

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 Senators:

I advise you that a meeting of the Senate of Acadia University will occur from 1:00 p.m. to 3:00 p.m. on Monday, December 15, 2025. 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. Chair's Announcements (A. Kieft)

3. Time Sensitive Items

- a) Motion from the Senate Curriculum Committee: Motion that the Nursing Program curriculum changes be approved. (*M. Coombs*) (*Curriculum forms circulated separately*.)
- b) Motion from Timetable, Instruction Hours, and Examination Committee: Motion that the winter 2026 Add/Drop date be moved from Tuesday, January 20 to Wednesday, January 28. (*I. Beaton*) ([attached, page 3](#))
- c) Motions from the Senate By-Laws Committee (*J. Carlson*) ([attached, pages 4-8](#))
 - i. **Motion 1:** Motion to Recombine Senate Curriculum Committee (Policy) with Senate Curriculum Committee (Administrative).
 - ii. **Motion 2:** Motion that the VP Curriculum and Planning be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee).
 - iii. **Motion 3:** Motion that the Academic Programming, Quality Assurance, and Planning Coordinator be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee).

4. Consent Calendar Items

a) Announcements and Communications

- i. President and Vice-Chancellor (*J. Hennessy*) ([attached, page 9](#))
- ii. Provost and Vice-President Academic (*A. Cunsolo*) ([attached, pages 9-13](#))
- iii. Executive Advisor, L'nu Affairs and Indigenization (*Z. Whitman*) ([attached, page 13](#))
- iv. Associate Vice-President EDI-AR (*L. Chondoma*) ([attached, page 13](#))
- v. Vice-Provost Curriculum & Planning (*L. Wilson Finniss*) ([attached, page 13](#))

- vi. Vice-Provost, Academic Policy and Graduate Studies (*K. Ashley*) ([attached, page 13](#))
- vii. Vice-President Student Experience (*S. Duguay*) ([attached, pages 14-17](#))
- viii. Acadia Students' Union (*Y. Jawad and Z. Cam*) ([attached, pages 17-19](#))
- ix. Acadia Divinity College and Faculty of Theology (*A. Robbins*) ([attached, pages 19-20](#))
- x. Other announcements

b) Reports from Senate Subcommittees

- i. Admissions and Academic Standing Committee (*A. Cunsolo*) ([attached, page 21](#))
- ii. Curriculum Committee (Administrative) (*M. Coombs*) ([attached pages 22-25](#))

5. Other Business

- a) Chair's Written Report to Senate (*A. Kiefte*) ([attached, pages 26-28](#))
- b) Discussion Item: Academic Unit Reorganization (*Senate Executive*) ([attached, page 29](#))
- c) Discussion Item: Faculty Guidelines for the Use of Generative Artificial Intelligence (AI) in Courses (*Faculty Support Committee*) ([attached, pages 30-35](#))
- d) Discussion Item: Electives and Assessment (*Senate Executive*)
- e) Other items

6. Adjournment

Sincerely,

S. Pineo,
Recording Secretary of Senate and University Secretary



Motion from Timetable, Instruction Hours, and Examination Committee:

Motion: That the winter 2026 Add/Drop date be moved from Tuesday, January 20 to Wednesday, January 28.

Rationale (from TIE committee): With the snow day on Monday, December 8th cancelling hundreds of students' exams, we will be heavily relying on the make-up date of January 17th. In the collective agreement, instructors have 7 working days to submit grades after an exam. Thus, some students may not know their final grade a Fall semester course until after the current January 20th add/drop date. Moving the add/drop date until January 28th would give students at least one day to know their fall grades before the add/drop date.

Motions from By-Laws Committee:

Motion 1: Motion to Recombine Senate Curriculum Committee (Policy) with Senate Curriculum Committee (Administrative):

The motion proposes to recombine the SCC (Policy) and SCC (Admin) committees.

The recombined committee would have two co-chairs each responsible for roughly the work of the two current committees; and would be paired with changes for the curriculum review process. Details of the proposed membership and duties of the proposed combined committee are provided below.

Rationale

The policy committee has been working to update the curriculum change forms and will propose some changes to the process that will benefit from having a combined committee. The aim is to reduce workload for staff common to both committees, and expedite joint work tasks. The proposal has been discussed and approved by both committees.

The current structure of the Curriculum Policy Committee and the Curriculum Administrative Committee separates oversight of curriculum policy development from the review and coordination of curriculum changes. While the distinction was likely intended to create clarity of roles and responsibilities, in practice, it has resulted in substantial overlap, frequent back-and-forth communication, and unnecessary delays in decision-making and implementation.

One example is the recent change to processing of typos and the deletion of courses after they haven't been offered for a long period. Those were identified by the Administrative Committee as they were spending extra time processing those kinds of small changes and desired the efficiency, but needed the Policy Committee to both understand and then propose and have the change approved. This added an unnecessary delay before it could be brought to Senate.

Another example is organizational confusion. Departments and units have been unsure as to where to seek consultation for specific or unusual proposals (e.g., Schools of Nursing and Counselling). Which Committee do they ask first? Combining the two eliminates those issues.

Similarly, having them together helps to streamline questions about processes that we have or need to develop. It will facilitate next steps in a more timely manner. The duties

of the two committees are intrinsically interdependent: policy development is informed by administrative practice, and curricular decisions must reflect Senate-approved policies.

Proposed New Duties and Committee Membership:

Proposed Recombined Committee Membership

Co-chairs elected from the Faculty Representatives (one each primarily responsible for administrative/policy issues, respectively)

The Registrar or Delegate (non-voting)

The Associate Registrar (non-voting)

The Dean of Libraries and Archives or delegate

Two Members of the Faculty of Arts

Two Members of the Faculty of Professional Studies

Two Members of the Faculty of Pure and Applied Science

One Member of the Faculty of Theology

One Student (undergraduate)

Quorum shall be 50% +1 of the voting membership, including at least one member from each of the Faculties.

Proposed Duties of the Senate Curriculum Committee (with *italicized* notes comparing to existing duties)

The Duties of the Senate Curriculum Committee Will Be:

a) To oversee and coordinate all proposed changes in undergraduate degree, certificate, and diploma requirements, including interaction with originators, and to make recommendations to Senate concerning such changes.

[identical to former SCC Admin Duty a]

b) To consider all proposed changes in undergraduate courses from all departments, schools, or individual faculty members, including interaction with the originators, and to make recommendations to Senate concerning such changes.

[altered version of SCC Admin Duty c. 'all departments' vs. departments]

c) To develop and recommend policies to ensure that the undergraduate curriculum is delivered and administered consistently across all faculties.

[altered version of SCC Policy Duty b, with “and recommend” replacing “and to make recommendations to Senate concerning such policies.”]

d) To investigate and support innovative and alternative methods of curriculum delivery and make policy recommendations to Senate accordingly.

