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Minutes of the Senate Meeting of Monday April 13<sup>th</sup>, 2020.

A meeting of the Senate of Acadia University occurred on Monday April 13<sup>th</sup>, 2020 beginning at 4:00 p.m. with Chair A. Kieft presiding and 50 present, and one guest. This was a virtual meeting of Senate as a result of the COVID-19 pandemic and was conducted using Microsoft Teams.

**1) Approval of Agenda**

The Chair welcomed Senators and explained the way that Microsoft Team chat would work and suggested that Senators type in 'SL' if they wished to be added to the speaker's list. Voting polls would also appear in the team chat window and Senators could place their votes. The Chair reminded Senators to mute their mics unless they were speaking.

The Chair called the meeting to order, noting that there was quorum at present. The Chair noted to Senators that the most recent version of the agenda had been circulated the previous Saturday.

**Motion to approve the agenda. Moved by R. Seale and seconded by D. Benoit.**

The Chair asked for two changes. Under item 6)e) the name M. Robertson should be added as he was the representative from the Nominating Committee who would announce the nominations.

The second change was that the written announcements from the ASU which had been circulated separately to Senators would be added to the agenda.

**MOTION TO APPROVE THE AGENDA AS REVISED CARRIED.**

**2) Minutes of the Meeting of Senate on Monday February 10<sup>th</sup>, 2020**

Motion to approve the Minutes of Monday February 10<sup>th</sup>, 2020 as distributed. Moved by C. Mutlu and D. Benoit.

The Chair asked for any errors, omissions or changes to the Minutes.

J. Richard asked that her name be spelled correctly on page 34 of the minutes.

**MOTION TO APPROVE THE MINUTES AS REVISED CARRIED.**

**3) Minutes of the Meeting of Senate on Monday March 9<sup>th</sup>, 2020**

Motion to approve the Minutes of March 9<sup>th</sup>, 2020 as distributed. Moved by C. Rushton and seconded by G. Whitehall.

The Chair asked for any errors, omissions or changes to the Minutes.

M. Adam asked for a change to be made to the 3<sup>rd</sup> paragraph on page 12 and requested that the word 'that' be replaced with the word 'about' so that the sentence read correctly.

MOTION TO APPROVE THE MINUTES AS REVISED CARRIED.

The Chair noted that H. Chipman was a guest from the T.I.E. committee.

**4) Announcements**  
**a) From the Chair**

The Chair announced regrets from P. Callaghan and Z. Goldsmith.

The Chair also announced that given the uncertain times at the moment there was a possibility that Senate could be asked to meet more frequently and also during the summer months. She asked that Senators watch for meeting requests.

**b) From the President**

President Ricketts pointed out that had he written his report at the previous Senate meeting, which laid out actions taken by the University, it would not have seemed possible. He noted the achievements of the last month during the pandemic and extended thanks to everyone for their part in working collaboratively to step up and work through an extremely challenging situation. Moving the University from a personal and in-person setting to a completely virtual environment in the space of two weeks was a tremendous feat.

President Ricketts particularly thanked employees continuing to work on the campus, the physical plant and security employees, as well as those supporting the 107 students still staying in residence, most of which were international students who were unable to travel home.

President Ricketts stated that an interim budget had been approved by the Board of Governors Executive, to allow Acadia to continue to operate. This would go to the Board on Friday for approval. He hoped that a revised or full budget for the year would go to the June meeting of the Board. A 90% cap had been placed on spending but expected salary increases that were known for July 1<sup>st</sup>, 2020 had been factored into the budget.

President Ricketts discussed two programs for student support:

- A credit for their residence and meal plans if they had been instructed to leave the Province and travel home following direction from the Chief Medical Officer of Nova Scotia.
- Establishment of a relief fund which would be there to provide bursaries for students on the basis of need.

The University was waiting to see what the Province would be doing to provide financial support for students and he noted that the Federal Government had not yet announced a program to support students, beyond the deferral of repayment of student loans. He noted that the Federal Government would be funding the Canada Summer Jobs Program 100%.

President Ricketts offered to update the campus as information was received from the Government. He did not yet know whether there could be financial

support directly to institutions but noted that all institutions across the county would be financially affected.

President Ricketts explained that the focus was on September and the various possible scenarios. These varied from starting the term as usual with possible reductions in enrolments, through to having to delay the start of the term. He stated that the Planning committee that was being chaired by the Provost was working hard to prepare for September, realizing that this was a moving target. President Ricketts acknowledged that during the next few months Acadia would have a better sense of whether the current physical restrictions would continue for a longer period.

President Ricketts noted that faculty were now close to the completion of the term and that graduands needed to graduate on time after which the faculty would start to prepare for possible different working circumstances in September. He asked Senators for their cooperation and support in this second stage.

The Chair thanked President Ricketts for his report.

The Chair noted that I. Semenenko had just joined the Senate meeting.

V. Provencal asked whether AUFA were represented on the Planning Committee.

President Rickett confirmed that the membership of the committee was detailed in the Provost and VPA report for Senate. He noted that the President of AUFA was a member and that the University had been working closely and very successfully with AUFA as the pandemic unfolded. He had found the collaboration to be outstanding.

G. Whitehall noted that President Ricketts was concerned about the potential impact of COVID-19 on potential enrolment for September. He asked him whether he might expand on the sort of impact this might have on the academic mission of the University in a broader sense. He viewed this through research to pedagogy to student life and experience.

President Ricketts agreed that there was no short answer to this question. He did not feel that this would negatively impact the academic mission of the University, with the exception of the Institution needing to remain viable and sustainable in order to deliver the mission. He noted that the Acadia model relied heavily on physical engagement and interaction, and the ability to be part of the physical living and breathing part of the community. Part of that could be recreated using technology but large parts could not. He noted that there was concern that some students might not want to go away to university or go into a university. Acadia relied a great deal on students from the Province and from the country and he wondered whether the pedagogical model could be a disadvantage for Acadia. Although that potential was there President Ricketts also pointed out that there was a possibility that students might put additional value on inter-personal engagement and contact. In this instance there could be advantages with the inter-personal model of education that Acadia offered.

President Ricketts pointed out that some students would not be able to travel and that there would be an impact on international enrolment even if Canada

was open for business by September. There could also be limitations to domestic travel and funding for Canadian students with the lack of summer jobs. Negative impacts could be felt for the short term or for the long term.

President Ricketts expected that the University would learn to do things in different ways and noted that some of the new technology skills would prove useful in the future.

D. Keefe added that impacts would be both positive and negative on scholarly activity, partly depending on the length of the pandemic. These scenarios were being studied by the Planning committee. He felt that the Acadia model could have a lot of advantages in that the class sizes were small and the community of Wolfville was small and in a rural setting.

D. Keefe explained that the recruitment efforts were being proactive in promoting what the institution could offer so as to be ready when things returned to the new normal. He also felt that everyone was learning what the technology could and couldn't do. In the short term he expected disruptions to research, teaching, and service.

J. Stanley let Senators know that he had been reading a recent publication from the Acadia Divinity College called 'Today' which was very future thinking with regard to technology in the spiritual education part of Acadia's work. He noted that the lead title was 'Sometimes Fresh Matters' and suggested that Senators look this up in the Divinity College Bulletin magazine.

D. Keefe reported that he would report separately on COVID-19. He expressed his thanks to Senators for their efforts and noted that there had been very few complaints from students, faculty, or staff and he felt that everyone had gone above and beyond to make a difficult situation work.

**c) From the Provost and Vice-President Academic**

D. Keefe reported that two proposals had recently gone forward to MPHEC following Senate approval. These were the Master of Professional Kinesiology and the Master of Environmental Sciences. Comments had been received back from other institutions and D. Keefe reminded Senators that MPHEC sends proposals out to other institutions offering a two-week period window to provide comments back. These could be constructive criticism or other feedback. D. Keefe noted that each program had received some feedback and had now prepared responses that were going back to MPHEC shortly.

D. Keefe explained that if the response proved satisfactory the proposals would move through the next steps of the approval process.

R. Seale thanked President Ricketts and D. Keefe for their collaborative and collegial work with all of the campus stakeholders and in particular, AUFA. He asked whether discussions had been held to look at dates and timelines for tenure and noted that other institutions were looking at this.

D. Keefe responded that three MOAs had been signed to date with AUFA but that these were mainly around completing the term and teaching through the spring/summer. Discussions had been held regarding the tenure/promotion clock but it had been agreed to work out at a later date what would need to be done in the future. There was no impact on faculty going forward for tenure

and promotion in the current year as the URC would be able to conclude its duties.

D. Keefe stated that adjustments may need to be made for next year but that this was being discussed and it was understood by both sides that there would be impacts to individuals, particularly if the full summer was lost and research was limited. Faculty could also be focussing more on their teaching at this time.

V. Provencal recognised that as a faculty member his contribution would be to be ready to do what needed to be done during the fall term and he asked whether the Planning committee could create a timeline so that he would know at what point he should start to prepare his courses for on-line delivery.

D. Keefe agreed that while planning was underway he was mindful of not overloading faculty while they were finishing the term. Timelines were being developed and Deans were being encouraged to discuss remote offerings with their academic units and to decide how this would look. He expected that those timelines would be rolled out in the next two to three weeks.

G. Whitehall asked what sort of supports could be put in place to ensure that faculty could continue to do their research during the summer months and also move forward with research and teaching at a difficult time. He felt that research could only be done if investment was made to provide concrete support and enhanced technological support.

D. Keefe stated that the University was only at the preliminary stage of the pandemic and much would depend on how long the lockdown continued. It was possible that if in several weeks the Province was able to reverse phase the lockdown that research could continue, but that if the lockdown continued through the summer the University would need to decide how to provide supports through the Library or the Research and Graduate Studies Office. At the same time it might be impossible to provide lab space and access to facilities. This would be determined by the response of the Province and he hoped to have more information at a later date.

D. Keefe commented that funding deadlines had been extended and had been rolled over for faculty members. The Tri-Council had also done this. He noted that at this stage they were identifying the challenges and deciding what could be done to support faculty.

P. Abela thanked everyone and especially the Technology Services staff. P. Abela noted that T. Aulenbach had done excellent work and provided support for him in real time and solved many technical problems.

H. Teismann seconded those sentiments, as did L. Robinson.

K. Vandertoorn encouraged Senators to look at the ASU announcements that had been circulated earlier that day by email. She thanked everyone for their help in accommodating students during the last few weeks.

- d) **From the ASU President:** K. Vandertoorn pointed out that the report included information from the student perspective and some of the concerns and worries that they were facing with regard to COVID-19.

K. Vandertoorn noted that the ASU had offered emergency funding for students to access if needed.

The Chair pointed out that this was the transition time for the ASU Senators and she thanked Kyle and the other student Senators for their service.

A. Robbins had needed to leave the meeting earlier but the Chair noted that A. Robbins had extended gratitude to D. Keefe and fellow Deans who had been a pleasure to work with through these unprecedented days.

- e) **From the Faculty of  
Theology/College of  
Divinity**

**5) Previous Business from  
March 9<sup>th</sup> meeting of Senate**

- a) **Motion that Senate  
approve the 2023-24 and  
2024-25 Calendar Dates  
as recommended by the  
T.I.E. Committee  
(attached)**

**Motion that Senate approve the 2023-24 and 2024-25 Calendar Dates as recommended by the T.I.E. Committee. Moved by M. Adam and seconded by R. Seale.**

H. Chipman spoke to the motion from the T.I.E. Committee and reminded Senators that this was a continuation of the discussion at Senate in March.

H. Chipman stated that there had been a concern with the 2023-24 Calendar dates because in the Fall of 2023 Remembrance Day fell on a Saturday. The original schedule had included classes on the Monday but it had been pointed out at Senate that some employee groups received a statutory holiday in their Collective Agreements.

H. Chipman proposed that there would now be a holiday observed on the Monday following Remembrance Day in November 2023 and no classes would be offered. This would mean that there would only be 10 Mondays in that term and as a result, the committee would remind all unit heads and directors that 3-hour classes should not be scheduled on a Monday during that term.

S. Currie thanked H. Chipman for this change. She asked about the consideration of an extra study day in April, which had been discussed at the last Senate meeting.

H. Chipman agreed that the T.I.E. committee had considered this at their last meeting and felt that this would be a good idea. He expected that a motion would come to Senate to add an additional study day between classes and the start of exams in April and that this would continue for all subsequent years.

**MOTION CARRIED. TWO ABSTENTIONS.**

## 6) New Business

### a) Academic changes and COVID-19

D. Keefe noted that the Chair had requested a separate discussion of COVID-19 as it was a significant item. He had provided a written report to describe what had been done to date and to describe what planning was taking place for the future.

D. Keefe thanked Open Acadia and Tech Services for their great commitment to offering help and expertise, to the extent of delivering laptops to employees' homes if needed. Faculty from all programs were also thanked and D. Keefe highlighted the challenges for Education Counselling faculty to deal with practicums for their students.

D. Keefe stated that the circumstances changed so rapidly that communications were often outdated very quickly and noted that from March 13<sup>th</sup>, the weekend before classes were suspended, to when the University moved to on-line delivery of classes, there were many communications and a lot of activity in preparation. He thanked the Deans, the AUFA Reps, the Registrar, and the Planning group for their availability over that weekend and subsequently.

D. Keefe stated that the Planning group was meeting three mornings a week until now and going forward the Planning group would meet twice a week in order to consider the summer and the fall offerings. D. Keefe pointed out that the University had cancelled in-person Spring offerings but had not yet cancelled in-person offerings for the summer but was working under the assumption that these would all be remote delivery. He expected that the Province would be unable to lift the distancing and isolation restrictions in time for an in-person summer teaching session, so he expected that a communication to that effect would come out shortly.

