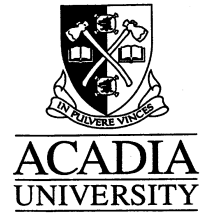


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Minutes of the Senate Meeting of Monday March 9th, 2020.

A meeting of the Senate of Acadia University occurred on Monday March 9th, 2020 beginning at 4:00 p.m. with Chair A. Kieft presiding and 45 present, and one guest. The meeting took place in BAC 132.

1) Approval of Agenda

The Chair called the meeting to order, noting that there was quorum at present. The Chair noted to Senators that the most recent version of the agenda was version 2, circulated the previous Friday.

Motion to approve the agenda. Moved by D. Benoit and seconded by A. Vibert.

The Chair removed R. Raeside's name from item 4)e) Motion from the T.I.E. committee, noting that no members of the T.I.E. committee were voting members of Senate so the names of those moving and seconding the motion would come from the floor.

MOTION TO APPROVE THE AGENDA AS REVISED CARRIED.

2) Minutes of the Meeting of Senate on Monday February 10th, 2020

Motion to approve the Minutes of Monday February 10th, 2020 as distributed. Moved by R. Seale and seconded by B. Anderson.

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

President Ricketts provided clarification on Page 2, paragraph 3 of the minutes, noting that it should read "*G. Whitehall asked whether there remained other areas of dissatisfaction with respect to the funding formula that had yet to be resolved with the Government*". G. Whitehall agreed with this wording.

C. Mutlu stated that on Page 8, paragraph 7 of the minutes, he had asked who had authorized that the numerical grades be removed from the Calendar. He questioned the statement "*M. Bishop stated that Senate had approved the change in December 2018*".

The Chair requested that C. Mutlu and M. Bishop provide input for the wording of the minutes following the meeting.

The Chair suggested that the Minutes would be tabled until the next meeting of Senate at which time they would be re-circulated to Senators. R. Seale and B. Anderson agreed to withdraw the motion to approve the Minutes.

MOTION TO APPROVE THE MINUTES WITHDRAWN.

3) Announcements

a) From the Chair

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

The Chair announced regrets from N. Kirkpatrick, M. Robertson, J. Colton, S. Thomas, M. Jarvin, S. Hayes, D. Seamone and K. Vandertoorn.

b) From the President

President Ricketts requested a moment of silence to acknowledge the passing of Roan Messenger McClure, a first year engineering student.

President Ricketts reported that CONSUP had met the previous week and that a letter had been sent to the Minister of Health with a copy to the Minister of Labour and Advanced Education supporting the extension of MSI coverage for international students, to start at the beginning of their visa date. He noted that this issue continues to be raised with the Government of Nova Scotia.

President Ricketts stated that a letter of thanks had been sent to the Government, for the 20 million dollar contribution towards deferred maintenance, of which Acadia will receive 1.75 million.

President Ricketts discussed the COVID-19 outbreak and noted that this was an issue that was changing daily. He stated that all Nova Scotia universities recognised that they would be faced with a health emergency as cases started in Nova Scotia. He recognized that members of the community would be affected and pandemic action plans were being updated. He stated that the pandemic working group would be meeting tomorrow and was preparing a communication to go out to the campus later in the week, to prepare people. President Ricketts stated that the university would take guidance from the Chief Medical Officer of Nova Scotia. He noted that travel advisories had now been issued by Transport Canada advising that Canadians do not visit China, Iran or Italy.

President Ricketts stated that advice would be provided regarding whether travel insurance would be in place for those areas and he expected that additional countries would be added in the near future. He also noted that the USA could become an area of concern for travel. This was at a time when students would be travelling home, conferences were being offered and other events. President Ricketts noted that the primary concern was for international students who could be worried about travelling home. There were also concerns for exchange students that were currently studying abroad as they were studying in a number of European countries at present.

President Ricketts stated that the MOU Partnership met recently and had a presentation by Colette Robert, the NS Sexual Violence Prevention Coordinator, who reported on the work that was taking place on the Sexual Violence Prevention Committee, and the work to assist NS Universities in establishing their stand-alone Sexual Violence Prevention Policies. He stated that a Provincial document had been produced to provide guidelines and that

there was a Sexual Violence Climate survey being conducted in NS, which was led by Diane Crocker from St. Mary's.

President Ricketts stated that they had recently met with Students' Nova Scotia, the Dalhousie Student Union and CFS. He was very proud that on a number of issues the Acadia students led much of the discussion on issues like concerns around to need to stabilize international tuition fees, the need for consultation with the Student Unions, and discussion around the Truth and Reconciliation Commission. Students were supportive of the funding for deferred maintenance from the Government.

P. Abela requested that the updates on COVID-19 be recorded in the minutes.

c) From the Provost and Vice-President Academic

D. Keefe reported that an announcement had been circulated regarding the search for the Dean of Professional Studies. Three candidates would be on campus later in the month and he encouraged Senators to attend the presentations. Each candidate would spend a full day on campus.

K. Bleile asked about the shift whereby transfer grades would become a 'P' instead of a letter or numeric grade that was recently passed by Senate. Her department was concerned that this could affect students doing their whole four year program at Acadia compared to students that transferred into Acadia, with respect to scholarships. If grades were potentially lower and showed as a 'Pass', or if students could select the courses that they were transferring into Acadia, how might this impact the students?

K. Bleile also stated that it was necessary to check whether a student had met the pre-requisites and she looked for assurance that the original grades would be available in the Registrar's Office and that it would be easy for the Admin Assistant in the academic unit to access this information when needed.

D. Keefe responded that the change could advantage or disadvantage a student transferring into Acadia. A student transferring courses with good grades would now only see a 'P', while others coming in with a lower grade will still see a 'P' as long as a C- had been achieved. D. Keefe believed that this would create consistency because only Acadia grades would show on a transcript from Acadia. There was therefore no need to worry about grades from another institution. He felt that this would be a fairer system and more clear.

M. Bishop stated that in Education the admission process requires access to see details of student transcripts and so SLATE included the option within 'View Access'. Other units also access this information and would continue to be able to do so.

d) From the ASU President:

Z. Goldsmith commented that things were going well for the ASU. He discussed an event he had hosted last year called God in Science. This year he was hosting a sequel called God and Social Justice, which would be held on Thursday 26th March at 7:00 p.m. in the KCIC Auditorium. He noted that Acadia's new Chaplain, Marjorie Lewis, would lead a round table. Senators were invited to attend.

M. Penney stated that the AGSA was starting to look for Executive members for 2020-21 and that he would be placing posters around the campus.

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

No announcements.

4) **New Business**

The Chair asked if Item 4)e) could be moved up on the agenda to become item 4)a) so that H. Chipman could be present for this first and then step out if he wished. Senate agreed to the change.

a) **Motion from the T.I.E.
Committee to approve
the 2023-24 and 2024-25
Calendar Dates**

Motion from the T.I.E. Committee to approve the 2023-24 and 2024-25 Calendar Dates. Moved by C. Mutlu and seconded by R. Seale.

H. Chipman spoke to the motion from the T.I.E. Committee and reminded Senators that there had been a request for the committee to put forward dates well in advance in order to assist with planning for the academic sector. He pointed out that it was not complicated to project several years forward and that the committee was following the set of principles and rules that were approved by Senate in December 2018. Senators had received a two page summary in the agenda.

B. Anderson thanked H. Chipman and the T.I.E. committee for all the work that had been carried out. She asked about the 2023 Remembrance Day which fell on a Saturday. The timetable did not indicate whether this would be a Friday or Monday holiday with no classes.

H. Chipman responded that the committee had discussed Remembrance Day falling on a Saturday and stated that the proposed dates did not allow for a day off, since Mondays were scarce in the Calendar. He did not feel that there was a requirement to observe the Holiday when Remembrance Day fell on a weekend.

S. Currie also thanked the committee and asked whether they had considered a second Study Day in the winter term, noting that there used to be two days offered. S. Currie cited student wellness and the need to create space for a Faculty wide Student Research Day for students to present their Honours research.

H. Chipman agreed that this could be discussed. He also felt that Senate could decide to make a change at some point in the future.

The Chair asked whether that would result in revisiting the principles that had been approved by Senate.