[SCC Policy Duty a; minor alteration]

e) To evaluate, revise, and support the implementation of Senate-approved curriculum policies in a coherent and coordinated manner.

[shortened version of SCC Policy Duty c]

f) To identify and address issues arising from curriculum proposals or policy changes, referring matters to relevant bodies when necessary.

[shortened version of SCC Admin Duty b]

g) To collaborate with the Registrar’s Office in the production and review of the annual Calendar, including program of study and course listing sections.

[SCC Admin Duty d: minor modifications]

h) To consider and act on such matters as may be referred to the Committee by Senate.

[SCC Admin Duty e and SCC Policy Duty e]

Existing Membership and Duties of each committee (for reference):

Curriculum Committee (Administrative)

“i. The membership of the Curriculum Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

Chair of Curriculum Committee (Policy) *

The Registrar or delegate (non-voting)

The Associate Registrar (non-voting) ®

Dean of Libraries and Archives or delegate ®®

Two members of the Faculty of Arts

Two members of the Faculty of Professional Studies

Two members of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

The Chair of this Committee shall be one of the Faculty members”

Curriculum Committee (Policy)

“The membership of the Curriculum Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

Chair of Curriculum Committee (Administrative) *

The Registrar or delegate (non-voting)

Dean of Libraries and Archives or delegate ®®

One member of the Faculty of Arts

One member of the Faculty of Professional Studies

One member of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

The Chair of this Committee shall be one of the Faculty members”

“The duties of the Curriculum Committee (Administrative) shall be:

a) to oversee and co-ordinate all proposed changes in undergraduate degree, certificate or diploma requirements, including interaction with the originators, and to make recommendations to Senate concerning such changes.

b) to identify issues arising as a result of recommended changes in undergraduate degree, certificate or diploma requirements, and to forward issues to relevant bodies for consideration and action.

c) to consider all changes in undergraduate courses from all departments or schools, or from any individual concerning changes in the curriculum, including interaction with the originators, and to make recommendations to Senate concerning such changes.

d) to collaborate with the Registrar’s office to produce the programs of study and course listings sections of the annual Calendar.

e) to consider such matters as Senate may from time to time entrust to the Committee.”

“The duties of the Curriculum Committee (Policy) shall be:

a) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.

b) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.

c) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.

- d) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
- e) to consider such matters as Senate may from time to time entrust to the Committee.

Motion 2: That the VP Curriculum and Planning be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee).

Motion 3: That the Academic Programming, Quality Assurance, and Planning Coordinator be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee).

Rationale for Motions 2 and 3:

Having the VP Curriculum and Planning as well as the Academic Planning, Quality Assurance, and Planning Coordinator as non-voting members will help to streamline questions about processes that we have or need to develop and will facilitate next steps in a more timely manner.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE – DECEMBER 2025

Happy December, everyone! Congratulations on another successful semester. I have enjoyed connecting with so many of your classes and events, celebrating your successes, and being continually wowed by student creativity and accomplishments. May the semester wrap up smoothly and may you all have a well-deserved holiday break, full of much relaxation, comfort, joy, and laughter. See you in 2026!

Schedule H & Academic Program Review and Planning

Work continues in earnest on all things Schedule H and academic program renewal.

Programs and faculties are continuing to work on program changes and innovations, new program opportunities, and new partnerships both internally and externally, to strengthen our program offerings, support students, and differentiate Acadia.

- **Twenty-Six Unit Head meetings** wrapped up in October, discussing initial self-categorization documents and next steps for all programs.
- **Bi-weekly large-group meetings** with Heads, Directors, Coordinators, Deans, AVPs, and Vice-Provosts are continuing through the Fall and Winter semester to work on Schedule H, share resources and ideas, and go through key training/information-sharing sessions.
- **Academic Leaders Retreat** is planned for December 11, 2025.
- **Graduating Student Core Competencies** work continues, under the leadership of Dr. Lauren Wilson Finniss. Several sessions have been held to date to garner ideas and input, a working group of students, staff, and faculty has been created, and additional feedback sessions with students, staff, and faculty are planned for the coming months.
- **Program Outcomes** are being developed and/or refined for all academic programs on campus.
- **Ongoing meetings**, including Town Halls, student sessions, and meetings with heads/directors and Faculty Councils continue.
- **The Ideas Survey** is still open and being shared with Heads/Directors/Deans at the bi-weekly meetings for continued discussions among that group and in the academic units.

- **Student Events** continue to tie in student feedback and increase student engagement. An upcoming session with the ASU and Residence Life is being planned for November 25, 2025 in the library. Thanks to Zahide Cam for organizing these events and to the entire ASU Team for supporting them!

Academic Policy Review & Creation

Dr. Kate Ashley's extensive work on a comprehensive institutional policy overhaul continues. A reminder that the new Policy Website has been created, and is a centralized repository of all policies across Acadia, including related procedures documents. The new Policy on Policies and related **Policy Framework**, which clearly articulates how non-Senate policies may be proposed, developed, reviewed, and maintained, is also available on this website, and is open for review. If any Senate committees would like to use the website to send draft policies out for feedback, please contact Kate.

Academic Reviews & Quality Assurance

External MPHEC Quality Assurance Review

Acadia wrapped up its external Quality Assurance review, mandated by MPHEC, November 21, 2025, after a 3 day virtual site visit. The external reviewers praised Acadia for the quality of the self-study report, the frankness and honesty in the meetings, the changes implemented since 2023 under Dr. Lauren Wilson Finniss and Shawna Singleton, and the clear movement towards a culture of renewal and cyclical review of academic programs. The final report is expected by the end of December, with work to implement the changes beginning in January 2026. Thank you to all the Senators who were involved in this process.

Program Reviews Tracking – December 2025

The 2024-2025 reviews are wrapping up, with the following working through the final stages of the review process (reminder: the 2025-2026 reviews are on pause to provide units with more time and space for Schedule H-related work):

Department	Concurrent with Accreditation	Status
Biology	N/A	<p>Site Visit: February 10-12, 2025.</p> <p>External Reviewers:</p> <p>Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba</p> <p>Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University</p> <p>Internal Reviewers:</p> <p>Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science</p>

		Dr. Daniel Blustein, Associate Professor, Psychology Stage: APRC to prepare Report to Senate.
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology Stage: Department met with APRC on October 20, 2025. APRC to prepare Report to Senate.
Computer Science	Yes	Request for accreditation review submitted to CIPS. Stage: Department working on CIPS Self-study.
Economics	N/A	Site Visit: September 25-27, 2024. External Reviewers: Dr. John Galbraith, Professor, Department of Economics, McGill University Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University Internal Reviewers: Dr. Andrew Biro, Professor, Department of Politics Dr. Peter Williams, Professor, Department of Physics Stage: Follow-up - 2027.
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC Stage: APRC to meet with Director, November 17, 2025.
English and Theatre	N/A	Site Visit: February 5-7, 2025. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University

