



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 a.m. to 11:00 a.m. on Monday, December 9, 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, page 3](#))
- iii. Provost and Vice-President Academic (*A. Cunsolo*) ([attached, pages 3-16](#))
- iv. Associate Vice-President Research, Innovation, and Graduate Studies, Interim (*K. Ashley*) ([attached, pages 17-19](#))
- v. Vice-President Student Experience (*S. Duguay*) ([attached, page 19-32](#))
- vi. Acadia Students' Union (*Y. Gahlot and S. Taylor*) ([attached, page 33](#))
- vii. Acadia Divinity College and Faculty of Theology (*A. Robbins*) ([attached, page 33](#))
- viii. Other announcements

b) Reports from Senate Sub-Committees

- i. Ad hoc Nursing Program Steering Committee Report (*C. Haigh*) ([attached, page 34-37](#))

3) Old Business

a) Motions from the By-Laws Committee ([attached, pages 38-39](#)) (*J. Carlson*)

- i. Motion #1: Motion to add three non-continuing faculty members to Senate as voting members. These Senators shall serve for one-year terms and shall be drawn from amongst the Faculties of Arts, Pure and Applied Science, and Professional Studies. They shall be nominated by the Senate Nominating Committee and confirmed by Senate. To be eligible, a faculty

member must hold a part-time, Contractually Limited Term, Lecteur/Lectrice, or Pädagogischen Austauschdienste position during the year of their appointment to Senate. The faculty member need not hold this position for the duration of their Senate appointment. The term of membership of these members of Senate shall normally commence on the first Day of July of the year of election and shall normally conclude on the Thirtieth Day of June one year thereafter. Other than the differing length of terms, terms and duties of membership will match those of other non-student elected members of Senate.

- ii. Motion #2: Motion that the non-voting Senate member currently listed as the Coordinator of Indigenous Affairs become a voting member of Senate and be listed as the Executive Advisor on L'nu Affairs and Indigenization.
- iii. Motion #3: Motion to add "or delegate" to the Vice-Provost, Teaching and Learning Excellence position and "or delegate" to the Coordinator of Academic Technologies on the Faculty Support Committee.

4) Other Business

- a) Motion from the Senate Graduate Studies Committee: “Motion that the following seven curriculum changes to graduate courses and programs be approved: New Course SOCI 5223, Deletion of POLS 5443, New Course SOCI 5263, New Course SOCI 5413, New Course ENVS 5903, New Course ENVS 5900, Program Modification to M.Ed. in Counselling Program.”
(attached, pages 40-60)

5) Question Period – President and Provost & Vice-President Academic

6) Adjournment

Sincerely,

S. Pineo,
Recording Secretary of Senate and University Secretary



Announcements and Communications

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – DECEMBER 2024

No written announcements/report received.

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – DECEMBER 2024

PVPA Updates

As the Fall 2024 semester nears the end, I want to thank everyone for the time, efforts, labours, and care throughout the semester. I see how hard everyone works every day on this campus. It's recognized, it's deeply appreciated, it's inspiring, and your students in particular benefit from all you bring to the classroom, to your research, and to the university.

Thank you for all you do, and for your ongoing contributions to Senate! May this upcoming break bring much comfort and joy, provide an opportunity for rejuvenation and relaxation, and bring much health, happiness, and harmony.

As I shared in November's report, I am going to organized my updates through the five overarching key priorities for my first year as Provost and Vice-President Academic: Strategic Academic Planning; Enhancing Academic Policies, Procedures, and Processes; Committee Reinvigoration and Streamlining; Enhance, Strengthen, and Develop Relationships with Indigenous and African Nova Scotian Communities; and Streamlining & Unifying Academic & Financial Portfolios and Planning.

I. Strategic Academic Planning

As shared at the November Senate meeting, we are embarking on a strategic academic planning process in 2025, which will help shape an overall strategic academic plan for Acadia University. This process will provide many active, iterative, and ongoing opportunities for engagement and input at the department, faculty, university-wide, and community levels, and include many opportunities for students, staff, faculty, alumni, and partners to provide input. It will be an exciting opportunity for collaboration, brainstorming, and creativity, while considering how to highlight and celebrate what makes Acadia the place of choice for students, staff, and faculty.

Details of engagement events will be shared broadly in the New Year. Regular updates on the process will be provided to Senate throughout the process, and all matters of substance will

work through all the related Senate processes, including the subcommittees. The overall report will be presented to Senate for endorsement and approval.

We thank Senate for the suggestions to the Strategic Academic Planning Working Group both during Senate, and afterwards, and have incorporated the helpful feedback into the next iteration of Working Group membership, provided here for information:

1. Ashlee Cunsolo, Provost & Vice-President Academic: **Co-Chair**
2. David Duke, Dean, Faculty of Arts: **Co-Chair**
3. Natalie Weekes, Academic Planning Coordinator
4. Lauren Wilson Finnis, Vice-Provost Teaching and Learning Excellence
5. Lerato Chondoma, AVP Equity, Diversity, Inclusion and Anti-Racism
6. Zabrina Whitman, Executive Advisor L'nu Affairs and Indigenization
7. Board of Governors Representative from Faculty Reps (elected)
8. Faculty of Arts Representative from Senate (elected)
9. Faculty of Professional Studies Representative from Senate (elected)
10. Faculty of Pure & Applied Science Representative from Senate (elected)
11. Library and Archive Representative from Senate (elected)
12. Faculty of Arts Representative (elected from Faculty)
13. Faculty of Professional Studies Representative (elected from Faculty)
14. Faculty of Pure & Applied Science Representative (elected from Faculty)
15. Library and Archive Representative (elected from Librarians)
16. Acadia Divinity College Representative (elected)
17. Acadia Student Union Representative (appointed by ASU)
18. Student Representative (Arts) (elected)
19. Student Representative (Professional Studies) (elected)
20. Student Representative (Sciences) (elected)

In addition to this overall Working Group, there will also be *ad hoc* working groups created throughout the process to work on specific areas as the work and plans unfold, and as continued feedback is received (for example, ad hoc committees could include teaching and learning; research; student experience and supports; Indigenization & EDI-AR; staffing and facilities, etc.).

Everyone has an important role to play in this very collaborative strategic planning process, and we look forward to hearing your ideas and working with everyone throughout this process.

II. Enhancing Academic Policies, Procedures, and Processes

I have been examining and analyzing academic policies and procedures, with an eye to remove barriers, enhance accessibility, support Indigenization and EDI-AR, streamline processes, reduce workload, and support recruitment and retention. This work will be ongoing, but several key initiatives include:

- Establishing a Prior Learning Assessment and Recognition (PLAR) Process:**
 Under the leadership of Mark Bishop, Registrar, we are developing a Prior Learning Assessment and Recognition (PLAR) process for Acadia University. As reported on for the November 2024 Senate Meeting, most universities and colleges in Canada have long implemented a process for PLAR, and Acadia is an outlier. We are seeking to remedy this with the establishment of a PLAR process for Acadia. Mark Bishop recently returned from University of New Brunswick where he worked with their PLAR team to learn more about administering PLAR processes, guidelines for assessing PLAR, and supporting PLAR institutionally. He is currently working on a revised package for the PLAR process to re-share with Deans, Heads, and Directors, and the Admissions and Academic Standing (Policy) Committee. The aim is to bring the PLAR document to Senate in January 2025.
- Additional Academic Policy Enhancements & Adjustments:**
 Under the leadership of Mark Bishop, Registrar, we are also looking to streamline and enhance existing academic policies related to GPA Alignment and Transfer Credits, to better support students, staff, Heads/Directors, and Deans. Conversations and work on these processes are ongoing.

In addition to these initiatives, there is also ongoing work with the AVP Equity, Diversity, Inclusion and Anti-Racism, the Office of L'nu Affairs and Indigenization, and the Academic Program Development, Quality Assurance, and Planning offices on enhancing policies and procedures (see below).

III. Committee Reinvigoration & Examination

Another focus of the last three months has been examining committees that exist within the academic portfolio, and having discussions on their roles and functionality, and looking for opportunities to reinvigorate committees, and consider opportunities for streamlining to reduce workload. Some updates include:

- Indigenous, Association & Board Committee (IABC):** I have also reconstituted the IABC, which brings together members of Acadia leadership (myself, Zabrina Whitman, and Lerato Chondoma), members of the Association (Anthony Pash and Maggie Nielson), and two Elders (Lorraine Whitman and Viola Robinson). Our first meeting is on December 2, 2024, and together we will discuss key issues related to Indigenization and decolonization for the university, including programming, hiring processes and practices, retention of Indigenous hires, Indigenous student supports, and encouraging Indigenization and decolonization throughout Acadia (among other things).
- Academic Planning Committee:** The Academic Planning Committee is continuing its work to make recommendations on academic planning processes, including taking in feedback from members of Senate. We hosted a meeting of Faculty Council on November 28th, 2024 to discuss key overarching criteria that people would like to see

inform position ranking and recommendation. The APC will be meeting the first week of December to discuss the combined feedback, and to start to make recommendations to inform decision-making in 2025. We will also be working on shorter templates for units to use in academic planning, which tie into changes being made to budgeting/planning processes (see below).

IV. Enhance, Strengthen, and Develop Relationships with Indigenous and African Nova Scotian Communities

As the semester comes near the end, I want to recognize the wide-ranging and impactful contributions from Lerato Chondoma, AVP Equity, Diversity, Inclusion, and Anti-Racism and Zabrina Whitman, Executive Advisor on L'nu Affairs and Indigenization, over the last three months. Their presence and leadership in each of their portfolios has been a game-changer for Acadia, and I look forward to continuing to support their important and needed initiatives and work. (See below for their individual updates.) Some key initiatives, in addition to the updates in Lerato's and Zabrina's reports below include:

- 1. Indigenous Cluster Hire:** I am also working to start a new hiring process, with AUFA agreement, for an Indigenous cluster hire, to replace a successful candidate who declined a cluster hire position this summer unexpectedly due to personal reasons. This process will incorporate key lessons learned from the first cluster hire to enhance the experience for candidates and units, and will launch in early 2025.
- 2. Nursing Program Curriculum Partnerships:** Further to our meeting in October 2024 with the 13 Mi'kmaq health directors and Tajiikeimik Health Authority to discuss collaborations, including for nursing, curriculum development, and health research, we had a follow up meeting on November 29, 2024. In attendance from Acadia were myself, Zabrina Whitman, Dr. Corinne Haigh, and Dr. Cassel Busse. There is strong interest in continuing to work with Acadia on our Nursing program and curriculum development, and plans to create a working group to start in January 2025.
- 3. Executive Advisor Joining Senate:** A request has been put forward to have the Executive Advisor on L'nu Affairs and Indigenization added as a voting member to Senate, with the vote taking place at December's Senate meeting.

V. Streamlining & Unifying Academic & Financial Portfolios and Planning

I am continuing to work closely with Erin Beaudin, VP Finance and Administration and CFO, to streamline the academic and financial processes, and unify our portfolios to strengthen and enhance the academic sector procedures, particularly around budgeting, forecasting, and faculty relations. Some key initiatives to date include:

- Collaborative Budgeting Planning:** We are currently working on re-designing the academic budgeting process to provide more collaborative input from the academic portfolios, and to align with the new budgeting processes being developed in the VP Finance and Administration Portfolio. As part of this process, several meetings are

being held with the Heads/Directors, Deans, and members of the Provost Council to discuss budget needs and priorities and to strategically think about future needs. We will be having a budget retreat with the VPFA and Provost's Council on December 12, 2024 to prepare for the 2025-2026 budget cycle.

