



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 meeting of the Senate of Acadia University will occur from 4:00 p.m. to 6:00 p.m. on Monday December 12, 2022. This will be a hybrid meeting and will take place in person in the Langley Classroom of the Divinity College and online using Zoom.

The agenda follows:

- 1) Approval of Agenda**
- 2) Minutes of the Senate Meeting of 14th November, 2022**
- 3) Announcements ([attached, pages 3-8](#))**
- 4) New Business**
 - a) Transition Reports from Senate Sub-Committees**
 - i) Curriculum Committee (Policy) ([attached, page 9](#))
 - b) Academic Planning Committee Pre-Budget Report to Senate ([attached, pages 10-11](#))**
 - c) Three motions from the Timetable, Instruction and Examinations Committee ([attached, pages 12-15](#))**
 - i) Motion 1: Motion that slots 32 (Tuesday 9:30 - 12:30), 34 (Wednesday 9:30 - 12:30) and 36 (Thursday 9:30 - 12:30) be moved to begin at 8:30am and end at 11:30am.
 - ii) Motion 2: Motion that the "Principles for the Preparation of Academic Dates" be amended to add an item 12 that lists holidays for which there are no classes.
 - iii) Motion 3: Motion that tests and in-term examinations must be held within the scheduled class or lab time for the course.
 - d) Motion that Senate approve the Vaughan Memorial Library's revised Collection Development Policy. ([attached, pages 16-25](#))**
- 5) Question Period – President/Provost and Vice-President Academic**
- 6) Other Business**
- 7) Adjournment**

Sincerely,

ORIGINAL SIGNED

Rosie Hare

Recording Secretary to Senate

Announcements

President's Report to Senate - December 2022

Happy Holidays

I want to take this opportunity to wish every member of Senate a very happy holiday season. Thank you for all of the work you have done to make this term a successful one for Acadia and our students.

I am pleased that we have been able to get through this term with as close to normal operations as possible. However, we know that these times are not normal either for our faculty, staff, and students. We are still coping with the impacts of the pandemic and will continue to do so for quite some time.

In consultation with the Deans and Student Services, I sent a message to all students letting them know that we understand how difficult the last few years have been and reminding them of the tremendous supports that are available to them as they enter the stressful exam period. The academic stresses of being at university are tough at the best of times, and our current students are facing increased challenges due to the disruption of their educational journey that has been caused by the pandemic – disruption both in their completion of high school; as well as their first years at university. I know that everyone will do their best to help our students succeed as they enter this critical and final stage of the fall term.

Appointment of Vice-President Advancement

After the completion of a full external search, I was delighted to announce on December 7 that Nancy Handrigan has been appointed as Vice-President Advancement. Nancy has been an incredibly important part of the Advancement team since she joined Acadia in 2013 as Executive Director of Philanthropy. She worked side by side with former VP Rod Morrison to ensure that Acadia completed its largest and most successful fundraising campaign and since he retired, she has ably carried out the responsibilities of VP Advancement on an interim basis. Here is the link to the official announcement: <https://www2.acadiu.ca/home/news-reader-page/nancy-handrigan-appointed-vp-advancement.html>.

I am sure you will join me in congratulating Nancy on her appointment as VP Advancement and wishing her every success in this important role at Acadia.

Winter Term Masking and COVID-19 Task Force

Over the past few weeks, the senior administration has consulted with public health officials, other universities, Acadia's Joint Occupational Health and Safety Committee, and other members of the university community to determine what our approach to masking should be for the winter term. Following this consultation, we have decided to extend the mask mandate in classrooms (including labs, seminar rooms and other formal learning spaces) until April 30, 2023. For public areas in academic buildings, masking will no longer be required but it is strongly recommended. Those who have any symptoms of COVID-19 and are unable to stay home are asked to wear masks and follow all public health directives and recommendations while on campus. This adjusted approach to masking reflects the fact that we are moving into the final stage of the pandemic where we are living with COVID-19 as one of many viruses that can cause respiratory illnesses. We anticipate that after April 30, 2023, the masking mandate on campus will not be continued, unless there is a significant change in the

epidemiology over the winter. We will continue to be guided by public health advice. We must continue to be cognisant of the fact that there are those in our community who are in high risk categories and/or who live with high risk individuals, and we must respect those who choose to wear masks in public places.

We have also disbanded the COVID-19 Task Force which was established in the first days of the pandemic back in March 2020 and has ably guided us through the difficult times as we grappled with how to continue the academic work of the university in a safe and healthy manner. I would like to express my thanks to the members of the Task Force for their exemplary service to Acadia during one of the most difficult and challenging periods of the university's history. I hope we will not have to draw on their services again and that we on the way out of this particular pandemic, but the experience and knowledge gained will put us in good stead should we ever face a similar situation in the future.

Internal Communications

As mentioned in my November report to Senate, the re-organization of staffing in the Office of the President planned for early in the new year will unlock modest resource capacity to provide a more deliberate focus on internal communication. Recognizing the importance of proactive, timely, and collaborative information sharing, a priority of the early objectives for this new capacity will be to develop a replacement service for ACADIA-FYI. The vision is to enable technology that will allow the University to communicate with employees, and for employees to communicate with one another about events and activities that are of interest to the community. Whether the application of technology will feature listservs, intranet portals, TEAMS sites, or a combination of these will be determined in due course, and we are working with Technology Services to land on the most effective tool or suite of tools for this purpose. These efforts are important in supporting overall community wellbeing and the work of the Employee Engagement Working Group.

Deferred Maintenance and Facilities

As you know, earlier this year Acadia received \$22 million from the provincial government to apply to deferred maintenance projects across the campus. After campus-wide consultation and risk assessment, Acadia submitted its list of projects for approval by the provincial government ahead of the requested deadline. We hope to hear back by mid-December. We have also submitted a funding request to the provincial government for funding for the Centre for Student Success, which would involve a major renovation and expansion of the old and new student union buildings. We are also continuing to pursue funding options for expanding on-campus student housing (the UniVillage project) as mentioned in my November report.