		<p>Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University</p> <p>Internal Reviewers:</p> <p>Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures</p> <p>Paula Rockwell, Instructor, School of Music</p> <p>Stage: Stage: Department met with APRC on October 20, 2025. APRC to prepare Report to Senate.</p>
Graduate Studies	N/A	<p>Site Visit: March 3-5, 2025.</p> <p>External Reviewers:</p> <p>Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia</p> <p>Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton</p> <p>Internal Reviewers:</p> <p>Dr. John Colton, Professor and Head, Department of Community Development</p> <p>Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology</p> <p>Stage: Final report received. Grad Studies to prepare response. Tentatively scheduled to meet with the APRC – January 2026.</p>
Library and Archives	N/A	<p>Site visit: April 2-4, 2025.</p> <p>External Reviewers:</p> <p>Karen Keiller, Dean of the Library, MacEwan University</p> <p>Donald Moses, University Librarian, University of Prince Edward Island</p> <p>Juanita Rossiter, University Archivist and Acting Special Collections Librarian</p> <p>Internal Reviewers:</p> <p>Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science</p> <p>Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities</p> <p>Stage: APRC to meet with Library and Archives, November 17, 2025.</p>
Mathematics and Statistics	N/A	<p>Site Visit: October 21-23, 2024.</p> <p>External Reviewers:</p> <p>Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal</p> <p>Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University</p> <p>Internal Reviewers:</p> <p>Dr. Xiaoting Wang, Professor, Department of Economics</p> <p>Dr. Michael Robertson, Professor, Department of Physics</p> <p>Stage: Follow-up - 2027.</p>
Sociology	N/A	Site Visit: March 12-14, 2025.

		<p>External Reviewers:</p> <p>Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University</p> <p>Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick</p> <p>Internal Reviewers:</p> <p>Dr. Marianne Clark, Assistant Professor, School of Kinesiology</p> <p>Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics</p> <p>Stage: Final report received. Department to prepare response.</p>
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Respectfully submitted,



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

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

ASSOCIATE VICE-PRESIDENT EDI-AR REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

VICE-PROVOST CURRICULUM & PLANNING REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

VICE-PRESIDENT STUDENT EXPERIENCE – DECEMBER 2025

November 27, 2025

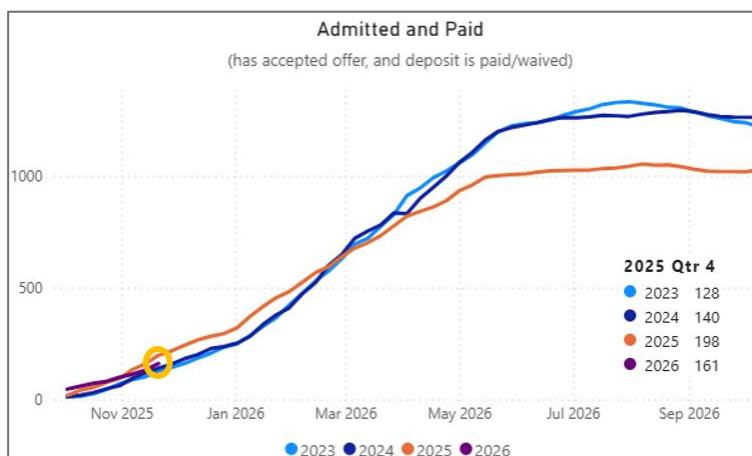
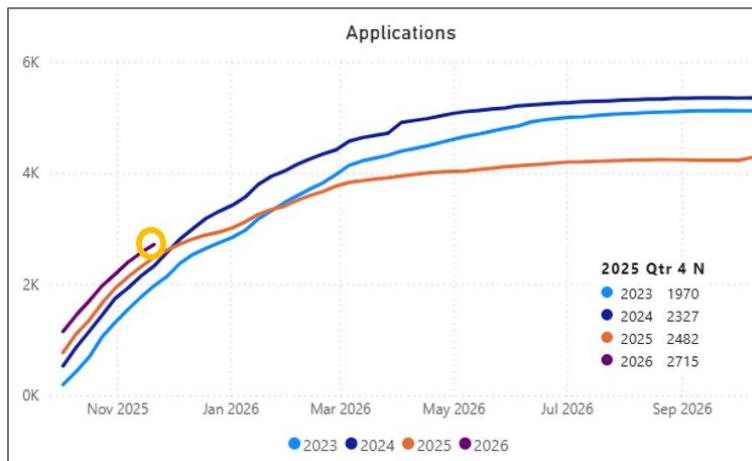
Fall 2026 Applications and Admitted & Paid

As of November 21, 2025, our Fall 2026 applications are still looking strong (up 9.4% over last cycle).

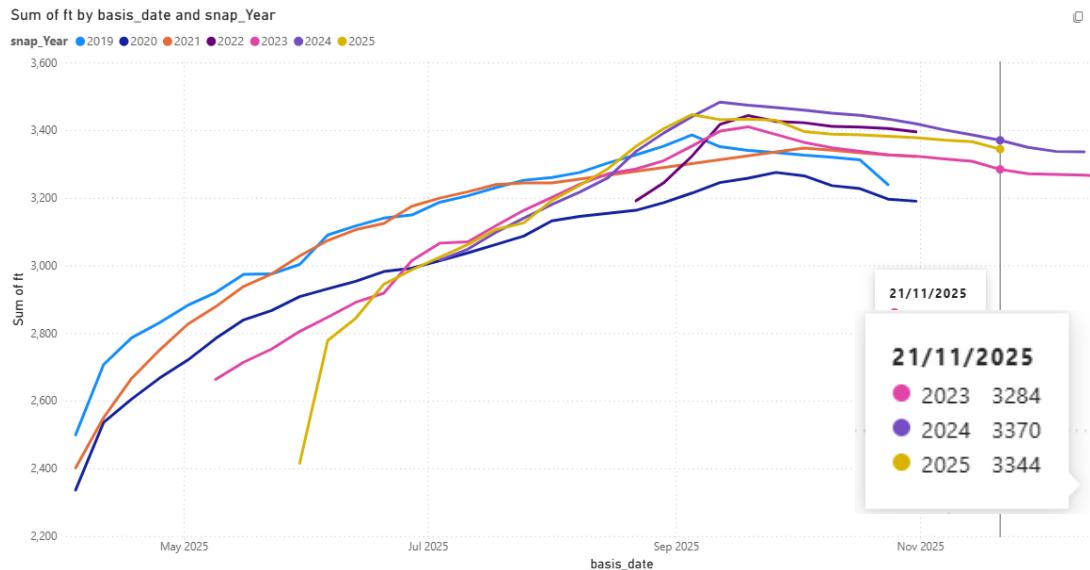
However, our admitted & paid (students who have made a deposit) numbers are now lagging significantly (down 18.7%).

Unless the increased applications convert to admitted & paid, the positive momentum will be negated.

