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Minutes of the Senate Meeting of Wednesday May 6th, 2020.

A meeting of the Senate of Acadia University occurred on Wednesday May 6th, 2020 beginning at 9:00 a.m. with Chair A. Kieft presiding and 44 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 reminded Senate that the meeting would operate in the same way as the April meeting, as outlined in the meeting protocols document that had been posted and circulated in early April. She asked that Senators type in 'SL' if they wished to be added to the speakers' list and that typed-in questions and comments be kept to a minimum. The meeting was being recorded in order to facilitate the production of minutes and that the recording would not be released. Voting polls would appear in the team chat window and Senators could place their votes. The Chair reminded Senators to mute their microphones unless they were speaking and to turn video off.

The Chair called the meeting to order, noting that there was quorum at present.

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

The Chair suggested that a short break be taken approximately halfway through since this was a three hour meeting. She also noted that H. Chipman would be attending as a guest to address item 6) c) Motion from the T.I.E. Committee, and she suggested that this may be moved up on the agenda once he arrived.

B. Anderson asked whether the motion from the Admissions and Academic Standing (Policy) Committee that appeared on the April agenda but not on this agenda would be on the June agenda of Senate. The Chair confirmed that she had been informed that this was the case.

MOTION TO APPROVE THE AGENDA CARRIED.

2) Minutes of the Meeting of Senate on Monday April 13th, 2020

Motion to approve the Minutes of Monday April 13th, 2020 as distributed. Moved by K. Bleile and seconded by M. Adam.

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

MOTION TO APPROVE THE MINUTES CARRIED.

3) **Announcements**

a) **From the Chair**

The Chair noted that H. Chipman was a guest from the T.I.E. committee and would be arriving later in the meeting.

The Chair announced regrets from S. Thomas and S. Hayes. She also extended a welcome to Brendan MacNeil and Lydia Houck, incoming ASU President and VP Academic and External Affairs, respectively.

b) **From the President**

President Ricketts welcomed Brendan and Lydia in their new roles. He also thanked Senators for their role in bringing the University to the point of approving the Graduands for 2020. He noted that this was an extraordinary and unique class because of what they had had to deal with since mid-March. President Ricketts stated that the last time Convocation was postponed was in 1917. He complimented the Class of 2020 on their determination, fortitude and resilience in completing their studies.

President Ricketts was hopeful that the University would be able to hold a Convocation event in the Fall and that the students and their families would be able to return at that time. He noted that other events would also be planned to ensure that the Class of 2020 did not feel displaced or cut off from the University.

President Ricketts commented that these experiences helped to make everyone stronger and able to embrace new ideas and perspectives.

President Ricketts offered to make his presentation to Faculty Council available to Senators which included planning around the Fall term. He wanted the Provincial Government to be cognisant of the potential financial problems that all of the Universities in the Province would likely face if the COVID situation resulted in a reduction in enrolment or a different form of delivery of classes. He had also circulated slides from a Universities Canada survey of students and parents.

President Ricketts reported that the Federal Government had approved the student financial package last week which was generous in terms of financial help to extend over the summer. He noted that those lobbying from Universities Canada included recent Acadia graduates.

President Ricketts stated that the Universities were still working with the Provincial Government to try to get financial support for those students that fell through the cracks, e.g. international students who had remained on campus because they were unable to travel home.

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

D. Keefe reported that he had provided an update to Faculty Council the previous day regarding possible scenarios in the Fall term. He offered to make that presentation available to Senators. Various scenarios were being

considered along with the impact on revenue and expenses. Additional members had been added to the Planning Task Force including B. MacNeil and L. Houck.

D. Keefe noted that there was insufficient information at this point to have firm decisions but he expected that within five to six weeks there would be a much clearer picture of the COVID situation and the parameters for September.

D. Keefe reported that the University Librarian search committee met recently and had selected two candidates to be brought to campus following virtual interviews with three possible candidates. However, it was felt that the search should be placed on hold until such time as these individuals could be brought on campus and meet the Acadia community.

L. Aylward referred to the enormity of the change in moving from an in person, on campus institution, to a virtual delivery campus. She expected that the change would cause tremendous stress in terms of resources and people and asked that dedicated attention be paid to this.

D. Keefe agreed that this was the case for everyone that was supporting the initiative. He noted that B. Hachey was assisting the Planning Task Force with communications and change management. He felt that for the Fall, the University needed to get through a difficult situation in order to return to the more normal Acadia Experience.

G. Whitehall had received questions from Arts faculty members following the Faculty Council meeting. They were concerned that there was an expectation that they would prepare two different syllabi for each course; virtual delivery and in-person delivery, and also that they should anticipate the need to switch mid-term if the need arose.

D. Keefe stated that he felt it would be best to assume that the entire Fall term would be offered in a virtual setting and for faculty members to anticipate how that would impact their courses. He agreed that faculty could be back on the campus for a period of time and then have to shut down again if there was an outbreak of COVID. D. Keefe felt that faculty would need to be very adaptable and prepare for the worst.

G. Whitehall was concerned at this worst-case scenario. He asked where the main point of support for faculty during the summer was and whether they should prepare in their home offices, or through J. Banks and Open Acadia. He asked how to ensure that courses were changed into interesting and engaging on-line courses and where that conversation was taking place.

D. Keefe agreed that Open Acadia had already started initiatives and that more support was coming. He noted that each individual faculty member was approaching this differently and that academic units were working together to decide how they might change their course offerings for the Fall. In some instances two faculty members teaching the same course might collaborate together. He suggested that if support was needed an academic unit could feed those concerns through their Dean and on to the Planning Task Force.

J. Banks stated that to plan for all scenarios would be very difficult and he recommended planning for the worst so that if the situation proved to be better than planned for, course material would be ready. He stated that Open Acadia was ready to roll out a course to help faculty members prepare to teach an on-line course. There would be information about design and how to use different tools. Individual meetings would also be available.

J. Banks stated that it was possible to prepare for both in-person and on-line delivery. He expected that the course would be available later that day.

D. Seamone asked about a situation whereby faculty and staff return to campus at a time when there was no vaccine available. She noted that there could be vulnerable or at-risk students, staff and faculty and also individuals in their families that they would be needing to protect.

D. Keefe responded that in all of the scenarios that had been developed physical distancing was being factored in. Safety of all individuals was being considered in relation to residence operations, food services, classroom management, moving between classrooms and the frontline staff that deal with students.

D. Seamone noted that in Quebec the schools were asked to open. She felt that faculty that were in at-risk populations might need an MOU from the Joint Committee to allow them a choice about whether to return to campus or not.

D. Keefe stated that R. Karsten was on the Planning Task Force and these discussions were on-going. Not necessarily everyone would be back on campus and not necessarily all at the same time.

V. Provencal requested more direct communication from the Planning Task Force. He needed to know what was available in terms of teaching resources and who he should be contacting for assistance.

L. Aylward asked J. Banks whether the resources that would be made available included information about accessibility so that when resources were prepared for students they could be sure that all students were equally able to participate.

J. Banks had recently forwarded links to the Dalhousie workshops in order to buy some time for Open Acadia because the department had been extremely busy with finishing the term and exams, also working with Education to prepare for the M.Ed. and B.Ed. summer courses. He repeated that the course would come out today and that accessibility would be included in the course material and delivery. J. Banks noted that this course would show on faculty Acorn pages.

L. Aylward was concerned that when all teaching material went up on a digital environment care needed to be paid to how those documents were prepared and how they could be accessed.

P. Abela pointed out that the work environment would have to meet the Health and Safety Act conditions for physical distancing and he noted that there were several different groups on campus. He pointed out that there were also different vulnerabilities within all of those groups but particularly the age of individuals, with respect to COVID.

D. Keefe agreed and stated that the University will take advice from the Public Health department. Acadia would not be operating in the same way that it did normally.

d) From the ASU President:

The Chair had welcomed B. MacNeil and L. Houck earlier but now also welcomed L. Hartman (ASU Arts Senator) who had arrived at the meeting since the meeting had started.

B. MacNeil stated that their primary focus was to ensure that the Acadia Experience for students coming in the Fall still had the capability of delivering the same excitement and community and campus engagement, regardless of whether the University was operating in-person or offering virtual delivery of classes.

B. MacNeil reported that communications with the students had begun this week in the form of coffee chats and other social media communications. This would give them good knowledge and awareness of what students were expecting and what they could excel in. He and Lydia hoped to bring this knowledge to the Planning Task Force to help the faculty and Administration in planning for the Fall semester.

L. Houck echoed these points and looked forward to working on Senate.

M. Penney announced that M. Tajeddin would be the Acadia Graduate Student representative on Senate for 2020-21 and noted that she would be starting in September.

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

A. Robbins stated that they were pleased to support the efforts and noted that it had been a pleasure to work with a team that was so responsive and capable.

4) Time Sensitive Items

**a) Approval of the List of
Graduands for May 2020**

The Chair explained that this was a two-step process. There would first be a motion to approve the list of graduands and Senate would move 'in camera' for any discussion of graduands. This would be followed by the enabling motion.

Motion that Senate approve the list of Graduands for May 2020. Moved by A. Vibert and seconded by M. Penney.

Senate moved 'in camera'.

Senate moved out of camera.

MOTION CARRIED.

b) Enabling Motion

The Enabling Motion was read out by D. Keefe.

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2020, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Moved by D. Keefe and seconded by D. Benoit.

MOTION CARRIED.

5) Previous Business from April 13th meeting of Senate

a) Three Motions from the Admission and Academic Standing Committee: (attached)

The Chair stated that the first of the four motions from the April agenda was still with the committee so there were now three motions to be considered.

Motion 1:

Motion that 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.”

Moved by D. Keefe and seconded by R. Seale.

D. Keefe stated that at the request of Senate, the A&AS(Policy) Committee 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 A&AS(Policy) Committee 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.

D. Keefe noted that the Faculty of Pure and Applied Sciences had developed a template and recommended that it be added to their section in the University Calendar earlier this spring. The committee was tasked with discussing a wider approach to this. This was discussed at the committee level and given the number of different possible options of schemes that could exist for different faculty, it was felt that it would be best to simply add a statement at the end of the grading table, as described in the motion.

C. Mutlu spoke against the motion and preferred to see a centralized University percentage grading distribution. He asked a number of questions.

