



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

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur from 9:00 – 11:00 a.m. on Monday, April 8th, 2024. This will be a hybrid meeting and will take place in person in the Langley Classroom of the Divinity College and online using Zoom.

The agenda follows:

1) Approval of Agenda

2) Consent Calendar Items

a) Announcements and Communications

- i. Chair (*A. Kiefte*)
- ii. President and Vice-Chancellor (*J. Hennessy*) ([attached, pages 3-9](#))
- iii. Vice-President Academic (*K. Ashley*) ([attached, pages 10-11](#))
- iv. Associate Vice-President Research, Innovation, and Graduate Studies (*S. Currie*) ([attached, pages 12-13](#))
- v. Vice-President Student Experience (*S. Duguay*)
- vi. Acadia Students' Union (*S. McAlear and B. Morris*)
- vii. Acadia Divinity College and Faculty of Theology (*A. Robbins*) ([attached, page 14](#))
- viii. Other announcements

3) Old Business

- a) Discussion Item: Changes to the School of Education's admittance criteria and enrolment (*J. Sachs*)
- b) Discussion Item: Hiring for and admittance to the School of Nursing (*J. Sachs*)

4) New Business

- a) Acadia Divinity College Curriculum Changes Motions: **(1)** "It is moved that the new course PACC 5043 Pastoral Care Skills be added to the academic calendar, and that any other accompanying documents be updated as necessary to reflect this new course." **(2)** "It is moved that PACC 3013 and PACC 5013 be replaced with the new course title and description as circulated, and that any other accompanying documents be updated as necessary to reflect this change." **(3)** "It is moved that PACC 4043 and PACC 6043 be replaced with the new course title and description as circulated, and that any other accompanying documents be updated as necessary to reflect this change." **(4)** "It is moved that the following Master of Divinity program changes be approved, and that the corresponding program sheets and any other

accompanying documents be updated as necessary to reflect these revisions: (a) That one Biblical Studies elective be replaced with *PACC 5043: Pastoral Care Skills* as a required course for all Master of Divinity specializations; (b) that the remaining three Biblical Studies electives be changed to: - one elective in Old Testament, - one elective in New Testament, and - one elective in Old Testament or New Testament; (c) that one open elective be replaced with *LEDR 5113: Theology and Practice of Racial Justice* as a required course for all Master of Divinity specializations; (d) that one open elective be replaced with *PAST 6053: Creative Preaching* as a required course for the specialization in Next Generation Ministry; (e) that the Bible Knowledge Entrance Exam / Survey of the Bible cease to be required; (f) that all specifically named elective courses within the areas of specialization be removed; (g) that the Master of Divinity (without specialization) cease to be offered.” (5) “It is moved that the section entitled “Subsequent Major Offence(s)” of the current Academic Integrity Policy be revised.” (A. Robbins) ([attached, pages 15-18](#))
b) Faculty Support Committee Recommendations on MPHEC Online Framework (L. Finnis) ([attached, pages 19-21](#))
c) Senate Nominating Committee Report (P. Doerr)

5) Question Period – President/Vice-President Academic

6) Other Business

7) Adjournment

Sincerely,
ORIGINAL SIGNED

J. Peckham,
Recording Secretary of Senate and University Secretary

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – APRIL 2024

1. Bilateral Funding Agreement

Acadia received its bilateral funding “agreement” from the Department of Advanced Education. This confirmed that our core funding will remain the same as last year, but with the opportunity to receive an additional two percent increase following the Department’s approval of a Strategic Alignment Plan, which would require us to identify strategies for achieving key provincial mandates (attached below – “Strategic Alignment Plan”). Other provisions in the “agreement” were a requirement to fill 97% of health program spaces (Nursing, Nutrition and Dietetics, Counselling, Clinical Psychology), provision of an international student sustainability plan, several new partnership committees between universities and government, and a range of required reports on housing, finances, enrolment, staffing levels, mental health support, and EDI initiatives. Universities are also required to determine a plan to collectively reduce administrative expenses in the system by 5%.

While this is a one-year funding agreement, the Strategic Alignment Plan as well as other required plans and reports will form the substance of future bilateral agreements with the province. It is uncertain at this stage whether the province will decide to return to multi-year funding agreements in the future or if they will prefer annual one-year agreements. It seems likely that there will be a preference for individual bilateral agreements rather than a blanket provincial MOU. Operating funding for the Nursing program will follow through a targeted funding agreement. The provincial budget for 2024/25 allotted \$1.8 million in additional operating funds to this program.