Last cycle, after a strong start with applications, we saw historically low conversion to admitted & paid students through the spring and summer months, leading to a smaller level-1 class than previous years, impacting both our current overall enrolment and enrolment over the next four years.



Overall Full-Time Enrolment Numbers



As of November 21, excluding BEd, we have 3,344 students enrolled full-time. This 0.8% decrease over Fall 2024 is driven by a 6.0% decrease in international students, with virtually no change in domestic students.

Recruitment (Canada)

- Enrolment Advisors have been travelling across the country meeting prospective students since September 15. They have participated in over 200 school fair visits and attended over 100 independent high school visits.
- Two Open House events were held this year; the first on Friday, October 24 and the second on Saturday, November 8. October 24 drew in 196 students (421 with guests) and November 8 drew in 246 students (523 with guests) to campus.
- 79 campus tours and 19 group tours were booked between September 15 and December 5 bringing over 900 prospective students to campus.
- We will be reviewing our Campus Tours Program in the upcoming slower period to ensure we're showcasing Acadia in the best way possible.
- We have begun planning for our next large on-campus event, Experience Acadia Day; to be held on February 27, 2026.

Recruitment (Acadia International)

- In response to declines in international enrolment, Acadia International staffing has been reduced and resources shifted toward in-country representatives (West Africa and China) and new partnerships (METO & CIS).
- Travel is underway across Asia, the Middle East, and the Caribbean with some events in collaboration with External Events to convert applicants and strengthen partner relationships. New opportunities for 2+2 academic agreements in China present long-term enrolment potential.

Marketing & Communications

- Majority (~85%) of Programs 1 Pagers were completed to support November Open House Recruitment. Team will continue to follow up with outstanding program leads to reach 100% completion. Program 1 pagers will also be used for recruitment collateral and in newly designed Admissions packages.
- Refreshed Admissions package, which included a new envelope, folder, letterhead, scholarship and financial aid one-pager, next steps card, program one-pager, and stickers has been developed, to be deployed fully this month.
- Launched phase 1 of media campaign, which focused on generating strong impressions and engagement, given that most students were still in the exploratory phase of their journey. This phase garnered over 9 million impressions and 28,539 clicks. We'll be making slight optimizations to our campaign for phase 2, including introducing 6s video assets and a new Spotify creative.
- Admissions and Academics website pages have been updated to optimize the user experience and more closely align with Acadia's updated visual identity and in-market collateral. The next phase of this work will include updating all individual program pages.
- Major stories and achievements highlighted Acadia's research leadership, community partnerships, student and faculty successes, new academic and wellness initiatives, national rankings gains, and major investments.

Residence & Student Life

- As of November 17, 2025, there are 1307 students living in residence.
- The Curricular Approach in residence continues to provide high quality opportunities for student learning and engagement. October/November highlights include:
 - October:
 - Mi'kmaw History Month recognition guide through social media
 - Harm reduction efforts through the Know your Pour booth, Naloxone training in each residence, and homecoming pancakes
 - Community Clean up post homecoming (largest attendance in 4 years)
 - Pumpkin carving collaboration with dining hall
 - Launched the Positive Community Contributor program
 - November:
 - Exam prep study sessions and section meeting
 - First responders' appreciation letter making with Sisters of Colour
 - Graduate core competences dot-mocracy activity
 - Climate education initiative survey across campus (led by students on campus)
 - Trans day of remembrance booth in residence

- Planning is underway for Winter 2026 New Student Orientation which will take place on January 11, 2026, with additional events during the following week.

Scholarships & Financial Aid

- Following the October 20 initial application deadline, to allow for early awarding, a total of \$282,832 in donor funds has been distributed among 92 students. Awards were allocated based on the specific criteria of scholarships, scholar-bursaries, and bursaries.
- The Acadia Bursary Program has awarded \$81,035 to 48 eligible students. To date, 234 students have applied.

Office of L'nu Affairs and Indigenization

- Recruitment: Darlene Peters-Copeland attended the final pow wow at Glooscap First Nation on September 28th – we also had campus participation from students (including the women's rugby and volleyball teams), staff and senior leadership. Darlene is now starting individual visits to Mi'kmaq high schools in Cape Breton. Specific to nursing, Zabrina Whitman, Darlene and the Mi'kmaq Indigenous Nursing Education Specialists (MINE) at Tajikeimik to discuss the Indigenous recruitment strategy, admission and retention for the nursing program. Work continues on a broader campus wide recruitment strategy for Indigenous students.
- Truth and Reconciliation: Campus awareness for Truth and Reconciliation Day was vibrant this year. Respecting the wishes of community members, no events were hosted on campus on September 30th, to show respect to Mi'kmaq who wanted to celebrate the day in their own communities with family and friends. We shared with the campus the activities across the province that they could participate in. In advance of September 30th, the members of the girls' soccer team gifted a special chair to students, the weekend sport events were designated to truth and reconciliation awareness, and the girl's rugby game on Friday, Sept 26th was opened with O Canada sung in Mi'kmaq by Kalolin Johnson from Eskasoni.
- Nikamawti'ket: The Indigenous Student Navigator (or Nikamawti'ket in Mi'kmaq) officially started October 14th. We are pleased to announce Jordan Smith (kinesiology alum) from Glooscap First Nation was the successful candidate. Already their role has made a substantial difference in getting supports to indigenous students on campus.

ACADIA STUDENTS' UNION REPORT TO SENATE – DECEMBER 2025

Prepared by:

Zahide Çam - VP Academic and External, Acadia Students' Union

Academic Updates:

- Working with Senate and University committees on various topics, continuing to fill student seats at committees as requested.
- Continuing the regular meetings with the Acadia University Faculty Association (AUFA).
- Hosted a Schedule H Townhall in collaboration with Residence Life and Dr. Ashlee Cunsolo.

Advocacy Updates:

- Run the StudentsNS Financial Aid Campaign and advocated for the Government to increase the maximum study period earnings from \$100 per week to \$300 per week. Campaign is available via [this link](#).
- Attended StudentsNS Advocacy Week (provincial), met with stakeholders like Nova Scotia Student Assistance, Labour, Skills & Immigration Department, Chair of CONSUP Dr. Andy Hakin, Nova Scotia Sexual Violence Prevention Committee, Student Housing Nova Scotia, and MLAs and Ministers including MLA Sheehy-Richard, MLA Smith-McCrossin, MLA Becky Druhan, MLA Danny MacGillivray, MLA Brian Wong, MLA Timothy Halman, Nova Scotia NDP caucus, Minister Leah Martin, Minister Colton LeBlanc, and Minister Brendan Maguire.

Our provincial advocacy recommendations were:

A MODERNIZED, RESPONSIVE STUDENT FINANCIAL AID SYSTEM

1. RECOMMENDATION #1: ADDRESSING UNMET FINANCIAL NEED

StudentsNS recommends that the Government of Nova Scotia increase the Nova Scotia Student Assistance weekly maximums from \$200 per week to \$300 per week.