- How could a combined grade be calculated without percentages?
- He asked about academic freedom and stated that his understanding was that it was not the percentage attached to the grade, but the ability to give the student a grade that he felt the student deserved, that represented his academic freedom.
- He stated that under this rule a faculty member could use a grading scheme out of 100 but give an A+ for a student getting 51 or fail a student for getting 91, and that it would be entirely up to the faculty member.
- He asked how scholarships and the Dean's list could be calculated when within departments the grades could mean dramatically different things.
- He asked for an explanation of why grading was not being standardized.

D. Keefe addressed these questions. He noted that a faculty member was not forced to grade out of 100 and that there was a letter system. Multiple tests and assignments could be given letters and assessed as a whole at the end of the course to determine the final grade. Deciding what exactly denoted an 'A' grade would have the same fluctuation as existed when numerical grades were used.

D. Keefe stated that this was intended to provide clarity for students in instances when a faculty member was using a grading scheme out of 100.

M. Bishop agreed with this summary.

C. Mutlu did not find these explanations satisfying. From a student perspective he could not see how that student could calculate what 20% of a 'B' grade would amount to as he/she went into their final examination.

H. Teismann stated that the intention had been to create a uniform grading system across the three Faculties and he felt that this was a less uniform system than what was in place previously. The University needed to strive for comparability.

D. Keefe pointed out that there were two separate questions. One was the question of conversion from numerical to alpha grades and was a separate discussion. This was something that Senate had voted against in the past. This was purely a question that if a faculty member was using a conversion table, they were being asked to communicate that to the students.

D. Keefe stated that the discussion of whether or not there should be a conversion table was a different issue, which Senate had voted down. He noted that the A&AS (Policy) committee was saying that if a faculty member was using a conversion table could they please communicate this fact to students so that they knew that was the case.

The Chair referred to the fact that in December 2018 Senate had voted that all grades would be submitted as letter grades. This was a formalization of something that Senate had voted upon many years previously, which had been identified by the Registrar's Office.

M. Bishop agreed that this was the case. He noted that Senate had voted on a confirmation of a letter to GPA scale three times previously, and that the inclusion of a percentage table which had been included in previous Calendars, was purely for the use of other Institutions.

M. Bishop stated that the motion that came to Senate in December 2018 was merely an affirmation of three previous motions that had been approved by Senate over the last 20 years.

P. Callaghan stated that the motion that came through the Senate Curriculum committee and was then referred to the A&AS (Policy) committee by Senate, had in fact been to consider expanding the original motion from the Faculty of Pure and Applied Science to include the other two Faculties. He pointed out that there was support in the Faculty of Professional Studies for this and noted that the matter had been discussed and would have come to the FPS Faculty Council for approval.

P. Callaghan felt that what the A&AS (Policy) committee had brought back was something different and a step back. He would obviously inform his students as to how he would be grading them but this invited different conversions of grades among faculty.

The Chair asked whether this policy precluded individual Faculties from having their own Faculty policy.

D. Keefe responded that since Senate had said that there was no conversion table, the committee had felt that having separate conversion tables in the Calendar for each Faculty would be too confusing. This remained in the purview of individual faculty members, in which case it needed to be communicated to individual students. He agreed that Senate could go back and discuss a uniform conversion table for the Institution, but that this was a separate thing from what the committee had been asked to do.

D. Seamone stated that she would also vote against the motion because she felt that this was confusing to students with numerous courses. She questioned D. Keefe's previous comment because her understanding was that the proposed table had come from Science and had been sent on to the A&AS (Policy) with a request that they look at a conversion table for the whole campus.

D. Seamone expected that a similar motion could also come forward from the Faculty of Arts. D. Seamone noted that there was support for a common conversion scheme so that it was clear to everyone how the letter grades would be arrived at. D. Seamone stated that this was not the same as going back to the numerical grades.

C. Mutlu stated that in December 2018 Senate had not voted on the question of percentages, it had voted on the changes to the letter grades.

M. Bishop agreed that this was the case.

S. Currie stated that the Faculty of Pure and Applied Science still wanted a common conversion table as a way to provide consistency. She noted that the concerns at Senate did not seem to be with having a conversion table but more with what the conversion table looked like. S. Currie stated that Science was prepared to speak with the other Faculties to determine what a consistent conversion table could look like.

P. Abela noted that the conversion table in the Calendar enabled a student to see how a numeric grade would be calculated to produce an alpha mark. He noted that the larger question was whether one single conversion table should be included in the Calendar and he felt that Senate could revisit this issue. The motion on the floor of Senate addressed what was currently in the Calendar and sought to improve the clarity for a student.

G. Whitehall agreed that the University was now operating on the true intentions of Senate some 20 years ago but felt that the reason a hybrid system had continued all of that time was because the original decision may not have been judged sound. He noted that the desire for clarity that the Registrar was seeking could have been achieved by moving to a purely numerical marking system. He agreed with P. Abela that Senate should review the overall policy and create one that was consistent across all Faculties. G. Whitehall asked the A&AS (Policy) committee to consider this at a larger level.

A. Vibert commented that whether numerical or alpha, grades were socially constructed. Other universities that used an alpha system of grading also included a university wide numeric scale which is what she would have expected Acadia to have.

V. Provencal recalled that the A&AS (Policy) committee were asked to come back to Senate with a formula for a uniform numerical system. He had expected that this would be brought forward by the A&AS (Policy) committee.

The Chair read out the motion that was passed by Senate in February 2020: 'Motion that the A&AS (Policy) committee review this topic and bring forth a recommendation in March or April in order to make the deadline for the 2020-21 Calendar'. Her interpretation was that the committee had technically done what it had been asked to do.

V. Provencal disagreed.

D. Seamone agreed with V. Provencal because the motion itself had been prompted by the discussion of the motion from the Faculty of Science and she had heard broad support within Senate at that meeting for a University wide conversion table.

D. Keefe suggested that the committee may have misinterpreted the directive from Senate. It had been understood that Senate did not want to have a

uniform conversion table. He stated that if Senate wanted to have one common conversation table that applied to all, the committee could look at this.

D. Keefe felt that the wording in the motion provided clarity for 2020-21 until such time as a consistent conversion table was available and approved.

D. Keefe noted that faculty who were only using alpha grades throughout would not have any need of a conversion table.

D. Keefe stated that this just provided clarity for students. If the committee was being asked to come back with a uniform conversion table for all Faculties, that was an entirely different matter. He requested clarity from Senate.

The Chair suggested that the A&AS (Policy) committee could be directed by Senate to work on developing a uniform conversion table, irrespective of whether the motion on the floor of Senate was passed or rejected.

D. Keefe agreed that this was the case.

P. Callaghan felt there had been a misunderstanding on the part of the committee related to what Senate was expecting but he also noted a misunderstanding on the part of Senate when the numeric scale was dropped from the Calendar last year. While it was understood that the scale existed for the use of external institutions, it was also generally understood to be used on campus. He did not feel there was a lack of consensus for a uniform conversion table across the University.

M. Adam did not feel that the motion precluded Senate from moving forward with another recommendation to create a universal system across campus. He pointed out that the previous discussion at Senate in February prior to the motion being passed, some Senators had explicitly asked whether the committee would be coming back to Senate with a formula. Senators were concerned that this not be a piece-meal type of arrangement.

D. Benoit was in support of a common conversion table. He was concerned with this motion because it was telling faculty members that if they used a number grade they would have to provide students with a translation table. The motion gave no indication of what a faculty member giving alpha grades was expected to inform students in terms of how their final letter grade would be calculated. D. Benoit felt it was very important that students should know clearly how the mark had been calculated.

MOTION APPROVED. 12 OPPOSED. 10 ABSTENTIONS.

The Chair noted that the statement will appear in the Calendar for 2020-21. She also asked Senate to confirm that it was next requesting that the A&AS (Policy) committee develop a consistent conversion table for the University.

Senators agreed that this was the case.

D. Keefe agreed to take the issue back to the A&AS (Policy) committee.

The Chair noted that the time was 11:02 a.m. H. Chipman had joined Senate and the Chair suggested a five minute break to be followed by the item originally shown as 6) c) on the agenda: the motion from the T.I.E. Committee.

b) **Motion from the T.I.E. Committee that the Academic Calendars beginning with 2020-2021 be modified to include a second study day in April between the end of classes and the start of the examination period (*attached*)**

Motion from the T.I.E. Committee that the Academic Calendars beginning with 2020-2021 be modified to include a second study day in April between the end of classes and the start of the examination period. Moved by D. Benoit and seconded by M. Lukeman.

D. Benoit commented that this was a very positive move for a number of reasons and would allow a day for Honours students to present their research work at the end of the year.

H. Chipman agreed that this was a good idea for the reasons mentioned and noted that the T.I.E. committee had considered this and anticipated no concerns. They had also checked with the Registrar's Office and they had confirmed that there would be no difficulty scheduling the spring examinations after allowing for the extra study day.

MOTION CARRIED. UNANIMOUS.

H. Chipman reminded the Chair that the T.I.E. committee had also submitted an end of year report to Senate and that they were continuing to work on the timetable provisions and anticipated that the academic unit heads and directors would provide T.I.E. with feedback on the latest version of the timetable. He noted that he had already heard back from the Faculty of Arts.

H. Chipman hoped to bring a proposal to Senate before September with the hope that by the 2021-22 academic year there would be a new timetable to schedule classes into.

The Chair noted to Senators that agenda item 6) d) iii) was now being discussed in reference to the T.I.E. Committee report on pages 30-31 of the Agenda.

She asked if Senators had any questions about the report. There were none.

The report from the T.I.E. Committee was received.

H. Chipman left the meeting.

c)

The Chair asked Senators to return to Motion 2 of the three motions from the A&AS (Policy) committee.

Motion 2:

Motion that 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.”

Moved by D. Keefe and seconded by R. Murphy.

D. Keefe explained that there was previously an inconsistency in that an Acadia student taking a course at another institution was required to achieve a C- whereas some transfer students to Acadia brought D grades which showed on the transcript as a credit, but not as a grade. In most cases a C- was required at Acadia for Majors and Minors. This would ensure that students transferring credits from another institution would need to have achieved a C- or equivalent to receive the credit. He stated that the Registrar had carried out a review of other institutions and that this would make Acadia consistent with many other institutions.