D. Keefe discussed the Fall term and the uncertainty that surrounded this. He noted that the newly formed larger Planning team would be meeting biweekly and was looking at all aspects of the University operations but was considering two major scenarios: one would be an in-person term during the Fall but with some restrictions (class size, distancing etc.), and the second would be a situation where it was not possible to have an in-person term and classes needed to be offered through remote delivery.

D. Keefe noted that they were looking at the entire Acadia experience which was one of the competitive advantages that Acadia held over other institutions. S. Duguay and his team had been looking at how that experience could be delivered in a remote manner or if strict distancing rules remained in place. He noted that in both of these scenarios there would be an impact on scholarly activity and discussions were also focussing on this. There could also be difficulties for students to get access to materials for study.

D. Keefe stressed that enrolment would impact on everything that the University was doing in both of the above scenarios, noting that there could also be an in between situation which mirrored that of the end of the Winter term, whereby an official start date could prove to be later than September but some remote delivery could be offered during September. Which of these scenarios would play out remained an unknown at this time.

D. Keefe stated that potential fall enrolment remained a concern and that international and domestic student numbers could fall due to travel restrictions and other impacts such as parents losing their jobs, investments being lost, and students being unable to work during the summer months. However, he did not expect the situation to all be negative and felt that the Acadia model could prove to be very attractive to international students from the USA or the UK if those countries continued to have significant problems with COVID-19. He stated that Acadia continued to work with its international agents to ensure that it maintained market presence. He felt that the same situation could apply domestically if Nova Scotia reduced the numbers of COVID-19 cases relatively quickly. This might make smaller classes in a small rural community more attractive. D. Keefe noted that the Planning group was trying to be proactive and to develop a good communication strategy towards students, faculty and staff. This would result in students understanding that even though there were uncertainties, Acadia was working hard to ensure that they still got the Acadia experience. He noted that returning students also needed to know that their program was not going to be negatively affected.

D. Keefe summarized that this work was just beginning as different scenarios were identified and developed. More information will be communicated.

- b) Motion that Senate approves a change in its Constitution and By-laws such that the Senate membership be altered in such a way that the three members currently specified as elected lay persons of Senate become one appointed Mi'kmaw lay person and two elected lay persons (*attached*)**

**Motion that Senate approves a change in its Constitution and By-laws such that the Senate membership be altered in such a way that the three members currently specified as elected lay persons of Senate become one appointed Mi'kmaw lay person and two elected lay persons. Moved by R. Raeside and seconded by M. Adam.**

R. Raeside pointed out that on page 20 of the Agenda, below the motion itself, the wording made reference to the November Senate Executive meeting where it was suggested that a Mi'kmaw member be one of the lay members of Senate and that the process had developed from there. He noted that there were currently three lay person members on Senate and that the motion would change this to having two elected lay persons on Senate and one appointed from the Mi'kmaq community.

Z. Whitman detailed the process that had been followed and stated that the text for this process had been given to the Mi'kmaq leadership in the four local communities and that they were all in full approval of the proposal.

**MOTION CARRIED UNANIMOUSLY.**

- c) May meeting of Faculty Council**

M. Adam discussed this item as Chair of Faculty Council. He reminded Senators that there had been previous conversation about Faculty Council throughout the year at Senate and Senate Executive. The Executive had been discussing the shape that Faculty Council could take and how it might be reinvigorated.

M. Adam also noted that while it was listed as a sub-committee of Senate, the Faculty Council did have its own Constitution. As a result, he would be taking the conversation to Faculty Council and it would then come back to Senate.



M. Adam stated that a Faculty Council meeting would be held using Microsoft Teams and that requests for reports had been circulated. He expected that the meeting would resemble a standard Faculty Council meeting and he appreciated seeing how the virtual approach was working for the Senate meeting with a large group of members.

M. Adam commented that the Faculty Council Constitution could be found listed on the Senate website. He asked Senators with ideas or information about the upcoming meeting to contact him directly.

**d) Motion from the Awards Committee to approve the candidate for the Distinction of Professor Emeritus**

**Motion from the Awards Committee to approve the candidate for the Distinction of Professor Emeritus. Moved by C. Shields and seconded by M. Robertson.**

The Chair stated that another nomination had been received since the last Senate meeting.

Senate moved 'in camera'.

Senate moved out of camera.

MOTION CARRIED.

**e) Nominations for the Chair and Deputy Chair of Senate for 2020-2021**

The Chair noted that the Chair of the Senate Nominating Committee was not a member of Senate but that a member of the committee, M. Robertson, would announce nominations.

M. Robertson announced that there had been one nomination for the position of Chair of Senate, A. Kiefte. He stated that the Nominating committee was pleased that A. Kiefte had accepted the nomination due to her experience and dedicated service as Chair.

M. Robertson announced that there had been no nominations for Deputy Chair of Senate.

The Chair asked three times for any further nominations for Chair of Senate.

There being no other nominations, A. Kiefte was re-appointed by acclamation.

Senators applauded virtually with hands and saucepans.

The Chair asked Senators to consider filling the Deputy-Chair of Senate position and thanked Senators for their supportive comments in the Team Chat area.

M. Robertson felt likewise.

**f) Enrolment Report for 2020-2021 (attached)**

**Enrolment Report for 2020-2021**

M. Bishop stated that this was the final enrolment report for 2019-2020. He noted that enrolment from the previous year was unchanged which should be

viewed as a success given the demographic changes for the region. Acadia had actually gained a 2¼ percentage increase in market share. M. Bishop acknowledged the efforts of Senators and the Enrolment team in all that they did to assist with retention and creating a good environment for students and attracting students to Acadia.

The Chair asked if there were any comments or questions for the Registrar.

There were none, and the report was received by Senate.

**g) Report from the Academic Planning Committee (*attached*)**

D. Keefe discussed the report from the Academic Planning Committee. He noted that the report had been circulated late to Senators and as a result he suggested that he circulate separately the presentation that he had planned to offer to Senators. This would allow Senators time to view the presentation and fully read the report from the Faculty Planning Committee, before providing feedback to D. Keefe by Friday 24<sup>th</sup> April, 2020. This would allow the committee time to make any changes that were deemed necessary before the next Senate meeting in May.

**h) Notice of Motion that the Senate endorse the recommendations of the APC as a process for on-going academic planning (*attached*)**

D. Keefe stated that a notice of motion had been provided for the May meeting of Senate.

The Chair explained that this was essentially a merging of item 6) g) and item 6) h) on the Senate Agenda. The APC's Report to Senate was on pages 28-29 of the Senate Agenda, and the current approved process was on page 30. The Chair pointed out that the feedback being requested by the APC was related to the new proposed process outlined on pages 31-39, which was associated with the notice of motion.

P. Abela had feedback that he was ready to share from members of the Faculty of Arts and asked whether the Academic Planning Committee would be looking at the feedback and altering the document to incorporate suggested changes. He asked whether that would then come to Senate as a notice of motion.

D. Keefe stated that this would depend on the substance of the feedback. If feedback was really substantial it could go back to the APC and a modified document come back to Senate. This was why he had requested that Senators provide feedback by April 24<sup>th</sup>, 2020. If feedback was not substantive a meeting of the APC would not be needed and the committee could bring forward the motion with minor adjustments.

P. Abela stated that the Faculty of Arts Steering committee had not yet looked at the document. He stated that concerns remained around the planning process and how that planning process would be carried out. He noted that the current language described this as being a bottom up and top down process and referred to the template structure in the circulated document. P. Abela suggested that the template indicated that units would complete enrolment figures for courses that had been offered previously and provide projected enrolments for the future offerings of these courses. He noted that there was some concern that academic units might lose some autonomy when it came to making decisions with respect to the allocation of courses for

tenured professors. He pointed out that the expertise resided at the local level rather than at the level of the APC.

P. Abela questioned how deeply the APC needed to be involved with the way in which units made determinations with respect to course allocation for tenured professors. He was concerned that there could be some top down engagement intended.

D. Keefe explained that there was no intent to interfere with departmental autonomy. The template was designed to assist with the planning process so that the APC could predict what the needs and impacts might be over the next two or three years.

G. Whitehall requested that both the APC report to Senate and the presentation be circulated at the same time to Senators.

D. Benoit asked what material was now going to be provided by the Provost's Office during the planning process.

D. Keefe agreed to provide information on this but noted that a good academic planning process needed to be both dynamic and responsive, so nothing was set in stone. Information provided one year could be changed to include something different the following year. He mentioned that he had taken a training session several years ago at the University of Alberta and noted that they were constantly tweaking the content after a decade of having a process in place.

The Chair reminded Senators to forward any additional feedback or concerns to D. Keefe as he had requested.

i) **Four Motions from the Admission and Academic Standing Committee (Policy) (*attached*)**

**Motions from the Admission and Academic Standing Committee:**

The Chair noted that each of the four motions would be presented and discussed separately.

**Motion 1: The 'B' for D Rule**

**Proposed Policy Statement: "D" Grade Exception**

**In cases where a potential graduate from an undergraduate program earns a grade of D-, D, or D+ in their final academic year, and would be prevented from graduating based upon this sole grade, will, at the discretion of their academic program Director or Dean, be permitted to graduate provided all other degree completion requirements have been met." Moved by D. Keefe and seconded by R. Murphy.**

D. Keefe explained that with no formal documentation, and as with many procedures without policy, understanding and practices have varied over time and by personnel. This has led to different applications of the "rule" and a lack of consistency and potential fairness to students.

He noted that the committee had looked back at the history and appreciated that the spirit of this exception was that if the student was in their final year and ready to graduate, having met all other graduation requirements, but

having one course with a 'D' grade that prevented them from graduating; the Dean would have the ability to allow that student to substitute a different course for the 'D'.

D. Keefe pointed out that this had evolved through the years to the point that in some instances students were requesting a substitution in the first year of their studies. This was not the way that this had originally been intended which was to provide an opportunity for students expected to graduate, in their last term and prevented by a 'D' grade, which would mean returning for another term.

P. Abela requested that the wording of the motion be changed to make it clear that only one 'D' grade could be replaced by a 'B' grade.

D. Keefe pointed out that the motion already described '**a grade**' and '**this sole grade**', which clearly indicated that one grade only was to be considered and he also pointed out that the 'D' grade would remain on the student's transcript even though Acadia allowed them to graduate.

P. Abela agreed that this wording was sufficient.

C. Rushton thanked the committee for the work that they had done and for providing clarity on this issue. She asked why the wording described 'program Director **or** Dean' rather than the word 'and'.

D. Keefe recalled that in the case of a program with a Director the decision would be made at that level. In the case of a program with a Head, the decision would be made at the Dean level, in consultation with the Head.

S. Currie and R. Murphy, members of the A&AS (Policy) committee agreed that this was what had been decided.

H. Teismann asked why this was restricted to the final year because he felt that perhaps the third year could be included.

D. Keefe reiterated that was originally intended for a student that was on track to graduate and was only now in the final term discovering that they were not eligible to graduate in May because of one course. At this point there was no time remaining for them to resolve the situation and in many cases family members may have booked to travel to Wolfville for Convocation. He pointed out that a student in second or third year still had time to rectify their situation.

H. Teismann stated that many third and fourth year courses were offered on rotation so that there would be no opportunity for a student to recover.

D. Keefe felt that there were still ways in which a student could deal with a 'D' grade in the third year and noted that the unit had the opportunity to make accommodations. This was really about a student realising weeks before Convocation that they had a 'D' grade.

The Chair noted that it was now 6:00 p.m. and asked whether anyone wished to make a motion to extend the meeting to 6:30 p.m.

**Motion to extend the Senate meeting to 6:30 p.m. Moved by M. Adam and seconded by R. Seale.**

MOTION TO EXTEND THE MEETING CARRIED.

V. Provencal requested a friendly amendment to the motion to state ‘earns a **single** grade of D-, D, or D+’.

FRIENDLY AMENDMENT CARRIED. TWO ABSTENTIONS.

D. Seamone spoke to the main motion. She proposed an amendment to the motion to state ‘..in the final semester of their final academic year’.

**Motion to amend the wording to state ‘In cases where a potential graduate from an undergraduate program earns a single grade of D-, D, or D+ in the final semester of their final academic year,...’. Moved by D. Seamone.**

There was no seconder.

The Chair returned to the main motion.

D. Benoit questioned the new wording that stated ‘a single grade of D-, D, or D+’ because he felt it to be a substantial change to the original grade exception which covered any student in their final academic year who got a ‘D’ mark and was prevented from graduating. This differed from a student having a single grade of ‘D’. Some students were taking electives and did not require a C- to pass the course. Getting a ‘D’ in an elective course did not prevent the student from graduating. A ‘D’ in their required course would prevent them from graduating.

The Chair asked Senators to indicate whether they would have voted differently with this in mind.

P. Abela suggested specifying that the ‘D’ grade needed to be in the relevant program domain.

G. Wooden suggested wording ‘and would be prevented from graduating based on this sole grade’.

G. Whitehall felt that there was confusion as to whether the final term or the final year was being referred to and asked what was the intention of the committee.

D. Keefe agreed that the committee had stated ‘the final year’ because if the ‘D’ grade was obtained in the Fall term there was not much time to do anything to fix it because in the Winter term a student would have other required courses.

The Chair noted that the motion now read as follows:

**In cases where a potential graduate from an undergraduate program earns a single grade of D-, D, or D+ in their final academic year, and would be prevented from graduating based upon this sole grade, will, at**

**the discretion of their academic program Director or Dean, be permitted to graduate provided all other degree completion requirements have been met.**

K. Pinder stated that the motion did not have a subject and suggested that the wording should be changed to state ‘...Director or Dean, the student will be permitted to graduate...’

A. Wilks felt that there could now be a contradiction because Acadia wanted to be able to say that if a student earned a ‘D’ in a relevant program where they needed a ‘C-’ then that mark could be altered. The motion had been changed to allow only one ‘D’ but in fact a student could have several ‘D’ grades as long as those were not in their required program.

