

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 4:00 p.m. to 6:00 p.m. on Monday, September 8, 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) Approval of Senate Meeting Minutes- June 18, 2025

3) Consent Calendar Items

a) Announcements and Communications

- i. Chair (*A. Kiefte*)
- ii. President and Vice-Chancellor (*J. Hennessy*) ([*attached, pages 3-4*](#))
- iii. Provost and Vice-President Academic (*A. Cunsolo*) ([*attached, pages 4-6*](#))
- iv. Executive Advisor, L'nu Affairs and Indigenization (*Z. Whitman*) ([*attached, pages 6-9*](#))
- v. Associate Vice-President EDI-AR (*L. Chondoma*) ([*attached, pages 9-11*](#))
- vi. Vice-Provost Curriculum & Planning (*L. Wilson Finnis*) ([*attached, pages 11-14*](#))
- vii. Vice-Provost, Academic Policy and Graduate Studies (*K. Ashley*) ([*attached, pages 14-17*](#))
- viii. Vice-President Student Experience (*S. Duguay*) ([*attached, pages 17-18*](#))
- ix. Acadia Students' Union (*Y. Jawad and Z. Cam*) ([*attached, pages 19-21*](#))
- x. Acadia Divinity College and Faculty of Theology (*A. Robbins*) ([*attached, pages 21-22*](#))
- xi. Other announcements

b) 2025-2026 Reports from Senate Subcommittees

- i. Research Ethics Board Transition Report (*S. Jones*) ([*attached page 23*](#))
- ii. ad hoc Nursing Program Steering Committee (*C. Haigh*) ([*attached pages 24-27*](#))

c) 2024-2025 Year-end Reports from Senate Subcommittees

- i. Awards Committee for Honorary Degrees and Emeriti Distinction (Awards Committee) (*J. Hennessy*) ([*attached pages 28-29*](#))
- ii. Nominating Committee (Updated) (*C. Cochran*) ([*attached, page 30*](#))

4) New Business

- a) Motions from Senate Executive: Dissolution of Senate Ad Hoc Committees - Community Engagement, Course and Teaching Effectiveness ([*attached, pages 31-34*](#))
 1. **Motion 1:** Motion that the Community Engagement Ad Hoc Committee of Senate be dissolved.
 2. **Motion 2:** Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be dissolved.

5) Other Business

6) Adjournment

Sincerely,

S. Pineo,
Recording Secretary of Senate and University Secretary



PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – SEPTEMBER 2025

Board Restructuring under Bill 12

Bill 12 established a new [Act Respecting the Governance of University Boards](#), which acts as enabling legislation to determine the future structure and responsibilities of University Boards in Nova Scotia. Each university will have specific regulations that govern its Board, and these will be developed with government in phases. Acadia's regulations will be developed in the first phase along with Dalhousie and Mount Saint Vincent this fall. Colleen Keyes, KC from the law firm Stewart McKelvey has been retained as the external governance consultant to the Department of Advanced Education. She will meet with the University President and Board Chair individually in September. At this point we have not been informed of any other avenues of consultation.

Fall Convocation

For the first time in many years, Acadia will have a fall convocation on October 17, 2025. The special convocation will invite students who graduated in 2020 and 2021 but could not participate in a convocation ceremony due to the Covid-19 pandemic.

Child Care Centre

We will hold an official announcement and ground-breaking ceremony for the new childcare centre during the week of September 15, 2025 (date still to be finalized). We will welcome the Minister of Advanced Education and Education and Early Childhood Development to campus for the announcement along with other government staff and officials. The centre will take roughly 18 months to build and is fully funded by the Government of Nova Scotia. Special thanks to the staff in EECD and to Vice President Erin Beaudin for working together to make this centre a reality, and also to the members of the Acadia Faculty and Faculty Association who advocated for a campus-based childcare centre to serve employees, students, and the community. Work will commence soon on selecting a third-party non-profit vendor to manage the centre.

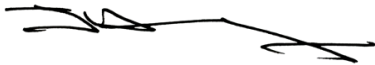
Student Union Building

The renovation of the Student Union Building will commence shortly and will entail displacement of current occupants of the SUB to other locations on campus. We appreciate the patience in enduring this disruption while the construction takes place.

One-Stop Shop

Phase one of the centralized student service delivery program (one-stop shop) will begin during this academic year. Phase one will involve both online service delivery as well as the centralization of some student services and registration functions in one location on the ground floor of the Beveridge Arts Centre. The aim is for students to have one place to go for queries and assistance with selected front-facing staff able to triage students to various support functions. Future phases and expansion will follow a study of the impacts of phase one. The project will involve reassignment of key staff under the direction of Vice President Scott Duguay.

Respectfully submitted,



Jeffrey J. Hennessy, Ph.D.
President and Vice Chancellor

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

Welcome back to the Fall semester! This is my favourite time of year, and welcoming new students and their families as they arrive, watching the Orientation Week events unfold, and seeing the student athletes back and practicing is such a joy. A wonderful reminder of why we do what we do, and how universities change people and communities for the better!

For the 2025-2026 year, my PVPA written reports to Senate will be focused on Schedule H and related updates for the academic sector. This is a key focus for this coming year, both for the academic sector and for the university, and these monthly Senate reports will share relevant information and updates.

Schedule H

Work continued in earnest over the summer on all things related to Schedule H and Strategic Academic Planning.

- **Bi-weekly large-group meetings** were held with Heads, Directors, Coordinators, Deans, AVPs, and Vice-Provosts to work through data, answer questions, look for opportunities to collaborate, and to bring all academic leaders together regularly for information and knowledge sharing.
- **Two Moodle Site Resources** were created by Dr. Lauren Wilson Finnis and her team to 1) create and share resources related to curriculum mapping and design;

and 2) to create a portal for all submissions related to Schedule H, including self-categorization documents, data, updated information, and materials.

- **A Labour Market Survey** was created and released to gather information about the key skills and attributes employees are looking for, to be shared with all academic units. Thanks to Lauren Wilson Finniss, Scott Dempsey, Zabrina Whitman, and Ian Murray for the work on this survey.
- **A Story Campaign** was created and released to gather stories from Alumni about the impact of Acadia on their lives and professional careers, with data to be shared with academic units. Thanks to Nancy Handrigan and Oonagh Proudfoot for their support to connect widely with Alumni around the world.
- **An Academic Program Self-Categorization Process** was created, and all units submitted categorization documents related to their programs. A detailed, thorough, and thoughtful review process is currently underway by a review committee including the Provost, Vice-Provost Academic Policy & Graduate Studies, Vice-Provost Curriculum & Planning, the Registrar, and all four Deans.
- **An Ideas Survey** was created and shared with all faculty on campus to receive feedback and ideas around program creation, consolidation, new structures, changes to faculties and schools, etc. These ideas are being shared with Heads/Directors/Deans at the bi-weekly meetings for continued discussions among that group and in the academic units.

As we return to the fall semester, bi-weekly meetings with the leads of academic units will continue, monthly student events with the ASU are planned, and continued work with the Faculties and units will occur.

Academic Policy Review

Under the lead of Dr. Kate Ashley, Vice-Provost Academic Policy & Graduate Studies, we are continuing an analysis of all academic policies and regulations to streamline processes, find gaps, and increase clarity across the Academic sector. Changes to existing academic policies or creation of new academic policies and procedures will come through relevant Senate committees and processes, as applicable.