Acadia 2025: SDG Week - President's Panel on Oceans

Last year, we fulfilled one of our strategic goals when I signed the SDG Accord, and Acadia remains the only Canadian university to have done so. As a signatory to the SDG Accord and a member of the Sustainable Development Solutions Network (SDSN) Canada, Acadia is organising a President's Panel on Oceans for the upcoming SDG Week which runs from March 6-10, 2023. This national initiative will see universities and colleges across Canada hold various events and activities focussing on the UN Sustainable Development Goals. Acadia's chosen SDG for this academic year is SDG #14 Life Below Water, and the panel on oceans fits directly under that SDG. This panel will showcase research and engagement by Acadia faculty and students on the theme of oceans. Please watch for further information about this panel and SDG Week over the coming weeks and months.

Also, the Goal 2.1 Working Group (Environmental Stewardship and Sustainability are Signature Institutional Features of Acadia University) has been deliberating on the next SDG theme for the 2023-24 academic year and has landed on SDG #2 Zero Hunger as the preferred theme. This theme aligns with

an important issue facing Acadia students, a new focus on campus initiatives related to student food assistance programs, sustainable farming, Acadia's designation as Canada's first Organic Campus and as a Fair Trade campus, and a host of teaching, research, and community service work on this topic among a variety of faculty, staff, and students.

Respectfully submitted,

Peter Ricketts
President and Vice-Chancellor

December 9, 2022

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – DECEMBER 12TH, 2022

It is hard to believe that we're at the end of another academic term. While this term was much closer to normal, anecdotal reports are that student absenteeism was higher than normal and engagement was lower. This could be attributable to an active respiratory virus season and the lingering effects of the learning challenges of a once-in-a-lifetime pandemic. The Deans, under the leadership of David Duke, are engaging a committee including the Vice-Provost Students, Recruitment and Enrolment Management, and the Vice-Provost Teaching and Learning Excellence, to examine ways to support student resilience and persistence. This was also highlighted as one of the priorities in the Academic Planning Committee pre-budget report.

As this is the last senate meeting before the holiday season, I will take this opportunity to wish the senators a restful and peaceful break. I hope you get to spend time with family and friends and return energized for the winter term.

DEAN OF ARTS

The Interim dean of arts, David Duke, led the development of a Faculty of Arts: Position and Vision document. This document will help shape the search for the next dean of arts. I express my gratitude to Dr. Duke for leading this important initiative. The search committee for the Dean of Arts will be established this week and will meet before the break to start the search process for the next Dean of Arts.

ASSOCIATE VICE-PRESIDENT RESEARCH / DEAN OF GRADUATE STUDIES

Dr. Anna Redden, Associate Vice-President Research and Dean of Graduate Studies, has indicated she will not be seeking a renewal of her appointment. Her current appointment expires in August 2023. Under her leadership, research and scholarly activities have increased significantly with research

income growing to almost \$8 million annually, and perennially Acadia has been recognized as one of Canada's top 50 research institutions. Personally, Anna has been a respected and valued advisor since my arrival at Acadia. I am sure Senate will join me in thanking and congratulating Anna for her contributions as AVP Research and Dean of Graduate Studies and wish her all the best as she concludes her term. The search for the next AVP Research and Dean of Graduate Studies will begin shortly.

2023/24 RECRUITMENT UPDATE

The Vice-Provost of Students, Recruitment and Enrolment Management will provide an update orally at the Senate meeting.

Respectfully submitted,

C. Dale Keefe, PhD

Provost & Vice-President Academic

ASSOCIATE VP RESEARCH & DEAN OF GRADUATE STUDIES REPORT TO SENATE – DECEMBER 12TH, 2022

The Research Office is currently working to establish an interdisciplinary Health and Wellness Research Institute. It will provide an umbrella for Acadia's health researchers and health-related labs and centres, and our diverse and growing capacity for collaborative health and wellness research, both internally and externally (with existing and new partners). Kimberly Begley has recently joined the Research Office to assist with research capacity and opportunity mapping and meetings with faculty/academic units and focus groups. We look forward to upcoming engagement sessions, commencing in January.

In advance of Acadia's submission of an Institutional Research Data Management (RDM) Strategy for March 1, Acadia's RDM Working Group, currently led by Heather Saunders (Dean of Libraries and Archives), have been hosting a series of RDM focus group sessions. The 10 sessions (held 5-12 Dec) included both in-person and online (via Teams) meetings. Opportunities to comment in writing are also available via a form recently distributed via email to all faculty. We thank the Working Group members and all who have participated in informing Acadia's RDM strategy and in identifying support needs going forward.

GRANTS TO FACULTY

Acadia University Research Fund (Article 25.55) Fall Competition; Total Awarded = \$66,416 (N=17)

- **Stephen Ahern** (English & Theatre) - *Mind the Gap: Reconciling Literary History, Affect Theory, and the History of Emotions* - **\$3,934**
- **Trevor Avery** (Biology) - *Nursery Grounds: Annapolis River Small-bodied and Juvenile Fish Surveys* - **\$5,000**
- **Iain Beaton** (Mathematics & Statistics) - *Distributions of Dominating Sets* - **\$5,000**
- **Anne Sophie Champod** (Psychology) - *Examining attrition and predictors of adherence in a dual-control group study of brief online mindfulness* - **\$5,000**
- **Derek Charke** (Music) - *Adams Charke Exchange: Islands* - **\$3,000**
- **Nancy Clarke** (Mathematics & Statistics) - *Achromatic Dominating Sets* - **\$5,000**
- **Chelsea Gardener** (History & Classics) - *The Future of Book Reviews: Best Practices and New Directions for Authors and Editors* - **\$3,567**
- **Colin King** (Kinesiology) - *6th International Consensus Conference on Concussion in Sport Presentation* - **\$4,481**
- **Gregory MacKinnon** (Education) - *Attracting the Best Counselling Students; A Technology Tool for Applicants Pre-Judging Suitability* - **\$1,845**

- **Katherine Morton-Richards** (Sociology) - *Indigenous Representation During the Cod Moratorium: A Critical Discourse Analysis of Newsprint Media Coverage in NFLD and Labrador* - **\$3,514**
- **Lisa Narbeshuber** (English & Theatre) - Conference Presentation: *Diagnosing the Historical Moment in Ernest Hemingway's 'After the Storm'* - **\$2,917**
- **Carley O'Neill** (Kinesiology) - *Determining the wants and needs of self-identifying women in pulmonary rehabilitation programs* - **\$2,942**
- **Jenny R Rand** (Sociology) - *Gauging Institutional Readiness for Enacting Indigenous Research Ethics and Processes* - **\$4,748**
- **Mary Sweatman** (Community Development) - *Second Homelessness Community Support and Service-Based Count, Annapolis Valley* - **\$4,959**
- **Jennifer Tinkham** (Education) - *Culturally Responsible Teacher Education, Curriculum and Pedagogy for African Nova Scotian Learners* - **\$4,672**
- **Allison Walker** (Biology) - *Marine Mangrove Fungi of South Australia* - **\$4,000**
- **Eileen Walsh** (Music) - *International Clarinet Association Low Clarinet Festival 2023 Presentation* - **\$1,838**

Research Nova Scotia (RNS) New Health Investigator Grants. Total Awarded: \$200,000. These competitive RNS grants support early-career health researchers who are engaged in research that aligns with the province's health research priorities.