H. Chipman agreed that it would.

M. Bishop stated that the principles currently stated that there must be at least one Study Day.

S. Currie asked about study days falling on a weekend and whether students had to have a study day during Monday to Friday.

H. Chipman stated that the Study Day could fall on a Saturday or Sunday.

P. Abela appreciated the work done by the committee. He asked about the principles language and recalled discussion about the number of hours and weeks in the term and obligations that the University had with respect to certification programs. He asked whether the dates that were being offered enabled the Calendar to provide sufficient hours to meet those requirements.

H. Chipman stated that Senate had approved the principle that 'when possible there shall be 12 weeks of classes'. The dates being brought forward had 12 weeks or close to 12 weeks but he noted that in the Fall of 2024 there were only 10 Mondays available because Remembrance Day fell on a Monday that year. He noted that one of the principles stated 'due to the prevalence of Monday holidays in the Fall term, courses with three hour classes on a Monday were discouraged for that term'. He recommended that Heads and Directors should be reminded by the T.I.E. committee in such a year to schedule classes accordingly.

P. Abela was glad that direction would be provided.

D. Benoit pointed out that with respect to Remembrance Day falling on a Saturday, both the SEIU and AUFA employees received this as a paid holiday which would typically be taken on a normal working day. He asked how University operations could carry on effectively with no staff at work on the Monday and asked whether this might also contravene labour laws in the Province.

H. Chipman felt that this was a Human Resources issue.

D. Benoit stated that the two contracts were very clear that Remembrance Day was a statutory holiday and that if it fell on a non-working day that a day off in lieu would be given.

M. Bishop agreed that this had not been considered by the T.I.E. committee in its deliberations.

D. Benoit noted that Remembrance Day in Nova Scotia was a separate Provincial Act which was different from other issues such as Sunday shopping.

The Chair asked if the motion should be withdrawn so that further checking could be carried out. Alternatively, it could be passed provisionally and revisited in the following year.

M. Bishop agreed that the motion could be withdrawn and offered to follow-up with Human Resources.

The Chair asked whether the Holiday could be taken on a Friday instead.

V. Provencal did not feel that the motion should be voted on as it was currently worded.

H. Teismann asked about the principles that had been agreed at Senate as he had believed that every course offered 36 hours of teaching. i.e. 12 weeks of classes.

H. Chipman responded that this had been discussed at length and it had been agreed in December 2018 that there was some flexibility to be allowed.

J. Richard stated that the Nova Scotia Government site stated that Government employees would take the holiday on the Monday.

Both C. Mutlu and R. Seale agreed to withdraw the motion.

MOTION WITHDRAWN.

b) Motion that Senate approve in Principle the Final Strategic Plan (previously circulated)

Motion that Senate approve in Principle the Final Strategic Plan. Moved by P. Ricketts and seconded by G. Whitehall.

President Ricketts first mentioned that he had attended the first Chapel service with Acadia's new Chaplain, and that it had occurred on International Women's Day which was fitting. President Ricketts extended his deepest thanks to Rev R. Prentice for his service as Acting Chaplain over the past year. Senate applauded warmly.

President Ricketts stated that the Board of Governors had approved the Strategic Plan on Friday and that the motion to approve this had been moved and seconded by two of the faculty reps on the Board. The University was now in a position to move forward and President Ricketts asked for support in principle from Senate, acknowledging that there were details to be worked through and guidelines to be followed. He expected that aspects of the Plan would come back to Senate in the future.

President Ricketts ran through the PowerPoint presentation, noting that it was very similar to the previous presentation to Senate and describing the timelines. He noted that there were three documents: the Strategic Plan itself, the Operational Plan which was a longer document which included key performance indicators, and then finally the Executive Summary which was shorter and would be used for wider distribution.

President Ricketts noted that in addition to reformatting, the foundational statements had been revised (Vision, Mission, Values), the pillars had been eliminated, the strategic directions had been reduced in numbers from eight to five, and the number of goals and objectives had also been reduced.

President Ricketts stated that there had been content changes around community health and wellness and safety, strengthening commitments to inclusion, diversity and equity, increased references to research and community

partnerships, and a broader description of the planning process. He also noted that the Board of Governors had been concerned that there be a clear implementation plan to give a sense of priorities when it came to implementation of the Plan over the next five year period.

President Ricketts stated that the document was being professionally formatted. He thanked Senators for input offered on the Vision and Mission statements which he felt had been considerably improved as a result of feedback received, and the contribution to the strategic values. He felt that these foundational statements spoke to what Acadia was today as well as reflecting and respecting the traditions and the history of the University.

President Ricketts thanked the Task Force and P. Callaghan for the excellent work done to consult and engage the community to come up with the directions. He felt that the Strategic Plan had managed to stay true to those directions while still focusing and making the Plan more succinct.

President Ricketts discussed the importance of caring for students and employees and noted that this was central to Acadia and was a real quality of the University. In addition, caring for the Planet was a huge issue of concern and the notion of transforming lives in a transforming world was of great importance. Acadia was educating students into a world that was physically changing and he noted that their generation would have to deal with much of the impact of what was happening now and as a result of changes over the last 100 years.

President Ricketts stated that he would ask D. Keefe to speak to revitalising Acadia's academic core.

President Ricketts discussed maximising Acadia's impact globally and regionally, through research and innovation, community engagement, working with Mi'kmaw communities on Truth and Reconciliation, and with other disadvantaged communities, and noted that all of these were important in terms of how Acadia engages as a leading institution in this community as well as being a full partner in the broader community.

Lastly, he described sustaining our institutional future which was a key element of the Plan. It was important to address issues of resources and ensure that as an Institution Acadia could thrive and grow and be supported and sustained going forward.

President Ricketts felt that the Plan was relevant all across the University and he encouraged people to get involved as it moved forward. He noted that the goals were clear.

D. Keefe spoke to revitalising Acadia's academic core. He noted that a central issue was the academic and research excellence of the Institution and stated that the academic plan would centre on this. Attention would be given to focussing on how to actually deliver what was in the Plan and how the goals would be achieved. He commented that work by the Provost Council with the Deans and others had already begun, in addition to work being carried out by the Academic Planning committee. He expected that Senate would have a

large role in this and in determining how the Institution moved forward to achieve and implement the academic goals.

D. Keefe pointed out the importance of achieving the goals and being able to look back in five years and know that they had been accomplished. He felt that implementation was key to success.

President Ricketts described the three phases of implementation. These would focus on student success and building resources, building and sustaining, and finally investing for the future. Incremental goals would occur throughout. He noted that the University would be working on all of the above but that initially it was important to focus on those goals that would help to build the resource capacity of the Institution, which would then allow for building on the other goals.

President Ricketts stated that the President's Executive Council would play a key role with implementation, along with the Provost council and the links to Senate. In addition, the Strategic Leadership Council would be fully involved.

President Ricketts discussed Strategic Impact groups. This would engage the community with the development of the Plan and the groups would be made up of administrators, faculty, staff, students and external community members, and be encouraged to work on how to implement some of the goals and objectives of the Plan. This would ensure continual engagement as the Plan went forward.

President Ricketts reported that a financial and performance management plan would be developed to cover reporting to the Board of Governors which would enable it to monitor results and progress.

President Ricketts stated that the recently dormant Academic Resources committee of the Board of Governors would be reactivated. There was also a Student Life committee which was involved. He also noted that the Advancement and Fundraising committee had not been active because the University was in Capital Campaign mode but as that ended the committee would be reactivated.

President Ricketts discussed the way that Acadia would report on all of this. He stated that a balance score card would be used to measure and report progress. Inputted data would be used to generate graphs and files. This mechanism would be used to report back to the community to demonstrate how the Strategic Plan was being implemented.

The Chair asked if there were any comments prior to voting to approve the Strategic Plan in principle.

V. Provencal asked about the phase to transform the Acadia educational model into the 21st Century and asked whether this term had been defined.

D. Keefe agreed that the concept of a 21st Century modern liberal arts education still needed to be defined. The disciplinary silos of the 19th and 20th

Centuries had in fact grown from inter-disciplinary structures that existed prior to that time.