Academic Reviews & Quality Assurance

Acadia will be undergoing a mandatory Quality Assurance Review from the MPHEC in November 2025. This review examines all processes, policies, and practices related to quality assurance and our cyclical review process, and will make recommendations for strengthening our processes. Recommendations will be received by the end of December 2025, with the expectation that implementation will begin in 2026. More information will be shared in the coming months as we receive it.

As a reminder: given the new requirements for Schedule H for all programs, APRC has agreed to suspend all forthcoming reviews scheduled for Fall 2025 and Winter 2026 (except for external accreditation processes). Units currently engaged in a program review are finalizing their responses and will wrap up those processes in the coming months.

Wishing you all a healthy, happy, and productive Fall semester!
Respectfully submitted,



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

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

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

Over the summer, the Office of Lnu Affairs and Indigenization provided support, input and feedback on issues as they popped up. In addition, work was furthered on a number of priority areas (below), including providing critical support on the Indigenous Scholar Faculty hiring process and the Nursing program curriculum creation:

- **Schedule H:** Continued support for Schedule H occurred over the summer, particularly focused on the development of the industry survey.
- **Nursing:** The nursing curriculum working group did not stop over the summer. The meetings continued on a biweekly basis, with sub-committees continuing to work between meetings. On August 7th, the Committee met in Millbrook for a daylong retreat. The nursing committee is co-chaired by Cassel Busse and Julie Francis (Director of Nursing Tajikeimik). Committee members include Adam Elliott, Maddie Gallant, Bev McKee, and Amy Rockwell – all within nursing. Mi'kmaq representation includes the Mi'kmaq Education Nursing Specialists at Tajikeimik – Courtney Pennell (Acadia U, Dalhousie, NSCC Ivany and Kingstec), Emily Peter-Paul (St. FX, NSCC Pictou and Truro, Cumberland and LPN Cohort), Lucinda Googoo (CBU, and NSCC Strait Area and Sydney Waterfront), Dawn Googoo – L'nu Initiative Nursing Lead, Dr. Margot Latimer – CIHR Chair, Indigenous Health Nursing and me. Cassel Busse and her team deserve extra recognition and credit for the work she is putting into this exciting new program. In addition to the Committee members, we also want to highlight Dr. Lauren Wilson Finniss and Shawna Singleton for their support and expertise throughout this process.
- **Remaining Indigenous Scholar Hiring Process:** The Indigenous scholar position is close to wrapping up. Four candidates were invited for in-person interviews at Acadia during August 2025: Dr. Katherine Crocker (Biology), Michelle Sylliboy (Education), Nathan Sack (Business), and Melissa Labrador (Education or

Community Development). Throughout the process, we are welcoming feedback from academic units and Mi'kmaq Elders, community members, and partners. We are anticipating making a recommendation by mid-September.

- **Land-based Learning Course:** Dr. Gabe Donnelly and Chaiti Seth have worked closely with Shalan Jodrey, Frank Meuse and students to offer our first land-based learning course this summer. Due to the Dalhousie fire, the group has decided to postpone the first course.
- **Leadership Meeting:** Coordination for a meeting between the Senior Leadership Team and local Mi'kmaq leadership continued over the summer with the meeting scheduled for early Fall.
- **Agriculture Conference:** Work on the agriculture conference progressed over the summer. We have confirmed our keynote speaker and are finalizing panelists. A save-the-date will be going out in the coming weeks, as soon as our funder signs off on the invitation details.
- **Annual Planning:** Part of June focused on annual planning for the OLAI. This also included inputting all planned activities into project management software to ensure that everyone is aware of deliverables and deadlines.
- **Foundation/bridging Year Program:** Work continues on this project, including a scan of best practices in the country. We hope to hire a consultant over the coming months to support its development.
- **Identity Policy:** We have a draft identity policy that requires Mi'kmaq input and review. A committee was created over the summer composed of local community representation, Elder representation and representation from Tajikeimik and Mi'kmaw Kina'matnewey. All members have a background in this subject matter. Finding a kick-off meeting date was a bit of a challenge, but our first meeting is in September with hopes we can finalize the document this Fall. In addition to this document, I presented on the complexities of Indigenous identity to the Province's Indigenous post-secondary working group in late June and continue to advise and present to others when requested.
- **Elders:** In winter, a terms of reference was created for an Elders Council that would advise the Office of L'nu Affairs and Indigenization, and others on issues. The summer has focused on developing this further. In September, we hope we can share more information on who the members of the Elders Council are and their roles.
- **Community Partnerships:** We have spent the last year examining how we can build deeper relations with Mi'kmaq communities. We have been working on one exciting project that hopefully we can share more information about in September.

Office of L'nu Affairs and Indigenization – Student Experience

Recruitment: Darlene Peters Copeland spent the summer attending pow wows and community events like the Mi'kmaq Summer Games. These types of events are fundamental for building community relations.

Youth sports: A huge shout-out goes to Athletics for supporting our youth multi-sport camp on July 2nd. Despite the heat, repairs to the gym and last minute cancellations from some families due to Canada Day, we had an incredible event. A big shout-out to Kim Wallace, Liam Heelis and Igor Stjepanovic for all their hard work. The support that athletics gives to Mi'kmaq youth is a best practice on campus. Despite tight budgets, they never say no and they always provide gear, food and swag to the kids. It is these small things that make a difference.

Indigenous Student Events and Annual Planning: The annual planning exercise (discussed in provost report) included creating a monthly calendar and budget for student events. Darlene will be coordinating these events starting in September. This exercise also included a program of key Indigenous events over the course of the year. September and October are two particular busy months with National Truth and Reconciliation Day (Sept 30th), Mi'kmaq History Month in October, Treaty Day (October 1st) and Sisters-in-Spirit on October 4th. This year on September 30th, we encourage the campus community to attend events for Truth and Reconciliation Day in Mi'kmaq communities. This can include going to the large event at the location of the former residential school in Shubenacadie or attending the community event at Glooscap Landing. We will call on the campus community to wear orange shirts on September 29th in light of the campus being closed on the 30th. We also encourage units across campus to share the ways they are informing themselves, students and others around Mi'kmaq History Month and Truth and Reconciliation.

Indigenous Recruitment Strategy: Research started over the summer on an Indigenous recruitment strategy. This includes student experience, but also focuses on academic planning and financial support needed for success. The MINES and I have also discussed specific needs around nursing recruitment and admissions. We are looking for a date in Fall to build this specific plan out.

Student Supports, Recruitment and Admissions: I continue to respond to and support inquiries as they come in.

Indigenous Student Navigator: After months of work, this position was released for competition at the end of July. The position is called “Nikamawti'ket” in Mi'kmaq which means trailblazer or “leading the way”. The position has been advertised in the Mi'kmaq Maliseet Nation News and has gained a lot of interest on social media, which we hope will result in a lot of applicants. The position closes on September 2nd.

We hope that the hiring process can be completed in September so we can onboard this individual as soon as possible.

Indigenous Resource Centre: Thanks and appreciation are offered again to the Alumni Association for their financial contribution in the winter. The dollars they provided enabled us to give a face lift to the Indigenous student lounge – which included purchasing more crafting material, a large flexible table for gatherings, new comfy furniture, a tv for movie nights, kitchenware, books on parenting, mental health and financial planning, and more. At the end of August, a team of folks volunteered their time to get the room set up. A really big thank-you to the community volunteers and Liz Shepherd.