P. Abela agreed that D. Benoit’s point was relevant. The two points to capture were as follows: don’t exclude a scenario where a student had earned a ‘D’ in a non-program specific course that would not normally prevent them from graduating, and where they had also earned a ‘D’ in a required course that would prevent them from graduating. Secondly, Acadia wanted to avoid a case where a student had earned a ‘D’ twice within a required program that required a ‘C-’ or higher.

D. Keefe agreed that this had been the intent and spirit of the committee. Adding the word ‘single’ had perhaps complicated the intent.

P. Abela asked whether the motion could be withdrawn.

The Chair confirmed that this motion could be withdrawn or referred back to the committee and brought back to Senate in May.

G. Whitehall did not see a problem with the changed wording of the motion. The sole grade referred to the single grade and he felt it was obvious that if a student got a ‘D’ in an elective and a ‘D’ in a required course, the targeted grade would always be the one in the program being taken because this would be the only one preventing a student from graduating.

G. Whitehall stated that if a student got three ‘D’ grades in their program of study they would not be exempted.

D. Benoit was still concerned with the wording ‘earns a single grade of D-, ...’ and stated that if they earned more than a single grade of ‘D’ then the second part of the motion could not be applied. He noted that in the original rule a student could only use a ‘B’ for a ‘D’ exchange if the student had a ‘B’ in another subject.

D. Benoit felt that the way the motion read was that this would only be adopted if a student had one ‘D’ only, rather than two or three.

D. Benoit stated that other universities offered conditional passing marks whereby anything from a 50 to a 54 percent grade counted as a passing mark.

He requested that the motion be re-written to specify ‘earns a single grade of D-, D or D+ in a required program specific course in their final academic year, or a course that required a C- in their final academic year’ in order to be clear.

A. Wilks agreed with the addition of this clause.

The Chair noted that it was 6:29 p.m. and asked Senators whether they wished to continue.

There was no wish to continue and the Chair stated that these four motions would come back to Senate in May.

The Chair asked D. Keefe and R. Murphy whether they were comfortable with withdrawing the motion.

They were both in agreement.

The motion was withdrawn.

The Chair asked Senators to look carefully at the other three motions and provide feedback to D. Keefe prior to the May meeting of Senate.

## **7) Adjournment**

The meeting was adjourned at 6:30 p.m. Moved by R Seale.

**ORIGINAL SIGNED**

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R. Hare, Recording Secretary

**PRESIDENT'S ANNOUNCEMENTS TO SENATE:****April 13, 2020**

Since the last Senate meeting on March 9, the world has turned upside down. Acadia has moved to become a virtual university, operating at full strength but with the vast majority of employees and students working or studying at home. We are grateful for the ability to use our technological capabilities to overcome some of the problems this has caused, and meeting in the first virtual Senate is a sign of our abilities to continue with our business despite the temporary restrictions on physical engagement and social distancing. This has been an unprecedented time for all of us, and I want to pass on my deepest thanks to everyone who has made this enormous transformation possible. To say that this turn of events has been disruptive is an understatement, and yet everyone at Acadia has stepped up to make it happen in the smoothest way possible.

Fortunately, we began preparations for this situation back in January when we saw the first indications that this new virus could spread around the world. These preparations meant that we were ready to face the increasingly dire situation as it developed rapidly in March. However, no one could foresee the enormity of the changes that would be required and the speed at which they happened. Yet, as a community we were able to come together and make it all happen. Also, fortunately, we have had tremendous leadership from the Government of NS and NS Public Health and they have taken the actions necessary to help keep the pandemic under control to the extent that it has been to date. Of course, we do not know how far it will go but we are hopeful that it can be contained as far as is humanly possible. The next two weeks will be critical in seeing if the curve has been flattened and how long we may be facing the current level of restrictions on public movement and gatherings. A list of the actions taken to date is provided in the Appendix to this report, and they will give you some idea of the enormous task that has been accomplished, and the efforts in place to keep us operating as fully as possible. I urge you all to keep updated by checking Acadia's COVID-19 website on a regular basis at <https://covid-19-information.acadiau.ca/home.html>.

Our efforts to this time have been focused on three key areas:

1. Ensuring we are in compliance with measures required under the Health Protection Act and the Declaration of a Provincial State of Emergency in Nova Scotia;
2. The health and safety of all students remaining in our care on campus, who are not able to leave and go home during the pandemic and the need to provide ongoing services and support to those students;
3. Ensuring that the university remains fully operational so that all of our students can complete their academic studies, and that those intending to graduate in May will do so without any delay.

I am very pleased to say that all students will receive their grades and those eligible to graduate will be able to do so on time. Enormous credit goes to all of our professors and instructors who have acted so quickly to put their remaining classes, tests and exams into an online format for remote delivery, as well as the staff of Open Acadia and Technology Services who have been of such great support in this endeavour. I am grateful to AUFA for their tremendous cooperation throughout this crisis situation, as well as the support and encouragement received from the ASU. I am also pleased that the Maple League came forward with virtual office hours for



faculty and students, pooling our collective strengths in helping each other get through this challenging situation.

The decision to postpone Convocation was a very difficult one to make. We are all disappointed for our Class of 2020, who have had their final weeks and months at Acadia abruptly pulled from under them and who will not be able to celebrate their achievements in the usual manner at our convocation weekend. We plan to hold a Convocation in the Fall and hopefully many will be able to return to campus for that event. However, we realise that many will not be in a position to do so, and so we will seek to organise a number of events across Canada and in select international locations in collaboration with Advancement and the Alumni Association. I look forward to working with Senate to arrange those events later in the year.

### Planning Ahead

Our major focus now is to plan for September. At this time, we do not know if we will be able to start the Fall Term in the usual manner, and so we are planning for various scenarios ranging from a usual start to having to delay the start of term to having to offer part or all of the term through remote delivery. I have appointed a COVID-19 Academic Planning Committee, chaired by Provost Dale Keefe, to work with the Senate, Deans, AUFA, ASU and others to prepare for the various situations that we might face as the pandemic evolves over the summer.

We are also very concerned about the potential impacts of the global pandemic on enrolment for September, and the Enrolment Management Committee chaired by Vice-Provost Scott Duguay has been working tirelessly to adapt to the changing situation and move all of our recruitment into a virtual environment. I am very grateful to our recruitment, admissions, and registration teams who are working so hard keep Acadia in a strong position for the fall. This includes not only ensuring that our new enrolment is strong, but that also our current students will return. Given the difficult financial situation many will face, we are concerned that students are supported in allowing them to return to complete their studies uninterrupted.

We will continue to work with the federal and provincial governments to help mitigate the impacts of this pandemic, both in terms of seeking direct financial support for the university and support for students to help them overcome the difficulties ahead, with many of their usual employment opportunities cut off and the fact that many supporting parents will be in difficult financial circumstances.

On the financial side, we realised that we could not proceed with a budget as usual, and so the Board Executive has passed an Interim Budget which allows us to continue operations for the first three months of the fiscal year, and gives us time to prepare a more accurate 2020-21 budget to be presented to the Board in June. In terms of student support, we are considering a refund/credit for those students who were forced to leave residence and we are setting up a Student relief Fund to help those in financial distress as a result of the pandemic. I am grateful to the ASU for also setting up a relief fund to provide immediate support for those students in greatest need. In addition, we are implementing some further controls on hiring, with three decision points at posting, interview, and offer to provide opportunities to pull back on filling positions should our financial position require us to do so.

While our working-at-home protocol was implemented extremely well and quickly, we are acutely aware of the increased stress this causes, especially as the current situation drags on and the novelty of working from home starts to flag. Maintaining morale and engagement is very much in our minds, and Human Resources is working hard to develop ways to provide ways to address this, as well as providing support to those who need or request it. Also, I want to thank those employees who are continuing to provide on-campus support to maintain essential physical services, and to support those students who remain in residence, most of whom

are international students who are unable to travel home at this time. Our staff have really demonstrated the

Acadia spirit in how they have continued to provide the supports and services that are required, whether working from home or still on campus.

In the midst of all of this, we also have to continue to do the things we would normally do as best we can. With the approval of the Strategic Plan and its support by the Senate, for which I am very grateful, we are also working on implementation although we have been somewhat distracted of late. However, we will get back on track and the plan will help us as we come out of the end of this pandemic and build a stronger future for Acadia.

Finally, there is no doubt that while we have achieved a great deal over the past month, many challenges still lie ahead. The impacts of this pandemic on our finances, endowments, enrolment, and activities are yet to be determined, and we can only hope that by acting together and following the directions of the provincial government and public health we will see the spread of the virus start to slow down and then decrease over the coming weeks.

In these unprecedented times, caring and looking out for each other and working together will ultimately see us through.

Respectfully submitted by:

Dr. Peter Ricketts  
President and Vice-Chancellor

#### Appendix: COVID-19 Pandemic Response

The following provides a summary of the actions that have been taken as Acadia University prepared for and responded to the development of the COVID-19 global pandemic. This has been a huge undertaking and I am enormously grateful to the incredible work of the senior administrative team, our broader leadership team and managers, and all our employees who have stepped up to make this transformation happen effectively and in such a short time.

#### **January:**

- We were in regular contact with provincial and federal public health authorities and continued to take guidance and direction from them and Global Affairs Canada; this has continued throughout the pandemic crisis.
- Our health services people were receiving updated information from the NS Medical office of health on screening for COVID-1.
- We provided an information package to the campus community on January 30<sup>th</sup> and provided updates as new information/direction became available.
- A pre-pandemic planning committee was struck to review past plans (H1N1, SARS, etc.) and to update accordingly.
- Researched the relevant limitations or restrictions identified in the employee and student health plans regarding travel and other insurance coverages.
- FAQs were developed and all information communiques and links to relevant websites (PHAC, Global

Affairs, NS Dept of Health) was housed on a COVID-19 specific website on the Acadia Health Services pages

- Federal government issued its first international travel advisory for a number of countries including China
- Acadia BEd students plans to participate in the annual practice teaching practicum in China were suspended and ultimately cancelled; alternative arrangements were put in place
- First campus-wide communication on COVID-19 issued

## February:

- Finalized the COVID-19 pandemic plan developed from previous Acadia pandemic plans and best practices.
- The pre-pandemic planning committee were meeting on a regular basis and then began meeting on a daily basis as the Pandemic Response Team.
- COVID-19 Leadership Team established (President, VPs, Executive Director to the Office of the President).
- COVID-19 webpage enhanced and access provided from the Acadia Home Page for easy access (<https://covid-19-information.acadiau.ca/home.html>); provides regular updates, FAQs, and the Pandemic Plan
- Increased restrictions on all non-essential international travel and off campus events.

## March:

In March we went from being a fully-operational physical campus to moving the entire university to a fully-functional virtual entity in less than a week, with all buildings locked down (with exception of Wheelock and residences), only essential employees not working from home, and public access to the campus prohibited. At all times, Acadia followed the directives and recommendations of the NS Chief Medical Officer of Health in enforcing restrictions, including on sizes of meetings and social distancing.

- March saw a series of campus decisions and communications (March 10, 12, 13, 14, 15, 17, 18, three on 20<sup>th</sup>, and 23<sup>rd</sup>) to inform the university community of these decisions (<https://covid-19-information.acadiau.ca/messages-to-campus.html>).
- Decisions evolved from curtailing/postponing events and activities (such as internal events, external events, building access, etc.) to shutting down based on changing gathering and social distancing directives and self-isolation directives from the Department of Health.
- Travel restrictions evolved from certain international countries to all international travel as per federal directives; all international recruiters had already been recalled.
- Provincial PSE COVID-19 information group established on March 10 with daily meetings by teleconference – VPF&A is Acadia's rep.
- COVID-19 Leadership Team meeting three times a week and more as required.
- The *Experience Acadia* event scheduled for March 13 was cancelled.
- Emergency meeting of CONSUP held by teleconference on March 13.
- Province issues statement on March 15 regarding public sector employees and the province's stay-at-home policy
- Premier, Chief Medical Officer and Minister meet with PSE COVID-19 group on March 16 to outline provincial direction and potential for support regarding the financial impacts.
- Buildings and facilities where people can gather were closed, including Fountain Commons, Clark Commons, Garden Room, Athletics complex, the Chapel and Art Gallery; with restricted and controlled access to Library and Wheelock Bookstore.

- Continued to work with Chartwell's and Public Health to ensure operation of the Wheelock Dining Hall continued within permitted restrictions for cafeterias.
- On March 14, we announced that all classes and labs were suspended from March 16 – 20 to give time for professors to plan for moving the completion of their courses to online or another alternative delivery mode, with all in-person classes cancelled from March 23 – April 3, and no in-person exams.
- All students in residence were given the option to leave voluntarily if they so wished.
- On March 17 the campus was closed to the public and the decision to postpone Convocation was announced.
- On March 18, Acadia introduced Work-from-Home regulations and by March 20, most employees other than those deemed for essential on-campus services were working from home
- Decision to postpone 2020-21 budget and seek enabling motion for first quarter operational continuance.
- COVID-19 Academic Team meeting, with AUFA rep as member.
- MoA signed with AUFA on March 19.
- Following the directive from Premier MacNeil, we issued an order on March 20 for all NS students to leave residence by end of day March 22; the number of residence students dropped from 635 on March 20 to 175 on March 22, with 115 of those being international students.
- Government of NS declared a provincial state of emergency on March 22 and began enforcing strict travel restrictions at the NS/NB border regarding entry into NS.
- On March 20, decision to cancel Spring session on-campus courses, with online courses to continue and pursue options to move on-campus courses to remote delivery.
- On March 23, I was interviewed on CBC Radio 1 Information Morning regarding Acadia's response to COVID-19.
- HR organised a Microsoft Teams workshop for all employees supervising employees at home; workshop was led by Scott Duguay and had over 60 participants.
- MoA on moving Spring/Summer intersession on-campus courses to remote delivery signed with AUFA on March 25.
- Maple League introduced a number of collaborative support activities, including virtual office hours for faculty (to help with issues pertaining to moving courses online) and for students; ML administrators' groups and committees keeping in contact and providing support for each other and sharing information.
- March 26 call with NS VP Academics to discuss pass/fail grades
- New hiring protocol March 30 put into place to control hiring over the spring and summer period.
- Working with St FX and MtA on residence/meal refund issue for students forced to leave early

*Recruitment and Enrolment:* The following actions have been taken by the Enrolment Management Team to ensure continuing service delivery to our current students and ensuring our prospective students have what they need to apply, register, and transition to Acadia in the fall.

