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ACADIA
UNIVERSITY

Minutes of the Senate Meeting of Monday September 14th, 2020.

A meeting of the Senate of Acadia University occurred on Monday 14th, September, 2020 beginning at 4:00 p.m. with Chair A. Kiefte presiding and 49 present. The meeting took place virtually using Microsoft Teams due to the COVID pandemic University operations.

- 1) Approval of Agenda**

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

Motion to approve the agenda. Moved by L. Robinson and seconded by J. Richard.

MOTION TO APPROVE THE AGENDA CARRIED.

- 2) Minutes of the Meeting of 1st June, 2020**

Motion to approve the Minutes of Monday 1st June, 2020 as distributed. Moved by D. Benoit, seconded by C. Rushton.

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

MOTION TO APPROVE THE MINUTES CARRIED. TWO ABSTENTIONS.

- 3) Minutes of the Meeting of 10th June, 2020**

Motion to approve the Minutes of Wednesday 10th June, 2020 as distributed. Moved by M. Robertson, seconded by C. Shields.

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

President Rickett requested a change in the wording on Page 3, paragraph one, to read "*physically challenged or impacted by mental health issues*".

MOTION TO APPROVE THE MINUTES AS AMENDED CARRIED. FIVE ABSTENTIONS.

- 4) Minutes of the Meeting of 15th June, 2020**

Motion to approve the Minutes of Monday 15th June, 2020 as distributed. Moved by D. Benoit, seconded by J. Dymont.

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

MOTION TO APPROVE THE MINUTES CARRIED. FIVE ABSTENTIONS.

5) Announcements:

a) From the Chair of Senate

Senators were asked to refer to the Senate committee membership list on the Senate website to ensure that there were no errors and to check membership of the sub-committees and to contact the Chair and Recording Secretary if there were changes to be made.

The Chair drew attention to the Constitution and By-laws of Senate which were also posted on the website.

The Chair announced that the Senate Orientation meeting would take place on Monday September 28th, starting at 4:00 p.m. This would be a Microsoft Teams meeting and new Senators were encouraged to attend.

The Chair announced regrets from Z. Goldsmith, S. Thomas, S. Hayes, and communicated that R. Seale would be joining the meeting late.

The Chair drew attention to the new timeslot sheet that had been circulated with the Senate agenda. She noted that there had been numbering changes since Senate approved this in June for clarity reasons but that there was no change to the substance of the timetable and that the renumbering had no impact on the structure of the timetable that Senate had approved. This slot sheet and slot numbering system would be used during the coming year when planning for 2021-2022 course offerings.

The Chair thanked Senators for attending and agreeing to serve on Senate and welcomed new Senators particularly. The Chair noted that Senators would normally introduce themselves around the room but that would not take place at this time.

b) From the President

President Ricketts welcomed the Senators back and noted that a new and unusual year was beginning. He thanked all Senators for their service and noted that Senate was a very important body, one of the two governance bodies in the bi-cameral system. He felt that Acadia had an excellent functioning Senate and thanked the Chair for the excellent job that she did in difficult circumstances. President Ricketts noted that in reading through the minutes it was a reminder of the hard work of many individuals to get motions onto the floor of Senate and debated during June. Much implementation work had been carried out since that time.

President Ricketts stated that students from outside the Atlantic bubble had now returned and were in the second week of their isolation, having had two COVID tests to date. There had been only one indeterminate test result at the beginning and no other positive tests yet. He commented that there had been very few violations of the protocols that had been put in place for students in residence and off campus.

President Ricketts stated that the returning students from the Atlantic bubble would be arriving over the weekend. International students would be attending on-line but he hoped that they would be able to attend in person by January.

President Ricketts reported that a meeting with the Province took place the previous Friday and that a high level assessment of the enrolment numbers and financial positions of each institution was discussed. All except one institution was anticipating a drop in enrolment, especially amongst

international students. A drop in residence occupancy was also predicted for all, especially for those institutions that were teaching fully on-line. Financial deficits were significant and discussions with the government were continuing. Once enrolment numbers were firm in October he expected to know whether financial support would be provided to the University.

President Ricketts would be leaving Senate early in order to carry out a door to door letter drop-off with the Mayor of Wolfville and B. MacNeil to some of the off-campus students. This was part of the community engagement process to address some of the normal student behaviour that tended to occur throughout the year. This was an attempt to improve student and permanent resident relationships in Wolfville.

c) From the Provost & Vice-President Academic

D. Keefe expressed appreciation to the Planning Task Force who had worked diligently all summer to get the University to this position.

D. Keefe noted that current enrolment numbers were tracking about 4% below the previous year, with a 10% drop in international students. It was hard to make a year over year comparison until October when firm numbers would be available. The late start to term made it difficult to have an accurate picture at this time.

D. Keefe stated that there were currently 874 students committed to living in residence and he expected to see about 900 students in residence for the start of term but expected some drop off as the term progressed. D. Keefe anticipated 850 students in residence by the end of the term. He discussed the significance of this drop, noting that there was a tiered structure with respect to the meal plans. Below 1000 students there would be no commission to Acadia which represented a large drop in income.

D. Keefe expected that Acadia would be operating in a similar manner during the Winter term and also noted that in October Senate would be addressing possible changes to the start date for term in January.

H. Teismann asked whether the enrolment numbers for 2nd year students were still looking to be the weakest.

D. Keefe confirmed that this was the case.

G. Whitehall requested an accounting of which cutbacks or mitigations were being applied to the academic sector.

D. Keefe stated that keeping the number of course offerings to a minimum in order to reduce per course costs and CLT hiring was one method being applied. In terms of the non-academic sector, there had been a removal of the COLA increase and unpaid furlough days.

G. Whitehall requested that Senate keep an eye on the cutbacks in spending in the academic sector and requested a more detailed accounting to be provided at a future Senate meeting.

D. Keefe agreed to provide this.

C. Morley asked for details on the Indigenous Affairs Mi'kmaq 101 on-line speaker series and when that would be starting. She was interested to see the virtual cooking tutorial.

D. Keefe responded that Senators Z. Whitman or L. Robinson would be better placed to provide more details on this initiative.

The Chair reminded Senators that Z. Whitman's term on Senate had ended.

L. Robinson had no further information to add.

A. Quema pointed out that there was no reference in the written reports to the enormous effort made by J. Banks and the Open Acadia team to prepare faculty for the new teaching modalities.

A. Quema asked about Z. Whitman no longer being on Senate.

The Chair responded that Z. Whitman's three-year term as a Senate Lay Person had ended in June. She also noted that Senate had passed a motion last year to ensure that there would always be Mi'kmaw representation on Senate from one of the four local Mi'kmaw bands. She noted that the first Senate Mi'kmaw Lay person, Nastasya Kennedy, had been appointed and was present at this meeting.

D. Keefe responded to A. Quema to acknowledge the tremendous amount of work that Open Acadia and Technology Services had carried out in preparing Acadia for the Fall.

C. Morley commented that she would follow up with Z. Whitman on the above item.

P. Callaghan asked for details as to what would happen between classes for students who would normally congregate in the common areas. There were six classrooms in Patterson Hall and he noted that normally many students would congregate between classes.

D. Keefe agreed that this could be a challenge. He did not expect that as many students would be moving around between classes and expected that early in the term the weather would be good enough for students to be outside.

d) From the ASU President

L. Houck stated that she and B. MacNeil were working with the Planning Task Force for Fall planning and she was pleased with the progress made by the committee. From a programming perspective, the ASU was working to ensure that opportunities for student engagement were accessible to students, whether they were on campus or remote.

L. Houck stated that the ASU had been coordinating a grocery delivery service for students who were self-isolating off campus.

L. Houck stated that an academic peer mentorship program was planned.

L. Houck noted that members of the ASU Executive had been working with their Federal and Provincial advocacy partners and attending conferences.

The ASU was working with the Town of Wolfville to run a 'get out the vote' in preparation for the Municipal elections in October.

The ASU continued to work alongside the University and the Town to prioritise student consultation and communication.

- e) **From the President of the Divinity College** A. Robbins reported that a decision had been made to hold all of the Acadia Divinity College courses on-line for the whole year and she noted that registrations were higher than the previous year. She reported that the first of new students had been on-line for orientation earlier that day.

A. Robbins thanked the University for including her in conversations throughout the summer with the Planning Task Force.

- f) **Other Announcements** L. Robinson was delighted to announce that the academic journal Studies in Canadian Literature had recently announced that the winner of the annual award for best essay (The Herb Wyle Prize) and that the winner for 2019 was Senator Kait Pinder.

The Chair offered warm congratulations to K. Pinder.

6) Old Business

a) Senate Committee Reports

i) Admissions and Academic Standing (Appeals) Committee Report, Part 2

The Chair asked D. Seamone to assume the Chair.

D. Seamone assumed the Chair and asked A. Kiefte if there were any comments to be added related to the report.

A. Kiefte stated that the report outlined the number of students who were eligible to participate in the processes this year, how many had engaged with the process, and how many had been successful in the process. Students who were on academic dismissal this year had completed a 'declaration of intent to return to studies' process. The questionnaire remained very similar to the appeal questionnaire. The probation appeal process had remained the same as it had in recent years.