- **Enhancing the Faculty Model:** We are working on enhancing the faculty model by combining data from the Provost's Office, the VP Finance and Administration Portfolio, and working with AUFA's files. As part of this process, Kris Strong is rebuilding the faculty model with this input, so that all parties have near-real-time access to faculty complement numbers, planning, and forecasting.
- **Faculty Relations:** We are also linking our portfolios together to enhance faculty relations processes, and to collaboratively respond to concerns, needs, and grievances, and to strengthen relationships.

AVP Equity, Diversity, Inclusion & Anti-Racism: Lerato Chondoma

December has arrived, bringing the season's first snowfall to Wolfville. Few sights compare to the breathtaking beauty of the Annapolis Valley blanketed in white!

Over the past month, I've had the privilege of serving on the Southwest/Annapolis Valley African History Month Planning Committee, contributing to the development of Nova Scotia's 2025 theme for African History Month. Although the official announcement of the theme is still forthcoming, it promises to offer exciting opportunities to celebrate and honor Black Excellence within our university community and the broader Valley, while amplifying Black voices and supporting local Black movements. I'm eager to share the theme along with the proposed programming for our Acadia campaign. Over the coming weeks, I will also be extending invitations to collaborate, support, sponsor, and partner. Stay tuned for updates coming in early December.

The first week of December also marks Nova Scotia Human Rights Week, featuring numerous activities both on campus and across the province. I will soon share a detailed December bulletin, which will include key EDI-AR dates of significance for our community, along with highlights of activities and programming taking place throughout the month. Keep an eye out for the bulletin!

As we approach the end of the term, here is a comprehensive summary of the EDI-AR portfolio's work to date:

1. **Developing a new proposed structure for the AVP EDI-AR portfolio:** Currently working on an overview of all current EDI-AR offices, initiatives, supports, and programs to find ways to strategically harmonize efforts and activities, and increase levels of support and leadership across the Campus. Also developing a baseline of EDI-AR activities for future tracking and monitoring.

2. **Planning for Institutional EDI-AR Strategy:** Working with key EDI-AR portfolios across campus to begin to plan and lay the groundwork for an Institutional EDI-AR Strategy, with work beginning in 2025. This will also be interlinked with the Strategic Academic Plan.
3. **Acadia Institutional Accessibility Plan:** We continue to make progress toward the 2025 update of the Acadia Institutional Accessibility Plan, which is due in April 2025. To provide insights into our institutional plan, we will be hosting two events: two on December 3rd, coinciding with the International Day of Persons with Disabilities, and another on December 6th, aligning with Nova Scotia Human Rights Week (December 2nd to 8th). If you missed the earlier notice about these events, details are provided below:

December 3rd and Dec 6th Events

We have three exciting events planned to recognize this important day. We encourage all members of our community to join us in celebrating accessibility leadership and fostering inclusivity:

- **Accessibility Acadia Townhall**, December 3rd, 1:30–2:45 PM (Virtual Event). This is a great opportunity to share your feedback and ideas, towards the renewed Institutional Accessibility Plan for 2025. All are welcome! To Join the Virtual Townhall click this [link](#).
 - **Community Dinner**, December 3rd: 5:00–7:00 PM (in-person) Fountain Commons. Come join us for a community dinner—an evening of connection and nourishment—where we will honor the International Day of Persons with Disabilities and celebrate accessibility champions in our community. This free event is open to all Acadia students, staff, faculty, and their families. Don't miss out—to register for the community dinner click this [link](#).
 - **Accessibility Foundations Workshop**, Dec 6th, 9 am to 12 PM (in-person) K.C. Irving Environmental Science Centre Auditorium. All Acadia students, faculty and staff are invited to participate in the Accessibility Foundations workshop, created by the Nova Scotia Accessibility Directorate. All are welcome! Light refreshments will be provided, please fill out this [Microsoft form to register](#).
4. **Working on Structure for EDI-AR Audits:** Working with units and portfolios to identify a few cross-campus initiatives to pilot/develop a template/process to support EDI-AR regular scans for tracking. Creating a working group to support this work.
 5. **JACBA MOU & Partnership:** Through this portfolio, Acadia is re-engaging with the Black communities of Jordantown, Acaciaville and Conway through revitalization of an MOU signed in 2017 with the Jordantown-Acaciaville-Conway Betterment Association (JACBA). This partnership presents great opportunities for:

- i. Joint educational and research activities, especially as these pertain to the cultural life and history of the JACBA communities.
 - ii. Joint exploration of ways of encouraging and supporting JACBA youth to attend Acadia University.
 - iii. The establishment of collaborative relations with those departments and schools at Acadia that can most contribute to the cultural pedagogy of the JACBA communities.
6. **Assistant Deans EDI-AR:** These positions have been approved previously, but only the Faculty of Pure and Applied Science had created a position in this area. Working with all Faculties to re-configure and re-strategize these opportunities, and to discuss strategic ways forward that will enhance EDI-AR activities in the Faculties, Schools, and Departments.
7. **Laying Groundwork for an EDI-AR Professional Learning Series:** These resources will be open to students, staff, and faculty, and focus on intersectional and nuanced themes around EDI-AR and decolonization.
8. **Strengthening Relationships:** Engaging with and building relationships with VANSDA, African Nova Scotia Affairs and other African Nova-Scotian individuals and groups in the Valley and Halifax, as well as working to building relationships with Mi'kmaq communities and groups (working with Executive Advisor on L'nu Affairs and Indigenization).

Office of L'nu Affairs and Indigenization (OLAI): Zabrina Whitman

The OLAI team is continuing to work on several key guiding documents, processes, and protocols, while responding to faculty, student and staff needs as they arise and planning for winter engagement with Mi'kmaq communities. These include:

- **Annual Calendar of Events:** We have drafted an annual calendar template that will support information sharing and coordination related to Indigenous speakers and events throughout the year.
- **The Indigenous Protocols Handbook:** A newly revised and updated handbook is under a redraft and will be shared with the university community shortly.
- **Teepee Protocol:** A draft teepee protocol has also been created and will be shared with the university community shortly.
- **Honorarium Guideline:** In conjunction with the AVP EDI-AR, we are creating a guideline for honorariums. This is moving through approval processes and will be shared with the university community shortly.

Agriculture Conference

Glooscap First Nation, Young Soaring Eagle Consulting and Benjamin Bridge Winery secured funding from Agriculture Canada to conduct research regarding Indigenous involvement and knowledge in agriculture and food security. This funding also included dollars for an agriculture conference, which Acadia offered to be the host location. Due to limited organizing capacity we moved the conference date from January 2025 to January

2026. The Conference working group includes Mi'kmaq representatives from various Mi'kmaq organizations and communities, Acadia University, the Province of Nova Scotia, and Benjamin Bridge Winery. More updates will be available in Spring 2025.

Indigenous Education Advisory Council (IEAC)

The Indigenous Education Advisory Council had their first meeting of the year on November 14, 2024 in person in Fountain Commons. Nineteen members were in attendance. Five committee members from community sent personal notes to Zabrina to share at the meeting. The agenda focused on:

- IEAC terms of reference
- Indigenous self-identification policy
- The Elder-in-residence program,
- budgeting, engagement strategic planning and partnerships
- Nursing program and opportunities to support Mi'kmaq learners and co-develop curriculum
- The remaining cluster hire position
- The renaming of 55 university avenue
- Drafted policies including an honorarium policy, updating the Indigenous student handbook and a teepee policy

Key points of mention from the meeting:

- Indigenous participants supported Acadia's thoughtful, cautious approach to the verification of Indigenous individuals. Any drafted document will be provided to the Indigenous representatives on the IEAC before implementation.
- Participants discussed the importance of having a broader Elder-in-residence program. A terms of reference will be drafted and shared with membership for approval.
- Continuous engagement with the Mi'kmaw nation is underway.
- A working group with Mi'kmaq linguists will be established to determine a place-
- James Sanford was awarded an eagle feather for his years of commitment to Indigenous students and the Mi'kmaw nation by Dr. Elder Lorraine Whitman.

ReconciliACTION

Dr. Cynthia Alexander's ReconciliACTION Final Gala occurred on November 21, 2024. Students from her classes, Dr. Shelley Price's class and the School of Nursing students participated in the evening. That evening showcased the hard work of the students over the semester. Mi'kmaw Kina'matnewey was gifted Lily-beth Fisher and Dr. Gerald Gloade's original art pieces from the series.

Partnerships

We continue to work with the Tajikeymik Health Authority on opportunities to collaborate, especially within the Nursing Program and opportunities to co-develop curriculum, support Mi'kmaq and Indigenous student recruitment and retention, increase education around Indigenous health leadership and create wrap-around supports for Mi'kmaq students. The

Executive Advisor of OLAI will also be meeting with all Mi'kmaq educator directors and staff at Mi'kmaw Kina'matnewey at their next Board Meeting in December.

Academic Faculties & Units Updates

Faculty of Professional Studies

School of Kinesiology

- Dr. Jonathon Fowles was an invited delegate to the National Physical Activity Summit on Nov 6 in Ottawa Ontario, hosted by ParticipACTION, to develop a national strategy for Physical Activity in Canada, and will be travelling to Toronto Ontario on Dec 12, 13 as a research advisor for the ParticipACTION national report card on Physical activity in Canada for adults and older adults.
- Dr. Marianne Clark is a co-applicant on a successful SSHRC Insight Development Grant (Andrea Bombak is the PI) recently awarded \$71,800 over 2 years for the project “Pyramidal Prejudices: Fatphobia, Femininity, & Faith in Multi-level Marketing Companies.”
- At the awards ceremony for the Canadian Society for Exercise Physiology conference, two Acadia Kinesiology graduates won major awards:
 - *Dr. Myles O'Brien* (BKinH, CEP, & now a faculty member at Universite de Sherbrooke, medical school in Moncton NB), was awarded the CSEP Seed Grant (for applied research).
 - *Joy Chiekwe* (BKin, CEP) was awarded the “CSEP Outstanding Professional Member of the Year Award” for her work building exercise programming for people with clinical conditions at the YMCA's of NS and in clinical care.
- The SOK would like to recognize the KINE graduating class of 2025 for the 16 amazing community initiatives they did for their Senior Seminar class (KINE 4633), including the annual Dodge Cup charity hockey game between Kinesiology and Business which brought in over \$3,300 and a lot of food items that were donated to the Wolfville Food Bank.

School of Music

- The Charke-Cormier duo performed in the KCIC Garden room
- The String Orchestra and Acadia Youth Orchestra performed a joint concert.
- The Acadia Singers performed two concerts (one on campus and one in Lunenburg).
- The Wind Ensemble, Symphonic Band and Acadia Youth Band shared a joint performance, endearingly referred to as the wind-band-extravaganza.
- The Jazz Band performed an exciting interactive event in the lobby of FTB.
- The Gamalen and World Drumming class held an end-of-term Global Rhythms concert.
- The Acadia University Chorus, Orchestra and special guests John Scott and Deanne van Rooyen held their annual Christmas at Acadia holiday concert.

- All AUSOM students, faculty, and staff were invited to a private screening of the movie/musical *Wicked*. School of Music Alumni Kurt van der Basch ('97) was a featured story-board artist on this new film.