Financial Aid: In June we spoke with Mi'kmaq education experts on funding limitations and policies for students. A comparative analysis of funding support across country for Métis, Inuit and First Nation students was conducted to support some work underway by Advancement. We hope that we can offer some type of financial aid support to Indigenous students, especially Mi'kmaq students next year.

Wela'lin,
Zabrina

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

AVP EDI-AR Updates Lerato Chondoma

As we close the chapter on another summer and welcome the start of the 2025–26 academic year, I am reminded of the cyclical rhythm of renewal that defines university life. The end of summer is both a moment of reflection and anticipation—a time to celebrate the progress we have made together while preparing to meet the opportunities and challenges of the year ahead. I will also be celebrating a full year at Acadia in September and am in awe of our collective efforts over the last 12 months.

I am grateful to have been able to spend some time back in my homelands of Lesotho and to have celebrated the Basotho New Year on August 1st, a date that marks the beginning of a new year in the traditional Basotho calendar, aligning with the end of the harvest season and the start of new agricultural cycles. It was a time to reflect, give thanks, and reconnect with Basotho identity, heritage, and the land. Fitting energy to carry forward as we welcome new and returning students, faculty, and staff to campus- we enter a season of possibility.

This past summer was marked by meaningful engagement, careful planning, and collaborative efforts that strengthen our shared commitment to EDI-AR at Acadia. From community consultations on the African Nova Scotian / African Descent (Black) Post-Secondary Education Framework and listening sessions with the Queer Collective to national recognition of our research commitments and participation in monthly meetings as part of the NSERC Dimensions Cohort, these months have been an important period of

groundwork and growth. They have also reinforced the importance of centering belonging, dignity, and accountability in all that we do.

We celebrated several inclusive dates of significance during June, July and August 2025. While the list below is not an exhaustive list of all regional, national, and international observances, I would like to highlight some of the specific days our communities celebrated with events and programming over the summer:

- **June:** National Indigenous History Month
- **June 18:** International Day for Countering Hate
- **June 21:** National Indigenous Peoples Day
- **June 27:** Canadian Multiculturalism Day
- **July:** Halifax Pride Festival
- **July 25:** 1st International Day of Women and Girls of African Descent
- **August:** Acadian Heritage Month
- **August 1:** Emancipation Day
- **August 9:** International Day of the World's Indigenous People
- **August 31:** International Day for People of African Descent

Some of the highlights for the summer include:

1. African Nova Scotian / African Descent (Black) Post-Secondary Education

Framework: As part of the Post-Secondary Advisory Committee on African Nova Scotian/African Descent, we held our first round of internal engagements with Black students, staff, faculty, and student support staff at Acadia. The conversations generated valuable insights and feedback on the draft framework, which is designed to strengthen recruitment, retention, and success for ANS/African Descent students, staff and faculty. We are now preparing for the second round of external engagements with communities, partners, and alumni, scheduled for late September through October. This work builds on the leadership of the Post-Secondary Partnership Committee, which includes CONSUP, NSCC, and provincial Deputy Ministers, and responds to the urgent need to address racial equity and equal opportunity in post-secondary education.

2. Listening Sessions: Listening sessions continue to be a cornerstone of our approach to understanding the lived experiences of equity-deserving communities on campus.

- *Residence Life*: We completed sessions with residence assistants, including alumni RAs, and are finalizing a thematic report. We also hosted sessions with Residence Life Coordinators and leadership, with immediate collaborative efforts focused on bespoke offerings during orientation week for mental health, racism, sexual violence, and improved educational supports and resources related to EDI-AR. I extend my thanks to the Director of Residence and Student Life for his leadership and collaboration.
- *Queer and Racialized Collectives*: Over the summer we met with the Interim Advisory Group of the Queer Collective and are planning affinity events and listening sessions this fall. A Queer Collective guest speaker event will launch in September. Listening sessions with the Racialized Collective were delayed over

the summer, but with new advisory members in place, we look forward to meaningful student, staff and faculty engagement in the fall.

3. Policy Renewal and New Workplace Safety Regulations

In line with recent amendments to Nova Scotia's *Occupational Health and Safety Act* and the *Stronger Workplaces for Nova Scotia Act*, Acadia has updated and developed several key policies and procedures:

- A revised *Policy Against Harassment and Discrimination* (focused on protected human rights characteristics) with supporting procedures.
- A new *Respectful Workplace Policy and Procedures*.
- A new *Psychological Safety Protocol*.

We are currently finalizing mandatory training modules for all employees, which are also part of our legal obligations under the new regulations. These will cover unconscious bias, cultural safety, anti-racism, and training on the updated harassment and discrimination policy. In the coming weeks, you will see campus-wide communications about these new policies, along with opportunities to participate in information sessions and training offerings.

4. Dimensions Project

Together with the former AVP RIGS and new VP Academic Policy and Graduate Studies, I co-led Acadia's successful application to the NSERC Dimensions Recognition Program. Acadia is now part of the second national cohort of 17 institutions selected to advance equity, diversity, and inclusion in research.

The Dimensions initiative is designed to break down systemic barriers faced by women, Indigenous Peoples, persons with disabilities, racialized communities, and LGBTQ2+ members, while recognizing the importance of diverse perspectives in driving research excellence and innovation. We are excited to share more details about Acadia's participation in the coming weeks.

Looking Ahead to Fall 2025

In mid-September, I will release an overview of upcoming EDI-AR programming (including the EDI-AR audits), training and events. These initiatives reflect the collective planning work of our team over the summer and will provide opportunities for continued learning, collaboration, and growth across our community.

Ka teboho (with gratitude)

Lerato

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

Office of the Vice-Provost Curriculum & Planning

Dr. Lauren Wilson Finniss

My team and I would like to welcome you to a new term with a few new resources that we've been busy making over the summer:

Accessible Course Outline Template Resource

Based on feedback from the community, we have put together an Accessible Course Outline for faculty to either use as a template, or to review as a resource.

- [Accessible Course Outline Template](#)

Accessibility, Universal Design for Learning and Artificial Intelligence Faculty Professional Development Course

This online, asynchronous faculty professional development course, resulting in a certificate of completion, explores the merging of Accessibility, Universal Design for Learning (UDL), and Artificial Intelligence (AI) in education. Participants will learn how to create inclusive learning environments that meet the criteria aligned with Access by Design, Nova Scotia's Accessibility Act, Nova Scotia Education Standards under the Act and the NS Public Sector Body's Accessibility Plans while leveraging Universal Design Principles and cutting-edge AI technologies.

The total time commitment is about 20–24 hours. Each module should take ~6–8 hours, broken into:

- 2–3 hours reviewing choice of content (websites, articles, videos, and/or podcasts)
- 2–3 hours on applied activities (e.g., accessibility audits, lesson redesigns, case studies)
- 1–2 hours for personal reflection (journals, quizzes, discussion boards)

Faculty will be encouraged to review materials at their own pace and also apply acquired knowledge to their practice. A good pace might be one module every 4–6 weeks, giving enough time for reflection and practice while keeping flexibility across the year.

Developed by Barb Welsford and supported with instructional design by Danielle Pierce.

- [Accessibility, Universal Design for Learning, Artificial Intelligence](#)

Curriculum Development Best Practices Resource Course

This resource is designed to guide departments through the Curriculum Development and Program Review Cycle, as well as professional development for faculty. It provides frameworks, examples, and step-by-step guidance to support program-level curriculum mapping, outcome writing, and alignment with institutional goals.