- Created a 1<sup>st</sup> year online registration website after having to cancel our Experience Acadia Day and receptions across the country.
- All Experience Acadia Day registered students were invited to attend new Online Registration Webinars.
- Invitations for 1-on-1 meetings with Enrolment Advisors were sent out for any students looking for additional help.
- In Admissions, we will continue to work with students to ensure they are not disadvantaged because of the COVID-19 outbreak. We will work with the school systems and governments to ensure we our

admissions practices reflect the reality of this graduating class. From transfer student credits to exams

being cancelled in IB programs, we will need cooperate with others to help students acquire the knowledge they need to succeed prior to, and immediately after, joining us.

- Enrolment Advisors are contacting all students who have an upcoming deadline to accept an offer of admissions. The \$150 program confirmation fee can be waved on a case by case basis.
- We expect an increase in scholarship renewal appeals from students who weren't able to finish their courses as planned and considering alternatives for assessing renewability.
- Language in our marketing/social media plans have had to be adjusted from more aggressive "book your residence room before they are gone" language to "we are here to assist and guide you through the process", given the state of turmoil prospective students find themselves in.
- We have moved all advising (general, academic support, international, indigenous, students of African descent) to online services with little disruption.
- We have moved our counselling services online.
- Residence Life continues to serve students who can't leave due to closed borders or have no other place to go (e.g. have a lease beginning May 1).
- We continue to work with all our employees to adjust to a very sudden change in working environments.

## **PROVOST AND VICE-PRESIDENT ACADEMIC ANNOUNCEMENTS TO SENATE:**

### **PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – APRIL 2020**

World events since my last Senate report have dramatically and probably irreversibly changed the way we operate. As with any major event, things will probably never go back to the way there were before COVID-19. While there have been many tragic impacts around the globe, there will be innovations and adaptations that carry on long after the crisis is over. I won't cover much about the academic impacts and response to COVID-19, as that will be covered as a special agenda element.

### **DEAN OF PROFESSIONAL STUDIES SEARCH UPDATE**

The Committee conducted video interviews with four candidates and decided to invite three candidates for in-person interviews. The on-campus interviews were scheduled for March 23 to 25, 2020, and an announcement was circulated to the campus community. Due to the COVID-19 protocol, the interviews were postponed. The candidates agree with the decision to postpone and will stand by for further communication from the Dean of Professional Studies Search Committee.

### **UNIVERSITY LIBRARIAN SEARCH UPDATE**

The advertisement for the University Librarian closed on March 20, 2020, with 21 applicants. The University Librarian Search Committee is moving forward with a short-list of three candidates for video interviews to be scheduled between April 20 and May 1, 2020.

### **ENROLMENT MANAGEMENT UPDATE**

All Enrolment Management areas (Recruitment, Admissions, Marketing, Financial Aid, Student Services, and Residence Life) will be engaging in a strategic planning process this spring, pausing to take stock of how we go about assisting students, and reimagining how we can best impact student success and support students in attaining their academic and



personal goals.

The working environment has changed drastically over the past few weeks, but we are working diligently to ensure we support prospective students for September 2020 as well as our current students.

### Student Recruitment

The domestic recruitment team was able to complete most planned domestic direct recruitment work across the country prior to the COVID-19 situation. On the international side, we had to cancel a trip to China, a follow-up tour in the Middle East, an exploratory mission in Brazil, and our mission to India to work with MSM, our newest international partner. We are working on contingency plans with our international partners and moving our operations online, and we will attempt to plan a May or June mission if conditions permit.

Outside of travel being cancelled for international markets, we also had to cancel a few key conversion events, notably our Experience Acadia Day and our Future Student Socials that were planned for NS, NB, ON, AB, and BC. A tremendous amount of effort was put into planning these events, and cancelling them on the eve of Experience Acadia Day was very difficult, particularly since we had the highest number of registrants in recent history at 235 students, compared to 166 in 2019 and 184 in 2018.

To mitigate the impact of those lost events, we have implemented the following:

- created a 1<sup>st</sup> year online registration website;
- all Experience Acadia Day registered students were invited to attend new Online Registration Webinars;
- invitations for 1-on-1 meetings with Enrolment Advisors were sent out for any students looking for additional help;
- Enrolment Advisors are contacting all students who have an upcoming deadline to accept an offer of admissions; and
- the \$150 program confirmation fee may be waved on a case-by-case basis.

Over the coming weeks, Acadia's Enrolment Services team will continue to develop plans to engage prospective students online, whether by holding 1-on-1 "virtual coffee meetings," holding webinars on topics pertinent to incoming students, featuring our faculty and programs, or helping reassure them that Acadia will be ready for them when they join us.

### Admissions

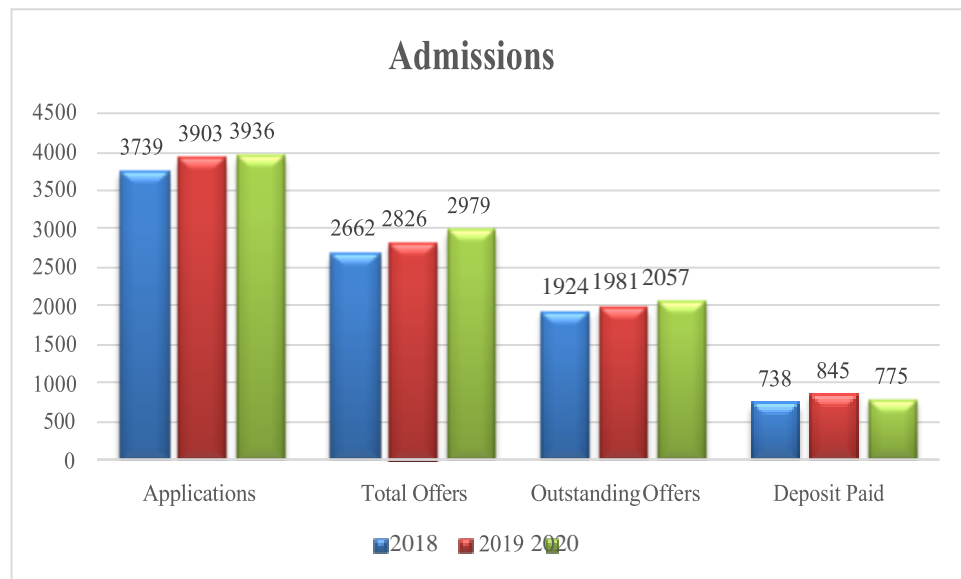
With high schools closed, the Admissions team is focusing on finding solutions for incoming students. We are working with students on the understanding that these are not normal times. We are accepting student-submitted documents for conditional offer assessments where normally we would require official documents from the school, and we are working with the Deans and faculty to explore what can be done to support students over the summer and in transition for September, without knowing what the situation will be by then.

### Scholarship, Awards, and Bursaries

Shortly after March 1, the Awards office assessed scholarship applications and sent out all scholarship offers while working with limited resources and restrictions on mail handling. The team has moved to working from home while continuing to manage offers and answering student enquiries by phone and email. At this early stage, we have already received 383 scholarship offer acceptances as compared to 401 in 2019 and 375 in 2018. The total number of scholarship offers this year was 1,631 vs 1,647 in 2019 and 1,251 in 2018.

### Applications for Fall 2020

As of April 6, the number of current applications and accepted students are trending above the previous two years. Confirmation payments are lagging slightly, but this is not surprising given that many students are unsure about what the fall might look like and whether they will be able to attend university. We continue to allow students to defer their confirmation payment given the current uncertainty around COVID-19.



### Student Support

All student-advising staff are continuing to support students with issues ranging from completion of academic work, registration for fall semester 2020 courses, and emerging financial and other issues. Our Counselling Services team has also moved entirely online and is servicing students remotely with great success. We anticipate the summer to be particularly busy for student support services, given the fluidity and capriciousness of current affairs.

### INDIGENOUS AFFAIRS

The Coordinator of Indigenous Affairs reports that all of Acadia's Indigenous students from out of province have safely made it home and are continuing their studies. The Coordinator continues to communicate regularly with students and most are settling into this new state of normal.

### Chiefs Meeting

On March 4, Leadership from the Mi'kmaq valley communities were on campus to meet individually with the Coordinator followed by a meeting with President Ricketts, Provost Keefe, Vice-Provost Scott Duguay, Executive Director Ian Murray, and Executive Director James Sanford. Discussions included:

- the draft language for the senate position;
- Elder-in-residence; and
- programming and community needs.

The meeting was positive and will contribute to the Coordinator's framework for planning.

#### Internal Collaborations:

- Politics Department – discussion on developing a first-year course on Indigenous politics.
- Acadia Institute of Data Analytics – discussion of potential research with Mi'kmaq Rights Initiative.
- Faculty of Science – continued discussions on a two-eyed seeing workshop for interested faculty. Mi'kmaq speakers were available for April. Planning for this will continue after the pandemic.
- Dion Kaszas is completing a research proposal for an environmental scan on campus.
- Mi'kmaq language – discussions on developing a Mi'kmaq language course at Acadia. We are targeting fall 2021 to have the course offered.
- A drum-making workshop was offered to Indigenous and black students on March 8 at Glooscap.
- Elder Lorraine Whitman provided an opening prayer and remarks at the March 3, 2020, citizenship ceremony held on campus.
- Pow wow: Planning started for this year's pow wow.

What follows are announcements from the faculties and the division of research and graduate studies. FACULTY OF ARTS

Nothing to announce this month.

#### FACULTY OF PROFESSIONAL STUDIES

##### Department of Community Development

Fourth-year students in Community Development were in the midst of professional placements and preparing for three-week community development projects locally, regionally, and internationally (Scotland) when coronavirus hit. As the placements are a cornerstone of their fourth-year experience, the Department explored alternative programming options and delivery methods in an effort to develop a unique experience in this new context. Reflecting on professional issues in Community Development and the development of a professional portfolio facilitated through Zoom and other online platforms has allowed faculty to continue to engage students meaningfully in the remaining three weeks of the term.

##### School of Education

The School of Education, a unit in which all programs run year-round, has been fully occupied over the past weeks in transforming all its spring and summer offerings, approximately 40 courses, to online and remote delivery. This includes in-school practica, originally scheduled to start following March break, for 170 B.Ed. students, and Counselling practicum, underway, for M.Ed. students in that program. Huge thanks and congratulations are due to Dr. Janet Dymont, Director, Dr. Jennifer Tinkham, and Everett MacPherson, Practicum Coordinator, for their extraordinary efforts in successfully getting these enormous program transitions in place in very short order. The School is also grateful to Dr. Jeff Banks, John Christopher, the staff of Open Acadia, and Joy Cunningham in Graduate Studies for their generous assistance in revising Summer Institute and in supporting faculty and students through this transition. Finally, faculty and staff members in the School who have so generously donated time and effort above and beyond the call of duty in order to support this work deserve the gratitude of the Faculty of Professional Studies and the University.

##### School of Kinesiology

Dr. Jonathon Fowles has been recently informed by the provincial Department of Health and Wellness that \$136,000 in funding has been awarded to Acadia University's Centre of Lifestyle Studies to support part-time Clinical Exercise Physiologist positions serving Wolfville and surrounding communities. This grant funding covers the period up to March 31, 2021, and will be paid up front, in one installment. Congratulations to Dr. Fowles, COLS, and the School on this wonderful achievement.

A number of faculty in the School have recently published multiple research articles; Dr. Chris Shields and Jonathon Fowles have had a paper accepted which is co-authored with their former Kine student, Myles O'Brien: O'Brien MW, Shields CA, Solmundson K, Fowles JR. (accepted) Exercise Is Medicine Canada Workshop Training Improves Physical Activity Practices of Physicians Across Canada, Independent of Initial Confidence Level. *Canadian Medical Education Journal*. ID: CMEJ-195378-1

#### School of Music

The School of Music is delighted to celebrate with Tristan De Borba, as he successfully defended his Doctor of Musical Arts (DMA) thesis at the University of Toronto. His work on Jorge Peisinho's saxophone music was the focus of his research and performance for his DMA. The School of Music students, faculty, and staff congratulate Dr. De Borba on this momentous achievement.

#### FACULTY OF PURE AND APPLIED SCIENCE

Dr. Moji Kaviani, Assistant Professor, School of Nutrition and Dietetics, was selected as one of five top reviewers by the Editorial Board of the well-regarded Journal, *Nutrients*. The five "outstanding reviewers for 2020" were chosen for the quantity, timeliness, and quality of their reviews, and the other four recipients were from universities/research facilities in Poland, Australia, Italy, and Japan. Congratulations, Dr. Kaviani.

Two awards were established in 2019-20 for students in the School of Nutrition and Dietetics; both were decided upon by a recently developed application process and awarded in March 2020. The Sutherland Award in Nutrition was established by Susan Sutherland '70 in memory of her husband Pierce Sutherland '69 (BBA). The annual award "recognizes exceptional contributions to the Nutrition and Dietetics Society (NADS). The worthy recipient will have demonstrated strong leadership qualities, teamwork, and collaborative learning in their efforts promoting and advocating on behalf of NADS."