V. Provencal asked if there were thoughts of changing the work force and whether there were other factors that could lead to a substantial change being made. He assumed that after ten years there could be significant curriculum changes and also changes to the way in which a student would earn a degree.

President Ricketts commented that part of the context of the 21st Century was defined in other directions in the Plan but that the environment and sustainability had always been important but was now paramount and would be one of the prime issues that this generation would be facing. It was necessary to consider how this impacted the way in which Acadia educated students to prepare them for the changing world. He noted that in the Canadian context another area would be around Indigenous truth and reconciliation, understanding the students needed to be exposed to this and the Indigenous fact in Canada.

President Ricketts explained that the 20th Century version of this was the French fact. He also stated that equity and diversity and the embracing of this was a 21st Century issue. A third factor would be how Acadia related the education that was being provided to the reality of future careers and work, engaging with experiential learning and new ways of teaching.

The Chair noted that it was now 5:20 p.m. and a number of other agenda items were outstanding.

G. Whitehall asked about the revitalizing of the academic sector which he felt was the most important part of the Plan. He noted that there would be goals and concrete benchmarks to allow for the recording of progress towards the goal. However, he stated that an understanding of where Acadia and the academic sector was at this time was essential in order to know what needed to be revitalised. He stated that it would be useful to have a report that gave a clear understanding to Senators about what the main challenges were that the academic sector was facing, and what needed to be overcome. He expected that Senate would need a full understanding of the challenges. G. Whitehall asked if there was an opportunity to produce a document of this nature and bring it to Senate for discussion.

P. Abela thanked President Ricketts for explaining what Senate was doing by voting in principle to accept the Strategic Plan and noted that details and motions would come to Senate in future regarding implementation of the Plan.

P. Callaghan pointed out that much of the value of the process was the engagement that had taken place along the way during the process. He felt that a de-brief around the academic revitalization was very necessary.

MOTION TO APPROVE IN PRINCIPLE CARRIED. ONE ABSTENTION.

c) **Motion that Senate approve the proposed Curriculum changes from the School of Divinity (*attached*)**

Motion that Senate approve the proposed Curriculum changes from the School of Divinity. Moved by A. Robbins and seconded by G. Wooden.

A. Robbins detailed the proposed curriculum changes which included new courses and title changes to courses. She also referred to the two grids that had been revamped for the Master of Arts (Theology) with a Specialization in Indigenous Community Development. INCD courses were related to the Indigenously taught MA approved at Senate five years previously. The suggested changes would streamline the program and the courses would match the regular MA. A. Robbins noted that the MA program was in the process of ATS Accreditation. She noted that most of the course changes related to the Indigenous Community Development program.

Z. Whitman asked whether in the case of the MA (Theology) with a Specialization in Indigenous Community Development the teachers were coming on campus to teach.

A. Robbins responded that adjunct teachers were appointed each year to teach the relevant courses and that some teaching would happen on campus and some would happen off campus and on-line.

Z. Whitman asked whether Indigenous methodology was being used in the Indigenous Research and Writings course.

Anna Robbins agreed that this was the case.

Z. Whitman asked who the faculty were and whether they identified as Mi'kmaw from the Nation. She could not see any evidence of this but had been asked to raise this point. She felt that if instructors were to be speaking to Mi'kmaw culture and practises and identifying as Mi'kmaw, then they needed to be Mi'kmaw from the Nation.

Anna Robbins responded that the Executive Director of the program was Dr. Terry LeBlanc and identified as Mi'kmaw and Acadian. She agreed that he did not live in the Mi'kmaw community and stated that he always pointed this out to the students.

MOTION CARRIED. FOUR ABSTENTIONS.

d) **Motion that Senate approve the proposed Women and Gender Studies course modification from the Senate Curriculum Committee (*attached*)**

Motion that Senate approve the proposed Women and Gender Studies course modification from the Senate Curriculum Committee. Moved by P. Callaghan and seconded by B. Anderson.

P. Callaghan stated that this curriculum change had been a late addition and that the Curriculum committee had wanted to ensure that this proposed change had been suitably reviewed by the Faculty of Arts and had ensured that it had been. He noted that there were valid concerns that this limited the course to 1000 and 2000 level students. He also noted that the Curriculum committee had seen other examples of this change and that there was frustration when 1000 level courses filled up with 3rd and 4th year students.

G. Whitehall asked why this had come to Senate so late. He stated that in terms of consultation for the Faculty of Arts it had been sent out as an information item only with no opportunity for face to face discussion.

P. Callaghan stated that although it came to the curriculum committee late it was just one change and the committee decided to accept it. The committee did not want to set precedents that somehow proposed changes could circumnavigate the curriculum process. The committee had been assured that it had been reviewed by the Faculty of Arts. The Chair of the Faculty of Arts had been asked to confirm that this was acceptable to him.

L. Robinson stated that the change had come late because of the timing of the Women's and Gender Studies Planning committee and their process. She agreed that there had been consultation with the Faculty of Arts.

C. Mutlu noted that he was the senior member of the Faculty of Arts Curriculum committee as the Chair had resigned. The change was received late from the WGST Coordinator. It was forwarded to the Faculty of Arts Council. He stated that the Faculty of Arts Council does not vote on these course changes so S. Maitzen forwarded it to P. Callaghan on the Senate Curriculum committee. He stated that it was sent to the Faculty of Arts Council digitally and for information because there was no Council meeting planned in the near future.

C. Rushton asked about the purpose of the change. She asked whether this would result in 3rd and 4th year students who had Core requirements in their first two years at Acadia, now not being able to take WGST courses once they were eligible to take electives in their 3rd and 4th years. She pointed out that this could also start happening in other programs.

P. Callaghan agreed that this was a concern. This needed to be carefully monitored and was not the only program making this type of change.

D. Benoit did not have a problem with the course change but did feel that taking a course like WGST 1413 and limiting the enrolment to very specific groups of students was a concern. Acadia was a liberal arts university and students were expected to be able to take courses across multiple different fields and Faculties in order to broaden their horizons.

D. Benoit agreed with C. Rushton that those students with defined course requirements during their first two years would not have the opportunity to take the course. Students also might not realise that the course was available for them to take until much later in their degree. He asked whether the issue was one of not wanting 4th year students taking a 1st year level course as an elective, or whether the issue was one of lack of resources to allow for additional sections of this course which would allow all students to take it. This was not the sort of course that a student could find in High School.

D. Benoit was concerned that this might be a general direction that departments could be moving in because of being under resourced. This ran contrary to what Acadia should be doing as a liberal arts university.

The Chair asked M. Bishop whether there were classes at Acadia where there were class distributions allocated so that a certain percentage of the class could be 1st, 2nd, 3rd or 4th year students or be from particular programs or faculties. She understood that this type of proportional registration happened at other institutions.

M. Bishop was not aware of this occurring at Acadia.

M. Adam was very concerned about this proposed change and did see it as precedent setting. He noted that this was restrictive and did not provide what Acadia needed for the students. M. Adam pointed out that having listened to the aims of the Strategic Plan and consideration of the types of courses that would be of interest for the 21st Century learning model such as WGST courses, he could not support this move. The rationale seemed to be that the majority of students that were able to take the course would now not be able to because they were 3rd and 4th year. He noted that the School of Music had a very prescriptive Core which did not allow choice until the 3rd and 4th years.

M. Penney asked how many 3rd and 4th year students were taking this course compared to other 1000 level courses and also how many 1st and 2nd year students would be in the course if they had been able to enrol.

P. Callaghan responded that only the WGST program could answer that question. He pointed out that Senate had not deliberated the previous 106 curriculum proposals that had come forward in February. He pointed out that there were other courses in the Calendar that had the same restrictions. P. Callaghan suggested that the Provost and VPA consider this issue.

A. Redden asked if this was a timetabling issue and also asked what the course enrolment cap was.

B. Anderson explained that when registration opened every year the 4th year students registered first and tended to fill this and other 1000 level courses. It was therefore not available to 1st and 2nd year students and they didn't discover the course until their 3rd and 4th year. The feedback from students to WGST was that the students would have liked to have the course earlier so that they could move on through the progression of learning about WGST. WGST reviewed the Calendar and noted that this was the case for various other courses and therefore decided that until additional teaching resources could be available for WGST this approach would be taken because this would get students into the program earlier.