A. Quema asked which year level the students were identified with. When retention of students was being studied, she felt that it would be important to know which year level presented the biggest challenge to students during their studies.

A. Kiefte offered to look into this and provide more data if requested. She noted that there had been less discussion of the individual files this year due to the temporary change in process and that analysis about year level had not been carried out. A. Kiefte noted that it seemed that there were usually a larger number of first year students who struggled academically and ended up engaging with this process.

A. Quema felt that this information could assist Acadia in the strategy to combat retention.

A. Kiefte offered to meet with anyone working on the issue of retention but also noted that J. Sanford and M. Bishop were members of the A&AS (Appeals) committee.

D. Seamone thanked A. Kiefte and the committee for all of their work.

The A&AS (Appeals) report was received.

A. Kiefe resumed the Chair and thanked D. Seamone for taking the chair without prior notice.

7) **New Business:**

a) **Election/Acclamation of Senate Executive Members for 2020-2021**

The Chair noted that no one was presenting on behalf of the Senate Nominating Committee at this meeting. She reported that the call for nominations had been carried out electronically during the spring.

The Chair stated that there were three nominees for the three faculty member positions on Senate Executive: M. Adam, R. Seale, and M. Robertson.

The Chair asked three times if there were any further nominations. As there were none, the Chair stated that all three were elected by acclamation to serve on Senate Executive for a one-year period.

b) **Election/acclamation of Faculty Elections Officer for 2020-2021**

The Chair announced that R. Sandapen was the one nomination for Faculty Elections Officer. The Chair asked three times if there were any further nominations. As there were none, the Chair stated that R. Sandapen would be acclaimed as the Faculty Elections Officer for a one-year period.

c) **Election of Senate Lay Person for a three-year term 2020-2023**

Before Senate moved 'in camera' for discussion of the Lay Person position and the vote, the Chair noted that the vote would be anonymous but that the proportion of votes cast for each candidate would be shown. Following that the outcomes would be removed from the Senate notes on Teams.

The Chair reminded Senators that a run-off vote would be held if necessary because the successful candidate needed to have a majority of the total votes cast.

Senate moved 'in camera'.

Senate moved 'out of camera'.

M. Bishop deleted the poll.

The Chair announced that Faye Trim had been elected Senate Lay Person for the three-year period 2020-2023.

d) **Motion from the T.I.E. Committee that the Fall 2020 last date to withdraw from a fall course without a 'W' appearing on the transcript be adjusted to October 6th, 2020, and the last date to add a Fall or Winter course remains as September 30th, 2020. (attached)**

Motion from the T.I.E. Committee that the Fall 2020 last date to withdraw from a fall course without a 'W' appearing on the transcript be adjusted to October 6th, 2020, and the last date to add a Fall or Winter course remains as September 30th, 2020. Moved by L. Houck and seconded by L. Hartman.

P. Callaghan asked what the deadline was for a student to pay their tuition and wondered how this might impact a student this year since they were unable to overload their courses without paying an additional tuition fee.

The Chair asked if any Senator would like to speak to this.

P. Callaghan stated that if a student could enrol in 18 credit hours and drop one by October 6th without incurring financial penalty that would be acceptable for students.

L. Robinson expressed concerns that students could be signing up for overloads while intending to drop one course. This was problematic as it prevented other students from being able to get into courses that they needed.

P. Callaghan agreed that there was a certain amount of flux in student schedules during the first two weeks of term. He wanted the change to be clearly communicated to the students.

L. Houck agreed that the overload fee change did change things and she wished to advocate for any student that signed up for six courses and then dropped back to five courses, to ensure that they were not charged additional fees.

L. Houck stated that with respect to a student dropping a course after the 'W' deadline and being unable to pick up a different course at that point, this was already the case with the September 30th deadline.

D. Keefe commented that some students register for six or seven courses and then drop one or two once they are certain what they wish to take and he pointed out that this was very concerning since it prevented other students getting into the courses. It was common in many Universities to have the drop date fall after the add date. This motion just extended the date that a student would avoid the issue of having a 'W' on their transcript.

The Chair confirmed that according to the Acadia webpage outlining fee deadlines students could receive a 100% refund of tuition fees up to September 30th, 2020.

A. Quema echoed the above comments by D. Keefe and L. Robinson. Having no admin assistant, she found the monitoring of wait lists was very challenging and time consuming. Many students were putting themselves on waitlists and not responding to her when asked, so it became very difficult to know which student really wanted or needed a course.

L. Houck pointed out that many institutions had extended the drop date to fall beyond the add date for this particular year. If refunds were only available until September 30th, 2020, this might curb the number of students overloading with the intention to drop courses later in the term.

L. Houck stated that this change was only in place for the Fall semester. The committee had a discussion with the Registrar to determine which academic dates would be the most feasible from his perspective to ensure that other academic deadlines were not adversely affected.

L. Houck stressed that students felt concerned about having a 'W' show on their transcripts and she was concerned that a student would now withdraw from a course that they felt uncertain about before really having a chance to adjust to the course.

V. Provencal spoke in favour of the motion. He noted that a later date to drop the course was helpful when a student was stressing about a course and sometimes waiting for the results of a test. He was in favour of the 'W' being delayed as long as possible.

P. Callaghan thanked Senators for the conversation and the clarification.

D. Seamone asked if full year courses were affected by this change.

The Chair confirmed that the motion specifically named the Fall term courses and that there had been no change to the Fall/Winter courses drop date.

MOTION APPROVED. ONE ABSTENTION.

e) **Motion from the Admissions and Academic Standing (Policy) Committee that Acadia University adopts the policy entitled “Recording of Course-Related Classes, Meetings, and other activities. (attached)**

Motion from the Admissions and Academic Standing (Policy) Committee that Acadia University adopts the policy entitled “Recording of Course-Related Classes, Meetings, and other activities. Moved by D. Keefe and seconded by R. Murphy.

H. Teismann pointed out that this was a lengthy document and he asked how much of the wording was part of the actual motion, and whether changes could be made.

The Chair asked D. Keefe asked about the “Draft” and “Under Review” labels in the document and whether the document was likely to change. She also asked whether input to the draft was being requested from Senators, or approval.

D. Keefe stated that the sample documents stated ‘under review’ to ensure that they were not circulated and used prior to Senate approving the document. He noted that the samples were just suggestions for faculty to use in order to provide guidance as to what could be put into a syllabus.

D. Keefe stated that the motion was that Acadia would adopt this as a policy.

H. Teismann was looking for an executive version of the document to make clear what the intent was. He asked whether students were allowed to record classes and whether instructors were allowed to record students in a class.

D. Keefe responded that the four examples detailed the above scenarios. Faculty could make use of whichever example that they felt comfortable with. D. Keefe stated that the policy would address the fact that there was currently no policy in place. The Privacy Officer for Acadia had identified that with far more teaching material being provided electronically, it became necessary to have a policy in place that would protect the intellectual property of faculty as courses were delivered.

D. Keefe noted that students would now need to receive permission if they were recording any portion of a classroom setting, whether in person or remote.

D. Benoit stated that sample four stated that course videos may not be reproduced, shared or posted anywhere other than the official ACORN site. He pointed out that the ACORN course site did not support large file sizes typical to recording a whole lecture. This meant that ACORN could not be used. He asked whether faculty were obliged to use ACORN or whether there was a choice.

D. Keefe expected that ACORN would be enhanced this year and able to support class recording. He stated that the samples were what would be

posted for the students in the class and inform them that the material would be in a certain place. Students needed to be aware of what would be happening with the recordings because some of them might not be comfortable with being included on a recording. The instructor would then need to make alternative arrangements for the students.

D. Benoit stated that ACORN limited file size to 500MB and that a reasonable quality lecture would be about 800MB.

D. Keefe agreed to look into this.

V. Provencal asked whether this was a policy document for Senate but asked whether this would be posted on Acadia's website. He questioned which information was individual and which was university wide.

D. Keefe confirmed that this would be the official policy with regard to recording and disseminating lecture material, class meetings, and other activities that were related to classes and would be posted on the Acadia website.

A. Quema was in favour of the motion. She asked though how this policy could be enforced since anyone could record in numerous ways. She noted that in her classes students had typically used sound recording in order to access their lecture notes. A. Quema expected that Senate would be revisiting the policy after a period of a few months, as Acadia moved forward with a new teaching model.

M. Adam was mostly in support of the motion and agreed that people could record what they wanted to and whenever they wanted to. However, material could not be used and disseminated without permission. He felt that this policy provided Acadia with the opportunity to tell an individual to remove material if they were using it in an inappropriate manner.

The Chair asked whether the policy could be posted as a version with just the policy and a version for faculty members' use including the examples so that it would be easier for faculty to post the policy or example language onto course ACORN pages or paste into syllabi.

