



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

Dear Member of Senate:

I advise you that a virtual meeting of the Senate of Acadia University using Microsoft Teams will occur from 9:00 to 12:00 noon on Wednesday May 5th, 2021 using Microsoft Teams due to the COVID pandemic University operations.

The agenda follows:

1) Approval of Agenda

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

3) Announcements ([attached, pages 3-13](#))

4) Time-sensitive Items

- a) Approval of the List of Graduands for the Convocation of May 2021 (*to be circulated separately*)
- b) Enabling Motion ([attached, page 14](#))

5) New Business

- a) Motions from the By-laws Committee: (*C. Mutlu*)
 - i) Motion that Senate approves a change in its Constitution and By-Laws such that the membership of Senate Curriculum Committee (Admin) is changed to include Associate Registrar as an *ex officio – non-voting –* member as per the Committee's request. ([attached, page 15](#))
 - ii) Motion that Senate approves a change in its Constitution and By-Laws such that Research Ethics Board is no longer required to report on complaints it receives back to Senate. ([attached, page 16](#))
 - iii) Motion that Senate approves a change in its Constitution and By-Laws such that duties of the By-laws Committee is clarified in regard to responsibilities and procedures associated with the periodic reviews of Senate, Faculty, and Faculty

Council bylaws. ([attached, page 17](#))

- iv) Motion that Senate approves a change in its Constitution and By-Laws such that the membership of Senate to include two new *ex-officio* (non-voting) members. One for Equity, Diversity, and Inclusion Officer and one for Coordinator of Indigenous Affairs. ([attached, pages 18-19](#))
 - v) Motion that Senate approves a change in its Constitution and By-Laws such that Senate Library Committee be made redundant as per request from the Committee membership as highlighted in the Senate Library Committee – Annual Report to Senate 2019-20. ([attached, pages 20-21](#))
 - vi) Motion that Senate approves a change in its Constitution and By-Laws such that Archives Committee’s list of duties include a mandate “to support academic activities.” ([attached, page 22](#))
- b) Acadia Enrolment Report (*M. Bishop*) ([attached, pages 23-27](#))
- c) Motions from the Admission and Academic Standing (Policy) Committee (*D. Keefe*)
- i) Motion that the sentence “Students who study full-time abroad receive approximately 15h towards their academic program per semester, providing all courses attempted are completed successfully.” be added to the Exchange Program section of the Academic Calendar. ([attached, page 28](#))
 - ii) Motion that the period of absence stated in the Re-Admission of Former Students section of the Academic Calendar be modified from two academic years or longer to one academic year or longer. ([attached, page 29](#))
- d) Motion passed by Faculty Council on May 4, 2021: “Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.” ([attached, page 30](#))

6) Other Business

7) Adjournment

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

ANNOUNCEMENTS:

President's Report to Senate

Wednesday, May 5, 2021

Congratulations to the Class of 2021!

As we about to approve this year's list of graduands, I am pleased that we will be providing a virtual ceremony to celebrate the graduation of the Class of 2021. While this will not be anywhere near the same as the incredible graduation experience that our traditional convocation ceremonies and weekend provide, it will be a lovely ceremony and one that will provide an opportunity for our students to celebrate their achievements with their family and friends. The 2021 Convocation and Baccalaureate Service will be made available on the Acadia Convocation website at 3pm on Sunday, May 9 (<https://convocation.acadiau.ca/home.html>) and will include messages to the graduation class from dignitaries and each of the honorary degree recipients.

Those receiving honorary degrees for the Class of 2021 are:

The Right Honourable Paul Martin – Doctor of Civil Laws
The Honourable Justice Murray Sinclair – Doctor of Civil Laws
Dr. Robert Strang – Doctor of Science
Dr. Gaynor Watson-Creed – Doctor of Science
Nancy McCain ('82) – Doctor of Humanities
Kyle Lowry – Doctor of Humanities
Rev. Dr. Malcolm Card – Doctor of Divinity

The keynote address will be provided by former Prime Minister, the Rt. Hon. Paul Martin.

As I mentioned in my April report, while the Class of 2020 has opted to delay any formal ceremonial recognition of their graduation until their first *alumni* reunion, we will be recognising the 2020 honorary degree recipients and Professors *emeriti* with a virtual ceremony. We have a very impressive slate of honorary degree recipients for both convocation ceremonies. Acadia's honorary degree recipients are excellent role models for our graduates, with each one being a distinguished individual who has made a significant impact in the world.

For the Class of 2020, honorary degrees will be conferred upon:

The Honourable Scott Brison, P.C. – Doctor of Civil Laws
President Emeritus Ray Ivany – Doctor of Civil Laws
Terry Hennigar ('65) – Doctor of Science
R. Diane Campbell ('64) – Doctor of Civil Laws
Rev. Dr. Gary V. Nelson – Doctor of Divinity
Dr. Connie Eaves – Doctor of Science

All of these honorary degree recipients have been approved by Senate in recent years, and information on their achievements can be found in our press release and the notice posted on the convocation website at <https://www2.acadiau.ca/home/news-reader-page/acadia-university-honours-former-prime-minister-and-provinces-top-doctors-at-virtual-convocation.html>. Full biographies will be provided as part of the Virtual Convocation Ceremony.