2. IRCC Provincial Attestation Letters

Following the decision by the Federal Minister of Immigration, Refugees, and Citizenship to decrease the number of Canadian study permits granted to international undergraduate and diploma students, the Province of Nova Scotia was allocated a limited number (12,900) of Provincial Attestation Letters (PALs) that could be issued to incoming students in advance of their application for study permits. The Department of Advanced Education distributed PAL capacity to the ten public universities, the NSCC, 12 private career colleges, and 9 language schools (including Acadia). The three universities that faced the largest reduction in potential enrolments were CBU, Mount Saint Vincent, and Université Saint Anne, with Saint Mary’s University also facing a small reduction. Acadia received 645 PAL letters in addition to 100 more for our language school. Note that this number reflects the number of applicants to Acadia who can apply for study permits through IRCC; it does not equate to the number of students we will enrol. The PAL allotment, we believe, will allow for modest growth in international student numbers reflecting our strategy of responsible and careful international student enrolment.

Respectfully submitted,



Jeffrey J. Hennessy, Ph.D. (he/him)
President and Vice Chancellor

Strategic Alignment Plan

1.0 Background and purpose

Nova Scotia's post-secondary sector is a competitive advantage for the province. Increased capacity to conduct research and utilize cutting-edge technologies and equipment make innovation and productivity gains possible. For Nova Scotia's residents and potential students, access to higher education provides fundamental knowledge, community engagement, higher earnings, entrepreneurial skills, and improved employment potential.

Over the past twenty years, the province and publicly funded universities have worked through a series of Memorandums of Understandings and bilateral agreements. Since 2016, Outcome Agreements have been in place with publicly funded universities. A critical assessment of Nova Scotia's direction, its evolving economy, the demands of a changing population, along with how the system balances current, mid-term, and future needs of the post-secondary system, students, businesses, sectors, and industries is needed. Through high-quality education, post-secondary institutions are well positioned to contribute to the advancement of government priorities, economic growth, and positive social impact.

To support this direction, the provincial government (the "Province") has invested significantly in Nova Scotia's post-secondary education sector; with the highest per capita expenditures on universities than any other province¹. Government recognizes that post-secondary institutions are an important economic contributor to the province and that Government plays a critical role in the sustainability of the sector.

As part of this relationship, ensuring accountability for public investment is an important tenet of government funding. Enhancements that make it easier to tell the story of how government investment in institutions is providing value to the province will be an important component of the agreements between government and post-secondary institutions going forward. Moving forward, funding will be attached to performance measurement and transparent reporting will be part of the terms and conditions of receiving funding.

The aim of this Request for Strategic Alignment Proposal is to foster the competitive advantage of Nova Scotia's post-secondary sector and further maximize the value of a post-secondary education to society, to the student, and to future potential members of Nova Scotia's workforce. Further, it articulates the Province's vision for Nova Scotia and its future and calls upon universities to demonstrate the enhanced role the institution can play in realizing it.

¹ Nova Scotia Finance and Treasury Board (2023). Table 5. Government Expenditure by Function 2022. https://wnnu.novascotia.ca/finance/statistics/archive_news.asp?id=19423&dq=&df=&dto=,15o&dti=12

2.0 Government priorities and guidance to publicly funded universities To be fully aligned to the resources and needs of Nova Scotia, it is expected that universities find ways to support and contribute to helping the Province reach its economic, demographic and health care goals.

1. Action for Health

The Province is focused on creating an efficient, modern, equitable, and respectful healthcare system. We are working to become a magnet for health providers; to provide the care Nova Scotians need and deserve; to cultivate excellence on healthcare frontlines; to build accountability at every level of the healthcare system; to be responsive and resilient; and to address the factors affecting health and wellbeing in Nova Scotia. Post-secondary institutions

are important partners for each of the six core solutions and can contribute to advancing the achievement of these by training health care professionals, conducting cutting edge research, and through medical advancements and innovation. Institutions also have a role to play in helping the government advance the actions in the Health Equity Framework.

2. Improving the standard of living in Nova Scotia

Post-secondary institutions can help Nova Scotia improve its standard of living to one of the best in Canada by ensuring we have a high-quality post-secondary education system where students thrive and graduate with in-demand skills to be successful in today's workforce. Post-secondary institutions can apply equity, diversity, inclusion, and accessibility principles to increase the number of students from underserved communities enrolling and graduating.

3. Increasing the overall productivity of Nova Scotia

One of the ways we might improve the standard of living in Nova Scotia is to increase our overall productivity; either through technological advances or by enhancing the skills of the labour force. Post-secondary institutions drive productivity in the medium and long term by helping to introduce innovation and technologies into the provincial economy. They also improve the skills of the labour force and - with proper foresight can help build alignment between training, program offerings, skilling, and re-skilling of the labour supply with current and future labour needs.