D. Keefe confirmed that an appendix to the official policy containing the four examples could be provided. He pointed out that everyone should be made aware of the policy. This also would provide a recourse to Acadia if someone violated the policy.

D. Benoit requested clarification about the authorization for consent and whether this was the faculty member authorizing the student or the student authorizing the faculty member.

D. Keefe stated that this form would be authorisation to use the photographs, audio or video recordings in the classroom; so this would be the instructor authorising the student to do something with the material.

D. Benoit was concerned that a student could state that they did not want to be recorded and that it would then be impossible to record the class.

D. Keefe stated that the class could still be recorded and that accommodation just needed to be made for the particular student.

MOTION APPROVED. TWO ABSTENTIONS.

f) **Academic Planning
Committee Report for
2020-2021 (*attached*)**

D. Keefe stated that the APC had met twice during the last few weeks and that detail was included to describe how the final ranking of tenure track positions had been produced.

G. Whitehall asked when the fall academic planning process would be commencing.

D. Keefe responded that the APC would now be reconvening to continue the work that had been started in the winter and brought forward to Senate in the early spring. He noted that the APC had continued academic planning during the summer and would hope to complete the planning later this term.

G. Whitehall reminded D. Keefe that Senate had requested that more information be passed back to the academic units and asked whether this information would be made available. This would enable units to see the strengths and weaknesses of their submissions.

D. Keefe responded that this information could be disseminated by the Deans to each Faculty. He did not feel that there were any weak submissions, and that it was more a question of creating a ranking from very good proposals with urgent needs.

The Academic Planning Committee report was received.

8) **Other Business**

There was no other business.

9) **Adjournment**

The meeting was adjourned at 6:00 p.m. Moved by C. Rushton.

The Chair thanked all Senators for being there for another year of Senate and wished everyone a good start to the academic term next week.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Announcements

PRESIDENT'S REPORT TO SENATE – SEPTEMBER 14th, 2020:

Welcome to a New Academic Year Like No Other

I would like to take this opportunity to welcome all Senators back for the start of the Fall 2020 term. It has been said on many occasions that this is a fall start like no other, and I am sure that we are by now collecting the most used COVID-19 clichés. Another one is that we are all in this together. Like all clichés, they have their origin in reality and there is no doubt that we are living in an era where new phrases are being formed and old ones are taking on new meaning.

It has also been a summer like no other, and I want to thank everyone for your incredible efforts to plan, develop and implement the new arrangements necessary to embark upon a successful fall term within the context of the pandemic. This has been an effort that has involved everyone at Acadia, and no matter what part you play in this COVID production, your contribution is as important as anyone else's. There are no leading characters or special celebrities in this play – it is truly a team effort. To use another cliché I have used often, together we can beat this and today we are demonstrating that together we are overcoming this emergency.

While I hope that you all managed to get some time off to recharge your batteries and spend time with family and friends, I know that this summer has not been one when we could get the usual down time. This summer none of us have had the rest and stress relief that we need, and we must be cognisant of that and respectful of the demands we make on others. I would especially like to thank all who have worked so hard over the summer to recruit, admit and register students under the most challenging of circumstances. Also, those providing IT support and all of the physical changes and custodial services that have been necessary to prepare the campus for both in-person and online class delivery. What a Herculean task it has been and continues to be as we strive to keep our campus a healthy and safe environment for working, learning and living.

Because of these amazing efforts, our enrolment is looking stronger than it would otherwise have been, and our ability to provide the choice of in-person and virtual learning has meant that we have been able to accommodate the needs of so many of our students. For our international students especially, it has meant the difference between being able to start or continue their education at Acadia and having to take time off until they can travel here to be with us in person. During this fall term, our campus will miss the usual level of cultural diversity and I for one can't wait until we can welcome all of our students back to campus from wherever they are around the world. Another big impact has been on our residences, and the decline in occupancy level has been significant. For a residential university like Acadia, this has major impacts both on campus life and our financial situation.

Testing, testing, testing!

So, we are off to a good start with the return of students from outside of the Atlantic Bubble and much of this success has to do with the testing process that has been put in place by the provincial government. I am very grateful to the provincial government and the NS Public Health

Officer for agreeing to implement asymptomatic testing for returning students. The use of three tests for all incoming students has provided us with the ability to identify any actual or potential virus carrier right at the outset and increases our ability to reduce community spread should there be positive case. This has also been enormously helpful in reducing concerns and fears in the Wolfville and surrounding communities. At Acadia, we have been fortunate so far to have had no positive test results, the only exception being a single indeterminate result which was treated as if it were positive to err on the side of safety. As revealed last week by Premier MacNeill, the fact that there have only been three positive cases so far among the first 3200 students entering the province is good news for all of us. Also, there have been very few violations of the 14 days of self-isolation and compliance with the digital check-in has been very good.

I want to thank our students for their cooperation with these important public health measures. Acadia has had a few cases of violation and these have been dealt with by the RCMP and where appropriate by our non-academic judicial process. However, the vast majority of students are complying with the rules and regulations and I hope that this will continue as we complete the self-isolation phase and then welcome students from within the Atlantic Bubble for the start of the academic term on September 21.

Community Engagement

Over the summer we have been working very closely with the Town of Wolfville and the local community to use the opportunity of the pandemic to create better relations between permanent residents and student residents. We are seeing some great “good neighbour” initiatives in the areas where there are high numbers of off-campus student residents, and after the Senate meeting I will be joining Mayor Jeff Cantwell, ASU President Brendan MacNeil and community leaders in a door-to-door drop of letters and materials to promote responsible behaviour and building better community relations not just now, but going forward as well. I want to recognise the great collaboration with the Town under our MOU and the leadership being demonstrated by the ASU. We have a moment in time here to see a sustained improvement in the relationship between student residents and permanent residents in our local community.

Financial Concerns

In June the Board of Governors approved a budget that included an operating deficit of approximately \$6.8 million, with potential mitigation savings of around \$4 million. To date we have been able to implement mitigation measures, including expenditure reductions and salary savings, of about \$2 million. Those cost savings include freezes on COLA and furlough days for many employees, and I am very cognisant of the personal impacts of these measures at a time when everyone is working so hard to see us through the pandemic emergency. These decisions were not taken lightly, and I want to recognise the sacrifices being made by those affected by the compensation savings measures. Unfortunately, universities were not eligible for any of the salary subsidisation programs put in place by the federal government.

Recent softening of residence occupancy and meal plan numbers have reduced further our revenue projections, and so the financial situation remains very serious. We will continue to maintain very tight control on all expenditures and seek ways to reduce our costs going forward. We must work hard to ensure that we do not allow the pandemic to create an ongoing financial crisis, although it is clear that there will be multi-year financial impacts even if the pandemic is

ended over the next few months, which is highly unlikely given that it will take much longer to have an effective vaccine and immunisation system in place.

After several years of achieving a tightly balance operating budget, it is very disappointing and frustrating to have been thrust back into a multi-million dollar deficit situation by the pandemic. While we are not alone in that situation, we are responsible for managing it and getting us back to a healthy and balanced budget. The good news is that we are in a much better position to do this than if we had been running annual deficits in previous years, but that doesn't reduce the financial blow that we are suffering. Again, we ask for everyone's cooperation in helping us address the financial shortfall and reducing the long-term impacts.

Provincial Government

Through CONSUP (Council of Nova Scotia University Presidents) we are continuing to lobby the provincial government for additional financial support. Help was provided by giving all universities their 2020-21 operating grant up front, but Acadia had already requested and received our full grant. This makes our monthly cashflow look healthy but that money has to be used across all twelve months of the fiscal year so it is not as if we can spend it all over the summer. The government continues to be open to the possibility of providing further financial support, but nothing will be decided until at least mid to late October after the final enrolment and residence occupancy numbers are known. We cannot guarantee or rely on the fact that the provincial government will underwrite the financial impacts of the pandemic, but we continue to press hard for help.

Federal Government

Following the earlier activities to support federally funded research and students during the pandemic, the more recent focus of Universities Canada has been primarily on international students. Increased flexibility in the rules around online learning, allowing students to commence their studies online from their home country while in the process of applying for their study visas and allowing those courses to contribute towards eligibility for post-graduate work permits, has helped the situation for international students who are unable to travel to Canada. Unfortunately, other problems have prevented many students from travelling who might otherwise have been able to come in person. This meant that we encouraged our students who did not have an approved study visa by March 18 to stay at home and commence or continue their studies online. We are hopeful that many of our international students will be able to travel later this year or arrive in January, but that will depend on how the global travel restrictions evolve over the fall.

Anti-Racism Task Force

The other big issue that continues to plague society is that of racism, and this summer has seen some particularly disturbing events that have highlighted this issue. The Black Lives Matter movement has reignited widespread condemnation of ongoing racism, and this is a moment in time that we cannot let pass without stepping up and looking at how we contribute to racism and prejudice, and how we can become an anti-racist community. To that end, I commemorated Emancipation Day (August 1) with the announcement of the creation of a President's Anti-Racism Task Force.