- [Curriculum Development Best Practices Resource](#)

Teaching & Learning Resources Course + LibGuide

A central hub for faculty looking for resources on topics: Accessibility & Universal Design for Learning (UDL), Academic Integrity, Artificial Intelligence in teaching and learning, Assessment design and inclusive pedagogy, etc.

This resource, as well as the accompanying LibGuide, will be regularly updated to ensure you have quick access to current tools and best practices. All faculty are also encouraged to submit items they would like to see added to the resources to create a cross-institutional repository.

- [Teaching & Learning Resources](#)
- [Teaching & Learning Resources LibGuide](#)

We are cleaning up our communication channels.

Do you have a question about your teaching, an idea for a resource, or would you like to collaborate on a teaching initiative, contact teaching@acadiau.ca.

For questions about Moodle, contact moodlehelp@acadiau.ca.

Career and Experiential Learning

- **Summer 2025 Co-op Summary:** During the summer 2025 term, Acadia students completed 135 co-op work terms with 88 unique employers. The largest employer was Acadia University with 20 work terms, followed by Doane Grant Thornton with 10 and Nova Scotia Health with 8.
- **Fall 2025 iHub Summary:** Career and Experiential Learning secured four new contracts through CEWIL Canada's iHub program in collaboration with Nursing, Education, Counselling, and Kinesiology. These agreements will provide up to \$463,264.99 in funding to support innovative work-integrated learning opportunities for as many as 279 students.

Interession Summary

We welcomed many students in-person and online this summer in interession courses:

- 26 courses offered (11 Fully Online, 6 Hyflex, 2 Hybrid and 7 In-person).
- 326 students registered in total (170 NS, 91 CAN, 65 INTL)
- Of 326 registrations, 296 have an active academic program (ie. Current Acadia students)

In Comparison to Summer 2024

Course stats						
Year	Total Courses	Online	Hyflex	Hybrid	In-person	
2024	28	8	N/A	9	11	
2025	26	11	6	2	7	
Student stats						
Year	Total Students	NS	CAN	INTL	With program	Without Program
2024	357	202	93	62	325	32
2025	326	170	91	65	296	30
Average course registration						
Year	Online (any part)	In-person				
2024	15	9				
2025	14	13				

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES – SEPTEMBER 2025

Vice-Provost, Academic Policy and Graduate Studies Senate Report – September 2025

A restructuring of the Research, Innovation, and Graduate Studies portfolio is currently underway. One of the key objectives of this initiative is to elevate the profile of Graduate Studies and better support students in achieving their academic and professional goals. Central to this effort is the development of a stronger graduate student community and an enhanced sense of belonging within the university.

Acadia currently offers 18 graduate programs, many of which have only a handful of students enrolled. While this reflects the specialized nature of our offerings, it also contributes to a sense of isolation among graduate students. Addressing this challenge is a priority as we work to build a more connected and supportive graduate student experience.

Graduate Enrolment Numbers Across Programs (as of September 3, 2025)

	Incoming FT	Incoming PT	Returning FT	Continuing PT	TOTAL
Applied Geomatics	3			0	3
Biology	15		12	13	40
Chemistry	1				1
Computer Science	4		4		8
Environmental Science	2		1		3
Geology	1		1	3	5

Math	1		2	1	4
Psychology	2		2	2	6
SCIENCE TOTAL	29	0	22	19	70
English	4			1	5
Political Science	3			6	9
Social and Political Thought	1			6	7
Sociology	3			5	8
ARTS TOTAL	11	0	0	18	29
Education	21	22		87	130
PhD Educational Studies	1		8		9
Community Development	2		3	2	7
MAK - Coaching	1				1
MAK - Exercise	2		2		4
MAK - Research	2		4		6
PROF. STUDIES TOTAL	29	22	17	89	157
TOTALS	69	22	39	126	256

N.B.: Includes admitted January 2026 numbers

This summer, the Graduate Studies Office and the CRM Specialist worked extensively in SLATE to clean it up before the 2026-2027 admission season opens on September 15th.

Updates include:

- Revising offer letters
- Revising communications to applicants to include Acadia's current branding
- Deleting or archiving aspects of the system that are no longer in use
- Reorganization of backend workflow

Due to time and personnel constraints, Graduate Studies has been unable to build the retention policies in SLATE that were passed by Senate last year. However, we will be proposing changes to the policies this Fall with the hope of having the retention process completed in SLATE next summer.

Curriculum

In 2024/25, several programs submitted curriculum changes:

- MA.SOCI;
- MA.POLS;
- Master of Applied Kinesiology;
- MED.Coun;
- MSC.COMP; and
- MSC.ENVS

We expect to receive several curriculum changes in 2025/26 for the 2026/27 academic year. Graduate programs have also prepared Schedule H self-categorization documents.

External Funding for Graduate Students

The new mandate for ResearchNS will not specifically support student research; instead, researchers may include support for graduate students as part of their funding application budgets. As a result, the Scotia Scholars program for Masters and Doctoral studies has been discontinued. In some years, these funds have also supported our undergraduate student researchers. The loss of this external funding will particularly affect students in the Masters of Psychology and Masters of Applied Kinesiology programs.

The NS Department of Advanced Education provided Acadia with \$95,000 for the 2025-2026 NS Graduate Scholarship Program. Graduate Studies is pleased to advise that ten students were funded (1 PhD, 9 Masters). Graduate Studies thanks the award adjudication committee for their support in reviewing the applications in a timely manner and making themselves available to meet during a very busy summer.

Graduate Studies Review

Graduate Studies has been working diligently over the last few months on its response to the Graduate Studies review that took place March 3-5, 2025. This includes:

- Connecting with several key units on campus (e.g., Acadia's Web Team, the Chair of the Research Ethics Board, Acadia International) to investigate ways to ensure Graduate Studies is more visible not just to Acadia, but to the Community; to find ways to better support our International students; and to also revise our documentation library for students and faculty.
- Updating the website to reflect specific feedback from current graduate students and Graduate Coordinators.
- Drafting proposed changes to the oversight of major thesis revisions, which will involve including the Head/Director and applicable Faculty Dean.

Graduate Student Professional Development

In response to the recent Graduate Studies review, we are working to foster innovation in graduate programming. As part of this commitment, we have launched a free professional development workshop series open to all graduate students across campus. Each session is led by Acadia faculty or staff members who have generously offered their time. We hope this initiative will become a signature feature of our graduate offerings, possibly becoming an embedded graduate certificate or a non-credit certificate that demonstrates transdisciplinary skills and competencies that are relevant to the academic and non-academic workforce. Topics in the series include:

- Time Management
- Imposter Syndrome

- Research Ethics and Integrity
- Introduction to Knowledge Mobilization
- The Future of Academia
- Community and Indigenous Engagement
- Effective Presentation Skills
- Media Training
- Importance of Networking and Partnerships
- Introduction to Grant Writing
- Budgeting Basics
- Team Leadership and Collaboration
- Job Search Strategies
- Interview Preparation

Policy Development

Graduate Studies – The Adjunct Professor Policy has been rewritten for clarity. While no substantive changes were made, the revised version improves usability. The Thesis Defence Policy is also undergoing updates to better reflect current practices and ensure consistency across programs. A proposal is being drafted to present to the Senate Graduate Studies Committee, giving students the opportunity to choose to defend their thesis in an oral examination even when an internal or external examiner has deemed that the thesis is not ready to be defended. We are proposing an option where a student can therefore fail at a defence.