- **Dr. Emily Bremer** (School of Kinesiology) was awarded a New Health Investigator Grant valued at \$100,000 (2-year duration) for their project *Physical literacy, physical activity, and health trajectories among children and youth experiencing disability*.
- **Dr. Carley O'Neill** (School of Kinesiology) was awarded a New Health Investigator Grant valued at \$100,000 (2-year duration) for their project *Determining the feasibility of a women-specific virtual and in-person pulmonary rehabilitation program in Nova Scotia*.

The Canadian Foundation for Dietetic Research - Toronto Metropolitan University (Student Grant). Awarded \$4,284

- **Dr. Liesel Carlsson** (Nutrition and Dietetics) has been awarded student support funding for the project: *Sustainability in Dietetics Education, Training & Practice in Canada*

RESEARCH & SERVICE AGREEMENTS

Wild Blueberry Association of North America Canada – Service Agreement

- **Matthew McSweeney** (Nutrition & Dietetics) received \$31,082 in funding for his project entitled: *Sensory Analysis of Wild and Cultivated Blueberries*.

Atlantic Canada Opportunities Agency (ACOA) - Amendment Agreement - \$15,000

- **Dr. John Murimboh** (Chemistry) & **Hayley Craig Barnes** (ALAB) received an additional \$15,000 in ACOA funding (Innovative Communities Fund) to support the Acadia Laboratory for Agri-Food & Beverage (ALAB). This additional amount increases the total project funding to \$201,500.

OTHER AWARDS/RESEARCH FUNDING

National Research Council – Industrial Research Assistance Program (NRC-IRAP) Projects

- **Dr. Allison Walker** (Biology) was awarded **\$5000** to collaborate with Reagent Inc. on a project entitled: *Screening of appropriate fungi for their suitability in forming a consortium with proprietary bacterial strains. Evaluating the consortium for its impact on phosphorous solubilization*.

Springboard Atlantic – Innovation Mobilization Funding – Industry Engagement

- **Katrin Sommerfeld** (Office of Industry & Community Engagement) was awarded **\$1,045** for the “*Harvest End Breakfast*” event with the members of Horticulture Nova Scotia

- **Katrin Sommerfeld** (Office of Industry & Community Engagement) was awarded **\$5,000** for the “*Scotia Horticultural Congress 2023*” event for the reception and banquet to be hosted on January 23, 2023 at the Fountain Commons with the members of Horticulture Nova Scotia

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

In November 2022, ALAB conducted analytical testing for 21 clients in the Atlantic region (\$6,220). These tests are in addition to testing conducted under a \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

OTHER RESEARCH INITIATIVES / ACTIVITIES

- Acadia University signed a six-year sub-licensing agreement for nine (9) technologies with Andermatt Canada. These nine technologies are part of the Atlantic Innovation Fund (AIF) project (pan-Atlantic), led by **Dr. Kirk Hillier** (Biology). Project: *To Develop and Commercialize Naturally-Derived Semiochemicals for Insect Pest Management*.
- On November 21, 2022, the **Office of Industry & Community Engagement (ICE)** together with Horticulture Nova Scotia held the “*Harvest End Breakfast*” event with ` 30 members from Horticulture NS, MLA Keith Irving and about 10 attendees from other not-for-profits, NSCC and government. **Dr. Andrew McIntyre** (Acadia Institute for Data Analytics) and Dr. Mohammed Shamma (NSCC) presented on their latest research relevant to agriculture.

RESEARCH GRANT AND SCHOLARSHIP PROGRAMS / UPCOMING SUBMISSION DATES

Internal

- University Research Fund (Article 25.55) - February 1, 2023
- SSHRC Institutional Grants (SIG) – Winter, date TBA
- Harrison McCain Foundation Grants – Winter/Spring, date TBA

External

- CIHR Project Grant – Registration February 8, Application March 8
- SSHRC Connection Grants (4/yr) - February 1, May 1, August 1, November 1
- SSHRC Insight Development: February 1
- SSHRC Partnership Engage Grants (4/yr) - December 15, March 15, June 15, September 15
- NSERC Alliance (partnership) Grants – Open Call
- MITACS (student and post-doc internships; various programs) - Open Call
- CLARI (Change Lab Action Research Initiative) – Open Call

ACADIA STUDENTS’ UNION – DECEMBER 12TH, 2022

No report received by December 8, 2022.

COLLEGE OF DIVINITY AND FACULTY OF THEOLOGY – DECEMBER 12TH, 2022

No report received by December 8, 2022.

**Senate Curriculum Committee (Policy)
Transition Report 2022**

Meeting date: November 16, 2022

Committee Membership: Aditi Sharma (Student), Arts (Vacant), Roxanne Seaman (Chair), Eva Curry, Christopher Killacky, Heather Saunders, Mark Bishop.

Schedule of Meetings: mid-January, March. Teams was selected as meeting modality.

Duties:

1) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.

2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.

3) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.

4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.

5) to consider such matters as Senate may from time to time entrust to the Committee.

Goals and priorities: reinvigorate the program and credential review/Calendar nomenclature project. As this Committee mandate and activities can impact or inform other Senate Committees, endeavour to list other connected Senate Committees and plan to communicate with them.

Respectfully submitted,

Mark Bishop
Registrar
Acting Transitional Chair

ACADEMIC PLANNING COMMITTEE
Pre-Budget Report to Senate
December 12, 2022

The Academic Planning Committee is charged with annually preparing a pre-budget report for Senate. The pre-budget report is to communicate priorities identified by the academic sector prior to the next operating budget.

Background

The three Faculties and the Library and Archives submitted annual plans to the APC. The faculty plans were used by the APC to rank the personnel requests within the faculties. These were reported to Senate at the September Senate meeting. In total, 38 positions were requested by the faculties. In October, the Provost authorized six tenure-track positions using the order ranked by the APC. Subsequently, the Deans reviewed their unit plans and brought forward priorities collected into the recommendations below.