The main purposes of the Task Force will be to define the nature of systemic racism at Acadia; identify the causes and the barriers that prevent us from eliminating systemic racism at Acadia; identify ways to promote removing the causes and dismantling the barriers; and address how Acadia's educational and research mission can contribute more effectively to the broader societal advancement of anti-racism.

While the Task Force will cover all forms of racism, the scourge of anti-Black and anti-Indigenous racism is especially high on our minds. In the context of Canada and Nova Scotia in particular, racism against members of Indigenous and Black communities is especially endemic due to their historical and present-day importance in our province. I am delighted that Marjorie Lewis and Patricia McCulloch have agreed to be the internal and external co-chairs respectively, Zabrina Whitman the Vice-Chair, and Elder Joe Michael will be the Task Force Elder. Please see my message to campus of July 31 for further details. The full membership of the Task Force is being finalised and will be announced shortly.

The work of this Task Force will be timely as we are also nearing completion of the revision of our policy on harassment and discrimination and the new sexualized violence policy.

Acadia 2025

You can be forgiven if you have forgotten that the Board of Governors approved our new strategic plan back in March. While the pandemic has put a hold on the implementation of the plan, it is still very much alive and I will be organising a formal launch in October or November. Despite being on hold, we have actually moved forward on a number of the strategic directions, especially in the areas of teaching and learning, diversity and inclusion, and community engagement. The pandemic has also created some shifts in the sequencing, with the expansion of online learning being accelerated due to the necessity of providing increased online options for our students. Everyone is busy right now, but I just wanted to alert you to the fact that the strategic plan has not been shelved but merely delayed. In many ways, our strategy for transforming lives for a transforming world is even more poignant given the events of the past six months.

Maple League

Finally, I want to say how supportive the Maple League has been during this difficult period. To have the support and collaboration of colleagues across the four Maple League universities has been a huge benefit during this period of personal and physical isolation. Particularly in the areas of summer online courses, teaching and learning support, and student engagement the Maple League has demonstrated its worth and value as a collaborative partnership between like-minded universities. The fact that each of us came to adopt very similar approaches to the fall term is also evidence of the close similarities between our respective institutions. The launch of the Virtual Maple League Teaching and Learning Centre (V_MLTLC) and the appointment of **Heather Carroll as Director** were notable developments, and innovative activities such as virtual Faculty Open Office Hours, Student Hours, and Student Voices have provided valuable ways for our communities to work together using technology. I also want to give a shout out to Open Acadia for the amazing efforts in increasing online courses for all Maple League students over the summer. I encourage you to visit the Maple League website (<http://mapleleague.ca>) for further information about this great and unique Canadian university partnership.

Despite all of the challenges and tribulations of the current time, I wish everyone all the best for a successful and enjoyable year ahead. Last academic year started with a hurricane and ended with a pandemic, yet we are still here. We will come out of this current crisis strong and proud as long as we continue to work together for the good of Acadia, our students and our community.

Thank you for all you are doing to help us get through. Together, we are beating this!

Respectfully submitted by:

Dr. Peter Ricketts
President and Vice-Chancellor

PROVOST AND VPA REPORT TO SENATE - SEPTEMBER 14TH, 2020:

Welcome to new and returning senators. I am sure the summer has deviated from the norm for everyone, but I still hope and trust that you each found some time to spend with friends and family, and to rejuvenate for a term or year that promises to be unlike any other in Acadia's history. I always find the fall an energizing time with the anticipation of faculty and students alike for an impactful year. This year will be far from perfect, and I am sure there will be many times that we have to change course as we are all figuring this out as we go. There have been extraordinary challenges for faculty in preparing for what seems like endless scenarios. There have also been monumental challenges for students, not the least of which are travel restrictions and quarantine requirements for students coming from outside the Atlantic provinces. Many of our international students have not been able to join us in person because of the travel restrictions for getting into the country. Some will join us virtually in the fall, and some have delayed their Acadia experience until January or next September.

FALL 2020 PLANNING TASK FORCE

The Fall 2020 Planning Task Force continued to meet bi-weekly throughout the summer to address the many issues in preparation for the return of students and the delivery of virtual, hybrid, and in-person courses. Throughout the summer, we worked with the local Medical Officer of Health, Public Health, the Chief Medical Officer of Health, and Labour and Advanced Education. Our protocols and procedures were reviewed by Drs. Ron Stewart (former NS Minister of Health, Professor Emeritus Dalhousie Faculty of Medicine) and Tom Marie (former NS Deputy Minister of Health, former Dean of Dalhousie Faculty of Medicine). In reviewing our protocols and plans, LAE Occupational Health and Safety Division and the CMOH reported that no deficiencies were noted and that they were aligned with public health directives. I thank and acknowledge each and every member of the task force who committed much time and effort in assuring that we could reopen our campus in as safe a manner as possible.

I also thank and acknowledge several researchers (Duane Currie, Coleman Hooper, Margaret Hopkins, Richard Karsten, Yifan Li, Franklin Mendivil, Holger Teismann) who, of their own initiative, modelled several aspects of the spread of COVID-19. They presented to the task force on two occasions and their findings influenced the directions and decisions the task force made.

ENROLMENT UPDATE

Currently, we have just over 3,200 (non-BEd) undergraduates registered for the fall term, down over 150 students from the same time last year, with international enrolment down close to 60 students. The BEd enrolment is currently approximately 10 students higher than this time last year. This amounts to a reduction in tuition and fees revenue of just over \$2 million. There is much more uncertainty around enrolment this year and students are still deciding whether or not to attend during the fall, so it is anticipated that there may be an even larger attrition this year compared to normal.

RESIDENCE UPDATE

Normally, at this time of the year, there are more than 1,400 students in residence. This year, approximately 1,000 students have indicated that they plan on staying in residence; however, as many as 150 or more are very tentative and it is possible that come October 1, our residence occupancy could be down to as low as 850. This would result in another loss of approximately \$2.5 million in revenue.

MPHEC UPDATE

Both the MPK and MSc (ENVS) proposals are currently under review with MPHEC. The MSc (ENVS) is on the agenda for the September 17 meeting of the MPHEC QA committee. There were several questions and clarifications in relation to the MPK proposal. The Provost office has received the necessary information from the School of Kinesiology and a response is being prepared.

DEAN OF PROFESSIONAL STUDIES SEARCH UPDATE

The committee met on August 5 and discussed the plan going forward. The committee emphasized the importance of having in-person interviews, and we have asked the candidates to hold dates at the end of September or early October for a potential in-person interview. As two of the candidates are from outside the Atlantic provinces, this will only happen if the quarantine period for individuals coming from outside the Atlantic provinces is lifted. If the travel restrictions are not lifted by September 15, the committee will reconvene to consider next steps.

UNIVERSITY LIBRARIAN SEARCH UPDATE

The committee met on July 29 and discussed the plan going forward. The committee emphasized the importance of having in-person interviews, and we have asked the candidates to hold dates at the end of September or early October for a potential in-person interview. As one of the candidates is from outside the Atlantic provinces, this will only happen if the quarantine period for individuals coming from outside the Atlantic provinces is lifted. If the travel restrictions are not lifted by September 15, the committee will reconvene to consider next steps. The committee also recommended that the university consider a title change for this position to Dean of Library.

INDIGENOUS AFFAIRS

Student Welcome

Preparing for incoming students, especially reaching out and working with new students arriving on campus, as well as focusing a lot of attention on funding applications.

Funding Partnerships

TD Bank – Nancy Handrigan, James Sanford and Zabrian Whitman submitted an application to TD Bank for initiatives related to providing support to Indigenous students in response to COVID-19. The funding

request is for a three-year period. The proposal is focused on mentorship and an Elders-in-residence programs.

Mi'kmaq 101 – NS Community and Culture Heritage was originally to provide funds for pow wow 2020. Due to the impact of COVID-19 and specific funding requirements, the proposal evolved to a proposed Mi'kmaq 101 online course, to what is now an online speakers' series. The topics selected are diverse and reflect areas we are working on within faculties and departments, for students who are in quarantine, and for general community awareness. The speaker series is focused on the following topics:

- Research and ethics
- Two-eyed seeing
- Pow wow dancing and drum
- The history of Glooscap and Annapolis Valley bands
- Mi'kmaq culture and Language
- Luskinkin making workshop (virtual cooking tutorial)
- Athletics with guest speaker, Waneek Horn Miller

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

FACULTY OF ARTS

Cheryl MacDonald was awarded the Acadia Alumni Outstanding University Service Award.

FACULTY OF PROFESSIONAL STUDIES

Dept of Community Development:

A summer Coop student worked with Dr. Mary Sweatman to develop a Mentorship Program that will be inclusive of all CODE students (years 1-4) and faculty as well. A concern with traditional mentorship models is that they have the potential to perpetuate patriarchal and hierarchal systems. This project will be grounded in the Multicultural Feminist Mentorship model (MFM), a model which supports social and political advocacy, highlighting the relational component of mentoring, encouraging individuals to recognize and rethink power and to challenge mainstream values.