Fortunately, the latest COVID lockdown did not occur before we were able to allow for our graduating class to don their robes and take photos on the Convocation Hall stage all decked out for the recording of the ceremony. I enjoyed the opportunity to pose with some of our graduating class and enjoyed talking with them about their Acadia experience and plans for the future. I was impressed at how excited they were about graduating despite all the restrictions placed on their final year. Each member of our Class of 2021 has demonstrated amazing resilience and determination in completing their respective degrees, and they couldn't have done without the dedication of our faculty and staff. Thank you one and all for making their graduation possible.

Provincial Government and COVID-19 Update

I am really looking forward to the time when I don't have to update Senate or anyone else about the pandemic. I hope this will be sooner rather than later. I attended a number of public health updates last week from soon to be Acadia *alumnus* Dr. Rob Strang and Tracey Barbrick, Associate Deputy Minister of Health and Wellness, and team lead of Nova Scotia's COVID-19 Immunization Strategy. While they addressed the developing third wave of the pandemic and the latest round of public health restrictions, they were both very optimistic about the continued rollout of the vaccine program and its eventual success in defeating the pandemic. The projected schedule is still in line with our plan to return to full on-campus delivery of programs in September. Until further notice, our campus will remain in lockdown and our phased return to work plan is on hold.

Through CONSUP and the MOU Partnership we are continuing to work with the provincial government to address the impacts of the pandemic and several commitments under the MOU, including increasing service and support for minority students, especially Mi'kmaq and Black Nova Scotians. This week the Acadia Executive Team met with senior members of the Department of Labour and Advanced Education to outline the continuing financial impacts of the pandemic.

Acadia 2021-22 Budget and 2020-21 Financial Forecast

On April 23, the Board of Governors approved a budget for 2021-22 which includes a \$3.9M deficit that is entirely COVID generated. The non-COVID and COVID related components of the budget were separated out, with the non-COVID components being balanced and the COVID components creating the deficit. The total 2021-22 budget includes:

Total Revenues of \$89,536,000 (compared to pre-COVID budget of \$93,042,000)

Total Expenditures of \$93,472,000

Operating Deficit of (\$3,910,000)

The budget includes a commitment to pay back the COVID deficit over the following three fiscal years. The ability to do this will be dependent upon our enrolments in September and beyond. Meeting or exceeding the minimum enrolment targets of our strategic plan will be essential if we are going to overcome this deficit and get back to making Acadia more financially sustainable.

The 2020-21 fiscal year ended on March 31, and we are currently projecting a \$2.5M surplus due to a combination of rigorous expenditure controls and mitigations, better than expected revenues from enrolment, and one-time financial support of almost \$2.2M from the provincial government. As I mentioned in my April report, this surplus is on an overall budget that was almost \$8 million less than our pre-COVID budget, so even with the surplus we are still well below our normal operating budget level. The surplus will help our cashflow position as we navigate through the 2021-22 fiscal year.

As a result of this better-than-expected performance it was decided to repay two of the six furlough days for those employees who were affected. This was in addition to the two extra paid holidays that were provided in the fall and winter terms. I would like to recognise and thank those faculty members who donated to an AUFA Fund created last year to be directed to the University's greatest needs in responding to COVID-19 by lessening the impact of the pandemic on vulnerable non-AUFA employee groups.

The negative financial impacts of COVID will continue into the 2021-22 fiscal year both in terms of reduced revenue generation activity and the flow-through of reduced revenues from this fiscal year. While the deficit forecast for 2021-22 is entirely COVID generated, we will have to manage it over the coming years and pay it down as soon as possible. We cannot afford to have the short-term financial impact of the pandemic become a long-term structural deficit problem for Acadia. I will present a detailed presentation on the 2020-21 fiscal year end and the budget for 2021-22 at a Town Hall meeting later this month, to which all Senators will be invited.

Federal Budget

The federal budget was announced on April 19 and it did not include any PSE infrastructure program. There were numerous funding announcements related to PSE including:

- Significant investments in biomanufacturing, artificial intelligence, and quantum computing which include will support university research and talent development.
- \$240 million for work integrated learning opportunities for students through the Student Work Placement Program.
- Significant investments in supporting student access through the Canada Student Financial Assistance Program including \$3.1 billion for student grants over two years \$150.6 million over two years to support Indigenous Students through the Post-Secondary Student Support Program and the Inuit and Métis Nation Post-Secondary Education Strategies.

For a good summary of the federal budget see Alex Usher's blog of April 20 at <https://higheredstrategy.com/budget-2021/>.

Respectfully submitted.

Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC ANNOUNCEMENTS:

COVID PLANNING TASKFORCE

The COVID-19 Planning Task Force continues to meet monthly to address issues and meet the on-going challenges of virtual, hybrid, and in-person course delivery. We continue to work closely with

the local Medical Officer of Health, Public Health, the Chief Medical Officer of Health, and the Nova Scotia Department of Labour and Advanced Education. Our protocols and procedures are aligned with evolving public health directives and we communicate regularly with the Acadia community.

DEAN OF PROFESSIONAL STUDIES

This is the first Senate meeting for the new Dean of Professional Studies, Dr. Corinne Haigh. On behalf of the Acadia academic community, I share a warm welcome to Corinne.

ACADEMIC PLANNING

In February, the Acadia Senate endorsed a new enhanced five-year academic planning process that builds off and supports the Acadia 2025 Strategic Plan. Following an insightful and a successful Academic Planning Day, the Senate Academic Planning Committee will bring forward a five-year Academic Plan.

The Acadia 2025: Transforming lives for a transforming world strategic plan identifies five strategic directions:

- Caring for our students and employees
- Caring for our planet
- Revitalizing our academic core
- Maximizing our impact regionally and globally
- Sustaining our institutional future.