Recommendations

The APC is bringing forward seven recommendations for priorities from the academic sectors to be used as guideposts in the upcoming operating budget discussions. While the recommendations are presented as distinct items, there is considerable overlap. The recommendations clearly defined fully replacing faculty on leave as the top priority; the rest of the recommendations were not ranked and are presented below as having equivalent priority.

- **Top priority is fully replacing faculty on leave from each academic unit**
Units are experiencing challenges keeping up with the necessary operational and service requirements (such as program reviews, committee work, program development) when individuals are on leave from the unit. These leaves include sabbaticals, sick leave, and secondments to other administrative positions within the university. The committee strongly recommend that as many positions as possible be filled by full-time limited term replacements. Many units are struggling to find individuals to teach on a per course basis. Full-time replacements can also increase the diversity within units that have had little rejuvenation in many years.
- **Centralized advising support**
Several units, particularly units with a large number of majors, are struggling to provide student advising. Centralized first-year advising support that provides assistance to students on more general enrolment matters, peer support, and navigating the university bureaucracy would be beneficial and reduce the burden on academic units.
- **Increased budget for purchase of new and replacement equipment, laboratory consumables, and software for pedagogical use**
Units, particularly in FPAS and FPS, need new or replacement equipment and software to maintain currency with professional or industry standards.
- **Increased TA budgets**
There is a need to increase units' TA budgets to incorporate the increase in the Nova Scotia minimum wage. Additionally, several units require an increase to the number of TAs to support increased course enrolments. This was brought forward across all three faculties.
- **Initiatives to support student resilience**
COVID has created a different learning environment and experiences for students both at the secondary and university levels. Incoming and current first year students have been most impacted. An investment in formalized programs to support student resilience and success are needed now more than ever.
- **New programs responsive to societal needs**
Several units have recently or are in the process of developing new programs. These programs need program specific financial support and resources as they are implemented and established.

- **Support for academic outreach and engagement**

Several units expressed interest in activities to celebrate and promote research, scholarly, and creative activities, and support of community-engaged learning.

Three Motions for Senate from the TIE committee, for the December 12, 2022 meeting

1. That slots 32 (Tuesday 9:30 - 12:30), 34 (Wednesday 9:30 - 12:30) and 36 (Thursday 9:30 - 12:30) be moved to begin at 8:30am and end at 11:30am.

Rationale: Several Science departments raised this issue. These are 3-hour slots used for labs. The current timetable has just 30 minutes between morning and afternoon labs. Science students may be scheduled to 2 consecutive labs, and the same instructors may be preparing and teaching the consecutive labs. Concerns have been raised that the 30-minute time lunch period between morning and afternoon labs in the current timetable is insufficient for lab preparation.

Under the proposed change the labs would conflict with slot 7 (T/W/Th 8:30 – 9:30). However, this slot is not heavily used, with between 1 and 4 courses held in the slot in 2021-22 and 2022-23. The benefit of moving the labs back outweighs the slightly higher potential for conflict with the lab slots.

It was considered whether the 90-minute 9:30 – 11:00 and 11:00 – 12:30 slots should also be moved back.

Consultation with Heads, Directors and Deans indicated a lack of support for this move. The move of labs (only) was supported by Science Heads and Directors, and not opposed by Heads and Directors from other faculties.

See proposed new slotsheet on following page.

2. The “Principles for the Preparation of Academic Dates” be amended as follows:

12. Classes are not held on the following holidays:

The 6 holidays identified in the Nova Scotia Labour Standards Code as holidays with pay: New Year’s Day, Nova Scotia Heritage Day, Good Friday, Canada Day, Labour Day, and Christmas Day.

Victoria Day

Civic Holiday (1st Monday in August)

National Day for Truth and Reconciliation

Thanksgiving Day

Remembrance Day

Rationale: This formalizes current practice.

See current and proposed complete “Principles for the Preparation of Academic Dates” on following pages.

3. Tests and in-term examinations must be held within the scheduled class or lab time for the course.

Rationale: At the request of Faculty Deans, TIE considered the question. The motion was supported by TIE, which felt that conflicts would be reduced.

Monday		Tuesday		Wednesday		Thursday		Friday	
8:30-9:30 1	8:30-11:30 30	8:30-9:30 7	8:30-11:30 32	8:30-9:30 1/7	8:30-11:30 34	8:30-9:30 7	8:30-11:30 36	8:30-9:30 1	8:30-11:30 38
9:30-10:30 2		9:30-11:00 11/50		9:30-10:30 2		9:30-11:00 11/52		9:30-10:30 2	
10:30-11:30 3		11:00-12:30 12/51		10:30-11:30 3		11:00-12:30 12/53		10:30-11:30 3	
11:30-12:30 4				11:30-12:30 4				11:30-12:30 4	
12:30-1:00 Mid-Day Break - No Classes		12:30-1:00 Mid-Day Break - No Classes		12:30-1:00 Mid-Day Break - No Classes		12:30-1:00 Mid-Day Break - No Classes		12:30-1:00 Mid-Day Break - No Classes	
1:00-2:30 5*/54	1:00-4:00 31	1:00-2:30 13/57	1:00-4:00 33	1:00-2:30 5*/60	1:00-4:00 35	1:00-2:30 13/63	1:00-4:00 37	1:00-2:30 5*/66	1:00-4:00 39
2:30-4:00 6*/55		2:30-4:00 14/58		2:30-4:00 6*/61		2:30-4:00 14/64		2:30-4:00 6*/67	
4:00-5:30 10/56		4:00-5:30 15/59		4:00-5:30 10/62		4:00-5:30 15/65			
5:30-6:30 Break - No Classes		5:30-6:30 Break - No Classes		5:30-6:30 Break - No Classes		5:30-6:30 Break - No Classes		5:30-6:30 Break - No Classes	
6:30-8:00 20	6:30-9:30 40	6:30-8:00 22	6:30-9:30 41	6:30-8:00 20	6:30-9:30 42	6:30-8:00 22	6:30-9:30 43		
8:00-9:30 21		8:00-9:30 23		8:00-9:30 21		8:00-9:30 23			
Slots 1 - 4 and 7 are 3 x 1h slots * Slots 5 and 6 are flex slots. Any 3h subset of the 4.5h slot can be used Slots 10 - 15 are 2 x 1.5h day slots Slots 20 - 23 are 2 x 1.5h night slots					Slots 30 - 39 are 3h day slots Slots 40 - 43 are 3h night slots Slots 50 - 67 are 1 x 1.5h day slots				