School of Kinesiology:

The Centre of Lifestyle Studies has received confirmation of receipt of some significant funding that will further support its research and community programs. Jonathon Fowles is PI on the RBC, CCH, bilateral funding, and CSJ grants:

\$100,000 grant from the RBC Foundation for the Q-Life Mental Health program for Acadia students;
\$50,000 contract from Communities Culture and Heritage for the PA in the Workplace Program;
\$12,500 partnership with the Seniors LINCS (through the Valley Regional Health Foundation) for the 'Frail to Fit' Reconditioning Community Exercise Program.

The above grants are in addition to the following grants that are currently being implemented, all of which Kinesiology has received since March 2020 (just as COVID hit):

- \$136,000 from the Federal/Prov bilateral agreement on Mental Health and Long-term care for Certified Exercise Physiologist community exercise programs out of COLS;

- \$3,300 partnership with the Valley Pain Management Program (funding from WKM Regional Health Board) (program to launch Oct 2020);
- \$3,450 Canada Summer Jobs Grant for Community Exercise Programs (which began Aug 10).

And sincere congratulations to Drs. Matthew Vierimaa and Jason Holt on the following significant publications:

Dorsch, T. E., Hardiman, A. L., & Vierimaa, M. (2020). Developing an organizational mission statement in youth sport: Utilizing Mad Libs as a novel, shared leadership approach. *Journal of Sport Psychology in Action*. <https://doi.org/10.1080/21520704.2020.1798576>

Holt, J. (2020): 'Allusion and Anti-Intentionalism', *Pennsylvania Literary Journal* 12 (1), pp. 77–84.

FACULTY OF PURE AND APPLIED SCIENCE

Earth and Environmental Science:

Sandra Barr (Earth and Environmental Science) and co-author Martha Hickman-Hild released a third volume in the series of geological guides to the Atlantic Provinces, this one being "Geology of New Brunswick and Prince Edward Island: Touring through time at 44 scenic sites." This book provides a colourful guide that tells the story of the geological history of New Brunswick and Prince Edward Island through a series of visits to destinations all across the two provinces. The books have been selling well for "staycationers" in the "Atlantic bubble". Through the summer Sandra and Martha were interviewed on radio several times, including a weekly series on CBC Fredericton running for eight weeks.

Psychology:

The Canadian Foundation for Innovation (CFI) has just announced that Acadia Psychology Professors, Dr. Anne-Sophie Champod and Dr. Daniel Lametti, have been awarded \$371,012 through the John R. Evans Leaders Fund (JELF) toward a \$927,533 project to construct and equip the *Acadia University Centre for Neuroscience and Cognitive Health*.

Ms. Krista Harrison, a 4th Year Psychology Honours Student, was awarded the inaugural Walker Science Research Award. The Walker Science Research Award is designed to support the unique research work of Acadia's most promising undergraduate Honours students in Science. It will be awarded during the summer prior to the final year in recognition of their research proposal for the BSc Honours in any of the natural sciences.

WISE Acadia offered a successful, primarily virtual, summer program that included 3 modules: 1) NetWorkIt Club - a student-to-student mentoring program aimed at girls in grade 9 and 10 facilitated by WISE Acadia students; 2) WISE in a Box program - a no cost program aimed at girls in grades 6-8 that contained 5 hands-on STEAM activities facilitated (virtually) by WISE Acadia faculty and/or students; 3) Team Up with a Scientist - girls registered for the first two modules had an opportunity to hear from leading women in science via a virtual meet-and-great, including Acadia Alumna and an Immunologist leading Canada's COVID vaccine efforts, and 4) Blue Beach Fossil Dig - in-person activity for a limited number of girls, respecting COVID protocols, led by Drs. Chelsea Gardner (History and Classics) and Mo Snyder (Earth and Environmental Science). WISE Acadia's summer programming was spearheaded by Co-op student Addie

Klassen, in 3rd year Community Development, Barb Anderson (Nutrition and Dietetics), Melanie Combs (Biology), and Randy Lynn Newman (Psychology).

RESEARCH & GRADUATE STUDIES

New Awards, Grants and Contracts

Tier 2 Canada Research Chair (CRC) Award

Lesley Frank (Sociology) was recently awarded a prestigious Tier 2 Canada Research Chair with a focus on “Food, Health and Social Justice”, commencing 1 July 2020. Frank’s application received “unanimously positive reviews from the College of Reviewers.” Through the proposed multi-disciplinary Centre for Food Health & Social Justice, Frank will address the global problem of family and childhood food insecurity while advocating for food justice and health equality in Canada.

Canadian Foundation for Innovation (CFI) Award

Acadia Psychology professors, [Anne-Sophie Champod](#) and [Daniel Lametti](#), have been awarded \$371,012 through the John R. Evans Leaders Fund (JELF) toward a **\$927,533** project to construct and equip a new research centre: *Acadia Centre for Neuroscience and Cognitive Health*. This critical CFI funding has been matched by Research Nova Scotia (RNS) funding support of \$371,014 and Acadia support of \$85,195 and will serve to meet a high priority health focus area for the province of Nova Scotia. The project will involve major renovations in the lower level of Horton Hall to create an open and shared research space to facilitate interaction between students, faculty, and outside researchers, and to house new cutting-edge neuroscience equipment currently unavailable in the region (including functional neuroimaging, biological motion tracking, and non-invasive brain stimulation). The new Centre will support innovative and high-impact research programs that will advance the knowledge of the neural mechanisms that underlie cognitive and motor functions in healthy individuals, how these mechanisms are altered with learning or by disease, and how they respond to various interventions.

Research Collaboration Agreement - AtlanTick Repellant Products Inc.

Nicoletta Faraone (Chemistry) & **Kirk Hillier** (Biology) are partnering with AtlanTick Repellent Products Inc. to develop a new essential oil formulation of their bestselling tick repellent products by exploiting different technologies (such as nanoencapsulation) and active ingredients. These new formulas will be used to develop innovative applications for use on clothing & other releasing materials/devices.

Total Funding: \$132,030 (\$86,015 Atlantick; \$86,015 NRC IRAP).

Department of Fisheries & Oceans (DFO) - Contribution Agreement

Trevor Avery (Biology) was recently awarded funding from the Department of Fisheries and Oceans (DFO) for a project entitled *Spatial Analysis of Fish and Invertebrates in the Minas Basin in Support of Marine Spatial Planning*. The Minas Basin supports an active commercial fishing industry (e.g., groundfish, lobster, scallop) and has the potential to be impacted by tidal energy development. These activities, combined with the globally unique biological and physical characteristics of the area, necessitate an integrated approach for spatial management and conservation. Information, including expert opinions and empirical data, collected from this project will provide an invaluable baseline for the application of Marine Spatial Planning in the unique Minas Basin ecosystem. **Total funding: \$224,999**

Mark Mallory (Biology, Tier 1 CRC in Coastal Ecosystem Resilience and Connectivity) and the Arctic Monitoring and Assessment Programme (AMAP) are collaborating to produce maps that will be inserted in the AMAP Litter and Microplastics Monitoring Guidelines and Monitoring Plan. **Total Funding: 5000 Euros.**

Change Lab Action Research Initiative (CLARI) Awards

A total of \$29,000 was recently awarded to four Acadia faculty members under the CLARI Program housed at Saint Mary's University (Acadia is a CLARI Academic Partner):

- **Justin Beaudoin** (Economics): Community Partner – Town of Wolfville (Project: *Doing the Math – Land Use Education Tools*). **\$7500**
- **Alice Cohen** (Earth & Environmental Science): Community Partner - Coastal Action Centre (Project: *Data Driven: using data from Community Based Water Monitoring programs*); **\$7500.**
- **Janet Dymont** (Education): Community Partner - Wolfville Middle School (Project: *Project and Inquiry Learning Through New Technologies in a Makerspace: An Action Research Project*); **\$7500**
- **Michael Kennedy** (Business): Community Partner - The Flower Cart (Project: *Exploring the designing and implementation of custom leisure plans for adults with intellectual disabilities*); **\$6500**

New Brunswick Department of Natural Resources and Energy

The Geological Surveys Branch of the New Brunswick Department of Natural Resources and Energy has agreed to support (**\$15,800**) geoscience research at Acadia University in cooperation with **Sandra Barr** (Earth & Environmental Science). The project, *Volcanology, petrology and age of felsic volcanic rocks in the upper Coldbrook Group - evidence for a super-eruption in the Caledonia Highlands?*, is designed to contribute to the understanding of the geology and economic potential in southern New Brunswick by providing additional constraints on the ages and crustal sources of rock units in the area.