4. Doubling the population of Nova Scotia by 2060

The Province has a target to double the population of Nova Scotia by 2060. Postsecondary institutions can contribute to the province's population growth through attraction and retention of international and interprovincial students, faculty, and researchers. Post-secondary institutions play a contributing role in ensuring that newcomers, including students, faculty, and researchers, feel welcomed, included, supported to succeed, have meaningful opportunities to contribute and connect to their

new communities, have viable housing and transportation options, and have access to affordable food.

2.1 Advanced Education's Key Priorities for Nova Scotia's Post-Secondary Education System

In addition to supporting the Province's overarching priorities, Advanced Education has laid out three key goals for the post-secondary education system with equity, inclusion, diversity and accessibility at the foundation of their achievement. Government invests in the sector because it wants to ensure that:

- 1 . Nova Scotia has a student-centred post-secondary education system where all learners thrive. In practice this means:
 - a. student's mental wellness, health, social development and housing needs are met;
 - b. students have access to programs and services that help them enter and complete their studies;
 - c. graduates have meaningful connections to the labour market;
 - d. students have access to affordable post-secondary education, adequate financial supports and manageable debt upon graduation;

- e. students have meaningful mechanisms to provide regular and ongoing feedback about their needs and experiences in the post-secondary education system; and
- f. inequities and systemic barriers to participation in post-secondary are addressed and removed.

2. Nova Scotia has a high-quality, relevant, accountable, and sustainable post-secondary education system. In practice this means the Nova Scotia post-secondary education system is:

- a. sustainable, efficient and internationally competitive;
- b. offering high-quality programs with flexible learning pathways for completion and life-long -learning options;
- c. transparent about achieving performance measures and meeting clearly defined targets;
- d. implementing effective ways for institutions, stakeholders and government to engage in collaborative planning and stewardship of the system and to share new or innovative ideas to enhance system performance;
- e. implementing the Truth and Reconciliation Commission of Canada Calls to Action; and
- f. offering inclusive and responsive education for Mi'kmaq and Indigenous peoples, African Nova Scotian, and Black peoples, LGBTQIA2S+ and persons with disabilities.

3. Nova Scotia has a post-secondary education system that advances excellence and equity in research and innovation. In practice this means:

- a. focusing research and innovation on meeting the current and future social, cultural, and economic needs of provincial, regional, national and international communities;
- b. investing in the development and attraction of highly-qualified workers for Nova Scotia's labour market;
- c. enhancing the competitiveness of Nova Scotia's industries and attracting additional research and innovation investment; and
- d. leveraging research and innovation initiatives to understand and anticipate changes and emerging trends in post-secondary education so that the sector can respond proactively to build and anticipate solutions for today and for the future.

Given the overall Provincial direction, Advanced Education has outlined six priority outcomes that would help to achieve these priorities and better align the post-secondary education system's contributions in these areas. Common outcomes for the publicly funded post-secondary system and institutions include:

1. Programs tailored to meet current and future economic and labour market needs.
2. Students well prepared for the labour market with practical in-demand, 21 st century skills.
3. Student well-being and mental health are supported.
4. Accelerated and efficient education of students.
5. Graduation of students and attachment to the workforce.
6. Research and innovation focused on transforming post-secondary education, achieving provincial priorities, and advancing the public good.

3.0 Strategic Alignment Proposal Requirements

Strategic Alignment proposals will be used as a tool for government to work with universities to develop future differentiated bilateral agreements. The proposals are an opportunity for each university to describe how they

will work over the upcoming three years (2025-2028) to achieve the common outcomes, advance the priorities of the Province, as well as the priorities for the post-secondary education system that the Department of Advanced Education has described.

Please provide a proposal that includes the following:

3.1 Historic information and data

To help Advanced Education better understand your institution's current key features and characteristics, describe the following and use the attached templates to provide historical data on the following:

- a. Applications and admission rates (including the number of applications by program type, major field of study and applicant origin; acceptance rates; admission yield and attrition rates)
- b. Programs offered and which programs have work integrated learning components (including list of programs by program type, major field of study, credential awarded, short description, credit hours required to graduate, timing of student intakes, and information on work integrated learning components)
- c. Program utilization (the capacity of each program offered, the number of students enrolled in each program, seat utilization rates in each program)
- d. Student enrolment (by origin, by full-time/part-time status, by level of study — graduate vs. undergraduate)
- e. Graduation and Program Completion Rates (including the number of total graduates, by student origin, by level of study, by field of study, and overall graduation rate and by program, attrition rates by program and average time to credential by program)
- f. Human Resources: Current faculty complement (including the number faculty, faculty rank, tenure status, department, primary subject taught, age, gender, ethnicity, salary and administrative stipends)
- g. Student support services (description of academic, housing, health, employment, and other supports provided by the institution)
- h. Research and Innovation (total research funding and projects, programs/initiatives within the institution focused on supporting innovation, key commercialization activities, key activities focused on sharing research and innovation for the public good)