R. Murphy had nothing more to add.

M. Bishop agreed that this change was to address the inconsistency with the way in which Acadia was treating its own Acadia internal students versus the Acadia external students. This motion would provide consistency.

A. Mitchell commented that St. F.X. University used numeric grades only so that a conversion to a letter grade would be needed to determine whether the numeric grade equaled a C-.

M. Bishop responded that if a conversion was needed a scale would be provided on the back of the student transcript. This was common for most institutions.

B. Anderson noted that Nutrition and Dietetics had a 2+2 agreement with Memorial University and noted that students had a prescribed list of courses that would be transferred to Acadia. She noted that their conversion for a C grade was 55-64. In order to know if a student met the C- requirement each one would need to be assessed individually.

M. Bishop agreed that this would be the case.

B. Anderson stated that exceptions had to be made occasionally as a result of changes that Memorial had put in place and expected there to be more in the future.

D. Benoit stated that if another university determined that a 55 was a passing mark for a student, this would be a D at Acadia and therefore not accepted for a transfer credit. This went back to the argument of what a pass was considered to be for a particular degree. He stated that if another institution had determined that a 55 was sufficient due to the volume of work covered on the course, he was unsure of how Acadia would take that into consideration when assessing those transfer credits.

M. Bishop noted that this was often the case both nationally and internationally, and that Acadia would always follow the guidance of the other institution.

MOTION CARRIED. ONE ABSTENTION.

- d) **Motion that Academic Standing be assessed in the Spring for all students who have attempted 18 credit hours or more (*attached*)**

Motion 3:

Motion that Academic Standing be assessed in the Spring for all students who have attempted 18 credit hours or more.

Moved by D. Keefe and seconded by R. Murphy.

D. Keefe stated that students were previously only assessed if they had been full time in both terms, so a student taking a full load in one term and a reduced course load in the other term was not being assessed. The committee felt that any student taking 18 credit hours or more in an academic year should be assessed for academic standing.

R. Murphy had nothing more to add.

MOTION CARRIED. UNANIMOUS.

6) **New Business**

- a) **Motion from the Admissions and Academic Standing (Appeals) Committee:**

Motion that, for the 2019- 2020 academic year only, the Appeal process for students with Dismissal academic standing be replaced by a Declaration of Intent to Return process and that the Appeal process for students with Probation academic standing remain unchanged.

Moved by D. Benoit and seconded by L. Aylward.

The Chair stated that the motion did not have unanimous approval at the committee level but did have strong majority approval. Small changes were made to the motion after voting at the meeting and committee members were satisfied with those.

The Chair explained that this was intended to be a temporary measure and she encouraged others that were making temporary changes to bring those changes to Senate so that the change remained on the official record.

The Chair explained that normally there was a full appeals process in place for all students on both dismissal and probation (as previously communicated to Senate as part of its committee reports).

She explained that part 1 and 2 on pages 17-21 outlined the modified process for students that were on dismissal and that the intent was that those students who wished to return would submit the 'Declaration of Intent to Return to Studies' questionnaire. This was a modified form of the questionnaire normally used for the full appeal process.

The Chair stated that pages 21-26 described the full process for probation and that no change was being proposed compared to previous years.

The Chair noted that the questionnaires had never been approved at Senate previously and were being provided for information purposes in a way similar to how they had previously been provided in the committee's reports.

P. Callaghan noted that this would be for 2019-2020 and asked when students would be informed of this change.

The Chair described the two dates in the Calendar: May and late June. In late June students were informed of changes to their academic standings by means of a letter from the Registrar's Office. Normally a student would be given information about the appeal process including instructions for how to complete an appeal. For this year only, the dismissed students will not receive instructions to complete an appeal; they will receive instructions to complete the Declaration of Intent to Return to Studies process.

P. Callaghan asked for information to be sent to students in a timely manner.

A. Pash asked why there was a sub-group of the committee that included non-voting or non-elected members when reviewing these student submissions.

The Chair stated that the committee was just checking for completeness in this instance, so that the Chair, the Registrar and the Executive Director of Student Services were considered adequate. The Executive Director of Student Services was responsible for providing information to the committee and made notes for Student Services staff to address student concerns that might have special recommendations. The Chair noted that there had been no intent to exclude anyone from the Appeals committee from participating. She asked if Senate wished to add members.

M. Bishop agreed that this had come up at the time and had been discussed. No voting would be required during the process of assessing completeness of this type of submission from dismissed students.

P. Abela asked what points had been debated by committee members.

M. Bishop responded that it had been the same issue just raised by A. Pash and outlined by the Chair.

The Chair noted that in addition to that topic, one committee member had felt that the change should be extended to 2020-21. After some discussion, the committee members had agreed to revisit and bring something to Senate again in the Spring of 2021 if necessary.

MOTION CARRIED. FIVE ABSTENTIONS.

**b) Nomination for Deputy
Chair of Senate**

M. Robertson reported that D. Seamone had been nominated to serve as Deputy Chair of Senate.

The Chair requested any further nominations three times.

There were no further nominations and D. Seamone was acclaimed. The Chair expressed thanks on behalf of Senate to D. Seamone.

**c) Senate Committee
Annual Reports:**

- i) Research Ethics Board Report (attached)** The Senate Research Ethics Board Report was received by Senate.
- ii) By-laws Committee Report (attached)** R. Raeside reported that the By-laws Committee had dealt with a number of issues regarding Constitutional changes and those changes he been submitted to the Recording Secretary and outlined in the report.

The By-laws Committee report was received by Senate.
- iii) Senate Curriculum Committee (Administrative) Report (attached)** P. Callaghan and P. Rigg had nothing further to add to the report. The Curriculum Committee report was received by Senate.
- iv) Senate Nominating Committee Report (attached)** The Nominating Committee report was received by Senate.
- v) Senate Archives Committee Report (attached)** The Archives Committee Report was received by Senate.
- vi) Senate Awards Committee Report (attached)** The Awards Committee Report was received by Senate.
- vii) Senate Disability Policy Committee Report (attached)** D. Seamone urged Senators to be mindful during COVID of students that fall under the purview of this Policy.

L. Aylward discussed a request in the report that the Administration examine Acadia's tuition structure. She noted that students who have a reduced course load as a documented accommodation continue to pay the same tuition as their peers in fall and winter semesters while others are permitted to overload

without having to pay additional tuition. This often extends disabled students' degrees by one or two additional semesters, so they end up paying more than their peers for an undergraduate degree. She recognized that this was a financial issue but felt that it had strong academic implications and asked whether an action item could come out of this request.

The Chair noted that financial matters were more of a Board of Governors matter than a Senate matter, but she asked M. Bishop to comment on the tuition model as it pertains to this topic.

M. Bishop recalled that C. Bruce, the Chair of the Senate Disability Committee had been charged with writing to C. Callbeck.

D. Keefe commented that the letter had been received by C. Callbeck. He felt that Senate could endorse the report from the committee and recommend that the tuition structure be looked at. He agreed that Senate did not have the authority to change the tuition structure.

L. Aylward was hoping for a response to the letter and pointed out that there were various academic implications and reasons for the part-time or full-time study decision which had financial implications for students.

L. Aylward felt that there were equity issues that were involved in terms of participation in post-secondary study.

Motion that Senate endorse the recommendation by the Senate Disability Policy Committee that the Provost and the VP Finance and Administration examine Acadia's Tuition Structure.

Moved by D. Seamone and seconded by L. Aylward.

D. Seamone felt that having the endorsement of Senate would help with this request for this particular group of students. She noted that the Administration should also receive the wording from the report, in addition to the letter from C. Bruce.

The Chair asked D. Keefe to ensure that the report from the Senate Disability Policy committee be included with the letter.

L. Aylward recommended passing the motion.

MOTION CARRIED. ONE ABSTENTION.

The Chair noted that Rose Grieder's name was misspelled in the report.

The Chair noted that the time was now 12:01 p.m.

Motion to extend the Senate meeting by 15 minutes. Moved by M. Adam and seconded by A. Robbins.

MOTION TO EXTEND THE MEETING CARRIED UNANIMOUSLY.

P. Abela referred to 'Student Support, Staffing, and Required Resources' on page 37 of the agenda. This indicated that there were 665 students who were registered during 2019-20 and required support. He pointed out that this represented 20 percent of the undergraduate population which was a large number. He asked whether this proportion had changed over the years.

M. Bishop responded that the numbers were provided at each meeting and that this did represent an increase, as had been noted year over year and especially during recent years.

M. Penney asked that 'under graduate' be changed to 'undergraduate' in the report.

The Senate Disability Policy Report was received by Senate.

7) Other Business:

The Chair suggested leaving Senate item 6) e) to a later meeting of Senate for discussion.

The Chair asked if there was any other business to be discussed. There was none.

8) Adjournment

Motion to adjourn the Senate meeting. Moved by J. Stanley and seconded by D. Benoit.

ORIGINAL SIGNED

R. Hare, Recording
Secretary

PRESIDENT'S ANNOUNCEMENTS TO SENATE:

May 6, 2020

Congratulations to the Class of 2020

The graduation of our Class of 2020 is a remarkable feat of determination, resilience and ingenuity. Together, faculty, staff and students have worked together to ensure that all students have been able to complete their academic studies for the winter term, and that our graduating students will not be delayed in receiving their degrees and certificates. While this has been a collective effort, I do want to say how especially appreciative I am to our Tech Services and Open Acadia teams who have done such an amazing job of assisting faculty and staff to be able to continue to operate remotely - their efforts have been truly remarkable.

As previously stated, we plan to hold a Convocation in the Fall and hopefully many will be able to return to campus for that event, as well as organising a number of events across Canada and in select international locations in collaboration with Advancement and the Alumni Association. We will mark their actual graduation with a number of messages and mementos along with their parchments, but these will not replace the actual convocation ceremonies that we will hold later in the year so that they can physically celebrate their achievements with their classmates. The Class of 2020 will be a unique class in many ways, and this may serve to give them an even stronger bond and commitment to keep in touch and celebrate future anniversaries in ways that they couldn't at their time of graduation.

Congratulations Class of 2020!

Planning for the Fall Term

Our major focus continues to be to plan for September and the Fall term using various scenarios for how the fall term might play out. The COVID-19 Planning Task Force, chaired by Provost Dale Keefe, has commenced its 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. The next few weeks will be critical to see how the spread of the virus develops and whether Nova Scotia will announce plans for a return to economic and social activity. Some other provinces have started to reopen gradually, and hopefully NS will not be too far behind.