The inaugural recipient is graduating student, Emily Findlay from Deer Lake, NL. The second award is the Canadian Association of Foodservice Professionals (CAFP) Award of Excellence, which will be awarded annually to a deserving student from the Nutrition and Dietetics Program "who has demonstrated CAFP's core values of personal growth, industry commitment, and community contribution." This first year of the CAFP Award, there are two recipients who are both graduating students, Tarryn MacLeod from Wolfville, NS, and Heather Strother from Conception Bay South, NL. All three of these students have been accepted into dietetic practicum programs for fall 2020.

#### RESEARCH & GRADUATE STUDIES

##### New Research Grants and Contracts:

Dr. Phil Taylor (Biology) and co-PIs from Mount Allison, UNB, Western University, and Environment Canada have been awarded a large, multi-year NSERC Collaborative Research and Development (CRD) Grant (Total = \$1,463,545, including NSERC funding of \$734,000) for their project entitled "*Developing regional-scale models of migratory bird movements to improve siting decisions for wind farms and other industrial infrastructure*." This project involves academic and institutional partners, government and NGO funders/supporters, and four wind farm developers who have invested almost \$800,000 (cash and in-kind support). Taylor and his collaborators will collect and combine data on the movements of migratory birds using data from radar, telemetry, acoustic monitoring, and citizen science surveys. The results will allow researchers and industry to develop models that can be used to improve decision-making for the siting of large industrial developments such as wind farms.

### NRC-IRAP CTO Projects (Faculty collaborations with local companies)

- Dr. Danny Silver (Computer Science) is working with Scotian Gold, a grower-owned, tree fruit cooperative specializing in high-quality, premium apple varieties. Scotian Gold packs 60 percent of the apple production in Atlantic Canada and is the largest apple packing and storage operation in Eastern Canada. Danny will be working on an innovative project to estimate crop yields from photographic images.
- Dr. Craig Bennett (Physics) is working with Heritage Memorials Ltd. to examine particle size distribution and morphology of three different types of granite using scanning electron microscopy. Heritage is one of the last remaining fabricators of granite memorials in Atlantic Canada.
- Dr. Kirk Hillier (Biology) and his post-doc, Dr. Sean McCann, are working with Oberland Agri-Science Inc., an innovative Nova Scotia-based protein production company that rears Black Soldier Fly larvae (*Hermetia illuciens*) for use in agriculture and aquaculture feeds. The goal of this project is to investigate various techniques to enhance the location, efficiency, and production of Black Soldier Fly egg-laying and hatching.

Dr. Trevor Avery (Biology) has been awarded \$68,750 under a Contribution Agreement with Parks Canada. This funding will support a three-year project investigating the invasive freshwater chain pickerel species and their effects on native fish species in various lakes within Nova Scotia's Kejimikujik National Park.

### Nova Scotia Department of Lands & Forestry – *Relative Biodiversity Value of Old Forest Types in Western Nova Scotia* - \$15,000 Grant

This project, being led by Adjunct Professor John Brazner (Biology), will provide student funding to investigate the relative biodiversity value of different old forest types in western NS. The project will use bird communities and key species of conservation concern as indicators of the biodiversity value of these forests.

Dr. Mark Mallory (Biology) has been awarded \$15,000 from the Nova Scotia Department of Lands & Forests to analyze a long-term provincial data set, based on American Woodcock population surveys, for changes in landscape conditions since the 1980s.

Dr. Mark Mallory (Biology) has been awarded \$5,000 under a Contribution Agreement with Environment and Climate Change Canada (ECCC) to conduct an analysis on the timing of scoter breeding in North America.

## ACADIA STUDENTS' UNION ANNOUNCEMENTS TO SENATE:

New Finance Manager, Melissa May-MacMillan started in March.

-Obviously this past month has thrown a lot our way that we did not prepare for. A lot of our programming and initiatives had to be cancelled or changed drastically. However, our team has really gone above and beyond to accommodate and support students at Acadia in the midst of the COVID-19 outbreak. We've been utilizing our social media and all student email blasts to keep students informed of resources available to them, including the pass/fail option for marking and extended withdraw date for courses, and the E-Mental Health support HealthyMindsNS. We've launched a COVID-19 emergency support fund through the ASU, the funds will be released on a bursary basis and we are offering up to \$500 per student whose application is approved for funding depending on the level of need. We have had to move our ASU Leadership Awards for students and University faculty to online, so we had a virtual mode of recognition for those individuals to thank them for their commitment and contributions to student life at Acadia this past year.

### TEACHING RECOGNITION AWARDS:

- Glenys Gibson (Biology)
- Mike Kennedy (Business)
- Anna Wilks (Philosophy)

-Melody Maxwell (Theology)

TA Award:

-Jordi Chaffer, Mattie Smith

Graduate TA Award:

-Caleb Grant

The ASU extends a heartfelt thank you to all of the individuals for their continued support involvement that has so positively impacted student life at Acadia.

March and April are the typical months each year in which we do hiring for many student leadership positions for the upcoming year (House Councils, Internal Organization Coordinators, and Council positions such as the Chair and Diversity and Inclusion Rep). We've had to do these job postings and hiring online and are currently in the middle of that. Last week we had the end of year Board for StudentsNS where we reviewed goals and achievements over the year as well as the budget and annual plan.

On top of this we've been doing a lot of transition for the incoming Executive team. Transition began at the beginning of March but we've had to move away from collective transition for the entire outgoing and incoming teams together and do completely individual transitions, so my focus has been mainly on transitioning Brendan MacNeil as incoming ASU President whose term will start May 1st. The team and individual transitions, which Brendan has been spearheading his own incoming team's group transition, has been all over the phone these past two weeks.

We're hearing a lot of anxieties and a lot of sadness from students whose year was cut short so suddenly. But we are also hearing a lot of gratitude for the leadership and support from their ASU and from the University. I know students everywhere, not just at Acadia, have been wondering if they will have the opportunity to return to University in the fall because no one knows how long it will go on for. Students are also worried about summer employment and living expenses such as rent for those staying in Wolfville. Will landlords be asking for rent if students don't have the money, will students be able to move in when typical leases start on May 1st, those sorts of things. A lot of students who have student loans are fearful that if they don't have a summer job they won't be able to attend school in the fall.

Myself and our team have been in regular communication with the University's leadership and Admin regarding the impacts of COVID-19 presently and for the upcoming year. We are saddened that the development of the coronavirus pandemic has caused the term to end the way it has - impacting the aspects of student life which are so important to our university experience. But it's been critical for us to stay positive and stay connected and communicating with students. We also want to thank the University's faculty, staff, and Administration for being present and for all that you've done for students this year and during this uncertain time, especially to those who have made accommodations for their students.

## **COLLEGE OF DIVINITY/FACULTY OF THEOLOGY ANNOUNCEMENTS TO SENATE:**

No Report.

**2023-2024 Fall/Winter Academic Dates\***

Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 10 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Sept. 6 <sup>th</sup> (W)	Sept. 15 <sup>th</sup> (F)	Oct. 30 <sup>th</sup> - Nov. 3 <sup>rd</sup>	Nov. 17 <sup>th</sup> (F)	Dec. 6 <sup>th</sup> (W)	Dec 7 <sup>th</sup> (Th)	Dec. 8 <sup>th</sup> (F)	Dec. 19 <sup>th</sup> (Tu)	
Winter 2024								
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 11
Jan. 8 <sup>th</sup> (M)	Jan. 17 <sup>th</sup> (W)	Feb. 19 <sup>th</sup> -23 <sup>rd</sup>	Mar. 8 <sup>th</sup> (F)	April 5 <sup>th</sup> (F)	Apr. 6 <sup>th</sup> -7 <sup>th</sup> (S/Su)	Apr. 8 <sup>th</sup> (M)	Apr. 18 <sup>th</sup> (Th)	
Interession 2024								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Spring (6 week)								
Spring 1 (3 week)								
Spring 2 (3 week)								
Summer (6 week)								
Summer 1 (3 week)								
Summer 2 (3 week)								
Key Dates 2023-2024								
Labour Day: Monday, September 4, 2023. No classes scheduled.								
Thanksgiving: Monday, October 9, 2023. No classes scheduled.								
Remembrance Day: Saturday, November 11, 2023. Remembrance Day Observance: Monday, November 13 <sup>th</sup> . No classes scheduled.								
Nova Scotia Heritage Day Holiday: Monday, February 19, 2024. No classes scheduled.								
Good Friday: Friday, March 29, 2024. No classes scheduled.								
Convocation: Sunday & Monday, May 12-13, 2024.								



Victoria Day: Monday, May 20, 2024.  
Canada Day: Monday, July 1, 2024.

2024-2025 Fall/Winter Academic Dates\*

Fall 2024								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 10 Tuesdays – 12 Wednesdays – 12
Sept. 4 <sup>th</sup> (W)	Sept. 13 <sup>th</sup> (F)	Oct. 28 <sup>th</sup> - Nov. 1 <sup>st</sup>	Nov. 15 <sup>th</sup> (F)	Dec. 3 <sup>rd</sup> (Tu)	Dec. 4 <sup>th</sup> (W)	Dec. 5 <sup>th</sup> (Th)	Dec. 16 <sup>th</sup> (M)	Thursdays – 12 Fridays - 12
Winter 2025								
Classes Start	Last Day to Add Courses	Reading Week	Last Day to Withdraw from Courses	Classes End	Exam Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays - 12
Jan. 6 <sup>th</sup> (M)	Jan. 15 <sup>th</sup> (W)	Feb 17 <sup>th</sup> -21 <sup>st</sup>	Mar. 7 <sup>th</sup> (F)	Apr. 4 <sup>th</sup> (F)	Apr. 5 <sup>th</sup> , 6 <sup>th</sup> (S/Su)	Apr. 7 <sup>th</sup> (M)	Apr. 17 <sup>th</sup> (Th)	
Interession 2025								
Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw	Classes End/Final Exams				
Key Dates 2024-25								
Labour Day: Monday, September 2, 2024. No classes scheduled.								
Thanksgiving: Monday, October 14, 2024. No classes scheduled.								
Remembrance Day: Monday, November 11, 2024. No classes scheduled.								
Nova Scotia Heritage Day Holiday: Monday, February 17, 2025. No classes scheduled.								

Good Friday: Friday, April 18, 2025. No classes scheduled.  
Convocation: Sunday & Monday, May 11-12, 2025.  
Victoria Day: Monday, May 19, 2025.  
Canada Day: Tuesday, July 1, 2025.

## PROVOST REPORT ON ACADEMIC CHANGES AND COVID-19

President Ricketts has provided a comprehensive summary of the actions of the University in response to the COVID-19 pandemic. I will not restate them here but will focus on the academic impacts as well as planning for the 2020/2021 Academic Year. As President Ricketts indicated in his report, we have taken direction from the provincial and federal authorities, such as the Office of the Chief Medical Officer of Health and the Department of Labour and Advanced Education. I echo President Ricketts' thanks and appreciation of all the efforts from students, faculty, and staff. We accomplished, in a matter of days, things that people said would take years or were impossible. This would not have been possible without everyone's support.

### Changes to the Winter 2020 Academic Term

As our response to COVID-19 developed, we tried to keep people informed as best we could. This was not always easy, as on multiple occasions by the time a communication was drafted, the situation had evolved and required a change. The impacts to the academic term really started in earnest around the middle of March. At all times, we based decisions on the best information from public health and other authorities, with the health and safety of students and employees as the number-one priority, while doing our best to ensure that the academic term could be completed.

On Friday, March 13, the University implemented restrictions on gatherings over 150 people, and on international travel, and imposed self-quarantine requirements for anyone who travelled outside Canada in the past 14 days. We also imposed restrictions on residences including prohibiting external visitors. At that time, public health was not recommending any restrictions to classes based on size.

Over the course of Friday evening and early Saturday (March 14) morning, the situation had changed quite substantially, to the point that it was clear we would not be able to complete the academic term in a normal fashion. Early on Saturday morning, I recommended to the President and the Vice-Presidents that we suspend academic activities for one week, after which academic activities would resume in an alternate or remote format. I notified the Vice-Provost, Faculty Deans, Registrar, AUFA leadership, and the ASU leadership over the course of Saturday morning. Early that afternoon, a communication was issued to students and staff. We also established further restrictions to residences and the dining hall. Over the course of that weekend, I was in constant communication with the President, Vice-Presidents, the Deans and other senior academic administrators, and the AUFA leadership via email, phone, and virtual meetings.

Starting on Monday, March 16, I established reoccurring Monday, Wednesday, and Friday virtual meetings with the five Deans, Registrar, Director of Open Acadia, and the AUFA leadership (COVID-19 Academic Leadership

Team). These meetings were to address unforeseen issues as they arose as well as to adjust to the ever-evolving situation and advice from provincial officials.

On March 17, the Acadia campus was closed to the general public, spring convocation was postponed, and changes were made to library operations. Throughout the week of March 16–22, further restrictions were placed on campus activities and (most) employees were moved to a remote work protocol. In response to a directive from the Premier of Nova Scotia, students from the Maritime provinces were asked to return home by March 22. Only students who couldn't return home because of travel restrictions or who didn't have alternate housing were allowed to stay in residence under strict distancing and gathering restrictions. On March 20, the decision was made to cancel in-person spring courses.

The COVID-19 Academic Leadership Team discussed grading. At the first meeting, the decision was made to leave grading with faculty who would decide what is best for their individual courses and students. The Registrar informed the Team that P grades are acceptable for submission and are recognized within the Academic Calendar as well as the grading system. The Team fully trusted that faculty members would do what is reasonable and fair for their students and their individual courses, while remaining committed to academic autonomy and authority.

The date to withdraw from courses without academic penalty was extended to the last day of classes. This was accomplished under the *Dean's Withdrawal* process. In discussions with the Deans and the Registrar, it was expected that a higher than normal number of requests would be made to the Deans for special consideration to withdraw from courses after the normal drop date. Under the circumstances, it was decided that anyone who requested such consideration would be allowed to withdraw without academic penalty, and thus permission was granted to the Registrar to alter the date.