Collaborative Research Agreement - Phytonix Canada Corporation

Phytonix Canada Corporation is collaborating with **John Murimboh** (Chemistry) and the **ALAB** (Acadia Laboratory for Agri-Food and Beverage) on a project to culture & incubate cyanobacteria. Phytonix employs cyanobacteria to produce butanol in a commercially viable and sustainable manner. Butanol, an industrial chemical, has many applications including acting as a paint additive, a biofuel, or within various products in the pharmaceutical industry. When Phytonix found themselves without a research lab during a very critical phase of their research during Covid-19 interruptions, they partnered with ALAB to continue the research. **Total funding \$15,000**

Atlantic Canada Opportunities Agency (ACOA) Regional Innovation Ecosystem Funding (RRRF) ALAB recently received **\$39,000** from ACOA's Regional Innovation Ecosystem Funding stream to allow continued technical support and laboratory analysis for the agri-food and beverage sector during the Covid-19 shutdowns.

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

- **Andrew McIntyre** (Computer Science) was awarded **\$5000** in funding to collaborate with Nu-Air Ventilation Systems from Windsor, NS to explore the use of data analytics and machine learning to improve the effectiveness and efficiency of the defrost cycle within Nu-Air's ventilation systems.

- **Nicoletta Faraone** (Chemistry) was awarded **\$5,000** for her collaboration with Basil Kings Farm Inc. to investigate the insecticidal properties of basil grown in South West NS. This assistance may lead to new value-added products for this innovative Nova Scotia start-up.
- **Roxanne Seaman** (Kinesiology) was awarded **\$5,000** in funding to collaborate with Broome Consulting (Evolution Athletic Gear), based in Wolfville, NS, for the development of specialized sports-related Covid-19 face masks (PPE).
- **Allison Walker** (Biology) was awarded **\$5,000** for her collaboration with Helping Nature Heal to investigate microbial off-gassing associated with the company's natural biofertilizer products.
- **Amitabh Jah** (Chemistry) was awarded **\$5,000** in funding to work with Halucenex Life Sciences Inc., based in Windsor, NS to explore the development of synthetic psychedelic compounds for therapeutic use.

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NSBI's NS Productivity and Innovation (P&I) Voucher Program Awards

Six new Productivity & Innovation (P&I) Vouchers were awarded to companies collaborating with Acadia faculty members to develop innovative new products and services. These awards represent the second round of approved projects in this annual, competitive fund. Seven additional projects were awarded this Spring. Tier I projects are awarded for new industry/university collaborations, while Tier II projects build on work previously completed under a Tier 1.

Tier I Projects (\$15,000 each):

- **Martin Tango** (Engineering) - Community Biofuels
- **Matt McSweeney** (Nutrition) - Novagevity Inc.

Tier II Projects (\$25,000 each):

- **Nicoletta Faraone** (Chemistry) - Basil Kings Farm Inc.
- **Robin Browne** (Biology) - Vitis Vine Services
- **Nicoletta Faraone** (Chemistry) and **Kirk Hillier** (Biology) - Heritage Memorials Inc.
- **Nicoletta Faraone** (Chemistry) and **Kirk Hillier** (Biology) - Aqualitas, Inc.

Mitacs Awards to support Student Interns

- **Michael Corbett** (Education): Mitacs Accelerate (\$30,000) - Project: *Youth Engagement in Social Enterprise and Co-operative Development: Supporting Economic Adaptation in Rural Communities in Atlantic Canada in the Context of Covid 19*
- **Danny Silver** (Computer Science): Mitacs Accelerate (\$15,000) - Project: *Estimating Apple Crop Yield Using Images*
- **Michael Stokesbury** (Biology): PhD Fellowship (\$55,000) - Project: *Quantifying fish-turbine interactions using VEMCO's new high residency acoustic electronic tagging technology - Phase 2*
- **Kathryn Bell & Diane Holmberg** (Psychology): Research Training Award (RTA - \$6000) - Project: *Relationships in the Time of COVID-19*
- **Greg Lee** (Computer Science): Research Training Award (RTA - \$6000) - Project: *Predicting major donor prospects using machine learning*

Maple League of Universities

Michael Sheppard (Business), in collaboration with Brendan MacNeil, President of the Acadia Student Union Association, received **\$10,000** in support of the project titled *Maple League Incubator*.

Collaborative Research Agreements with Paraza Pharma Inc.

Paraza Pharma recently renewed research collaborations with Acadia's **Amitabh Jha** (Chemistry) and **Harish Kapoor** (Business). Dr. Jha will continue his work investigating circumin prodrugs & their delivery mechanisms (**Total Funding: \$162,875**). Dr. Kapoor will continue his research examining new product development and drug delivery processes in the pharmaceutical industry (**Total Funding: \$62,900**).

Graduate Studies

NS Provincial Scholarship Recipients:

Tammy Mudge – MCD – Supervisor J. Colton, \$10,000
Dan d'Entremont - PhD EDST – Supervisor M. Corbett, \$15,000
Denise Burgess – PhD EDST – Supervisor L. Aylward, \$15,000
Brandi Milligan – MSc in PSYC – Supervisor L. Price, \$10,000
Taylor McAulay – MSc in PSYC – Supervisor D. Symons, \$10,000
Courtney Gosselin – MSc in PSYC – Supervisor D. Holmberg, \$10,000
Sarah Brown – MSc BIOL – Supervisor S. Currie, \$10,000
Molly Bradford – MSc in BIOL – Supervisor M. Mallory & N. O'Driscoll, \$10,000

Research NS Scotia Scholars Recipients:

Jordan Ferguson – MSc in PSYC – Supervisor Anne Sophie Champod, \$2000
Courtney Gosselin – MSc in PSYC – Supervisors D. Holmberg and K. Blair, \$10,000
Amanda Gouthro – MSc in PSYC – Supervisor J. Hayes, \$10,000
Abigail Howard-Gosse – MSc in PSYC – Supervisor D. Symons, \$10,000
Rebeka Howardson – MSc in PSYC - K. Bell, \$2,000
Taylor McAulay – MSc in PSYC – Supervisor D. Symons, \$10,000

ACADIA STUDENTS' UNION:

ASU Senate Report
September 14th, 2020

It's been a busy few months for us at the ASU, as we have been working hard to plan for the fall and in ensuring that opportunities for student engagement are accessible for students attending virtually as well as students who will be on-campus this fall. This includes virtual programming and social events for all first-year students throughout the two-week isolation period. We have also been developing informational resources for students regarding the provincial and institutional directives in place for a safe return to campus. We are also supporting students self-isolating off campus through our Grocery and Supply Delivery program in collaboration with the Independent and the Wolfville Farmer's Market.

Internally, we have been working to revise our Operating Procedures, and have developed several new Financial Policies. We have also been working on sponsorship with local businesses. We have begun work on a number of cross-campus collaborations, including a Student Survey alongside

the Career Services Working Group and the development of an Open Educational Resources Working Group. We are excited to make progress on both of these initiatives throughout the upcoming year.

In July, ASU President and VP Academic & External worked alongside both our federal and provincial advocacy partners in developing advocacy priorities for the year, attending Students Nova Scotia's Annual Planning Retreat as well as the Canadian Alliance of Student Association's Policy and Strategy Conference. We are also working to plan and implement a student Get Out the Vote Campaign in advance of the upcoming municipal election on October 17th, which will include virtual events as well as informational resources.

We will continue to prioritize student consultation and communication throughout the fall and are currently working to develop increased feedback mechanisms for students to share their questions and concerns related to academics, student life, protocols and other aspects of their Acadia experience throughout these unprecedented times.

COLLEGE OF DIVINITY/FACULTY OF THEOLOGY:

We have made the decision to offer all classes online for this academic year. Our integrated technology and faculty training in online pedagogy, along with a commitment to build positive community, will enable us to do this successfully,

On August 26, Dr. Robert Wilson, Professor Emeritus of Christian History at ADC was presented with a Festschrift entitled *Atlantic Baptists and Their World*, edited by two former students and Acadia alumni, Taylor Murray and Dr. Gordon Heath. The book contains articles by several theology faculty members and alumni/ae, and honours Dr. Bob's significant contribution to the life of his students over many years.

ADC has signed a second MOU with NAIITS: An Indigenous Learning Community that has seconded Dr. Terry LeBlanc as *Teaching Elder* to advise us, and work with us on indigenizing our curriculum. Dr. LeBlanc's title as elder is pending the approval of the IEAC and agreement of local Chiefs. Zabrina Whitman is helpfully facilitating this discussion.

The latest book in the Acadia Studies in Bible and Theology series with Baker Academic has been published, emerging from the 2018 Hayward Lectures: Richard Bauckham *Who is God? Key Moment of Biblical Revelation*. The series is edited by Dr. Danny Zacharias, who also serves as Director of the Hayward Lectures.

On the evening of September 24 we anticipate a third instalment of the now legendary encounters between a theist and an atheist. Drs. Paul Abela and Anna Robbins will engage in a conversation on Living with/without Transcendence. This will be a live and live-streamed event with details to follow.

**Admissions and Academic Standing (Appeals) Committee
Report to Acadia University Senate, Part 2 (2019-2020)
September 14th, 2020**

For the 2019-2020 academic year only, a revised process was recommended to Senate and subsequently passed by Senate at its May meeting. Students on probation could still appeal their probation academic standing in the established way, but students on dismissal could instead complete a Declaration of Intent to Return to Studies process for this year only rather than complete a full appeal process.