Our recruitment and enrolment teams under Vice-Provost Scott Duguay continue to work tirelessly to shore up our acceptance and registration figures, which still look strong but will start to face difficulties over the coming weeks if the situation in NS does not become clearer regarding the potential for in-person education in September. Our biggest concern right now is that out-of-province and international students may start to change their decisions over the next few weeks if the likelihood of a return to campus remains uncertain. I have full confidence in our team that they are doing everything possible to assure our new and returning students that Acadia will be up and running regardless of whether or not we are operating virtually, in person or some hybrid situation. I continue to be very grateful to our recruitment, admissions,

and registration teams who are working so hard keep Acadia in a strong position for the fall despite the very difficult circumstances.

Supporting Research

Although our primary focus is on academic programming for the Fall Term, we are also working to support the important research mission of Acadia. The spring and summer are typically an important period of time for researchers to make significant progress on their projects, and for our students to work on their thesis research or to gain valuable research-rich work experiences. While some forms of research have been able to continue, the impact of the pandemic will negatively impact research across the academic spectrum, eliminating the ability for many researchers to engage in field work and undertake vital experimentation and data collection. Along with our academic planning team, Dean of Research and Graduate Studies, Anna Redden, is working with academic leaders and researchers to develop a plan to support the resumption, most likely in a phased approach, of research activities that have been impacted by the pandemic once it is feasible and safe to do so.

Federal Government Support

Last week, the Parliament of Canada passed the Canada Student Emergency Benefit to provide \$9 billion of direct financial aid to students and recent graduates. This will be an enormous help to students in offsetting lost wages over the summer and reducing the financial burden of attending university or college. However, we are concerned that international students who remain in Canada are not eligible, and we continue to lobby the federal and provincial governments to provide some assistance for those students.

Provincial Government Support

CONSUP has started to have regular, bi-weekly meetings with the Ministry through the MOU Partnership Committee to monitor the impacts and work on critical sectoral responses to the pandemic. We are working very closely to ensure that the provincial government is fully aware of the dire financial impacts that the situation is having upon institutional finances and the potential for greater impacts come September. We are emphasising the need for action over the coming weeks and months to offset potentially drastic impacts that enrolment reductions would have on the financial sustainability of all PSE institutions in NS. We are also working with the government to ensure that universities are very much part of the recovery plan and that our role in supporting economic and social revival across the province is recognised and included in the plans to get NS back on its feet.

Budget 2020-21 and Financial Support for Students

The Board of Governors approved 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. The Board also approved the Acadia Residence and Meal Plan refund/credit program for those students who were forced to leave residence.

The Acadia Student Relief Fund is also in place to help students with the cost of returning to their studies in September and is accepting both applications and donations.

The Board also established a COVID-19 Response Committee and we are currently working with that committee to develop financial scenarios for the summer and fall, in preparation for the development of the 2020-21 budget.

Maple League Collaboration

The increasing collaboration between the Maple League Universities has been of considerable benefit as we have managed through this pandemic crisis. The following initiatives have been implemented over the past six weeks:

- Teaching and Learning Support with Virtual Open Office Hours for Faculty
- Peer Support with Virtual Open Office Hours for Students
- Curated Mental Health Resources via Social Media
- Indigenous Mindfulness Retreat
- Collaborative Scenario Planning and Sharing Best Practices
- Shared Spring/Summer Course Offerings
- Pedagogical Support for Online/Remote Learning (Spring/Summer 2020 & Fall 2020)
- Maple League Academic Programming
- External Engagement with Foundations, Think Tanks, and Government

On April 20, 2020 the four universities signed a Memorandum of Understanding (MOU) that allows students to take courses from across the four institutions, with a focus on online learning and virtual learning communities, without the often burdensome administrative processes associated with transfer credits from other universities. While this is something we have been working on for quite a while, its timing is fortuitous given the current circumstances.

The agreement does away with Letters of Permission and fees for students at any Maple League university to take courses from the other universities and transfer their grade and course code to their home institution. This provides our students with increased access to diverse courses and programs, mentors and research supervisors, and the expertise of exceptional faculty across the four universities.

Maple League colleagues have demonstrated generosity, compassion, and resilience in the light of the global pandemic, and our four institutions have reached out to one another and are finding ways forward that are stronger together. These are extraordinary times and our collective willingness to think differently to deliver a high quality 21st century liberal education sets us apart from our competitors.

These continue to be unprecedented times, and on top of this we have had the successive tragedies of the murders of 22 innocent Nova Scotians, including our *alumna* Const. Heidi Stevenson and *alumni* of two other Maple League institutions, and the deaths of six members of the Canadian forces in the helicopter crash in the Ionian Sea. These tragedies emphasise how important it is to care and look out for each other, not just during times of crisis but at all

times. We will get through this together and ultimately our goal must be to see Acadia emerge even stronger from this experience.

Respectfully submitted by:

Dr. Peter Ricketts
President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC ANNOUNCEMENTS TO SENATE:

FALL 2020 PLANNING TASK FORCE

In addition to the membership outlined in my special report to the Senate in April, the Fall Planning Task Force has added four members: Chris Callbeck, Vice-President Administration & Finance; Gary Doucette, Executive Director Technology Services; Zabrina Whitman, Coordinator of Indigenous Affairs; and Ian Murray, Executive Director, Office of the President.

Planning is focused on various scenarios for the fall, ranging from on-campus only delivery to 100% virtual delivery. In all scenarios, it is assumed that social distancing and gathering restrictions are in effect and that the campus remains closed to the general public and there are no non-Acadia events on campus. We are looking at six scenarios for the fall and winter ranging from on-campus to 100% virtual. The planning task force is reviewing the impacts on enrolment, courses, revenues, and costs. We will continue to work with and be guided by public health authorities.

DEAN OF PROFESSIONAL STUDIES SEARCH UPDATE

The committee decided to suspend the search for the Dean of Professional Studies indefinitely. The three shortlisted candidates were contacted, and all agreed to remain on stand-by for the search to continue when the COVID-19 protocols change.

UNIVERSITY LIBRARIAN SEARCH UPDATE

The University Librarian Search Committee completed the three shortlisted candidate video interviews in April. The Committee met on May 5 to discuss next steps in the process.

INDIGENOUS AFFAIRS

Indigenous Student Services and Advising

The student advising activity workplan is being developed. Activities for the coming year, pending the impact of COVID-19 protocols, include the following:

1. September: Welcome to Acadia Information Session; hike of Cape Split; guest speakers on domestic violence
2. October: Mi'kmaq History Month and Sisters-in-Spirit; medicine pouch making
3. November: Pow-wow Yoga to get ready for the Mawiomj; Paint Night

4. December: Holiday dinner and game night
5. January: dream-catcher making; Luskini making workshop
6. February: Mid-winter's Feast, snow-shoeing (pending snow)
7. March: Ribbon shirt and skirt workshop; Moccasin making
8. April: Pre-exam dinner

Internal/External Collaborations:

- **University Library** – working with Maggie Jean Neilson to organize a Library Database townhall meeting in May to discuss the category system.
- **Indigenous Student Society of Acadia (ISSA)** – Leah Creaser is the newly elected president of the ISSA. Work continues on the workplan for the coming year.
- **Discrimination and Harassment Policy Committee** – is actively working on drafting the new policy document. The cross-campus survey and virtual townhall details were shared with all the Mi'kmaq post-secondary officers. As the work progresses, the draft will be circulated to the Mi'kmaq for further feedback.
- **Sexual Assault Policy Committee** – connected with the Nova Scotia Native Women's Association (NSNWA) for input and will be working directly with staff at the NSNWA.
- **Faculty of Arts Mi'kmaq language** – continued discussions with Laura Robinson and external academic stakeholders on developing a Mi'kmaq language course at Acadia. Target: fall 2021 course offering.
- **Mawiomi or Gathering** – planning continues. On April 30, a proposal was submitted to Community and Culture Heritage in partnership with the Mi'kmaq bands.
- **Mi'kmaq History Month Committee** – is a province-wide committee comprised of representatives from Mi'kmaq organizations and provincial departments. Acadia is the only university invited to participate. Themes for October 2020: plants and medicinal medicines. A series of videos on these topics will be released to the public.
- **North American Indigenous Games support for Athletes and Coaches** – Acadia University may host the NAIG athletes in 2021. Bob Caissie and his team are collaborating with NAIG. NAIG would also like to host a cultural village at Acadia University. Outreach by the coordinator has begun and an internal working group will be established to ensure campus awareness of all NAIG-related activity. If Acadia is hosting NAIG athletes in 2021, campus signage should be prioritized.
- **Youth Outreach** – The annual basketball camp and potential youth multi-sport camps are being discussed and planned, all with COVID-19 protocols in mind. Other options for youth engagement include workshop collaborations with the School of Music and Department of Pure and Applied Science in partnership with Recruitment. Timeline: August.

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

FACULTY OF ARTS

Department of English and Theatre

In March, Richard Cunningham went to the University of Guelph to review a proposed new undergraduate program in digital humanities.

Department of History and Classics

Afnan Farooqui, an Honours student in the Department of History and Classics, with a second major in Economics, won the 2020 Canadian Federation of Women's Award for her scholarly essay, 'Where is the Glory: African American Women Reformers and the Struggle for Freedom in the Progressive Era'.

In mid-March, Erin Dempsey, a history major was scheduled to present a paper called "Cultural Genocide Committed by Canadians" at the Atlantic Universities Undergraduate History & Classics Conference (AUUHCC) hosted by Mount Saint Vincent University in Bedford, Nova Scotia. Four other history students – Afnan Farooqui, Patrick Gouthro, Andres Loomer-Santos, and Kaleb Perry – were also slated to present at the AUUHCC as part of a panel called "Cross Currents: The Pacific as a Fluid Borderland and Transnational Space." Afnan Farooqui, Patrick Gouthro, Andres Loomer-Santos, and Kaleb Perry had also been invited to present the same panel to the Bridgewater State University Undergraduate Research Conference ("Canada, the United States, Quebec, and the Problem of the Border") in Bridgewater, Massachusetts on March 20. In April, Dr. Sedgwick had been invited to present his research paper "An Age-Old Question: (In)Decency, (In)Justice, and Optical (A)llusions in the Trial of Japanese War Criminals," at a workshop called "The Visualities and Aesthetics of Prosecuting Aged Defendants" in Groningen, the Netherlands. Unfortunately, all conferences and workshops were cancelled.