Within these directions, there are 15 strategic goals. While all are connected to the academic mission of Acadia, eight are directly related to this academic plan:

- Transformational student experiences focused on academic and personal success
- Msit No'kmaq – Advancing Acadia's contributions to truth, reconciliation and decolonization
- Embrace a 21st century liberal education model that is central to Acadia's vision and mission
- Enhanced support for teaching and learning excellence
- New partnerships and collaboration to drive regional development and educational opportunities
- Leadership and impact in environmental, rural and coastal research and innovation
- Acadia's research is impactful regionally, nationally and globally
- Achieve optimal rates of student enrolment to ensure institutional and campus community sustainability

Achieving these goals will not be easy and given that new initiatives must either be self-funded, or funds must be reallocated from other activities, initiatives within the academic sector will need to be prioritized and focused on supporting the following academic priorities. As part of the annual planning and resource allocation process, priority will be given to requests that support advancing the following initiatives and that will lead to the advancement of the objectives above. The Academic Plan identifies five initiatives with supporting strategies for academic priorities in support of the Strategic Plan.

Initiative 1: Grow Undergraduate Enrolment to 4000 by 2025/26 Academic Year

- Increase Black and Indigenous student populations.
- Increase Retention of Undergraduate Students, particularly First Year students
- Increase International enrolment to 20%
- Maintain connection / relevance to AVSB and Nova Scotia students

Initiative 2: Enhance Transformational Student Experiences

- Build Cultural Competency and Awareness into all Programs.
- Support Diversification within the Faculty.
- Registrar's Office and Senate to explore allowing students the opportunity to explore outside their core discipline(s) without impacting their GPA.
- Expand opportunities for graduates, particularly international students, to stay and work in the Valley region.
- Support the development of new courses or course content that is inclusive of our rich history and cultural diversity

Initiative 3: Academic Revitalization

- Develop three or four term delivery model focusing on student opportunities and personalized learning
- Encourage the development of one- and two-credit hour modular courses to support student choice and flexibility
- Create an Acadia Hub for Interdisciplinary programs by building on the new Centre for Interdisciplinary and Language Programs in Arts
- Establish Acadia Graduate Attributes
- Update the program review framework focusing on academic excellence and student relevancy
- Establish a framework of criteria for micro-credentials, certificates, diplomas, minors, majors, double majors, and honours to ensure consistency across all faculties
- Establish minima credits at 3000 and 4000 level for all undergraduate degrees.
- All programs to develop a current topics course that relates current social and global issues to program curriculum
- Establish a series of micro-credentials that are connected to local industry needs

- Support the development of new professional graduate programs such as Graduate Certificates and non-thesis Masters programs
- Support the inclusion of Open Educational Resources
- Work to redistribute class size: decrease classes >100, decrease classes < 20, increase classes in 20-100

Initiative 4: Enhanced Recognition of Research and Scholarly Activity

- Update and expand the Strategic Research Plan to include all aspects of research and scholarly activity at Acadia and not just the CRC and CFI programs
- Develop a series of annual KPIs for Research and Scholarly Activity
- Publish annual Research Report highlighting the contributions and impact
- Further develop opportunities to connect with local entrepreneurs and industry.
- Increase Tri-Council funding to be ranked in the top 10 of primarily undergraduate universities in CIHR/NSERC funding, and the top 15 in SSHRC with a long-term goal of being in the top 5 in all three research categories.
- Establish and support a faculty exchange program with international partner universities and colleges.

Initiative 5: Support Teaching and Learning Excellence

- Restructure Open Acadia to two separate units one focusing on outreach and continuing education and one focusing on teaching and learning excellence
- Create and allocate space for a Centre for Innovation in Teaching and Learning
- Establish a certificate in higher education teaching for Acadia faculty, particularly new faculty.
- Establish a Teaching Chair within each Faculty.

The Academic Planning Committee is meeting the week of May 3 to finalize the plan draft, at which point it will be circulated to the university community for consultation and feedback with the intention of presenting a final draft of the academic plan to Senate at the June meeting for approval.

FACULTY OF PURE AND APPLIED SCIENCE

Biology:

Leah Creaser has just been named Acadia's first **3M National Student Fellow**. The 3M National Student Fellowship honours up to ten full-time diploma and undergraduate students at Canadian post-secondary institutions who have demonstrated outstanding leadership in their lives and at their post-secondary institution. These students embrace a vision of education that enhances their

academic experience and beyond.

Leah wrote a series of essays describing how she has overcome great challenges to find her way and assert her rightful place in post-secondary science education. In doing so, she has shown exceptional leadership in developing teaching initiatives founded on diversity and inclusion, and making our institution a better place. The nomination letter described that *“Leah represents, with her hard work and intentional actions, the brighter future that awaits us as we embrace and move towards true inclusion and reconciliation in Canada.”*

Leah also received the **Lois Vallely-Fischer Award** for Democratic Student Citizenship. The award recognizes the contributions of a senior baccalaureate student who has contributed to the quality of democratic discourse, critical thought, and legitimate contestation in campus or community life, and who has demonstrated leadership in defending student political rights and the interests of disadvantaged groups.

Julia Baak, who recently completed her MSc in Biology (in 1 year !!) was awarded one of the prestigious **Vanier Scholarships** for her PhD at McGill (co-supervised by Mark Mallory and Kyle Elliott; \$50K/y for 3 years).

Matt Hazel received an **ASU Teaching Award!** This recognition is awarded annually to six faculty members at Acadia who have been recognized by their students as having gone above and beyond in supporting academic success and student wellbeing.