2. RECOMMENDATION #2: PROMOTE IN-STUDY EMPLOYMENT VALUE

StudentsNS recommends that the Government of Nova Scotia increase the maximum study-period earnings from \$100 per week to \$300 per week.

STRENGTHENED WORK-INTEGRATED LEARNING

3. RECOMMENDATION #3: A COORDINATED, PROVINCE-WIDE VISION FOR YOUTH EMPLOYMENT AND EXPERIENTIAL LEARNING

StudentsNS recommends that the Government of Nova Scotia establish a provincial committee on youth employment and experiential learning, bringing together students, government, postsecondary institutions, and employers. This committee should develop a comprehensive Strategy for Youth Employment and Experiential Learning

BRIDGING THE GAP: CREATING A MORE INCLUSIVE POST-SECONDARY SYSTEM

4. RECOMMENDATION #4: CREATE AN AFRICAN NOVA SCOTIAN POSITION WITHIN THE DEPARTMENT OF ADVANCED EDUCATION

StudentsNS recommends that the Government of Nova Scotia create a dedicated position in the Department of Advanced Education responsible for the recruitment and retention of African Nova Scotian learners.

IMPROVED STUDENT HEALTH & WELLNESS

5. *RECOMMENDATION #5: COMMIT LONG-TERM SUSTAINABLE FUNDING FOR STUDENT MENTAL HEALTH AND SEXUAL VIOLENCE PREVENTION SUPPORTS*

StudentsNS recommends that the Government of Nova Scotia commit to fund \$600,000 for mental health and \$470,000 for Sexualized Violence Prevention & Education for the next 5 years, ensuring ongoing access to necessary supports for post-secondary students throughout the province.

6. *RECOMMENDATION #6: AFFORDABLE HEALTHCARE ACCESS FOR INTERNATIONAL STUDENTS*

StudentsNS recommends that the Government of Nova Scotia decrease the 13-month waiting period for international student MSI access to four-months, and change the MSI continuous coverage declaration for international students from one year to two years.

- Attended CASA Advocacy Week (federal) - more updates to come.

Other Updates:

- Concluded ASU by-elections.
- Trained incoming SRC delegates.
- Working on having a designated Indigenous student representative seat at the Council.

PLEASE NOTE: Due to SUB Renovations, the ASU Executives have moved into two separate offices: BAC #410 and SUB #607 (Class of 1961 Board Room). The team also has updated Office Hours and are available only 15 hours a week. The office hours can be found on the [Acadia Students' Union website](#).

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE– DECEMBER 2025

On November 18-21, Dr. Anna Robbins, Dr. Danny Zacharias, and Dr. Jodi Porter travelled to Winnipeg to attend the Canadian Learning Community Annual Gathering. This is part of the Lilly Endowment Pathways for Tomorrow Phase 3 led by NAIITS: An Indigenous Learning Community.

On November 22-25, Dr. Danny Zacharias and Dr. Grace Au attended the Annual Meetings of Society of Biblical Literature and the American Academy of Religion in Boston.

Sunday, November 23

Grace Wing-Yi Au gave the paper: Reconsidering the Translation of Divine Peace (εἰρήνη) in Chinese: A Case Study of Romans 16:20a
A review panel of H. Daniel Zacharias and T. Christopher Hoklotubbe, [Reading the Bible on Turtle Island: An Invitation to North American Indigenous Interpretation](#) (IVP). Book was released on November 18.

Monday, November 24

Grace Wing-Yi Au gave the paper: Paul's Freedom in the Context of Economic Exchange.

Tuesday, November 25

Danny Zacharias served on the panel for Racism, Pedagogy, and Biblical Studies Section): Reflections on Robert Warrior's Classic Essay "Canaanites, Cowboys, and Indians".

On November 28, Acadia Divinity College held the annual Master of Arts (Theology) Mini-Conference featuring papers from students and faculty, organized by Dr. Grace Au.

On December 3-5, Dr. Anna Robbins attended the Association of Theological Schools meetings of the Board of Directors.

Report to Senate December 2025

Admissions & Academic Standing (Policy) Committee

Thank you to all Senators for the great discussion and dialogue in the November Senate meeting around the six motions from the Admissions and Academic Standing (Policy) committee (Section 4.b.). The insights and concerns shared, both during and after the Senate meeting, have been valuable for continued work and refinement, and will lead to strengthened outcomes.

The Admissions and Academic Standing (Policy) Committee met on November 25, 2025 to discuss the feedback received. Work continues to consider wrap-around policies, gather additional research, and consolidate feedback, with the next drafts anticipated to come to AAS(P) at the December 17, 2025 meeting.

Updated motions and new content will come to Senate in January or February 2026, when ready.

Respectfully submitted,



Dr. Ashlee Cunsolo, PhD
Provost & Vice-President Academic
Chair, Admissions & Academic Standing (Policy) Committee

Senate Curriculum Committee (Administrative)

Report to Senate

3 December 2025

Committee Members: Melanie Coombs (Committee Chair 2025, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (Chair SCC Policy, Prof. St.), Jennifer Richard (Dean, Libraries & Archives), Sonia Hewitt (FA), Liam Swiss (FA), Chris Killacky (Theology), Andy Mitchell (FPAS), Zahide Cam (Student Rep)

Guests: Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator), Lauren Wilson Finniss (Vice-Provost, Curriculum and Planning)

The Senate Curriculum Committee – Administrative (SCCA) received curriculum proposals from Nursing and met to discuss them on Nov 28th, 2025. The SCCA received comments and edited documents from the School of Nursing regarding the proposed changes and voted to approve the curriculum documents on Dec 3rd, 2025, over email.

We ask that the Senate consider the motion from the Senate Curriculum Committee that the Nursing Program curriculum changes be approved.

These changes are time sensitive. The below table outlines the nature of the changes. A Nursing Program Summary is also provided.