3.2 Future strategic alignment actions

Describe how your institution will further align with priorities, what it will do in the near future to help support achievement of the system's common outcomes including how it will use its own competitive and comparative advantages to support its efforts. To this end, the Province has an interest in seeing institutions demonstrate what they will do to:

- a. Accelerate programming and reduce the time students take to earn a diploma/degree/credential (especially for high workforce demand programming);
- b. Complete program reviews that focus on modernizing programming (including the introduction of updated curriculum, pedagogy and new technologies), and adapting / optimizing programs to meet current and future labour market needs where necessary;
- c. Enhance transition programming and deliver better supports for students entering post-secondary;
- d. Increase opportunities for students to participate in experiential and work integrated learning, such as, co-op placements, internships, etc.;

- e. Ensure students have access to safe and affordable housing;
- f. Enhance student affordability making it more affordable for students to study in Nova Scotia, including expanding the support and utilization of open educational resources;
- g. Expand year-round learning on campus by utilizing campuses to their full extent beyond the typical September-April academic year. This should include enhancing learning and programming options for a range of audiences and student types over the summer (e.g. micro-credentialling, upskilling of those already in the labour force and delivery of transition programs);
- h. Ensure publicly funded research and innovation is open source and shared for public good.
- i. Demonstrate action towards contributing to the achievement of the goals outlined in Our Climate. Our Future: Nova Scotia's Climate Change Plan for Clean Growth

Please ensure your proposal demonstrates what your institution will do to address each of these elements.

3.3 Financial sustainability and accountability

Describe how your institution will ensure financial sustainability and accountability and use the attached template to provide supporting data. Include in your proposal document full financial plans and projections for the next three years including:

- a. Standard financial reporting
- b. Indicators of financial performance
- c. Tuition models including enrolment projections
- d. Projections regarding other ancillary and auxiliary fees
- e. Endowment spending plans
- f. New capital development, capital renewal and deferred maintenance plans, including debt projections and debt servicing plans

3.4 Key performance indicators and measures

Describe how your institution proposes it will demonstrate and measure progress towards the common outcomes:

- a. Programs tailored to meet current and future economic and labour market needs.
- b. Students well prepared for the labour market with practical 21 st century skills.
- c. Student well-being and mental health are supported.
- d. Accelerated and efficient education of students.
- e. Graduation of students and attachment to the workforce.
- f. Research and innovation focused on transforming post-secondary education, achieving provincial priorities, and advancing the public good.

These measures will help inform key performance indicators for monitoring and reporting over the next agreement period.

Please also provide in the appendix to your proposal, copies of all current plans that your institution has developed that support the vision you have articulated in the proposal and include the listing of the documents in the attached template. For example, with your submission include copies of:

the overall institutional strategic plan
enrolment plans
capital investment plans
strategic research and innovation plans
digital strategies
faculty renewal plans
student affairs/support plans
any plans related to the addition of new programs and/or any significant planned changes to academic programs in the coming five years

[end of schedule]

VICE-PRESIDENT ACADEMIC REPORT TO SENATE – APRIL 2024

AVRCE

The Regional Executive Director and others from the Annapolis Valley Regional Centre for Education will be on campus on April 8th to meet with Provost Council (Deans; Registrar; Vice-Provost Teaching and Learning; Institutional Research Officer; Academic Program Development, Quality Assurance, and Planning Coordinator; Director – Coop and Career Services; Vice-President Student Experience; Executive Director – Student Services; Strategic Project Manager – Student Services). The aim of the meeting is to discuss discipline-specific expectations in high school and university, the transition to first year, and dual credentialing. It is hoped that these initial discussions will lead to closer ongoing collaboration between the AVRCE and Acadia administration, faculty and staff, including potential workshops, communities of practice, presentations or PD days.

Coop

231 students have applied to be on a coop work term this summer, 93 (40%) of whom have fully confirmed work terms. We are forecasting that number to go up to 160 (70%), which is roughly in line with our previous success rate. Last year on April 1st, 91 positions had been confirmed; 65 more were confirmed over April and May. Of the 70 students who don't complete a scheduled work term this summer, some will be by their own choice (pursuing other opportunities), and some because they are unsuccessful finding an opportunity. Of the 40-50 who do not find employment, about 30 will be Computer Science students (mostly international).

Exchange Agreements

Acadia has signed a 5-year exchange agreement with Eastern Connecticut State University. This agreement replaces the Nova Scotia-New England exchange program, which the New England Board of Higher Education will no longer be organizing.

M.Ed Counselling

The proposal to offer a course route for the Master of Education Counselling and Master of Education Curriculum Studies was approved by the MPHEC on March 27.