Dr. James Whidden was short listed for the Budge Wilson Award hosted by the Writer's Federation of Nova Scotia in the 'Nova Writes Competition'.

Department of Languages and Literatures

Robert Proulx was an invited keynote speaker at a conference and gave a workshop at Colloque de l'alliance française de Sao Paulo, Brazil.

Department of Politics

Erin Crandall has co-authored a chapter on party fundraisers in the edited volume, *Inside the Campaign: Managing Elections in Canada* (UBC Press, 2020). In this volume, practitioners and political scientists collaborate to present real-world insights about the 2019 Canadian federal election that demystify over a dozen occupations, including campaign chairs, fundraisers, advertisers, platform designers, communication personnel, election administrators, political staff, journalists, and pollsters.

Department of Sociology

Dr. Rebecca Casey was part of a team of 13 authors – led by York's Dr. Leah Vosko – that released the book *Closing the Enforcement Gap. Improving Employment Standards Protections for People in Precarious Jobs* (Toronto, ON: University of Toronto Press, 2020).

Dr. James Brittain's "Calling (Intellectual) Bullshit On Inequality's Perversion of Alienation," *Socialist Studies* 14(1) (2020) [R] came out last week.

Dr. Sarah Rudrum's "Promoting male circumcision as HIV prevention in sub-Saharan Africa: An evaluation of the ethical and pragmatic considerations of adopting a demand creation approach" is forthcoming in *Global Public Health*.

Dr. Lesley Frank has had two articles accepted for publication: Frank, L., Waddington, M., Sim, M. et al. "The cost and affordability of growing and feeding a baby in Nova Scotia," *Canadian Journal of Public Health* (2020). <https://doi.org/10.17269/s41997-020-00306-5> and Sims, M., Rothfus, M., Aston, M., Kirk, S.

Frank, L., Jefferies, K., MacDonald, M. "Breastfeeding experiences among mothers living with food insecurity within high resource, Western countries: a qualitative systematic review protocol." *JBI Evidence Synthesis* (2020).

FACULTY OF PROFESSIONAL STUDIES

Department of Community Development

Prof. Robin Campbell was awarded the Homewood Mental Health Research Award for excellence in mental health research at the Canadian Institute for Military and Veteran Health Research Annual Forum in October 2019. The Department and Faculty have only recently learned about this honour from our modest colleague. This is a very prestigious award and this is the first time in its history that it has been awarded to a graduate student.

School of Education

Dr. Michael Corbett is the 2020 recipient of this year's **American Educational Research Association (AERA) Career Achievement Award**. AERA is the largest educational research association in the world, and one of the world's largest research associations in any field. Due to covid interruptions this year, Mike will receive his award again at next year's meeting in Orlando and has agreed to give his 2020 Career Achievement at that time. The citation that accompanies the award reads, in part: *Dr. Corbett "readily surpasses the criteria for the award, having spent the last several decades making substantive and formative contributions to the field of rural education." Dr. Corbett has been every sort of rural educator: classroom teacher, principal, consultant, visiting scholar, lecturer, graduate coordinator, professor, and researcher. He began his career teaching in 1983 in the Frontier School Division in Manitoba, earned his doctorate from the University of British Columbia in 2001, and is currently a Professor in the School of Education at Acadia University in Nova Scotia. In between, he has worked literally around the world with posts and positions in Canada, Finland, and Australia... Impressively, since 2003, he has garnered more than \$7 million in total research funding (including collaborations).*

His 2007 book, Learning to leave: The irony of schooling in a coastal community, has become a foundational text for understanding the complexities of rural places...He has published over 40 peer reviewed articles, 7 books, and delivered 74 invited addresses – plus numerous newspaper and op-ed pieces, newspaper and radio interviews... Peers in the field of rural education praise Dr. Corbett's scholarship, saying, "I have long considered Michael Corbett's Learning to Leave one of the very best book-length treatments of rural community sociology from the 2000s.."

School of Kinesiology

Dr. Matthew Vierimaa has been awarded SSHRC funding for his collaborative work with researchers at Queen's. They have received a five-year SSHRC Insight grant for \$264,000 titled "*Mobilizing Knowledge into Action: Exploring Parents' and Sport Organizations' Perceptions of the Quality of Youth Sport Programs*".

Drs. Roxanne Seaman and Emily Bremmer (University of Toronto) have been awarded a \$10,000 Special Olympics grant.

FACULTY OF PURE AND APPLIED SCIENCE

Earth and Environmental Science:

Dr. Jean-Luc Pilote has been selected by the Mineral Deposits Division of Geological Association of Canada as the 2020 William Harvey Gross medalist. The award consists of a medal and a cash supplement supported through endowment funds provided by Corona Corp. and donations by the friends and family of Bill Gross to provide a contribution toward the travel expenses for the recipient and a guest to attend the annual luncheon of MDD to receive the award.

Jean-Luc studied for his MSc degree at Acadia, investigating the petrology, petrogenesis, economic potential, and tectonic implications of the Landry Brook and Dickie Brook plutons and Charlo Plutonic Suite, northern New Brunswick under the supervision of Dr. Sandra Barr. He subsequently completed his PhD at Memorial University and now works for the Geological Survey of Canada.

The Mercury Lab in the KC Irving Environmental Science Centre was awarded an NSERC RTI grant (\$61,000) for the purchase of a new ultra-high purity water system for trace level analyses. The instrumentation will provide improved accuracy and detection limits that are much lower than currently available.

The tenure-track search for a professor with focus on sedimentary geoscience was successfully concluded with the appointment of Dr. Morgan Snyder. Dr. Snyder completed her PhD at the University of Alberta and has been teaching at Acadia as a CLT appointment for the past year. Her research focuses on the Carboniferous sedimentology and structural geology of the Atlantic region, with focus on the effects of salt displacement underground, which can lead to deformation of rock layers and was a root cause of the recent sinkhole in Oxford.

School of Nutrition and Dietetics:

“Dr. Liesel Carlsson, Assistant Professor, School of Nutrition and Dietetics, is the primary author on a co-authored role paper from Dietitians of Canada on *Sustainable Food Systems: Dietitians Roles – The Role of Dietitians in Sustainable Food Systems and Sustainable Diets*. The paper was developed under the guidance of the Dietitians of Canada Sustainable Food Systems Leadership Teams, which Liesel co-chairs. This document provides foundational concepts and gives specific guidance on sustainability for dietitians working in diverse roles. The release of this paper could not be timelier, given that we are collectively experiencing how unexpected occurrences like COVID-19 demonstrate the fragility of, and test the resilience and sustainability of our food and socioeconomic systems.”

RESEARCH & GRADUATE STUDIES

NSERC Grants

The National Science and Engineering Research Council (NSERC) recently released results from its 2020 Discovery (and Sub-Atomics Physics) Grant competition.

- **Dr. Ruben Sandapen** (Physics) was awarded \$15,000 per year over 5 years for a research program on “Hadron phenomenology using holographic light-front Quantum Chromodynamics”
- **Dr. Nancy Clarke** (Mathematics) was awarded \$18,000 per year over 5 years for research that investigates “Some further problems in Graph Theory”
- **Dr. Dave Shutler** (Biology) was awarded \$28,000 per year over 5 years for research into “Novel questions about avian nesting ecology”

NSERC’s Research Tools & Instruments competition resulted in 2 grants:

- **Dr Nelson O’Driscoll** (Earth & Environmental Science) was awarded \$61,909 for critical research equipment: “Replacement Type I Deionized Water System to Facilitate Trace Mercury Analyses”.
- **Dr. Russell Easy** (Biology) and several collaborators were awarded \$46,169 for equipment to “Explore Stress Signatures in Marine Fishes”

Canadian Lyme Disease Foundation Award

Dr. Kirk Hillier (Biology) and **Dr. Nicoletta Faraone** (Chemistry) received an award of \$7000 from the Canadian Lyme Disease Foundation under the Atlantic Canada Lyme Research Support Initiative for their project entitled “Identification of key host volatiles which induce tick attraction”. This project will build on a growing research

program between these two labs to investigate, define and disrupt how ticks find hosts and vector disease (as well as a novel expansion to define the chemical ecology of agriculturally and medically important mites, and arachnids more broadly).

Mitacs Graduate Student Internship

Dr. Donald Stewart (Biology) and Ocean Pride Fisheries Ltd. (est. 1986) located in Lower Wedgeport, NS are collaborating on a \$17,500, 8-month Mitacs internship project. The funding will support a graduate student (Matt Penney) to work on “Development of tools to assess genetic and age structuring of the Atlantic Sea Cucumber (*Cucumaria frondosa*)”.

Call for Covid-related research proposals

In mid-April, Research and Graduate Studies launched a special COVID-19 Grant competition for Acadia faculty interested in conducting rapid-response research into COVID-19 and its effects on society. We received 13 applications from individual academics and teams. The office has also been assisting researchers who have applied for COVID-19 funding from external funders (e.g. Research Nova Scotia).

ALAB Conducts Hand Sanitizer Testing for the NS Covid-19 Task Force

The global pandemic and severe shortage of hand sanitizer has led to the search for alternative sources, including sanitizer products made by local distillers. Acadia’s Laboratory for Agri-food and Beverage (ALAB) has been testing the alcohol content of various hand sanitizers for the Nova Scotia COVID-19 Task Force, in light of the WHO and Canadian specifications for ethanol concentration in sanitizers.

NS Productivity and Innovation (P&I) Voucher Program

Over the past month Acadia’s Office of Industry & Community Engagement has been working with twelve NS companies and various faculty members from five different departments to develop and submit 12 Productivity & Innovation Voucher Applications (two additional applications are underway). This annual, competitive fund supports improvements in productivity and the development of innovative new products and services.

Staff update in Acadia’s Office of Industry & Community Engagement

Katrin Sommerfeld has returned to Acadia and the Office of Industry & Community Engagement (ICE) for a position as Manager, Industry & Community Partnerships. In this role (formerly carried out by Peggy Crawford), Katrin will support and promote Acadia’s industry and community engagement activities. Welcome back, Katrin.