School of Nursing, FPS

Curriculum Revisions Summary 2025-2026

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	Bachelor of Science Nursing (Direct Entry Stream)	New Nursing Program – two entrance streams.	See Program rationale document.
2.	Bachelor of Nursing (Bridging Stream for Licenses Practical Nurses (LPN))	New Nursing Program – two entrance streams.	See Program rationale document.
3.	NURS 1003 Introduction to the Nursing Profession	New Course	New Course for the creation of the Bachelor of Science Nursing Program at Acadia.
4.	NURS 1013 Foundations of Nursing Practice 1		
5.	NURS 1023 Health Assessment		
6.	NURS 1033 Reclaiming Wellness: Mi'kmaq Health, History and the Impact of Colonialism		
7.	NURS 1043 Health Assessment for LPN Bridging to RN		

8	NURS 1103 Transitioning to the BScN		
9.	NURS 200A Healthy Aging and Care of the Older Adult		
10.	NURS 200B Practice Consolidation 1: Care of the Older Adult		
11.	NURS 2013 Foundations of Nursing Practice 2		
12.	NURS 2023 Nursing for Families in Perinatal, Newborn and Child Health (LPN Stream)		
13.	NURS 2026 Nursing for Families in Perinatal, Newborn and Child Health (Direct Entry)		
14.	NURS 2036 Episodic and Acute Health Care 1		
15.	NURS 2043 Pathophysiology and Pharmacology 1		
16.	NURS 3013 Episodic and Acute Health Care 2		
17.	NURS 3023 Episodic and Acute Health Care 3: Mental Health and Addictions Nursing		
18.	NURS 3043 Pathophysiology and Pharmacology 2		
19.	NURS 3053 Practice Consolidation 2: Episodic Health		
20.	NURS 3063 Caring for Indigenous Peoples		
21.	NURS 3066 Community Nursing and Populations Health		
22.	NURS 3073 Nursing Research and Evidence-Informed Practice		
23.	NURS 4013 Nursing Leadership, Advocacy, and Health Policy		
24.	NURS 4023 Practice Consolidation 3		
25.	NURS 4033 Transitioning to Professional Practice		
26.	NURS 4215 Practice Consolidation 4: Final Clinical Practicum		

Program Summary

Bachelor of Science Nursing at Acadia University

Acadia's new Bachelor of Science Nursing program is designed to meet the highest academic and clinical standards held in Canada for entry to practice registered nurses. It also responds to the national and worldwide call for healthcare and healthcare training to decolonize, and work equitably and inclusively with all members of local and global communities. The proposed program also responds to regionally specific realities and relationships, making it accreditable from a national perspective while being uniquely reflective of the land and communities within which Acadia is situated.

One of the key innovations and contributions that this nursing program makes is its close collaboration with Tjajikeimik, Nova Scotia's Mi'kmaq health authority. All major aspects of the program have been built alongside the L'nu Nursing team at Tjajikeimik, with biweekly virtual meetings and in-person retreats to ensure all partners can participate and collaborate. As a result, our policies, curriculum, courses and program requirements reflect the principle of *Etuaptmumk* (two-eyed seeing or seeing from both a Western and Indigenous lens) and *Msit No'kmaq* (all my relations, emphasizing relationality and reciprocity). The program also responds to Call to Action #24 from Canada's Truth and Reconciliation Commission by incorporating First Nations history, teachings and practices throughout the curriculum.¹ This includes mandatory courses with a Mi'kmaq and Indigenous focus and mapping the Canadian Association of Schools of Nursing's (CASN) 2025 *Cultural Humility and Safety Standards* across the program.

While distinct from other nursing programs in Nova Scotia, Acadia's BScN aligns with the standards set by CASN and the Nova Scotia College of Nurses (NSCN), as well as innovative practices from nursing programs in the Atlantic provinces and the rest of Canada. The program was developed through extensive research and consultation with Schools of Nursing nationwide, benefiting from the insights and generosity of department heads and faculty across the country.² One notable difference from other Nova Scotia nursing programs is the inclusion of nursing courses and a clinical placement in the first year of the program. This curriculum structure, consistent with many other nursing programs nationally, helps nursing students build early connection with faculty and peers, easing the transition to university life. First-year nursing courses also allow students to begin developing their professional identity and gaining healthcare knowledge and experience early on—particularly valuable in a condensed three-year program.

During a series of town halls with nursing leaders at local healthcare centres, a recurring concern was the difficulty new graduates face when entering practice in an increasingly complex and demanding healthcare environment. Leaders also noted a rise in early-career nurse attrition, which aligns with national and international observations as the global nursing shortage continues to intensify. In response, Acadia's nursing program not only includes first-year Nursing

¹ Truth and Reconciliation Commission of Canada. (2015). *Calls to action*.

² Some of these consultants include faculty from Cape Breton University, the University of Prince Edward Island, Dalhousie University, St Francis Xavier University, Memorial University, McGill University, the University of Toronto, Lakehead University, Carleton University, the University of Western Ontario, and the University of Calgary.

experiences, as mentioned above, but also scaffolds clinically based learning throughout coursework and in immersive clinical blocks. A final year “Transition to Practice” course further supports students by incorporating realistic simulations and scenarios that students will encounter as they step into their role as registered nurses.

Finally, this Nursing undergraduate program is unique because it builds on the strengths of its academic community at Acadia University. Nursing joins Acadia’s growing group of health-focused programs, including Nutrition, Kinesiology, and Counselling, and will contribute to interprofessional learning at the University. Moreover, a Bachelor of Science in Nursing must provide students with a foundation for clinical reasoning, professional judgment, critical thinking, and strong ethical decision-making—skills that reflect both the art and science of nursing.³ This proposed program intentionally draws on the strengths of Acadia University as a liberal education-focused institution with a reputation for interdisciplinary knowledge and faculty-student mentorship by mindfully weaving arts and science courses throughout the curriculum. For example, students will explore statistical concepts in tandem with a nursing research course and engage with bioethical philosophy alongside courses in nursing leadership, policies and advocacy. As a result, Acadia Nursing graduates will be relational, reciprocal, and community-oriented leaders embodying the values of the nursing profession and Acadia University.

³ Canadian Association of Schools of Nursing. (2011, November). *Position statement on baccalaureate education and baccalaureate programs*.

CHAIR REPORT TO SENATE – DECEMBER 2025

As Chair of Senate, one of my primary functions is to ensure that academic matters that are within the purview of Senate are handled fairly and that discussion and debate occur related to those matters in a robust manner. The use of Robert's Rules of Order (RRO) is in place to ensure this. While the use of these RRO may feel stiff at times, it was developed so that every member of a body who wishes to speak can have the opportunity to do so.

The Senate meets only ten times per year for either two hours or three hours per meeting, unless special meetings are called. This means that the time we have at each meeting to discuss the details of reports, motions, and discussion items is limited. That said, this does not mean that the items should be “glossed over” or “rubber stamped”. It does mean that committees of Senate and individuals with particular positions carry out the work of Senate outside of Senate meetings. It also means that Senators and others within the institution need to proactively read and engage with the materials related to Senate business in advance. In order to do that, materials that are being generated by committees and individuals need to be provided sufficiently early for that to occur.

In recent years, Senate has taken some steps to try to ensure that the time at Senate is used as effectively and efficiently as possible. Below is a timeline of Acadia Senate's recent use of procedural tools and other methods to move through more routine items:

- In January 2019, we began receiving most Announcements and Communications in writing in advance, rather than the prior practice of receiving them verbally at each meeting.
- In January 2020, we developed the “Guidelines for Written Announcements to Senate” to help clarify who would report and what types of content would be included.
- In June 2021, we added a “Question Period- President and Provost and VPA” to try to keep questions within the Announcements and Communications to being directly related to what is within those, to pause and allow for questions later after time sensitive business is complete, and to give opportunities for questions related to Senate-related business. This has since been removed as a regular item.
- In January 2024, we began placing announcements and committee reports (and other “routine items”) within a Consent Calendar item structure after it was proposed and discussed at Senate Executive.