A. Redden asked about the class size.

P. Callaghan stated that it was 60. It was confirmed that there were three sections offered of the course.

The Chair asked if it was possible within our registration system to put a cap on a course so that only a certain number of students could register incrementally at each registration date. She asked M. Bishop whether he could look this and the question of academic level and program/faculty proportional

registrations and report back to Senate about whether these were possible options to consider for future discussions and planning.

G. Whitehall agreed that enrolment caps were possible solutions. Any intro class would have a cap while 1st year students registered and after that the cap would be removed so that students from all other levels could then register if room remained.

P. Abela stated that this had been discussed at the Faculty of Arts Steering committee meeting and that the issue was about providing access to 1st and 2nd year students with access to WGST so that they got exposure, and also about a means to build up the program.

G. Gibson pointed out that WGST 1413 was not a pre-requisite for upper level WGST courses so it did not seem that this would be a restriction to students getting into the WGST program or other courses.

C. Mutlu stated that Senate should not be reviewing this course in such detail because this was the job of the Senate Curriculum committee. He spoke in favour of the motion and he felt that the main issue was that the WGST had identified a problem inside their program. The main constraints were that WGST did not have a lot of faculty or resources to run its popular program. He also pointed out that 'or by permission of the instructor' would appear in the Calendar.

D. Keefe agreed that this spoke to a larger issue since 1st year students started out by not being able to register for courses that they wanted due to registration timing, which was a poor experience right from the start.

L. Robinson believed that 1st year Arts students experienced particular problems with full courses. She was pleased that students from other disciplines were keen to take Arts courses but felt that it was important to ensure that the programs in Arts had viability. The programs could only attain viability if students majored and minored in those programs. L. Robinson noted that when students at the 3rd and 4th year level take courses such as WGST 1413 they say that they wished they had been introduced to those courses in their 1st and 2nd years.

L. Robinson stated that the Faculty of Arts was looking for the mechanism to allow more 1st year students who were interested in those courses to take them.

S. Currie agreed and noted that it was also problematic that the University was seeing 3rd and 4th year students with a high proportion of 1st year courses. She felt that there might be other ways to achieve a broad perspective and a liberal education across the Faculties.

V. Provencal asked whether there could be different ways to register students and felt that the policy on registering students could be revisited. 4th year students currently registered first because they were preparing to graduate.

The Chair noted that it was now approaching 6:00 p.m. and asked whether Senators would like to extend the meeting.

Motion to extend the meeting to 6:20 p.m. Moved by President Ricketts and seconded by A. Wilks.

D. Benoit pointed out that on Friday at Experience Acadia Day he would find a number of 1st year students trying to get into classes and already be finding that they were full and showing red on the timetable, prior to the date when the 4th year students would be registering. For those that asked he would speak to admin assistants at the various tables to try to get the students admitted but he pointed out that many students just saw that the course was full and did nothing further to try to get enrolled, choosing instead to look for something else.

D. Benoit agreed with V. Provencal that WGST 1413 was not the issue but that the registration process was an issue. Some courses appeared full but were not due to departments placing their own caps on their courses so that their Majors could enrol first. Waitlists were rarely kept and were time consuming for the admin assistants to maintain. He stated that holistically the University had a problem with the way in which students were able to access material that they wanted and he viewed it as a failure on the part of the University when a student graduated and stated that they wished they had been able to get certain courses that never opened up for them.

The Chair suggested that this broader topic be continued at the next Senate meeting in the form of a discussion outside of a specific motion.

The Chair asked whether new students who attend Experience Acadia Day register earlier than other new students.

M. Bishop confirmed that the students visiting for Experience Acadia Day register on the day they visit.

K. Pinder stated that she was a member of the Senate Curriculum committee and pointed out to Senators that in February they had already voted to approve several curriculum proposals that had exactly the same language in them. She urged Senators to vote in favour of the WGST proposal.

M. Adam clarified that he felt that courses that were meaningful were in fact meaningful all across the campus. He agreed with much of what had been stated previously and was in support of whatever would fix the problem.

MOTION CARRIED. THREE ABSTENTIONS.

- e) **Report and motions from the Awards Committee: Honorary Degree nominations and Professor Emeritus recommendations (previously circulated)**

Report and motions from the Awards Committee: Honorary Degree nominations and Professor Emeritus recommendations.

The Chair explained that these two items would be separated. The discussion and vote on the Honorary Degree recommendations would be held first followed by the recommendations for Professor Emeritus.

The Chair noted that the motions would be moved and seconded after which Senate would move in camera for the remainder of the discussion and for the voting.

Motion to approve the recipients of the Honorary Degree recommendation. Moved by President Ricketts and seconded by D. Keefe.

Senate moved in camera.

Senate moved out of camera.

MOTION CARRIED.

Motion to approve the candidates for the distinction of Professor Emeritus. Moved by President Ricketts and seconded by L. Robinson.

Senate moved in camera.

Senate moved out of camera.

MOTION CARRIED.

Senate shared a celebratory round of applause in honour of the candidates.

f) Call for nominations for Senate and Senate committee vacancies for 2020-21

The Chair noted that with respect to the call for nominations for Senate and Senate committee vacancies, the Recording Secretary would be circulating requests electronically on behalf of the Nominating Committee.

M. Bishop reminded Senators of the importance of filling these roles and asked interested Senators to put their names forward.

g) Other Business

There was no other business.

h) Adjournment

The meeting was adjourned at 6:20 p.m. Moved by Z. Goldsmith.

ORIGINAL SIGNED

R. Hare, Recording Secretary

Announcements

PRESIDENT'S ANNOUNCEMENTS TO SENATE:

March 9, 2020

This is my third report to Senate for 2020, and the third time that I have had to start off with the recognition of a death in our community. As you will know from the message I sent out on February 28, we were very saddened and stunned by the sudden passing of Roan Messenger McClure, a first-year engineering student who was living in Crowell Tower. Our hearts go out to Roan's family and friends at this tragic loss of a member of our student community. Roan's obituary can be found at the following link: <https://www.huskilson.net/obituary/roan-messenger>. Student Services has been providing support to students and staff who knew Roan, and I am sure that all members of Senate will join me in sending our deepest condolences to the Messenger and McClure families.

MOU, CONSUP and 2020-21 Provincial Budget

We received some very good news in the provincial budget with the allocation of \$20 million to NS universities to be directed towards deferred maintenance projects. Acadia's share will be about \$1.75 million which will help address a number of critical infrastructure issues over the coming year. CONSUP has been lobbying for increased funding for deferred maintenance, which is one of the priority areas identified for additional funding in the MOU, so we are very pleased to receive this additional funding. The budget also provided the 1% increase in the provincial operating grant and the annual commitments to the Ministry of Labour and Advanced Education for the e-mental health and sexual violence prevention.

The CONSUP meeting scheduled to be hosted by Acadia has been postponed to May, but we do have CONSUP and MOU Partnership meetings on March 5 and I will report orally at Senate on those meetings

Special Canadian Citizenship Ceremony hosted by Acadia

On Tuesday March 3, Acadia was proud to host a special citizenship ceremony courtesy of the Institute for Canadian Citizenship and Immigration, Refugees and Citizenship Canada. We were all treated to a surprise visit by Prime Minister Justin Trudeau. This was a very special moment for the 50 or so new Canadians who were granted their citizenship at Acadia. The theme of the ceremony was Women in Leadership, and we were delighted to have Elder Lorraine Whitman, member of the Glooscap Mi'kmaw First Nation and President of the Native Women's Association of Canada as the keynote speaker; and many prominent Acadia women leaders were involved with the Roundtable Discussions including deans, faculty members, staff and students. It was a wonderful occasion and the visit from the Prime Minister was the icing on the cake for the participants.

Copyright

The copyright issue has emerged again with the decision of the Copyright Board to award a tariff rate to Access Copyright. Acadia is no longer operating under the Access Copyright agreement, but we are monitoring the situation in light of the appeal of the initial court decision on the case that Access Copyright has taken against York University. Universities Canada is coordinating the university response and has been holding regular teleconference calls to keep us informed and provide advice.