Strategic Alignment Proposals

As stated in the President's Report to Senate, we have received further details on the Strategic Alignment Plan that we are required to submit by 30 June. Work on the plan will begin in earnest this week. Key to this work will be carefully defining our vision of an Acadia liberal education so that we can – to the extent possible – define our own “key performance indicators”.

The government has identified the following programs as “health programs” for the purposes of meeting the 97% capacity target:

- Bachelor of Science – Nursing
- Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics (BScHN/BScAHN)
- Master of Education Counselling
- Master of Science in Clinical Psychology

As part of the MOU and SAP, two new provincial committees relating to the academic mission of universities have been created: 1) Academic programming committee focused on enhancing and modernizing academic

programming and student wellbeing; 2) Research and innovation committee focused on improving coordination and connection of research and innovation.

Teaching and Learning Enhancement Awards

The following faculty members have received 2024 Teaching and Learning Enhancement awards:

- Trevor Avery: *Quant Hub*
- Carley O'Neill, *An Interdisciplinary Approach to Acadia's Cardiac Maintenance Program*
- Alicia Noreiga-Mundaroy: *Fostering Racial Inclusivity through Community Development Education: Planning and Supporting African Nova Scotia Students*
- Andrew Biro and Erin Crandall: *Designing a Political Simulation for Intro Politics*

Respectfully submitted,

Dr. Kate Ashley
Vice-President Academic (Interim)

ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION AND GRADUATE STUDIES REPORT TO SENATE – APRIL 2024

UNDERGRADUATE RESEARCH AWARDS

In March, we were delighted to offer awards to 36 undergraduate students across all Faculties. Collectively, these awards include Acadia's Honours Summer Research Awards (HSRA), several donor-funded awards, and NSERC Undergraduate Student Research Awards (USRA). Students had the option to self-identify in equity-deserving group(s) and of the 36 awardees, 13 or 36% self-identified. The application pool continues to be strong and competitive. Many thanks to all who gave their time and insight in serving on the HSRA and USRA application review committees.

We awarded 13 NSERC USRAs and two of these were awarded to Black student scholars. We awarded 23 HSRAs (including donor-funded awards) with the following faculty breakdown:

FA: 4 of 10 applicants (40%)

FPS: 4 of 10 applicants (40%)

FPAS: 15 of 32 applicants (47%)

EXTERNAL GRANTS TO FACULTY

Research Nova Scotia – Intentional Initiative Award

- **Dr. Nicoletta Faraone** (Chemistry) and **Dr. Suzie Currie** (Biology) will receive **\$359,140** in funding over two years for their work on the project entitled: *Behavioural and neuropharmacological investigation of psilocybin as an innovative therapeutic agent for the treatment of mental health disorders.*

Department of Natural Resources – Innovation and Clean Growth in the Natural Resource Sectors – Energy Innovation Program

- **Dr. Anna Redden** (Acadia Tidal Energy Institute) will receive **\$300,000** in funding over two years for her work on the project entitled: *First Steps Towards Reducing Uncertainty in Environmental Effects of Tidal Energy Device Installations in Minas Passage.*

Crown-Indigenous Relations and Northern Affairs Canada

- **Dr. Mark Mallory** (Biology) received **\$31,234** in funding for his continued work on the project entitled: *Monitoring Contaminants in Arctic Seabirds.*

OTHER AWARDS/RESEARCH FUNDING

National Research Council – Industrial Research Assistance Program (NRC-IRAP) Projects - \$10,000

- **Dr. Amitabh Jha** (Chemistry) was awarded **\$5,000** to collaborate with Newfoundland company Unbound (90973 Newfoundland & Labrador Corp.) for the project entitled: *Review of Previous Synthesis Projects for Future Pilot Project.*

- **Dr. John Murimboh** (Acadia Laboratory for Agri-food & Beverage - ALAB) was awarded **\$5,000** to collaborate with Annapolis Cider Company on the project entitled: *Determining Sugar and Organic Acid Profiles, as well as Sorbitol in Apple Juice*.

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

In March 2024, ALAB conducted analytical testing for 13 clients in the Atlantic region (**\$3,267**). These tests are in addition to testing conducted under an annual \$200,000/y Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

OTHER EVENTS & ACTIVITIES

LaunchBox Orchard Challenge Event – March 15/16th

Over a 24-hour period students engaged with industry partner, Scotian Gold Cooperative, to address real-world challenges within the agricultural sector, focusing on apple production. This Challenge event, one of a series aimed at engaging and connecting students, faculty, and industry to solve sector-specific problems, included a field trip to provide participants with a firsthand look at Scotian Gold's advanced apple processing plant and a local orchard. Over the course of the event, and guided by mentors, interdisciplinary teams had 24 hours to create and prototype solutions. The event culminated in presentations to a panel of judges from the Department of Agriculture, Farmworks, CBDC Hants-Kings, and Scotian Gold, who selected the top solutions. It was sponsored by Acadia's Office of Industry & Community Engagement, Springboard Atlantic, and Chartwells.