\$3.3 M in Research Contract Funding

During 2019/20, the Research Office/ICE processed >\$3M in research and service contracts. These applied research projects represent over 70% of the total external research funds (~\$4.3M) received for the year.

Graduate Studies

Thirteen graduate thesis defences were coordinated and held with successful outcomes during March and April. A very big THANK YOU to all faculty members involved as members of thesis examination committees and to the Acadia Divinity College for facilitating a number of oral defences via one of their Zoom Rooms.

Acadia students are recipients of three (3) SSHRC Canada Graduate Scholarships; one (1) CIHR Canada Graduate Scholarship; and one (1) NSERC Canada Graduate Scholarship, each valued at \$17,500 for the academic year 2020/21. Names of these scholarship holders cannot be released at this time.

Acadia's Outstanding Masters Research Awards for 2019/20 have been selected from nominations within each Faculty. The awardees are:

- **Sarah Dunn**, MSc in Geology (Faculty of Pure and Applied Science)
- **Katerina Hirschfeld**, MA in English (Faculty of Arts)
- **Chaiti Seth**, Master in Community Development (Faculty of Professional Studies)

Congratulations to our student awardees and to all faculty recipients of research grants, awards and contracts!

ACADIA STUDENTS' UNION ANNOUNCEMENTS TO SENATE:

COLLEGE OF DIVINITY/FACULTY OF THEOLOGY ANNOUNCEMENTS TO SENATE:

Attachment 4) a)
Senate Agenda 6th May, 2020
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Enabling Motion:

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2020, may, if circumstances require, be considered by the Chair of the Admission and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

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

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

Three Motions to be considered:

1. 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.”

2. 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.”

3. 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.

Motion to Senate from the Admissions and Academic Standing (Appeals) Committee

Motion that, for the 2019- 2020 academic year only, the Appeal process for students with Dismissal academic standing be replaced by a Declaration of Intent to Return process and that the Appeal process for students with Probation academic standing remain unchanged.

The committee is proposing the following as an approach for this academic year only:

- Students who are placed on Dismissal this spring and summer will not be required to submit an appeal this year. They will be required to complete a Declaration of Intent to Return to Studies. This will take the form of a modified version of what has been the Step 1 Questionnaire for the appeal process in recent years. A subgroup of the Admissions and Academic Standing (Appeals) Committee composed of the Chair of the committee, and non-voting members the Registrar and the Executive Director of Student Services, will review the submissions for completeness. Any student who submits a complete Declaration of Intent will have their academic standing changed from Dismissal to Probation.
- Students who are placed on Probation this academic year may still appeal their academic standing as usual. The Admissions and Academic Standing (Appeals) Committee will be convened to review any probation appeals following the established procedures. If a student's appeal is successful, the student's academic standing will be changed from Probation to Good Standing.

The following documents would be used this year. Documents used in previous years can be found within the minutes of Senate when previous committee reports were received by Senate.

Part 1:

**Guidelines for Students: Submitting a Declaration of Intent to Return (Dismissal)
2019-2020 Academic Year**

For this academic year only, students placed on dismissal will not have to appeal their dismissal standing and may instead choose to complete the Declaration of Intent to Return process.

If you wish to return to Acadia during the 2020-2021 academic year, you must submit the Declaration of Intent to Return to Studies and its associated questionnaire. The Chair of the Admissions and Academic Standing (Appeals) Committee, the Registrar, and the Executive Director of Student Services will review your submission of the Declaration of Intent to Return and will verify its completeness. If your Declaration is complete, your academic standing will be changed from Dismissal to Probation and you will receive a confirmation from the Registrar's Office.

If you wish return to your studies at Acadia during the 2020-2021 academic year, you must complete the submission process before midday/noon (12:00 pm Atlantic Daylight Time) on the deadline date stated on the notification letter that you received from the Registrar. The process is completed on ACORN (acorn.acadiau.ca) and appears in your current course tab as the course **Intent to Return Declaration - Dismissal**. If you encounter *technical* difficulties as you complete your submission, please call the Registrar's Office at 902-585-1222.

You must complete the Declaration yourself. The Declaration questionnaire will ask you to confirm that no one else is completing the form on your behalf. You are strongly encouraged to contact your faculty academic advisor to discuss your academic standing prior to completing the questionnaire.

Any information you submit will be treated confidentially and maintained according to the Records Retention Policy of the University. It will be used only to determine your eligibility to return and to inform any recommendations made during your probation period. This academic process has no bearing on any pending decisions regarding your financial status with Student Accounts or the University.

There are various staff members who may know your situation or be able to support you as you prepare to return or when you return. The questionnaire will ask if you consent to having your name and academic status confidentially shared with the following individuals:

- Academic Success and Support Program (ASSP) Coordinator (Adam Detienne)
- Student Advisor and ASSP Instructor (Meaghan Mousseau)
- Coordinator, International Student Advising and Wong International Centre (Carissa Campbell)
- Coordinator of Indigenous Affairs (Zabrina Whitman)
- Black Student Employment and Cultural Navigator (Paulo Santana)
- Manager, Accessible Learning Services (Marissa McIsaac)
- Director, Student Resource Centre (Erica McGill)
- Executive Director, Student Services (James Sanford)

Note: You are not required to consent to sharing this information.

Part 2:

**Declaration of Intent to Return to Studies at Acadia University
Dismissal to Probation Academic Standing Process for 2019-2020 Academic Year**

This questionnaire must be completed by you personally. By answering YES below, you are verifying that you are the individual person who is confirming your intent to return to Acadia during the 2020-2021 academic year. By submitting this, your academic standing will be changed from dismissal to probation.

Are you completing this questionnaire for yourself?

- Yes
 No

What degree program are you currently registered in?

How long have you been studying at Acadia University so far?

Why did you choose to study at Acadia University?

Why did you choose your current academic program?

Do you think your current program of study is the right choice for you? Please explain your response.

What was the best part of your academic experience this past year?

Please describe your commitment to regularly attend classes, labs, tutorials and other course related activities.

Please describe your ability to complete course work (e.g. assignments, quizzes, papers) on time. Be as specific as possible.

Please indicate if you experienced challenges in any of the following areas:

- Subject material and content
- Time management
- Study skills
- Writing
- English language skills
- Math skills
- Group work
- Transition from last year to this year
- Other

Please describe how any of the above challenges may have affected your learning. Be as specific as possible.

Did any of the following have an impact on you?

- Emotional difficulties
- Extra-curricular activities
- Financial issues
- Issues of conflict
- Physical difficulties
- Social problems
- Spiritual concerns
- Stress management issues
- Obligations (e.g. employment, care giving, athletics, volunteering)
- Other

Please describe how any of the above issues may have impacted your learning. Be as specific as possible.

Acadia University has many resources to support students, including, but not limited to:

Faculty Office Hours
 Dean's Offices
 Chemistry Tutoring
 Physics Help Centre
 Economics Help Centre
 French/Spanish/German Language Tutorials
 Math and Statistics Help
 Writing Centre
 Academic Advising
 Wong International Centre Library Resources
 English Language Centre Financial Aid
 Safety and Security
 Career Services
 Student Health Services
 Counselling Services
 The Women's Centre
 Acadia Pride
 Coordinator of Indigenous Affairs
 Accessible Learning Services
 Chaplain
 Equity Officer

Were you aware of these supports on campus, and if so, have you ever used any of these types of services? If yes, which ones?

There are various staff members who may know your situation or be able to support you next year when you return to your studies at Acadia. Do you consent to having your name and academic standing confidentially shared with the following individuals?

- Academic Success and Support Program (ASSP) Coordinator (Adam Detienne)
- Student Advisor and ASSP Instructor (Meaghan Mousseau)
- Coordinator, International Student Advising and Wong International Centre (Carissa Campbell)
- Coordinator of Indigenous Affairs (Zabrina Whitman)
- Black Student Employment and Cultural Navigator (Paulo Santana)
- Manager, Accessible Learning Services (Marissa McIsaac)
- Director, Student Resource Centre (Erica McGill)
- Executive Director, Student Services (James Sanford)

Note: You are not required to consent to sharing this information.

- Yes
- No

Part 3:

Guidelines for Students: Submitting an Academic Appeal (Probation) 2019-2020 Academic Year

The Admissions and Academic Standing (Appeals) Committee is the committee of Senate that will consider your appeal of your probation.

If you wish to appeal, you must complete the submission process before midday/noon (12:00 pm Atlantic Daylight Time) on the deadline date stated on the notification letter that you received from the Registrar. The appeal is completed on ACORN (acorn.acadiau.ca) and

appears in your current course tab as the course **Academic Appeal Process- Probation**. You can access and resubmit your appeal up until that deadline. If you encounter *technical* difficulties as you complete your submission, please call the Registrar's Office at 902-585-1222.

You must complete the appeal yourself. The appeal questionnaire will ask you to confirm that no one else is completing the form on your behalf. You are strongly encouraged to contact your faculty academic advisor to discuss your academic standing prior to completing the appeal.

Any information you submit will be treated confidentially and maintained according to the Records Retention Policy of the University. It will be used only to guide the committee's decision on your appeal and to inform any recommendations it may make if your appeal is granted. The decision made by this academic committee has no bearing on any pending decisions regarding your financial status with Student Accounts or the University.

There are three steps to complete:

Step 1- Required Self-Reflection Questionnaire:

A series of questions about your academic experiences at Acadia.

Step 2- Required Personal Letter:

A letter written by you, in your own words, outlining why your academic appeal should be granted and how you plan to improve your academic performance in the future.

Step 3- Additional Documents:

If you are claiming a physical or mental health condition or diagnosis, you must submit supporting documentation from an appropriate health professional. If you cannot do so before the deadline, please contact shawna.singleton@acadiau.ca before the deadline to explain the delay.

To support your submission, you may also submit any of the following documents or information before the appeal deadline as part of your submission.

- Letter(s) from faculty member(s), staff member(s), and/or student leader(s) at Acadia who know you and your personal or academic situation and who are willing to write in support of your academic appeal.
- Letter(s) from a credible advocate from outside Acadia who is willing to write in support of your academic appeal.
- Any other paperwork documenting your circumstances.

Note: If you have asked someone for a letter, and they wish to submit it confidentially to the university on your behalf, please ask them to email the letter directly to shawna.singleton@acadiau.ca and it will be added to your submission.