Maple League

Acadia hosted a very successful Undergraduate Education Quality Summit on February 18 under the auspices of the Maple League Teaching and Learning Committee. The summit was led by Peter Felton, Assistant Provost for Teaching and Learning and Professor of History at Elon University, NC and lead author of *The Undergraduate Experience* (Felton, Gardner, Schroeder, Lambert and Barefoot, 2016) as well as many other excellent books on the quality of

undergraduate education. All four ML institutions were represented with 37 people attending in person and 10 people joining over the course of the day by videoconference, including 7 students.

Visit of SSHRC President

On February 25th we had a very successful visit by the President of SSHRC, Dr. Ted Hewitt, with excellent attendance at the various meetings and events. Dr. Hewitt was very happy with his visit and it was a great opportunity for him to learn more about Acadia, for our researchers to learn more about SSHRC programs, and for us all to make the case for supporting humanities and social science researchers at small universities and recognising the importance of undergraduate students in our research.

Communications

We have significantly ramped up our institutional communications activities, with increased articles and media releases, and a 200% increase in Facebook posts and people reached. We had an excellent article in *University Affairs* about The Growcer, Acadia's new organic food container (<https://www.universityaffairs.ca/news/news-article/acadia-thinks-inside-the-box-on-food-sustainability-solution/>). Also, on January 24 the *Academica Top Ten* picked up on our press release regarding our agreement with Glooscap First Nation, "Acadia, Glooscap FN sign MOU to support campus indigenization efforts".

In January we launched a newsletter called Campus News (see the following link at <https://www2.acadiau.ca/home/news-reader-page/campus-newsletter-jan-2020.html>) which will be followed with a monthly e-news edition highlighting stories from around the campus. We welcome stories or suggestions for news items from members of the Senate, and please email campusnews@acadiau.ca to share your stories and ideas. I am grateful to Ian Murray and Sherri Turner for the work they have done to increase the effectiveness of our institutional communications.

New Chaplain

I am delighted to welcome the Rev. Dr. Marjorie Lewis as our new Chaplain who commenced her new role on March 1. Originally from Jamaica, Rev. Dr. Lewis has a rich and diverse background in spiritual, pastoral and clinical care, and she brings a great deal of experience to Acadia. Marjorie has a PhD from the University of Birmingham and recently completed an MA at AST, where she was also working as a Visiting Scholar. She comes to us from the NS Health Authority where she was part-time Spiritual and Religious Care Chaplain for the QEII hospital in Halifax. A United Church minister by ordination, Rev. Dr. Lewis is strongly ecumenical, even working as an Acting Anglican Chaplain for the NSHA. One of her previous positions was as President of the United Theological College of the West Indies.

I want to take this opportunity to thank the Rev. Dr. Roger Prentice for acting as interim Chaplain over the past year. Roger has demonstrated a passionate devotion to Acadia and its community, and we are all be deeply grateful for the support he has given to Acadia as we searched for a new Chaplain.

Staffing Changes in the Office of the President

As you will know, Kathy O'Connor has left Acadia to take on a new position at the NSCC in Halifax. Kathy's departure is a great loss to the Office of the President, the Board of Governors and to Acadia as a whole. I have instigated some changes in the President's Office in order to ensure continuity of support. Ian Murray will continue as Executive Director to the President with major responsibilities for Government Relations, Communications and Community Affairs, and Cathy MacDonald has come out of retirement to be Interim Executive Assistant to the President and Secretary to the Board. After we have made some changes to the administrative roles and functions, we will commence a search to find for a replacement for Kathy.

Respectfully submitted by:

Dr. Peter Ricketts

President and Vice-Chancellor

PROVOST AND VICE-PRESIDENT ACADEMIC ANNOUNCEMENTS TO SENATE:

PROVOST AND VPA REPORT TO SENATE – MARCH 2020

Dean of Professional Studies search update

The committee conducted video interviews with four candidates and decided to invite three candidates for in-person interviews. The interviews will be conducted later this month. Once the schedule has been finalized, an announcement will be circulated to the university community.

University Librarian search update

The advertisement for the University Librarian has been posted with a closing date of March 20, 2020.

Student experience research

The Student Services and Residence Life office has engaged a research firm to guide us through a fact-finding process to challenge existing beliefs, uncover quick fixes and long-term improvements in the student experience, identify actionable opportunities for growth, and help focus support to maximize student success at Acadia. This student experience journey mapping process will help us better understand what components are important to student success, deploy resources more effectively, and focus on helping students reach their ultimate goals. The work has begun, and a researcher will be on campus later this month to conduct one-on-one interviews with students.

Search engine optimization

Enrolment Services has recently dedicated resources to acquiring search engine optimization software that will help us guide how we populate and design our online activities. This will allow us to pinpoint opportunities for improvement on our website and our online marketing activities.

Indigenous affairs

New initiatives:

- Environmental scan of Indigenous content on campus will start this month and will be conducted over the next several months.
- Mi'kmaq language: preliminary work to develop a Mi'kmaq language course.
- Arts and signage: Work is underway to secure Mi'kmaq signage and art on campus.

Guest lectures

Councillor Jeff Purdy presented in BIOL2553 on medicinal medicines on February 27. Eric Zscheile, negotiation team for the Mi'kmaq of Nova Scotia, will be speaking on March 19 in Business Law on the legal requirements around consultation and its effect on resource development projects. Zabrina Whitman will be guest lecturing on March 17 in Gender and Diversity on terminologies and identification.

Midwinter Feast

The Midwinter Feast was a success. The community participation was outstanding – from both the Mi'kmaq bands and beyond. Elected councillors from the County of Kings and from Glooscap First Nation participated, as well as attendance by Chief Sidney Peters. Regrets were sent from Annapolis Valley's Chief and Council. Next year we are looking to partner with Glooscap First Nation. Special thanks go to the Arts and Events Committee – especially Sheri Turner, Laura Miller, Darlene Copeland and Maggie-Jean. The Feast was also made possible through the TD funds.

Emerging Leaders' Dialogue

Work continues on the Emerging Leaders' Dialogue session for June, including invites to potential Mi'kmaq speakers.

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

FACULTY OF ARTS

Department of Economics

Emilia Ganslandt, a double major in Economics and Environmental and Sustainability Studies, has been selected as a finalist to present at the Atlantic Association of Applied Economists (AAAE) Student Panel on Friday, March 20.

Department of English and Theatre

The Department of English and Theatre hosted the Annual Atlantic Undergraduate English Conference from Friday, February 28, to Sunday, March 1. There were over 60 student presenters and close to 80 visitors (with faculty) to our campus from all the Atlantic universities. This has been a largely student-organized conference with strong guidance from English professor Kait Pinder.

Department of Languages and Literatures

Dr. Alfred Gérard Noël from the University of Massachusetts presented two lectures, one in French for Languages and Literature on February 13 and one in English for the Departments of Mathematics and Statistics on February 14.

Department of Sociology

Dr. Laci Williams was a guest speaker in SOCI 2323X2 class on Thursday, February 27. Dr. Williams is one of the few doctors in Nova Scotia who specializes in transgender and non-binary health care and will speak about the work she does with transgender and non-binary patients. She will also be joined by one of her patients, Owen, who will speak about his experience navigating the health care system.

Acadia University Art Gallery

The Art Gallery successfully launched its student-curated, public engagement show, "The Face of Ekphrasis: Mabel Killam Day and Poetry," on February 12. The show will continue to run until April 9.

FACULTY OF PROFESSIONAL STUDIES

Department of Community Development

Community Development has had excellent visibility in the last three months, creating a Twitter account in November, and posting regularly about events, activities, and student profiles and projects. These are now highlighted on a Twitter feed on the departmental webpage, and they are frequently re-tweeted by Acadia's main account. Professor Robin Campbell was interviewed in December and January by several media outlets including the CBC, and she will be featured in the spring 2020 Bulletin. Mary Sweatman's partnership with the Wolfville Farmer's Market is mentioned in their recent video as winner of a Mobius Award from Divert Nova Scotia for their Zero Waste program. Acadia also chose the department for an article in *The Coast* recently, featuring alumna Jessica Wall.