Other – Beyond Graduate Studies, significant work is underway on a comprehensive policy overhaul. Key Senate-related policies currently in development include:

- An Academic Unit Reorganization Policy to guide principles and procedures for structural changes to and within faculties, schools, and departments.
- An Institutional Quality Assurance Policy to ensure consistent standards and practices across academic programs.

These will be presented to Senate via the relevant Senate committee.

To support the policy overhaul, a centralized repository is being developed. Spearheaded by the Library and Archives, this repository will improve accessibility and transparency of institutional policies and also make it easier to track and update them.

VICE-PRESIDENT STUDENT EXPERIENCE – SEPTEMBER 2025

For 2025-2026, the VPSE office will provide a full report in line with the Board of Governor reports on a quarterly basis. Given this Senate meeting falls between Board meetings, here is a quick update on student registrations.

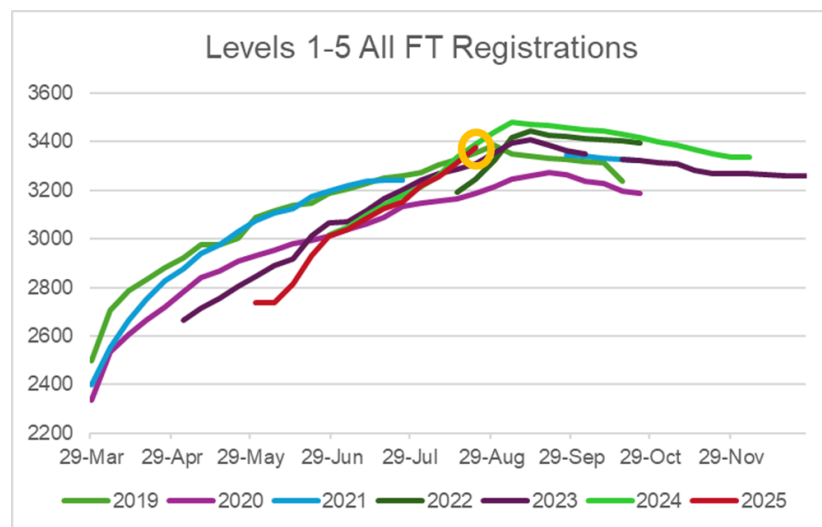
August 2025

As of August 25, we have 3,376 full-time and 206 part-time Level 1-5 students, for a total of 3,609 students registered for the Fall 2025 term. 59% of students are from Nova Scotia, 29% are domestic from out-of-province, and 12% are international students.

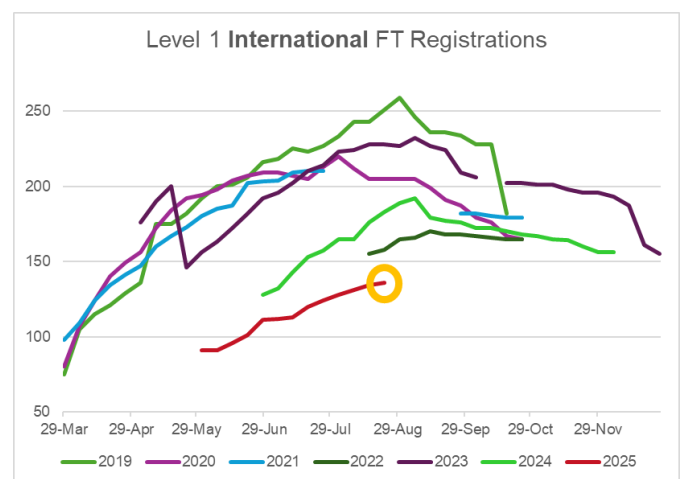
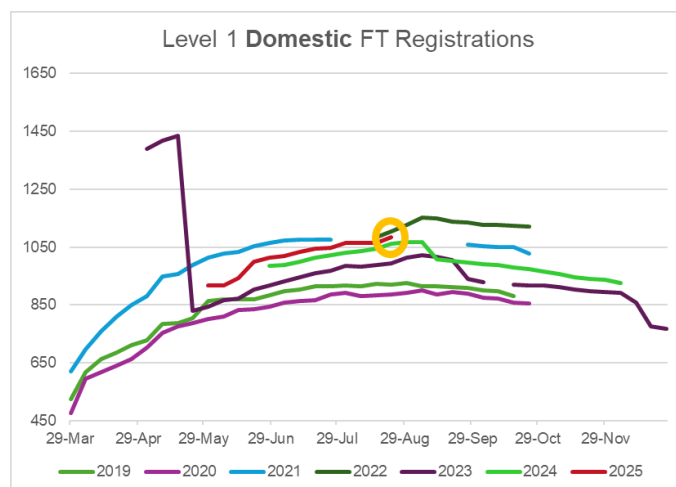
Fall 2025 Number of Registered Student by Residency Status & Level

Stu Residency Status	Level 1	Level 2	Level 3	Level 4	Level 5	Total
⊕ DOMCA	354	274	199	195	14	1036
⊕ DOMNS	818	488	418	373	49	2146
⊕ INTL	149	106	99	69	4	427
Total	1321	868	716	637	67	3609

In comparison to 2024, overall registrations are down -0.5%, driven by an overall -10% decrease in international registrations. However, there has been a 1% increase in domestic registrations.



Focusing on Full-Time Level 1 students, our Domestic registrations are up 2% over 2024, and International registrations are down 26%, a direct reflection of the impact of IRCC changes announced in early 2024.



ACADIA STUDENTS' UNION – SEPTEMBER 2025

Acadia Students' Union September Senate Update

Prepared by:

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

Yas Jawad - President, Acadia Students' Union

Academic Updates:

- Prepared an academic policy position on [Digital Learning Opportunities Through Online Course Offerings](#).
- Prepared an academic policy position on [Zero Textbook Cost \(ZTC\) Awareness and Participation](#).
- Met with the Financial Aid Department to revise our Scholarship Support Document.
- Finalized and published the [Scholarship Support Document](#) on the ASU webpage.
- Participated in Academic Appeals and Academic Integrity meetings over the summer.
- Currently working on revising and improving student appointments to Senate committees to ensure consistency and a smoother appointment process.
- Met with the Acadia University Faculty Association (AUFA) to explore collaboration opportunities such as Q&A livestreams.

Advocacy Updates:

- Delivered the Protest Policy presentation; the document was distributed to staff and faculty by administration. We addressed questions regarding student sections and are now awaiting its finalization.
- Attended the Policy and Strategy Conference of the [Canadian Alliance of Student Associations \(CASA\)](#) to determine priority themes for federal advocacy. The six priority areas selected are:
 1. Student Financial Aid
 2. Student Housing
 3. Student Employment
 4. Student Research
 5. International Students
 6. Student Food Security

(These themes will guide CASA's work in the upcoming Government Pre-Budget Submission,

Advocacy Documents, Parliamentary Appearances, Media Engagement, Policy and Research, and Campaigns).

- Hosted Canadian Alliance of Student Associations (CASA) at campus for [CASA On the Road](#) Campaign.
- Attended the Strategic Planning Conference, Annual Planning Conference, and Annual General Meeting of [Students Nova Scotia \(SNS\)](#) to set provincial advocacy priorities for the year.
- Met with MP Kody Blois to discuss student issues and advocacy priorities.
- Successfully hosted Club Extravaganza last week, where CASA and SNS visited campus and connected with over 150 students, keeping them informed and engaged in advocacy efforts.