There were two deadlines for appeals of probation academic standing and for submission of Declaration of Intent to Return to Studies for this year:

June 12, 2020- for students who received notification of dismissal or probation by May 15

July 24, 2020- for students who received notification of dismissal or probation after May 15 (due to grade changes, etc)

86 students notified of Dismissal academic standing and eligible to submit a Declaration of Intent to Return to Studies

51 students submitted Declaration of Intent to Return to Studies (academic standing changed from Dismissal to Probation)

52 students notified of Probation academic standing and eligible to submit an Appeal

4 students appealed

0 appeals granted (no academic standing changed from Probation to Good Standing)

The committee for 2019-2020 was:

Chair (Chair of Senate): Anna Kiefte — ex-officio

Registrar or Delegate (non voting): Mark Bishop — ex-officio

Executive Director of Student Services or Delegate (non voting): James Sanford — ex-officio

1 Arts faculty member: Michael Dennis (until March 2020), Jeffrey Sachs (as of July 2020)

1 Arts faculty member: James Sedgwick

1 Prof. St. faculty member: Harish Kapoor

1 Prof. St. faculty member: Jason Holt (until June 2020), Jeff Torbert (as of July 2020)

1 P&A Sc. faculty member: John Murimboh

1 P&A Sc. faculty member: Cindy Trudel

1 Theology faculty member: Anna Robbins

1 Student: Mackenzie Jarvin (until April 2020), Lydia Houck (as of May 2020)

Others invited to attend, non-voting:

Shawna Singleton, Associate Registrar

Respectfully submitted, Anna Kiefte, Chair

Motion from the T.I.E. Committee:

The Fall 2020 last date to withdraw from a Fall course without a “W” appearing on the transcript be adjusted to October 6th, 2020, and the last date to add a Fall or Fall/Winter course remains as September 30th, 2020.

Proposal to change drop date in Fall 2020

Submitted by Lydia Houck and Laura Robinson and the TIE committee

Within the proposed 2020-2021 Academic Calendar, the last day to withdraw from a course without a “W” remaining visible on your transcript is September 30th, or after 8 days of classes, which translates to 3 classes for a scheduled M/W or T/Th class, and likely even less for unscheduled courses, as students are expected to explore this course material on their own timelines.

Although this is consistent with the timelines of previous academic years, it should be noted that students – and faculty – face a number of additional challenges in this year that could make the timing of this date problematic for some individuals.

Given the fact that course delivery looks very different from what it would in a typical year, students will not only have to take the time to determine whether they will succeed in grasping the course material, but also whether the course structure and mode of delivery is a good fit. Some students may not feel they have the time to adequately do so within this 8-day window.

Although having a “W” on the transcript does not have any implications on GPA or academic standing, many students remain concerned about having “W”s. We are concerned that the current drop date may lead many students to feel pressured to drop a course hastily without allowing adequate time to properly assess it. Recognizing that these are wholly unprecedented times during which many students may struggle to adjust to a hybrid model of course delivery, **we recommend that the Fall 2020 “drop” date before which a student can withdraw from a course without a “W,” be adjusted to October 6, 2020.**

As extending the “add” date can pose pedagogical challenges for professors and joining a class several weeks after it begins would likely pose additional stress to a student, we do not recommend that any changes be made in regard to the course “add” date at this time.

Motion from the Admissions and Academic Standing (Policy) Committee:

Motion that Acadia University adopts the policy entitled ‘Recording of Course-Related Classes, Meetings, and other Activities’.

DRAFT

**Acadia University: Recording of Course-Related Classes, Meetings, and other Activities
Policy**

For this policy document, all members of faculty, instructors, teaching assistants, and others engaged in the delivery of the academic mandate, will be referred to as “instructors.” Likewise, any class, lecture, lab, fieldwork, studio activity, etc. will be referred to as a “lecture.”

Acadia University employees, contractors, and students are expected to respect the privacy of individuals in both the workplace and educational setting. An expression of the University’s commitment to the protection of privacy is the prohibition covert or secret recording (audio or video) of lectures and meetings involving instructors and students, including conversations and telephone calls.

Recordings serve many legitimate academic and workplace purposes. The intent of the policy is to strike a balance between the appropriate use of audio and visual recordings, and concerns regarding compliance with the law, privacy, and protection of intellectual property. The University does not condone recording of lectures or meetings if participants are unaware that such a recording is being made.

To promote an environment of trust and collegiality, lectures may be recorded by an instructor only if a declaration has been made advising those in attendance, whether physically or virtually, that a recording will be made. **The unauthorised or covert use of any form of device to audiotape, photograph, video record or otherwise reproduce lectures, course notes, or teaching materials provided by instructors is informed by the Canadian Copyright Act and is prohibited by Acadia. Students may not record any portion of a lecture without the prior and explicit permission of the course instructor. The instructor’s consent to record will not be unreasonably withheld in cases of private use by students requiring accommodation.** Instructors must not disclose the identity of students making approved recordings under an accommodation. Arranging for others to record conversations, telephone calls or other work or educational activities, unless specifically permitted by the participants, is prohibited.

Instructors are encouraged to include a statement regarding the recording lectures in their course outline or to explain the policy during the first class, particularly if recording is not to be permitted. If instructors wish to offer broad permission to record lectures, this information may be included as a written statement in the course outline. Please see the end of this document for sample statements.

While a lecture is considered the intellectual property of the instructor, and copyright guidelines and regulations apply to the recording of lectures, instructors must declare their intention to record a lecture in advance, either prior to the commencement of the lecture or in the course outline.

Instructors should also communicate to students how recorded lecture material may be used or distributed. In particular, instructors should communicate whether lecture material is for personal use only, whether lecture recordings can be shared with other students in the course, or whether lecture recordings may be posted to a publicly accessible website or via social media.

Once permission to record is given, it may nonetheless be rescinded at any time or for certain lectures/sessions.

In addition to considerations of copyright and intellectual property, the need to protect the privacy of participants in the lecture being recorded is essential. In addition to general privacy protection, some students and participants have serious and genuine reasons for not wanting their presence in a particular lecture, or at a particular institution, to be public information and may be endangered by insufficient privacy protection. These considerations are guided both by university practice and the Nova Scotia Freedom of Information and Protection of Privacy Act (FOIPOP) regulations.

In general, instructors and students should follow these guidelines:

Students must be given notice that lectures or a specific lecture will be recorded. Students or other participants wishing to make recordings for reference and personal use must request permission in advance and must declare this to all lecture participants.

Students must be given the option to opt out of recorded lectures without penalty. In general, this can be done with minimal disruption by designating an area of the teaching space that will not be visible on a video recording, and by providing students who do not wish to be seen or for their voice to be recorded an alternative means of participating and asking questions (e.g. turning off video, asking questions by email, during office hours, or through a private chat with the instructor). Students who wish to remain anonymous in a recorded lecture must not be penalized for this choice. If, for example, participation is a required component of the course, students must be given another option to earn participation credit that will not be recorded.

Instructors may choose to circulate a consent form at the beginning of term. This form should outline the purpose of the recording(s), potential uses, and students' options for opting out. A sample consent form, and assistance in modifying as appropriate, is available from Learning Technology & Instructional Design.

Learning Technology & Instructional Design can assist in creating security measures to ensure lecture capture is accessible only by authorized students and instructors.

It is a violation of this policy, and the student Code of Conduct, to download approved or unapproved recordings of lectures, meetings, or conversations to a computer, upload them to the internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants.

Students who require accommodations must make arrangements by visiting the Accessible Learning Centre, by email at disability.access@acadiu.ca, or my phone at (902) 585-1291, (902) 585-1605, or (902) 585-1823.

Please visit the Vaughan Memorial Library site for copywrite and recording/uploading lectures, class notes, etc. <https://libguides.acadiu.ca/c.php?g=433650&p=5027078>

Questions about adhering to privacy guidelines in a specific context may be directed to the University's Privacy Officer 15 University Avenue, Wolfville, NS, B4P 2R6, 902-585-1142.

Draft Sample Statements for Course Outlines **[UNDER REVIEW]**

SAMPLE 1: Instructor Permits Audio Recordings with No Distribution Rights

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review to enhance understanding of the topics presented. Audio-recordings is not a substitute for attending class.

Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.

In accordance with the Nova Scotia Accessibility Act, 2017, persons who have special needs will be accommodated.

Students agree to the following terms when creating audio recordings of lectures:

Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, Google Drive, or other distribution channels.

Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons.

Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions.

SAMPLE 2: Instructor Does Not Permit Audio Recordings

Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures.

Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions.

SAMPLE 3: Instructor Plans to Video Record Classroom Lectures for Asynchronous Teaching

Instructors may decide to record classroom lectures for the purposes of teaching, so that students in a class in an online fashion, may participate. These classes will be recorded, and a secure link posted to ACORN.