Current Version of “Principles for the Preparation of Academic Dates”

Principles

1. Class hours that are lost due to holidays will be rescheduled and accounted for in the academic dates. It is possible that these hours may be scheduled during regular hours of the University on days other than the regular class meeting days.
2. The first day of classes in the fall semester will be scheduled on the first Wednesday in September after Labour Day.
3. The first day of classes in the winter semester will be scheduled on the first Monday after January 5th.
4. A 5-day reading week will be scheduled in each of the fall and winter terms. In the fall, the break will be scheduled in the last week of October / first week of November. In the winter, it will be scheduled in conjunction with the Nova Scotia Heritage Day holiday.
5. At least one day will be designated as a study day and be scheduled between the last day of classes and the first day of exams.
6. It is desirable that the exam period end as early as possible. No exams should be scheduled after December 20. If required, exams may be scheduled on Sundays.
7. There will be a period of 7 working days between the first day of classes and the last day to add a course or receive a no record withdrawal.
8. The last day to withdraw from classes and receive a ‘W’ will be the first Friday, two weeks after the Fall and Winter breaks.
9. When possible, there will be 12 weeks of classes.
10. Due to the prevalence of Monday holidays in the fall term, courses with 3h instruction on Mondays are discouraged for that term.
11. In the event that a holiday falls on a weekend, and the holiday is to be observed on a weekday, that the observance be on Friday.

Proposed New Version of “Principles for the Preparation of Academic Dates”

Principles

1. Class hours that are lost due to holidays will be rescheduled and accounted for in the academic dates. It is possible that these hours may be scheduled during regular hours of the University on days other than the regular class meeting days.
2. The first day of classes in the fall semester will be scheduled on the first Wednesday in September after Labour Day.
3. The first day of classes in the winter semester will be scheduled on the first Monday after January 5th.
4. A 5-day reading week will be scheduled in each of the fall and winter terms. In the fall, the break will be scheduled in the last week of October / first week of November. In the winter, it will be scheduled in conjunction with the Nova Scotia Heritage Day holiday.
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10. Due to the prevalence of Monday holidays in the fall term, courses with 3h instruction on Mondays are discouraged for that term.
11. In the event that a holiday falls on a weekend, and the holiday is to be observed on a weekday, that the observance be on Friday.
12. Classes are not held on the following holidays:
 - The 6 holidays identified in the Nova Scotia Labour Standards Code as holidays with pay: New Year's Day, Nova Scotia Heritage Day, Good Friday, Canada Day, Labour Day, and Christmas Day.
 - Victoria Day
 - Civic Holiday (1st Monday in August)
 - National Day for Truth and Reconciliation
 - Thanksgiving Day
 - Remembrance Day

Motion that Senate approve the Vaughan Memorial Library's revised Collection Development Policy.

**Vaughan Memorial Library
Collection Development Policy**

Previous version approved by Senate, November 14, 2006

1. Purpose

The purpose of the Vaughan Memorial Library collection development policy is to provide the guiding direction and rationale for the development of the Library's collections.

In particular, the collection development policy ensures that the teaching and research needs of the academic disciplines represented at Acadia are reflected in ongoing collection development. It provides guidelines for defining and assessing the types of materials collected in a consistent and systematic manner. The policy ensures the best use of the University's resources in building the collections. It articulates and clarifies the roles of the Library and the University community in collection building and encourages and facilitates input from the community in this endeavour. The policy also acknowledges the role of the Library in co-operative collection development initiatives in the region and the country.

2. Acadia University

Acadia University is a liberal education university. Its four faculties – Arts, Pure and Applied Science, Professional Studies, and Theology – primarily offer undergraduate programmes, as well as a number of graduate programmes.

3. Vaughan Memorial Library

The Vaughan Memorial Library's collection development policy is guided by the mission statements of the University and the Library (see Appendix A). The basis of collection building will be the ongoing scholarly needs of undergraduate and graduate students and the faculty as they are reflected in curricula and research initiatives.

Acadia's current and future students, faculty and staff are the primary communities for whom the Library's collections are built. Alumni, retired faculty and the public also have access to the Library's physical and, where licenses allow, electronic collections. In addition, the Library makes its circulating collections available to students, faculty and staff at universities across Canada and beyond through its interlibrary loan and reciprocal borrowing agreements. The Library's collections are extended and complemented by the ready access to other collections that these agreements provide. The Library is a full participant in the Council of Atlantic Academic Libraries (CAAL) and in Novanet, and participates in the Canadian University Reciprocal Borrowing Agreement (CURBA). These initiatives provide barrier-free access to the collections and services at university libraries in the Atlantic region and across Canada. Through CAAL and other co-operative groups such as the Canadian Research Knowledge Network (CRKN), Acadia participates in a number of

consortial purchasing arrangements that provide cost-effective access to a wide range of electronic materials which would be otherwise unattainable due to the high cost of individual library subscriptions. These initiatives influence and complement the development of collections at Acadia.

The Library is committed to supporting intellectual inquiry and recognizes the right of individuals and groups to criticize and disagree with ideas expressed in materials held in the Library's collections. Efforts to limit access to information or to impose censorship are vigorously resisted. The Library supports and endorses the Canadian Federation of Library Associations' "Statement on Intellectual Freedom" (see Appendix B).

4. Vaughan Memorial Library Collections

Acadia's collections are defined in the broadest possible way as including on-site materials regardless of format (books, DVDs, government documents, data sets, electronic collections developed or acquired as part of the Library's digital collections, etc.) as well as off-site materials regardless of format (electronic collections accessed through purchase or license agreement, selected internet resources, etc.).

The primary purpose of the collections is to support undergraduate research, teaching and scholarly activity and to support graduate research at the graduate level in specific programme areas.

5. Collection Development

Collection development includes building the collections through selection of new materials as well as ongoing assessment and maintenance of existing materials. The foundation for developing an appropriate collection for Acadia is the curriculum or areas of study in the degree programmes and the areas of concentration of the departments and schools of the University. An in-depth understanding of the curriculum of these programmes is essential for both ongoing collection building and assessment of current collections.