Other Updates:

- Starting to host monthly events in collaboration with the University. Our first one is happening September 26, a paint night, and all faculty, staff and students are welcome to join to learn more about the ongoings of the University and ASU, great space to ask questions and give feedback!
- Added [Rate The Landlord](#) website to our Students' Union website.
- Collaborated with the Health Promotion Office to strengthen harm reduction efforts on campus, focusing on keeping our student body safe, supported, and informed. We've been working on resources and awareness initiatives that promote safer choices and provide students with accessible information and tools when they need them most.
- Wrote and distributed welcome cards for international students joining our community.
- Shared information about MSI eligibility for international students to help reduce health insurance costs.
- Partnering with Acadia International and Scott Duguay to host an International Centre and International Student luncheon at the AXE Bar & Grill in September.
- Celebrating Political Literacy Week this week with programming for students.
- Students' Representative Council (SRC) is resuming, with councilor and senator transitions underway.
- Completed the SRC email list for easier communication with student representatives of SRC ([click here to access](#)).
- Preparing to hire student directors to support executive portfolios—an excellent opportunity for student engagement and employment.
- Continuing work on finalizing Student Housing Nova Scotia operations to support DASH Fund management.
- Successfully wrapped up another Orientation Week (O-Week), with strong participation: Late Night Breakfast: ~250 students, Tailgate: ~500 students, Coffee Crawl: 170 students (capacity: 100), Late Night Movie: ~180–200 students.

- Nearing completion of the ASU Bylaw Review, with plans to seek approval via referendum during elections.
- Met with Jazmine, the new President of ACDC, to strengthen collaboration and to ensure our Theology Senator position in the council will be filled.
- Hosted an event on the “Core Competencies of an Acadia Graduate” at the Front Street Community Oven, in partnership with the Office of Curriculum and Planning. The goal was to create a more community-based and interactive experience, giving students and alumni the opportunity to share their thoughts and ideas on the topic.
- Co-hosted two events at the Front Street Community Oven to better engage with our student body during the summer.

PLEASE NOTE: Due to SUB Renovations, the ASU Executives are moving 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](#). *More than half of the team will be unavailable between November 10-21 due to Provincial and Federal Student Advocacy Weeks, so we recommend you contact us before then if anything is needed.*

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY – SEPTEMBER 2025

Grace Au

Review of *The Divine-Human Relationship in Romans 1–8 in the Light of Interdependence Theory*, by Yoonjong Kim. *Review of Biblical Literature*, 02/2025.

Review of *What makes a People?: Early Jewish Ideas of Peoplehood and Their Evolving Impact*, edited by Dionisio Candido, Renate Egger-Wenzel, and Stefan C. Reif. *Review of Biblical Literature*, 03/2025.

Melody Maxwell

“Baptist Women Called to Serve: Facing Challenges in Great Britain and Atlantic Canada,” *Bulletin of the Canadian Baptist Historical Society* 4 (2025): 38-51.

“Sisters in Service: Female Role Models in Ministry among Atlantic Baptist Women, 1976-2024.” Co-presented with student Joetta Fernando. Paper presented at the Canadian Society of Church History Annual Meeting, June 3, 2025.

“Celebrating History and Heritage.” Co-presentation with Graeme Chatfield and Brian Talbot. Baptist World Congress, Brisbane, Australia, July 12, 2025.

Response to Talant Aktanzhanov's "Local Voice in Global Faith: Kazakh Perspectives on Western and Post-Soviet Baptist Missions." Paper presented at Baptist Scholars International Roundtable, August 3, 2025.

Jodi Porter

Awarded Barbara Wheeler Fellowship with Auburn Seminary: research project 2025-2026

Anna Robbins

Co-presented "Leadership Lessons from the Bajiishka'ogaa" with Dr. Shari Russell at the NAIITS: **An Indigenous Learning Community** Symposium 2025 in Toronto.

AI-generated prof that speaks 80 languages? A divinity school tests the boundaries

www.cbc.ca/news/canada/nova-scotia/acadia-divinity-artificial-intelligence-education-religion-1.7584326

Matthew Walsh

"What Angel or Prince Is Like Your Redemptive Help? Revisiting the Assistance of 1QM 13:14." *Dead Sea Discoveries* 32 (2025): 231–

61. https://brill.com/view/journals/dsd/32/2/article-p231_4.xml

Danny Zacharias

Hoklotubbe, T. Christopher and H. Daniel Zacharias. "Dreams, Visions, and Decolonizing Biblicism." *Journal of NAIITS* 22 (2024), 13–30.

RESEARCH ETHICS BOARD TRANSITION CHAIR REPORT, 2024–2025

Committee membership: Stephanie Jones (Pure and Applied Science, Chair), Liam Swiss (Arts), Nathan Grieve (Pure and Applied Science), Michael Jeffrey (Community), Ryan MacNeil (Professional Studies), Melody Maxwell (Theology), Cheri Killam (Community), Shon Whitney (Community), Tristan Murray* (Graduate Student Representative), Kate Ashley* (Interim Associate Vice-President Research, Innovation & Graduate Studies).

* non-voting

Schedule of meetings for 2025-2026 (in person): September 8, October 7, November 3, December 8, January 5, February 2, March 2, April 1, May 4, June 1, July 6.

Secretary for 2025-2026: The Chair, Stephanie Jones, will serve as secretary.

Goals for 2025-2026: The timely review of research ethics applications and amendments in accordance with the Tri-Council Policy Statement, Second Edition (TCPS2), and the resolution of any other issues that arise with respect to the ethics of human-subjects research at Acadia University.

Committee Chair for upcoming year: Stephanie Jones

Vacant positions: Graduate student representative.

Submitted by: Stephanie Jones (Chair)

Report of the ad hoc Nursing Program Steering Committee

September 8th, 2025

Current committee membership (alphabetical):

- Cassel Busse, Director of the School of Nursing
- Zahide Çam, VP Academic and External for the Acadia Students' Union
- Ashlee Cunsolo, Provost and VP Academic
- 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
- 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, Assistant Professor and Chair, CBU/Acadia Nursing Campus Expansion Department, Cape Breton University
- Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator

The ad hoc Nursing Program Steering Committee has met once since it last reported to Senate (September 2nd, 2025). We received regrets from: Maggie Neilson. The position of Chair, Senate Curriculum Committee (Policy) is currently vacant.

Meeting frequency and modality for this academic year

Ad hoc committee members would like to continue to meet on an as-needed basis. Meetings will continue to take place in a hybrid format.

Follow-ups from the December 2024 report to Senate and goals for this year

The Chair recirculated the report prepared for the December 4th, 2024 Senate meeting in advance of our September 2nd meeting. Ad hoc committee members were reminded of our action items from that document. The ad hoc committee mandate was also briefly reviewed during the meeting.

The focus of the discussion was on whether and for how long this committee should continue to exist, and should it ultimately be dissolved, or persist with a revised mandate. One suggestion made previously was that it could potentially become an advisory

committee for the School of Nursing. While committee members saw the value in the School of Nursing creating such a body, there was consensus among members that the current composition of this ad hoc Nursing steering committee would not necessarily match that of an effective advisory committee. There was not interest in pursuing this as a future option.