Computer Science:

Darcy Benoit & Acadia Robotics were awarded an **NSERC PromoScience** Supplement for Science Odyssey, valued at \$4916.

The Lifelong Machine Learning and Reasoning (LMLR) lab

- <http://lmlr.acadiau.ca/index.php/people/> has two full-time faculty (Lee, Silver), 1 adjunct faculty (McIntyre) and 12 Masters students and 2 Honours students. In collaboration with AIDA, lab members are working with 11 organizations external to Acadia including Scotian Gold Ltd, Shannex Inc., Worker Compensation Board of NS, and a joint COVID-19 project with Dalhousie and SMU. This work is leading to a number of scholarly papers in addition to high quality graduate and undergraduate theses.

Congratulations to Elhadi Shakshuki on the following recent publications and conference papers. They are all with graduate students; Acadia students are in red.

Journal papers

1. **Kaja, S.**, Shakshuki, E., Guntuka, S., Yasar, A., Malik, H., “Acknowledgment Scheme using Cloud for Node Networks with Energy-Aware Hybrid Scheduling Strategy”, *International Journal of Ambient Intelligence and Humanized Computing*, Springer, vol. 11, 3947–3962, 2020.

Conference papers

1. **warup, S.**, Shakshuki, E., Kaja, S., Yasar, A., “Task Scheduling in Cloud Using Deep Reinforcement Learning”, the 12th International Conference on Ambient Systems, Networks and Technologies, *Procedia Computer Science*, Elsevier, Warsaw, Poland, March 23-26, 2021, accepted.
2. **Kaja, S.**, Shakshuki, E., Kaja, S., Yasar, A., “Long Short-Term Memory Approach for Routing Optimization in Cloud ACKnowledgement Scheme for Node Network”, the 12th International Conference on Ambient Systems, Networks and Technologies, *Procedia Computer Science*, Elsevier, Warsaw, Poland, March 23-26, 2021, accepted.
3. **Guntuka, S.**, Shakshuki, E., Yasar, A., “IoT mobile device Data Offloading by Small-Base Station Using Intelligent Software Defined Network”, the 11th International Conference on Emerging Ubiquitous Systems and Pervasive Networks, *Procedia Computer Science*, Elsevier, pp. 234-244, Madeira, Portugal, November 2-5, 2020.
4. **Guntuka, S.**, Shakshuki, E., Yasar, A., Gharrad, H., “Vehicular Data Offloading by Road-Side Units Using Intelligent Software Defined Network”, the 11th International Conference on Emerging Ubiquitous Systems and Pervasive Networks, *Procedia Computer Science*, Elsevier, pp. 151-161, Madeira, Portugal, November 2-5, 2020.

Earth and Environmental Science:

Two professors and two alumni of Acadia Geology were recognized with high-profile awards by national organizations this spring.

Dr. Sandra Barr is awarded the *2021 Canadian Federation of Earth Sciences Mentorship Medal* for her role in training several generations of geology students, and her contribution to the advancement of the geological understanding of the Northern Appalachians in Atlantic Canada. The CFES mentorship award recognizes the sustained and inspirational mentorship of colleagues and employees including peers, graduate students, undergraduate students and technicians. Sandra has taught at Acadia since the 1970s, offering courses in igneous petrology, tectonics, Appalachian geology, as well as the core courses for first-year Geology. In addition, she has supervised 50 BSc honours theses and 60 MSc thesis over her career.

Dr. Rob Raeside is awarded the *J. Willis Ambrose Medal by the Geological Association of Canada* for sustained dedicated service to the Canadian earth science community. Rob receives the medal in recognition of his decades of dedication to the geoscience community through his tireless contributions to the work of geoscience societies and Canadian academic institutions on local, regional and national levels.

Dr. Brendan Murphy, recently retired as a professor at St. Francis Xavier University, is awarded the *VIP (Volcanic and Igneous Petrology) Career Achievement Award* in recognition of an exceptional career with extensive contributions to the understanding of igneous petrology and igneous relationships to tectonism. His impressive career spans 40 years and has yielded more than 325 refereed publications and numerous Canadian and international awards and research grants. His knowledge and expertise have been transmitted to thousands of students in dozens of mineralogy and petrology course deliveries, the writing of two textbooks and the supervision of research students. Brendan graduated with his MSc from Acadia in 1977, supervised by Sandra Barr.

Dr. Jean-Luc Pilote, now working for the Geological Survey of Canada in Quebec City, receives the *William Harvey Gross Award*, which is bestowed annually by the Mineral Deposits Division of the Geological Association of Canada to a geoscientist less than 40 years of age who has made a significant contribution to the field of economic geology in a Canadian context. Jean-Luc graduated with his MSc from Acadia in 2011, supervised by Sandra Barr.

The ENVS 3513 Climate Change for Environmental Practitioners class was honoured to include Premier Iain Rankin and Minister Keith Irving for a question-and-answer session. Giving an hour of their time the premier and the minister provided a brief outline of the government's plans to develop clean-tech economy, reduce and eliminate the dependence on coal, and mitigate the impacts of climate change. Moderated by President Peter Ricketts, the class participated both online and in class with questions ranging from plans for electrification of provincial transportation, to forestry clear-cuts, and seeking advice for how today's students can make a difference for responsible environmental management.