Consent Calendar section of Robert's Rules of Order, 11th edition (section 41, page 361, lines 11-32). Font preserved from the primary source publication.

Consent Calendar. Legislatures, city, town, or county councils, or other assemblies which have a heavy work load including a large number of routine or noncontroversial matters may find a *consent calendar* a useful tool for disposing of such items of business. Commonly, when such a matter has been introduced or reported by a committee for consideration in the assembly, its sponsor, or, sometimes, an administrator, may seek to have it placed on the consent calendar. This calendar is called over periodically *at a point established in the agenda by special rules of order, at least preceding standing committee reports.* The matters listed on it are taken up in order, unless objected to, in which case they are placed in line for consideration on the regular agenda. The special rule of order establishing a consent calendar may provide that, when the matters on the calendar are called up, they may be considered in gross or without debate or amendment. Otherwise, they are considered under the rules just as any other business, in which case the "consent" relates only to permitting the matter to be on the calendar for consideration without conforming to the usual, more onerous, rules for reaching measures in the body.

If any topics within an item in the Consent Calendar appear to be too substantial to be within the Consent Calendar, the agenda can be amended to either pull a Consent Calendar item from the Consent Calendar and make it a distinct item, or a distinct item can be created so that the topic can be discussed more fully. There is always the opportunity to ask questions that are directly related to the Consent Calendar items. For example, if there is a point in a set of announcements or within a report, there is an opportunity to ask before the Consent Calendar is approved as received. We can also further discuss items within Other Business if they need more time for discussion. That said, the Consent Calendar is intended to not be a temporally long item on the agenda, so any substantial discussions about topics should occur during other parts of the meeting.

If, in reading an item on the agenda, whether it be announcements, a report, or materials related to a motion, you find yourself with questions, the sooner those questions are posed the better. So, Senate Executive is asking that questions be submitted in advance as much as possible. The questions can be submitted directly to the person who submitted the item (either a Senator with a particular position or a Chair of a Committee, for example), or to the Chair of Senate who can help to direct your question to the appropriate person(s). Ideally, the questions will be received at least four days before the Senate meeting, so that the individuals involved are prepared to answer, either on the floor of Senate, by amending the documentation to clarify or provide additional information, or through direct correspondence. By asking questions in advance whenever possible, more time at Senate meetings can be utilized for discussion and debate. In

addition, the questions can be addressed more fully and effectively if asked in advance when possible.

Of course, this all relies on things being submitted in time for all Senate meetings. On the Senate website, the deadlines for submitting items for Senate meetings are listed. They are normally 7 days prior to each Senate meeting. Ideally, items will arrive before this, so that if there are things that need clarification or follow up by the Chair, Recording Secretary/University Secretary, or Senate Executive, they can be clarified before the agenda is circulated.

If you are submitting an item to Senate, please ensure that it is clear whether it is a report or communication, a motion, or a discussion item. All motions should come in the form of an actual motion, with a clear motion and any supporting documentation or rationale. Please do not send documents as “proposals” without clear motion language. Please do not send motions that pertain directly to the work of an existing committee of Senate unless you are the Chair of that committee. The Chair of Senate or Senate Executive will pause such motions, especially if they arrive with too short of a timeline between when the documents have been submitted and when the agenda must be circulated, as consultation with the Chair of the relevant committee may need to take place.

If you are not sure whether a topic is within the purview of Senate, or of any particular committee of Senate, I am very happy to discuss that with you, as per the Senate Handbook. If I am not sure, I will consult with the Senate Executive about it, and if it is still not clear, we may discuss it at Senate itself.

I continue to be committed to doing what I can to ensure that we are upholding the collegial governance processes that are built into our structures and helping to navigate us through the changes that we are all experiencing. I hope that all Senators feel supported and that you know that you have a valued voice- whether you are a student, a faculty member, another employee, a member of the Administration, a member of the Board of Governors, or a community member. We are working through some tumultuous times at this moment. The stakes are high. It is more important than ever that we communicate in healthy ways and that we engage effectively in the work that needs to be done. Thank you for your commitment to working as a Senator to keep Acadia academically excellent as a university where student development, growth, and learning, and our collective intellectual pursuits and contributions, are at the core of our mission.

Respectfully submitted,

Anna Kieft, Chair of Senate

Academic Unit Reorganization – discussion questions

- Should proposals for reorganization involve two steps – i.e., concept proposal followed development of a full proposal – or is one step enough?
- Should the reorganization process sit with Senate Executive and/or the Academic Planning committee, which is currently lacking strategic focus?
- Should the process require or encourage consultation with similar programs or units at other Nova Scotia universities?
- What types of issues (e.g., program creation and quality, sustainability and enrolment, interdisciplinarity, accreditation) should trigger consideration of restructuring?
- How should proposals assess impacts on curriculum, programs, student pathways, accreditation, and research?
- What constitutes “meaningful” consultation, and how must feedback be documented and addressed?
- What avenues should exist for units or individuals to appeal decisions or raise concerns about the process?
- Should there be a requirement for post-implementation review to evaluate whether the reorganization achieved its goals?

Faculty Guidelines for the Use of Generative Artificial Intelligence (AI) in Courses

These guidelines are designed to support Acadia University faculty in making informed, ethical, and pedagogical decisions about the use of Artificial Intelligence (AI) in their courses, to promote clear and transparent communication of their expectations with students. As AI technologies continue to evolve, this document will function as a living resource, updated as needed by the Faculty Support Committee. Its purpose is to guide faculty decision-making through clear institutional direction grounded in student learning, equity, well-being, academic integrity, and innovative approaches to education.

Determining the Role of AI in Your Course

Faculty Autonomy

Each faculty member retains the discretion to determine whether and how AI tools are used in their courses. This decision is a personal one that should consider the disciplinary context, pedagogical goals, and learning outcomes of each course or program. Faculty are encouraged to make informed decisions that reflect their course objectives, uphold the university's standards of academic integrity, and support equitable, transparent, and innovative learning practices.

Guiding Considerations

When determining whether AI fits into your course, consider:

- **Accessibility and Equity:** Ensure that all students have equitable opportunities to participate in learning activities that involve AI tools. As subscriptions to AI tools are not provided or supported institutionally by Acadia, students may experience unequal access due to cost, connectivity, or device limitations. Faculty should also ensure that expectations around AI use are consistent with student accommodations approved through Accessible Learning Services and individual learning requirements (e.g. EAL students). Some students rely on AI-enabled assistive technologies (e.g., spelling and grammar support, organizational aids, or text-to-speech tools) to ensure equitable and accessible participation.