Throughout this time of rapid adjustment, AUFA has been very collaborative and proactive in identifying areas of the collective agreement that would need adjusting given the current situation. To date, the administration and AUFA have signed three Memoranda of Agreement related to the impacts of the COVID-19. It is anticipated that more may be needed as we continue to respond to the impacts of the pandemic.

#### Planning for Summer and Fall

Presently, in-person summer courses have not officially been cancelled, but all indications are that the spread of COVID-19 will not subside in time to have in-person courses during the summer session. We are planning for a summer session via remote delivery, but an official announcement will be made over the next couple of weeks.

The President asked me to establish and chair an Academic Planning Group to prepare for various scenarios for the Fall academic term. The members are:

- ☐ Dale Keefe, Provost
- ☐ Scott Duguay, Vice-Provost
- ☐ Ann Vibert, Dean
- ☐ Anna Redden, Dean
- ☐ Anna Robbins, Dean
- ☐ Laura Robinson, Dean
- ☐ Suzie Currie, Dean
- ☐ Jennifer Richard, University Librarian
- ☐ Jeff Banks, Director of Open Acadia
- ☐ Mark Bishop, Registrar
- ☐ Anna Kieffe, Chair of the Senate
- ☐ Richard Karsten, AUFA President-elect
- ☐ Brendan MacNeil, ASU President-elect
- ☐ Duane Currie, Institutional Researcher (resource)
- ☐ Aynslee Kyte, Executive Assistant to the Provost (resource)

The planning team had its first meeting on April 2 and is meeting biweekly. It is preparing for various scenarios around a fall term that includes:

- 1) In-person term with distancing and gathering restrictions
- 2) Mixed remote and in-person delivery
  - a. Remote delivery start; delayed in-person start
  - b. Continuation of out-of-country travel restrictions
- 3) Full remote delivery of the fall term
- 4) Enrolment
  - a. Normal enrolment
  - b. Domestic (Increase/Decrease)
  - c. International (Increase/Decrease)

**Motion for April 2020 meeting of Senate:**

**Motion that Senate approves a change in its Constitution and By-Laws such that the Senate membership be altered in such a way that the three members currently specified as elected lay persons of Senate become one appointed Mi'kmaw lay person and two elected lay persons.**

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At its November meeting, the Senate Executive discussed the importance of having consistent and continued Mi'kmaw representation on Senate. Following that meeting, the Coordinator of Indigenous Affairs and the Chair of Senate worked together to develop the following proposed Senate membership change and process of appointment. The below proposal has been reviewed by Senate Executive, the Chiefs of the four bands, and by the By-Laws Committee of Senate. The words shown with strikethrough would be deleted from the Constitution and By-Laws and the highlighted text added if the change is approved by Senate.

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**II. 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)\*\*\* 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)**

~~Three~~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.+

Note: The position of Chair is open to ex officio members of Senate, Senators, and Faculty members who are not Senators. Should an ex officio member of Senate be elected as Chairperson, there shall be no adjustment to the composition of Senate; should a Faculty member of Senate be elected as Chairperson, a replacement member shall be elected from the Faculty to which the Chair belongs; should a member from the Faculty at large be elected, there shall be no adjustment to the composition of Senate.

#### Section II(a): Mi'kmaw Lay Person Appointment to Senate

II(a) i. General: The Mi'kmaw lay person will be a member of one of the four local Mi'kmaq bands – Glooscap, Annapolis Valley, Bear River and Acadia First Nations. The Mi'kmaw lay person will serve a three (3)-year term. The Mi'kmaw lay person may not be an employee of Acadia University during the time of appointment as lay member.

II(a) ii. Selection Process: The four local Mi'kmaq bands – Glooscap, Annapolis Valley, Bear River and Acadia First Nations – will rotate selection of the Mi'kmaq lay person representative. The four local Mi'kmaq bands will determine amongst themselves the rotation schedule and order of selection. A complete rotation cycle is a period of no less than twelve (12) years. A band(s) may choose to delegate representation back to one of the other three bands. The Chief and Council of that band will determine the lay person representative and provide the representative name to the Coordinator of Indigenous Affairs of Acadia University and to the Chair of Senate of Acadia University.

II(a) iii. Vacancy at end of term: At least four months before the end of the three-year term, the Chair of Senate will notify the Coordinator of Indigenous Affairs and the President of Acadia University of the upcoming vacancy. The Coordinator of Indigenous Affairs or the President will contact the four local bands with this notice. The Chief and Council of the representative band will provide the representative name prior to the beginning of the new term, after following its selection process, as per section II(a) ii.

II(a) iv. Other vacancy: If the Mi'kmaw lay person has missed three consecutive regular meetings (as per Section III. 5.), the Chair of Senate will notify the Coordinator of Indigenous Affairs and the President of Acadia University. The Coordinator of Indigenous Affairs or the President will then notify the Chief and Council of the current representative band of the vacancy. The current representative band may select another individual to finish out the term or choose to delegate appointment to one of the other three bands. If the band delegates appointment to one of the other three bands, this delegated band may still appoint a lay person for a complete term when it is their turn in the rotation cycle.

Acadia University Final Winter  
Term 2020  
Enrolment and Admissions Report  
(Prepared by the Office of the Registrar)

SUMMARY

The undergraduate enrolment for Acadia as of April 2<sup>nd</sup>, 2020 was 3414 head count, 3294 FTEs. This represents status quo head count from 2019 and 0.9% increase of FTEs.

Undergraduate international enrolment for Acadia as of April 2<sup>nd</sup>, 2020 was 480 head count, 466 FTEs. These represent decreases of approximately 2% head count, 1% FTEs from 2019.

Graduate enrolment for Acadia as of April 2<sup>nd</sup>, 2020 was 576 head count, 283 FTE. This represents an increase of 6% for head count and decrease of 4% for FTEs from 2019.

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



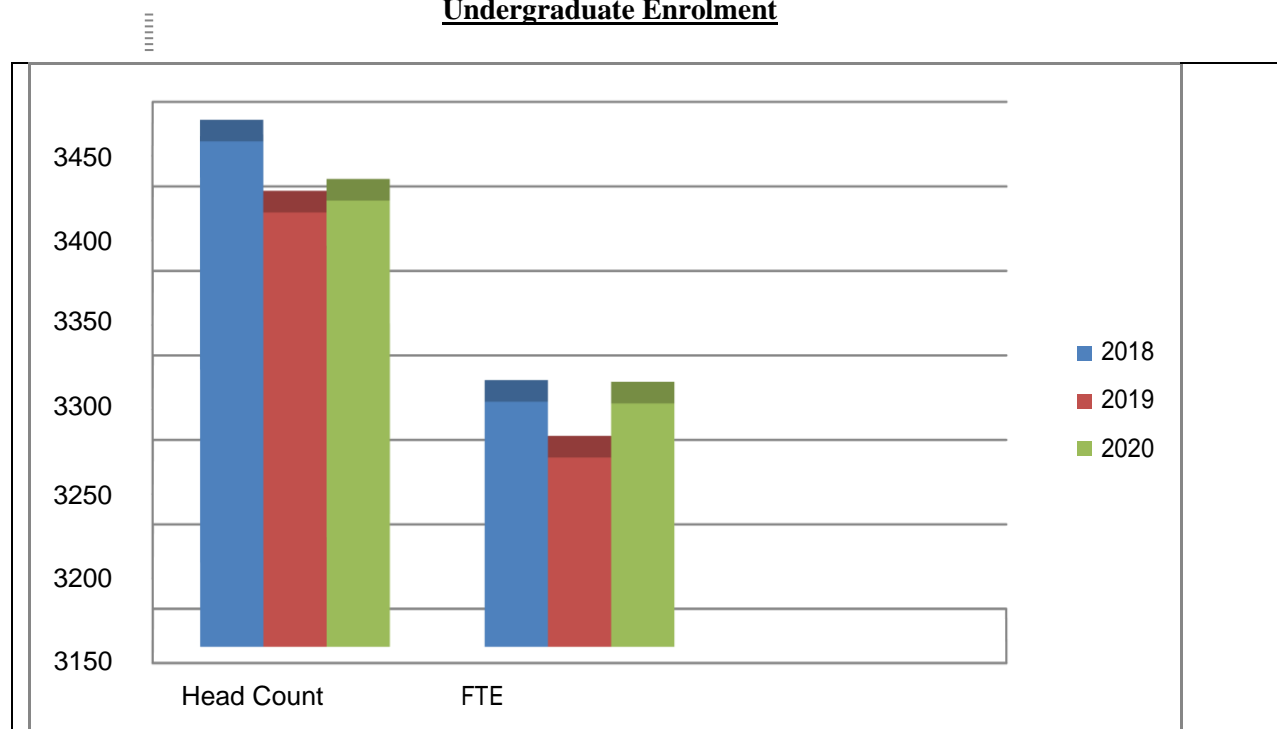
### **Acadia Undergraduate Head Count and FTE Enrolments**

The undergraduate enrolment for April 2, 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.

The undergraduate enrolment for April 2, 2018 was 3449 head count, 3295 FTE. Of those, 3227 were F/T, 222 P/T, equivalent to 68 FTE.

### **Undergraduate Enrolment**



### **Undergraduate Enrolment Summary**

	Head Counts						FTEs					
				2020	2019	2018				2020	2019	2018
	Full Time	Part Time	Total	Total	Total		Full Time	Part Time	Total	Total	Total	Total
Overall	3233	181	3414	3407	3449		3233	61	3294	3262	3295	
Intl subset	457	23	480	490	461		457	9	466	462	434	

International enrolments are included in the overall enrolments

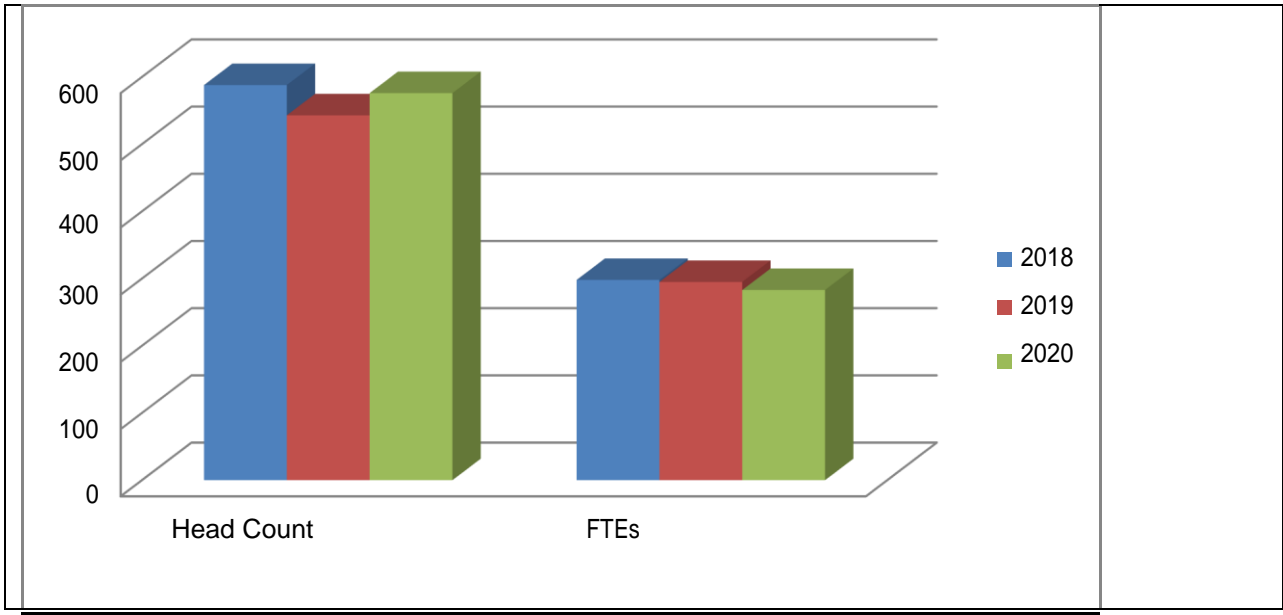
**Acadia Graduate Students Head Count and FTE Enrolments**

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.

The graduate enrolment as of April 2nd, 2018 was 588 head count, 298 FTE. Of those 184 were F/T, 404 PT for 114 FTEs.