RESEARCH FUNDING PROGRAMS – UPCOMING APPLICATION INTERNAL SUBMISSION DATES

Internal

- Harrison McCain Foundation Grants - anticipated in Spring, date TBA
- SSHRC Institutional Grants (SIG) - 2024 (TBA)
- Summer undergraduate student research awards (HSRA, USRA, Donor) – Closed for 2024

External

- [SSHRC Insight Grants](#) – September 24
- [SSHRC Connection Grants](#) – October 30, January 29, April 29, July 30
- [SSHRC Partnership Development Grants](#) - November 8
- [SSHRC Partnership Engage Grants](#) - June 13, September 13, December 13, March 13
- [NSERC Research Tools and Instruments](#) - October 18
- [NSERC Discovery Grant](#) - October 25
- [NSERC Alliance \(partnership\) Grants](#) – Open Call
- [Canadian Foundation for Innovation \(CFI-JELF\)](#) - October 8, February 8, June 8
- [NS Habitat Conservation Fund](#) - October 13
- [MITACS](#) (student and post-doc internships; various programs) – Open
- [CLARI \(Change Lab Action Research Initiative\)](#) – Open Call
- [Research NS](#) – “Intentional” Research Funding - Open Call (contact RIGS for additional information)

Respectfully submitted,

Dr. Suzie Currie, Associate VP Research, Innovation & Graduate Studies (Interim)

VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – APRIL 2024

No announcements received as of April 3rd, 2024.

ACADIA STUDENTS' UNION REPORT TO SENATE – APRIL 2024

No announcements received as of April 3rd, 2024.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE – APRIL 2024

On March 19-21, 2024, Acadia Divinity College hosted the meetings of the Board of Ministerial Standards and Education of the Canadian Baptists of Atlantic Canada. This Board met with Acadia Master of Divinity students regarding ordination.

On March 22, 2024, Dr. Anna Robbins met with leaders from four churches in the District of Columbia Baptist Convention as part of her ongoing role as theologian-in-residence with the "Flourishing While Cross-pollinating and Collaborating" Palmer Grant.

On April 5, 2024, Dr. Anna Robbins presented a keynote address at the Evangelical Missiological Society conference, entitled *Dynamischen: Recognizing New Intersections for Missiology in Canada*

Dr. Danny Zacharias has published a sermon entitled, "Who are You Weeping With?" in the book *Preaching Romans from Here: Diverse Voices Engage Paul's Most Famous Letter*, edited by Lisa Bowens, Scot McKnight, and Joseph Modica, Cascade Books, 2023.

The Faculty has continued its work with the Intercultural Development Inventory under the leadership of professor emeritus Dr. Steve McMullin.

Dr. Stuart Blythe, Professor in the John Gladstone Chair of Preaching and Worship, submitted his resignation on March 21, 2024, as he has accepted a call to serve as pastor to Auldhouse Community Church situated on the south side of Glasgow, Scotland. His last day with the College is July 31, 2024.



Curriculum Changes

Approved by the ADC Senate on March 18, 2024

(1) MOTION: That the new course PACC 5043 Pastoral Care Skills be added to the academic calendar, and that any other accompanying documents be updated as necessary to reflect this new course.

PACC 5043 Pastoral Care Skills

This course introduces basic counseling skills that contribute to formation of a collaborative, caring relationship. Topics include active listening skills, understanding meaning, goal setting and conflict management from emotional, relational, and spiritual perspectives. Students will practice skills through a variety of learning activities. Through self-reflection, each person will continue to form their own identity as a caregiver.
Prerequisite: PACC 3013/5013.

(2) MOTION: That PACC 3013 and PACC 5013 be replaced with the new course title and description as circulated, and that any other accompanying documents be updated as necessary to reflect this change.

Current

PACC 3013/6013 Understanding Pastoral Care and Counselling

This course is a study and exercise in understanding the nature, form, and purpose of the pastoral relationship in bringing about healing and wholeness to those with whom we journey. Pastoral response involves understanding of the situation of others and understanding one's self through a process of self-exploration and theological reflection. Through the acquisition of relational, pastoral care, and counselling skills, each person will consider and form their own identity and skills as caregivers who care for the body, mind, and spirit.

Proposed

PACC 3013/5013 Pastoral Care Interventions

This course reviews common lifespan problems encountered in a pastoral care setting such as issues related to family and relationship, life circumstances, mental health and addictions, and spirituality. Pastoral care interventions may include strategies from physical, emotional, spiritual, and community perspectives. Students

will also consider their own values as they learn relational approaches and appropriate boundary setting. Self-exploration and theological reflection will help students to form their own identity and skills as caregivers who care for the body, mind and spirit of themselves and others.