Mathematics and Statistics:

The Spring 2021 issue of the Journal of Ocean Technology features a profile of Mathematics & Statistics MSc student Lilli Enders, who discusses her project on assessing the environmental impacts of implementing tidal stream energy in Minas Passage, in the Bay of Fundy.

https://www.thejot.net/article-preview/?show_article_preview=1233

FACULTY OF PROFESSIONAL STUDIES

Kinesiology:

Recent publications:

Dorsch, T. E., Vierimaa, M., Terwillegar, M., Coffman, J., & Shaw, T. (in press). Defining an Olympic legacy: A case study of one community's efforts to optimize youth sport programming. *Journal of Olympic Studies*.

THREE Acadia Kinesiology graduates and Dr. Fowles recently received acceptance of an invited review to be published in the journal Applied Physiology, Nutrition and Metabolism:

Myles W. O'Brien, Nick W. Bray, Matthew J. Kivell, Jonathon R. Fowles. A Scoping Review of Exercise Referral Schemes Involving Qualified Exercise Professionals in Primary Health Care.

Honours summer research awards:

Nikki Matthews received an Honours Summer Research Award. Both Dr. Seaman and Dr. Emily Bremmer will be supervising Nikki.

Stephanie Goodwin, working with Dr. Vierimaa was awarded an HSRA for her project titled "Aerobic versus resistance exercise as treatments for depressive symptoms in individuals with dementia".

Samantha MacDougall, working with Drs. Said Mekary and René Murphy received an HSRA this summer.

And Romana Plavsic, working with Dr. Colin King also received an HSRA this summer.

Funding:

Dr. Vierimaa received notification from CLARI for funding (\$7487.72) for his project entitled "Building coaching capacity and sustainability in youth soccer".

Working with Dr. Fowles, Kinesiology student Olivia Stevenson will be getting a Mitacs internship with Habit Forming Technologies on the Q-life project for the summer. The overall grant is \$12,000.

Dr. Fowles also has recent confirmation of funding for the COLS CEP positions for the upcoming year. \$136,000.

Education:

Student Awards:

Our graduate students continue to attract recognition for their successes. This year we were delighted that Avalon Moore, our grad student in Counselling, won best thesis for Professional Studies.

The School of Music celebrates the following student achievements:

Chantal Peng is the 2021 recipient of the Killam Fellowships Program at the Foundation for Educational Exchange between Canada and the United States of America. Chantal will spend the fall term studying piano at American University and return to Acadia for her graduating term in January.

Margaret Hopkins received a \$10,000 Scholarship as a McCall McBain scholarship finalist, as well as the CFUW \$2,000 award for her outstanding essay, "Control Freak: Power dynamics and subversion in Barbara Hannigan's performances of Gyorgy Ligeti's *Mysteries of the Macabre*."

Reuben Gilbert won the 2021 Canadian Folk Music Award for Young Performers of the Year, with his sibling group The Gilberts.

Sarah Tarves, Lillian Maddalena and Cassy Palmer were awarded the Morghan Krieger Memorial award. Morghan passed away in 2018, during her first year at Acadia in the School of Music. This year, in what would have been her graduating year, her family awarded three awards instead of only one. We are grateful for their generous giving and thankful for the way in which her memory is honoured.

Cassy Palmer is the inaugural recipient of the Wilma H. Clark award, to be granted to Bachelor of Music Therapy student. The award of \$10,000 is granted to a BMT student in their third year of study, entering field placements, to offer financial assistance in order to focus fully on their practicums. We are grateful to John Clark and family for this donation.

ACADIA STUDENTS' UNION ANNOUNCEMENTS:

The 2021-22 Acadia Student Union team officially came into office May 1st, following an online transition retreat the weekend of April 30th to May 2nd. This marked the culmination of several weeks of transition since the election.

One of the ASU executive's first priorities is in evaluating our student consultation model and assessing the results of the ASU Spring Student Survey. We believe this consultation will provide more insight towards student concerns in the areas of Academics, Finances, and Events throughout the past year. We believe this consultation will provide insight into students' adaptation into the online learning environment, and what can be carried over as we move into the coming year. Additionally, the President, Vice President of Student Life, and Vice President Academic and External are working with the Women's Center, Equity Office and Acadia Athletics to implement Inclusive Gym times in the Fitness Center, focusing on the logistics of implementing this request for the upcoming Fall semester.

COLLEGE OF DIVINITY / FACULTY OF THEOLOGY ANNOUNCEMENTS:

No written announcements received by May 4th.

Enabling Motion:

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

List of Graduates for the Spring Convocation will be circulated separately.

Six Motions from the By-laws Committee

Motion #1

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

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

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

VIII. (c) CURRICULUM COMMITTEE (ADMINISTRATIVE)

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

- Chair of Curriculum Committee (Policy) *
- The Registrar or delegate (non-voting)
- The Associate Registrar (non-voting)
- University Librarian or delegate
- Two members of the Faculty of Arts
- Two members of the Faculty of Professional Studies
- Two members of the Faculty of Pure and Applied Science
- One member of the Faculty of Theology
- One student

Motion #2

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

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

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

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

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

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

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

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

Motion #3

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

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

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

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

Motion #4

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

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

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

MEMBERSHIP

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

Chair (see Note below)^{###}

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

Chancellor

President

Provost and Vice-President Academic ^{#####}

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

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

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

Coordinator of Indigenous Affairs (non-voting)

Dean of Arts

Dean of Professional Studies

Dean of Pure and Applied Science

Dean of Theology

Dean of Research and Graduate Studies⁺⁺

Director of Open Acadia

University Librarian

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

Registrar, Secretary to Senate (non-voting)