**Acadia Graduate FTE Enrolment**



**Acadia Graduate Enrolment Summary**

		Head Counts						FTEs			
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			2020	2019	2018				2020	2019	2018
	Full Time	Part Time	Total	Total	Total		Full Time	Part Time	Total	Total	Total
Overall	163	413	576	543	588		163	120	283	295	298
Intl subset	35	18	53	49	47		35	5	40	42	41

International enrolments are included in the overall enrolments

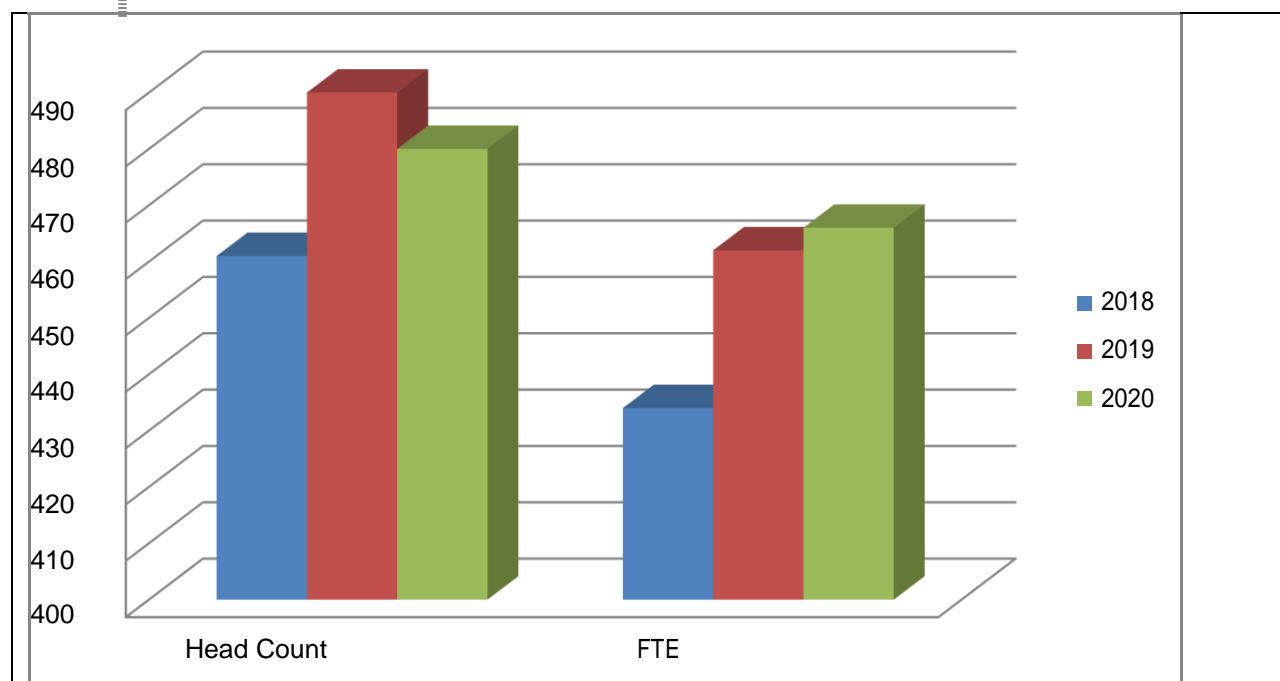
### **Acadia Undergraduate International Head Count and FTE Enrolments**

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 2<sup>nd</sup>, 2019 was 490 head count, 462 FTE. For 2019, international students represented 14% of paid, enrolled, UG students and 14% of FTEs.

Undergraduate international students as of April 2nd, 2018 was 461 head count, 434 FTE. For 2017 international students represented 13% of paid, enrolled UG students and 13% of FTEs.

### **Acadia Undergraduate International Enrolment**



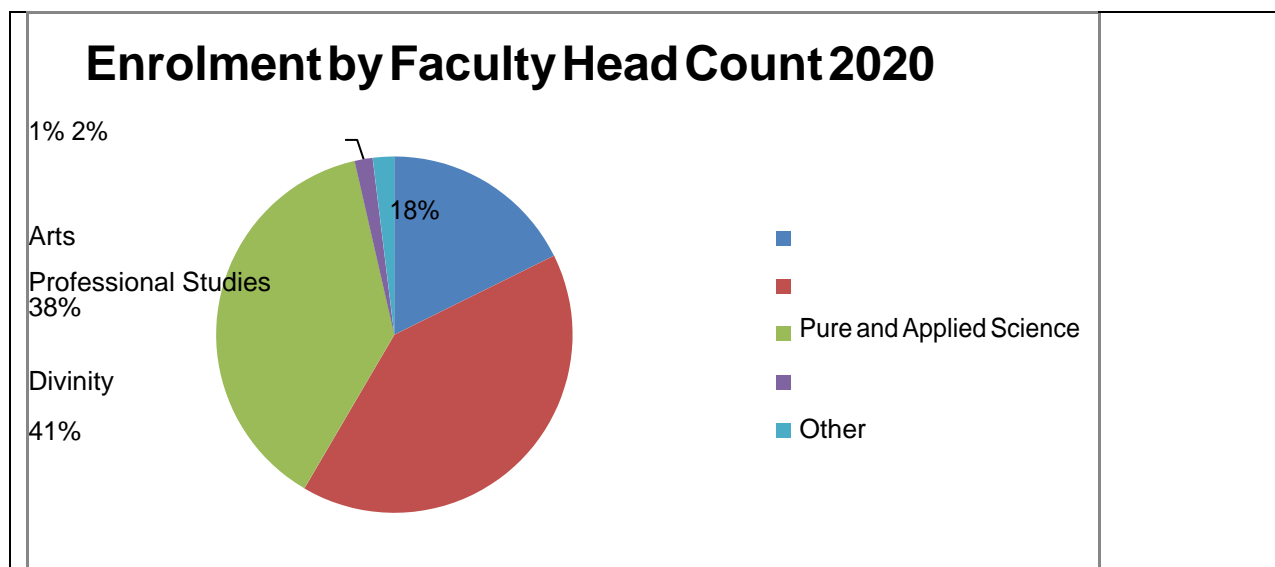
### **Acadia Undergraduate International Enrolment Summary**

		Head Counts						FTEs			
			2020 Apr	2019 Apr	2018 Apr				2020 Apr	2019 Apr	2018 Apr
	Full Time	Part Time		Total	Total		Full Time	Part Time		Total	Total
Intl	457	23	480	490	461		457	9	466	462	434

### **Undergraduate Faculty Enrolments**

2020	Head Count	FTE	2019	Head Count	FTE	2018	Head Count	FTE
Arts	603	585		619	610		799	778
Professional Studies	1388	1376		1333	1319		1197	1180
Pure and Applied Science	1295	1271		1302	1272		1300	1275
Divinity	56	20		60	18		63	21
Other	66	40		82	39		73	38

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



### **Undergraduate Headcount Enrolment by Year in Program**

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	<b>2020</b>	<b>2019</b>	<b>2018</b>
Year 1	1107	961	1007
Year 2	817	812	839
Year 3	697	741	660
Year 4	575	618	664
Year 5	58	113	140
BEd. Yr. 1	154	151	121
Bed. Yr. 2	0	0	0
Non-Credit	6	11	18
Total	3414	3407	3449

## Report to Senate, April 2020

### Committee Membership

Dale Keefe, Provost and VP Academic (Chair) Ann  
Vibert, Dean of Professional Studies  
Suzie Currie, Dean of Pure and Applied Sciences Laura  
Robinson, Dean of Arts  
Daphne Flanagan, University Librarian (to December 2019)  
Jennifer Richard, University Librarian (Interim) (Since January 2020) Anne  
Quéma, Faculty from IDST Program  
Rachel Brickner, Faculty from Arts  
Janna Wentzell, Faculty from Professional Studies Danny  
Silver, Faculty from Pure and Applied Sciences  
Mackenzie Jarvin, Student Union, VP Academic and External

### Mandate

The Academic Planning Committee (APC) shall make recommendations to the Senate on matters relating to academic principles and planning.

In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to the Senate at least two times per year.

### Meetings

November 13, 2019  
March 13, 2020  
March 26, 2020

### Background

In January 2019, the Senate approved a modified *Process for Allocating Permanent Faculty Positions* (Appendix I) and in May 2019 the APC developed a *Process for Developing Plans to Facilitate Faculty Position Proposals* (Appendix II). The Senate motion approving the new allocation process requires that it be reviewed in January 2020.

During its August 2019 meetings and at the September 2019 Senate meeting, it was noted by committee members as well as Senators that while the process is a significant improvement, there are still gaps.

The process is centred around the allocation of faculty positions, which, while important, should really be one of the results of academic planning. It was noted that both the APC and Senate would like to have a more comprehensive academic planning process.

In anticipation of the January 2020 review, the APC met in November 2019. The chair presented an overview of the key components of academic planning, including connection with other institutional processes such as the strategic plan, the annual operating budget, unit planning and reporting, and quality assurance. The APC decided to form a working group (Keefe, Currie, Quéma, Silver) to explore the components of academic planning, to research what other institutions are doing, and to develop planning templates for the committee's consideration.

At the January 2020 Senate meeting, the APC chair committed that the APC would solicit feedback from the broader community on their experiences with the 2019 process. A small number of individuals sent feedback to the Provost, but most were speaking on behalf of experiences in their particular units. One individual requested that their comments be considered confidential to the Provost only. All other feedback was provided to the working group and the full committee (see Appendix III).

The working group carried out its work between November and March and met as a group in both January and March. The working group discussed the submitted feedback on the current process and also developed planning documents and templates. The working group reported to the full APC at its March 13 meeting. The APC reviewed the planning documents and templates and provided feedback to the chair at its March 26 meeting.

Based on the feedback, the chair modified the planning documents and templates. The documents were circulated to the APC Membership on April 3 for a final electronic approval by April 8. The approved planning documents and templates (Appendix IV) are attached to this report, and it is the **recommendation of the APC that the Senate endorse them as a process for ongoing academic planning.**

Respectfully submitted, Dale

Keefe

Provost & Vice-President Academic Chair,  
Academic Planning Committee

## Appendix I: Senate Approved Process for Allocating Permanent Faculty Positions

(Excerpt from January 14, 2019 Senate minutes)

### Process for Allocating Permanent Faculty Positions:

1. Academic faculties and the Library are requested to develop short-term (one year) and long-range (3-5 year) academic plans which demonstrate anticipated permanent faculty hiring needs linked to the unit's academic plans. By July 1, those requesting permanent positions in the next hiring cycle will be provided with the opportunity to update their academic plans, in consultation with the relevant Dean(s), in order to contextualize their requests and to provide guidance in planning to the APC.
  
2. During an August meeting of the APC, the Faculty Deans and the University Librarian (UL) will present short-term hiring requests in the context of longer-range faculty planning. Individual faculties may choose to rank requests or group them by priority, and the Deans/UL will communicate to the APC the priorities of their respective faculties/Library. In the case of interdisciplinary requests, the relevant Deans will confer and present.
  
3. Each year, the APC will rank the requests for the University. In doing so, the APC will consider alignment with the Strategic Plan and other strategic planning priorities, program and institutional integrity, the Acadia mission of providing a personalized and rigorous liberal education, historical and current and projected enrolment trends, and potential interdisciplinary synergies. These APC rankings will be communicated to the Senate as a report at the September meeting of the Senate.
  
4. On the basis of the APC report, the VPA in consultation with the Deans and UL will decide on hiring priorities for the academic year and will present this decision with a rationale and full justification for any deviation from the APC recommended ranking, **including positions not in the APC Report**, at the October meeting of the Senate.
  
5. **The Senate will review this process in January 2020.**



## Appendix II: APC Process for Developing Plans to Facilitate Faculty Position Proposals May 2019

In the new process for allocating permanent faculty positions, academic faculties and the Library are requested to develop short-term (1 year) and long-range (3-5 year) academic plans contextualizing anticipated permanent faculty hiring needs. **The APC requests these Faculty/Library plans by July 1, 2019.** Each faculty/the Library will likely have their own internal deadlines, at which time units will submit their plans.

Given that these changes in the APC process happened very recently, we propose that only those units requesting permanent faculty positions in 2019-2020 be asked to submit plans. Units who are not requesting faculty positions in the next academic year are welcome to submit plans, but will not be specifically requested to do so.

Planning documents should be a maximum of **3 pages (with an additional 2 pages for each request)** and *could* include the following information:

- ☐ A short narrative describing the overall vision/goals for the unit
- ☐ A compelling justification for the position considering strategic plans, program and institutional integrity, our mission of providing a personalized and rigorous liberal education, and potential interdisciplinary synergies
- ☐ Decolonization initiatives
- ☐ Supporting qualitative (e.g. within-discipline norms across the province/region/country) and/or quantitative data (e.g. current and projected enrolment trends, faculty:student)
- ☐ Timelines indicating anticipated sabbatical leaves, retirements (if known)

### Appendix III: Feedback on Current Allocation Process

Heads and Directors were asked to provide feedback on:

1. What worked well?
2. What were the challenges?
3. What do they recommend to change in the process?
4. What is important to keep in the process?