- **Transparency and Pervasiveness:** AI Technologies are increasingly pervasive and often embedded in common applications, sometimes in ways that students may not fully recognize. To support clarity and reduce confusion, faculty should specify which functions or features are permitted or restricted in their course, rather than relying on naming specific products or brands.
- **Accuracy, Bias, and Intellectual Property:** Content generated by AI can include inaccuracies, embedded biases, reinforced “echo chambers,” and/or unverified sources. Consider how these issues affect disciplinary standards, academic integrity, and the ethical use of materials. AI tools can also take student and faculty data to train the model, putting intellectual property at risk.
- **Privacy and Data Protection:** Safeguard student and institutional information by avoiding the submission of personal, confidential, or proprietary content to public AI platforms.
- **Student Development and Wellbeing:** Recognize that students may be particularly influenced and vulnerable to AI flattery or “sycophancy.” Some users may form personalized or emotionally charged relationships with AI tools, particularly with chatbots that simulate human interactions. In discussions about AI-use with students, promote critical awareness, healthy engagement, and independent thinking.
- **Learning Outcomes and Assessment:** Reflect on how AI use may impact the learning goals, skills, and assessment design of your course, both positively and negatively.
- **Environmental Impact:** Large-scale AI systems have significant energy demands and a growing negative impact on climate change. It is recommended that class time is used to bring awareness to the environmental impacts of AI use.
- **Innovation and Pedagogical Opportunities:** Explore how AI can enhance creativity, reflection, and skill development in teaching, learning design, and assessment. Provide guided opportunities for students to safely experiment with and explore AI tools in preparation for future studies or employment.

Communication and Transparency

Students will encounter different expectations for AI use across their courses, which can be confusing and difficult to navigate. To reduce uncertainty, ensure that expectations for AI use are communicated clearly, consistently, and proactively.

It is encouraged to discuss early in the term with your students how AI may or may not be used in the course, and to connect these expectations directly to the learning expectations and skills being assessed. Faculty should engage openly with students about the role of AI in the course and the pedagogical rationale for its specific use.

Acadia does not provide institutionally supported or paid access to AI tools, and because such tools are considered third-party learning technologies, students may not have equitable access to them. When the use of AI is required but not stated as a required technology of the course, it is recommended to provide an alternative pathway for students who cannot or choose not to use AI technology.

Given the rapid expansion of AI functionality in many common applications used by students, faculty should consider clarifying the specific functions or features that are allowed or prohibited rather than naming specific tools, products or brands.

Consider seeking initial student input and formative feedback on the approach to AI in the course.

Course Outline Statements

All course outlines should include a section clarifying expectations for student use of AI in the course. Consider including:

- How AI tools may or may not be used, and why, with a rationale linked to course learning outcomes/expectations. Here are three different approaches to communicating different levels of AI usage in your syllabus:
 - [Artificial Intelligence Assessment Scale \(AIAS\)](#)
 - [SAMR-GenAI critical reflection tool](#)
 - [“Menus, not traffic lights: A different way to think about AI and assessment”](#)
- Any requirements for students to acknowledge or cite the use of AI in their work.
 - Provide examples and resources for citing collaborations with AI.
 - Model citation practices in your course materials and lessons.
- Your approach to academic integrity and the application of the Academic Integrity Policy in your course in relation to AI.

Sample Course Outline Language

“Generative AI tools (such as ChatGPT, Gemini, or Copilot) may be used in this course only as outlined by the instructor. When you use AI, please describe how it supported your work and ensure that your final submission reflects your own understanding and learning. Transparency in AI use helps support your development and aligns with Acadia University’s Academic Integrity Policy.”

Citation and Attribution

Faculty should clearly outline when and how students are expected to cite AI-generated material and provide [examples and resources](#) to support proper citation. Faculty should also model responsible attribution in their own teaching and scholarship by acknowledging AI assistance where relevant.

For guidance on citation practices, consult the [Acadia Library's citation resources](#) or discipline-specific style guides, and share these with students to promote consistent, ethical citation practices.

Academic Integrity and AI

Faculty are encouraged to discuss acting with integrity in academia and the role of generative AI early in the course to promote shared understanding, critical engagement, and responsible use. These conversations should include mutual dialogue with students about their approaches to AI and their expectations for incorporating AI tools into the learning process. When concerns arise, they should be approached as opportunities for learning, reflection, and improvement.

If the unauthorized use of AI is suspected, faculty must follow the established Academic Integrity Policy and procedures outlined in the Academic Calendar. All inquiries should be handled with transparency, fairness, and respect for student rights.

Faculty cannot upload student work to AI tools or third-party detection services without first consulting Acadia's Privacy Office and ensuring transparency and voluntary consent from affected students. Students retain the right to withhold consent without being presumed to have violated academic integrity standards.

Detection

The use of AI detection tools is not encouraged at Acadia. Current detection technologies are unreliable, often producing false results, and have demonstrated bias against non-native English speakers, leading to false accusations of misconduct and student distress. These tools also raise significant concerns around data privacy, intellectual property, and due process for students.

Assessment and Course Design

Faculty may wish to review and adapt assessment strategies to account for AI's presence. Consider:

- Incorporating more in-class work, scaffolded assignments, and prioritizing process-based milestones for learning rather than a “final product”
- Designing assessments that emphasize critical analysis, application, and reflection, which are less easily replicated by AI.
- Testing your assignment prompts with AI tools to evaluate their “AI-resistance,” while avoiding submission of sensitive or identifiable material.
- Integrating AI use as a learning tool, where appropriate. E.g., evaluating AI-generated content for accuracy or bias.

Responsible and Ethical Use by Faculty

Faculty maintain full autonomy in deciding whether and how to use AI in their teaching, research, and administrative work. When AI is used, faculty are expected to model ethical, transparent, and responsible practices that uphold academic integrity and prioritize student learning.

Faculty using AI are encouraged to:

- **Exercise informed judgment**
 - Review guiding considerations, relevant terms of service and data use.
 - Make intentional choices grounded in disciplinary norms and professional standards
 - Invite student dialogue and feedback on the use of AI in the course.
- **Protect privacy and confidentiality**
 - Do not upload student work, personal information, or confidential institutional data into AI systems.
 - Respect copyright and privacy obligations.
- **Maintain responsibility for academic decisions**
 - Avoid using AI to assign grades.
 - Ensure any feedback generated with AI is reviewed, personalized, and pedagogically meaningful.
 - Model ethical and transparent AI use in alignment with your course expectations for students
- **Verify and adapt AI-generated content**
 - Check for accuracy, tone, inclusivity, and alignment with course expectations.
 - Ensure AI-assisted materials do not disadvantage students based on language, background, disability, or technology access.
- **Model transparency and integrity**
 - Let students know when AI contributed to course materials, examples, rubrics, or feedback.

- Demonstrate appropriate attribution and help normalize responsible, ethical AI use.
- **Stay informed and current**
 - Keep up with evolving best practices, institutional policies, ethical considerations, and innovative approaches in higher education.
 - Adjust AI use as standards and technologies develop.