School of Education

Two faculty members in the School have recently co-published books: Dr. Mike Corbett (Corbett, M. & Gereluk, D. (Eds.). (2020). *Rural teacher education: Connecting land and people*. Singapore: Springer.) and Prof Linda Wheeldon (Forrest, M. & Wheeldon, L. (2019). *Scripting feminist ethics in teacher education*. Ottawa: University of Ottawa Press.)

Congratulations to both!

School of Kinesiology

Dr. Lauren Lattimer has had the following abstracts and posters accepted at the 2020 Canadian Athletic Therapists Association Conference in Hamilton, Ontario. Each has included a student co-author: Emily Elliott and Sydney Waite on the first abstract, the second was Abby Rupert's honours research, and the third was Cassidy Klein's honours with Dr. Landry as a collaborator:

- Lattimer LJ, Elliott E, Waite S: A Comparison of craniocervical posture, anthropometrics, strength, and endurance between healthy male and female university students.
- Ruppert A, Lattimer LJ: Cervical muscle strength and kinematics during an unanticipated perturbation in university aged male and female rugby athletes.
- Klein C, Landry SC, Lattimer LJ: Sex differences in lower extremity kinematics during dynamic jump landing tasks following neuromuscular fatigue of the hip extensors and knee flexors.

Two other students, Erin Coughlan and Mitch Rankin, have had their work accepted at the same conference, working in conjunction with Dr. Colin King:

- Coughlan, E. & King, C. Are sporting organizations preparing referees to recognize potential concussions in youth sport? Referee's experiences and education within concussion as influences on calling injury time-outs.
- Rankin, M. & King, C. An exploration of intrinsic and extrinsic factors influencing mental health of athletes recovering from concussion.

Dr. Jonathon Fowles has been asked by the Government of Canada and the Public Health Agency of Canada to serve as one of eight scientific experts on a technical panel in July 2020 in Ottawa on "Measuring fitness to inform Health surveillance, programming and Health research in Canada." He has also been asked to be part of an expert panel in Halifax "Connecting the dots: on supporting Physical activity in Halifax" on March 27, speaking on "Bridging the gap from Health Care to community PA with

exercise prescription and referral.” Dr. Fowles' work on Exercise is Medicine and Exercise prescription in primary care was recently highlighted on CBC radio One: Healthcare Hack #52 Feb 19: Exercise Prescription in Health Care.

School of Music

The Charke-Cormier Duo (Derek Charke and Eugene Cormier) released their second album, Bathymetric Terrains, in February 2020. Bathymetric Terrains is a 35-minute composition by Derek Charke for multiple flutes, guitars, computer processing, video and soundscapes. The Charke-Cormier Duo performed their release concert at the Music Room, Halifax, on February 15, 2020. They have been invited to present Bathymetric Terrains on a showcase concert at the 2020 National Flute Convention in Dallas, Texas. The National Flute Association had 600 applications this year and Bathymetric Terrains is the closing performance on a showcase concert called Terra Incognita.

Mark Adam was recently nominated for a 2020 East Coast Music Award (ECMA) for Producer of the Year. School of Music Alumna Carmen Braden's (Acadia, 2009) album Songs of the Invisible Summer Stars with Acadia faculty Mark Adam (producer, conductor, percussion), Derek Charke (flute), Gillian Smith (violin), and Norm Adams (cello) was also nominated for 2020 ECMA Classical Album of the Year.

Acadia faculty Gillian Smith's first solo recording Into the Stone was nominated for 2020 ECMA Classical Album of the Year.

Dr. Jeff Hennessy was recently published in University Affairs (online and print editions) with an article on “Getting to Know Your Institution's Deep Culture,” which reflected on his time as Director of the School of Music and Dean of Arts. The article was featured in the weekly *Academica* Top 10.

<https://www.universityaffairs.ca/opinion/in-my-opinion/getting-to-know-your-institutions-deep-culture/>

MusiCounts, Canada's leading music education charity, is pleased to announce that Bachelor of Music graduate Carter Chiasson, a teacher at Allison Bernard Memorial High School in Eskasoni, Nova Scotia, is the recipient of the 2020 MusiCounts Teacher of the Year Award, presented by the Canadian Scholarship Trust Foundation. Carter was the music teacher behind the “Blackbird” sung in Mi'kmaq project.

Bachelor of Music graduate Ryan Veltmeyer was recently featured in the Halifax Chronicle Herald for his work leading Youth Arts Connection, a non-profit organization that runs free programs for young creatives in partnership with organizations and communities throughout Nova Scotia.

FACULTY OF PURE AND APPLIED SCIENCE

Good news from **Psychology!**

Diane Holmberg was recognized by Sage Publishing as one of the top 5% of reviewers for the *Journal of Social and Personality Research*, a leading journal in her field. She was recognized for the frequency and outstanding quality of her reviews.

Two undergraduate students have been accepted to present posters at the Annual meeting of the Canadian Psychological Association. The meeting will take place in Montreal in May. The students are:

Olivia Dobson, a current honours student (supervisor Dr. Lisa Price) who will present her thesis research in a poster titled *The Relative Impact of Caregiver Sensitivity & Adult Relationship Attachment on Adults' Functioning*.

Alex Hare, a student graduating this spring with a BSc in Psychology, will be presenting research he conducted as part of a 2nd year research methods course. It is unprecedented for a student in our department to submit and have accepted a sole author presentation at a national conference based on research in this research methods course. The title of his presentation is *A Social Network Anxiety Risk Factor: Self-Monitoring Sensitivity's Connection to Instagram Anxiety*.

Earth and Environmental Science – A new book, “Geology of New Brunswick and Prince Edward Island – Touring through time at 44 scenic sites” by Sandra Barr and Martha Hickman Hild, was released at the annual meeting of the Atlantic Geoscience Society in Truro, Nova Scotia, on February 7, 2020. The richly illustrated 265-page book is the third in a series that explains accessible geological localities across Newfoundland and all the Maritime provinces, and is the second one co-authored by Sandra Barr.

Acadia Robotics, an outreach program run by the **Jodrey School of Computer Science**, hosted the 15th Anniversary Robot Programming Championship event on February 15 and 16, 2020. This event was our largest championship ever, with 30 middle school teams and 37 high school teams from the three Maritime provinces travelling to Acadia University to compete in two unique autonomous robot programming competitions. We hosted over 400 youth, coaches and mentors over two days of competition. Seven teams from our events are invited to travel and compete at international and world competitions representing our program and the Maritime provinces. It should be noted that the middle school event had the top 30 teams from over 60 teams that competed in regional qualifiers, with the majority of those qualifiers held at NSCC campuses around Nova Scotia.

The middle school teams competed in the **FIRST® LEGO® League CITY SHAPER challenge**. The 1st Place Championship team was the Royal Robots of Annapolis Royal, who will be attending the World Festival in Detroit, Michigan. The 2nd Place Championship team was from Grace Christian School in PEI, and they will be attending the LEGOLAND Open in Carlsbad, California. The top LEGO Foundation team, the Portland Gophers from Dartmouth, was also invited to the World Festival in Detroit, Michigan.

The high school teams competed in the **ROBOFEST Senior Game Challenge – GolfBowl**. The top four championship teams are invited to attend the Robofest World Championship at Lawrence Technological University in Southfield, Michigan. Those teams are: Bomb Ace, from King’s-Edgehill School (NS), RNS Crane, from Rothesay Netherwood School (NB), Robinsonsphere, from King’s-Edgehill School (NS), and The Parrsboro Bogey Bowlers, from Parrsboro Regional High School (NS).

RESEARCH & GRADUATE STUDIES

Dr. Mark Mallory (Biology) has been awarded Environment and Climate Change Canada (ECCC) funding (\$160,000) for his project titled *Investigating Potential Cumulative Effects from Exposure of Northern Marine Species to Oil-related Contaminants and Other Environmental Stressors*

This project will develop a complex database of on-the-ground assessments for investigating the cumulative effects of multiple stressors on seabirds. Outcomes will be used in evidence-based conservation decision making and for formal environmental assessments. Indigenous peoples will join the project as collaborators and participate in workshops where their ecological and traditional knowledge and values will be shared. Acadia has signed a **Sponsored Research Agreement** with the University of Waterloo, a subcontractor on this project.