5.1 Selection

Selection of titles for the collection is carried out by librarians with input from professors and instructors. Titles selected must support the academic initiatives of the University as already stated. In addition, the following criteria are considered:

- ∞ Level of scholarship
- ∞ Reputation of author
- ∞ Reputation of publisher
- ∞ Language
- ∞ Geographic coverage

Collection building must also take into account the variations in scholarly communication among the disciplines.

5.2 Maintenance

Maintenance encompasses assessment, preservation, and withdrawal activities.

Assessment is a process that evaluates how well the Library's collections meet teaching and research needs at the University.

Preservation is essential for ensuring the longevity of library materials and is most frequently accomplished through mending, binding or reformatting. Mending and binding focus on the preservation of the physical item, while reformatting focuses on the preservation of the item's intellectual content rather than its physical format. Reformatting can include, for example, the microfilming of newspapers or the purchase of electronic versions of titles that are no longer available in any other format.

Withdrawal is defined as the removal of materials from the collections and is a carefully planned, ongoing process that is developed and implemented by librarians with input from professors and instructors to ensure that the integrity of the collections is maintained. Librarians continuously identify outdated, irrelevant, or damaged items for possible removal and replacement. Lack of space is not considered a legitimate reason for withdrawing materials from the collection. The definition of withdrawal does not include the removal of duplicate copies as long as one copy of a work remains in the collection, since the intellectual content of the collection does not change. (Different editions of a work are not considered to be duplicates.)

Maintenance of the collections is an ongoing activity.

6. Collections considerations

6.1 Equity, Diversity, Inclusion, and Accessibility

The Library strives to maintain diverse materials in its collections and acknowledges the historical silencing of particular voices and perspectives in academic library collections: those of Black people, Indigenous people, People of Colour, people with disabilities, 2SLGBTQ+ people, and others. The Library will include materials in its collections from these historically silenced perspectives as part of its ongoing acquisitions.

The Library is committed to serving the information needs of patrons with disabilities, and will endeavour to acquire and provide materials in accessible formats. The Library provides equitable access to its collections for current Acadia students, faculty, staff, alumni, and the general public when possible.

6.2 Duplicate titles

The Library will not normally purchase or retain duplicate copies of works unless there is the expectation or demonstration of heavy or continuous use. Journals in print format that are duplicated electronically will be retained until secure electronic archives are ensured.

Exceptions:

- ∞ Duplicates of titles in non-circulating collections may be added to or retained in the main circulating collection on the recommendation of the appropriate librarian.
- ∞ Print copies of Acadia master's and honours theses and in-depth studies (School of Education) are maintained in Special Collections in addition to the electronic versions.
- ∞ Paper copies of newspapers and journals published in the Annapolis Valley are retained even if they are also available electronically or in microform.
- ∞ For the purposes of this document, electronic versions of monographs are not considered duplicates and vice versa.

6.3 Format

In considering new acquisitions and the retention and preservation of existing collections, the implications of cost, staffing, storage and use are taken into account. Although content rather than format is the main criterion for selection, economy of storage and maintenance, long term preservation and access, accessibility, and convenience of use are considered when material is available in more than one format.

For the ever-increasing amount of electronic materials, additional selection criteria must be used. These include:

- ∞ Ability to print and download
- ∞ Accessibility
- ∞ Archiving commitments by the publisher
- ∞ Campus-wide access
- ∞ Ease of use
- ∞ Licensing terms
- ∞ Number of simultaneous users supported
- ∞ Remote access
- ∞ Stability of the publisher
- ∞ Technical requirements

Materials that require special equipment will only be purchased if the equipment is commonly available. For example, film strips will not be acquired because of the extreme scarcity of film strip projectors.

6.4 Gifts

Gifts will be accepted at the discretion of the liaison librarians when they fall within the scope of the Library's collection development policy. For the purposes of this policy, gifts include books, periodicals, music, and film in supportable formats. Because of the high cost of processing gifts, the collections development policy will be used carefully when deciding on their acceptance. Gifts can be accepted only when the donor does not place restrictions on the access, use or handling of the materials that are inconsistent with the Library's overall mission, services and policies.

6.5 Textbooks

Textbooks and related instructional aids are not normally purchased unless they are core resources in the field. With their high costs and short lifetimes, most textbooks are unaffordable and do not make lasting contributions to the Library collections.

6.6 Languages

The Library's collections are primarily in English. Materials in other languages are acquired in support of current programs at Acadia, such as French, German, and Spanish. Additional consideration is given to items in Mi'kmaw for their cultural relevancy.

7. Roles and Responsibilities for Collection Development

The ultimate responsibility for the long-term development, care and management of the Library collections rests with the Dean of Libraries and Archives.

Librarians at Acadia work with one or more Academic Units on an ongoing basis to build the library collection. Librarians are responsible for being well informed about the courses and programmes

offered, new course and programme initiatives, new research directions, and the interests and information needs of members of the department. This background, gained in liaison with the department, serves to inform the management of an appropriate balance of selections in ongoing collection development, the assessment of the strengths and weaknesses of the existing collection, and the description of specific collection guidelines within the Library collection development policy.

Librarians receive order requests from the Academic Unit, support professors in the selection process, explain library policies and guidelines, and prepare background information for new course and programme proposals and for departmental reviews. They are also responsible for ongoing assessment and maintenance of those areas of the collection with which they work most frequently and for keeping the Units up to date on their findings, especially as they relate to the support of the current curriculum and of new courses and programmes being developed.

8. Acadia's Special Collections

Special Collections are those collections of library materials which, by virtue of their rarity, physical form, content, or depth of subject coverage, are distinguished from the general stacks of the Library. They are maintained as separate and identifiable collections and do not circulate. Special Collections at Acadia are rich and diverse research resources containing a wide range of materials acquired by purchase, gift and bequest over the course of the University's existence.

Special Collections at Acadia presently consist of the following defined collections:

8.1 The Eric R. Dennis Collection

A significant collection of mid 18th- to early 20th-century Canadian materials with an emphasis on historical, political, literary, and religious monographs and serials. It was collected by Major J. Plimsoll Edwards and sold to Acadia in 1917. The bulk of the purchase price was subsequently paid by the Dennis family of Halifax on the condition that the collection be renamed to honour their son, Captain Eric R. Dennis, a former Acadia student who was killed at Vimy Ridge. *A Catalogue of the Eric R. Dennis Collection of Canadiana in the Library of Acadia University* was published in 1938.

