
Arts: Andrew Davis (Chair; 2023-24)	Arts: Becky Casey
Prof. Studies: Michelle Boyd	Prof. Studies: TBD (in process)
P&A Science: Ying Zhang	P&A Science: Morgan Snyder
Honours Student (Arts): TBD (in process)	Honours Student (Prof. St.): Julianna LeBlanc
Honours Student (P&A Science): April Sharpe	

The first meeting of the Senate Honours Committee for 2023/2024 was held via Teams on 30 October 2023. Dr. Andrew Davis was elected as chair. Committee members were deputized to search for student representatives to alleviate the burden of asking the ASU. The committee reviewed the Terms of Reference and the 2022/2023 annual report to Senate in which there were recommendations for the current year. One of the highlights for Honours students to date was the Honours Student Research Showcase held on 18 September. This well-attended event was organized by Sociology graduate students, Molly Sutherland and Allie Delaney, with support from the Office of Research, Innovation and Graduate Studies.

Meeting frequency and mode: Meeting mode will default as remote (Teams); in-person or hybrid as needed. Several meetings around the committee's standing annual business of awarding Honours Summer Research Awards, other meetings as needed as this committee transitions through changes in the Research, Innovation & Graduate Studies office.

Goals and priority activities for the coming year:

- Review draft amendments to the duties of the Terms of Reference and send finalized version to the By-Laws Committee for review and approval.
- Review and update institutional policies and guidelines associated with the Honours program and make recommendations to Senate where needed.
- Review available academic unit Honours program guidelines with the aim of identifying practices that may assist departments where guidelines are lacking or limited.
- Undertake the adjudication of applications for Honours Summer Research Awards (HSRA). The application form, process (e.g., transcript submission), and criteria and metrics for evaluation of applications will be reviewed and revised where needed.
- Strengthen interest by undergraduates in pursuing Honours research.
- Celebrate Honours research activities and outcomes (possibly in collaboration with a graduate student research symposium in Winter).

Respectfully submitted,

Andrew Davis, Chair

**Senate Research Committee
Fall 2023 Transition Report to Senate**

Membership for 2023/2024:

Associate VP Research, Innovation & Graduate Studies (ex-officio): Anna Redden / Suzie Curie (as of Dec)
Arts Faculty: Can Mutlu
Professional Studies Faculty: René Murphy
P&A Science Faculty: Mojtaba Kaviani
Theology Faculty: Spencer Boersma
Librarian: Ann Smith
Canada Research Chair: Lesley Frank
Director of Research Centre (or Institute): Michael Stokesbury
Graduate Student: Molly Sutherland
Undergraduate Student: Samantha Munroe

Chair: Anna Redden (up to end November); Suzie Currie (commencing December)

Support: RGS staff – Jessica Bradley and Dr Peter Ludlow

The first meeting of the Senate Research Committee was held on 31 October. The Committee membership, Terms of Reference and the 2023 Spring Annual Report to Senate were reviewed. Updates included the September submission of the Institutional Research Data Management Strategy (located on RIGS web pages), the Maple League Research Committee Retreat (held at Acadia in late June), and the Honours student research showcase (mid-September).

Meeting frequency and mode: In person and/or Teams; full committee to meet twice per semester, plus working group meetings for specific activities, as needed.

Goals and priority activities for the coming year:

- Consider and respond to the Research Data Management training and resource needs for faculty), noting that Acadia now subscribes to a data repository (Borealis, via the Library).
- Review and provide feedback on suggested updates to Acadia's Strategic Research Plan (SRP).
- Provide advice/feedback on research policy and make recommendations to Senate where needed.
- Foster research collaboration, networking and mentorship.
- Contribute to activities to celebrate and promote student and faculty research.

Respectfully submitted,

Anna Redden, Chair
Associate VP Research, Innovation & Graduate Studies

**Research Ethics Board
Senate Transition Report
November 13, 2023**

RESEARCH ETHICS BOARD TRANSITION CHAIR REPORT, 2023–2024

Committee membership: Rebecca Casey (Arts), Michael Jeffrey (Community), Stephanie Jones (PAS), Cheri Killam (Community), Ryan MacNeil (FPS), Stephen Maitzen (Chair), Melody Maxwell (Theology), Anna Redden (RGS, *ex officio*)*, Shon Whitney (Community), Graduate Student Representative (TBA)*

* non-voting

Schedule of meetings (in person): September 5, October 5, November 2, December 7, January 10, February 7, March 6, April 3, May 1, June 5, July 3, August 7

Goals and priorities: The timely review of research ethics applications and amendments in accordance with the Tri-Council Policy Statement, Second Edition (TCPS2), and the resolution of any other issues that arise with respect to the ethics of human-subjects research at Acadia