With regard to the question of how long this committee needs to exist for, there was consensus that it should likely exist until Acadia has its own stand-alone Nursing program, and it should continue to meet at least twice a year. There was discussion of the fact that the committee has taken on some administrative functions over time, such as participating in hiring processes and reviewing and approving curriculum, and that the need to perform these functions will no longer continue once our School of Nursing has a complement of faculty members, who are employees of Acadia University. Committee members agree that this committee is a conduit of information about the Nursing program to Senate, and began a discussion of what future information and/or motions might need to be brought to Senate, similar to the motion to formally create a School of Nursing in the Faculty of Professional Studies. There was discussion of the idea that a lot of the committee mandate is focused on the “pre-work” of creating a Nursing program, as we currently have no other body to do this, but we have also evolved our mandate beyond the original one.

Goals for this year will include:

- A review of Acadia’s proposed stand alone Nursing program and curriculum documents, playing the same role as the academic unit typically would, as part of the internal curriculum review process at Acadia University.
- A review of the committee’s original mandate, with a report to Senate on what has been accomplished and what we have yet to do, if anything.
- A report on the additional functions the committee has taken on, with a report on what has been accomplished and what we have yet to do, if anything.
- A proposal to Senate with a revised mandate for this committee, and a recommendation as to when this ad hoc committee should be formally dissolved.
- A commitment to continuing to fulfill the committee’s mandate as directed by Senate.

Meetings with external partners

The Joint Implementation Steering Committee has met twice since our last ad hoc committee meeting. Topics discussed include: hiring and progress with hiring, operational items (e.g., students taking electives on our satellite campus, budget, convocation for our first cohort of students, accountability reporting, admissions, and HR transition plans). There will be an on-campus meeting at Acadia that is tentatively scheduled for September 18th, 2025.

Nova Scotia Minister of Health and Wellness, Michelle Thompson, and MLA for Kings South Julie Vanexan came to campus in August to tour the School of Nursing and to discuss health related initiatives on campus. The Minister was inspired by the visit and the presentation given by Maddie Gallant and Amy Rockwell and was very excited by the discussion of our new curriculum.

Participants from the CBU/Acadia Nursing program and Tajikeyimik have been meeting regularly about the development of the new Nursing program and curriculum at Acadia but had an in-person retreat in early August that went very well. It was positive to gather together and to celebrate what has been a very positive working relationship. Biweekly virtual meetings of the curriculum working group will continue into the fall.

Hiring

Since our last meeting, the School of Nursing has welcomed Katherine Sansom as the new Clinical Placement Coordinator. This is a key role in the School as Katherine organizes and oversees all clinical placements. Over the summer, as per the 4-party MOA signed between AUFA, CBUFA, Acadia administration, and CBU administration, two tenure-stream faculty members (Dr. Sydney Breneol and Adam Elliott) were hired, and three Nursing Practice Educators were hired on limited-term contracts (Sarah Belliveau, Jill MacKenzie, and Courtney Rawding). They are all currently employees of CBU. There is still an open search for an additional three Nursing Practice Educators, and one limited-term faculty member. There are workloads for these incoming faculty members in late fall, and in the winter and spring/summer semesters. All current staff and faculty working on Nursing have offices in Emmerson Hall, while some newer hires will be located in Willett House.

The Chair also shared with the ad hoc committee that Dr. Karen Kennedy is currently in the role of interim Dean of the School of Nursing.

Acadia's Stand-Alone Nursing Program and Curriculum

With Dr. Cassel Busse's leadership, we are now at the point where we have a complete draft of Acadia's standalone Nursing program and curriculum. It will be presented to the ad hoc Nursing steering committee in late September, with documents being shared at least one-week before the meeting.

Cassel provided committee members with an overview of the work that has been done since Fall 2024. There have been many consultations with a variety of parties. The faculty and Nursing Practice Educators currently delivering the satellite program have been very involved in these curricular discussions and some sit on the curriculum working group. Our experience delivering CBU's program has also informed our own program development. Cassel has been connecting with other Nursing Program Deans/Directors across Canada. Many Faculties/Schools of Nursing have collaborated with Indigenous communities and health authorities and there is much to learn from their experiences in doing so. Since March, there has been a biweekly meeting of the curriculum working group formed in collaboration with Tajikeyimik and co-chaired by Cassel and Julie Francis, the Director of L'Nu Nursing for Tajikeyimik. Cassel has consulted with local health care community, including the Valley Regional Hospital and our local Health Authority to receive feedback about needs with regard to Nursing education, but particularly around student placements. She has also been in conversation with the Canadian Association of Schools of Nursing (CASN) in order to work towards meeting their accreditation standards. The Nova Scotia College of Nurses is in the

process of revising their approval criteria, but are aware that we are intending to have this out for external approval in the new year.

In terms of a timeline, the goal is to begin moving the program and curriculum documents through all of our internal approval processes this fall (ad hoc Nursing steering committee, Faculty of Professional Studies Curriculum Committee, Faculty of Professional Studies Council, Senate Curriculum Committee, Senate) and then, once approved by Senate for the program documents to begin moving through all external approval bodies including the Atlantic Advisory Committee on Health Human Resources (AACHHR), MPHEC, the Nova Scotia College of Nurses, and CASN.

Respectfully submitted,

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

Awards Committee for Honourary Degrees and *Emeriti* Distinction (Awards Committee) | Annual Report for 2024-2025

July 7, 2025

Committee Members 2024-2025:

Dr. Jeff Hennessy, President and Vice-Chancellor (Chair)

Vacant, Faculty of Arts Representative

Dr. Ayman Aljarrah, Faculty of Professional Studies Representative

Dr. Deanne van Rooyen, Faculty of Pure and Applied Science Representative

Rev. Dr. Anna Robbins, Acadia Divinity College / Faculty of Theology
Representative

Ann Smith, Librarian/Archivist Representative

Rob McGregor, Board of Governors Representative

Yash Gahlot, Student Representative

Natalie Weekes, Recording Secretary

The purpose of the Committee is to:

1. Invite nominations for Honourary Doctorate degrees and Professors, Librarian, Archivists and Instructor *Emeriti* awards.
2. Adjudicate the nominations.
3. Recommend nominees thereon to Senate.

Meetings held 2024-2025:

One meeting was held virtually via Microsoft Teams. This meeting was held on February 7, 2025, to consider nominations for honorary degrees, and to consider the nominations for *Emeriti* status.

Summary of Committee Activities:

A call for Honorary Degree nominations was sent to the campus community *via* email on September 17, 2024, and a call for *Emeriti* distinction nominations was sent out on October 24, 2024. Following thorough review and discussion, the Committee recommended to Senate a total of four (4) Honourary Degree nominees. Four (4) candidates for Honourary Degrees were approved by secret ballot at an *in camera* special meeting of Senate on February 26, 2025. Four (4) nominations were received for *Emeritus/a* status and after thorough review and discussion, four (4) were recommended to Senate for approval. These four (4) *Emeritus/a* nominees were

approved by secret ballot at an *in camera* session at the special meeting of Senate on February 26, 2025, and were recognized at the 2025 Convocation ceremonies.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Jeffrey J. Hennessy", with a stylized flourish at the end.

Jeffrey J. Hennessy, PhD
President and Vice-Chancellor
Chair, Senate Awards Committee

Senate Nominating Committee

Members: Caroline Cochran, Nicholas D’Amato, Jeff Hennessey, Cliff Stanley, Hassouna Moussa, Paul Doerr

Report to Senate

September 4, 2025

This is an updated report from the one sent in June to reflect updates to nominations. The changes are bolded below.