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

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

A member of the Faculty of Theology[#]

Three members of the Board of Governors

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

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

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

Motion #5

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

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

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

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

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

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

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

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

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

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

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

The University Librarian

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

The Vice President (Academic) of the Students' Council

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

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

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

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

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

~~_____~~ * Amended May 2001

~~_____~~ ** Amended October 2002

~~_____~~ *** Amended June 2009

~~_____~~ **** Amended November 2009

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

Motion #6

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

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

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

Duties:****

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

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

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

SUMMARY

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

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

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

The following briefs are provided in this report:

Undergraduate Head Count and FTE Enrolments

Graduate Head Count and FTE Enrolments

International Undergraduate Head Count and FTE Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Please Note:

-Enrolment Data is derived via SQL query of EDEN

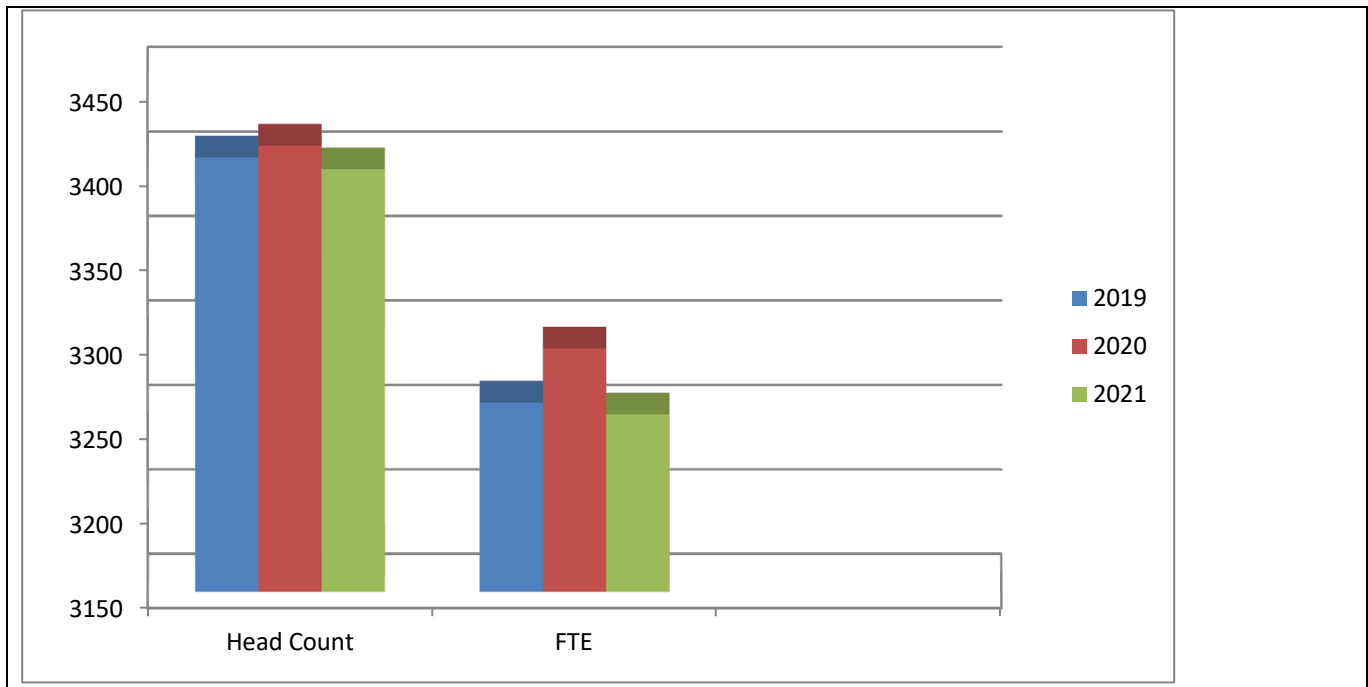
Acadia Undergraduate Head Count and FTE Enrolments

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

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

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

Undergraduate Enrolment



Undergraduate Enrolment Summary

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

International enrolments are included in the overall enrolments

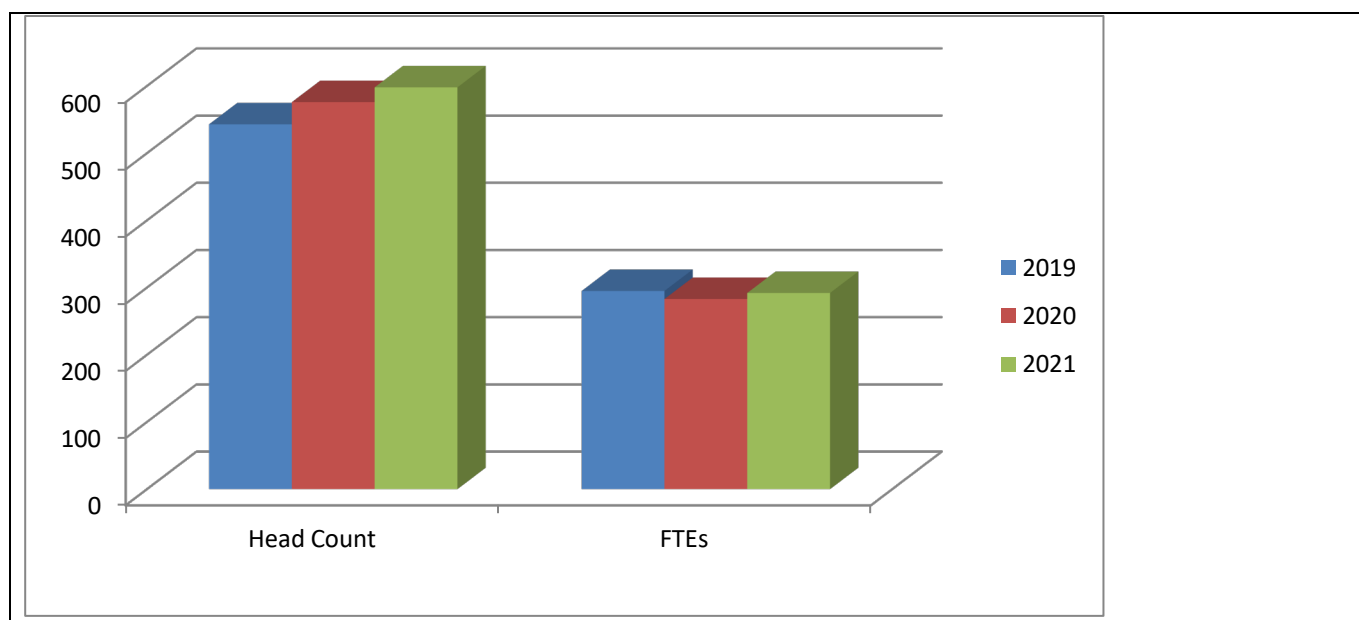
Acadia Graduate Students Head Count and FTE Enrolments