Committee Chair for upcoming year: Stephen Maitzen

Submitted by: Stephen Maitzen (Transition Chair)

**Report of the ad hoc Nursing Program Steering Committee
October 4th, 2023**

Current committee membership (alphabetical):

- Kate Ashley, VP Academic (Interim)
- Mark Bishop, University Registrar (guest)
- Corinne Haigh, Dean, Professional Studies (Chair)
- Matt Lukeman, Department of Chemistry, Faculty of Pure and Applied Science representative
- Benjamin Morris, VP Academic for the Acadia Students' Union
- Rob Raeside, Dean, Pure and Applied Science (Interim)
- Maggie Neilson, Vaughan Memorial Library
- Roxanne Seaman, School of Kinesiology, Chair, Senate Curriculum Committee (Policy)
- Janna Wentzell, School of Kinesiology, Faculty of Professional Studies representative
- Ian Wilks, Department of Philosophy, Faculty of Arts representative
- Brian Wilson, Department of Biology

This report is intended to provide Senate with an overview of this committee's work to date, and to share information related to a Nursing Program at Acadia University, as curated by this committee.

The ad hoc Nursing Program Steering Committee has met three times since the July meeting of Senate (July 20th, September 15th, September 25th).

Updates on approvals required

- Satellite Program: CBU has secured approval from both the Atlantic Advisory Committee on Health Human Resources (AACHHR) and the Maritime Provinces Higher Education Commission (MPHEC) to deliver their program at a satellite location (Acadia). Approval is still needed from the Nova Scotia College of Nursing (NSCN). As with previous proposals, CBU is the lead on this submission with Acadia providing supporting information as needed. to deliver their program at a satellite location (Acadia)
 - A copy of the MPHEC submission was shared with the ad hoc Nursing Program Steering Committee

Recruitment and admissions

- We currently have 23 direct entry students admitted to the program.
- We did not meet our target with regard to designated seats. Only 1 of 21 seats is filled by a student who is Mi'kmaq, Indigenous, and/or African Nova Scotian.

- We will continue to work with CBU who have developed extensive expertise in recruitment of designated groups. We will also build on existing community partnerships and explore new partnerships in Western Nova Scotia.
- The Nursing program was represented at the Open House on September 28th. An information session was led by our partners from the CBU School of Nursing (Steve Iduye and Sue Venter), with an introduction to this inter-institutional partnership by the Dean of Professional Studies. These colleagues also participated in the academic program fair.
- There will be no opportunity for Direct Admission at Open House events as students need to write the Casper test before applying and being admitted.

Academic orientation

- Students were block registered into their 1st year classes over the summer.
- An orientation event for incoming nursing students took place on September 5th and was a very positive event, led by our partners from the CBU School of Nursing (Steve Iduye and Sue Venter), with an introduction to this inter-institutional partnership by the Dean of Professional Studies.

Curriculum submissions

- There has been some discussion of a revisiting of the purpose/focus of the Committee. In the long term, it may become an advisory committee for the Nursing Program. This discussion will continue as we move through this next academic year and any change in mandate would be brought to Senate for discussion and approval.
- In the short-term, it was agreed that the ad hoc Nursing Program Steering Committee will serve as the “academic unit” when it comes to the passing of curricular changes. As the School of Nursing is within the Faculty of Professional Studies, the ad hoc Nursing Program Steering Committee will review curriculum documents for presentation and approval by the Planning Committee in the Faculty of Professional Studies (FPS), followed by FPS Council, the Senate Curriculum Committee, and then Senate. The committee will invite CBU representatives to participate in this committee, and to support our discussion of these curriculum submissions.
 - Initially, existing CBU practical and clinical courses need to be adopted and approved. At a later stage, Acadia can develop our own program with additions and changes to the curriculum.
 - The committee will next meet to discuss curriculum documents the week of Oct. 16-20, and will start by prioritizing courses for terms 3-5.
- The committee has begun some discussion of placements, including how far from campus these should be. Students in other programs (e.g., School of Nutrition and Dietetics) are placed in Bridgewater, Yarmouth and Kentville. Housing may be a challenge for students in placements.

Infrastructure and equipment

- It is anticipated that Emmerson Hall will serve as a site for the pilot program for a few years.
- Acadia is planning on building a new facility for the Nursing School which might serve other programs on campus as well.
- Marcel Falkenham, Executive Director of Facilities and the K.C. Irving Environmental Science Centre, is working with counterparts at CBU on both of these projects.

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- A list of Nursing specific equipment has been created for purchase.