Additional information considered by the committee:

When the committee considers your appeal, it will review the documentation and information that you submit as outlined above, as well as the following internal information:

- Your complete Acadia University transcript. Only grades up to and including the most recent winter term will be considered by the committee as part of your appeal.
- Anything else in your internal record at Acadia relevant to your appeal (documented absences, your previous academic standing, academic integrity infractions, non-academic offenses, awards, scholarships, etc.) up to and including the most recent winter term.
- Whether you completed the Academic Success and Support Program (ASSP) and an assessment of your performance in the ASSP if available.
- Correspondence with the Registrar's Office or other unit on campus that relates to your appeal or academic standing.

There are various staff members who may know your situation or be able to support your appeal. The questionnaire will ask if you consent to having your name and academic status confidentially shared with the following individuals:

- Academic Success and Support Program (ASSP) Coordinator (Adam Detienne)
- Student Advisor and ASSP Instructor (Meaghan Mousseau)
- Coordinator, International Student Advising and Wong International Centre (Carissa Campbell)
- Coordinator of Indigenous Affairs (Zabrina Whitman)
- Black Student Employment and Cultural Navigator (Paulo Santana)
- Manager, Accessible Learning Services (Marissa McIsaac)

- Director, Student Resource Centre (Erica McGill)
- Executive Director, Student Services (James Sanford)

Note: You are not required to consent to sharing this information.

If you have questions about completing your appeal, you may contact the following individuals. These individuals cannot give you specific advice about the contents of your appeal or an opinion about the likelihood that your appeal will be granted by the committee.

- Representative from Student Services: studentsupport@acadiau.ca
- Acadia Students' Union Vice President Academic & External: 902-585-2127, additional contact information at <http://theasu.ca/who-we-are/executive-leadership-team/>

Part 4:

**Appeal of Probation Academic Standing
2019-2020 Academic Year**

Step 1- Required Academic Appeal Self-Reflection Questionnaire:

This questionnaire and appeal submission must be completed by you personally. By answering YES below, you are verifying that you are the individual person who is appealing your own dismissal or probation status.

Are you completing this appeal for yourself?

- Yes
- No

What degree program are you registered in?

How long have you been studying at Acadia University?

Please access your **Acadia Transcript** to answer the following three questions. To do so, open a new browser window or tab and log in to Acadia Central at <https://central2.acadiau.ca/my>. Then select "View Transcript" from the left side menu.

What is your current academic level? (*The Academic Calendar defines Academic levels by number of completed credit-hours, not as 1st year, 2nd year, etc.*)

What is your cumulative Acadia CGPA (all courses ever taken at Acadia)? (*Grading system information is in Acadia Calendar, and your CGPA is available at the bottom of the table you see after selecting the "View Transcript" option within Acadia Central.*)

What is your current sessional SGPA (fall and winter terms of this academic year only)? (*Grading system information is in Acadia Calendar, and your current SGPA is available in the second column near the top of the table you see after selecting the "View Transcript" option within Acadia Central.*)

Why did you choose to study at Acadia University?

Why did you choose your current academic program?

Do you think your current program of study is the right choice for you? Please explain your response.

What was the best part of your academic experience this past year?

Please describe your commitment to regularly attend classes, labs, tutorials and other course related activities.

Please describe your ability to complete course work (e.g. assignments, quizzes, papers) on time.

Please indicate if you experienced challenges in any of the following areas:

- Subject material and content
- Time management
- Study skills
- Writing
- English language skills
- Math skills
- Group work
- Transition from last year to this year
- Other

Please describe how any of the above challenges may have affected your learning.

Did any of the following have an impact on you?

- Emotional difficulties
- Extra-curricular activities
- Financial issues
- Issues of conflict

- Physical difficulties
- Social problems
- Spiritual concerns
- Stress management issues
- Obligations (e.g. employment, care giving, athletics, volunteering)
- Other

Please describe how any of the above issues may have impacted your learning.

Acadia University has many resources to support students, including, but not limited to:

- Faculty Office Hours
- Dean’s Offices
- Chemistry Tutoring
- Physics Help Centre
- Economics Help Centre
- French/Spanish/German Language Tutorials
- Math and Statistics Help
- Writing Centre
- Academic Advising
- Wong International Centre Library Resources
- English Language Centre Financial Aid
- Safety and Security
- Career Services
- Student Health Services
- Counselling Services
- The Women’s Centre
- Acadia Pride
- Coordinator of Indigenous Affairs
- Accessible Learning Services
- Chaplain
- Equity Officer

Were you aware of these supports on campus, and if so, have you ever used any of these types of services? If yes, which ones?

There are various staff members who may know your situation or be able to support you next year when you return to your studies at Acadia. Do you consent to having your name and academic standing confidentially shared with the following individuals?

- Academic Success and Support Program (ASSP) Coordinator (Adam Detienne)
- Student Advisor and ASSP Instructor (Meaghan Mousseau)
- Coordinator, International Student Advising and Wong International Centre (Carissa Campbell)
- Coordinator of Indigenous Affairs (Zabrina Whitman)
- Black Student Employment and Cultural Navigator (Paulo Santana)
- Manager, Accessible Learning Services (Marissa McIsaac)
- Director, Student Resource Centre (Erica McGill)
- Executive Director, Student Services (James Sanford)

Note: You are not required to consent to sharing this information.

- Yes
- No

Attachment 6) c)
Senate Agenda 6th May, 2020
Page 27

- a) **Motion from the T.I.E. Committee:** That the academic calendars beginning with 2020-2021 be modified to include a second study day in April between the end of classes and the start of the exam period.

RESEARCH ETHICS BOARD ANNUAL REPORT, 2019–2020

For the period 1 May 2019 to 30 April 2020:

Committee Membership: Erin Crandall (Arts, from July 1), David Duke (Arts, to June 30), Wenxia Guo (Professional Studies), Anita Hudak (Community), Michael Jeffrey (Community), Stephanie Jones (Science), Stephen Maitzen (Chair), Melody Maxwell (Theology), Matthew Penney* (AGSA, from 1 July), Anna Redden* (RGS), Shon Whitney (Community)

* non-voting

Meetings and Review of Applications: The REB met on 10 occasions and reviewed 79 new formal applications for ethics approval. The Chair also reviewed numerous formal requests from researchers to approve changes to previously approved research.

Other activities: The REB's Chair responded to numerous informal inquiries from student and faculty researchers at Acadia and elsewhere. The Chair serves as the University's liaison to the Canadian Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of ethics approval or rejection, performs all filing and maintenance of records, follows up on unapproved research, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and prepares reports for Senate and other bodies concerning the business of the REB.

Training of members: Each newly appointed REB member receives a detailed written orientation from the REB Chair describing the new member's duties and the REB's procedures.

Ad hoc advisors: Ad hoc advisors are appointed only when the REB judges that it lacks the knowledge needed to review a particular application. None were required during the reporting period.

Appeals: None

Complaints: None received

Guidance sought from the Canadian Secretariat on Research Ethics: None

Matters out of the ordinary: None

Transitional Chair for Summer: S. Maitzen

Other comments: None

Submitted by Stephen Maitzen (Chair)

Attachment 6) d) ii)
Senate Agenda 6th May, 2020
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**Senate Bylaws Committee
Annual Report to Senate – May 2020**

Committee Members:

Can Mutlu	Arts
Rob Raeside	Pure and Applied Science, chair
Igor Semenenko	Professional Studies
Glenn Wooden	Theology

The committee met on: 31 October 2019
12 December 2019
12 March 2020

Principal items of business in 2019-20:

Membership of Senate

The positions of three lay members were amended to require one lay member to be a member of the Mi'kmaw community.

Amendments to the Senate and committee membership

Several sections of the bylaws were amended to reflect the new administrative positions of Provost and Vice-President Academic and Vice-Provost Students, Recruitment and Enrolment Management.

Committees with significant duties in May-August

Amendments were made to the membership of those Senate committees that conduct a significant part of their committee work during the spring and summer term, adding a note that members should be available through that period.

Persistent absenteeism at Senate

An amendment was made to all committees that if a committee member misses two consecutive meetings without sending regrets, an election will be triggered for a replacement.

Nominating Committee procedures

An amendment was made to include diversity as factor in the execution of the committee's duties.

Disability Policy Committee

An amendment was made to state that for the student appointed by the Student Representative Council priority will be given to a student who self-identifies as having a disability.

Respectfully submitted,
Rob Raeside, Chair

Attachment 6) d) iii)
Senate Agenda 6th May, 2020
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Annual report to Senate for 2019 – 2020

Membership:

Mark Bishop (ex officio), Registrar
James Sanford (ex officio), Student Affairs
Hugh Chipman (Winter 2020, chair Winter 2020), Pure and Applied Science
Peter Williams (Fall 2020), Pure and Applied Science
Scott Landry (chair Fall 2019), Professional Studies
Lisa Narbeshuber, Arts
Paige Stewardson, Student
Nicole Kirkpatrick, Student

Duties: (from senate membership document)

1. to communicate the approved rules on instruction hours to all members of Faculty before the end of August of each academic year;
2. to recommend to Senate the approval of special requests as it deems valid, with supporting reasons;
3. to recommend to Senate new or modified policies and regulations pertaining to instruction hours;
4. to publish in the spring of each academic year, a time, a place and schedule of classes for the following year;
5. to make such amendments and corrections as may be deemed necessary in the timetable throughout the year;
6. to make recommendations concerning any changes in the scheduling of courses which, in its judgment, will more efficiently utilize the physical plant of the university without compromising academic needs;
7. to publish a timetable for December and April examinations;
8. to ensure that proper examination procedures are carried out;
9. to consider and to rule on all individual cases that may arise in the course of examination procedures and may deserve special consideration;
10. to recommend to Senate by the January meeting in each year the dates for the following academic year.

Meetings:

The committee met on October 9, January 23 and February 26.

Summary of activities:

1. Continued work on developing a proposed timetable (i.e., timeslots for classes).
2. In January and February, the committee chair met with academic unit heads and their corresponding deans in faculties of Arts, Science and Professional Studies, to discuss timetable revision.
3. In February, revised the proposed timetable based on feedback from academic unit heads and deans.
4. In late February, requested that all academic unit heads conduct a “scheduling exercise” in which they attempt to fit their 2020 – 2021 course offerings into the proposed timetable. The committee has asked to receive feedback by May 15. The committee hopes to use this feedback to bring a proposed timetable to Senate before Fall 2020.
5. In March and again in April, brought to Senate calendar dates for 2023 – 2024 and 2024 – 2025. The April version included a Remembrance Day holiday on Monday November 13, 2023.
6. Brought to Senate (May) a proposal to add a second study day in April, before the examination period.