(3) MOTION: That PACC 4043 and PACC 6043 be replaced with the new course title and description as circulated, and that any other accompanying documents be updated as necessary to reflect this change.

Current

PACC 4043/6043 Ministry in the Face of Grief, Loss, and Death

The reality of death dramatically informs our living, and yet it is a reality that we can tend to ignore until forced to consider it. It is vital for ministering-persons to grapple with the reality of mortality and to develop means of caring that address the complexity found in experiences of dying and grief. In this course, Biblical, theological, spiritual, psychological, social, medical and ethical dimensions of dying and bereavement will be discussed. Students will be given opportunity to embrace more deeply the reality of their own mortality, and will develop strategies to effectively and compassionately care for others in the midst of dying and grief.

Proposed

PACC 4043/6043 Ministry in the Face of Grief, Loss, and Change

The reality of death dramatically informs our living, and yet it is a reality that we can tend to ignore until forced to consider it. It is vital for ministering-persons to grapple with the reality of mortality and to develop means of caring that address the complexity found in experiences of dying, grief, and change. In this course, Biblical, theological, spiritual, psychological, social, medical and ethical dimensions of dying, bereavement, medical assistance in dying, suicide, and profound life change will be discussed. Students will be given opportunity to embrace more deeply the reality of their own mortality, and will develop strategies to effectively and compassionately care for others in the midst of dying, grief, and suicide.

(4) MOTION: That the following Master of Divinity program changes be approved, and that the corresponding program sheets and any other accompanying documents be updated as necessary to reflect these revisions:

- a. That one Biblical Studies elective be replaced with *PACC 5043: Pastoral Care Skills* as a required course for all Master of Divinity specializations.
- b. That the remaining three Biblical Studies electives be changed to
 - one elective in Old Testament,
 - one elective in New Testament, and
 - one elective in Old Testament or New Testament.

Current Biblical Studies electives	Proposed Biblical Studies electives
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Old Testament Narrative Old Testament Poetry <i>or</i> Prophetic literature New Testament Gospel New Testament Epistle	Old Testament New Testament Old Testament or New Testament
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c. That one open elective be replaced with *LEDR 5113: Theology and Practice of Racial Justice* as a required course for all Master of Divinity specializations.

d. That one open elective be replaced with *PAST 6053: Creative Preaching* as a required course for the specialization in Next Generation Ministry.

(This brings the Next Generation specialization in alignment with other specializations excepting Pastoral Care and Counselling, Prison Chaplaincy, and Chaplaincy and Spiritual Care.)

e. That the Bible Knowledge Entrance Exam / Survey of the Bible cease to be required.

(This is no longer deemed useful to the faculty in evaluating teaching and learning.)

f. That all specifically named elective courses within the areas of specialization be removed.

(Removing specifically named courses provides students with more options in their elective space.)

g. That the Master of Divinity (without specialization) cease to be offered.

(The Pastoral Ministry specialization is virtually identical except the specialization in Pastoral Ministry has more options for ministry electives. See below.)

MINISTRY ELECTIVES	
Specialization in Pastoral Ministry	Without Specialization
Leadership elective	Leadership elective
Pastoral Care and Counselling elective Discipleship elective Evangelism and Mission elective or Spiritual Formation elective	Evangelism and Mission elective
Pastoral Care and Counselling elective Discipleship elective Evangelism and Mission elective Pastoral Ministry elective or Spiritual Formation elective	Pastoral Care and Counselling elective
Next Generation Ministry elective	Next Generation Ministry elective

(5) MOTION: That the section entitled “Subsequent Major Offence(s)” of the current Academic Integrity Policy be revised.

Subsequent Major Offence(s)

Any repeat offence of a major instance of plagiarism will be dealt with directly by the Associate Dean.

For a second offence, the Associate Dean will inform the student of the penalty. Normally, a second offence results in the assignment receiving a grade of zero. The student will be required to complete a **learning activity on proper referencing recommended by the Associate Dean** ~~tutorial on proper referencing from the Acadia University Writing Centre~~, and provide the Associate Dean with confirmation of the tutorial’s completion.

For a third offence, the penalty will normally be a grade of zero for the course.

In cases of a fourth offence, the student will normally be dismissed from the program and will not be permitted to re-apply for admission to Acadia Divinity College, unless the Admissions Committee is convinced that the concerns about plagiarism have been adequately addressed.

MPHEC Online and Technology-Supported Learning Framework: Faculty Support Committee Recommendations

March 25, 2024

Responding to the motion passed at the November 13, 2023, meeting. The Faculty Support Committee (FSC) has prepared recommendations for developing an institutional framework for online and technology-supported learning as required by the MPHEC.