Respectfully submitted,

Corinne Haigh

Chair, ad hoc Nursing Program Steering Committee

Dean, Faculty of Professional Studies

Senate Motion on Online and Technology-Supported Learning

Whereas by May 2026, all Maritime universities are required to have developed and submitted to the MPHEC an institutional framework for online and technology-supported learning that is aligned to the MPHEC's [Guidelines for Institutional Frameworks for Online and Technology-Supported Learning](#);

Whereas between May 2024 and May 2025, MPHEC will follow up with universities to check on the development of online and technology-supported learning frameworks in order to identify if there are areas of the MPHEC Guidelines that are particularly challenging to put in place and, as a result, may need to be modified;

Whereas MPHEC has requested that each institution review and update relevant policies and practices to align with their new framework and submit to the Commission a copy of their framework and confirmation of Senate (or equivalent) approval;

Whereas until May 2027, universities will be required to submit a program proposal to change an existing approved in-person program to online delivery or maintain an existing approved in-person program online post pandemic if the program is being presented to students or advertised as being fully online (or online plus a work-integrated learning experience that may or may not be online), whether this be on the university's website, in the academic calendar, in its marketing material, etc.;

Whereas starting in May 2027, once each Maritime university has had its framework vetted by the MPHEC and implemented internally, it will no longer be required to submit a program proposal to change an existing in-person program to online delivery;

It is moved that the Senate Faculty Support Committee will make recommendations on developing an institutional framework for online and technology-supported learning and will report back to Senate by the March 2024 meeting.

Senate Ad Hoc Committee on Microcredentials

Current Membership: Kate Ashley, Benjamin Morris, Lisa Price, Christianne Rushton, Jeffrey Sachs (chair), Danny Zacharias, layperson (vacant)

Past Membership: Dale Keefe, Dianne Looker, Sadie McAlear, Lisa Price, Christianne Rushton, Jeffrey Sachs (chair), Danny Zacharias

Duties:

1. To examine the matter of microcredentials from the perspective of Senate;
2. To determine the role of Senate in the creation and on-going supervision of micro-credential programs;
3. To determine whether these programs fall under the jurisdiction of an existing standing committee or whether a new standing committee needs to be created.

The committee met on May 9, 2023 via Teams. Present were Dale Keefe, Dianne Looker, Sadie McAlear, Lisa Price, Christianne Rushton, Jeffrey Sachs, Danny Zacharias, and Benjamin Morris (non-voting).

Jeffrey Sachs was elected as Chair and the agenda was accepted by the committee. The committee's mandate was reviewed and discussed.

The committee met again on October 30, 2023 in hybrid Teams/in person format. Present were Kate Ashley, Lisa Price, Christianne Rushton, Jeffrey Sachs, and Danny Zacharias.

At each meeting, committee members expressed concern that without Senate oversight, the quality of microcredentials could be quite low, tarnishing Acadia's reputation and harming students. Members cited the Professional Certificate in Maritime Security as one example of a microcredential that was established without Senate oversight. There was also some concern that microcredentials could, over time, expand to the point of encroaching on core course offerings from academic units.

Based on a review of microcredentials in other post-secondary institutions and as described in the Microcredential Framework developed by the Nova Scotia government, the committee identified three general characteristics of microcredentials that distinguish them from certificates, degrees, and diplomas: 1) They recognize a level of competence or proficiency in a specific skill or narrow area of knowledge; 2) They do not confer academic credit; and 3) They do not appear on a student's academic transcript. The committee noted that many universities offer microcredentials through their Departments of Continuing Education. A survey of programs at other universities revealed no consistent role for faculty senates in the creation or oversight of microcredentials, but a rule-of-thumb appears to be that wherever a university's act of incorporation vests in senate the authority to set educational policy, that institution's senate will

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have oversight over microcredentials. Roughly half of all Canadian universities with microcredential programs vest oversight in their faculty senates.

At the October 30th meeting, it was decided that governance of microcredentials falls under “educational policy” as defined in Acadia’s Act of Incorporation. Therefore, the committee unanimously determined that all policies related to the creation, approval, discontinuance, and oversight of microcredentials fall under Senate’s authority. The committee also unanimously determined that these responsibilities ought to be vested in the Board of Open Acadia Committee, though multiple members of the committee proposed that perhaps the composition of the Board of Open Acadia Committee would need to be altered to ensure appropriate microcredential governance.

In a subsequent email exchange, the committee members agreed that microcredentials offered through the Acadia Divinity College should be administered separately by the college’s senate.

The committee drafted and unanimously supports a proposed motion for consideration by Senate to this effect, which is included below.