Respectfully submitted,

Hugh Chipman, Chair

Senate Curriculum Committee (Administrative), 2019-20

Final Report to Senate, May 6 2020

Committee Members: Mark Bishop (Registrar), Paul Callaghan (FPS, Co-Chair), Zachary Goldsmith (SRC), Andy Mitchell ((FPAS, Secretary), Peter Williams (Chair SCC Policy), Patricia Rigg (FA, Co-Chair), Kait Pinder (FA), Daphne Flanagan/Jennifer Richards (Library), Igor Semenenko (FPS), Allison Walker (P&AS), Theology (Vacant), Shawna Singleton (Associate Registrar)

Curriculum proposals were submitted to the Senate Curriculum Committee - Administrative (SCCA) by Nov. 29th, 2018. A summary listing of all proposals submitted follows, with the complete forms for all proposals available upon request through SharePoint. Those interested in reviewing the complete forms were invited to contact Shawna Singleton, Associate Registrar @ shawna.singleton@acadiu.ca. Within the SharePoint site a master file is provided for each faculty (Arts, FPAS, and FPS), along with the individual forms organized within folders by Faculty > School / Department.

The compilations of proposals by faculty were distributed to members of the committee for review in advance of meetings held 12/6/2019 and 12/9/2019 (Agenda and minutes provided as Appendix 1). During the meeting, each proposal was discussed resulting in one of the following actions; (i) proposals deemed acceptable as submitted ("no issues"), (ii) proposals were edited by the committee during the meeting to catch minor, non-substantive oversights in completing forms (e.g. grammatical errors, courses mis-numbered, etc.), or (iii) proposals were designated as requiring clarification through consultation with the Director or Head of the relevant academic unit.

All instances requiring consultation with Departments / Schools were resolved, and the School of Music subsequently retracted one proposal. In turn, the Co-Chairs worked with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2020/21 Calendar and within Eden, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

WGST submitted a late course modification proposal that was approved at the March 2020 meeting of Senate.

Senate Nominating Committee

Members: Peter Ricketts, Michael Robertson, Paul Callaghan, Robert Seale, Paula Rockwell, Ian Wilks, Caroline Cochran

Report to Senate

April 30, 2020

The Senate Nominating Committee held two face-to-face meetings during the 2019/20 academic year on September 30, 2019 and January 27, 2020. The committee discussed the relevance of some committees, and whether faculty should stand on this many committees given the current faculty complement.

Anna Kiefte was nominated and agreed to continue serving as Chair of Senate for the 2020/21 year. Barb Anderson is stepping down as Deputy Chair of Senate, and the committee is still searching for her replacement.

I have agreed to continue in my role as Chair of the Senate Nominating Committee.

Respectfully submitted,

Caroline Cochran, Chair

Senate Nominating Committee

SENATE ARCHIVES COMMITTEE ANNUAL REPORT, 2019-2020

May 1, 2020

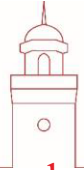
COMMITTEE MEMBERSHIP:

Committee Chair and Arts Representative: Paul Doerr
Archivist: Pat Townsend (ex-officio)
Archivist: Wendy Robicheau (ex-officio)
University Librarian (Acting): Jennifer Richard
Arts Representative: Stephen Henderson
Arts Representative: Michael Dennis
Professional Studies Representative: Michelle Boyd
Science Representative: Catherine Morley
Theology Representative: Melody Maxwell
Alumni Representative: Eleanor Palmer
Presidential Appointee: Britanie Wentzell
Canadian Baptists of Atlantic Canada Representative: Shirley Soleil-Day
Student Representative: Matthew Penney

COMMITTEE MANDATE: As representatives of their various constituencies, members of the Senate Archives Committee will work collaboratively;

1. To advise and guide on long-term and short-term directions that are consistent with the mandate and strategic direction of the Archives;
2. To advocate for the Archives within the University, the Convention of the Atlantic Baptist Churches and the local community;
3. To make an annual report;
4. To address other Archives related issues that shall arise from time to time.

ACTIVITIES THIS YEAR: The committee met this year on October 9, 2019 and January 29, 2020. A third year-end meeting scheduled for March 27, 2020 had to be cancelled owing to public health measures related to Covid 19. At the first two meetings the committee received and reviewed updates and reports from the Archivists and discussed issues of importance to the Archives. It bears repeating that the Archives are heavily used by the public and form an important part of the link between Acadia University and the community at large. Our year-end meetings usually receive extensive statistical reports from the Archivists on the year's activities. This report will have to be postponed until the Fall.



Awards Committee for Honourary Degrees and Emeriti Distinction (Awards Committee)

Annual Report for 2019-2020 April 30, 2020

Committee Members 2019-2020:

Dr. Peter Ricketts, President and Vice-Chancellor (Chair) Ms. Erin Patterson, Faculty of Arts Representative
 Rev. Dr. Anna Robbins, Acadia Divinity College/Faculty of Theology Representative Ms. Ashley Parsons, Faculty of Pure and Applied Science Representative
 Mr. John Rogers, Board of Governors Representative
 Dr. Roxanne Seaman, Faculty of Professional Studies Representative Ms. Kyle Vandertoorn, SRC Representative
 Ms. Pat Townsend, Librarian/Archivist Representative
 Ms. Kathy O'Connor, Recording Secretary (replaced by Ms. Cathy MacDonald, Interim)

The purpose of the Committee is to:

1. Invite nominations for Honourary Doctorate degrees and Professors, Librarian, Archivists and Instructor Emeriti awards:
2. Adjudicate the nominations; and
3. Recommend nominees thereon to Senate.

Meetings 2019-2020:

February 18, 2020 and March 19, 2020 (electronic)

Summary of Committee Activities:

A call for nominations was sent to the campus community in October 1, 2019. Following through review and discussion, the Committee forwarded to Senate for a vote by secret ballot, a total of eight Honourary Degree nominees and three Professor Emeritus nominees. Eight Honourary Degrees were approved by Senate, and six Honourary Degrees will be awarded during the 2020 Convocations.

Respectfully submitted by the Chair,

A handwritten signature in black ink, appearing to be 'P. Ricketts', written over a horizontal line.

Dr. Peter Ricketts
President and Vice-Chancellor

2019-20 Awards Committee Annual Report to Senate

Senate Disability Policy Committee Membership (2019-2020)

- Accessibility Resource Facilitator – vacant – ex-officio
- Manager, Accessible Learning Services –Marissa McIsaac – ex-officio
- Director, Student Resource Centre – Erica McGill – ex-officio
- Registrar or Delegate – Mark Bishop – ex-officio
- Faculty of Arts– Donna Seamone
- Faculty of Professional Studies– Cynthia Bruce (Chair)
- Faculty of Science– Cindy Trudel
- Theology Representative – Shawna Peverill
- Student – Mackenzie Jarvin (ASU, VP Academic and External)

Senate Disability Policy Committee Duties

- To monitor the implementation of the Acadia Policy regarding support and accommodation for students with disabilities;
- To conduct an annual review of the policy and if necessary, recommend to senate amendments to the policy;
- To deal with any other matters which senate might refer to the committee.

The committee met on October 24 and January 28. Following are the key points of information provided by accessible learning staff with respect to the monitoring and implementation of the Acadia policy regarding support and accommodation for students with disabilities during the 2019-2020 academic year.

Student Support, Staffing, and Required resources

- There were 665 students in total registered this academic year.
- Fall 2019 mid-term accommodations – 1287
- Fall 2019 final exam accommodations - 669
- Winter 2020 midterm exam accommodations – 1481
- Winter 2020 final exam accommodations – 521
- Marissa McIsaac transitioned this fall , after a job competition, into the role of Manager, Accessible Learning Services. Ian Ford has been hired as the new Accessibility Resource Facilitator and begins working remotely on May 4th. Emily Duffett, Accessibility Officer, has been primarily responsible for exam accommodation coordinator; and Santina Glockman-Musto served as assistant exam coordinator on contract until April 17. Rose Grieder continues to work as an academic strategist in accessible learning services. Current levels of service provision are anticipated to be sustained or increased with growing numbers of students with disabilities registering with accessible learning services. Therefore, the committee agrees with staff that a full time Accessible Learning Services Coordinator (12 month) and a full time Accessibility Resources Facilitator (12 month) be maintained along with two full time (9 month) positions that will support exam accommodation coordination and academic coaching.
- 212 NS student applications were submitted for the services and equipment grant. The government has been flexible with application deadlines due to the pandemic, so it is possible this number will increase.
- 5 students accessed the Post-Secondary Accessibility Services bursary for psychoeducational assessments – funding that is available to Nova Scotia students.
- During the shift to remote delivery in March, faculty have done well at supporting accessibility for all students and some have reached out to accessible learning services for support.

- A few students have submitted confirmation of a mental health disability under the new policy that does not require confirmation of a specific diagnosis. This has worked particularly well for transfer students from Ontario who have this kind of non-specific documentation.

Accessible Learning Services Ongoing Planning

- Rose Grieder, Accessibility Services Officer, is exploring ways of providing workshops to students virtually in anticipation of possible remote delivery in fall 2020
- Accessible Learning Services implemented a pilot of Access Deck, exam accommodation scheduling software. Staff are currently evaluating its effectiveness and gathering input on student and staff experience along with feedback from UPEI (who also use this software).
 - Staff have continued the partnership with the Neil Squire Society. This agreement provides free access to assistive technology expertise and employment counselling for students. Faculty and staff also have access to free assistive technology-related support through this agreement.

Future/Ongoing Plans for 2019-20

- Committee and staff will continue to encourage administration to examine Acadia's tuition structure. Students who have a reduced course load as a documented accommodation continue to pay the same tuition as their peers in fall and winter semesters while others are permitted to overload without having to pay additional tuition. This often extends disabled students' degrees by one or two additional semesters, so they end up paying more than their peers for an undergraduate degree.
- Accessible Learning Services staff are working on ways to connect remotely with prospective and incoming students. They are currently connecting via email and Microsoft Teams.