School of Nursing

- The Director went to Ottawa for the Canadian Association of Schools of Nursing annual meeting to represent Acadia.
- The Director of the School of Nursing, along with the Dean of Professional Studies, the Provost and Vice-President Academic, and the Executive Advisor, L'nu Affairs and Indigenization met with Tajikeimik on Nov 29, 2024 to discuss collaboration between our organizations and Indigenous health initiatives.

School of Education

The School of Education has had a very busy Fall. Our Bachelor of Education students are currently in practicums across Nova Scotia. There are 100 students in our 16-month program split quite evenly between Elementary and Secondary streams while the second-year student enrolment is 59 students with 25 in the elementary stream and 34 in the secondary.

To date there are approximately 70 student submissions in the Acadia registration system for the School of Education. There will be more through December as students get their grades from their Fall courses. It is very early in the cycle to yet know what our final number of offers will look like. When we return from the December holidays we will better be able to see what initial application numbers are.

On December 1, 2024 the school welcomed Dr. Janis Dawson to a CLT position supporting our M.Ed Counselling studies. Dr. Dawson joins us from Newfoundland where she worked in private practice, post-secondary education and most recently out of Memorial University on the Stepped Care 2.0 project as a programming and Alignment Team Lead for Wellness Together Canada – a first of its kind Health Canada funded digital mental health portal for all people in Canada.

The School of Education has been working with the Acadia Math Department and the MPHEC on updating materials around the Certificate in Math Teaching (grades 5-9) and we thank Shawna Singleton for her tireless assistance in bringing this work forward. We hope to have a Fall 2025 intake for this program. Work is also under way to prepare for our Spring/Summer intake of new graduate students in our M.Ed programs.

External Relations

The Nova Scotia Education Common Services Bureau is supporting the Regional Centres for Education (RCEs) and the Conseil scolaire acadien provincial (CSAP) in their recruitment efforts. Students graduating between now and August 31st of next year were invited to a presentation by two Executive Directors from our local RCEs and then invited to complete an optional Expression of Interest survey related to their future employment goals. Many have

now been offered one-year contracts with RCEs and/or the CSAP that could include full-time, term, and/or substitute teaching positions.

There have been no recent updates from government related to possible changes to B.Ed. admissions requirements given the recent election. In the last meeting with the Department of Education and Early Childhood Development (EECD), the Deans/Directors initiated a discussion about teacher certification requirements in other provincial jurisdictions, including possible impacts for Nova Scotia teacher education graduates in terms of career entry pay and then maximum career pay if they teach in other provinces. They also raised the issue of making sustainable changes that are beneficial to pre-service teachers and the overall teaching sector. Collectively, the Deans have also affirmed: their longstanding commitment to equitable access to teacher education and a dedication to exploring pathways that improve access for a diverse and representative Nova Scotia; their celebration of the diversity of programming in Nova Scotia universities as it provides greater breadth and depth of access to potential teacher candidates; and the fact that they welcome the opportunity to discuss the endorsement requirements to improve access to a diversity of potential teacher candidates.

On December 13th, 2024, the Dean, the Acting Director of the School of Education, and the program coordinator of the M.Ed. Counselling program, Dr. Tanya Surette, will be meeting in-person at Acadia with partners from EECD (Annie Baert, Karen Dumay, and Shawna Spiers) to connect about our shared goals with regard to School Counselling.

Faculty of Pure and Applied Science: Jeff Hooper

Biology

- Dr. Allison Walker gave a great interview on CBC The Current on Oct 30, 2024, on fungi. When we think about the importance of biodiversity, we often think ‘flora and fauna’, but researchers are trying to reframe that globally as ‘flora, fauna and fungi’. Allison gives a great explanation of why these under-appreciated species are important, and you can [listen to her here](#).
- Dr. Mike Stokesbury, Director of the Acadia Center for Estuarine Research, is part of the NSERC Alliance grant Apoqumatulti’k (with Dal and other partners). Their work was featured as a ‘success story’ at the UN Biodiversity Conference #COP16, as part of the official Ocean Day programme in Cali, Colombia. “Apoqumatulti’k exemplifies how meaningful partnerships between Indigenous and scientific communities can foster a deeper, more nuanced understanding of environmental stewardship. “ You can read [more about it here](#) (pg. 23).
- Dr. Kirk Hillier received word this past month that his recent NSERC Alliance Grant was funded, "Investigating costs and benefits of chemical controls versus ecosystem change impacts from an invasive forest insect". Here, Kirk extends successful partnerships with Natural Resources Canada, Nova Scotia Department of Lands and Forestry, Parks Canada Agency, and Environment and Climate Change Canada. The

grant is worth \$249,750 over three years (\$405K with other cash contributions), and will involve partnerships with USask and MtA. Four MScs and ~10 UGs will be funded throughout the project which will look at non-target impacts of invasive Hemlock Woolly Adelgid. Kirk has a major research focus on the Hemlock Woolly Adelgid, and further applications are in the works.

Psychology

- Dr. Anne Sophie Champod was elected to the Nova Scotia Board of Examiners in Psychology (NSBEP).

Computer Science and Engineering

- Dr. Esteve Hassan has been appointed as member of the Natural Sciences and Engineering Research Council of Canada (NSERC) Scholarships and Fellowships Review Committee for Computing Sciences for a three-year term ending on June 30, 2027.

Physics

- Dr. Ruben Sandapen has been awarded a Carnegie African Diaspora Fellowship. The funded project will be carried out next summer in Mauritius, and will involve research collaboration, and a summer school in theoretical physics for undergraduates and outreach activities.

The Vaughan Memorial Library: Jennifer Richard

- The Library has a new section of the website dedicated to accessibility information about the Library.
- The Library will be hosting a variety of de-stress programming during the fall exam period, including animal therapy (dogs and snakes), yoga, scrapbooking, on-site counselling, and study snacks.
- In the new year, the Library will host Thesis Writing Retreats for Honours and Graduate students, with the first retreat happening January 23-24, 2025 in the Quiet Reading Room. Quiet space, information about research help, and snacks will be provided. These retreats are intended to support and bring together students as they complete their theses.

Teaching & Learning Portfolio: Lauren Wilson Finnis

Teaching Initiatives

On November 22, 2024, the Office of Teaching and Learning partnered with the Equity Office to offer a film-screening of the new film *Dawn, her dad & the tractor* by acclaimed writer and director, Shelley Thompson, in honour of Transgender Day of Remembrance. This film is a powerful story of fierce allyship, enduring love, and of gentle hope as a family journeys through grief and estrangement to become catalysts for change in their rural community in Nova Scotia. We were very fortunate to welcome Director Shelley Thompson on campus for a Q&A following the screening.

Career & Experiential Learning

The Career and Experiential Learning office has made progress in supporting student career readiness and experiential learning opportunities this term. Key highlights include:

- Co-op Program Updates:
 - *Co-op Intake*: A total of 127 students were admitted into the co-op program for 2024, compared to 172 in 2023. The most notable decrease was in Computer Science enrollment (20 students in 2024, down from 39 in 2023).
 - *Fall Work Terms*: 36 students were out on work terms this fall, a significant increase from 23 students in Fall 2023.
 - *Winter 2025 Work Terms*: As of November 29, 2024, 27 students have secured placements.
- Career Learning Portal Engagement:
 - A total of 75 employment-related events were shared and/or hosted this Fall term.
 - 228 jobs were posted, generating 4,157 job views, demonstrating strong engagement with opportunities available through the portal. (Note: these figures do not include co-op-specific postings.)
- Career Learning Appointments:
 - 49 career learning appointments were conducted with 32 unique students this term, while 187 appointments slots were available. There is significant capacity for growth in engaging more students with these personalized supports.
- Work-Integrated Learning Funding:
 - In collaboration with the School of Education, the Career and Experiential Learning team secured iHub funding to support 180 students. These students received funding and supplies to facilitate their work-integrated learning experiences, enabling them to participate in valuable, hands-on opportunities that enhance their skills and employability.

As we move forward, the Career and Experiential Learning office remains committed to supporting experiential learning opportunities across all disciplines at Acadia. By supporting students, faculty, and community partnerships, we aim to ensure that experiential learning is integrated into the academic and co-curricular experience, enhancing student development and preparing them for success after graduation.

Academic Program Development, Quality Assurance, and Planning: Shawna Singleton

Below is an ongoing and upcoming review status report.

Department	Concurrent with	Status

	Accreditation	
Biology	N/A	Proposed dates for site visit February 10-12, 2025. Stage: Contacting review panel nominees. Self-study to be discussed at the December 16, 2024, APRC meeting.
Community Development	N/A	Proposed dates for site visit: March 19-21, 2025. Stage: Contacting review panel nominees.
Computer Science	Yes	Request for accreditation review submitted to CIPS. Stage: Department working on CIPS Self-Study report.
Economics	N/A	Site visit: September 25-27, 2024. External reviewers: John Galbraith, McGill University Jonathan Rosborough, St. Francis Xavier University Internal reviewers: Andrew Biro, Politics Peter Williams, Physics Stage: Awaiting departmental response to Reviewer Report.
English and Theatre	N/A	Site Visit: February 5-7, 2025. External Reviewers confirmed: Siobhain Bly Calk, Associate Professor, Carleton University Roberta Barker, Carnegie Professor, University of King's College Stage: External reviewers confirmed. Contacting internal review panel nominees. Self-study will be submitted by December 11, 2024. Self-study to be discussed at the December 16, 2024, APRC meeting.
Graduate Studies	N/A	Proposed dates for site visit: March 3-5, 2025. External reviewers confirmed: Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Stage: External reviewers confirmed. Internal review panel nominations to be discussed at the December 16, 2024, APRC meeting. Site visit schedule being developed.
Languages and Literatures	N/A	Notified.
Library and Archives	N/A	Stage: Awaiting reviewer nominations and proposed site visit dates.
Mathematics and Statistics	N/A	Site visit: October 21-23, 2024. External reviewers: Christian Léger, Université de Montréal Sara Faridi, Dalhousie University Internal reviewers: Xiaoting Wang, Economics Michael Robertson, Physics Stage: Awaiting reviewer report. Additional time requested.
Philosophy	N/A	Approved deferral to a January 2025 start.
Sociology	N/A	Site visit: Week of February 24-28, 2025. Self study will be submitted by January 13, 2025. Stage: Reviewer nominations to be discussed at the December 16, 2024, APRC meeting.

Respectfully submitted,



Ashlee Cunsolo, PhD (she/her)
Provost and Vice-President Academic

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

EXTERNAL GRANTS TO FACULTY

Veteran Affairs Canada - Commemorative Partnership Program

- **Dr. Aaron Taylor** (History & Classics) received **\$8,000** in funding for the project entitled: *Beyond Tradition: Exploring New Frontiers in Veteran Remembrance through Science*.

RESEARCH & SERVICE AGREEMENTS

Environment & Climate Change Canada – Services Agreement

- **Dr. Mark Mallory** (Biology) received **\$39,100** in funding for his project entitled: *Analysis of Plastic Pollution in Fish from Canada*.

NunatuKavut Community Council Inc. – Service Agreement

- **Dr. Trevor Avery** (Biology) received **\$42,003** in funding for the project entitled: *2024-25 Monitoring and tracking Striped bass in NunatuKavut Territory, Labrador*.

The Confederacy of Mainland Mi'kmaq – Service Agreement

- **Dr. Trevor Avery** (Biology) received **\$377,675** in funding for the project entitled: *Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Avon River Causeway, Nova Scotia Monitoring Proposal*”, and “*Assessment of Habitat and Fish Passage Effectiveness and Efficiency at Halfway River, Nova Scotia 2024-2026 Monitoring Plan*”.