Motion on Microcredentials

Whereas the Senate of Acadia University has directed this committee to examine the matter of microcredentials from the perspective of Senate jurisdiction, and to determine the role of Senate in the creation and on-going supervision of microcredential programs;

And Whereas the committee was directed to 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;

And Whereas the provincial government has established a Microcredential Framework, which emphasizes the importance of developing a process to ensure quality assurance;

***It is moved that* all microcredential programs offered by Acadia University, as defined in this motion, fall under the jurisdiction of Senate.**

***Furthermore, it is moved that* all policies related to the creation, approval, discontinuance, and oversight of microcredential programs be vested in the authority of the Board of Open Acadia Committee, excepting those offered by the Acadia Divinity College. These policies shall be presented to the Senate for approval.**

***Furthermore, it is moved that* the Board of Open Acadia shall present annually to Senate a report containing details of these programs, including but not limited to information regarding the creation, elimination, or redevelopment of microcredential programs, registration and completion rates, and participant feedback.**

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Definitions:

A microcredential is a certification offered by Acadia University that:

- Recognizes a competency or skill earned through a short-duration or applied learning experience that aligns with sector, employer, profession, community, or learner needs;
- Involves a formal assessment that participants have achieved a level of competence or met a particular standard of performance;
- Includes a Letter of Completion that verifies that the learner has achieved a level of performance in completing all tasks as part of the microcredential program that would indicate proficiency; and
- Does not confer on the learner any credit nor contribute toward the completion of an Acadia University certificate, degree, or diploma.

Proposed Policy on Institutional Neutrality for the Board of Acadia University

Part of the mission of Acadia University is to “promote a robust and respectful scholarly community” and to “inspire a diversity of thinkers.”

In order to fulfill this mission, the University is committed to a principle of institutional neutrality. It does not, as an institution, adopt or articulate a position on the issues of the day. Were the University to take sides on important matters of public concern, it would threaten the conditions of free and open inquiry necessary for a diversity of thought and the robust exchange of ideas.

This principle of institutional neutrality does not require that the University remain silent in every instance. On certain occasions, when a matter arises that directly affects the institution or the broader educational and scholarly community of which it is a part, it may be appropriate for the University to articulate its values. However, such occasions must be narrowly construed, and any opinions expressed must be carefully phrased. Moreover, when such occasions arise, the University must also endeavor to reflect the broad consensus of its members and respect principles of shared governance.

The neutrality of the University as an institution should not be misconstrued as a lack of courage or indifference toward matters of public concern. Nothing could be further from the truth. It is precisely because the University values so highly its duty toward the public that it commits itself to this principle.

Lastly, this principle of neutrality is binding on the University as a corporate institution, but it does not affect those who are properly engaged in the educational and scholarly enterprise. This includes students, faculty, outside speakers and guests, and members of the broader community. Such individuals are encouraged to speak out whenever and however they feel is appropriate, while still respecting the mission of the University.

**Academic Planning Committee (APC)
Report to Senate
6 November 2023**

Membership:

Vice-President Academic: Kate Ashley
Dean, Faculty of Arts: David Duke
Dean, Faculty of Professional Studies: Corinne Haigh
Dean, Faculty of Pure & Applied Science: Rob Raeside
Dean, Libraries and Archives: Jennifer Richard
Faculty, Faculty of Arts: Paul Abela
Faculty, Faculty of Professional Studies: Janna Wentzell
Faculty, Faculty of Pure & Applied Science: Jeff Banks
Faculty, IDST Program: Donna Seamone
Student: Benjamin Morris

The Academic Planning Committee met on 6 November 2023.

At its meeting, the committee requested/recommended:

- That Deans consult with their units and, if unit heads/directors/coordinators so desired, invite APC members to discussions of faculty position rankings;
- That Deans solicit feedback from their units on the unit plan document and report back to the committee by the January APC meeting;
- That units submit their plans to Deans by 1 June, and that Deans submit faculty plans to the APC by 1 July, to allow time for review by the APC during its summer meetings.

The committee determined that the following were priorities for its own work this year:

- Whether to split or combine tenure-track and instructor position requests
- To clarify the role of budget information in unit plan documents

The APC also identified the following as academic priorities for 2024-2025:

- Increased support for student Teaching Assistants (low cost, but high impact on program delivery and student experience)
- Student resilience and the transition from high school to first-year university
- Accessibility and universal design in teaching
- Increased program support to maintain currency with professional and/or industry standards (e.g., equipment; technology/software for pedagogical use; lab consumables)
- Open entry degrees (e.g., General B.A., General B.Sc.) so students don't need to declare a major from the outset.

The APC meets again on 7 December 2023.

Respectfully submitted,

Kate Ashley, Chair