Video recordings will only capture the instructor and the front of the classroom. Students will not be visible on video recordings. Your voice, however, may be captured as an audio recording if you ask a question in class. If you have any concern about your voice being recorded, please speak to me to determine an alternative means of participating.

Class lecture recordings may not be reproduced or posted or shared anywhere other than the official course documentation. The meeting link and resulting materials should only be used by students currently registered in the course. These may be streamed and may be uploaded to students' phones and similar devices for personal use.

Because video capture will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor. Permission for such recordings will not be withheld for students with accommodation needs.

SAMPLE 4: Instructor Plans to Provide Online Classroom Teaching

To support access to course content by all students, recordings of online lecture sessions held within the context of this course will be archived and a link posted to ACORN.

Video recordings will primarily capture the instructor and onscreen content. Students will not be visible on video recordings unless their webcam is enabled. If the webcam is enabled, you can disable your video showing only your initials or profile picture. Your voice, however, may be captured as an audio recording if you ask a question in class. The same would hold true for questions posted in the chat tool. If you have any concern about your voice or text being recorded, please speak to me to determine an alternative means of participating.

Course videos may not be reproduced or posted or shared anywhere other than the official course ACORN site and should only be used by students currently registered in the course. Recordings may be saved to students' laptop for personal use.

Because recordings will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor. Permission for such recordings will not be withheld for students with accommodation needs.

Draft Sample Consent to Video/Audio Record Class **[UNDER REVIEW]**

Authorization for use of Photographs, Audio and/or Video Recordings in the classroom

I authorize the

Individual / Office / Program

to use the designated photographs, audio or video recordings

Listing of photographs, audio or video recordings to be disclosed

taken on

Date photograph taken or audio/video recording made

for the purpose of

State specific purpose of information release

in the period

State date range for which permission will exist

<i>Full Name:</i>	
<i>Student ID#:</i>	
<i>Date:</i>	

Signature: _____

NOTE: Consents may be revoked at any time by so indicating, in writing, to the office seeking consent.

Protection of Privacy – The personal information requested on this form is collected under the authority of Section 24(c) of the Nova Scotia *Freedom of Information and Protection of Privacy Act* and will be protected under the *Act*. Direct any questions about this collection to: Privacy Officer, 15 University Avenue, Wolfville, NS, B4P 2R6, 902-585-1142.

ACADEMIC PLANNING COMMITTEE

Report to Senate

September 14, 2020

Committee Membership:

Dale Keefe, Provost and VP Academic (Chair)
Suzie Currie, Dean of Pure and Applied Sciences
David Duke, Faculty from Arts
Kelly Dye, Faculty from Professional Studies
Lydia Houck, Student Union, VP Academic and External
Anne Quéma, Faculty from IDST Program
Jennifer Richard, University Librarian
Laura Robinson, Dean of Arts
Danny Silver, Faculty from Pure and Applied Sciences
Ann Vibert, Dean of Professional Studies

Mandate:

The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Faculty Submissions:

Schools and departments made submissions through their faculties for tenure-track and instructor positions. The heads/directors/coordinators met with their respective deans to rank the submissions within each faculty. A deadline of August 1, 2020, was established for the Deans and Librarian to provide their submissions to the committee Chair. The submissions by faculty in rank order are:

Arts:

Tenure-track

Languages and Literatures: Acadian Literature
English: Postcolonial and World Literature
Sociology: Research Methods
Environmental and Sustainability Studies/Women's and Gender Studies: Gender, Race, Environmental Justice
History/Women's and Gender Studies: Gender, Sexualities, Early Modern
Economics: International
Theatre: Production
Legal Studies: Open
Lang and Lit: French Second-Language Pedagogy
Sociology: Gender and Sexuality

English: Children's Literature
Sociology: Indigeneity, Race, Ethnicity

Pure and Applied Science:

Tenure-track

Psychology
Psychology
Math and Statistics
Software Engineering (Comp Sci/Engi)
Computer Science

Instructor

Math and Statistics

Professional Studies:

Tenure-track

Kinesiology Biophysical 1
Business Accounting 1
Education Counselling & Teacher Ed
Community Development Environmental Stewardship & Education
Music Musicology
Kinesiology Socio-cultural
Business Accounting 2
Kinesiology Biophysical 2
Teacher Education and Leadership
Music Therapy
Business Management

Instructor

Kinesiology

The **Library** resubmitted a request from 2019 for a Digital Initiatives Librarian.

Meetings:

The Committee met on August 31, 2020, 9:30 a.m. to 11:00 a.m.

The agenda, faculty summaries/submissions, and process approved by Senate in 2019 documents were circulated to the committee members for review before the meeting.

During the meeting, the committee reviewed its mandate and the process approved by Senate in winter 2019. The committee discussed the requests put forward by the faculties and the library in terms of institutional priorities, the faculties' rankings, alignment with the Strategic Plan, program needs, and long-range planning. The Deans and Librarian reviewed their submission summaries followed by a question and answer discussion. A request for additional information was submitted by the committee members as follows: new tenure track hires since July 1, 2020; conversion listing; and enrolment data.

A follow-up meeting was set for September 9, 2020, 2:30 p.m. to 4:30 p.m.

The agenda, the document specifying the process approved by Senate in 2019, and requested additional information were circulated to the committee members for review before the meeting.

Tenure-Track Requests

During the meeting, after considering the requested additional information, the committee members had a robust follow-up discussion of ranking criteria and focus which included the breadth, depth, sustainability, and innovation of program offerings. Specific questions were addressed by the Deans regarding ranking by academic units, conversions, replacements, and retirements. The committee ultimately decided that until a full academic planning process is established by Senate, and implemented by the academic units, the committee is left with little guidance on the long-term priorities and directions, and rankings will consequently focus on immediate need. The committee will continue its work from the spring and plans on bringing a more robust academic planning process to Senate for approval this fall.

The committee also discussed that Contract Limited Term positions are not presented to the committee and are decided through the budget process. However, ultimately, through the conversion process in the AU/AUFA Collective Agreement, CLT appointments can decide where tenure-track appointments are made. The committee considers it important to be part of the process for assessing and offering advice on CLT positions prior to the budget process.

The committee felt that all the requests put forward were worthy; however, members recognized that it is very unlikely that the university will be in a position to approve all of them.

Conversions

Two of the requests were connected to CLT positions that under 10.09 of the AU/AUFA Collective Agreement will convert to tenure-track positions; they are, therefore, automatic and did not require ranking. They are the **Psychology - Neuroscience** positions and one of the **Business Accounting** positions.

Following a two-hour discussion, the committee decided each committee member would provide a ranking from 1 (highest priority) to 10 for the requests. The rankings were collected by the Provost and scored with the resultant priority list:

Rank	Faculty	Position	Score
1	Professional Studies	Kinesiology Biophysical 1	2.3
2	PAS	Math and Statistics	3.4
3	PAS	Psychology - Applied	3.7
4	ARTS	English: Postcolonial and World Literature	5.3
5	ARTS	Environmental and Sustainability Studies/Women's and Gender Studies: Gender, Race, Environmental Justice	6.0
6	PAS	Software Engineering (Comp Sci/Engi)	6.6
7	ARTS	Languages and Literatures: Acadian Literature	7.1

8	Professional Studies	Community Development Environmental Stewardship & Education	7.6
9	Professional Studies	Education Counselling & Teacher Ed	8.1
10	ARTS	Sociology: Research Methods	8.6
11	Professional Studies	Business Accounting 2	9.2
12	ARTS	History/Women's and Gender Studies: Gender, Sexualities, Early Modern	10.1
13	PAS	Computer Science	10.2
14	Professional Studies	Music Musicology	10.4
15	ARTS	Economics: International	11.0
15	ARTS	Theatre: Production	11.0
15	ARTS	Legal Studies: Open	11.0
15	ARTS	Lang and Lit: French Second-Language Pedagogy	11.0
15	ARTS	Sociology: Gender and Sexuality	11.0
15	ARTS	English: Children's Literature	11.0
15	ARTS	Sociology: Indigeneity, Race, Ethnicity	11.0
15	Professional Studies	Kinesiology Socio-cultural	11.0
15	Professional Studies	Kinesiology Biophysical 2	11.0
15	Professional Studies	Education - Teacher Education and Leadership	11.0
15	Professional Studies	Music Therapy	11.0
15	Professional Studies	Business Management	11.0

Librarian request

The committee discussed the request for a Digital Initiative Librarian. As there is only a single request in this category, the committee did not need to rank; however, the consensus is that this position would have a tremendous impact on programs across campus, and would be a focal point for all kinds of community-engaged learning on the part of students, and for considerable community engagement with Acadia resources by the larger community. The committee strongly endorses this position and recommends it as an institutional priority.

Instructor request

There were two instructor positions requested in the unit submissions to the faculties. One is for an instructor in the School of Kinesiology for the labs in the growth and motor development, motor learning and related areas and the other is an instructor position in Mathematics and Statistics. The committee recognized the need, endorsed these positions, and recommended that the Deans and Provost consider them through the budget process.

Respectfully submitted,
Dale Keefe
Chair