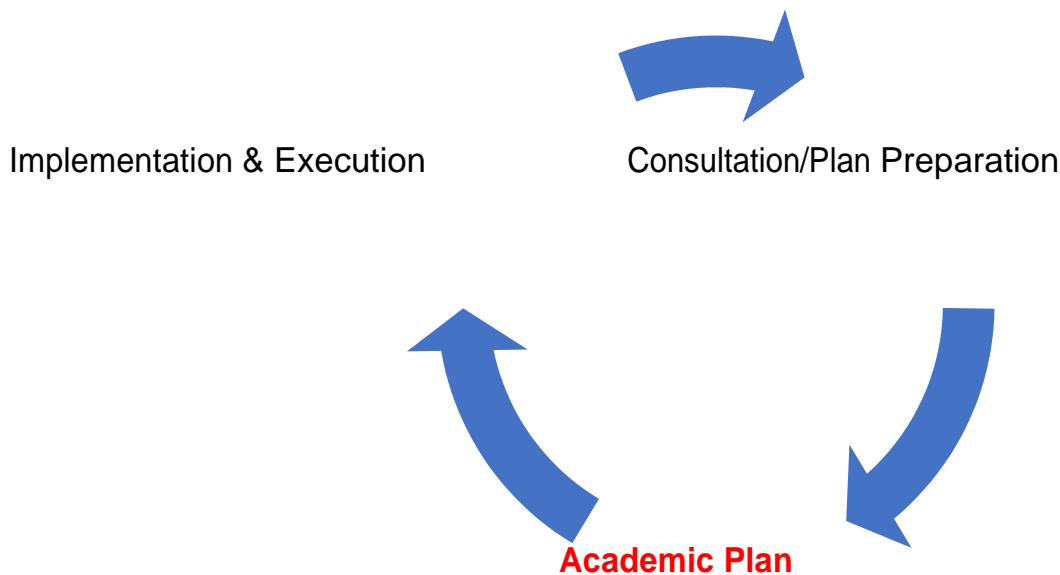
Summary of points from feedback submitted to the Provost (edited and summarized by the Provost):

- ☐ Revising the academic plan was somewhat useful
- ☐ Never get more than minimum complement in CA
- ☐ Frustration that work wouldn't make a difference, still not going to get a new position
- ☐ Do some actual planning, not just rank position requests
- ☐ Unclear how the faculty rankings connected to the APC rankings
- ☐ Process not clear
- ☐ Reporting from APC was not informative or useful
- ☐ Departments need feedback and guidance
- ☐ Senate needs a detailed justification of why and how the APC reached its decision
- ☐ Any emergency changes should be reported back to the Senate
- ☐ Process is structurally flawed, and no changes will make it better
- ☐ Process is personal and political
- ☐ Planning body should anticipate many of the coming needs for units and programs, knowing roughly when retirements will occur and seeking opportunities for cross-disciplinary connections
- ☐ Units regularly reflect on their program, its needs, and its future and build a case for a novel position or cross-appointment
- ☐ The most overriding comment is that the expedited process was a godsend
- ☐ Giving the VPA, with the input of Deans, the ability to amend the allocations as necessary was/is a smart move
- ☐ In terms of challenges, by far the biggest one last year was the need to submit academic plans and requests in a very constrained period of time
- ☐ It would be hugely beneficial to establish a tri-annual departmental/school planning process which funnels through the Deans, with an annual base-touching exercise
- ☐ Highly recommend that we stay the course in terms of what we did last year, with the suggestion that tri-annual (or whatever) processes be institutionalized, but with the caveat that the VPA and deans can act promptly should exigencies arise.
- ☐ Clear and shorter timelines and very specific guidance on what is required in request
- ☐ Demonstration of need and access to data related to enrolments
- ☐ Inclusions of short-term and long-term planning

## Appendix IV: Academic Planning Process and Templates

### Academic Integrated Planning Process Overview

The academic planning process supplements and aligns with the overall University Strategic Plan developing from input and directions from the Academic units, the University leadership team, and pan-institutional bodies such as Senate and the Board. The academic planning process is a multi-year process encompassed within the overall strategic planning process with a system of ongoing reporting and monitoring (Figure 1). The main purpose of the Academic Plan and academic planning in general is to ensure that the academic mission of the institution is driving operational decisions. The Academic Plan will be driven by our mission, vision, values, and strategic goals. It will allow the institution to set priorities, meet objectives, and respond to challenges and opportunities. The Academic Plan both derives from the Strategic Plan and also informs the (next) Strategic Plan. While a formal Academic Plan may only be written every 3-5 years, it is critical that there be annual updating and adjustments to ensure responsiveness to ongoing environmental changes.



**Figure 1**

Integrated academic planning is the process whereby all planning and budget activities throughout every level of the University are effectively linked and coordinated and driven by the institution's vision, mission, and academic priorities. Effective planning is both a bottom-up and top-down process. Thus, foundational documents such as the long-range development and strategic plans of the institution both inform and are built upon the Academic Plan. In turn, the Academic Plan both informs and is built upon the faculty and unit plans.

The main components of academic planning are:

1. environmental scan
2. establishing priorities and alignment with strategic plan
3. monitoring and feedback

The Academic Plan places the institution within the external context, identifies the internal factors and external forces that impact our ability to achieve our vision and mission, and will aid in decision-making. It is important to understand our baseline data and the trends, as well as major environmental trends and pressures. The environmental trends will include political, economic, social, and technical factors. The Academic Plan will include objective and strategic objectives to inform budget and operational decisions.

The APC and Senate are placed centrally (Figure 2) in the annual process that monitors and provides feedback on the progress toward the strategic goals and adjusts directions in response to internal and external pressures. When functioning completely and properly, the academic planning process becomes a continuous loop with one stage being informed by the previous and informing the next. Key to the process are unit and faculty plans and reporting that inform the APC and Senate.



**Figure 2**

## Integrated Academic Planning Timelines

September – December

APC consultation with Academic Units, Students, University Community  
confirm/adapt/refine academic priorities

December

APC report to Senate establishing/refining Academic Priorities Initial budget  
templates to units

January – March

Budget refinement:

Initial budget reports to APC, Budget Advisory Committee Board engagement

March/April

Gather and communicate key planning drivers to units: strategic priorities; enrolment, financial, staffing issues  
(provided to schools/departments by the Provost's Office)

March/April

Operating Budget approval by Board

April/May

Budget report to the Senate and APC APC  
response to budget

June

Units plans/reports

July/August

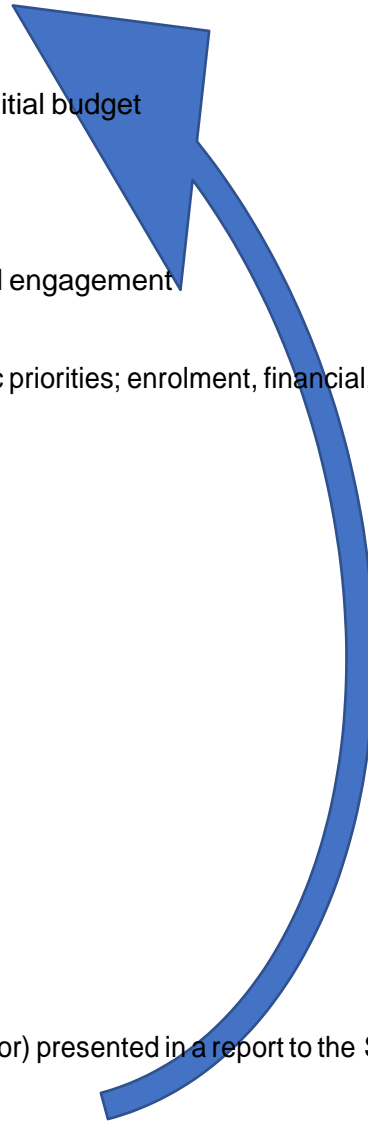
Faculty plans/reports

August/September

APC initial review of unit plans and reports

September

APC ranking of academic positions (professor, librarian, instructor) presented in a report to the Senate. Authorized  
positions will be advertised.



## **Academic Plan Template**

### **Outline**

Provost Message Introduction

Mission, Vision, Values from Strategic Plan

Environmental Scan

Academic Priorities and Aspirations

University-wide Enrolment Targets

Recruitment by Faculty

Recruitment by Geographic Origin Retention by

Academic Level

Academic Program Innovation and Priorities

Undergraduate

Graduate

University Level Metrics/Performance Indicators

(What is important, what will we measure, and how will we determine success?)

Annual Reporting by Units

Sunset Clause

(How will we decide to change priorities?)

Appendices

Program Enrolment Trends and History by Level

Program Enrolment by Geographic Origin

**Academic Unit Plan / Report**  
**(To be adapted as appropriate for non-teaching units)**

Faculty: School/Department: Director/Head:

1. Executive Summary

(max. 250 words)

2. Unit Profile

**Faculty/Staff Complement**

Name	Rank	Contract Status (Continuing, Limited Term)	End Date (if applicable)

**Leaves**

(For planning purposes only – All leaves are subject to approval as per Collective Agreement)

Period	Name	Status (Approved or Planned)	Course Coverage (PCA/Overload, Term, Existing faculty)
July – December 2020			
January – June 2021			
July – December 2021			
January – June 2022			
July – December 2022			
January – June 2023			

### Course Offerings for Next Academic Year

This will be used for planning purposes and is subject to modification due to personnel changes. However, it should be the current best estimate of course offerings. Units are encouraged to append any curriculum mappings and internal or external program requirements that contextualize the course offerings. (Please complete all entries in this table in the exact format requested. Do NOT change format of the table.)

#### Current Faculty/Staff

Professor	Course	Section	Term <sup>a</sup>	Cap	Enrolment last time offered	Anticipated Enrolment <sup>b</sup>	Delivery Mode <sup>c</sup>	Comments

#### Requested Limited Term (FT & HT), Sessional (PCA & Overload), and New FT Continuing Appointments<sup>a</sup>

Course	Section	Term <sup>b</sup>	Cap	Enrolment last time offered	Anticipated Enrolment <sup>c</sup>	Delivery Mode <sup>d</sup>	Type of Hire <sup>e</sup>	Rationale

<sup>a</sup> include tenure-track and instructor positions

<sup>b</sup> Fall, Winter, Spring/Summer

<sup>c</sup> Based on previous enrolment trends – justify in comments section any substantial change from previous offerings and anticipated enrolment for first-time offerings

<sup>d</sup> indicate relevant features of the delivery such as on-campus, online, blended, seminar, laboratory, lecture

<sup>e</sup> FT or HT Limited Term, Sessional, New FTC hire



### 3. Objectives, Goals and Outcomes

Research, Teaching and Service; guided by the framework of the Acadia 2025 Strategic Plan Overall unit goals

Environmental Context

Internal Factors External Factors

Measuring success:

(Describe the measurements used for assessing success)

Recommendations for Change and Planned Actions to Accomplish Goals and in response to Environmental Context

### 4. Summary of Achievement of Goals from Previous Reports

Report on achievement of previous goals and objectives for the department.

### 5. Budget

Provide an estimate of significant changes (increases and decreases) in anticipated costs associated with the running of the department for the next 1-3 years. Please do **NOT** include salary costs and regular inflationary increases. Provide a brief justification for each change (e.g. new initiatives, major equipment repairs or upgrades that require substantial budgetary allocation).

### 6. Appendices

Course Enrolments (Provided by Provost's Office via Dean's Office)

#### 3 Credit Course Equivalent Registrations

Course Level	2015/16	2016/17	2017/18	2018/19	2019/20
1000					
2000					
3000					
4000					
5000					
6000					
Total					

#### 3 Credit Enrolments as Percentage of Faculty Registrations

Course Level	2015/16	2016/17	2017/18	2018/19	2019/20
1000					
2000					
3000					
4000					
5000					
6000					
Total					

#### Undergraduate Program Enrolments

Academic Level	2015/16	2016/17	2017/18	2018/19	2019/20
1					
2					
3					
4					
Graduates					

#### Graduate Program Enrolments

Academic Level	2015/16	2016/17	2017/18	2018/19	2019/20
1					
2					
Graduates					

**Admission and Academic Standing Committee (Policy)**  
**Motions: March 2020**

**1. The 'B' for D Rule**

With no formal documentation, and as with many procedures without policy, understanding and practices have varied overtime and by personnel. This has led to different applications of the “rule” and a lack of consistency and potential fairness to students.

The Senate Admission and Academic Standing Policy Committee is proposing an updating and formalizing of the policy to be included in the Academic Calendar under Part V: Academic Regulations and Policies: Degree Requirements and after Aegrotat Standing.

**Motion:**

**Proposed Policy Statement: “D” Grade Exception**

In cases where a potential graduate from an undergraduate program earns a grade of D-, D, or D+ in their final academic year, and would be prevented from graduating based upon this sole grade, will, at the discretion of their academic program Director or Dean, be permitted to graduate provided all other degree completion requirements have been met.”

**2. Grading System**

At the request of Senate, the AASPC considered whether an additional column should be added to the Grading System table to indicate percentage ranges for courses that use a percentage system. Instead of adding a column to the table, the AASPC suggested that a statement be added to the Academic Calendar to require faculty that use a numeric grading scheme to provide information in their course syllabus to explain how the numeric grade will be converted to the final alpha grade.

**Motion:**

The following wording be included in the Academic Calendar under Part V: Academic Regulations and Policies: Grading System:

“In cases where a faculty member uses a grading scheme out of 100 (%) to calculate the final letter grade, that information will be contained in the course syllabus and communicated to students.”

**3. C- Minimum for Credit Transfer**

Acadia University requires that an Acadia student who completes course(s) at another institution via a *letter of permission* must achieve a minimum grade of C- to transfer the credit back to Acadia. Acadia also typically requires a C- for satisfaction of Major/Minor and Honours requirements. However, when students transfer to Acadia from another institution, some D grades have been accepted. This creates an inconsistency with how Acadia treats internal vs external students. In addition, with the recent approval of P grades for such transfer courses, requiring a minimum of C- for a transfer credit will assist with internal assessments.

**Motion:**

The following statement be added to the Academic Calendar under Part V: Academic Regulations and Policies:

Degree Requirements: Credit for Courses Taken Elsewhere

“A minimum grade of C- (or equivalent) is necessary for the transfer of credits.”

**4. Academic Standing Process**

Academic standing assessments are currently conducted once a year (in the Spring) and only assess students that have registered full time in both Fall and Winter terms within a specific academic year. Part-time students, Intersession (Spring/Summer courses) or students that are full time but withdraw to part-time status in either F/W term are currently never assessed for standing. These students could struggle without assistance or awareness from academic and student service support, and at great financial cost to themselves.

In this process, Acadia is atypical. Reviewing universities from across Canada, most assess in the spring of each year based upon number of hours attempted since last assessment. Typical range is 18-24ch.

**Motion:**

Academic Standing be assessed in the spring for all students who have attempted 18ch or more.

Academic Standing is the status of a student based on his or her grade point average. Academic Standing is assessed once a year in the spring. As a result of that assessment, students will find themselves in one of three situations:

☐ **Good Standing**

Any student that has attempted a minimum of 18 credit hours since their last assessment who obtains a sessional grade point average of at least 1.50 is considered to be in good academic standing and will be permitted to proceed on a fulltime basis.

☐ **Academic Probation**

Any student that has attempted a minimum of 18 credit hours since their last assessment who obtains a sessional grade point average of at least 1.0 and less than 1.50, and who has not already incurred probation, will be placed on academic probation, but is eligible to pre-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP).

☐ **Academic Dismissal**

- a. Any student that has attempted a minimum of 18 credit hours since their last assessment who obtains a sessional grade point average of less than 1.0 will be placed on dismissal.
- b. Any student placed on probation who attempts a minimum of 18 credit hours since their last assessment and obtains a grade point average of less than 1.50 will be placed on dismissal.