New Brunswick Wildlife Council – Service Agreements

- **Dr. Mike Stokesbury** (Biology) received **\$8,000** and **\$12,000** from the New Brunswick Wildlife Trust Fund for the projects entitled: *The History and Distribution of Lake Whitefish Coregonus clupeaformis (Mitchill, 1818) in Nova Scotia and New Brunswick* and Identifying suitable habitat and spawning locations of native Lake Trout in East Grand Lake, NB/ME.

Dalhousie University – Dr. David Hoskin Studentship Program – Transfer of Funds Agreement

- **Dr. Melanie Coombs** (Biology) received **\$5,000** in funding to support a summer student (Maria McCully) to work on the project entitled: *Examining Novel Mastoparan Derivatives' Ability to Kill Drug Resistant Breast Cancer Cells*.

OTHER AWARDS/RESEARCH FUNDING

Nova Scotia Department of Advanced Education

- **Launchbox** received **\$100,000** in operational and program funding for FY 2024-2025 to support Acadia students who want to explore entrepreneurship, innovation, ideas, and creative thinking.

Springboard Atlantic

- **Katrin Sommerfeld** (Office of Industry & Community Engagement) received \$1,678 in funding for the event held together with Horticulture Nova Scotia titled: *Harvest End Breakfast 2024*.

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

- In August 2024, ALAB conducted analytical testing for 19 beverage clients in the Atlantic region (**\$17,231**). These tests are in addition to testing conducted under an annual \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

OTHER EVENTS & ACTIVITIES

RESEARCH FUNDING PROGRAMS – UPCOMING APPLICATION INTERNAL SUBMISSION DATES

Internal Funding

- University Research Fund (Article 25.55) – February 15, 2025
- Harrison McCain Foundation Grants – Spring 2025
- SSHRC Institutional Grants (SIG) – Summer 2025
- Summer undergraduate student research awards (HSRA, USRA, Donor) – February 2025

External Funding

- 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)

GRADUATE STUDIES

The Graduate Studies Self-Study has been completed.

OTHER

The following Adjunct Professor appointments have been made:

Department of History and Classics:

- Dr. Karly Kehoe, Canada Research Chair in Atlantic Canada Communities at St. Mary’s University

Law and Society Program:

- Alison Smith, MA, JD, Sexualized Violence Response and Education Coordinator

Respectfully submitted,

Dr. Kate Ashley

Associate VP Research, Innovation and Graduate Studies (Interim)

VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – DECEMBER 2024

Fall 2024 is off to a good start, with applications for Fall 2025 reaching 2,505 on November 17th – 174 more than the same time last year – on the heels of two very well attended Open Houses and hundreds of schools visited by our Enrolment Advisors.

The biggest unknown is what international enrolment will look like moving forward, given a declining Canadian brand in the wake of a number of federal policy changes impacting international recruitment.

On campus, Marketing and Communications continue to make key improvements to campus newsletters, story coverage, and campus event promotions. The Accessible

Learning Services support over 1,150 Acadia students, almost a third of the student population, and Residence Life, Counselling and other support service continue to serve thousands of students.

Strategic Academic Programming

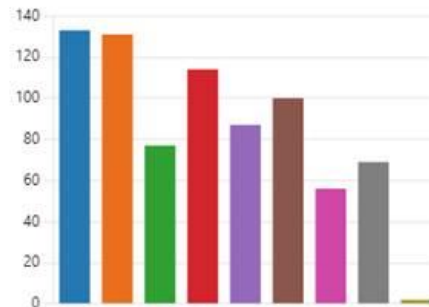
Our Student Enrolment Advisors play a vital role in promoting our programs globally. They also provide valuable insights by reporting the most inquired-about programs. As the Fall recruitment season concludes, we will share an updated list for review and consideration, and we eagerly anticipate the innovative program developments currently underway.

Fall 2024 to date, the top 10 programs in terms of applications are Biology, Kinesiology, Nursing, Business, Psychology (BA), Psychology (BSc), English, Law and Society, Applied Science, and Chemistry, in that order.

In a recent incoming student survey, students indicated “gaining knowledge” and “personal growth”, followed by “career preparation” were what they were most excited about, which lines up very well with Acadia’s mission.

30. What are you most excited about regarding your university experience? (Select all that apply)

[More Details](#)

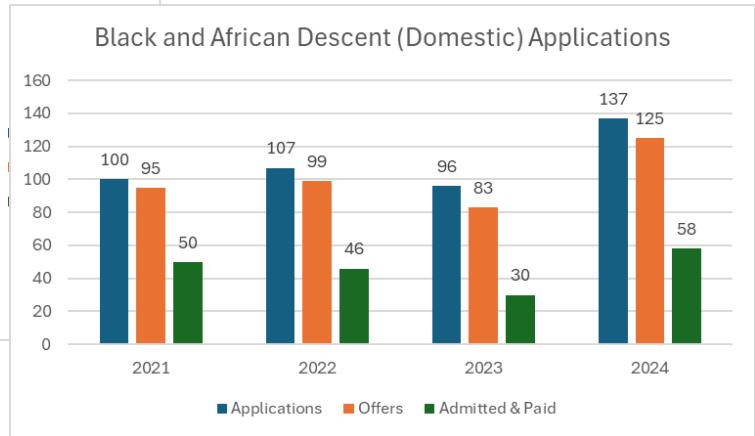
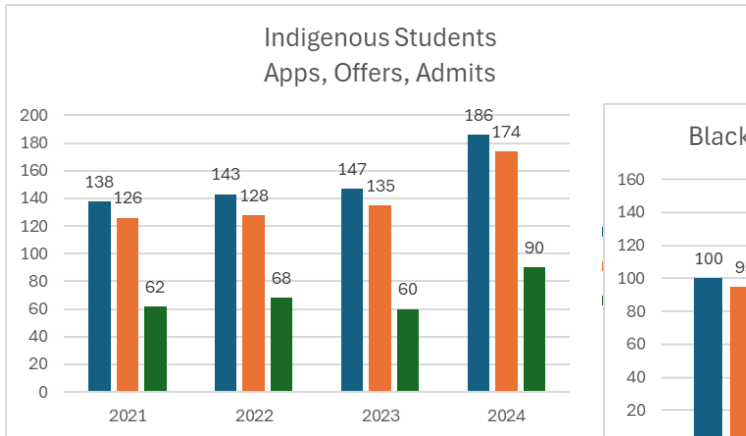


EDI-AR for Growth and Achievement

Achieving our goal of increasing African Nova Scotian and Indigenous student enrolment as a percentage of domestic student enrolment, Acadia has seen rising interest from Indigenous and Black student groups, supported by targeted recruitment strategies and dedicated staff positions. Key metrics include:

- Indigenous students: Applications have risen by 34.7%, offers by 38%, and Admitted & Paid by 45%.

- Black and African Descent (Domestic) students: Applications have risen by 37%, offers by 32%, and Admitted & Paid by 16%.



For the Fall 2025/26 application cycle, we have received 317 applications to date from students who have self-identified as Black or Indigenous, this is 12.7% of all applications received.

Row Labels	2025/26
I am Black/African Canadian	44
I am Black/African International	99
I am Black/African Nova Scotian	55
I am both Aboriginal and Black/African Descent	8
I am First Nations	51
I am Inuk (Inuit)	7
I am Métis	50
I am Indigenous, but do not identify with one of the above three groups	3
Total	317

We are delighted to welcome Zabrina Whitman back to Acadia following her secondment to the Province. As Executive Advisor in the Office of L’nu Affairs and Indigenization, Zabrina reports jointly to the VP Student Experience and the Provost and VP Academic, ensuring her influence and expertise contribute meaningfully across campus. Zabrina is also working with Darlene Copeland and Claire Brien on a new Nova Scotia Indigenous student recruitment and retention plan that will focus on improving our reputation as a

place where Indigenous students choose to attend. Zabrina is looking to join Darlene on a few targeted visits in Cape Breton and Eastern NS in the coming months.

In alignment with the Enrolment Growth Plan, the university has established several dedicated EDI-AR positions over the past few years to enhance support for students and strengthen enrolment management. These roles include additions to key areas such as Student Counselling, Residence Life, two positions within Student Recruitment, Black and Indigenous Student Supports, the Equity Office, and expanded staff in the Acadia International Office. With the addition of Lerato Chondoma, AVP EDI-AR, we are very excited to explore ways in which we can improve the experience for equity-deserving students.

Encouragingly, in this year's Orientation survey "I believe that Acadia values EDI" was the statement with the most positive feedback.

Campus Culture

Marketing & Communications

New to Acadia are two bi-weekly features aimed at recognizing our community:

- 1) **In the News Round-up:** Provides a summary and recognition of Acadia's people in the news, providing the opportunity for the Acadia community to learn how Acadia's experts, researchers and administrators weighed in on the topics Canadians are talking about (example from the newsletter below).
- 2) **Applause & Accolades:** Recognizes publications, awards, grants and community impact.

IN THE NEWS

Learn how Acadia's experts, researchers, and administrators weighed in on the topics Canadians are talking about:



CBC called up Dr. Alex Marland (Politics) to talk about the upcoming provincial election. He discussed recent low voter turnout, and says that now is the time for the **provincial government to encourage voter engagement**. Dr. Marland also spoke with our national news outlet about the **challenges independent candidates will face** in this election.

It's a busy time in politics, but Dr. Erin Crandall (Politics) is here to walk us through everything going on as an **election watcher for CBC's Information Morning**. CBC's Maritime Connection also caught up with Dr. Crandall to talk about what it means to have an **"election season" here in Canada**. She also spoke with City News about Premier **Tim Houston's campaign strategy** in relation to federal parties. Then, moving one province over, Dr. Crandall discussed the incoming New Brunswick Premier's **dualism**.

APPLAUSE & ACCOLADES

Published

Dr. Mariah Cooper (History & Classics) recently published book, *Representations of Rape and Consent in Medieval English Laws and Literature*, has been awarded Arc's Open Access New Voices award for timely and original scholarship.

Dr. Cooper's book explores medieval English understandings of rape, consent, and the assumed mind-body dichotomy of rapists and rape victims.



Dr. Michael Dennis (History & Classics) published **an article in Socialism and Democracy** on economist Robert Lekachma and the renewed movement for democratic economic planning in the United States in the 1970s.

The article challenges the idea that neoliberalism had become the dominant orthodoxy by the 1970s.

Awards & Grants



Kim Barlow (School of Music) received the Valley Arts Award for 2024!

Building on Social Media Growth:

- Acadia's social platforms continued to see steady growth, particularly Instagram, our primary channel for reaching and engaging with our target audience.
 - Since the beginning of the 2024-2025 school year, our Instagram follower count has increased by **11%**.
- On Instagram, reels continued to see much success, driving more than **1 million views**.
 - Our top-performing posts were student-focused and leaned into current trends (example [here](#)) or featured students sharing advice (example [here](#)).
- On Facebook, the content that resonated most with our audience was more community and story based.
 - A [photo](#) of the Northern Lights taken by an Acadia student from Crowell Tower received **54,000 views** and **1,296 engagements**.
 - A [post](#) highlighting the Acadia University Singers' trip to Flanders Field received **34,330 views** and **1,427 engagements**.
- We've also built up our student content creator team to create more content for students, by students. During the 2023-2024 school year, we had two student content creators, and we now have five.