Collaborative Research Agreement (\$22,701) – Memorial University of Newfoundland

This is a large, multi-organizational, four-year project being undertaken in western Newfoundland with financial assistance provided by Environment and Climate Change Canada under the Canada Nature Fund. **Dr. Kirk Hillier (Biology)** is a collaborator on this project through Memorial. He is assisting progress towards the protection and recovery of multiple federally listed, and/or Committee on the Status of Endangered Wildlife in Canada (COSEWIC) assessed, terrestrial species-at-risk and habitats.

Acadia Laboratory for Agri Food & Beverage (ALAB) Tours

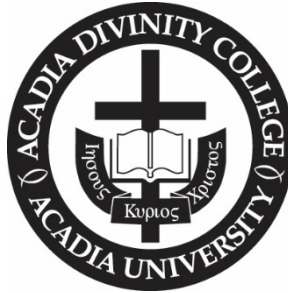
Acadia hosted several ALAB tours this past month, including a tour and discussion with the new owners of Avondale Sky Winery, a tour and activity with students enrolled in Nova Scotia Community College's Cool Climate Wine and Viticulture Certificate program, a Business Development Advisor from Nova Scotia Business Inc., and representatives from Marbicon Inc.

7th Annual Acadia Student Research and Creative Works Symposium, February 8-9, 2020

Research and Graduate Studies (RGS) assisted the Acadia Graduate Students (AGS) Internal Organization of the ASU in their highly successful student research symposium (in spite of a major storm!), with 40 submissions involving both graduate and undergraduate posters and oral presentations, music performances, an external plenary speaker (Dr. Heather Green, SMU), and invited faculty panelists (Drs. Cynthia Bruce, Can Mutlu and Heather Green). RGS and the AGS thank the ASU Wellness Fund for funding the event, numerous departments/faculties for funding prizes, Just Us Coffee for gift support, and all those who participated as judges and/or came out to support Acadia's research students!

Graduate Studies now using SLATE for student admissions

Acadia University has adopted SLATE (Technolutions) for use in Admissions/Enrollment Services, Graduate Studies, and the Acadia Divinity College. SLATE facilitates the admissions process for all students and is now in its final stages of Cycle 1 (Academic Year 2020/21 applications), with changes and additions expected to be implemented before Cycle 2 in fall 2020. One of the main advantages of SLATE is automated messaging. Applicants are now sent reminders regarding completing their application, submitting outstanding documentation, and when a status change is available for viewing through their Status Portal. SLATE is also used to send online offer letters of admissions. For faculty and Graduate Coordinators, SLATE provides a secure platform for hosting and reviewing application materials. Reviewers can receive daily reminders when there is a file or numerous files requiring their attention.



Approved by the Senate of Acadia Divinity College, February 24, 2020

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New Courses

That the following new courses be added to the academic calendar:

1. **BIBL 3143 Death, Burial, and Resurrection of Jesus**

The death, burial and resurrection of Jesus is central to historic Christian belief. This course will consider how the historicity of these events can be established confidently, despite criticisms and objections. Through a close reading of the evidence in the four Gospels and other portions of the New Testament, and examination of other historical and archeological evidence, the historicity of these events will be explored.

2. **CHUR 6043 History of Christian Missions**

This seminar course explores how Christians have sought to spread the good news of Christ around the world from the early church to the present day. Students will consider a variety of paradigms for missions engagement used throughout the history of Christianity, including those of Orthodox, Catholic, and Protestant Christians. Topics considered will include monasticism, colonialism, ecumenism, and world Christianity. Prerequisite: Completion of, or concurrent enrolment in, CHUR 5013.

3. **IDTH 7813 MA (Theology) Graduate Seminar**

A seminar course focused on research methodologies, advanced critical-thinking skills, and seminar presentation skills appropriate to graduate-level MA thesis work. Students will read in areas of general research skills, and in methodologies relevant to their individual specializations. During seminar sessions, students will present for engagement by student and faculty colleagues, their research findings from thesis research or research associated with upper-level courses. Prerequisites: Open only to Master of Arts (Theology) students who are in the last 30 hr of the degree.

4. **INCD 7723 Indigenous Spirituality and Formation**

Indigenous understandings of the nature of the spiritual and of spirituality differ in many respects from those commonly held within Western traditions of Christian faith. The focus of the course, therefore, is to introduce the student to the ways in which Indigenous people participate as followers of Jesus in a manner that is authentic to their own cultural understandings, seeking to encourage spiritual growth and development from within such an Indigenous framework. This course will also discuss the appropriation of what has been perceived to be Indigenous spirituality by non-Indigenous people as well as a brief focus on what can be effectively learned from Indigenous understandings of the spiritual.

5. INCD 7733 Indigenous Practice of Andragogy

Andragogy is the study of methods, epistemologies, philosophies and contextual understandings of education that pertain to and enhance an adult-focused learning environment. This course will introduce the student to andragogical method as a theological framework and a contextual teaching practice, exploring the theological, philosophical, and pragmatic underpinnings of teaching. The course will also introduce the student to a variety of strategies to advance their development as a teacher.

6. INCD 7813 Indigenous Research and Writing.

This course covers all aspects of research and writing at an academic level. The student develops their voice as an academic writer by learning how to identify and use rhetorical strategies in writing. The course will also explore the specific needs or concerns of Indigenous writing and research methods including protocol. Other topics covered are: proper citation and bibliography formatting, grammar, crafting solid thesis statements, building a line of reasoning and other organizational strategies of formal research papers, finding and interacting with quality secondary sources and how to synthesize and interact with secondary sources in an academic essay.

7. INCD 7823 Indigenous Symposium Seminars

In order to foster deeper relationship, more effective academic engagement, and an overall greater involvement within the NAIITS community, students are required to attend two symposia as they progress through their studies. They will be required to participate in the concurrent seminar, and complete required assignments. Students will only register for the course at the time of their second Symposium following which, grades assigned to first and second Symposium work will be recorded.

Courses Removed

1. That the following courses be removed from the academic calendar:
 - a. BIBL 6513 New Testament Community Models
 - b. BIBL 7813 MA (Theology) Graduate Seminar in Biblical Studies
 - c. CHUR 7813 MA (Theology) Graduate Seminar in Christian Thought
 - d. IDTH 6013 Research Methods
 - e. INCD 5503 Asset-based Development I
 - f. INCD 7513 Community Field Placement II
 - g. INCD 7643 Anthropology of Leadership
 - h. INCD 7653 Christianity and Culture
 - i. INCD 7673 Indigenous Economics
 - j. INCD 7683 Cross-Cultural Formation
 - k. INCD 7693 Intercultural Communication
 - l. THEO 7813 MA (Theology) Graduate Seminar in Christian Thought

Course Changes

That the following course changes be made:

1. That the course **BIBL 7113 Dead Sea Scrolls** have the prerequisites of BIBL 5023 and 5033.
2. That the course description for **DISP 5013 Transformational Discipleship Ministry** be changed to.

This course prepares students to be transformational leaders in the discipleship ministries of their local congregations. Based on a Biblical understanding of making disciples who will make disciples, the course provides models for transformative change and spiritual growth in the lives of individual believers as well as in the life of the corporate faith community, especially in the midst of a secular social environment.

3. **INCD 6503 Asset-based Development II** be changed to **INCD 6503 Asset-based Development** with the following course description:

The course is an introduction to asset-based planning and design as a human and organizational capacity-building approach. ABCD seeks to locate, underscore, and emphasize, in a selective way, the life-giving forces and successes within an organization, group, or community. The course will focus on different ways of engaging life within communities and organizations, while exploring the skills of community development facilitation for practitioners. Several tools used in asset-based planning and development will be carefully examined with a view to creating proficiency in both their theory and practice.

4. **BIBL 6503 Hebrew Scripture Community Models** be changed to **BIBL 6503 Community Models in Scripture** with the following course description:

This course is a theological and exegetical exploration of how the Scriptures speak about community, how they present and promote particular values and praxis of community, and what examples of community appear in both testaments. This understanding is critical to a community development program focused through the lens of a biblically-informed worldview. Finally, the course will seek to enable understanding of the nature of community in the early church and its implications, if any, on our thinking about the holistic development of community within the Kingdom of God.