Position	Nomination
Chair of Senate	Anna Kieft
Deputy Chair of Senate	Christianne Rushton
Senate Executive member from FA	None
Senate Executive member from FPS	Kelly Brenton
Senate Executive member from FPAS	Darcy Benoit
Lay Person	Oliver Jacob
Faculty Elections Officer	Paul Arnold
Senator from FA on Bylaws Committee	Jesse Carlson

We thank these nominees for their continued service to the Senate at Acadia.

Respectfully submitted,

Caroline Cochran, Chair

On behalf of the Senate Nominating Committee

Motions from Senate Executive: Dissolution of Senate Ad Hoc Committees - Community Engagement, Course and Teaching Effectiveness

Ad hoc committees normally only continue to exist until they have completed their mandate, until they are deemed as no longer necessary, or until they become a standing committee if their mandate is deemed to be longer term. Several attempts have been made to reconstitute these two committees and get them working again in the past couple of years, but their work has not resumed.

Motion 1: Motion that the Community Engagement Ad Hoc Committee of Senate be dissolved.

Rationale:

The Ad Hoc Community Engagement Committee of Senate has not met in several years. It was formed in 2016 based on a recommendation made by the Academic Planning Committee (APC) in June 2016 when it identified some emergent themes that came from the “Big Picture Discussions” that occurred at Senate in 2015-2016.

The committee was very active over a couple of years and completed a lot of work at that time. Comprehensive reports were submitted by this committee to Senate for the following Senate meetings:

- February 13, 2017
- June 14, 2017
- December 11, 2017
- June 13, 2018

The Senate Executive does not believe that this committee has reported or met since then.

The Senate Executive believes that the type of work that this committee did at the time is now being done through other structures and initiatives. In addition, the Chair of Senate corresponded with the Chairs of the two Senate Curriculum Committees, the Faculty Support Committee, Board of Open Acadia, Town and Gown Committee, Academic Planning Committee, Academic Program Review Committee, and the Registrar to ask that community connected initiatives and experiential learning are incorporated into the Terms of Reference and/or forms/processes that these groups work with. As such, Senate Executive is proposing that this ad hoc committee be dissolved.

Motion 2: Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be dissolved.

Rationale:

The Course and Teaching Effectiveness Ad Hoc Committee of Senate has not met in some time. It was formed by Senate on June 9, 2021 when the following motion was passed. The Senate Executive is proposing that the work that this ad hoc committee was created to complete can now be continued by the Faculty Support Committee, as the teaching and learning structures and positions at Acadia have evolved since that time, especially since Lauren Wilson Finnis has begun her leadership of this portfolio.

Motion from Senate Executive- Senate Meeting of June 9, 2021

Motion that the Course and Teaching Effectiveness Ad Hoc Committee of Senate be formed for the 2021-2022 academic year, with membership and terms of reference as outlined.

At the May 2021 meeting of Faculty Council, the following motion was passed by Faculty Council:

Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.

Faculty Council is a committee of Senate, and at the last Senate meeting the topic of how to address this motion was discussed. As a way forward, the Senate Executive proposes that an Ad Hoc committee of Senate be formed to explore options for (1) collecting student course feedback, and (2) supporting faculty in improving course and teaching effectiveness. The proposed membership and terms of reference follow.

Committee: Course and Teaching Effectiveness Committee

Type: Ad-hoc

The committee shall be comprised of the following twelve members.

- One Faculty Dean (Dean of Arts, Dean of Science, or Dean of Professional Studies), appointed by the Provost and Vice-President Academic
- Director of Open Acadia (or designate)
- Two faculty members from the Faculty of Arts**
- Two faculty members from the Faculty of Professional Studies**
- Two faculty members from the Faculty of Pure and Applied Science**
- One faculty member from the College of Divinity and Faculty of Theology, elected by the College of Divinity and Faculty of Theology
- One undergraduate student, appointed by the Acadia Students' Union
- One graduate student, appointed by Acadia Graduate Students' Association
- Equity, Diversity, and Inclusion Officer

Chair: Member of the committee, elected by the committee. The Faculty Dean shall call the first meeting. The committee shall hold its first meeting by no later than September 15, 2021.

*** Faculty members include archivists, curators, instructors, lecturers, librarians, and professors. They shall be elected by a general call for nominations from the Faculty Elections Officer.*

Terms of Reference:

The purpose of the committee is to explore methods for (1) collecting student course feedback, and (2) supporting faculty in improving course and teaching effectiveness. The following activities may guide the committee's work:

- Conduct two surveys, one for students and one for faculty members, related to how student course feedback may be gathered and how course and teaching effectiveness may be best reflected upon and assessed.
- Review existing practices at Acadia and other institutions.
- Review the literature related to student surveys of courses and teaching, particularly in the areas of effectiveness of surveys, bias, and equity.
- Recommend to Senate new processes to replace current student surveys, which may include: development of new student surveys, development of teaching dossier templates, development of faculty self-reflection documents related to teaching activities, classroom observations from peers and/or academic administrators, mentoring programs, and/or attendance at professional development programming.
- Identify other bodies or committees that may be best positioned to complete tasks related to recommended processes.
- Liaise with the AUFA and the University Administration to identify parts of the Collective Agreement that would need to be revisited in order for the university to implement any recommended processes.
- Liaise with Technology Services to identify possible integration of some of the recommended processes into the new Colleague system.
- Complete other activities that members of the committee deem beneficial.
- Report back to Senate in June 2022. Report shall include highlights of survey results, status of process recommendations, and status of committee work. The committee shall recommend whether its mandate should be extended for an additional year.

Motion passed by Faculty Council on May 4, 2021:

Faculty Council recommends that Senate undertake a complete review of the student survey process and purpose, with the goal of creating more equitable and informative surveys, and/or establishing additional/alternative processes to help support faculty members in maximizing their teaching effectiveness.

Notes/ Issues to Consider (not an exhaustive list):

- The Collective Agreement states that "Candidates shall present evidence of their teaching activities as part of their dossier. Where the evidence relates to classroom

performance, it should be based on direct observation by peers and/or academic administrators or by student surveys as in Article 17.02 A (n).”

- Under the current CA, faculty members are required to administer student surveys, and summaries of the numerical data has to be included in their renewal, tenure, and promotion (RTP) documents.

- There is ample evidence to suggest student surveys can be biased and do not always provide a good assessment of student learning. These issues apply particularly strongly to women or BIPOC faculty members, raising equity concerns. Student surveys often work best as formative assessments to help faculty members improve their teaching, rather than as summative assessments to measure and compare faculty performance. (We believe that other groups or individuals on campus have been collecting such evidence, which could be collated and shared).

- Note the current system for conducting electronic student surveys will no longer work under Colleague. The system and procedures will therefore have to be re-examined for the Fall term anyway.

- Making student surveys optional for RTP procedures would have to be a matter for negotiations.

- However, it would still be within the purview of Senate to revise the current survey form to ensure the questions asked align with best practices.

- Workshops or other guidance could be made available to help faculty who are interested in other methods of documenting their teaching activities for RTP purposes, and / or assessing their teaching effectiveness for their own formative professional development.

Examples might include:

- Guidance on development of effective formative student surveys;
- Guidance on developing effective teaching dossiers;
- Procedures to help facilitate classroom observation by peers and/or academic administrators;
- More opportunities to obtain professional training, mentoring, and / or peer support around teaching issues.