Upgrading News & Stories:

- Our refreshed [News & Stories](#) page and [Events Calendar](#) launched in October, providing enhanced organization and navigation to viewing and engaging with the news, stories and events happening on campus. Respective categories allow for quick visual scans, search by category, and audience-specific interests.
- Through this launch, we have optimized the flow of information across campus with the introduction of new form submissions processes for sharing Campus Briefs, Story and Events. Additionally, we now deploy two staff and faculty campus newsletters (Monday & Thursday). Our student newsletter still deploys bi-weekly with scheduled change to a weekly newsletter in the new calendar year. See a summary of [details in our campus brief](#).

News Highlights:

- Flexing our sustainable intelligence with a piece written by our new communications officer, Ashley Cyr, highlighting the work of Dr. Edith Callaghan and Professor Ashley Doyle and their contributions to the [Flax Fibre to Fabric project resulting in a \\$3.2M NSERC Grant](#).

- Celebrated the return and promotion of [Zabrina Whitman as Acadia's new Executive Advisor, L'nu Affairs and Indigenization](#).
- Team continues to highlight research and impact stories with a concentrated focus towards student involvement and the experiential classroom as seen in [Acadia Students Changing the Food Industry](#), celebrating new [SSHRC Grant Research Funding](#), [CEWIL Rural Educator program](#), and an update on the [CHANGE program at Acadia](#).
- Coverage has also included highlighting community initiatives, such as the provincial announcement of the tailored [NS Loyal program with our partners at the Wolfville Farmers' Market](#), [promoting Mental Health Week Events](#), celebrating newly renovated spaces such as the [Math Department](#) focused on learning, connection and food and celebrating [NS Music week at Acadia](#).

Residence & Student Life

Residence Occupancy

Currently, 1,320 students are in residence.

Orientation Survey Results

Sent Sept 11th, we received 155 responses to this year's orientation survey. Overall results indicated that the increased length and earlier start of [Orientation week](#) as well as new programming was well received, encouraging us to expand on this structure for future orientations.

Below is a brief overview of the key survey findings:

- ***Top 3 Most Attended Events:*** Academic Skills (81%), Meet Your Program (74%), Orientation Kick-Off & Fireworks (72%).
- ***Favourite Parts:*** meeting new people, events and activities, food and community, campus exploration, engaging and inclusive atmosphere, and academic connections.
- ***Orientation Length & Timing:*** overall trending positively, however some mixed comments about making it shorter as well as some saying the schedule was still too full.
- ***Outcomes Assessment:*** overall the results were marginally more positive than previous years. 3 key findings:

- Marginalized groups trended higher than the average, except for international students and in some areas lower marks for queer identifying students.
- We found lower international student participation than previous years.
- “I believe that Acadia values EDI” was the statement with the most positive feedback.

Anecdotally, faculty feedback has been positive, identifying that students weren't burnt out and were more ready, than previous years, for course starts. Additionally, nothing of consequence occurred off-campus, which is an improvement on previous years.

Health, Counselling & Accessible Learning

With over 1,150 students registered with Accessible Learning and Counselling appointments in high demand, this area of student support remains extremely busy. Here are a few highlights:

- Mental Health Week, in partnership with the International Centre and the Acadia Mental Health Initiative (AMHI), Oct 28 – Nov 1 went well. We gave out over 250 self-care bags, 201 students attended Taco Tuesday, and 170 attended Boba making.
- Counselling Centre online booking system (Jane) is now available to students.
- Accommodate platform in Accessible Learning is getting good feedback from students and faculty.
- Filmed a video with the Pharmacist working at the Health Centre to promote his services.
- Allison Smith, Sexualized Violence Response & Education Coordinator, is releasing a new publication: [Rainbow Rights: A Human Rights Legal Information Guide for 2SLGBTQIA+ Nova Scotians](#).
- Allison Smith and Dr. Emily Lockhart, Sociology, have received a \$5,000 University Research Fund grant for a 1-year project: 2SLGBTQIA+ Youth Legal Consciousness: Legal Decision Making in Cases of Technology-Facilitated Sexual Violence.
- Junior Moaku will be facilitating an event on Nov 27: The Happy Student: How to Thrive & Sustain Happiness Through Your Studies and Beyond. This is being offered in partnership with the AMHI.

Acadia International

Professional Development

- 4 members of Acadia International attended the National CBIE Conference in Ottawa, Nov 3-6. The conference included numerous workshops and sessions on international education challenges and best practices from across the sector and offered an excellent opportunity for networking and professional development. Acadia also participated in a joint presentation together with NSCC, EduNova and iCent on the use of technology support and enhance the international student experience.

Mobility

- Acadia's Coordinator of Exchange and Study Abroad met with Jack Rice and the Maple League institutions to propose sharing of mobility partnerships and administrative resources to offer more opportunities to students with centralized processing.

Ongoing Projects

Digital Services Project

- As previously reported, the One-Stop Shop (OSS) initiative was paused due to budget limitations, but a smaller-scale digital services project was launched to build on the progress made during OSS development. Beginning in Summer 2024 and continuing into Fall 2024, this project focuses on enhancing online student service offerings. A key component is the implementation of Ellucian Experience, a personalized student dashboard tailored to an individual's role at the University. Student Experience and Technology Services staff, in collaboration with a user experience consultant, have started user testing for this tool. Additionally, the project includes the creation of an online repository of FAQs, services, and knowledge base articles using the existing Team Dynamics platform. This project involves working with departments across campus to gain accurate and updated answers to student's most frequently asked questions. As this project uses an existing platform at Acadia, very careful attention is being paid to the way information is displayed, searched, and accessed by students. These efforts aim to provide students with more efficient and streamlined services.

Financial Health and Sustainability

We are experiencing a very strong start to the recruitment cycle for Fall 2025/26, with all indications that domestic applications are likely to exceed recent years. International applications are trending lower following federal IRCC changes and larger deposit requirements. We are however expecting stronger conversions with the assumption that

student willingness to pay a higher deposit is a strong indicator of their intent to attend Acadia. Nevertheless, international enrolment will be very difficult to predict this cycle.

Enrolment Statistics

Winter Student Enrolment

In comparison to last Winter, we are seeing an increase in domestic students and a decrease in international students beginning their studies in the Winter semester.

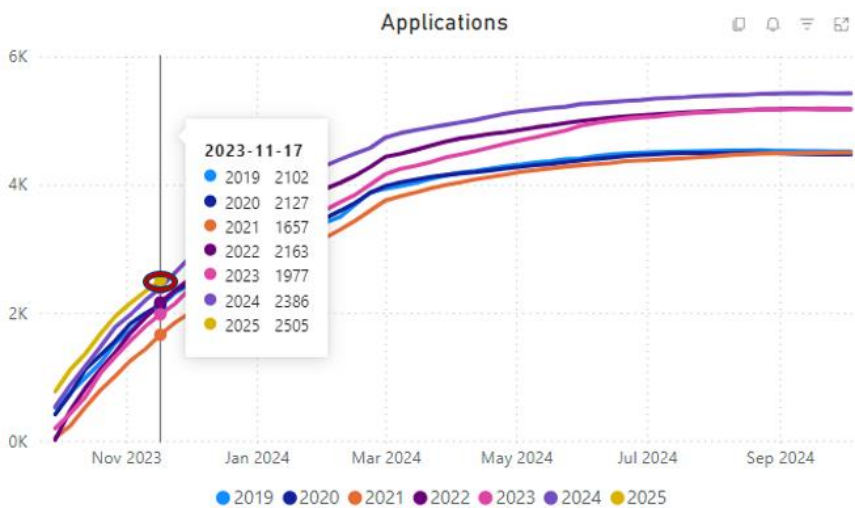
	Admitted and Paid		Outstanding Offers		Total Offers		Applications	
	2024 (Winter 2025)	2023 (Winter 2024)	2024 (Winter 2025)	2023 (Winter 2024)	2024 (Winter 2025)	2023 (Winter 2024)	2024 (Winter 2025)	2023 (Winter 2024)
Canada	34	16	3	5	42	28	104	87
International	79	192	11	17	189	378	374	970
Total	113	208	14	22	231	406	478	1057

Data as of November 22, 2024

Fall 2025/26 Applications

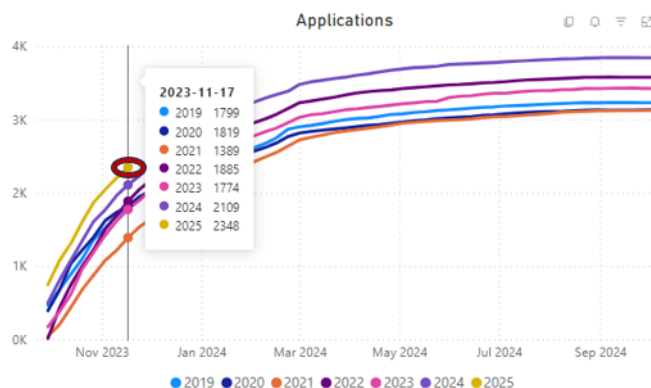
Overall

Last year's recruitment cycle saw a record number of new student applications, and this year is off to an even stronger start. As of November 17th, 2024 and the completion of two Open House events, applications are 5.0% higher than the same time last year.



Domestic

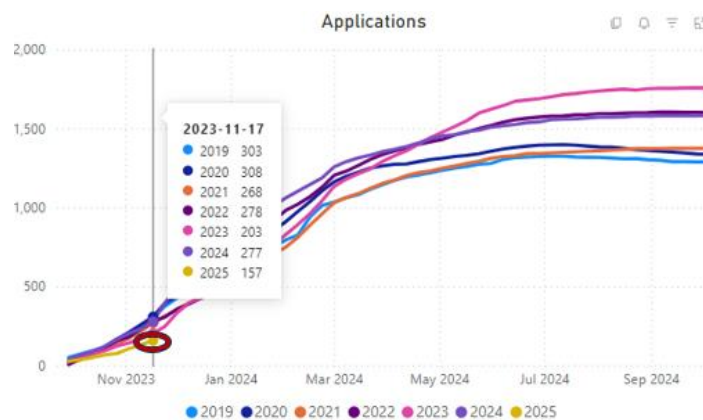
This year's overall increase in applications has been driven by record numbers of domestic applications, with increases noted from New Brunswick (32.1%), Nova Scotia (17.5%), British Columbia (16.2%), Alberta (9.7%) and Ontario (5.3%).



PROVINCE	2025 Applications	2025 vs 2024 % Change	2025 vs 2023 % Change	2025 vs 2022 % Change
Nova Scotia	1,483	17.5%	38.1%	23.8%
New Brunswick	317	32.1%	48.1%	85.4%
Newfoundland and Labrador	108	-16.9%	36.7%	66.2%
Prince Edward Island	81	-12.9%	6.6%	14.1%
Alberta	79	9.7%	31.7%	23.4%
British Columbia	86	16.2%	24.6%	22.9%
Manitoba	3	-25.0%	-40.0%	0.0%
Northwest Territories	1	n/a	n/a	-75.0%
Nunavut	0	n/a	n/a	-100.0%
Ontario	179	5.3%	37.7%	5.9%
Quebec	3	-50.0%	0.0%	-40.0%
Saskatchewan	2	-50.0%	n/a	-33.3%
Yukon	4	n/a	-33.3%	33.3%
	2,346	14.3% ↑	36.8% ↑	28.4% ↑

International

Overall, we have seen a 43.3% decrease in international applications, when comparing to the same time last year (prior to the federal IRCC changes). The greatest decreases have been noted from African countries, and slight increases in applications have been seen from the US and UAE.