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

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

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

Acadia Graduate FTE Enrolment



Acadia Graduate Enrolment Summary

	Head Counts						FTEs				
	Full Time	Part Time	Total	2021	2020	2019	Full Time	Part Time	2021	2020	2019
Overall	168	430	598	576	543		168	124	292	283	295
Intl subset	24	26	50	53	49		24	8	32	40	42

International enrolments are included in the overall enrolments

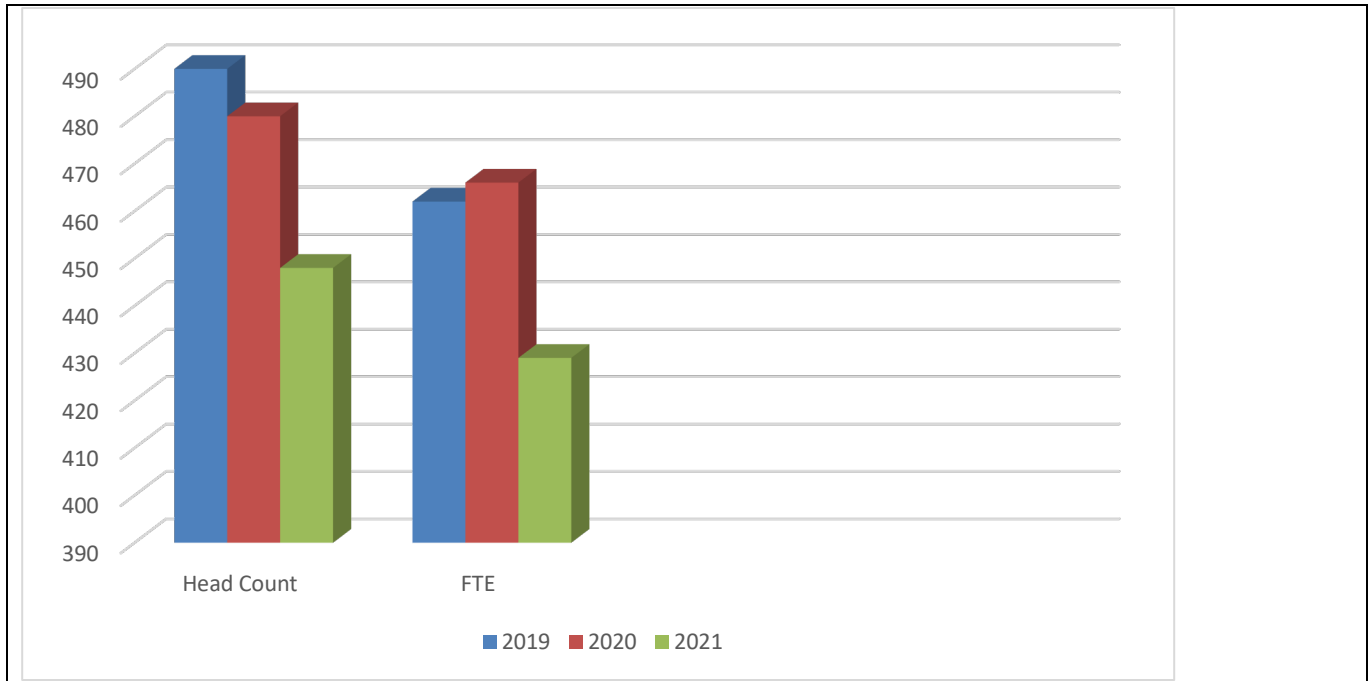
Acadia Undergraduate International Head Count and FTE Enrolments

Undergraduate international students as of April 2nd, 2021 was 448 head count, 429 FTE. For 2021 international students represented 13% of paid, enrolled UG students and 13% of FTEs.

Undergraduate international students as of April 2nd, 2020 was 480 head count, 466 FTE. For 2020, international students represented 14% of paid, enrolled, UG students and 14% of FTEs.

Undergraduate enrolment of international students as of April 2nd, 2019 was 490 head count, 462 FTE. For 2019, international students represented 14% of paid, enrolled, UG students and 14% of FTEs.