8.2 The John Daniel Logan Collection

This collection was assembled by J.D. Logan and presented to Acadia between 1918 and 1930. It consists of late 19th- and early 20th-century Canadian literature with an emphasis on poetry. In 1923 Dr. Kenneth G.T. Webster, a Dalhousie and Harvard classmate of Logan, began to regularly donate Canadian literature to the Logan Collection to honour his friendship and admiration for Dr. Logan.

8.3 The William Inglis Morse Collection

A collection of 17th-, 18th-, and 19th-century works assembled by William Inglis Morse, an Acadia graduate of the Class of 1897, and donated to Acadia between 1926 and 1931. The Morse collection was divided between Acadia, Dalhousie and Harvard. A catalogue for the Acadia portion was published in 1931.

8.4 The Jarold K. Zeman Collection

This collection, donated to Acadia in 1991, consists of the private library of Jarold Knox Zeman, Professor of Church History at Acadia Divinity College and significant Canadian Baptist leader. It includes monographs, serials and pamphlets relating to the Hussite and Anabaptist movements in Europe, and many works on North American Baptist history.

8.5 The Watson Kirkconnell Collection

This collection, the private library of Dr. Watson Kirkconnell, ninth President of Acadia University, came to Acadia upon his death in 1977. A Milton scholar and translator of many poetic literatures (Icelandic, Hungarian, Polish, and Ukrainian among them), Kirkconnell was a founder of the Humanities Research Council of Canada and the Baptist Federation of Canada. This collection of monographs and serials exemplifies Kirkconnell's broad interests.

8.6 The Haliburton Collection

This collection consists of editions and imprints of the works of the 19th-century Nova Scotia satirist Thomas Chandler Haliburton and biographical and critical material relating to his works. This collection was donated by Robie Lewis Reid (1866-1945), noted historian and jurist in British Columbia. Mr. Reid was born in Steam Mill, Cornwallis Township and collected works of and about Haliburton throughout his life.

8.7 Bible/Hymnbook Collection

This collection consists of Bibles and hymnbooks, mainly relating to the Baptist denomination, in various languages and editions.

8.8 Historic Textbook Collection

This collection consists of nearly 300 textbooks used in the public schools of Nova Scotia from the 1860s to the mid-1960s.

8.9 Rare Book collection

The Vaughan Memorial Library is not actively acquiring rare books for this collection but may accept donations if we can provide the appropriate environment for the preservation of the material and if the material meets any of the following criteria:

- a) books bearing a stated print run limitation of less than 500 copies
- b) books printed before 1868 in what is now Canada
- c) books printed outside Canada before 1850 that are pertinent to the research and teaching initiatives at Acadia and are not available through antiquarian book catalogues.

8.10 Tufts Collection

This collection consists of the monographs, serials, and offprints from the library of Robie W. Tufts (1884-1982) of Wolfville, Nova Scotia. Tufts was a migratory bird officer for Nova Scotia from 1919 to 1946, serving with the federal government for 28 years. Dr. Tufts held honorary degrees from Acadia and Dalhousie.

8.11 Silverberg Collection

This collection consists of art and travel books from the library of David Silverberg. Born in Montréal, Silverberg graduated from McGill in 1957. In 1991 and 1992 Silverberg was invited by the Chinese government to travel, work, teach, and exhibit throughout China. Many of the books in this fine collection were acquired on these travels. In 1995, Silverberg became artist-in-residence at Acadia.

8.12 Henry Bell Collection

This collection consists of the working library of the Reverend Henry Revel Bell (1881-1961). A native of Scotland, Bell immigrated to Canada. After being ordained in 1918, Bell served the congregation at East Point United Baptist Church, Prince Edward Island as their minister for close to 30 years. Bell was a Maritime Baptist fundamentalist and his library reflects that aspect of the denomination.

8.13 Wallace Collection

A collection of French imprints, the majority of which belonged to Sir Robert Wallace (1818-1890), British art collector and philanthropist. The collection was given to Acadia in 1921 by Dr. M.C. Smith of Lynn, Massachusetts. Dr. Smith grew up in Cornwallis Township, Nova Scotia.

8.14 Sanatorium Collection

This collection consists of monographs, serials, and offprints from the library of the former Nova Scotia Sanatorium located in Kentville, Nova Scotia.

8.15 John Herbin Collection

This collection consists of books from the library of John F. Herbin (1860-1923), jeweller, author, local historian, and promoter of Acadian heritage. Herbin graduated from Acadia in 1890.

8.16 Harry Starr Collection

Charles (Harry) Starr (1905-1990) was a member of the Starr family of Cornwallis Township, Nova Scotia. After completing a certificate in Engineering from Acadia in 1929, he pursued a career in Canada and the United Kingdom. Starr was deeply interested in his Planter heritage and his collection reflects that. The majority of this collection came in 1985.

8.17 Duncanson Collection

This collection consists of the library of John V. Duncanson (1918-1999), genealogical and historical researcher of Hants County, Nova Scotia. His research resulted in three publications on Falmouth, Newport, Rawdon, and Douglas. Mr. Duncanson was named a Planter Scholar by Acadia in 1995.

8.18 John Mockett Cramp Collection

John Mockett Cramp (1796-1881) was a Baptist minister, author, and educator. In 1850 he was selected to succeed John Pryor as Acadia's President and is often referred to as the "Second Founder" of Acadia. His extensive library covers the fields of history, theology, geology, and philosophy.

8.19 Frederick C. Burnett, Jr. Collection

Reverend Burnett (1928-2018) was the last surviving Elder of the Free Baptist denomination of Nova Scotia and New Brunswick. Born in Yarmouth County, NS, he was ordained in 1951. A highly regarded historian, he is best known for his *Biographical Dictionary of Nova Scotia and New Brunswick Free Baptist Ministers and Preachers* (1996). This collection consists of his library of monographs and serials related to his research.

Note: No new material is being added to the above nineteen collections. The following seven continue to grow.

8.20 Acadiana Collection

This collection contains material relating to all aspects of Acadia University. Publications in all formats by or about the University and its faculty are included. Serials and newsletters produced by the University are also included.

8.21 Acadia Theses

This collection consists of the print copies of Acadia University honours and graduate theses.