Marketing & Communications

‘Like Nowhere Else’ Recruitment Campaign Update

- First wave of media performed well in the market, specifically targeted at Open House registrations, with retargeted ads outperforming benchmark averages of 2.32% with a 4.16% in Atlantic Canada and 4.80% in rest of Canada.
- Results still to come in for overall Brand awareness supporting media.
- In-school advertising launched in 10 targeted locations (from Sackville to Ottawa and Calgary). Video advertising is scheduled to run until the end of the academic calendar year with estimated daily impressions of 27,630. Targeted locations will allow the team to test efficacy of placement and ad buy against enrolment numbers.

- Ads playing on YouTube can be viewed on Acadia's [YouTube channel](#).

Optimizing CRM/Slate Communications for Prospective Students

- Earlier this year, we optimized our approach to e-mail communications with prospective and incoming students by using more approachable, relatable, and personalized language. As part of this process, we implemented a monthly newsletter for sharing relevant updates and inspirational content with students.
 - Since making these changes, we have seen positive results – our average open rate increased by **14%** while our average link click rate jumped by **15%**.
 - We're also in the process of implementing an avenue for prospective students to connect with us to learn more about Acadia vs. asking them to apply when they might not be ready to take that step yet.

Recruitment (Canada) Activity

- We hosted our second Open House on Nov 1 and welcomed over 600 guests to campus. The event included faculty information sessions, a program meet and greet, student life fair, campus tours, and lunch in Wheelock Dining Hall. This event had a 75% attendance rate – we were expecting approximately 750 guests on campus. We saw an 18.7% year-over-year increase in student attendance.

	Open House #1 October	Open House #2 November
Students Registered	248	422
Students Attended	207	320
Total Guests (Students & Family)	453	609
Did Not Attend	41	102
Attendance Rate	83%	75%

- We continue to see an increase in group tours on campus. Between Oct 1 and Nov 30, we will have 15 group visits with 384 prospective students on campus. Groups typically have a campus tour, lunch at Wheelock and sometimes enjoy a mock lecture or activity on campus. Examples of activities include the motion lab with Scott Landry, tours of the KCIC gardens, and a lecture with Laura Robinson.
- Regular campus tours have also been running all semester and we have welcomed almost 200 prospective students on campus.

- Enrolment Advisors have been busy visiting high schools nationwide and attending AARAO fairs in the Atlantic region and Ontario. Through the Atlantic portion of the AARAO fair alone, we visit over 190 schools. Our success in these efforts is reflected in our strong application and admitted and paid numbers.
- We also improved the self-identification portion of the application on Slate to include a more robust list of options for students.

Acadia International

Recruitment

- New IRCC policy changes announced this fall have further impacted Canada's reputation as a welcoming destination for international students and have made recruitment more challenging. These changes include:
 - Reduction in the number of temporary residents (includes international students) by 445,901 in 2025.
 - Further reduction in the intake cap on international student study permits from 485,000 in 2024 to 437,000 in 2025.
 - Reduction of Permanent Residents by more than 20% in 2025.
 - Termination of the Student Direct Stream (SDS) and Nigeria Student Express (NSE) programs, which facilitated faster and more secure study permit application processes.
- To date, recruiters have been on the ground this fall in the following markets:
 - China, Sri Lanka, Vietnam, Indonesia, Philippines, Bahamas, Bermuda, Zambia, Turkey, Jordan, UAE, Mexico, India and Bangladesh.
- Meetings with Trade Commissioners to discuss Acadia's goals and our strategic market approach, and to request assistance in making connections with target schools in new markets, which included: Rwanda; Senegal; Nigeria; Kenya; Hungary; and Latvia/Lithuania/Estonia.
- First of our live "Life on Campus" conversations on Nov 18 featuring host Aaleyah Evans, a 5th-year student from the Bahamas, as she chats with current international students about their experiences at Acadia.

Partnerships

- Since August 1, the following agreements have been signed:
 - University College Absalon (Denmark) – MOU
 - American National College (Sri Lanka) – MOU

- College of the Canyons (USA) – MOU
- Lingnan University (Hong Kong) – Exchange
- RCIIS (Toronto) – Language Pathway

Admissions

- Domestic applications are very strong this year with another large pool for the nursing program.
- International applications have wrapped up for Winter 2025 intake with most countries having a posted visa/study permit application process of six weeks or more. We are contacting all applicants that applied to Jan 2025 to them know that we are moving their applications over to Sept 2025 once their visa processing time is more than six weeks to ensure they have time to apply for a study permit.
- The IRCC LOA verification process is working very well, and we have identified individuals using fraudulent Acadia offer letters to gain entry to Canada.
- We are seeing more students with denied study permit applications.
- We are awaiting our new allocation number from the province of PAL's. After Jan 21st graduate students will also require PAL's.
- The first two rounds of nursing offers have gone out with a deadline to reply of Jan 10th. Cape Breton University will review and rank all Acadia applications. We continue to work toward our goal of admitting students from identified target groups.
- The Bachelor of Education applications opened on Nov 1st.

Scholarships & Financial Aid

- The number of students who were offered a scholarship and have paid their enrolment fee is 135 as of Nov 18th. On this day last year, this number was 97. While there are no guarantees, we are cautiously optimistic.
- In October, we held a scholarship reception for 1st year recipients in Fountain Commons. It was very well attended, and approximately 150 students were appreciative and engaged. We celebrated them and shared information about notable external awards, like the Rhodes, McCall MacBain and 3M.

Ongoing Projects

Data Management Plan

Work continues on the task to build a strategy for effective data management. As previously reported, this Plan includes the development of three key deliverables:

1. Recruitment & Admissions Dashboard;
2. Current Student (Retention) Dashboard; and
3. an Enrolment Projection Model.

In conjunction with Technology Services, the Admissions system (Slate) is receiving a major improvement with the inclusion of registration indicator data. Currently, this system does not indicate if a new student has registered for courses at Acadia, which means Recruitment & Admissions Staff must consult multiple systems to properly support students in the admissions process. When conducting analysis to determine effectiveness of recruitment efforts, data must be merged from multiple sources. Once complete, this data integration will ensure a smoother operation and will help to enhance recruitment efforts. Student Experience Staff have been working with Technology Services Staff in November 2024 to test this integration. This data will eventually flow into the Power BI dashboard and demonstrate a more complete new student enrolment funnel.

Work toward the goal of creating an enrolment projection model for use across the University has begun in earnest this Fall. Representatives from Institutional Research, Student Experience, and Technology Services attended the Canadian Institutional Research & Planning Association (CIRPA) Annual Conference in October 2024. The conference focused on many relevant topics

including showcasing examples of enrolment projection models in use at other institutions across the country. The Acadia team hopes to



create a unified enrolment projection tool that can be used for finance, academic planning, student services, and retention planning. The CIRPA Conference allowed staff to see examples of models of varying complexity and determine a path forward for creating a model at Acadia. Furthermore, staff can engage with a network of colleagues across Canada conducting similar work over the next year.

Staffing Changes

- **Zabrina Whitman** - Office of L'nu Affairs and Indigenization - Executive Advisor, L'nu Affairs and Indigenization – jointly reporting to VP, Student Experience & VP, Academic
- **Tori Rombaut** - Health, Counselling & Accessible Learning - Coordinator, Campus Health Promotion

ACADIA STUDENTS' UNION REPORT TO SENATE – DECEMBER 2024

No written announcements/report received.

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

- Brett, Mark and **H. Daniel Zacharias**. “To Serve Her and Conform to Her: An Intercultural Reading of Genesis 2:15.” Pages 221–40 in *The Critic in the World: Essays in Honor of Fernando F. Segovia*. eds. Amy Lindeman Allen, Francisco Lozada Jr. and Yak-hwee Tan. Atlanta: SBL Press, 2024.
- **Walsh Matt**, Review of “Son of Man”, Volume One: Early Jewish Literature, by Richard Bauckham. *Bulletin for Biblical Research* 34 (2024): 266-268.
- The Faculty of Theology completed their bi-annual assessment day on November 25, 2024.

**Report of the ad hoc Nursing Program Steering Committee
December 4th, 2024**

Current committee membership (alphabetical):

- Ashlee Cunsolo, Provost and VP Academic
- Cassel Busse, Director of the School of Nursing
- Corinne Haigh, Dean, Professional Studies (Chair)
- Jeff Hooper, Dean, Pure and Applied Science (Interim)
- Matt Lukeman, Department of Chemistry, Faculty of Pure and Applied Science representative
- Maggie Neilson, Vaughan Memorial Library
- Sam Taylor, VP Academic and External for the Acadia Students' Union
- Janna Wentzell, School of Kinesiology, Faculty of Professional Studies representative
- Ian Wilks, Department of Philosophy, Faculty of Arts representative
- Brian Wilson, Department of Biology
- **Vacant**, Chair, Senate Curriculum Committee (Policy)

Invited guests (alphabetical):

- Mark Bishop, University Registrar
- Adam Elliott, NPE and Chair, CBU/Acadia Nursing Campus Expansion Department, Cape Breton University
- Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator
- Sue Venter, Nursing Practice Educator, Cape Breton University

The ad hoc Nursing Program Steering Committee has met once since it last reported to Senate (December 2nd, 2024). The position of Chair, Senate Curriculum Committee (Policy) is currently vacant. The Chair welcomed Adam Elliott, the new Chair of the CBU/Acadia Nursing Campus Expansion Department, Cape Breton University.

Senate request to review Committee membership

The committee has continued the discussion that it began in September on this topic. Some of the main points of discussion are below:

- This committee was initially struck to liaise between CBU, Acadia Senate and Acadia leadership. Its role evolved to play a role in hiring the Director and NPEs and faculty and to have oversight on curriculum (CBU's) as it was placed into our calendar.
- The question of how many of the initial members outlined in the committee membership should continue was discussed again. Some committee members continue to express the view that their role on the committee could end and that they could be dropped from the committee.
- There is also now a formal Joint Implementation Steering Committee (JISC), as part of the signed operating agreement between CBU and Acadia, and so perhaps that changes the role of this committee; our role might be folded into their jurisdiction at a planning and operations level, not necessarily curriculum development.
- As our stand-alone curriculum is developed, there are opportunities for crossdisciplinary course developments (i.e.,: Health Microbiology) and so it was flagged that these conversations will necessitate continued representation from units such as Biology, Chemistry, Psychology, and Nutrition and Dietetics (to name a few). A lot of the programming in the School of Kinesiology would benefit from the involvement of nursing students and provide integration with community programs. If those types of discussions are not happening within this committee, then they do need to happen elsewhere.

The discussion concluded with naming two action items:

- 1) Cassel, Adam and Corinne will map out roles/linkages between the JISC, Senate ad hoc Nursing Program Steering Committee, academic units, and other Nursing related committees etc. to identify points of overlaps and also gaps. They will bring their work to this committee to inform our future conversations on this topic.
- 2) Overall, we need to maintain a means for consultation and perhaps this entity will become an advisory body much like the Earth and Environmental Science steering committee. The terms of reference for this committee will be reviewed and brought to our next meeting of this committee.

Update from Meetings with External Partners

Cassel, Ashlee, Corinne met with the NS College of Nurses to update them on the team leading the Program. It was a positive meeting, and they were excited to meet the new people and about the fact that we are looking to build a new program from scratch. Given this, Fall 2026 makes sense as a target for achieving stand-alone status. We would be the first group to pilot a new approval process that they have implemented.