5. **INCD 6513 Community Field Placement 1** be changed to **INCD 6513 Community Field Placement** with the following course description:

The student will work in a community agency or non-profit organization as a field placement, selected jointly with their supervisor. This should be a setting focused on community transformative development where possible, from a primarily asset-framed perspective. The placement will be chosen so as to provide the optimum contributory learning experience. This 3-credit-hour course will take place over two semesters.

6. **INCD 5533 Contextualized Leadership** be changed to **INCD 5533 Indigenous Leadership Development** with the following revised course description:

This seminar course will introduce students to concepts of leadership, organizational change theory, and skills required to lead organizations and communities in the context of the changing demographics. The emerging practice of diversity as central to leadership theory and practice, the holistic nature of diversity, social justice within a diverse society, and the role these have in contributing to effective and appropriate leadership will be explored to gain an informed understanding. Reflection on multicultural, and intercultural perspectives and partnerships, specifically, those between Indigenous Peoples and Western culture is a focal aspect of this course. Leaders require knowledge, skill and attributes that support inclusion and promote unity.

Course Title Changes

That the following course title changes be made:

1. **INCD 5513 Cultures and Change** be changed to **INCD 5513 Cultures and Systems Change**.
2. **INCD 7613 Perspectives in Cultural Anthropology** be changed to **INCD 7613 Cultural Anthropology**.
3. **THEO 5503 Theology of Community I** be changed to **THEO 5503 Theology I: Indigenous Perspectives**
4. **THEO 6503 Theology of Community II** be changed to **THEO 6503 Theology II: Theology and Ethic of the Land**

Course Grid Changes

That the following course grids be updated:

1. Master of Arts (Theology) with a Specialization in Indigenous Community Development Course-based Option^{1 2 3}

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5503	Hebrew Scripture Foundations	3
BIBL 5513	New Testament Foundations	3
BIBL 6503	Community Models in Scripture	3
Christian Thought		
THEO 5503	Theology 1: Indigenous Perspectives	3
THEO 6503	Theology 2: Theology and Ethic of the Land	3
THEO 6513 <i>or</i> THEO 6523	Ethics In Intercultural Context <i>OR</i> Creation and Transformation	3
Research Methodology		
IDTH 7813	Indigenous Research and Writing	3
Area of Specialization		
INCD 5513	Cultures and Systems Change	3
INCD 5503	Asset-based Development	3
INCD 5523	Theory and Praxis in Development – History and Method	3
INCD 5533	Indigenous Leadership Development	3
INCD 6523	Family and Social Systems	3
INCD 6513	Community Field Placement	3
INCD 7723	Indigenous Spirituality and Formation	3
INCD 7623	Colonization and Decolonization	3
INCD 7823	Indigenous Symposium Seminars	3
Electives⁴		
	Elective	3
	Elective	3
	Elective	3
	Elective	3

¹ This specialization is offered in partnership with the North American Institute for Indigenous Theological Studies (NAIITS) to offer an almost-entirely Indigenous-taught program.

² Applicants to this specialization will meet the admissions requirements of both Acadia Divinity College and NAIITS.

³ Statute of limitations is seven years.

⁴ Normally a course offered by NAIITS. When appropriate, other ADC courses may be taken with permission.

	Total Credit Hours	60
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2. Master of Arts (Theology) with a Specialization in Indigenous Community Development Project Option^{5 6}

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5503	Hebrew Scripture Foundations	3
BIBL 5513	New Testament Foundations	3
BIBL 6503	Community Models in Scripture	3
Christian Thought		
THEO 5503	Theology 1: Indigenous Perspectives	3
THEO 6503	Theology 2: Theology and Ethic of the Land	3
THEO 6513 <i>or</i> THEO 6523	Ethics In Intercultural Context <i>OR</i> Creation and Transformation	3
Research Methodology		
IDTH 7813	Indigenous Research and Writing	3
Area of Specialization		
INCD 5513	Cultures and Systems Change	3
INCD 5503	Asset-based Development	3
INCD 5523	Theory and Praxis in Development – History and Method	3
INCD 5533	Indigenous Leadership Development	3
INCD 6523	Family and Social Systems	3
INCD 6513	Community Field Placement	3
INCD 7723	Indigenous Spirituality and Formation	3
INCD 7623	Colonization and Decolonization	3
INCD 7823	Indigenous Symposium Seminars	3
Electives ⁷		
	Electives	3
	Electives	3
Project		
	Project	3,3
Total Credit Hours		60

3. Master of Arts (Theology) with a Specialization in Indigenous Community Development

⁵ This specialization is offered in partnership with the North American Institute for Indigenous Theological Studies (NAIITS) to offer an almost-entirely Indigenous-taught program.

⁶ Statute of limitations is seven years.

⁷ Normally a course offered by NAIITS. When appropriate, other ADC courses may be taken with permission.

Thesis Option^{8 9 10}

Course Number	Course Title	Credit Hours
Biblical Studies		
BIBL 5503	Hebrew Scripture Foundations	3
BIBL 5513	New Testament Foundations	3
BIBL 6503	Community Models in Scripture	3
Christian Thought		
THEO 5503	Theology 1: Indigenous Perspectives	3
THEO 6503	Theology 2: Theology and Ethic of the Land	3
THEO 6513 <i>or</i> THEO 6523	Ethics In Intercultural Context <i>OR</i> Creation and Transformation	3
Research Methodology		
IDTH 7813	Indigenous Research and Writing	3
Area of Specialization		
INCD 5513	Cultures and Systems Change	3
INCD 5503	Asset-based Development	3
INCD 5523	Theory and Praxis in Development – History and Method	3
INCD 5533	Indigenous Leadership Development	3
INCD 6523	Family and Social Systems	3
INCD 6513	Community Field Placement	3
INCD 7723	Indigenous Spirituality and Formation	3
INCD 7623	Colonization and Decolonization	3
INCD 7823	Indigenous Symposium Seminars	3
	Thesis	6,6
Total Credit Hours		60

⁸ This specialization is offered in partnership with the North American Institute for Indigenous Theological Studies (NAIITS) to offer an almost-entirely Indigenous-taught program.

⁹ Applicants to this specialization will meet the admissions requirements of both Acadia Divinity College and NAIITS.

¹⁰ Statute of limitations is seven years.

Senate Curriculum Committee (Administrative), 2019-20
Motion to Senate, March 9th, 2020

Motion: That a late course modification proposal submitted by WGST be approved. The proposal is a change in the prerequisites for **WGST 1413 Introduction to Women's and Gender Studies**; adding the antirequisite of “*60 or more complete credit hours.*”

Rationale: Due to the popularity of WGST 1413, the majority of students able to enroll in the course are third- and fourth-year students. By limiting the enrollment in WGST 1413 to students in their first- and second-year (those who have completed fewer than 60 credit hours), more students will have the opportunity to take the course at the beginning of their degree, which in turn, should facilitate students' opportunities to take other WGST courses

Committee Members: Mark Bishop (Registrar), Paul Callaghan (FPS, Co-Chair), Zach Goldsmith (SRC – VP Academic), Andrew Mitchell (FPAS), Kait Pinder (FA), Jennifer Richard (Library), Patricia Rigg (FA, Co-Chair), Igor Semenenko (FPS), Allison Walker (FPAS), and Peter Williams (Chair, Curriculum Committee Policy).

Jan. 6th (M)	Jan. 15th (W)	Feb 17th-21st	Mar. 7th (F)	Apr. 4th (F)	Apr. 5th, 6th (S/Su)	Apr.
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Interession 2025

Classes Start	Classes Start	Last Day to Add	Last Day to Withdraw
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Key Dates 2024-25

Labour Day: Monday, September 2, 2024. No classes scheduled.

Thanksgiving: Monday, October 14, 2024. No classes scheduled.

Remembrance Day: Monday, November 11, 2024. No classes scheduled.

Nova Scotia Heritage Day Holiday: Monday, February 17, 2025. No classes scheduled.

Good Friday: Friday, April 18, 2025. No classes scheduled.

Convocation: Sunday & Monday, May 11-12, 2025.

Victoria Day: Monday, May 19, 2025.

Canada Day: Tuesday, July 1, 2025.