8.22 Baptist Collection

This collection contains published material relating to the Baptist denomination in Atlantic Canada. The Baptist denomination includes all of the former branches of the denomination that presently exist in the Convention of Atlantic Baptist Churches. Serials, newsletters, and newspapers produced by the denomination and its various agencies are included in this collection. (Published monographs

of less than twenty pages are treated archivally and catalogued using the Rules for Archival Description.)

8.23 Gaspereau Press Collection

Gaspereau Press is a Nova Scotia-owned and -operated literary press and trade publisher based in Kentville. Founded in 1997, it publishes short-run editions of both literary and regional interest. Through an agreement with Gaspereau Press, the Library acquires all monographs and ephemera that they publish and print.

8.24 The Annapolis Valley Collection

This collection is an exhaustive collection of all monographs, serials, newspapers and ephemera relating to the geographic area known as the Annapolis Valley. It includes items published in the Annapolis Valley or elsewhere relating to the historical, social, economic, literary and current state of the Valley. This collection does not include provincial or federal government documents. The Annapolis Valley is defined for this purpose as the area extending from the boundary of the Municipality of West Hants in the east to the western boundary of the Municipality of the District of Digby in the west. It therefore includes all of the counties of Kings and Annapolis bounded on the north by the Bay of Fundy, on the south by the Lunenburg and Queens County lines, and portions of Hants and Digby Counties as described.

8.25 Print Artifacts Collection

The Print Artifacts collection contains items with important material value. This includes age (19th- and early 20th-century), limited print run, marginalia (in some cases an author's signature), fragility, illustrations, size, and/or loose parts.

8.26 Clara Jefferson Collection

The majority of this collection of cookbooks was donated by Clara (Nowlan) Jefferson, who graduated from Acadia in 1948. The collection includes some rare and very old cookbooks, and is particularly noteworthy for the many cookbooks that were written and published by local churches, Women's Institutes, Ladies' Auxiliaries, and community groups between the end of the Second World War and the early 1970s.

9. Esther Clark Wright Archives

The Esther Clark Wright Archives holds two distinct groups of archival fonds and collections:

9.1 Archives of Acadia University and Affiliates

This group consists of records (regardless of format or medium) supporting the mission of the University that were created, received, used, or maintained by members of the University community during activities and undertaken on behalf of, or during employment duties to, the University. This group includes administrative records created by Offices, Academic Units, Associations, and Institutes that report within the administrative structure of the University. Faculty, student, and alumni records (regardless of format or medium) may be acquired under this category.

9.2 Archives of the Annapolis Valley/Minas Basin area

This group consists of records (regardless of format or medium) created, received, used, or maintained by members and organizations of communities between Digby and Windsor, NS. Recognizing that this is a task shared with other community memory and heritage institutions in this region, the Esther Clark Wright Archives fully participates in the Council of Nova Scotia Archives' Cooperative Acquisitions Strategy.

The Esther Clark Wright Archives acquires records to assist with:

- 1) the continuing development of strong archival fonds and collections to support student, faculty, and community research;
- 2) the building of an archives that supports study, research, and intellectual growth, and that promotes a habit of critical inquiry and a love of learning.

Acquiring records for the Esther Clark Wright Archives is based on institutional goals and priorities determined by the following criteria:

- Ownership of the records
- Physical condition of the records
- Available resources and facilities
- Historical importance and likely research interest
- User needs

Records acquired by the Esther Clark Wright Archives are received by a signed Donor Agreement or by a signed internal University Transfer Agreement. The Esther Clark Wright Archives is the custodian of both the intellectual and physical rights on behalf of Acadia University's Board of Governors.

Staff follow the Association of Canadian Archives' Code of Ethics when acquiring archival fonds and collections. National archival standards and the Council of Nova Scotia Archives' Cooperative Acquisitions Strategy are followed when considering archival fonds and collections for acquisitions.

Appendix A

Acadia University Mission Statement

The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders. (Approved by the Acadia University Board of Governors, May, 2006)

Vaughan Memorial Library Mission Statement

The Vaughan Memorial Library is primarily an undergraduate research centre committed to providing the highest standard of programmes, services, and resources in support of learning, teaching, research and scholarly communication.

Appendix B

Canadian Federation of Library Associations (CFLA-FCAB) Statement on Intellectual Freedom

Approval History: ~ CLA: June 27, 1974; Amended November 17, 1983; November 18, 1985; September 27, 2015. CFLA-FCAB: Adopted August 26, 2016; Reviewed April 12, 2019.

The Canadian Federation of Library Associations recognizes and values the Canadian Charter of Rights and Freedoms as the guarantor of the fundamental freedoms in Canada of conscience and

religion; of thought, belief, opinion, and expression; of peaceful assembly; and of association.

The Canadian Federation of Library Associations supports and promotes the universal principles of intellectual freedom as defined in the Universal Declaration of Human Rights, which include the interlocking freedoms to hold opinions and to seek, receive and impart information and ideas through any media and regardless of frontiers.

In accordance with these principles, the Canadian Federation of Library Associations affirms that all persons in Canada have a fundamental right, subject only to the Constitution and the law, to have access to the full range of knowledge, imagination, ideas, and opinion, and to express their thoughts publicly. Only the courts may abridge free expression rights in Canada.

The Canadian Federation of Library Associations affirms further that libraries have a core responsibility to support, defend and promote the universal principles of intellectual freedom and privacy.

The Canadian Federation of Library Associations holds that libraries are a key institution in Canada for rendering expressive content accessible and affordable to all. Libraries are essential gateways for all persons living in Canada to advance themselves through literacy, lifelong learning, social engagement, and cultural enrichment.

Libraries have a core responsibility to safeguard and facilitate access to constitutionally protected expressions of knowledge, imagination, ideas, and opinion, including those which some individuals and groups consider unconventional, unpopular or unacceptable. To this end, in accordance with their mandates and professional values and standards, libraries provide, defend and promote equitable access to the widest possible variety of expressive content and resist calls for censorship and the adoption of systems that deny or restrict access to resources.

Libraries have a core responsibility to safeguard and foster free expression and the right to safe and welcoming places and conditions. To this end, libraries make available their public spaces and services to individuals and groups without discrimination.

Libraries have a core responsibility to safeguard and defend privacy in the individual's pursuit of expressive content. To this end, libraries protect the identities and activities of library users except when required by the courts to cede them.

Furthermore, in accordance with established library policies, procedures and due process, libraries resist efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Library employees, volunteers and employers as well as library governing entities have a core responsibility to uphold the principles of intellectual freedom in the performance of their respective library roles.