There have been two meetings with Tajikeimik (the Indigenous-led independent health care board), the Indigenous health directors, and the Acadia team (Ashlee, Lerato, Zabrina, Corinne, and Cassel). Zabrina facilitated this introduction. It was an opportunity to meet with Tajikeimik and listen to their needs and let this inform the development of curriculum, student placements and attracting applications from indigenous students, etc. In the second meeting, the Director of L'nu Nursing, Julie Francis, gave a presentation about Tajikeimik and her portfolio more specifically. The Acadia team was especially interested to learn about a set of shared accountabilities that have been presented to and discussed with all Schools of Nursing in the province. These are elements that we can integrate into the new Acadia program from the beginning.

Cassel attended the Canadian Association of Schools of Nursing meeting in Ottawa representing nursing at Acadia. She learned about different approaches across the country for hiring (shortage of PhD-prepared nursing faculty across Canada), including expansion pressures, and competition for nursing faculty who are PhD level. She has been building relationships with Deans and Directors of Nursing across the country.

Ashlee provided an update of progress with the nursing building. Cassel has been consulting with other nursing faculties about new builds, program space design etc. Some key take-aways have been: 1) making sure that there is research space for faculty (will improve likelihood of the attracting faculty), and 2) planning for future space needs. Everyone consulted found that when they moved into a new facility, they had already outgrown the space. We need to think a decade ahead as our program will grow and be creative about space design to make it flexible so that as needs change, space can adapt.

Hiring

We are actively discussing hiring for the upcoming academic year (2025-2026), as there may need to be adjustments made to the original hiring plans. We were also very late hiring last year and don't want to repeat this. Cassel and Adam are working collaboratively with the Dean and Associate Dean to create a planning document to guide these hiring discussions that will then be brought to the JISC. This semester CBU hired an ICA (equivalent of a PCA at Acadia) to take a clinical group into practice as we needed an extra position.

Next steps

Collaborations on curriculum

- There is potential for expanding several term 1 and term 2 offerings including in

Microbiology, Kinesiology and linkages with community, engaging Philosophy and other Arts units for ethics courses, Nutrition and Dietetics, Psychology, etc.

- This committee is currently a forum for these types of discussions, and we will spend more time on this in the new year. It may be useful to establish a working group with interested members

Program progression

Cassel and Adam discussed student progression through the program i.e.,: students concerned about impacts of failing Chemistry and not being able to take microbiology. There are hurdles to student progression if courses are failed. Rather than dealing with these issues case by case, we discussed whether we could envision mechanisms to help students with progression. There are also students interested in joining the Nursing program as advanced standing students, who are looking for specific pathways and programming to do this, or who are experiencing some common barriers (e.g., they have taken Anatomy and Physiology but without the lab). We can't guarantee entry to these students, but we should again have some common understandings around frequently asked questions, etc.

Action item: Corinne, Jeff Hooper, Cassel and Adam will meet to discuss the mapping of student progression through the program.

Respectfully submitted,

Corinne Haigh
Chair, ad hoc Nursing Program Steering Committee
Dean, Faculty of Professional Studies

Motions from the By-Laws Committee

Motion #1: Motion to add three non-continuing faculty members to Senate as voting members. These Senators shall serve for one-year terms and shall be drawn from amongst the Faculties of Arts, Pure and Applied Science, and Professional Studies. They shall be nominated by the Senate Nominating Committee and confirmed by Senate. To be eligible, a faculty member must hold a part-time, Contractually Limited Term, Lecteur/Lectrice, or Pädagogischen Austauschdienste position during the year of their appointment to Senate. The faculty member need not hold this position for the duration of their Senate appointment. The term of membership of these members of Senate shall normally commence on the first Day of July of the year of election and shall normally conclude on the Thirtieth Day of June one year thereafter. Other than the differing length of terms, terms and duties of membership will match those of other non-student elected members of Senate.

Motion #2: Motion that the non-voting Senate member currently listed as the Coordinator of Indigenous Affairs become a voting member of Senate and be listed as the Executive Advisor on L'nu Affairs and Indigenization.

Rationale (from Provost and VPA): "With this new role of Executive Advisor on L'nu Affairs and Indigenization, this position now has an expanded scope directly related to educational policies and procedures, including Indigenization and decolonization of curriculum and programs, policies related to the academic and educational portfolios, and advising on key issues in the academic sector. This expanded scope now reflects the needs to have an official vote on Senate, and to have an important voice on Senate around Indigenization and decolonization, and to bring L'nu voice to Senate. This is an exciting opportunity for Senate and for the position.

Motion #3: Motion to add "or delegate" to the Vice-Provost, Teaching and Learning Excellence position and "or delegate" to the Coordinator of Academic Technologies on the Faculty Support Committee.

Rationale (from VP TLE and the Faculty Support Committee): "The Vice-Provost, Teaching and Learning Excellence is currently also the Association of Atlantic Universities FDC rep and has been for the last 2 years, filling two seats on the committee. Adding or delegate to the seat would allow for the Vice-Provost to appoint an appropriate person to the committee to fill the additional seat. A posting is going up in the next few weeks for the Director, Digital and Extended Learning (previously Director Open Acadia) and it is recommended to have that position fill the role as a delegate when they begin in early 2025.

The Coordinator of Academic Technologies seat has been filled by Shelly Vaughan, Manager, LTID, without a formal change in membership taking place for a few years. We would like to add "or delegate" to the current seat to make an administrative correction that should have been completed a few years ago, and to allow for flexibility to add the appropriate staff role within learning and teaching to support the duties of the committee. Coordinator of Academic Technologies is Duane Currie and he supports the appointment of Michael Shaw for the current academic year."

Motion from the Senate Graduate Studies Committee: “Motion that the following seven curriculum changes to graduate courses and programs be approved: New Course SOCI 5223, Deletion of POLS 5443, New Course SOCI 5263, New Course SOCI 5413, New Course ENVS 5903, New Course ENVS 5900, Program Modification to M.Ed. in Counselling Program.”

**Acadia University Senate Curriculum Committee (Administration) 2023-2024
 Form 1: New Course Proposal**

Department or School:	Sociology
Presented to Faculty Council?	
Date presented (or will be) to Faculty Council	Click or tap to enter a date.

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	SOCI 5223
<i>Have you checked with the Registrar’s Office to confirm the proposed course code has not been used before?</i>	NO
Proposed course title:	Global Health
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	
Provide Calendar description for the course below. (MAXIMUM 60 words) This course examines the local and transnational relations governing health and health care in global south settings. We investigate the relative role of international groups, nations, and local health care providers in shaping how health care is received (and not received). Topics include: political violence and care in conflict settings; poverty, structural violence, and neoliberalism; and diverging ideas about bodies and healing.	
Prerequisites:	Restricted to graduate students in the Faculty of Arts
Corequisites:	Click or tap here to enter text.
Antirequisites:	SOCI 4223
Requirement for a major?	Choose an item.
Open to non-majors?	Choose an item.

Can the course be repeated more than once for credit (e.g. special topics courses)?	No
If you chose 'Yes', please explain. Click or tap here to enter text.	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used). This seminar course is the grad version of an existing fourth year course. Drawing on ethnographies and critical work in sociology, anthropology, public health, and global health, the course offers a sociological introduction to key areas of global health. Cases will be explored in communicable and non-communicable diseases and related health interventions. International relations in relation to global health are discussed in relation to reproductive and sexual health and health care during conflict. Students act as discussants and write an essay. Grad students are required to do additional work, such as acting as discussant twice, developing their own essay topic, and producing a longer essay.	
Explain the rationale for proposing this course below. Please be specific. This course is the grad version of an existing fourth year course. We intend to teach the fourth year and grad course together, as a way of bolstering electives in Sociology at the graduate level. Offering this course at the grad level provides an opportunity to Sociology and Arts students to take a course in this subject area.	
Is a course with similar content offered at other universities?	No
If you chose 'Yes', at which universities, and at what level? Click or tap here to enter text.	

Enrolment	
Estimated Enrolment:	3
Will the enrolment be limited?	Yes
If yes, please explain how enrolment will be limited. Up to 6 grad students as well as undergraduates in the 4000 level course.	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	Choose an item. If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
If you chose 'No', please provide justification for this imbalance. No	

Anticipated Impacts & Consultations
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Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? Positive. We need grad electives.	
Will the course be cross-listed or form part of a multidisciplinary program?	Choose an item.
Briefly outline the impact this course will have on other courses or programs within your unit and others. It will help support our grad program as well as grad students in the Arts.	
Has the proposal been discussed with other appropriate units?	No
If you chose 'Yes', to what extent and what was the response? Click or tap here to enter text.	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Sarah Rudrum
Indicate the academic sessions in which the course will usually be offered?	<input type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	Yes
Provide a list of available materials in the library that would be suitable for use in this course. Materials are already available due to undergrad course already existing.	
Provide a list of desirable materials for acquisition by the library.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No

What technological resources or assistance, if any, will be required?

Click or tap here to enter text.

Additional Information

Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below.

Click or tap here to enter text.

**Acadia University Senate Curriculum Committee (Administrative) 2024-2025
Form 2: Proposed Course Deletion**

Department or School:	Politics
Presented to Faculty Council?	At future meeting
Date presented (or will be) to Faculty Council:	2024-11-04

Course Information & Rationale	
Course code to be deleted – discipline & number:	POLS 5443
Title of course to be deleted:	Political Theory 2
Reasons for requesting the deletion. Please be specific. This is a topics course and has not been taught in a while. We already have a topics course in theory at this level.	

Anticipated Impacts & Consultations	
Was the course a requirement for a major?	No
Is the course currently cross-listed?	No
Has the proposed deletion been discussed with the concerned programs or departments?	Yes
What is the effect of deleting the course on other courses and programs of the department/school or of other departments/schools? None	
Has the deletion been discussed with students of the department/school?	No
If yes, to what extent and what was the response? Click or tap here to enter text.	
Will any resources be made available by this deletion?	No
If yes, how will these be used? Click or tap here to enter text.	

Related Changes	
Are any new courses being added in conjunction with this course deletion?	Yes If yes, please complete the corresponding Form 1 (New Course Proposal)
Is this part of an extended change in a program?	No
If yes, please explain. Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

**Acadia University Senate Curriculum Committee (Administration) 2023-2024
Form 1: New Course Proposal**

Department or School:	Sociology
Presented to Faculty Council?	
Date presented (or will be) to Faculty Council	Click or tap to enter a date.