Acadia Undergraduate International Enrolment



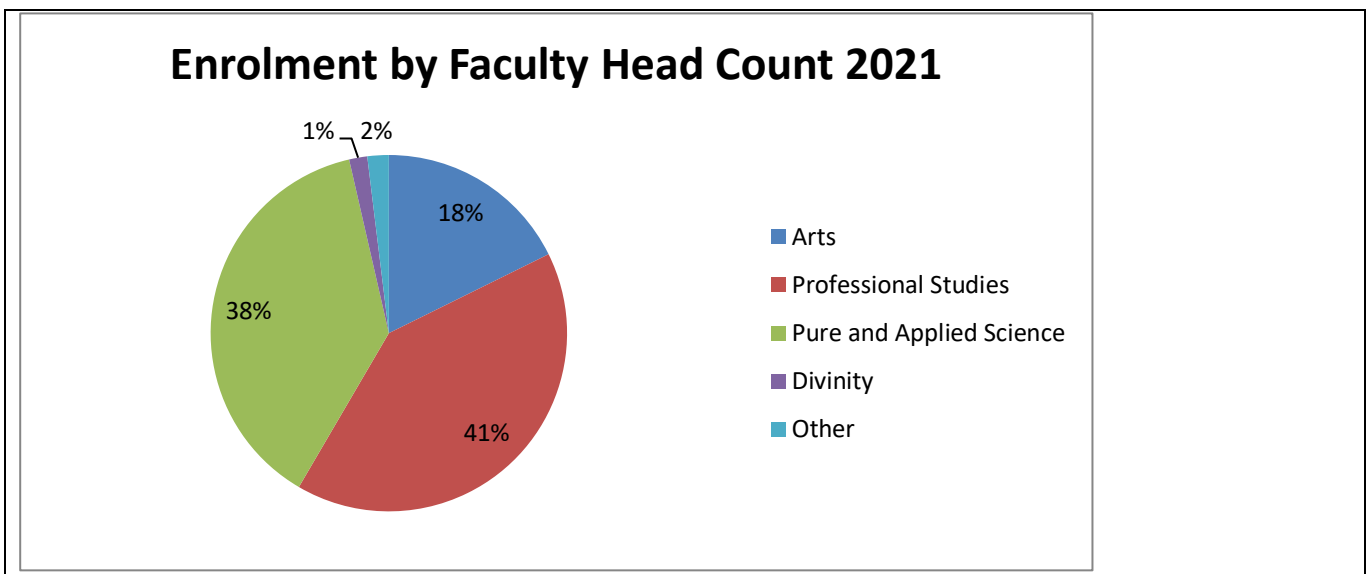
Acadia Undergraduate International Enrolment Summary

	Head Counts			FTEs						
			2021 Apr	2020 Apr	2019 Apr			2021 Apr	2020 Apr	2019 Apr
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total
Intl	418	30	448	480	490	418	11	429	466	462

Undergraduate Faculty Enrolments

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

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



Undergraduate Headcount Enrolment by Year in Program

	2021	2020	2019
Year 1	908	1107	961
Year 2	812	817	812
Year 3	721	697	741
Year 4	679	575	618
Year 5	110	58	113
BEd. Yr. 1	169	154	151
Non-Credit	1	6	11
Total	3400	3414	3407

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

Motion: Motion that the sentence “Students who study full-time abroad receive approximately 15h towards their academic program per semester, providing all courses attempted are completed successfully.” be added to the Exchange Program section of the Academic Calendar.

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

Current Academic Calendar entry:

Exchange Program

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

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

Updated Academic Calendar entry:

Exchange Program

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

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

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

Motion: Motion that the period of absence stated in the Re-Admission of Former Students section of the Academic Calendar be modified from two academic years or longer to one academic year or longer.

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

Current Academic Calendar entry:

Re-Admission of Former Students

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

Updated Academic Calendar entry:

Re-Admission of Former Students

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

Motion passed by Faculty Council on May 4, 2021:

Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.

Notes/ Issues to Consider (not an exhaustive list):

- The Collective Agreement states that “Candidates shall present evidence of their teaching activities as part of their dossier. Where the evidence relates to classroom performance, it should be based on direct observation by peers and/or academic administrators or by student surveys as in Article 17.02 A (n).”
- Under the current CA, faculty members are required to administer student surveys, and summaries of the numerical data has to be included in their renewal, tenure, and promotion (RTP) documents.
- There is ample evidence to suggest student surveys can be biased and do not always provide a good assessment of student learning. These issues apply particularly strongly to women or BIPOC faculty members, raising equity concerns. Student surveys often work best as formative assessments to help faculty members improve their teaching, rather than as summative assessments to measure and compare faculty performance. (We believe that other groups or individuals on campus have been collecting such evidence, which could be collated and shared).
- Note the current system for conducting electronic student surveys will no longer work under Colleague. The system and procedures will therefore have to be re-examined for the Fall term anyway.
- Making student surveys optional for RTP procedures would have to be a matter for negotiations.
- However, it would still be within the purview of Senate to revise the current survey form to ensure the questions asked align with best practices.
- Workshops or other guidance could be made available to help faculty who are interested in other methods of documenting their teaching activities for RTP purposes, and / or assessing their teaching effectiveness for their own formative professional development. Examples might include:
 - Guidance on development of effective formative student surveys;
 - Guidance on developing effective teaching dossiers;
 - Procedures to help facilitate classroom observation by peers and/or academic administrators;
 - More opportunities to obtain professional training, mentoring, and / or peer support around teaching issues.