Background

The MPHEC has required that by May 2026, all Maritime universities will have developed and submitted an institutional framework for online and technology-supported learning that is aligned to the MPHEC's *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*.

By that date, all institutions have updated relevant policies and practices to align with their framework and should submit to the Commission a copy of their framework and confirmation of Senate approval.

Starting May 2027, once each Maritime university has had its framework vetted by the MPHEC and implemented internally, it will no longer be required to submit a program proposal to change an existing in-person program to online delivery.

Actions taken by the Faculty Support Committee (FSC) to date

In January 2024, the Online and Technology Supported-Learning Working Group was created, chaired by the Vice-Provost, Teaching and Learning Excellence, and reporting to the FSC. Committee membership is included at the end of this document.

The working group met on January 24, 2024 (virtually) and February 26, 2024 (Wu Welcome Centre), and used the MPHEC Guidelines criteria to report on current Acadia policies, processes, procedures, and to identify responsible units in the development and delivery of online and technology supported learning, as well as to make recommendations for how to move forward in the creation of the framework. From the information collected, the FSC has made the following observations:

- The institution needs to develop a position on the use of alternative teaching modalities such as online, hybrid, and hyflex as part of undergraduate program and course delivery;
- Open Acadia is currently the primary unit supporting and overseeing fully online learning delivery and development. It needs to be better understood how Open Acadia courses (intersession and continuous intake) fit within the framework and generally whether the framework applies to Open Acadia course offerings, especially to those taught in intersession. Open Acadia is governed by the Board of Open Acadia, a committee of Senate, and the AUFA 16th Collective Agreement;

- There are identified gaps in oversight, support, and policies around the use and approval of learning technologies;
- Acadia is required to develop a framework for the MPHEC to support “if” our institution were to submit program modification proposals to move programs online. It is not a requirement that we establish online programs, just that we have the infrastructure and approval process in place if any programs want to move in that direction.

Recommendations

Although the institution has not formally developed an online learning program, students and faculty members are already engaging in online teaching and learning in informal ways. Whether it is by taking or teaching courses through Open Acadia, transferring in online credits from other institutions, seeking department approval for virtual teaching, or experimenting with the use of learning technologies and hybrid learning activities during in-person course offerings, our Acadia community is already widely engaging in various forms of digital learning.

The FSC and Working Group recognize that it is not their responsibility to make recommendations on whether online programs and courses should become available as part of undergraduate degrees. These decisions would require collaboration between the senior administration, Senate, and AUFA. This collaboration would need to include a commitment to financial and support resources, as well as modifications to the Collective Agreement.

The FSC does see the following activities falling within its responsibilities:

- To collect faculty input into the development of an online learning program and support for alternative course modalities and report this information to Senate.
- To collect faculty input on the use of learning technologies and to submit policy recommendations to Senate that would support the MPHEC framework
- To develop a recommended framework for Senate review as required to meet MPHEC requirements

Whereas the MPHEC has stated the development of a framework as a requirement for all institutions, the Faculty Support Committee makes the recommendation to assign the following activities to the Faculty Support Committee to take place simultaneously during the 2024-2025 year:

- 1. To collect and report on faculty input into a) if and how academic units should develop and deliver online courses and programs and b) the use of learning technologies in existing courses;**
- 2. To continue the work of the Online and Technology-Supported Learning Working Group in the development of a recommended framework based on best practices “if” the institution were to begin to accept proposals for course and program delivery mode modifications.**

The Faculty Support Committee would report back to Senate on these initiatives by the March 2025 meeting.

MPHEC Guidelines for Institutional Frameworks for Online and Technology-Supported Learning Working Group membership:

Vice Provost Teaching and Learning	Lauren Finniss
Representative from Technology Services	Gary Doucette
LTID Instructional Designer	Chris Edwards
LTID Academic Technology Specialist	Terry Aulenbach
Manager, Credit Programs (Open Acadia)	Christina McCrae
Coordinator, Non-Credit Programs (Open Acadia)	Jackie Duguay
Coordinator of Academic Technologies	Duane Currie
Academic Program Development, Quality Assurance, and Planning Coordinator	Shawna Singleton
Representative from M.Ed	Vacant
Representative from Divinity College	Stuart Blythe
Faculty Representative Arts	Richard Cunningham
Faculty Representative PS	Robert Pitter
Faculty Representative Science	Tavis Bragg
Head/Director Representative	Kristin Williams
Dean Representative	Jeff Hooper
Representative from the Registrar	Mark Bishop
Representative from the Library	Agnieszka Hayes
Accessible Learning Services	Marissa McIsaac
Manager LTID	Shelly Vaughan
Representative from AUFA	Vacant