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	SOCI 5263
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	NO
Proposed course title:	Health, Environment, Poverty
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	
<p>Provide Calendar description for the course below. (MAXIMUM 60 words)</p> <p>This course explores the interrelationship between our health, the environment, and social inequalities including poverty. A central question to explore will be "what can/does sociology offer in the face of the climate crisis"? Assigned readings explore international and local cases, allowing students to build connections.</p>	
Prerequisites:	Restricted to graduate students in the Faculty of Arts
Corequisites:	Click or tap here to enter text.
Antirequisites:	SOCI 4263
Requirement for a major?	Choose an item.
Open to non-majors?	Choose an item.
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
<p>If you chose 'Yes', please explain.</p> <p>Click or tap here to enter text.</p>	
<p>Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used).</p> <p>This seminar course is the grad version of an existing fourth year course. It focuses on Anthropology and Sociology monographs and journal articles that link environmental concerns to health and social justice concerns. Students act as discussants, write an essay, and produce a public intervention. Grad students are required to do additional work, such as acting as discussant twice, developing their own essay topic, and producing a longer essay.</p>	

<p>Explain the rationale for proposing this course below. Please be specific. This course is the grad version of an existing fourth year course. We intend to teach the fourth year and grad course together, as a way of bolstering electives in Sociology at the graduate level. This course is timely, as it responds to climate crisis. Offering it at the grad level provides an opportunity to Sociology and Arts students to take a course in this subject area.</p>	
Is a course with similar content offered at other universities?	No
<p>If you chose 'Yes', at which universities, and at what level? Click or tap here to enter text.</p>	

Enrolment	
Estimated Enrolment:	4
Will the enrolment be limited?	Yes
<p>If yes, please explain how enrolment will be limited. Up to 6 grad students as well as the undergraduates in the 4000 level course.</p>	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	<p>Choose an item. If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.</p>
<p>If you chose 'No', please provide justification for this imbalance. No We have insufficient grad level electives</p>	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
<p>If you chose 'Yes', to what extent and what was the response? Positive. We need grad electives.</p>	
Will the course be cross-listed or form part of a multidisciplinary program?	No
<p>Briefly outline the impact this course will have on other courses or programs within your unit and others. It will help support our grad program as well as grad students in the Arts.</p>	
Has the proposal been discussed with other appropriate units?	No
<p>If you chose 'Yes', to what extent and what was the response? Click or tap here to enter text.</p>	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Sarah Rudrum
Indicate the academic sessions in which the course will usually be offered?	<input type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	Yes
Provide a list of available materials in the library that would be suitable for use in this course. Julie Livingston Self Devouring Growth	
Provide a list of desirable materials for acquisition by the library. Film of Something in the Water	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

**Acadia University Senate Curriculum Committee (Administration) 2024-2025
Form 1: New Course Proposal**

Department or School:	Sociology
Presented to Faculty Council?	At future meeting
Date presented (or will be) to Faculty Council	Click or tap to enter a date.

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	SOCI 5413
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	No
Proposed course title:	Class, Gender, Indigeneity, Racialization
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Class Gender Indigeneity Race
Provide Calendar description for the course below. (MAXIMUM 60 words) This course examines exemplary analyses of the intersection of class, gender, Indigeneity, and racialization in a variety of social settings.	
Prerequisites:	Restricted to graduate students in the Faculty of Arts
Corequisites:	Click or tap here to enter text.
Antirequisites:	SOCI 4413
Requirement for a major?	No
Open to non-majors?	Yes
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
If you chose 'Yes', please explain. Click or tap here to enter text.	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used). This seminar course is the grad version of an existing fourth year course. It focuses on key concepts in sociology. Grad students are required to do additional work, such as additional presentation/discussant requirements, developing their own essay topic, and producing a longer essay.	
Explain the rationale for proposing this course below. Please be specific. This course is the grad version of an existing fourth year course. We intend to teach the fourth year and grad course together, as a way of bolstering electives in Sociology at the graduate level.	
Is a course with similar content offered at other universities?	Yes

If you chose 'Yes', at which universities, and at what level?
 This course falls within a broad category of undergraduate and graduate level courses that cover key themes in sociology

Enrolment	
Estimated Enrolment:	1-6
Will the enrolment be limited?	Yes
If yes, please explain how enrolment will be limited. Up to 6 graduate students as well as students at the undergraduate level	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	No If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
If you chose 'No', please provide justification for this imbalance. This course is being added to provide more options at the graduate level. Sociology has very few graduate level courses.	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? positive	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. It will help support our graduate program	
Has the proposal been discussed with other appropriate units?	No
If you chose 'Yes', to what extent and what was the response? Click or tap here to enter text.	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Forough Mohammadi

Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. Click or tap here to enter text.

**Acadia University Senate Curriculum Committee (Administration) 2024-2025
Form 1: New Course Proposal**

Department or School:	Earth and Environmental Science
Presented to Faculty Council?	Yes
Date presented (or will be) to Faculty Council	Click or tap to enter a date.

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	ENVS 5900
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	Yes
Proposed course title:	Environmental Science Graduate Seminar 1
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	ENVS Graduate Seminar 1
Provide Calendar description for the course below. (MAXIMUM 60 words) Review of current research topics and problems in Environmental Science. Instruction on presenting seminars, writing papers and preparing abstracts may be included. Weekly seminars will be held throughout the year. It may be co-taught with GEOL 5900 and GEOM 5900.	
Prerequisites:	None
Corequisites:	Click or tap here to enter text.
Antirequisites:	Click or tap here to enter text.
Requirement for a major?	Yes
Open to non-majors?	No
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
If you chose 'Yes', please explain. Click or tap here to enter text.	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used). Review of current research topics and problems in Environmental Science. Instruction on presenting seminars, writing papers and preparing abstracts may be included. Weekly seminars will be held throughout the year.	
Explain the rationale for proposing this course below. Please be specific. MSc ENVS program course option for students. Will allow interaction of all graduate students in the EES department.	
Is a course with similar content offered at other universities?	Yes

If you chose 'Yes', at which universities, and at what level?
 Most graduate programs have a seminar course as a component.

Enrolment	
Estimated Enrolment:	2-3 per year
Will the enrolment be limited?	10
If yes, please explain how enrolment will be limited. This is not expected to be an issue given the limited number of ENVS graduate students.	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	No If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
If you chose 'No', please provide justification for this imbalance. Need ENVS MSc course options	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? Positive. Recognised as a needed option.	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. None	
Has the proposal been discussed with other appropriate units?	Yes
If you chose 'Yes', to what extent and what was the response? Positive	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Currently taught by Sandra Barr
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake)

	<input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. A wide variety of topics will be covered	
Provide a list of desirable materials for acquisition by the library. Necessary materials already available.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? None	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. This course provides a means for MSc ENVIS students to participate in the departmental graduate seminar courses with an appropriate code.

**Acadia University Senate Curriculum Committee (Administration) 2024-2025
Form 1: New Course Proposal**

Department or School:	Earth and Environmental Science
Presented to Faculty Council?	Yes
Date presented (or will be) to Faculty Council	Click or tap to enter a date.

Proposed Course Information & Rationale	
Course code - discipline & number (e.g. HIST 2223):	ENVS 5903
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	Yes
Proposed course title:	Environmental Science Graduate Seminar 2
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	ENVS Graduate Seminar 2
Provide Calendar description for the course below. (MAXIMUM 60 words) Review of current research topics and problems in Environmental Science. Instruction on presenting seminars, writing papers and preparing abstracts may be included. Weekly seminars will be held throughout the year. It may be co-taught with GEOL 5903 and GEOM 5903.	
Prerequisites:	ENVS 5900
Corequisites:	Click or tap here to enter text.
Antirequisites:	Click or tap here to enter text.
Requirement for a major?	Yes
Open to non-majors?	No
Can the course be repeated more than once for credit (e.g. special topics courses)?	No
If you chose 'Yes', please explain. Click or tap here to enter text.	
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used). Review of current research topics and problems in Environmental Science. Instruction on presenting seminars, writing papers and preparing abstracts may be included. Weekly seminars will be held throughout the year.	
Explain the rationale for proposing this course below. Please be specific. MSc ENVS program course option for students. Will allow interaction of all graduate students in the EES department.	
Is a course with similar content offered at other universities?	Yes

If you chose 'Yes', at which universities, and at what level?
 Most graduate programs have a seminar course as a component.

Enrolment	
Estimated Enrolment:	2-3 per year
Will the enrolment be limited?	10
If yes, please explain how enrolment will be limited. This is not expected to be an issue given the limited number of ENVS graduate students.	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	No If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
If you chose 'No', please provide justification for this imbalance. Need ENVS MSc course options	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? Positive. Recognised as a needed option.	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. None	
Has the proposal been discussed with other appropriate units?	Yes
If you chose 'Yes', to what extent and what was the response? Positive	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Currently taught by Sandra Barr
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake)

	<input type="checkbox"/> Other: Click or tap here to enter text.
Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: Click or tap here to enter text.

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. A wide variety of topics will be covered	
Provide a list of desirable materials for acquisition by the library. Necessary materials already available	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? None	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. This course provides a means for MSc ENVIS students to participate in the departmental graduate seminar courses with an appropriate code.

**Acadia University Senate Curriculum Committee (Administrative) 2024-2025
Form 4: Proposed Modification to a Program**

Department/School:	School of Education
Presented to Faculty Council?	Yes
Date presented to Faculty Council:	2024-11-15

Program / Rationale	
Program being modified:	M.Ed. in Counselling Program
<p>Briefly (in one paragraph) outline the nature of the changes you are requesting to your program.</p> <p>We are proposing a change to the admissions requirement for the M.Ed. in Counselling program to increase the accessibility of our admission requirements for applicants who come from non-traditional pathways of post-secondary studies. Currently, applicants are required to complete 2 years of full time work experience between time of completing their undergraduate degree and application to the program. Our edit will allow applicants to have completed 2 years of full time work experience before and/or after their undergraduate degree completion.</p>	
<p>Briefly state the reason for requesting this modification. Please be specific.</p> <p>We receive several emails every year by potential applicants who have a vast and diverse range of work experience that they accumulated before they completed their undergraduate degree. Our current requirements do not allow for applicants who entered post-secondary studies after accruing relevant full time work experience. This will improve the accessibility of the program for these students who do not enter undergraduate studies immediately after completing high school.</p>	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	No If you chose 'No', you may skip the rest of this section.
<p>If you chose 'Yes', briefly state how the modification will change the nature of your program below.</p> <p>Click or tap here to enter text.</p>	
Are the effects of this program restricted to your own Department/School?	Yes
Has the proposed modification been discussed with students?	Yes
Do students approve of the modification?	Choose an item.
<p>If you answered 'No' to any of the last three questions, please explain.</p>	

This change has come from speaking to current, past and potential students in their request to have work experience obtained prior to undergraduate studies considered in their admissions application.

New Calendar Description
<p>Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements.</p> <p>Current:</p> <p>Applicants to the MEd Counselling must have the equivalent of two years of full-time, paid, relevant experience following completion of their four-year undergraduate degree. The two full-time equivalent (FTE) years may be accumulated over a period longer than two years. Your application will not be considered if you do not have this experience.</p> <p>Updated:</p> <p><u>At the time of applying</u>, applicants to the M.Ed. Counselling must have accumulated the equivalent of two years of full-time, paid, relevant work experience and possess a four-year undergraduate degree (in the case of applying to the School stream, a Bachelor of Education degree is required). The two full-time equivalent (FTE) years may be accumulated over a period longer than two years and include work experience before and after undergraduate degree completion. Your application will not be considered if you do not have this experience.</p>

Impacts on Courses	
Will this program change result in the addition of any new courses?	No
<p>If you chose 'Yes', please list all new course numbers below, and fill out a Form 1 New Course Proposal for each.</p> <p>Click or tap here to enter text.</p>	
Will this program change result in the deletion of any existing courses?	No
<p>If you chose 'Yes', please list all deleted course numbers below, and fill out Form 2 Proposed Course Deletion for each.</p> <p>Click or tap here to enter text.</p>	
Will this program change result in substantive modifications to any existing courses?	No

If you chose 'Yes', please list all the affected course numbers below, and fill out **Form 3 Proposed Course Modification** for each.

Additional Information

Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation.