ACADIA UNIVERSITY | SENATE

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, November 9, 2026. 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**
   a) Minutes of the Senate meeting of September 14, 2026
   b) Minutes of the Senate meeting of October 7, 2026

3. **Announcements and Communications- Part 1** (*Brief verbal communications not included in Consent Calendar Items*)

4. **Consent Calendar Items**
   a) **Announcements and Communications- Part 2**
      i. Chair (*A. Kiefte*) (attached, page 3)
      ii. President and Vice-Chancellor (*J. Hennessy*) (attached, page 3-4)
      iii. Provost and Vice-President Academic (*A. Cunsolo*) (attached, pages 4-6)
      iv. Executive Advisor, L'nu Affairs and Indigenization (no report received)
      v. Associate Vice-President EDIAR (*L. Chondoma*) (no report received)
      vi. Vice-Provost Curriculum & Planning (*L. Wilson Finniss*) (attached, pages 6-11)
      vii. Vice-Provost, Academic Policy and Graduate Studies (*K. Ashley*) (no report received)
      viii. Vice-President Student Experience (*S. Duguay*) (no report received)
      ix. Vice-Provost Research & Innovation (*P. Ludlow*) (attached, pages 12-21)
      x. Acadia Students' Union (*E. Boles and L. Rich*) (attached, page 21-22)
      xi. Acadia Divinity College and Faculty of Theology (*A. Robbins*) (no report received)
      xii. Other announcements

   b) **Reports and Transition Reports from Senate Subcommittees**
      i. Senate Executive Report *(A. Kiefte)* (attached, pages 23)
      ii. Senate Equity, Diversity, and Inclusion Committee (*L. Chondoma*) (attached, pages 23-26)
      iii. Research Ethics Board (*S. Jones*) (attached, pages 27-28)

5. **Other Business (Part 2)**
   a) **Question Period** (*Maximum of 15 minutes, additional questions/topics to be addressed during "Other items" as time permits*)

   b) **Motion from the TIE Committee**: Motion that the calendar dates for Fall 2031 – Summer 2032 be approved. (*J. Slights*) (attached pages 29-32)

c) **Motions from the Senate Curriculum Committee** (*J. Torbert and M. Coombs*) (*Committee report and other documents attached pages 33-49*)

i) **Motion 1:** That the "Certificate and Diploma Framework" and associated "Embedded Undergraduate Certificate Proposal Form" be adopted by Senate to help guide the creation of new embedded and standalone certificate programs.

ii) **Motion 2:** That embedded undergraduate certificates may satisfy the minor requirement in designated undergraduate degree programs, subject to applicable degree regulations. In this case, embedded undergraduate certificates will normally comprise a minimum of 18-27 credit hours to support their integration within these degree structures.

d) **Motions regarding the Quality Assurance Policy Foundational Elements** (*L. Wilson Finniss*) (*attached, pages 50-57*)

i) **Motion 1:** That Senate approve the Purpose, Scope, Definitions of Academic Quality and Quality Assurance, and Institutional Guiding Principles as the foundational elements of Acadia University's institutional approach to academic quality and quality assurance.

ii) **Motion 2:** That Senate assign the Academic Program Review Committee (APRC) a coordinating role in developing the Academic Quality Assurance Policy and supporting procedures, in consultation with relevant Senate committees, and bringing them forward for Senate approval, building upon the foundational elements approved by Senate.

e) **Motion for Academic Planning Committee** (*E. Curry*) (*attached, pages 58-63*)

f) **Discussion Item:** Suspension of Student Admissions into Academic Programs. (*J. Sachs*) (*attached pages 64*)

g) **Update and Notice of Motion Senate Executive Composition from By-Laws Committee** (*J. Carlson*) (*attached, pages 65-67*)

h) **Other items**

6. Adjournment

Sincerely,

S. Pineo,
Recording Secretary of Senate and University Secretary

SENATE CHAIR — NOVEMBER 2026

Announcements of guests, regrets received, late arrivals, and early departures will be given verbally at the meeting during item 3 a). See the Senate Executive Report for other updates.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE — NOVEMBER 2026

President's Report to Senate

Government Reports

I am pleased to report that both the Schedule D – Financial Health Report, and Schedule H – Academic Program Review Report were submitted to the Minister of Advanced Education by the prescribed deadlines. Each comprehensive report was the result of many months of research and analysis resulting in substantial submissions (Schedule H was 1124 pages). I want to thank the faculty, staff, and administration who devoted time to these projects, above and beyond normal duties. We have communicated to government that this must not be an annual task at this scale. We now await any directions or actions that may result from these submissions.

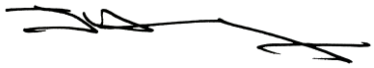
Campus Engagement on Finances

We will be conducting a series of campus engagement sessions regarding the university's financial position over the coming months. A financial "task force" will begin meeting to discuss the state of our finances and potential strategies for improving financial health. The task force will be co-chaired by the Vice-President Finance and Administration and Chief Financial Officer and the Provost and Vice-President Academic. Membership is by invitation and intended to provide a cross-section of strong representation of all stakeholders from across campus. All members have confirmed their participation:

- General Counsel
- President, AUFA
- President-Elect, AUFA
- Representative, AUFA Standing Committee on Finance
- Director, School of Business
- President, Acadia Students' Union
- SEIU Shop Steward
- AUPAT Liaison Representative
- Chair, Senate

Following consultation with the task force, Vice President Beaudin will also lead public engagement sessions with the campus before the winter break.

Respectfully submitted,



Jeffrey J. Hennessy, PhD
President and Vice-Chancellor

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE — NOVEMBER 2026

PVPA Updates

Schedule H & Academic Program Review

We successfully completed and submitted Acadia's Academic Program (APR), as mandated by Schedule H in the 2025-2027 Bilateral Agreements. This represents the culmination of 18 months of extensive work across the academic sector.

My sincerest thank you to everyone involved in this process, especially the Heads, Directors, and Coordinators, and the core APR Team: Kate Ashley, Mark Bishop, Duane Currie, Scott Dempsey, Chamath Don, David Duke, Corinne Haigh, Jeff Hooper, Jennifer Richard, Shawna Singleton, Kris Strong, and Lauren Wilson Finniss.

We are very proud of the final submission to government, as well as the transparent and collaborative process we followed through this process. The final submission is being shared on this SharePoint site.

Academic Restructuring Process Update

Work continues in many areas across the university to prepare for this transition, and there will be opportunities for input and feedback throughout this process. Coordination of the components of the restructuring process are led by myself, the President, and the Senior Leadership Team, with each holding responsibility for their portfolios, and related work within.

Monthly communications will be shared from the Senior Leadership Team to the Campus community providing updates on the restructuring process, with the first shared on October 30, 2026.

Academic Reviews & Quality Assurance

Review Tracking – November 2026

Department	Concurrent with Accreditation	Status
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: APRC to prepare Report to Senate.**

Computer Science	CIPS Accreditation	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science **Stage: Site visit complete. Awaiting Reviewer's Final Report.**
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 prepare Report to Senate.**
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology **Stage: APRC to prepare Report to Senate.**
Kinesiology	CCUPEKA Accreditation	Site Visit: March 25-26, 2026 External Reviewers: Dr. Glen Bergeron, Professor/Athletic Therapist, Gupta Faculty of Kinesiology and Applied Health, University of Winnipeg Dr. Gabriela Tymowski-Gionet, Associate Professor, Faculty of Kinesiology, University of New Brunswick (Fredericton) **Stage: Report received. School to meet with APRC.**
Nutrition and Dietetics	EQual Canada Accreditation	Site Visit (Virtual): September 6-10, 2027 Surveyors: Carla D'Andreamatteo, Instructor, Red River Polytechnic Joanne Hamilton, Director and Professor, University of Manitoba Heidi Boyd, Chair, Newfoundland and Labrador College of Dietitians **Stage: Preparing self-assessment documents.**
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics **Stage: APRC to motion that Senate receive the APRC Report to Senate.**

Mid-Point Follow-Up Schedule

Department	Date
Economics	**2027**
Mathematics and Statistics	**2027**
Biology	**2027**
English and Theater	**2027**
Library and Archives	**2027**

Respectfully submitted,



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

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE — NOVEMBER 2026

No report received.

ASSOCIATE VICE-PRESIDENT EQUITY, DIVERSITY, INCLUSION, AND ANTI-RACISM (AVP EDIAR) REPORT TO SENATE — NOVEMBER 2026

No report received.

VICE-PROVOST CURRICULUM & PLANNING — NOVEMBER 2026

Office of the Vice-Provost Curriculum and Planning

Submitted by Dr. Lauren Wilson Finniss, Vice-Provost, Curriculum and Planning

The Office of the Vice-Provost, Curriculum and Planning provides services and supports to students and the academic community spanning educational development, online and extended learning, academic technology, career and experiential learning, curriculum development, quality assurance, and adult lifelong learning. The team acts as collaborators and partners supporting the work of faculty and academic units.

It has been a busy start to the academic year as staff within the Office of Curriculum and Planning adjust to new responsibilities and a smaller complement since the March 2026 staff reductions. This report provides brief updates across the Curriculum and Planning portfolio from September to November 2026.

Teaching Development

Staff supporting this mandate include the Vice-Provost, Manager, Learning Innovation (Sharon Churchill), and Instructional Designer/Coordinator Teaching Initiatives (Danielle Pierce).

Accessibility

Nova Scotia's draft Education Accessibility Standards are expected to enter public consultation in early 2027. When released, the Education Standards Working Group will reconvene to coordinate Acadia's review and response. This is the final feedback stage prior to Finalization and Enactment when the standards become official regulation (law).

Supporting the campus in preparing for these new regulations has been and will continue to be a priority focus of the Teaching Development portfolio. Current activities towards this mandate include:

- Bard Welsford and Danielle Pierce have redesigned the 2025 accessibility, UDL, and AI faculty course into three mini-courses, available December 2026. Faculty feedback opportunities are underway and additional reviewers are welcome:
    - AI as an Inclusive Design Partner
    - Accessibility in Higher Education
    - Teaching with Universal Design for Learning (UDL) in Higher Education
- Accessible Learning collaboration on the rollout of secure exam uploads through Accommodate.
- Collaborating with Accessible Learning on the establishment of a new role within Moodle that provides accessible learning staff access to update overrides safely and securely while restricting view access to course materials and grades. This new role would provide benefits to faculty with accessible learning staff able to correct override errors on their behalf securely, improved student testing experience with reduced test start time delays, remove proctor emergency communication to faculty members, and reduced after hour requirements placed on our Moodle support staff.

Critical AI Literacy

Developed in partnership with Dr. Daniel Lametti (Psychology), the Critical AI Literacy student training initiative has continued to have a positive impact on students with the greatest success coming from faculty embedding the module in their courses. The module was redesigned for the 2026-2027 year with an updated lecture by Dr. Lametti to reflect updates and changes in the field, in particular stronger evidence on cognitive debt, and improved student engagement activities. Approval has been received by Acadia's REB to use the student feedback and course engagement data for research, tracking incoming student perspectives on AI and AI literacy training over multiple years.

This fall, the course has engaged 779 Acadia students across 21+ programs. with 719 certificates downloaded. The majority of students who completed the module had not engaged in previous formal AI Literacy Training. To date, this initiative has provided training to almost 1600 Acadia students from January 2026 to November 2026.

TA Professional Development and Training

This initiative is made possible by the leadership of Ashley Parsons (Chemistry) who serves as the program Coordinator.

The TA Professional Development Program provides Teaching Assistants with structured training in pedagogy, professional conduct, and inclusive practice, culminating in a certificate

of completion. In 2025-2026, the program moved to a new model with the launch of TA Day, which was the inaugural full-day professional development event that brought together TAs from across the university for workshops, peer learning, and onboarding with accompanying Moodle-based training modules.

This fall, TA Day took place on Tuesday September 8. TAs who attended four workshops during the TA Day and completed an Intro to TAing module on Moodle receive a certificate of completion. Registration for this year was 48 undergrad-level and 20 graduate-level TAs.

Curriculum Development and Quality Assurance

Staff supporting this mandate include the Vice-Provost and the Academic Program Development, Quality Assurance, and Planning Coordinator (Shawna Singleton).

- Work is continuing on the **Academic Quality Assurance Policy,** which is due to Senate by June 2027. Its foundational elements are included in the November Senate agenda; the next phase will proceed through appropriate Senate standing committees.
- Support provided for the October 15 **Academic Program Review Schedule H Submission** and development of the institutional SharePoint site. Program review submissions completed in collaboration with Academic Unit Heads, data team, Deans and the Provost.
- **Schedule G Table 1(a) and 1(b) reporting** was completed and submitted according to Provincial deadlines.
- Information gathering continues in support of **institutional reporting on Experiential Learning**. Collecting information through academic unit heads on required courses that include experiential learning as defined by the *Experiential Learning Essential Components and Typology* document.
- Senate engagement through committee membership including Chair of the Faculty Support Committee, member of the Academic Program Review Committee, and Curriculum Committee (nonvoting).

Career and Experiential Learning

Co-operative Education Intake Fall 2026

The Fall 2026 intake process received 131 applications.

Applications by Program Fall 2022 to 2026

Academic program	2022	2023	2024	2025	2026
Business Administration	36	50	51	51	**48**
Computer Science	24	41	18	38	**23**
Biology	20	10	17	13	**14**
Psychology	9	9	12	21	**10**
Earth and Environmental Sciences	5	16	9	14	**6**
Nutrition	8	10	13	2	**0**
Chemistry	9	4	4	7	**6**
Community Development	6	4	5	2	**3**

Academic program	2022	2023	2024	2025	2026
Environmental and Sustainability Studies	4	7	2	4	**0**
Math and Statistics	3	3	5	0	**2**
Law and Society	0	0	1	3	**6**
Politics	1	5	1	1	**2**
Master of Computer Science	0	3	2	1	**3**
Sociology	3	3	2	1	**0**
Economics	2	1	1	2	**0**
English	3	1	0	1	**0**
History	2	0	0	3	**0**
Master of Math and Statistics	0	1	0	1	**0**
Physics	0	0	0	1	**1**
Women and Gender Studies	0	0	1	1	**0**
Applied Bioscience	0	0	0	1	**7**
Total applications	**135**	**168**	**144**	**168**	**131**

Applied Bioscience includes mandatory co-op. Earth and Environmental Sciences combines Geology, Environmental Geoscience, and Environmental Science. Figures show applications received through intake.

Co-op applications remain concentrated in Business and Science, with low uptake across many Arts programs. Several Arts programs received no applications in 2026, while others attracted only a small number. Further engagement with Arts programs is needed to understand the factors affecting uptake and identify opportunities to broaden participation.

Student Co-op Preparation and Intake Training

After applying to Co-op, students complete preparation and intake requirements before their first work term. They first complete six online training modules, prepare a co-op resume and cover letter, and complete the Final Co-op Knowledge Check. Students then meet individually with their CEL Coordinator to review application materials, clarify program requirements, and plan how work terms will fit with their academic studies.

iHub Experiential Learning Funding

Education and Nutrition and Dietetics projects, which were awaiting decisions at the time of the previous update, have since secured funding through CEWIL Canada's iHub.

The funding below has been secured to provide direct financial support to 201 students participating in practicums and other curricular work-integrated learning experiences. Payment requests totaling $174,750 were submitted in October.

Program	Students	Direct student funding
Education	127	$63,500
Counselling	35	$49,000
Nutrition and Dietetics	12	$15,000
Athletic Therapy	27	$47,250

Program	Students	Direct student funding
Total	**201**	**$174,750**

Additional iHub funding has been secured to support program costs and project administration, beyond the direct student funding shown above. CEL continues to coordinate student documentation, payment requests, and project reporting with faculty and Finance.

Canada Summer Jobs Summer 2027 Preparation

Applications for Summer 2027 Canada Summer Jobs funding are now open. Campus units can submit proposed positions through the Canada Summer Jobs position request form by noon on Thursday, November 26, 2026. The form collects position details, departmental funding approval, and supervision and mentoring plans. CEL will use this information to prepare and submit coordinated applications on behalf of Acadia.

Acadia Contribution to CEWIL Canada Manual

Acadia University was represented as a contributor to CEWIL Canada's 2026 Co-operative Education Manual through Scott Dempsey, Director of Career and Experiential Learning, who is acknowledged among its contributing authors and editors. Developed collaboratively with colleagues from institutions across Canada, the manual provides guidance on planning, implementing, and strengthening post-secondary co-op programs, aligned with CEWIL Canada's national accreditation standards.

Read the CEWIL Canada Co-operative Education Manual

Academic Technology

The team is working towards a long-term supported model upgrade of Moodle to version 5.3 scheduled for Spring 2027. More information will be released as we get closer to the date on new features and training availability.

Open Acadia is currently trialing Respondus LockDown Browser as a potential replacement for Safe Exam Browser.

Open Acadia

Comprehensive updates are shared through the Board of Open Acadia reporting to Senate, some general updates include:

- **Acadia Summer Music Camp** welcomed 164 campers to campus this summer. Marking the first year that participant numbers returned to pre-COVID levels.
- **Certificate in Mathematics Teaching** the first 25 student cohort which began in 2025 is over halfway through completion of the credential. Fifty-six teachers have expressed interest in applying for the next cohort, scheduled to begin in fall 2027
- **Class Afloat** has welcomed this semester 25 students enrolled in special sections of Acadia's online, continuous-intake courses in geology, economics, English, psychology, and sociology
- **Summer/Intersession**

	2026	2025	2024
Total Enrolment	356	322	357
Number of scheduled courses	36	44	38
Number of courses that ran	28	33	28

Course cancellations COMP 1813; HIST 2303; HIST 3563; MATH 1023; MATH 1253; BIOL 2853; FRAN 1123; HIST 1693.

Modality	**Number of Courses Offered**	**Student Enrolments**
Online, asynchronous	3	71
Hyflex	5	67
In-Person	9	109
Online, synchronous	10	101
Hybrid	1	8

As of summer 2027, responsibility for the administration of summer (Intersession) courses will transition from Open Acadia to academic units, with administrative coordination provided by the Registrar's Office. Communication and planning is already underway.

- **Online, Continuous-Intake Course Enrolments.** Second quarter enrolments are 835 vs. 962 at the same time last year. Fluctuating levels are normal given the continuous enrolment model. Overall, registrations in COIN courses for the second quarter have remained generally steady despite declining enrolment at Acadia overall and the closure of COIN courses with low annual enrolment.
- **Certificate in Democratic Leadership.** Work continues to support the course development of eight online courses to enable this certificate to be available entirely online in 2027. So far, two courses are completed and open for enrolment while several others are near completion

2027 STLHE Annual Conference – Halifax

The Society for Teaching and Learning in Higher Education (STLHE) will hold its 2027 Annual Conference from June 28-30, 2027, at Dalhousie University in Halifax. Acadia is participating as a collaborating institution in support of the national conference, which brings together faculty, educational developers, academic leaders, and students from across Canada to share research, innovative practices, and emerging approaches to teaching and learning in higher education. Information around registering for the conference or submitting a proposal will be circulated through teaching@acadiau.ca.

Respectfully Submitted,

Lauren Wilson Finniss, PhD (she/her), Vice-Provost, Curriculum and Planning

VICE-PROVOST ACADEMIC PLANNING AND GRADUATE STUDIES — NOVEMBER 2026

No report received.

Vice-Provost Research & Innovation Report to Senate
November 2026 (Covering the Period January 1, 2026 - November 1, 2026)

Research & Innovation

The Office of Research and Innovation had a highly productive ten months of 2026, with over $2.93M of external research funding (Tri-Council, foundation, provincial) coming directly to Acadia, and another $3.82M awarded to an Acadia co-applicant/collaborator. Our annual Research Support Fund, which has grown to $761,352, supports the indirect costs of research on our campus. We have seen an uptick in applications across external grant competitions and have witnessed a strong faculty commitment to research across disciplines. Finally, in 2026 we awarded ~$237,000 in internal research grants.

External Funding

Canada Research Chair Renewal (Dr. Mark Mallory Tier 1 - *Coastal Ecosystem Resilience and Connectivity*)

- The Tier 1 Canada Research Chair of Dr. Mark Mallory (Biology) was renewed in July 2026 for seven more years. Dr. Mallory is a leading environmental scientist in Canada with a special focus on seabirds. Tier 1 Chairs are designed to attract and retain outstanding researchers and global leaders in their field. The Tier 1 Chair provides Acadia with **$1,400,000/7 years** to support salary and research activities of the chairholder.

CIHR Indigenous Gender and Wellness – Knowledge Sharing Grant Competition

- Shelley Price is the Principal Investigator on a Knowledge Sharing Grant titled: *Weaving Stories of Gender: A Wabanaki-Labrador Knowledge Sharing Initiative*. **$199,948/1 year**.

SSHRC Partnership Grant Competition
Partnership Grants provide support for new and existing formal partnerships over four to seven years to advance research, research training and/or knowledge mobilization in the social sciences and humanities. This is done through cooperation and sharing of intellectual leadership, as well as through resources such as cash and/or in-kind contributions.

- **Mary Sweatman (Community Development)** is a Co-Applicant on a Partnership Grant titled: *Connecting to place through disaster response: New opportunities for community-campus partnerships.* **$2,417,600/5 Years.**

SSHRC Insight Grant Competition
Insight Grants support research excellence in the social sciences and humanities. Funding is available to both emerging scholars and established scholars for research initiatives of two to five years.

- **Julia Rombough (History & Classics)** is the Principal Investigator on a project titled: *Making Race in Renaissance Tuscany: Senses and Spaces*. **$90,298/6 years.**
- **Emily Bremer (Kinesiology)** is a Co-Applicant on a project titled: *Inclusive Concussion Education: Advancing Safe Sport for Athletes with Intellectual Disability across Canada.* **$210,026/4 years.**
- **Maddie Gallant (Nursing)** is a Collaborator on a project titled: *Understanding the Educational Experiences of Black Nursing Students in Nova Scotia: A Longitudinal Qualitative Study*. **$479,337/6 years.**

SSHRC Insight Development Competition
Insight Development Grants support research in its initial stages. Funding is provided for short-term research development projects of up to two years that are proposed by individuals or teams. In the latest competition, four Acadia researchers received funding:

- **Matthew McSweeney (Nutrition & Dietetics)** is the Principal Investigator on a project titled: *Sustenance from the sea: Historical food uses of seaweed in Nova Scotia*. **$68,116/2 years.**
- **Ryan Stack (School of Business)** is a Co-Applicant on a Project titled: *Indigenous Governance: The Case of Clearwater Seafoods*. **$64,987/2 years.**
- **Mojtaba Kaviani (Nutrition and Dietetics)** is a Collaborator on a project titled: *Surplus to Solutions: Enhancing Farm-Level Food Redistribution of Edible Avoidable Food Waste in Rural Nova Scotia*. **$97,260/2 years**
- **Joel Murphy (Acadia Divinity College)** is a Collaborator on project titled: *Strategic foresight as a research methodology to strengthen policy and practice in K-12 education*. **$74,000/2 years.**

SSHRC Connections Competition
Connection Grants support workshops, colloquiums, conferences, forums, summer institutes, documentaries or other events or outreach activities.

- **Foroogh Mohammadi (Sociology)** is a Co-Applicant on a project titled: *The Power of Meaning—Symbolic Interaction and its Adjacents: The 42nd Annual Qualitative Analysis Conference*. **$25,000/1 year.**

NSERC Discovery Horizons Competition
The Discovery Horizons program provides support for interdisciplinary research activities that advance at least two intertwined research disciplines with at least one of them outside the natural sciences and engineering (NSE). The program supports innovative research that bridges disciplines, fosters collaboration across academic fields and provides training opportunities for highly qualified personnel (HQP).

- **Matthew McSweeney (Nutrition & Dietetics)** is a Co-Applicant on a project titled: *Development and assessment of thiamine and iodine co-fortified salt to prevent infantile beriberi in low- and middle-income countries*. **$499,334/5 years**

NSERC Discovery Grants Program
The Discovery Grants program supports the development and sustainability of a diverse, high-quality research base in the natural sciences and engineering (NSE) at Canadian universities, fosters research excellence and strengthens the research training environment. These grants support ongoing programs of research with long-term goals rather than a single short-term project or collection of projects. The program recognizes the creativity and innovation that are at the heart of all research advances.

- **Julia Baak (Biology)** was awarded a Discovery Grant of **$190,000,** along with **$12,500** from the Discovery Launch Supplement program for a five-year project titled: *Uncovering threats to King Eiders and Pacific Common Eiders in the western Canadian Arctic using movement ecology and Indigenous Knowledge.*
- **Zhenhao Zhou (Earth and Environmental Science)** was awarded a Discovery Grant of **$175,000** along with **$12,500** from the Discovery Launch Supplement program for a five-year project titled: *Temporal evolution of plutonic-volcanic systems from magmatic to post-magmatic stages: implications for rare-earth-elements mineralization*.

- **Nancy Clarke (Mathematics and Statistics)** was awarded a Discovery Grant of **$170,000** for a five-year project titled: *Some Problems in Graph Theory*.
- **Ruben Sandapen (Physics) w**as awarded a Discovery Grant of **$125,000** for a five-year project titled: *Advancing a three-dimensional light-front holographic framework for hadrons and probing rare B decays*.

NSERC Discovery Development Grant Program
The Discovery Development Grants (DDG) is a complementary program element to the Discovery Grants (DG) program. Its goal is to promote and maintain a diversified base of high-quality research in small universities across Canada; and provide a stimulating environment for research training in small universities across Canada.

- **Daniel Lametti (Psychology)** was awarded a Discovery Development Grant of **$44,000** for a two-year project titled: *Sensorimotor Control in Bilingual Speech*.

Ducks Unlimited Canada (DUC)
- **Dr. Mark Mallory (Biology)** received **$76,251** in funding for the *Common Eider Telemetry Research* program.

Northern Contaminants Program
- **Dr. Mark Mallory (Biology)** received **$33,443** in funding for the research project titled: *Monitoring contaminants in Arctic seabirds*.

Valley Regional Hospital Foundation
- **Dr. Carley O'Neill (Kinesiology)** received **$3,500** in funding for the research project titled: *A community walk/run club for members of Acadia Cardiac Maintenance program*.

Prince Edward Island Wildlife Conservation Fund
- **Dr. Trevor Avery (Biology)** received **$31,000** in funding for the research project titled: *Characterizing Stripped Bass Diets around PEI through Stomach Content Analysis and eDNA*.

External Transfers

- **Dr. Maddie Gallant (Nursing)** received **$20,000** in funding for a CIHR-funded research project with Dr. Penny Corkum of Dalhousie University on a project titled: *Better Nights and Better Days for Canadians: An innovative national sustainable strategy to prevent and treat insomnia across the lifespan using digital approaches for sleep promotion, intervention, and provider training*.
- **Dr. Ying Zhang (Mathematics & Statistics) received $1,500** for a collaborative research project titled: *The effect of Health Canada's Controlled Drugs and Substances Act exemptions during COVID-19 and on the prescribing of opioid, benzodiazepine, and stimulant medications by pharmacists, family physicians and nurse practitioners.*
- **Dr. Jennifer Tinkham (Education)** received **$15,000** for the collaborative research project titled: *Wabanaki-Labrador Indigenous Health Research Network Renewal*.
- **Dr. Sydney Breneol (Nursing)** received **$7,500** in funding for the CLARI research project titled: *Partnering for Improved Pediatric Care in Nova Scotia*.

Internal Funding

University Research Fund Awards (25:55)

Acadia's University Research Fund supports faculty research through $175,000 in annual funding provided from the Board of Governors and managed by the Research & Innovation Office. The biannual competitions run in October and February.

- **Laura Ferguson (Biology)** was awarded **$3,500** for project titled: *Determining the role of host blood, energy reserves, and pathogen infection on tick survival*.
- **Fouzia Haider (Biology)** was awarded **$4,426** for project titled: *Mitochondrial Enzymatic Activities as Biomarkers of Standard Metabolic Rate in Terrestrial Insects*.
- **Karen Kendall (Kinesiology)** was awarded **$6,027** for project titled: *Evaluating nutrition risk, sarcopenia, and falls risk in community dwelling older adult exercisers*.
- **Cara MacInnis (Psychology)** was awarded **$6,480** for project titled: *Pulse & Pivot: Getting the "Chuisle mo chroi" app to those who need it while continuing to test efficacy*.
- **Sazia Mahfuz (Computer Science)** was awarded **$6,429** for project titled: *Soil Moisture Prediction from Sensor Data using Deep Neural Network Models*.
- **Matthew McSweeney (Nutrition and Dietetics)** was awarded **$3,500** for project titled: *Sensory Properties of different Seaweed Varieties.*
- **Zoe Panchen (Biology)** was awarded **$3,500** for project titled: *Will extreme rain events associated with climate change in the Canadian Arctic increase tundra plant growth and reproduction?*
- **Sarah Pittoello (Counselling)** was awarded **$1,408** for project titled: *Integrating a Contemplative Group/Peer Supervision Model into the School of Counselling*.
- **Jon Saklofske (English and Theatre)** was awarded ***$3,220*** for project titled: *Jon Saklofske's Sabbatical Research Conference Dissemination (4 projects/4 papers)*.
- **Ruben Sandapen (Physics)** was awarded **$6,427** for project titled: *A holographic analysis of the Kaon*.
- **Mo Snyder (Earth and Environmental Science)** was awarded **$5,000** for project titled: *Access Is Not Optional: Bathrooms in Field Geoscience*.
- **Mary Sweatman (Community Development)** was awarded **$5,585** for project titled: *Exploring the impacts and influences of Inclusive Post-Secondary Education in the classroom environment*.
- **Cindy Thong (Music)** was awarded **$2,209** for project titled: *Beyond Repetition: Evidence-Based Approached to Musical Practice and Internal Exchange*.
- **Kinga Vojnits (Biology)** was awarded **$7,000** for project titled: *The effects of micro- and nanoplastics on neurodevelopment in human brain organoids*.
- **Eileen Walsh (Music)** was awarded **$2,296** for project titled: *International Clarinet Association ClarinetFest 2026 Presentation*.
- **Kristin Williams (Business)** was awarded **$3,500** for project titled: *Student Research Lab*.
- **Zhenhao Zhou (Earth and Environmental Science)** was awarded **$7,000** for project titled: *Hydrothermal and Thermal Controls on REE Mineralization: Insights from the Debert Lake Granite Pluton, Nova Scotia*.

SSHRC Institution Grant Competition
Each year the Social Science & Humanities Research Council provides a small grant to help eligible Canadian postsecondary institutions fund, through their own merit review processes, small-scale research and research-related activities by their faculty and students in the social sciences and humanities.

- **Erin Crandall (Politics)** was awarded **$3,000** for project titled: *Decision-making and institutional support for the Supreme Court of Canada: A case study of Quebec's Bill 21*.

- **Kevin Whetter (English)** was awarded **$3,000** for project titled: *Moulding the Future of Malory Studies: The Need for (and Creation of) a New Teaching Edition of the Fifteenth-Century Middle English Morte Darthur*.
- **Kait Pinder (English**) was awarded **$2,993** for project titled: *Leonard Cohen 2026: Global Perspectives on a Multidisciplinary Artist*.
- **Barry Watson (Economics)** was awarded **$2,125** for project titled: *An inclusive mind during uncertain times? The implications of economic insecurity in 2020*.
- **Andrew Davis (Economics)** was awarded **$3,000** for project titled: *Better Living in Atlantic Canada: Atlantic Canadian Economics Association 2026 conference at Acadia University*.
- **Carley O'Neill (Kinesiology)** was awarded **$3,000** for project titled: *Community-Focused Dissemination of Co-Developed Research Priorities in Heart Health Education among those Experiencing Intellectual and Developmental Disabilities*.
- **Alicia Noreiga-Mundaroy (Community Development)** was awarded **$5000** for a capacity building project titled: *Black Brilliance Research Circle at Acadia University*.

Harrison McCain Foundation Grants
The Harrison McCain Foundation provides Acadia researchers the opportunity to apply for funding in three categories**: A) Emerging Scholars** [faculty who are within ten years of PhD completion]; **B) Visiting Professorship** [outside researcher to visit Acadia]; **C) Visitorship Award** [Acadia researcher to visit another institution].

Emerging Scholar Awards
- **Cassel Busse (Nursing)** was awarded **$9,235** for a project titled: *Readiness for Practice and Student Experieince in Compressed Direct-Entry Undergraduate Nursing Programs: A Comparative Study*.
- **Emily Lockhart (Law & Society)** was awarded **$9,927** for a project titled: *Exploring 2SLGBTQIA+ Young Peoples' Justice Priorities in Cases of Technology-Facilitated Sexual and Gender-Based Violence*.
- **Garett Allen (Biology)** was awarded **$10,000** for a project titled: *Breathing competition into changing shorelines - comparatively assessing the energetic potential and hemolymph stability amongst invasive and native crustaceans of southern Nova Scotia*.
- **Matthew Orr (Psychology)** was awarded **$8,172** for a project titled: *Operation SleepDoc: Engineering an Immersive Serious Game to Optimize Adolescent Sleep Health*.
- **Sazia Mahfuz (Computer Science)** was awarded **$9,867** for a project titled: *Storage optimization for Soil Moisture Prediction from Sensor Data*.
- **Wasundara Fernando (Biology)** was awarded **$10,000** for a project titled: *Investigation of anticancer activity of Wewakazole B analogs in breast cancer cells*.
- **Zac Konings (Business)** was awarded **$5,000** for a project titled: *Recruitment of CPA Students in Atlantic Canada & British Columbia*.

Visiting Professor Awards
- **Allison Walker (Biology)** was awarded **$6,434** for the visit of *Dr. Gavin Kernaghan* (MSVU) to Acadia.
- **Chelsea Gardner (History & Classics)** was awarded **$10,000** for the visit of *Dr. Nicholas Kraus* (The British Museum) to Acadia.
- **Jennifer MacDonald (History & Classics)** was awarded **$9,899** for the visit of *Dr. Simon James Morgan* (Leeds Beckett University) to Acadia.
- **Tanya Surette (Education)** was awarded **$6,000** for the visit of *Dr. Marc Grimmett* (North Carolina State University) to Acadia.

- **Zoe Panchen (Biology)** was awarded **$8,905** for the visit of *Dr. Richard B. Primack* (Boston University) to Acadia.

Visitorship Awards

- **James Brittain (Sociology)** was awarded **$4,084** to visit *SOAS University of London and the University of Brighton*.
- **Julia Rombough (History & Classics)** was awarded **$5,725** to visit *Oxford University*.
- **Kirk Hillier (Biology)** was awarded **$5,000** to visit the *University of Hawai'i at Mānoa, USDA Pacific Basin Agricultural Research Center, US Army Pohakuloa Training Area, Natural Resources Program (Big Island, Hawai'i).*
- **Laurie Dalton (Art Gallery)** was awarded **$5,890** to visit the *Centro De Interpretacion Tematico (Museo Communitario) San Pedro Ixtlahuaca (CIT)*.
- **Nelson O'Driscoll (Earth & Environmental Science)** was awarded **$10,000** to visit the *Memorial University of Newfoundland (Grenfell Campus)*.
- **Ruben Sandapen (Physics)** was awarded **$8,701** to visit the *University of Manchester*.

2026 Acadia Faculty Grant Writing Workshops

As part of an ongoing initiative to support research at Acadia, the Office of Research and Innovation held two Tri-agency grant writing workshops at Lightfoot and Wolfville Vineyards in June 2026. The workshops, organized with investment from the Research Support Fund, focused on preparing Acadia researchers to write grant proposals for the NSERC Discovery Grants and the SSHRC Insight Research program. The sessions brought together researchers from across disciplines to strengthen proposals, clarify evaluation criteria, and share best practices for developing competitive applications.

Led by the Grants Facilitator and Vice-Provost, Research and Innovation, with guest speakers including Drs Marianne Clark, Liam Swiss, Kirk Hillier, Erin Crandall, and Nelson O'Driscoll, along with Katrin Sommerfeld, the workshops brought together over twenty faculty members to provide hands-on guidance on framing research contributions, demonstrating impact, and aligning proposals with agency priorities. The workshop led to an increased number of Insight and Discovery Grant applications for the Fall 2026 competition.

Office of Industry & Community Engagement

Applied Research Grants/Donor Agreements

Research Nova Scotia – Focused Research Investment (FRI) Program

- **Dr. Nicoletta Faraone (Chemistry) and Drs. Kirk Hillier & Dr. Laura Ferguson (Biology)** received **$1,190,890** in research funding for the project titled: *One Health through Applied Tick and Vector Research.*

Private Donors – Canadian Tick Research & Innovation Centre (CTRIC)

- **Dr. Nicoletta Faraone** (Chemistry) received **$1,050,000** in funding to support tick and emerging vector-borne research and associated costs within the newly established Canadian Tick Research & Innovation Centre.
- **Dr. Nicoletta Faraone** (Chemistry) received **$200,000** to fund tick and emerging vector-borne research and associated costs within the newly established Canadian Tick Research & Innovation Centre (CTRIC).

- **Dr. Nicoletta Faraone** (Chemistry) received **$25,000** in funding to support tick and emerging vector-borne research and associated costs within the newly established Canadian Tick Research & Innovation Centre (CTRIC).

Mitacs Accelerate Grants with Industry/Government/Community Partners

- **Dr. Mark Mallory (Biology)** received **$37,500** in total funding for a collaborative research project with Michelin North America for a research project titled: *Biodiversity program focus - Michelin and Acadia Internship.*
- **Drs. Amir Eaman** and **Lydia Bouzar-Benlabiod (Computer Science)** received **$15,000** in total funding for a collaborative research project with Ruth Duggan Occupational Therapy for a research project titled: *Developing an AI-Enabled Smart Labour Market Decision Tool for Career Planning and Occupational Matching.*
- **Dr. Jonathon Fowles (Kinesiology)** received **$30,000** in total funding for a collaborative research project with the Pilichos Impact & Load Instruments for a research project titled: *Reliability and Validity of a Novel Isometric Strength Test in Collision and Overhead Sport Athletes: The Pilichos Athletic Shoulder (PASH) Test.*
- **Dr. Andrew McIntyre (Computer Science)** received **$15,000** in total funding for a collaborative research project with DAHLIA (an Acadia student startup company) for a research project titled: *Autonomous AI Agents for Reliable Task Execution in Digital Productivity Environments.*
- **Dr. Mo Snyder (Earth & Environmental Science)** received **$30,000** in total funding for a collaborative research project with the Clean Foundation for a research project titled: *The influence of bedrock and surficial geology on coastal erosion at Battery Provincial Park, Nova Scotia.*
- **Dr. Amir Eaman (Computer Science)** received **$15,000** in total funding for a collaborative research project with the Canadian Chiropractic Research Foundation for a project titled: *Foundational Analysis for AI-Enhanced Knowledge Discovery in Musculoskeletal Research*

UBC Botanical Garden - Dr. Zoe Migicovsky (Biology) received **$8,000** in funding for the research project titled: *Climate resilience planning for plant genetic resources of crop wild relatives native to Canada.*

Minister of Agriculture & Agrifood (AAFC) – Dr. Zoe Migicovsky (Biology) and her students are participating in a research collaboration with the Kentville Research Station on fruit genomics research ($30,000 in-kind support).

NS Department of Health & Wellness – Dr. Nicoletta Faraone (Chemistry) received **$50,000 i**n funding to further the research objectives of the Canadian Tick Research & Innovation Centre (CTRIC).

Sponsored Research Agreements

FORCE Tidal Energy – Dr. Anna Redden (Biology) received **$635,000** in funding for the research project titled: *Reducing fish turbine collision risk uncertainty in Minas Passage, Bay of Fundy.*

Department of Natural Resources – Dr. Kirk Hillier (Biology) received **$250,000** in funding to support the establishment of the Hemlock Woolly Adelgid facility at Acadia University.

NS Environment & Climate Change (NSECC) – Dr. Kirk Hillier (Biology) received an additional **$390,000** over 3 years to support the establishment of the Hemlock Woolly Adelgid facility at Acadia University, building on an earlier contribution of $298,539 from NSECC in 2025.

NS Federation of Municipalities (Sustainable Communities Challenge Fund - SCCF) – Acadia entered into an Amending Agreement to extend the term of $**195,267** in funding received in 2025 under the SCCF to support the establishment of the Hemlock Woolly Adelgid facility at Acadia University led by **Dr. Kirk Hillier (Biology)**.

The Confederacy of Mainland Mi'kmaq (CMM) – Dr. Trevor Avery (Biology) received **$259,187.50** for the project titled**:** *Assessment of Fish Passage Effectiveness and Efficiency at Avon River Causeway, Nova Scotia 2025-2026 Pre-construction Monitoring Plan.*

Department of Fisheries and Oceans – Dr. Michael Stokesbury (Biology) received **$9,900** in funding for the research project titled: *2026 Gaspereau River Salmon Smolt Collection Project.*

Crown-Indigenous Relations and the Minister of Northern Affairs (CIRNAC) – Dr. Mark Mallory (Biology) received **$81,438** in funding for the project titled: *Plastic pollution in the Canadian Arctic: Developing a national monitoring plan and informing the Canadian Arctic Contaminants Assessment Report.*

Parks Canada - the K.C. Irving Environmental Science Centre received **$7008** in funding for the project titled: *Cultivation of Gulf of St Lawrence Aster for Seed Collection at the Kouchibouguac National Park.*

Englobe Corporation - Dr. Trevor Avery (Biology) received **$76,204** in funding for the project titled: *Fish monitoring biology study.*

Ducks Unlimited Canada (DUC) – Dr. Mike Stokesbury (Biology) received **$85,000** for the project titled**:** *Evaluating species specific fish passage through anthropogenic barriers.*

MERCK Animal Health - Dr. Laura Ferguson (Biology) received **$10,000** in research funding for the project titled: *Addressing the rising risks of ticks and tick-borne diseases in Nova Scotia.*

The Confederacy of Mainland Mi'kmaq - Dr. Trevor Avery (Biology) received **$146,225** in funding for the project titled: *Avon River Aboiteau Project - Monitoring Project.*

Nova Scotia's Freshwater Fisheries Research Cooperative (FFRC) - Dr. Michael Stokesbury (Biology) received **$10,000** in funding for the research project titled: *Acoustic Tracking of Landlocked Salmon in the Shubenacadie Watershed, Nova Scotia*.

New Brunswick Wildlife Trust Fund (NBWTF) - Dr. Michael Stokesbury (Biology) received **$7,400** in funding for the research project titled: *Investigating Historic Ancestry and Distribution of Landlocked Salmon (Salmo salar) in the Maritimes.*

NIKO Cosmetics Inc. – **Dr. Nicoletta Faraone (Chemistry)** received **$5,397.25** in funding for a tick repellant testing project with the Canadian Tick Research & Innovation Centre.

Other Sponsored Research Funding

National Research Council – Industrial Research Assistance Program (NRC-IRAP) Projects

- **Dr. Zoe Migicovsky (Biology)** was awarded **$5,000** to collaborate with Vitis Vines Inc. for a project titled: *Optimization of Tissue Culture Initiation Protocols for Rose Cultivars.*
- **Kendra Sampson (Biology)** was awarded **$8,000** to collaborate with CBWES for a project titled: *Integrating plant tissue culture to improve halophyte germination, propagation, and growth.*
- **Dr. Amir Eaman (Computer Science)** was awarded **$8,000** to collaborate with eOceans Inc. for the project titled: *Intelligent Data Extraction and Preparation from Complex Data Sources.*
- **Hayley Craig-Barnes (ALAB)** was awarded **$8,000** to collaborate with Chinova Bioworks Inc. for the project titled: *Removing off-flavour compounds from non-alcoholic beers.*
- **Dr. Matthew McSweeney (Nutrition & Dietetics)** was awarded **$7,500** to collaborate with a Nova Scotia Company (anonymous) for a project titled: *Consumer acceptability of liquid omega-3 supplements.*
- **Drs. Andrew McIntyre and Esteve Hassan (Computer Science)** were awarded **$8,000** to collaborate with ***Terra Tune Technologies Inc.*** for the project titled: *Development of an AI-E 166398 NRC National Research Council Canada*
- **Hayley Craig Barnes (ALAB)** was awarded **$5000** to collaborate with an industry partner (anonymous) on a project titled: *Determining Natural Wine Flavour Components for add-ins to Non-Alcoholic Wine*
- **Dr. Matt McSweeney** (Nutrition and Dietetics) was awarded **$10,000** to collaborate with **Annapolis Cheese** for a project titled: Sensory research for a variety of innovative cheese products.
- **Drs. Esteve Hassan and Amir Eaman (Computer Science)** were awarded **$8500** to collaborate with **AI-powered Smart Irrigation Systems** on a project titled: *Enhanced Edge-Computing Vision System for Indoor Cannabis Production Monitoring.*

Invest Nova Scotia – Productivity & Innovation Voucher Projects (Total: $175,000)

Tier 1 Projects - $15,000 for each project:

- **Dr. Andrew McIntyre (Computer Science)** working with Larchwood Enterprises
- **Kendra Sampson (Biology)** working with Rising Tides Nursery
- **Dr. Matt McSweeney (Nutrition & Dietetics)** working with Elevina Incorporated
- **Dr. Matt McSweeney (Nutrition & Dietetics)** & **Dr. Matt Lukeman (Chemistry)** working with NutriLolli (an Acadia Student Startup company)
- **Dr. Nicoletta Faraone (Chemistry)** & **Dr. Allison Walker** working with AdaHairitage Inc.

Tier 2 Projects - $25,000 for each project:

- **Dr. Amir Eaman** (Computer Science) working with Hermetik Technologies Inc. (former student-led start-up)
- **Dr. Esteve Hassan (Computer Science)** working with RealMeta
- **Dr. Matt McSweeney (Nutrition & Dietetics)** working with Annapolis Fine Cheese
- **Dr. Zoe Migicovsky (Biology)** working with Rainbow Roses
- **Dr. Allison Walker (Biology)** & **Dr. Matt McSweeney (Nutrition & Dietetics)** working with MyCaro

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

- From January – November 2026, ALAB conducted analytical testing for **145** alcohol beverage & food clients in the Atlantic region and beyond **($99,265**). These tests are in addition to testing conducted under an annual **$200,000/yr** Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

Events & Activities

Health and Wellness Institute – Update
The Health & Wellness Institute (HWI) was developed in partnership with Université Sainte-Anne, NS Health and the NS Health Innovation Hub to address Nova Scotia's illness care crisis through action-oriented, community-engaged research that places the individual at the core of holistic and inclusive health and wellness across the lifespan.

HWI's inaugural Faculty Health Innovation Challenge will take place on November 19th to address the topic: *Healthy @ Home: Innovating Care for Rural Nova Scotia*. The Challenge Kick-off event was held on October 20th, and 9 interdisciplinary teams (including 34 faculty and staff) have signed up for the Challenge! On November 19th, the participating teams will present their solutions in a pitching session to a panel of judges. The top three solutions will receive research funding ($10,000 each) to further develop and advance their solutions. Several sponsors are supporting this event, including NS Health, the NS Health Innovation Hub, AltaML, Shannex, Earth Angels Homecare, Chartwells, Ignite, etc.

Canadian Tick Research & Innovation Centre (CTRIC) – Update
The Canadian Tick Research and Innovation Centre (CTRIC) officially opened at Acadia on August 25, 2026, with representatives from government, funding agencies, industry in attendance. The event included the announcement of $1.2 M in new funding from Research Nova Scotia, $455,000 from ACOA, $50,000 from the Nova Scotia Department of Health and Wellness, $10,000 from MERCK, and over $2M in donor funding. The opening generated significant local and national news and social media coverage, helping raise awareness of CTRIC's national role in advancing tick research. Other updates include the recent appointment of Kayla Gaudet as CTRIC Project Manager and significant technical milestones, including the development of an innovative artificial feeding system.

Industry/Government Partnerships
In addition to engaging in over 130 meetings with companies and community partners since January 1, 2026, Acadia's Office of Industry and Community Engagement (ICE) had the pleasure of hosting several industry and government groups on campus for meetings/tours. Some of these include Nova Nordisk, Siemens Healthineers, Shannex, Industry Science and Economic Development Canada (ISED), the Grape Growers Association of Nova Scotia (GGANS), the Atlantic Food & Beverage Association, Perennia, representatives from the University of Bordeaux, and representatives from Acadia's Board of Governors.

Respectfully submitted, Dr. Peter Ludlow
Vice-Provost Research & Innovation

VICE-PRESIDENT STUDENT EXPERIENCE — NOVEMBER 2026

No Report Received

ACADIA STUDENTS' UNION — NOVEMBER 2026

Academic Update

- The VP Academic and External is working with the VP Student Experience to plan student consultation for naming of the new schools.
- The VP Academic and SRC have provided feedback to various committees on an ongoing basis, including:

    - The Academic Integrity Committee
    - Curriculum Committee
    - Timetable and Examination Committee – specifically around a potential extension of lunch hour for students
- The VP Academic has also been gathering feedback around the new proposed Senate structure circulated by Senate Executive.

Advocacy Update

- The President. VP Events and Promotions, and VP Academic and External are attending Students Nova Scotia's Advocacy week in Halifax from November 7-14. This year of advocacy is especially pertinent, as bilateral agreements are approaching.
- The President and VP Academic-External will also be attending the Canadian Alliance of Student Association's Advocacy week from November 22-27. Advocacy priorities will be in direct response to the 2026-2027 Federal Budget.
- The President and VP Academic met with Julie Vanexan in Halifax on October 14.
- Students' Nova Scotia commemorated International Open Access Week from October 19-23rd with a provincial advocacy campaign titled "The Cost of Knowledge."
- Student's Nova Scotia sent an open Letter to Minister Brian Wong and Julie Vanexan asking to maintain funding for sexual and gender-based violence funding.

Other Updates

- A sincere thank you to everyone who contributed to flood drive and relief efforts for students affected by the flooding of Barrax. Donations were extremely high-quality. Hygiene items and bed sheets are available for pickup at the Acadia Food Cupboard, and any students who need support are encouraged to book an appointment at the Food Cupboard.
- Homecoming was successful, with the ASU providing programming and events on campus throughout the weekend.
- The first Acadia Open House on October 30th was a success!
- The Acadia Student's Union Fall by-election was successful, with four positions being filled.
- ASU Executives continue to hire directors to assist with portfolios.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE — NOVEMBER 2026

No report received.

Senate Executive Report

November 2026

Since the September Senate meeting, the Senate Executive Committee has met once, on October 21.

The following business was discussed or carried out by Senate Executive during this period/at these meetings:

- Discussion of the status of the overarching pieces of work from the Academic Restructuring implementation that fall within Senate's purview.
- Identification of additional items for next Senate meeting and next Senate Executive meeting.

Respectfully submitted,

Anna Kiefte, Chair of Senate

Senate EDI Committee: Transition Progress Report

Purpose

This report updates Senate on the work of the Senate EDI Committee since a Transition Chair was appointed in September 2026. The committee had not met in four years, and over the past six weeks we have reconvened, consulted current and former members, and submitted our response to Senate's Academic Restructuring review of committee mandates on October 15, 2026. The report summarizes that work, sets out the recommendations the committee has put forward, and proposes how the committee will report to Senate as it moves from transition into regular operation.

Background

Senate established the committee as a standing committee in April 2019, building on the work of the Ad Hoc Diversity and Inclusion Committee, whose Final Report was received in October 2018. The committee's terms of reference set out seven duties, including follow-up on the recommendations of that report. As the committee has not met in four years, none of those duties has been carried out through the committee itself, and some members have held seats for that entire period without a meeting being called.

The Associate Vice-President, Equity, Diversity, Inclusion and Anti-Racism (AVP EDI-AR) was appointed Transition Chair. The task before the committee was to review its terms of reference and membership in light of the new structure of two Faculties and six Schools, with any changes to take effect on July 1, 2027.

How the committee reconvened

The committee gathered input in three ways, so that members who could not attend in person still had a meaningful way to contribute. Between September 29 and October 2, 2026, the Reconnect and Renew Survey was circulated to current and former members, asking about the committee's past work, the barriers to its activity, its priorities, its relationship with the Senate Disability Policy Committee, and a meeting rhythm members could sustain. Four members responded, so the survey results are indicative and were considered alongside the discussion at the committee's October 6 meeting and the contributions members made to a shared document afterward.

On October 6, 2026, ten members and delegates met in person for the first meeting of the committee in four years and worked through Senate's reflection questions together. Members then added their thinking to a shared working document between October 6 and October 15, and that document became the basis of the committee's submission to Senate on October 15, 2026, with a summary of the survey results attached as an appendix.

What members told us

Members were clear that the committee should continue, and that its difficulty has been a lack of activation rather than a lack of purpose. They pointed to the absence of a regular meeting schedule, an unclear connection to Senate's decisions, and broad terms of reference that left the committee's responsibilities unclear.

Members want the committee to be a place for planning and developing ideas together, rather than one called upon only after harm has occurred. They asked that it connect more deliberately with the equity committees and communities of practice already working within units, and that its advice be taken up rather than simply recorded. Academic standards and

policy, and accessibility in academic decision-making, emerged as early priorities. Members also noted that students feel disconnected from EDI initiatives, and that colleagues who usually carry this work may be under particular strain.

Recommendations submitted to Senate

The committee recommends that it continue as a standing committee of Senate, renamed the Equity, Diversity, Inclusion and Anti-Racism (EDI-AR) Committee so that its name matches the University's EDI-AR portfolio and names anti-racism explicitly. We do not recommend an ad hoc structure. Senate moved from an ad hoc committee to a standing one in 2019 because the work required continuity, and that reasoning still holds.

We have proposed a new purpose statement, under which the committee serves as Senate's academic governance accountability link for equity, diversity, inclusion and anti-racism, advising Senate on how these commitments are reflected in academic decisions and reviewing institutional progress. The nine proposed duties keep the spirit of the current mandate and add commitments that would make the work concrete. These include:

- receiving an annual EDI-AR report from the AVP and reporting on it to Senate;
- asking committees that receive the committee's substantive recommendations to respond in writing on how they were addressed;
- mapping and supporting the equity committees and communities of practice in the Faculties and Schools;
- tracking the open recommendations of the 2018 Final Report; and
- creating pathways for student participation, including through directed studies.

To address the inactivity members identified, we propose that the committee meet approximately every six weeks, and at least six times each academic year, with a small number of priorities set in an annual workplan.

On membership, the four elected seats tied to the former faculties will need to be reconfigured for the two new Faculties and six Schools. We have proposed that:

- the AVP EDI-AR be added as a member and serve as Chair;
- the Associate Dean EDI-AR from each Faculty join, if those roles are established;
- Senator status not be required for elected members, provided the Chair and at least one other member are Senators; and
- elected faculty and student members vote, and staff in resource roles serve without a vote.

The committee has yet to determine whether the Chair will vote.

We recommend that this committee and the Senate Disability Policy Committee remain separate and work more closely together through a formal mechanism, such as a shared ex officio position or a named liaison. We also ask that service on EDI-AR committees be recognized in annual review and workload, since this work so often falls to equity-deserving colleagues.

Next steps and reporting to Senate

Once Senate has considered these recommendations, the committee will move from transition into regular operation. Over the winter term we intend to confirm membership under the new structure, agree an annual workplan with a small number of priorities, establish the liaison with the Senate Disability Policy Committee, and begin mapping the equity committees and communities of practice across the Faculties and Schools. We will also work with student representatives on ways for students to take part that fit their time and interests.

So that Senate can follow the committee's work as it happens, we propose to provide a brief written update to Senate after each committee meeting, and an annual report each spring covering progress on the workplan, the AVP EDI-AR's annual report, and the status of open recommendations from the 2018 Final Report.

Request of Senate

We ask Senate to receive this report for information, and to consider the committee's recommendations on its name, terms of reference and membership as part of the Academic Restructuring review. This would allow the committee to begin its regular work this winter and to be fully constituted when the new terms take effect on July 1, 2027.

The committee is grateful to the members who returned to this work after a long pause, and to everyone who completed the survey or added their thinking to the shared document. Their contributions are the substance of what we have put before Senate, and we hope Senate will see in them a committee ready to do the work it was established to do.

Respectfully submitted,
Lerato Chondoma, Transition Chair, Senate Equity, Diversity and Inclusion Committee
Associate Vice-President, Equity, Diversity, Inclusion and Anti-Racism

RESEARCH ETHICS BOARD ANNUAL REPORT/TRANSITION REPORT, 2025–2026

For the period 1 May 2025 to 31 October 2026:

Committee membership: Steven Van Zoost (Professional Studies, 1 Jan 2026 – 30 June 2026), Stephanie Jones (Pure and Applied Science, Chair), Michael Jeffrey (Community), Ryan MacNeil (Professional Studies, 1 May 2025 – 31 December 2025 and 1 July 2026 to present), Melody Maxwell (Theology, 1 May 2025 – 30 June 2025 and 1 Jan 2026 until present), Grace Au (Theology, 1 July 2025 – 31 December 2025), Cheri Killam (Community with legal expertise, 1 May 2025 – 30 June 2026), Nick Moore (Community with legal expertise, 1 July 2026 to present), Shon Whitney (Community), Rachel Brickner (Arts, since 1 July 2025), Liam Swiss (Arts, February – June 2025), Bella McQuarrie* (Graduate Student Representative, since 1 July 2025), Tristan Murray* (Graduate Student Representative, until June 2025), Peter Ludlow* (RIGS, *ex officio*).

* non-voting

Meetings and review of applications: The Research Ethics Board (REB) met monthly in person and/or on Microsoft Teams on 15 occasions and reviewed 144 new formal applications for ethics approval. The Chair also reviewed no less than 95 formal requests from researchers to approve changes to previously approved research and/or extend the term of approval of already approved research and/or assess research proposals for REB review exemption. The Chair also independently assessed 13 proposals for secondary analysis of data.

Activities and responsibilities of the Chair: The Chair read all applications submitted for review to the REB for completeness and risk level, delegated all new applications to faculty reviewers, consulted with faculty reviewers, where appropriate, consulted with Research, Innovation and Graduate Studies about the inclusion of information pertaining to REB review of graduate thesis research and research involving relationships between researchers and third parties, independently reviewed all proposals for secondary analysis of data (number indicated above), reviewed all requests for REB exemption, addressed all questions pertaining to research ethics received from faculty, staff and students on campus, addressed all recruitment notices for research involving Acadia students, faculty and staff, solicited through official Acadia channels not approved by the Acadia REB, on-boarded all new members of the REB (e.g., sabbatical transitions, new community member with legal expertise), educated faculty and students on the REB/mandate/submission/review process through no less than six guest lectures, received and reviewed all requests for amendments to already approved research applications and extensions to terms of approval for ongoing research (number indicated above), called for and reviewed all summaries of in class research and unit-level reviewed honours thesis research that is not part of faculty research programs from all applicable units (with the exception of Psychology which was reviewed by Dr. M. MacNeil in July 2025 and Dr. M. Maxwell in July 2026), scheduled all REB meetings, prepared all agendas and meeting minutes, wrote all formal letters of approval following ratification of research files and, when requested, following REB exemption or approval of secondary analysis of data, maintained all records and communications for all research files, and archived appropriate files following the 2025-2026 academic year.

Training of members: Each newly appointed REB member receives a detailed written and oral orientation from the REB Chair describing the new member's responsibilities and the REB's policies and procedures. The Chair also provides further consultation (e.g., meetings, discussion), where requested, by any REB member at any time during their service on the REB. Between 1 May 2025 and 31 October 2026, four members were oriented to the REB.

Activities and responsibilities of faculty reviewers and REB community members: Faculty reviewers are assigned up to two (2) applications/month for review. Reviewers ensure that the research conforms to the policies in the Tri-Council Policy Statement 2 (TCPS 2), consults with researchers about what/how to address deviation from the TCPS 2, where appropriate, consults with the REB Chair and the REB, where appropriate, delegates approval of the reviewed research, where appropriate, attends all meetings of the REB, and reports on all research reviewed in the REB meetings. Dr. R. MacNeil and Dr. M. Maxwell served as acting Chairs in the review of the report of in class research reported by the department of Psychology, for which Dr. S. Jones is a member, in July 2025 and July 2026, respectively. Community members attend all meetings of the REB and provide perspective and consultation during the presentation of all research reviews at the REB meetings, where appropriate.

Ad hoc advisors: Ad hoc advisors are appointed when the REB judges that it lacks the knowledge needed to review a particular application. The Acadia REB relies on the research review work of Mi'kmaw Ethics Watch for assessing Indigenous community involvement in research (under TCPS 2, Chapter 9) in research involving Indigenous Peoples within Mi'kma'ki. We also received one application involving Indigenous Peoples outside Mi'kma'ki, for which the Chiefs of Ontario (https://chiefs-of-ontario.org/) and Zabrina Whitman, Executive Advisor, Office of L'Nu Affairs and Indigenization at Acadia, were consulted as a part of this review.

Appeals: None

Matters out of the ordinary: None

Transitional Chair for the summer: Stephanie Jones

Other comments: Thank you to Cheri Killiam for serving 6 years on the Acadia REB as the community member with legal expertise!

Submitted by Stephanie Jones (Chair)

Motion from TIE Committee

Motion that the calendar dates for Fall 2031 – Summer 2032 be approved

The dates for Fall 2027 – Summer 2031 on the next two pages are attached for information as they have already been approved by Senate. The relevant Fall 2031 – Summer 2032 dates for this motion are on the third page.

2027-2028 Academic Dates

Fall 2027								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays –** 11 **Tuesdays –** 12 **Wednesdays –** 12 **Thursdays –** 11 **Fridays –** 12
Sept. 8 (W)	Sept. 17 (F)	Oct. 11-15	Nov. 26 (F)	Dec. 8 (W) is treated as a Thursday	Dec. 9 (Th)	Dec. 10 (F)	Dec. 20 (M)	
Winter 2028								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays –** 12 **Tuesdays –** 12 **Wednesdays –** 12 **Thursdays –** 12 **Fridays –** 12
Jan. 10 (M)	Jan. 18 (T)	Feb. 21-25	Mar. 24 (F)	April 7 (F)	Apr. 8-9 (S-Su)	Apr. 10 (M)	Apr. 21 (F)	

Summer 2028				
Session	**Classes Start**	**Last Day to Add**	**Last Day to Withdraw**	**Classes End/Final Exams**
Summer 1	May 8 (M)	May 10 (W)	May 17 (W)	May 26 (F)
Summer 2	May 29 (M)	May 31 (W)	June 7 (W)	June 16 (F)
Summer 3	June 19 (M)	June 21 (W)	June 28 (W)	July 7 (F)
Summer 4	July 10 (M)	July 12 (W)	July 19 (W)	July 28 (F)

Key Dates 2027-2028

Labour Day: Monday, September 6, 2027. No classes scheduled.
National Day for Truth and Reconciliation: Thursday, September 30, 2027. No classes scheduled.
Thanksgiving: Monday, October 11, 2027. No classes scheduled.
Fall Convocation: Friday, October 15, 2027.
Remembrance Day: Thursday, November 11, 2027. No classes scheduled.
Nova Scotia Heritage Day: Monday, February 21, 2028. No classes scheduled.
Good Friday and Easter: Friday-Sunday, April 14-16, 2028. No exams scheduled.
Spring Convocation: Thursday-Friday, May 18-19, 2028.
Victoria Day: Monday, May 22, 2028. No classes scheduled.
Canada Day: Saturday, July 1, 2028. Observed on Monday, July 3, 2028. No classes scheduled.

2028-2029 Academic Dates

Fall 2028								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays –** 12 **Tuesdays –** 12 **Wednesdays –** 12 **Thursdays –** 12 **Fridays –** 11
Sept. 6 (W)	Sept. 15 (F)	Oct. 9-13	Nov. 24 (F)	Dec. 6 (W) is treated as a Friday	Dec. 7-8 (Th-F)	Dec. 9 (S)	Dec. 20 (W)	
Winter 2029								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays –** 12 **Tuesdays –** 12 **Wednesdays –** 12 **Thursdays –** 12 **Fridays –** 11
Jan. 8 (M)	Jan. 17 (W)	Feb. 19-23	March 23 (F)	April 6 (F)	April 7-8 (S-Su)	April 9 (M)	April 19 (Th)	

Summer 2029				
Session	**Classes Start**	**Last Day to Add**	**Last Day to Withdraw**	**Classes End/Final Exams**
Summer 1	May 7 (M)	May 9 (W)	May 16 (W)	May 25 (F)
Summer 2	May 28 (M)	May 30 (W)	June 6 (W)	June 15 (F)
Summer 3	June 18 (M)	June 20 (W)	June 27 (W)	July 6 (F)
Summer 4	July 9 (M)	July 11 (W)	July 18 (W)	July 27 (F)

Key Dates 2028-2029

Labour Day: Monday, September 4, 2028. No classes scheduled.
National Day for Truth and Reconciliation: Saturday, September 30, 2028. Observed on Friday, September 29. No classes scheduled.
Thanksgiving: Monday, October 9, 2028. No classes scheduled.
Fall Convocation: Friday, October 13, 2028.
Remembrance Day: Saturday, November 11, 2028. Observed on Friday, November 10, no classes scheduled.
Nova Scotia Heritage Day: Monday, February 19, 2029. No classes scheduled.
Good Friday and Easter: Friday-Sunday, March 30-April 1, 2029. No classes scheduled.
Spring Convocation: Thursday-Friday, May 17-18, 2029
Victoria Day: Monday, May 21, 2029. No classes scheduled.
Canada Day: Sunday, July 1, 2029. Observed on Monday, July 2, 2029. No classes scheduled.

2029-2030 Academic Dates

Fall 2029								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays –** 12 **Tuesdays –** 12 **Wednesdays –** 12 **Thursdays –** 12 **Fridays –** 10
Sept. 5 (W)	Sept. 14 (F)	Oct. 8-12	Nov. 23 (F)	Dec. 4 (T)	Dec. 5-6 (W-Th)	Dec. 7 (F)	Dec. 18 (T)	
Winter 2030								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays –** 12 **Tuesdays –** 12 **Wednesdays –** 12 **Thursdays –** 12 **Fridays –** 12
Jan. 7 (M)	Jan. 16 (W)	Feb. 18-22	Mar. 22 (F)	Apr. 5 (F)	Apr. 6-7 (S-Su)	Apr. 8 (M)	Apr. 18 (Th)	

Summer 2030				
Session	**Classes Start**	**Last Day to Add**	**Last Day to Withdraw**	**Classes End/Final Exams**
Summer 1	May 13 (M)	May 15 (W)	May 22 (W)	May 31 (F)
Summer 2	June 3 (M)	June 5 (W)	June 12 (W)	June 21 (F)
Summer 3	June 24 (M)	June 26 (W)	July 3 (W)	July 12 (F)
Summer 4	July 15 (M)	July 17 (W)	July 24 (W)	August 2 (F)

Key Dates 2029-2030

Labour Day: Monday, September 3, 2029. No classes scheduled.
National Day for Truth and Reconciliation: Sunday, September 30, 2029. Observed on Friday, September 28. No classes scheduled.
Thanksgiving: Monday, October 8, 2029. No classes scheduled.
Fall Convocation: Friday, October 12, 2029.
Remembrance Day: Sunday, November 11, 2029. Observed on Friday, November 9. No classes scheduled.
Nova Scotia Heritage Day: Monday, February 18, 2030. No classes scheduled.
Good Friday and Easter: Friday-Sunday, April 19-21, 2030. No classes scheduled.
Spring Convocation: Thursday-Friday, May 16-17, 2030.
Victoria Day: Monday, May 20, 2030. No classes scheduled.
Canada Day: Monday, July 1, 2030. No classes scheduled.

2030-2031 Academic Dates

Fall 2030								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays** – 10 **Tuesdays** – 12 **Wednesdays** – 12 **Thursdays** – 12 **Fridays** – 12
Sept. 4 (W)	Sept. 13 (F)	Oct. 14-18	Nov. 22 (F)	Dec. 3 (T)	Dec. 4-5 (W-Th)	Dec. 6 (F)	Dec. 17 (T)	
Winter 2031								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays** – 12 **Tuesdays** – 12 **Wednesdays** – 12 **Thursdays** – 12 **Fridays** – 12
Jan. 6 (M)	Jan. 15 (W)	Feb. 17-21	Mar. 21 (F)	Apr. 4 (F)	Apr. 5-6 (S-Su)	Apr. 7 (M)	Apr. 19 (S)	

Summer 2031				
Session	**Classes Start**	**Last Day to Add**	**Last Day to Withdraw**	**Classes End/Final Exams**
Summer 1	May 12 (M)	May 14 (W)	May 21 (W)	May 30 (F)
Summer 2	June 2 (M)	June 4 (W)	June 11 (W)	June 20 (F)
Summer 3	June 23 (M)	June 25 (W)	July 2 (W)	July 11 (F)
Summer 4	July 14 (M)	July 16 (W)	July 23 (W)	August 1 (F)

Key Dates 2030-2031

Labour Day: Monday, September 2, 2030. No classes scheduled.
National Day for Truth and Reconciliation: Monday, September 30, 2030. No classes scheduled.
Thanksgiving: Monday, October 14, 2030. No classes scheduled.
Fall Convocation: Friday, October 18, 2030.
Remembrance Day: Monday, November 11, 2030. No classes scheduled.
Nova Scotia Heritage Day: Monday, February 17, 2031. No classes scheduled.
Good Friday and Easter: Friday-Sunday, April 11-13, 2031. No exams scheduled. **Spring Convocation:** Thursday-Friday, May 15-16, 2031.
Victoria Day: Monday, May 19, 2031. No classes scheduled.
Canada Day: Tuesday, July 1, 2031. No classes scheduled.

2031-2032 Academic Dates

Fall 2031								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays** – 12 **Tuesdays** – 10 **Wednesdays** – 12 **Thursdays** – 12 **Fridays** – 12
Sept. 3 (W)	Sept. 12 (F)	Oct. 13-17	Nov. 21 (F)	Dec. 2 (T)	Dec. 3-4 (W-Th)	Dec. 5 (F)	Dec. 16 (T)	
Winter 2032								
Classes Start	**Last Day to Add**	**Reading Week**	**Last Day to Withdraw**	**Classes End**	**Study Day(s)**	**Exams Begin**	**Exams End**	**Mondays** – 12 **Tuesdays** – 12 **Wednesdays** – 12 **Thursdays** – 12 **Fridays** – 11
Jan. 12 (M)	Jan. 21 (W)	Feb. 16-20	Mar. 26 (F)	Apr. 9 (F)	Apr. 10-11 (S-Su)	Apr. 12 (M)	Apr. 22 (Th)	

Summer 2032				
Session	**Classes Start**	**Last Day to Add**	**Last Day to Withdraw**	**Classes End/Final Exams**
Summer 1	May 10 (M)	May 12 (W)	May 19 (W)	May 28 (F)
Summer 2	May 31 (M)	June 2 (W)	June 9 (W)	June 18 (F)
Summer 3	June 21 (M)	June 23 (W)	June 30 (W)	July 9 (F)
Summer 4	July 12 (M)	July 14 (W)	July 21 (W)	July 30 (F)

Key Dates 2031-2032

Labour Day: Monday, September 1, 2031. No classes scheduled.
National Day for Truth and Reconciliation: Tuesday, September 30, 2031. No classes scheduled.
Thanksgiving: Monday, October 13, 2031. No classes scheduled.
Fall Convocation: Friday, October 17, 2031.
Remembrance Day: Tuesday, November 11, 2031. No classes scheduled.
Nova Scotia Heritage Day: Monday, February 16, 2032. No classes scheduled.
Good Friday and Easter: Friday-Sunday, March 26-28, 2032. No classes scheduled.
Spring Convocation: Thursday-Friday, May 20-21, 2032.
Victoria Day: Monday, May 24, 2032. No classes scheduled.
Canada Day: Thursday, July 1, 2032. No classes scheduled.

Motions from the Senate Curriculum Committee

(i) Motion 1: That the "Acadia Certificate Framework" and associated "Embedded Undergraduate Certificate Proposal Form" be adopted by Senate to help guide the creation of new embedded and standalone certificate programs.

(ii) Motion 2: That embedded undergraduate certificates may satisfy the minor requirement in designated undergraduate degree programs, subject to applicable degree regulations. In this case, embedded undergraduate certificates will normally comprise a minimum of 18-27 credit hours to support their integration within these degree structures.

Rationale and Documentation Provided:

Report to Senate (November 2, 2026)- *page 32*

“Acadia Certificate Framework”- *pages 33-34*

“Embedded Undergraduate Certificate Proposal Form”- *pages 38-47*

Senate Curriculum Committee
Report to Senate – November 2nd, 2026

Committee Membership:
Registrar – Mark Bishop (non-voting)
Associate Registrar – Hayley van Kroonenburg (non-voting)
Vice-Provost Curriculum and Planning – Lauren Wilson Finniss (non-voting)
Academic Programming, Quality Assurance, and Planning Coordinator – Shawna Singleton (non-voting)
Dean of Libraries and Archives – Jennifer Richard
Arts – Liam Swiss
Arts – VACANT
Prof. Studies – Jeff Torbert (co-Chair)
Prof. Studies – Keshav Krishnamurty
Pure and Applied Science – Eva Curry (Secretary)
Pure and Applied Science – Melanie Coombs (co-Chair)
Pure and Applied Science – Andy Mitchell
Theology – Christopher Killacky
Student – Lily Rich

The Committee met on October 30th, 2026, and voted unanimously to approve the following two motions for consideration at the November Senate Meeting:

i) **Motion 1:** That the "Certificate and Diploma Framework" and associated "Embedded Undergraduate Certificate Proposal Form" be adopted by Senate to help guide the creation of new embedded and standalone certificate programs.

ii) **Motion 2:** That embedded undergraduate certificates may satisfy the minor requirement in designated undergraduate degree programs, subject to applicable degree regulations. In this case, embedded undergraduate certificates will normally comprise a minimum of 18-27 credit hours to support their integration within these degree structures.

Rationale: The Certificate and Diploma Framework will ensure MPHEC requirements for new certificate programs are met, along with a new Embedded Certificate Proposal Form (draft form attached for information only).
The Committee decided to vote on the second motion separately from the framework document as a whole, since the question of how minors relate to embedded certificates could overlap with the A&ASP committee's current work on double-counting.

Reminder to Senators that the Curriculum Submission Deadline for 2026-2027 is December 11th, 2026. Please review the submission process here:
https://registrar.acadiau.ca/curriculum.html

Acadia University Certificate Framework

Certificates

Last updated: October 2026

Purpose and Definition

Certificates are academic programs that provide students with opportunities to pursue a focused area of study and develop specialized knowledge, skills, and competencies within a smaller number of credit hours than a degree program. A certificate constitutes a coherent and intentionally structured program of study, comprising a defined body of knowledge and clearly articulated learning outcomes. The curriculum must demonstrate appropriate alignment, sequencing, and developmental progression to ensure that all students completing the certificate achieve its stated learning outcomes.

Certificates may be disciplinary or interdisciplinary in nature and may serve a range of educational purposes, including:

- Recognizing specialized knowledge and competencies within a field or major discipline.
- Complementing a student's primary degree through additional or interdisciplinary learning.
- Providing opportunities for students outside a degree program to pursue a focused area of academic study or develop specific knowledge and skills.
- Supporting professional development, further academic study, or pathways into degree programs.

Certificates are distinguished from a collection of individual courses by their defined academic purpose, coherent curriculum, and common learning outcomes.

Certificates may be offered at the undergraduate, post-baccalaureate, or graduate level, either as embedded credentials completed in conjunction with a degree program or as standalone credentials that do not require concurrent enrolment in a degree program.

Certificate Types

Acadia University offers two types of certificates: embedded and standalone. Both constitute distinct academic credentials with defined program requirements and certificate-level learning outcomes. Upon successful completion, certificates are formally recognized on the student's academic record, and students are issued a separate certificate document.

Embedded Certificates

Embedded certificates are completed concurrently with an undergraduate or graduate degree program. Students must be enrolled in an eligible degree program and complete the certificate requirements prior to or in conjunction with the completion of their degree.

Embedded certificates may be designed to:

- **Recognize specialized knowledge within a field or discipline** as part of a degree program. Certificate requirements may overlap with the requirements of the student's primary degree as appropriate to the learning outcomes.

- **Complement or provide interdisciplinary learning** alongside a student's primary degree by enabling students to acquire knowledge, skills, and competencies beyond or across their principal field of study.
- **Respond to external standards and identified needs** by supporting the development of knowledge, skills, and competencies that may align with professional or accreditation standards, sector expectations, or demonstrated labour market needs.
- **(Pending Senate Approval) Fulfill degree requirements:** Embedded undergraduate certificates may satisfy the minor requirement in designated undergraduate degree programs, subject to applicable degree regulations. In this case, embedded undergraduate certificates will normally comprise a minimum of 18-27 credit hours to support their integration within these degree structures.

Courses may fulfill requirements for both the certificate and the primary degree, subject to applicable program regulations and any restrictions on course overlap or double-counting.

Standalone Certificates

Standalone certificates are independent academic credentials that may be completed without concurrent enrolment in a degree program. They provide opportunities for students to pursue a focused area of academic study, develop specialized knowledge and skills, or enhance their academic or professional qualifications without committing to a full degree program.

Standalone certificates may be designed to:

- **Provide independent study opportunities:** Enable students who are not enrolled in a degree program to pursue a focused area of academic study and acquire specific knowledge, skills, and competencies.
- **Complement an existing degree:** Enable degree-seeking students to complete a standalone certificate as an additional credential alongside their primary degree, subject to applicable academic regulations.
- **Support professional and academic development:** Provide opportunities for professional development, career advancement, further academic study, or the acquisition of new knowledge and competencies.
- **Establish laddered credential pathways:** Provide structured pathways into designated degree or diploma programs. Where an approved laddering arrangement exists, successful completion of the certificate may provide direct entry into a designated program, subject to the established admission conditions, with specified certificate credits recognized toward the subsequent credential.
- **Recognize achievement through early-exit or milestone credentials:** Recognize the successful completion of a defined component of a degree program through the award of a standalone certificate. The certificate may be awarded as an academic milestone to students continuing in their degree or as an early-exit credential to students who discontinue their degree after completing the prescribed certificate requirements.

Pathways to Degree Programs

Standalone undergraduate certificates may be designed as laddered credentials that provide a structured pathway into an Acadia undergraduate degree program.

Programs proposing a formal laddering pathway must map the certificate requirements to the receiving degree program, establishing the conditions for direct entry and identifying how

certificate credits will satisfy degree requirements. Where a formal laddering pathway has been approved, successful completion of the certificate may provide direct entry into a designated degree program, subject to the admission conditions established for that pathway. Certificate credits will be recognized toward the receiving degree in accordance with the approved pathway and applicable academic regulations.

Where no formal laddering pathway exists, students may apply to have credits earned through a standalone certificate recognized toward an Acadia degree, subject to admission requirements and applicable academic regulations governing credit recognition, transfer credit, and residency. This includes the requirement that normally the final 60 credit hours of an undergraduate degree must be completed at Acadia, subject to permitted exceptions. Recognition of certificate credits does not guarantee that all credits will satisfy the requirements of the student's chosen degree program.

“The MPHEC requires that all credit-based certificate programs are expected to meet parameters outlined within the Maritime University Certificate and diploma framework”.

Certificates

	Undergraduate		Post-baccalaureate	Graduate	
	Stand-alone	**Embedded**	**Stand-alone**	**Stand-alone**	**Embedded**
Nomenclature	Certificate	Certificate	Certificate	Certificate	Certificate
Academic Focus and Purpose	Undergraduate certificates typically provide a foundational level of critical understanding and some conceptual sophistication and specialized knowledge.	Undergraduate certificates typically provide a foundational level of critical understanding and some conceptual sophistication and specialized knowledge.	Post-baccalaureate certificates provide a foundational level of critical understanding and some conceptual sophistication and specialized knowledge, or they may build on the knowledge and competencies acquired during undergraduate study.	Graduate certificates build on the knowledge and competencies acquired during undergraduate study and provide a more advanced level of critical understanding, greater conceptual sophistication, and more specialized knowledge and intellectual autonomy than undergraduate and post-baccalaureate certificates and diplomas.	Graduate certificates build on the knowledge and competencies acquired during undergraduate study and provide a more advanced level of critical understanding, greater conceptual sophistication, and more specialized knowledge and intellectual autonomy than undergraduate and post-baccalaureate certificates and diplomas.
Level of Learning	Undergraduate certificates can be oriented toward: • Introducing the student to a particular discipline or disciplines through lower-level undergraduate courses, i.e., 1st- and 2nd-year courses. • Acquiring intermediate-level knowledge through upper-level undergraduate courses, i.e., 3rd- and 4th-year courses. • Developing skills and competencies associated with a particular discipline or disciplines. • Developing transdisciplinary skills and competencies applicable to higher-level studies or the work force (i.e., critical thinking, oral and written communication skills, problem solving, etc.).	Undergraduate certificates can be oriented toward: • Introducing the student to a particular discipline or disciplines through lower-level undergraduate courses, i.e., 1st- and 2nd-year courses. • Acquiring intermediate-level knowledge through upper-level undergraduate courses, i.e., 3rd- and 4th-year courses. • Developing skills and competencies associated with a particular discipline or disciplines. • Developing transdisciplinary skills and competencies applicable to higher-level studies or the work force (i.e., critical thinking, oral and written communication skills, problem solving, etc.).	Post-baccalaureate certificates can be oriented toward: • Introducing the student to a particular discipline or disciplines through lower-level undergraduate courses, i.e., 1st- and 2nd-year courses. • Acquiring intermediate-level knowledge through upper-level undergraduate courses, i.e., 3rd- and 4th-year courses. • Developing skills and competencies associated with a particular discipline or disciplines. • Reinforcing transdisciplinary skills and competencies applicable to graduate-level studies or the work force (i.e., critical thinking, oral and written communication skills, problem solving, etc.).	Graduate certificates can be oriented toward: • Introducing the student to a particular discipline or disciplines through graduate-level courses, but to a greater depth or at a more accelerated pace of learning than in an undergraduate or post-baccalaureate certificate or diploma program. • Acquiring and overall deepening of advanced-level knowledge of subject matter content related to a discipline or disciplines. • Developing advanced skills and competencies associated with a particular discipline or disciplines. • Enhancing transdisciplinary skills and competencies applicable to more advanced graduate-level studies or the work force (i.e., critical thinking, oral and written communication skills, problem solving, etc.).	Graduate certificates can be oriented toward: • Introducing the student to a particular discipline or disciplines through graduate-level courses, but to a greater depth or at a more accelerated pace of learning than in an undergraduate or post-baccalaureate certificate or diploma program. • Acquiring and overall deepening of advanced-level knowledge of subject matter content related to a discipline or disciplines. • Developing advanced skills and competencies associated with a particular discipline or disciplines. • Enhancing transdisciplinary skills and competencies applicable to more advanced graduate-level studies or the work force (i.e., critical thinking, oral and written communication skills, problem solving, etc.).
Entrance Requirements	Must meet undergraduate entrance requirements, as well as any additional certificate-specific requirements. Alternate entry requirements for mature learners may be considered.	Must be currently enrolled in an undergraduate program. Some certificates are only available to specific programs.	Must have completed an undergraduate degree or equivalent in a relevant field and meet entrance requirements identified in the certificate eligibility requirements.	Must meet graduate entrance requirements, as well as any additional certificate-specific requirements.	Must be currently enrolled in a graduate program. Some certificates are only available to specific programs.
Credits	15-30	18-27*++	15-30	9-15	9-12*
Free-standing credential	Yes	No	Yes	Yes	No
Length of program	1-2 years	1-2 years	1-2 years	6 months to 1 year	6 months to 1 year
Internal Approval process	Follow relevant Senate curriculum approval processes	Follow relevant Senate curriculum approval processes	Follow relevant Senate curriculum approval processes	Follow relevant Senate curriculum approval processes	Senate curriculum approval Follow relevant Senate curriculum approval processes
Credential Approval	Senate, MPHEC and Board approval required	Senate approval required	Senate, MPHEC and Board approval required	Senate, MPHEC and Board approval required	Senate approval required

	Undergraduate		Post-baccalaureate	Graduate	
	Stand-alone	**Embedded**	**Stand-alone**	**Stand-alone**	**Embedded**
Review Process	Coincides with cyclical review cycle	Coincides with cyclical review cycle	Coincides with cyclical review cycle	Coincides with cyclical review cycle	Coincides with cyclical review cycle
Admission process	Standard admission processes through the Admissions portal	Email registrar@acadiau.ca. Include your student number and the embedded certificate you wish to declare.	Standard admission processes through the Admissions portal	Standard admission processes through the Admissions portal	Email registrar@acadiau.ca. Include your student number and the embedded certificate you wish to declare.
Tuition	Per course or per program as established	No additional tuition fees for courses taken as part of the embedded certificate	Per course or per program as established	Per course or per program as established	No additional tuition fees for courses taken as part of the embedded certificate
Laddering/Transfer	May ladder into other programs as determined by credential design and the admitting faculty.	Embedded in degree programs and do not ladder into other credit programs.	May ladder into other programs as determined by credential design and the admitting faculty.	May ladder into other programs as determined by credential design and the admitting faculty.	Embedded in degree programs and do not ladder into other credit programs.
Applying to Graduate	Application to graduate required.	Application to graduate required.	Application to graduate required.	Application to graduate required.	Application to graduate required.
Transcripts and Parchments	Noted on the transcript and parchment	Noted on the transcript and parchment	Noted on the transcript and parchment	Noted on the transcript and parchment	Noted on the transcript and parchment
Convocation	Participate in Convocation.	May participate in convocation according to the degree being received.	Participate in Convocation.	Participate in Convocation.	May participate in convocation according to the degree being received.

Embedded undergraduate and post-baccalaureate certificates of 30h require submission to the MPHEC. Embedded graduate certificates of 15h require submission to the MPHEC.

++ Embedded certificates are normally required to be at least 18 hours in order to fulfill student minor requirements for degree completion.

Embedded Undergraduate Certificate Proposal Form

The embedded certificate proposal form is the first step in the development of an embedded certificate.

Embedded certificates are completed concurrently with an undergraduate or graduate degree program. Students must be enrolled in an eligible degree program and complete the certificate requirements prior to or in conjunction with the completion of their degree.

Embedded certificates may be designed to:

- **Recognize specialized knowledge within a field or discipline** as part of a degree program. Certificate requirements may overlap with the requirements of the student's primary degree as appropriate to the learning outcomes.
- **Complement or provide interdisciplinary learning** alongside a student's primary degree by enabling students to acquire knowledge, skills, and competencies beyond or across their principal field of study.
- **Respond to external standards and identified needs** by supporting the development of knowledge, skills, and competencies that may align with professional or accreditation standards, sector expectations, or demonstrated labour market needs.
- **(Pending Senate Approval) Fulfill degree requirements**: Embedded undergraduate certificates may satisfy the minor requirement in designated undergraduate degree programs, subject to applicable degree regulations. In this case, embedded undergraduate certificates will normally comprise a minimum of 18-27 credit hours to support their integration within these degree structures.

Courses may fulfill requirements for both the certificate and the primary degree, subject to applicable program regulations and any restrictions on course overlap or double-counting.

Embedded undergraduate certificates less than 30h do not require the submission of a program proposal to the MPHEC. If an embedded undergraduate certificate is proposed to be exactly 30h it will require review by the MPHEC.

Embedded certificates proposals follow the University's established internal processes for new program proposals. This form should be used for the curriculum approval process. Please consult with the Academic Program Development, Quality Assurance, and Planning Coordinator for guidance and assistance. Email academic.planning@acadiau.ca.

Section 1: Program Identification, Description, Outcomes, and Curriculum

Faculty / School / Department	
Level of Study	Undergraduate Other:
Certificate Name	
Credential(s) Granted	
Proposed number of units, credits or credit hours required for the credential	
Expected number of terms for full-time students to complete	
Anticipated start date	
Additional fee requirements (if applicable)	
Contact Person	Name: Title: Email:

1.1 Program Description

Provide a public description of the proposed certificate. Describe its academic purpose, distinguishing characteristics, intended student population, and how it complements or enhances students' primary degree programs. Explain its alignment with Acadia's mission.

1.2 Program Student Learning Outcomes

Provide the Program Learning Outcomes (PLOs) for the proposed certificate using the stem, "By the end of the certificate, students will be able to..." Outcomes should be clear, measurable, and appropriate to the academic level, scope, and purpose of the credential. They should identify the knowledge, skills, and competencies that all students completing the certificate are expected to demonstrate. The outcomes should reflect the distinctive learning associated with the certificate and be achievable through its prescribed curriculum.

E.g., Analyze key texts to draw links between feminist theory and relevant social movements and key historical events.

E.g., Design research studies that comply with ethical standards and practices.

1.3 Program Name and Credential

Provide a rationale for the proposed certificate name. Explain how the name accurately reflects the certificate's academic focus, scope, and Program Learning Outcomes and communicates the nature of the credential to prospective students, employers, and other relevant audiences. Describe the decision-making process used when selecting the name, including any alternatives considered.

1.4 Delivery Mode

Describe the proposed delivery mode(s) and how they will support students in meeting the intended program-level outcomes.

1.5 Program Structure

Use Appendix 1 to list all program requirements, including required courses, restricted electives, prerequisites, and any additional completion requirements.

Describe how the program requirements listed in Appendix 1 form a coherent and intentionally structured program of study aligned with the stated program-level learning outcomes. This description should address, as applicable:

- Curriculum coherence and alignment with the Program Learning Outcomes
- The role of required courses and restricted electives in establishing a common foundation of learning
- Course sequencing, scaffolding, and developmental progression toward the intended level of achievement
- Relationships between courses and opportunities for the integration and application of learning.
- Program milestones, prerequisites, minimum grade requirements, and other progression or completion requirements.

1.6 Fulfillment of Minor Requirements

Is this intended to fulfill the requirements of a minor? If so, state the required requisites and any restrictions.

1.7 Limits for overlap and double-counting

Outline limits for overlap and double-counting and provide appropriate rationale.

1.8 Curriculum Design and Student Experience

Describe how the proposed program has been intentionally designed to support high-quality teaching, learning, and student success. Explain how the following considerations have informed the design of the curriculum, learning outcomes, teaching and learning approaches, assessment strategies, and overall student experience. Where relevant, identify specific curricular features or approaches that demonstrate how these considerations have been integrated into the program. Where a consideration is not applicable, provide a brief rationale.

i) Experiential Learning
ii) Equity, Diversity, Inclusion, and Anti-Racism
iii) Accessibility
iv) Responding to the Truth and Reconciliation Commission Calls to Action
v) Artificial Intelligence
vi) Student Success and Retention

1.9 Context and Fit

i) Explain why Acadia is well positioned to offer this certificate and what strengths, partnerships, expertise, or strategic priorities make the proposed certificate an appropriate addition to the University's academic portfolio.

ii) Discuss any anticipated effects on other existing programs in the academic portfolio, including synergistic or 'mutual benefit' effects as well as potential competition for students or diversion of enrolment from other existing programs at Acadia. Include a summary of feedback collected from impacted programs.

iii) (if applicable) Discuss any plans for collaboration with other institutions.

Section 2: Target Audience, Admissions, Enrolment, and Registration

2.1 Target Audience

Describe the intended student population for the proposed program and explain why the program is expected to appeal to these learners.

Considerations:

- Who are the primary target students?
- What characteristics or interests define the intended student population?
- Is the program open to all students or just students in specific programs? Are there any restrictions on eligibility?
- What educational or career needs does the program address for those learners?

2.2 Admission Requirements

Describe the program's admission requirements, and how they are appropriate for the program's objectives and program-level learning outcomes.

2.4 Student Demand and Student Consultation

Provide evidence of student demand and interest to support the proposed program. **Required:** describe how feedback from current and/or prospective students has been considered and integrated into the development of this program. Summarize the consultation activities undertaken, the key themes identified, and how the feedback informed decisions regarding the program's curriculum, delivery, student experience, or other aspects of the proposal.

Considerations:

- What evidence demonstrates student interest in the proposed program?
- How many students are currently enrolled in similar programs in Nova Scotia or elsewhere?
- What trends in applications, enrolment, labour market demand, or learner preferences support the proposal?
- If the program is unique, what evidence suggests there is unmet demand from students?

Section 3: Labour Market Alignment and Societal Need

3.1 Comparator Analysis

Identify comparable embedded certificates or related credentials offered by other post-secondary institutions, prioritizing Canadian institutions where appropriate. Briefly compare their academic focus, intended student populations, credit requirements, curriculum structure,

and distinguishing characteristics. Explain how the proposed certificate is similar to or differentiated from these offerings.

3.2 Labour Market Alignment and Societal Need

Explain how the proposed certificate will enhance students' primary degree programs by providing complementary knowledge, skills, and competencies that respond to identified labour market, professional, disciplinary, and/or societal needs.
Examples:

- *enhance preparation for employment, further study, professional development, or other post-graduation pathways;*
- *Describe how the certificate and the competencies it develops may contribute to the social, economic, cultural, and/or environmental well-being of Nova Scotia, the Atlantic region, Canada, or the broader global community.*

Section 4: Consultation and Endorsements

Provide a summary of the internal and external consultations undertaken during the development of the proposed certificate. Identify the stakeholders consulted, summarize the feedback received, and explain how it informed the proposal.

Confirm support from the proposing academic unit and relevant Dean(s).

Where the certificate relies on courses, resources, or academic expertise provided by other units, document consultation with those units and confirm their support for the proposed arrangements.

Consultation with the following is recommended, as applicable:

- Office of the Vice-Provost, Curriculum and Planning
- Academic units and faculties affected by the proposed certificate
- Office of the Registrar
- Other relevant internal or external stakeholders

Include letters of endorsement or other documentation of support as appropriate.

Section 5: Program Viability and Sustainability

Please complete all applicable questions.

5.1 Revenue and Enrolment Impact

Does the proposed program create any new opportunities for additional enrolment and revenue? Is there opportunity to open this up on a future date to a standalone credential or to ladder into a degree? Explain.

5.2 Resource Implications

5.2.1 Faculty Resources

i) Which existing faculty members are expected to teach in the proposed program, and how will their current course load be impacted?
ii) Will new courses be created? Please list.

iii) What impact will the embedded certificate have on existing programs, majors, minors, service teaching, or elective offerings?

iv) Will any of the following be required?

☐ New tenure-track faculty

☐ Per Course Hires (Full-time and Part-time)

☐ Overload teaching

☐ Cross-appointments

☐ Directed reading/independent study

☐ None

If any are yes, provide a description.

5.2.2 Administrative and Staff Resources

i) What Faculty/unit/School will be responsible for the program? What administrative support will be required (e.g., program coordination, advising, scheduling, recruitment, student support)?

ii) Will existing staff support these responsibilities? If yes, what will be the impact on current responsibilities? If no, what additional staffing will be required?

5.2.3 Physical Resources

i) What facilities are required (e.g., classrooms, laboratories, studios, performance spaces, field sites, online learning environments)?

ii) Are these facilities already available? If yes, what impact will increased use have on other programs or operations?

5.2.4 Equipment and Technology

i) What equipment, software, or technology is required?

ii) Which resources already exist?

iii) What new purchases will be required?

iv) Are there ongoing licensing, maintenance, or replacement costs?

5.2.5 Library and Learning Resources

i) Do existing library collections meet program requirements?

ii) Will additional books, journals, database, software, or learning sources be required?

iii) Has the library been consulted? If yes, summarize the discussion.

5.2.6 Work-Integrated Learning

i) Does the program require placements, practica, internships, clinical experiences, community-engaged learning, studio, co-operative education, or other experiential learning? If yes, describe how opportunities will be secured, whether sufficient capacity exists, and contingency plans if placements cannot be secured.

ii) Are additional personnel required (e.g., placement coordinators, technicians, mentors, supervisors, Elders, artists-in-residence, industry advisors)?

5.2.7 Ongoing Academic Oversight

Describe the arrangements for ongoing academic oversight of the certificate, including responsibility for monitoring curriculum coherence, student progression, and the implications of changes to courses or requirements.

5.2.8 Other Financial Considerations

i) Are there any additional ongoing costs not accounted for already? (e.g., marketing, student support, buses, professional memberships etc.)

ii) Describe any one-time startup costs (e.g., renovations, equipment, curriculum development, accreditation, professional development, marketing, etc..

Appendix 1: Program Requirements

Using the following table, identify all program requirements. **Note:** Not all sections may apply.

	Course Number[1] & Title	Credit Value[2]	Status (new, modified, existing)	For existing courses, identify current course capacity (e.g. 15/30 seats)	Institution (for collaborative programs only)
Required Courses[3]					
Total (Required Courses)					
Select Electives[4]					
Total (Select Electives)					
Special Requirements[5]					
Total (Required Courses)					
Other Degree Requirements[6]					
Total (Special Requirements)					
TOTAL PROGRAM CREDITS					

[1] For cross-level courses, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods.
[2] If non-credit, indicate “0” for credit value.
[3] Required courses are courses that contribute directly to the program’s focus and credit total and will be identified within the academic calendar as such. (For a proposed major in a 120-credit (or equivalent) undergraduate degree, list subject area courses that every student enrolled in the proposed major must take, and that count toward the credit total for that major.)
[4] Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program’s focus. Lists can be included in the table or in an attachment if preferred.
[5] Special requirements may include a thesis, capstone, work-integrated learning, etc.
[6] E.g. For a proposed major in a 120-credit (or equivalent) undergraduate degree, include all other requirements needed for graduation that fall outside of the focus of the major. All possible general or open electives are not required to be listed; instead, describe the source of the elective (e.g., humanities courses at the 1000-2000 level - 18 credits).

Appendix 2: Program Description for the Academic Calendar

Please provide the program description as it should appear in the academic calendar. Consultation with the Registrar's Office is recommended.

Certificate in [Name]

Program Description
The Certificate in [short description].

Program Coordinator
[Name] [Department]

Admission and Registration
[Describe the requirements.]

Required Courses
Students must complete [XX] hours in the program as follows:

1.
2.
Etc.

Additional Regulations

- Double counting limits
- Minimum grades
- Etc.

Appendix 3 Student Learning Outcomes Table

Using the following table, indicate the program's student learning outcomes. For each student learning outcome, indicate the courses where this outcome will be developed and/or assessed. Aspects of courses, specific assessments, and/or pedagogical approaches that will contribute to the development of the outcomes can be listed in "Approaches and Assessments."

If multiple programs are proposed, complete a separate table for each one.

The Program's Student Learning Outcomes Outcomes should follow the stem "By the end of the program, students will be able to…"	Related Courses and Program Components List the courses and/or program components that will contribute to students' achievement of the learning outcomes	Approaches and Assessments Describe how the learning outcomes will be achieved and/or assessed within the program
E.g. Analyze key texts to draw links between feminist theory and relevant social movements and key historical events.	*HIST 3811 Canadian Working-Class and Labour History, HIST 4571 History of the Modern American Women's Movement, POLS 3031 Women and Politics, POLS 4141 Interest Groups and Social Movements in Canada, WGST 4007 Feminist Praxis.*	*In these courses, students will study women's role in social movements, linking feminist thought to various modes of social change including activism, community engagement, participation in politics and policy work, etc. In WGST 4007, students will also engage in praxis themselves (e.g., by volunteering with an existing organization, or designing a community project of their own) and provide a theoretical framing of their experience.*
E.g. Design research studies that comply with ethical standards and practice	*PSYC 6005, PSYC 6XX2 Project III*	*PSYC 6005 will cover the Tri-Council Policy Statement: Ethical Conduct for Research, guidelines from the American Psychological Association and Canadian Psychological Association, as well as ethical issues pertaining specifically to program evaluation. Students will come to understand general guidelines for professional conduct in both research and applied settings, and learn to assess whether an evaluation plan is consistent with Tri-Council Policy, anticipate/redress ethical concerns, and identify COIs and biases. In addition, all students must prepare a successful submission to the Research Ethics Board for their proposed evaluation stemming from the project in PSYC 6XX2.*

QUALITY ASSURANCE POLICY FOUNDATIONAL ELEMENTS

Motion 1: That Senate approve the Purpose, Scope, Definitions of Academic Quality and Quality Assurance, and Institutional Guiding Principles as the foundational elements of Acadia University's institutional approach to academic quality and quality assurance.

Motion 2: That Senate assign the Academic Program Review Committee (APRC) a coordinating role in developing the Academic Quality Assurance Policy and supporting procedures, in consultation with relevant Senate committees, and bringing them forward for Senate approval, building upon the foundational elements approved by Senate.

Background

Acadia University, through the Office of the Provost and Vice-President Academic, is responsible for establishing and maintaining the institutional policies and procedures necessary to assure the ongoing quality of its academic programs and credentials. Within Nova Scotia, the Maritime Provinces Higher Education Commission (MPHEC) establishes regional quality assurance expectations, assesses new and modified academic programs prior to implementation, and periodically monitors institutional quality assurance frameworks. For existing programs, responsibility for quality assurance rests primarily with the University through its own internal and external review processes; the MPHEC's role is to verify that these processes are taking place and that institutional quality assurance policies and practices align with established regional standards.

This model balances institutional autonomy and external accountability. The MPHEC identifies universities as autonomous institutions responsible for designing and implementing quality programs while recognizing the legitimate interest of students, governments, and the public in assurance of their quality. Accordingly, the MPHEC's monitoring process focuses on the University's institutional quality assurance policies, its practices, and its mechanisms for follow-up.

The MPHEC's *Guidelines for Maritime Universities' Quality Assurance Framework* (2016) establish regional expectations for institutional quality assurance, including the identification of a coordinating or administrative unit responsible for the overall management of quality assurance processes, the assignment of responsibilities across the institution, and the establishment of formal approved quality assurance policies and supporting procedures (sections 5.1.1, 5.1.2, and 7). At Acadia, the Office of the Provost and Vice-President Academic serves as the designated administrative unit, with the Vice-Provost, Curriculum and Planning, and the Academic Program Development, Quality Assurance, and Planning Coordinator providing institutional leadership and support. This administrative function operates alongside the academic governance responsibilities of Senate and its committees.

In 2007, Acadia underwent its first institutional Quality Assurance Monitoring (QAM) review by the MPHEC. That review primarily focused on the cyclical review process and identified

recommendations to strengthen the University's institutional approach to quality assurance, including recommendations to:

- clearly define assessment criteria for program reviews;
- improve the timeliness of the review process;
- increase community involvement and awareness; and
- strengthen the University's Policy on Quality Assurance, including increased student input.

Documentation from the 2007 review describes Acadia's cyclical review process, introduced in 2005, as being governed by a quality assurance policy. In 2017, Senate approved the *External Review Procedures for Academic Units or Programs* Guidelines Document, last updated in 2019. Acadia does not currently have a formal Senate-approved policy governing the full scope of institutional quality assurance with an established policy review cycle.

Acadia completed its Second Cycle Quality Assurance Monitoring review in 2025-2026. The process included submission of an institutional self-study report on October 2, 2025, a virtual external review in November 2025, and receipt of the final external review report on January 30, 2026. The review generated 22 formal recommendations, addressed through an institutional response and action plan submitted to the MPHEC on April 30, 2026.

The leading recommendation called for the development of a comprehensive quality assurance policy covering the full lifecycle of an academic program, informed by current institutional processes, contemporary quality assurance practice, and the findings of the Second Cycle review. The review also identified several areas that should inform the development of the University's quality assurance framework and supporting procedures, including:

- ensuring that the principles of quality assurance and the achievement of student outcomes are reflected across institutional planning, review, and academic delivery;
- requiring the development and use of program- and course-level learning outcomes, including appropriate alignment between course, program, and degree-level outcomes;
- increasing student engagement in quality assurance processes and strengthening the systematic use of student feedback as evidence in program review;
- clarifying the relationship between academic program review and decisions concerning institutional resources, including faculty and staff, space, and equipment; and
- strengthening quality assurance procedures, including expectations for appropriate external, employer, and community engagement in program review.

The Second Cycle review therefore renews requirements first identified in 2007 and provides the immediate context for developing a comprehensive institutional quality assurance policy through a more transparent and coordinated institutional approach.

The proposed foundational elements established in this report respond to the 2nd cycle QAM recommendations and form the basis for an Academic Quality Assurance Policy that reflects these considerations within Acadia’s academic context. The foundational Purpose, Scope, Definitions, and Guiding Principles are intended to provide the framework from which the policy and its supporting procedures will be developed.

A Phased and Iterative Approach

A phased and iterative approach is proposed for the development and implementation of the policy and its supporting procedures. The foundational elements presented in this report will inform quality assurance across the academic program lifecycle, including program development and approval, curriculum modification, monitoring, periodic review, renewal, and related academic decision-making. Given their broad application, these elements are being brought to Senate for consideration and approval before detailed policy and procedures are developed.

This approach also provides an opportunity to consider the QAM recommendations alongside current quality assurance literature, practices at peer institutions, Acadia's academic mission and context, and the experiences of students and faculty. The intent is not simply to translate individual QAM recommendations into requirements, but to develop an integrated quality assurance approach appropriate for Acadia.

The Second Cycle QAM review recognized the progress Acadia has made in strengthening its quality assurance practices since 2022 and identified Senate engagement in quality assurance as an area for continued development. A staged process provides Senate and its committees with opportunities to shape and approve the components of the University’s quality assurance system as they are developed.

Phase One seeks Senate approval of the Purpose, Scope, Definitions of Academic Quality and Quality Assurance, and Institutional Guiding Principles. Together, these elements establish a common institutional understanding of academic quality and shared principles that provide the basis for subsequent policy and procedural development. Prior to sharing with Senate, these elements were presented to Academic Program Review Committee (APRC), Faculty Support Committee (FSC), and Curriculum Committee for feedback and discussion.

Following their approval, it is recommended that APRC coordinate development of the policy and supporting procedures for consideration and approval by Senate in stages.

Areas of scope are expected to include:

- development and approval of new academic programs and credentials;
- curriculum modification;
- periodic program review;
- ongoing quality monitoring, follow-up, and reporting; *and*
- program renewal and, where appropriate, other changes to academic programs and credentials.

Most of these areas within this scope already follow established Senate governance structures and procedures. Rather than replacing existing practices, this work will bring them together under a connected institutional policy, ensuring consistency with the MPHEC guidelines and establishing a common foundation for academic quality assurance.

Developing these components iteratively will allow each to be considered against the Senate-approved foundational elements and for experience and consultation from earlier phases to inform subsequent work. The resulting policy and procedures will form Acadia's institutional

quality assurance framework while allowing individual procedures to be reviewed and improved over time.

Academic Quality Assurance Policy Foundational Elements

1.0 Purpose

This policy establishes Acadia University's institutional framework for assuring and enhancing the quality of its academic programs and credentials. It articulates the University's understanding of academic quality and quality assurance and establishes the principles and expectations that inform Senate-approved quality assurance procedures throughout the academic program lifecycle.

The policy supports student learning and achievement of educational outcomes, evidence-informed academic decision-making, continuous enhancement, and responsible institutional stewardship, while respecting disciplinary expertise and collegial governance. It promotes transparency, accountability, and a shared institutional commitment to maintaining high academic standards in support of the University's mission and strategic priorities.

Acadia's quality assurance system operates within the regional quality assurance framework established by the Maritime Provinces Higher Education Commission (MPHEC). The University is responsible for establishing, implementing, evaluating, and continuously improving its institutional quality assurance policies and practices. This policy and its supporting procedures are designed to meet applicable MPHEC quality assurance standards and expectations while reflecting Acadia's mission, academic governance, and institutional context.

2.0 Scope of Policy

This policy applies to all credit-bearing academic programs, regardless of credential type, mode or location of delivery, administrative home, partnership arrangement, or professional accreditation status. Where programs are subject to external professional accreditation, relevant accreditation requirements and review processes will be integrated with institutional quality assurance processes where appropriate, while ensuring that institutional quality assurance requirements are met. Academic support units, services, resources, and institutional capacity are considered in relation to their contribution to the quality and sustainability of academic programs and credentials, with academic support units also subject to periodic review as appropriate.

The policy applies throughout the academic program lifecycle and is supported by Senate-approved procedures governing quality assurance activities, including:

- development of new academic programs;
- curriculum modifications;
- periodic program review;
- ongoing quality monitoring, follow-up, and reporting;
- the renewal, consolidation, suspension, or discontinuation of academic programs and credentials; *and*

- periodic review and continuous improvement of the University's quality assurance policy, procedures, and practices.

3.0 Definitions

Academic Quality

Academic quality is the demonstrated ability of an academic program or credential to achieve its educational purpose, maintain established academic standards, and enable students to achieve clearly articulated learning outcomes through a coherent, inclusive, and appropriately supported educational experience. Academic quality is demonstrated through evidence of student learning and achievement of educational outcomes, scholarly and disciplinary judgment, continuous evaluation and enhancement, and the sustainable capacity to deliver high-quality academic programs in support of the University's mission.

Quality Assurance

Quality assurance is the University's integrated framework of governance, scholarly judgment, policies, evidence-informed decision-making, and continuous improvement through which academic quality and academic standards are established, maintained, evaluated, and enhanced. It provides a coherent and transparent approach for managing the entire lifecycle of academic programming.

Quality assurance supports evidence-informed action, accountability, and institutional stewardship while respecting academic freedom, disciplinary expertise, and collegial governance. It establishes common institutional expectations for assuring and enhancing educational quality without prescribing disciplinary content, teaching methods, or scholarly approaches, or replacing the academic judgment of qualified faculty.

Quality assurance requires programs and the institution to demonstrate, through appropriate evidence, that academic offerings:

- align with the academic mission;
- have clearly articulated educational purposes and learning outcomes;
- provide coherent curricula and educational experiences that enable students to achieve those outcomes;
- assess and use evidence of student learning to inform continuous improvement;
- are delivered in accordance with approved academic standards and program requirements;
- respond to identified strengths, challenges, and opportunities through evidence-informed action; *and*
- have the institutional capacity and strategic sustainability necessary to maintain academic quality over time.

Evidence-informed quality assurance encourages the clear articulation of claims, the evidence used to support them, the interpretation of that evidence, and the actions proposed in response. This promotes transparent and scholarly academic decision-making that supports continuous enhancement of academic programming.

The following guiding principles establish the values and expectations that inform the interpretation and application of this Policy and all related quality assurance procedures.

4.0 Guiding Principles:

I. Student Learning and Success

Principle 1: **Advances the Institution’s Mission and Academic Purpose**

Academic quality is assessed in relation to the University's mission, academic priorities, public purpose, degree-level expectations, and the educational purpose of each program. Quality assurance recognizes disciplinary diversity while ensuring that programs advance the University's academic mission.

Principle 2: **Centres Student Learning**

Places students at the centre of educational quality by promoting meaningful learning, fostering equitable opportunities for student success, and ensuring that academic programs are designed, delivered, evaluated, and continuously enhanced to meet the needs of the University’s diverse learners and communities.

Principle 3: **Recognizes Students as Partners**

Recognizes students as partners in assuring and enhancing academic quality by valuing their lived educational experience, engaging them meaningfully in quality assurance processes, and demonstrating how their contributions inform academic decision-making and program improvement.

Principle 4: **Promotes Outcomes-Based Education**

Academic programs and courses articulate clear and appropriate learning outcomes and align curriculum, teaching, and assessment practices to support equitable opportunities for students to achieve those outcomes, using evidence of student learning to inform improvement.

II. Academic Quality and Continuous Enhancement

Principle 5: **Supports Evidence-Informed Decision-Making**

Quality assurance is grounded in systematic evidence, critical reflection, and scholarly judgment. Claims, conclusions, and recommendations are supported by appropriate qualitative and quantitative evidence, interpreted in context, and used to inform evidence-based actions that enhance academic quality. The nature and extent of evidence and review are proportionate to the scale, significance, and complexity of the academic activity under consideration.

Principle 6: **Incorporates Independent Peer Review**

Quality assessment is based on self-evaluation through self-study and peer review. Independent external peer review provides an objective assessment of academic quality, supports institutional self-evaluation, strengthens public confidence, and identifies opportunities for renewal and improvement while respecting disciplinary expertise and institutional context.

Principle 7: **Promotes Continuous Improvement Through Action**

Academic programs demonstrate the continuous enhancement of academic quality through evidence-informed evaluation, critical reflection, and purposeful action. Quality assurance processes identify strengths and challenges, inform actions for improvement, monitor their implementation and impact, ensuring programs remain current, sustainable, and responsive to evolving educational, professional, societal, and student needs.

III. Consultation and Community Partnership

Principle 8: **Promotes Meaningful Consultation**

Quality is strengthened through meaningful and timely engagement with students, faculty, staff, graduates, employers, professional bodies, community partners, and the diverse communities the University serves. Consultation should be undertaken regularly and early enough to meaningfully inform academic decision-making.

IV. Institutional Stewardship and Collegial Governance

Principle 9: **Recognizes Shared Institutional Responsibility**

Academic quality is a shared institutional responsibility. Senate exercises oversight of academic standards and academic quality, while academic units, faculties, students, academic leaders, and administrative support units contribute to assuring and enhancing quality within their respective responsibilities.

Principle 10: **Ensures Transparency and Accountability**

Quality assurance is conducted through transparent processes, clearly defined responsibilities, and open communication. Decisions, criteria, evidence, resource implications, implementation plans, progress and quality assurance outcomes are documented and communicated appropriately to the University community and, where appropriate, the public to support accountability and build confidence in academic decision-making.

Principle 11: **Supports Strategic Sustainability and Institutional Stewardship**

Recognizes that sustaining academic quality requires both program-level responsibility and institutional stewardship. Quality assurance supports evidence-informed academic decision-making by considering educational quality, institutional priorities, institutional capacity, and the long-term viability of both individual academic programs and the University's broader academic portfolio, recognizing that decisions affecting one may have implications for the quality, sustainability, resourcing and capacity of the other.

Principle 12: **Respects Academic Freedom, Disciplinary Expertise, and Institutional Consistency**

Quality assurance respects individual faculty academic freedom, disciplinary expertise, and collegial governance while establishing consistent and transparent institutional expectations for academic quality across all academic programs, credentials, and modes of delivery. The framework recognizes that programs may appropriately differ in their educational purposes, disciplinary approaches, pedagogies, and measures of success, while ensuring that all

academic offerings are subject to a coherent, equitable, and transparent quality assurance process throughout their lifecycle.

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Motion for Academic Planning Committee:

Whereas the Senate of Acadia University has a responsibility "to determine, regulate and control the educational policy of the University";[1] and

Whereas differences between nominal or de jure procedures and implementation of educational policy in practice can lead to confusion, inefficiencies, or problems in any major restructuring of an existing institution;[2]

Be it resolved that the Academic Planning Committee report to Senate no later than February 8, 2027 on:

a. documents approved by Senate or the Board of Governors and currently in effect that define, describe, or determine matters relating to the **academic mission** or **educational model** of Acadia University, or of any of its constituent Faculties or other academic units;[3] and
b. current practices at Acadia University or within any of its constituent Faculties or other academic units directly implementing matters of educational policy related to **academic mission** or **educational model**;[4]

with the terms in bold defined as in the rationale document included with this motion.

Be it further resolved that the Academic Planning Committee report to Senate no later than May 12, 2027 on the following.

c. Identify details of educational policy that may be impacted by restructuring.[5]
d. Identify recommended policy for newly created academic units under restructuring to help maintain current educational policy and ensure a more smooth transition.
e. Develop a plan of assessment of impacts to the **academic mission**, **educational model(s)**, and educational policy of Acadia University to be implemented in the 12 months following the official Academic Reorganization Date.

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[1] Constitution and Bylaws of the Senate of Acadia University, section 1(b)

[2] The requirement for Senate as a whole to approve program and curriculum changes may look on the surface similar to a liberal arts model, for example, but in practice individual Faculties and Schools control program structure and curriculum decisions with little interference from Senate, aligning more with a **comprehensive university model**. Likewise, although program and curriculum changes must be approved at the Faculty level, there are important variations between the three current Faculties. The Faculty of Arts programs have a common Arts Core as part of their program requirements, aligning perhaps more with what could be called a **classical liberal arts model** (updated a bit for a public education context). The Faculty of Professional Studies leaves decisions about curriculum, program structure, and admissions and graduation requirements almost entirely up to the constituent Schools to better facilitate their ability to meet external accreditation requirements, aligning more with what could be called a **polytechnic or technical institute model**. The Faculty of Pure and Applied Science represents a hybrid between these two models, currently providing significant freedom to academic units but with periodic discussions among some units on setting up a common First Year Science curriculum.

[3] This will mostly include the current Academic Calendar, as well as the Constitution and Bylaws of Senate, Faculty Council, and each of the current three Faculties. However there are some additional documents that might be relevant. For example, the "Acadia University Strategic Direction: 2025-2030" document describes Acadia's Academic Mission, but may or may not still be in effect. A search through Senate and Board of Governor's minutes over the past 2-3 years may be needed to find similar documents that may technically be in effect but that are not presently being implemented.

[4] See (2).

[5] For example, will admissions requirements be set at the School level, or will differing admissions requirements for different programs remain?

- In a combined School consisting of the current Departments of Mathematics & Statistics, Physics, and School of Computer Science, proponents of a unified first year science curriculum for degree programs within the School may outvote opponents, which could negatively impact current School of Computer Science programs that meet some externally-identified objectives.
- If the combined School in the previous example also includes the current School of Engineering, however, aspects of current math & stats degree programs that align a bit more with a liberal arts model could potentially be lost and the math & stats degree programs instead re-focused on professional training.

Overall, the notion of a School will change from one whose degree programs are centered around specific external professional accreditation needs to something broader or more hybrid.

Background

Academic Planning

The Society for College and University Planning defines academic planning as follows.[6]

> Academic planning in higher education (also known as educational master planning or academic master planning) is planning that outlines a college's or university's overall academic goals and how those goals will be met. Academic planning identifies long-term and short-term objectives to match the mission of an institution with the needs of learners.
>
> Academic planning usually answers four basic questions:
> - Who is the intended student?
> - What programs and services are needed to serve that student adequately and appropriately?
> - What image or "brand" does the institution wish to project to the student?
> - How will the institution know it is successful?
>
> At some institutions, these decisions are documented in an academic plan. Even if an institution doesn't have a formal academic plan, academic planning takes place when working on:
> - Academic program planning (degrees, majors, certificates) for new and existing programs
> - Research priorities
> - Academic policy
> - Assessment
> - Academic structure
> - Institution-wide learning outcomes or competencies
> - Division or department goals
>
> **Why do academic planning?**
> Academic planning allows a higher education institution to:
> 1. Match its academic offerings with the needs of learners
> 2. Identify and commit to research priorities
> 3. Position itself for sustainable success in the future
> 4. Gain efficiencies in the short term

In an American Mathematical Society webinar, "Practices of a Thriving Math Department - Working with Higher Administration" on March 17, 2026, panelists with experience in upper

[6] https://www.scup.org/planning-type/academic-planning/

academic administration noted that many institutions fall into one of two pitfalls in creating a formal academic plan:

i. Focusing too much on abstract, high-level goals without connecting them to implementation details – this can lead to an academic mission statement that doesn't align with actual institutional practices, which can lead to short-term planning that follows trends without making more careful, sustainable decisions or investments;
ii. Focusing too much on implementation details without a clear, organizing mission – this can lead to short-term planning as well, or to inflexibility and inability to adapt to changing circumstances.

Definitions

For clarity, let's use the phrase **academic mission** to describe how a university answers the more abstract, top-level questions *"Who is the intended student?"* and *"What is (the provided) education for?"*. (Note that there is no central, consensus definition of "academic mission", but it's a usefully evocative phrase for this aspect of academic planning or what may be considered educational policy.)

The phrase "educational policy" used in our Senate Constitution might represent the ways in which a university implements the academic mission. But to avoid confusion with potential historical uses in our Acadia context, let's define a different term related to this: let's use the phrase **educational model** to describe the academic mission together with the policies and administrative structures by which a university implements the academic mission answers the remining questions and implementation details identified in the description of academic planning by SCUP.

The phrases "liberal education" and "liberal arts" are similarly broad but our current discussion will benefit from having at least locally agreed-upon definitions, but this is not centrally important background for the motion. I've appended this discussion at the end for those who are curious.

Examples

Simplified descriptions of some university educational models I have had some experience with include the following. I'm sure colleagues will be able to contribute additional examples. These are very generic descriptions lacking in detail and nuance, and actual institutions within each category can vary substantially, of course.

1. **Polytechnic or Technical Institute Model**
    - Mission: Prepare students from all walks of life for professions, within a broader liberal education model
    - Common features:
        - High degree of independence between degree programs in policy and planning decisions
        - Admissions and graduation requirements vary by degree program
        - Responsiveness to external professional accreditation requirements
        - May have a small number of core competencies or graduate attributes identified that each degree program must meet in some way (eg. writing or communication skills, numeracy skills, cultural competencies)

- I've given this category a very US-centric name for lack of being able to think of something more relevant to the Canadian context – my apologies. This category includes some very well-known and highly-ranked universities, contrary to what the category name may be associated with in Canada. Example institutions include: Massachusetts Institute of Technology, Rochester Institute of Technology, Rensselaer Polytechnic Institute, Rose-Hulman Institute of Technology, California Institute of Technology.

2. **Classical Liberal Arts Model**
    - Mission: Prepare sons of upper class for future leadership roles in society
    - Common features:
        - Focus on both intellectual and moral personal development, independence, critical reasoning
        - Core curriculum providing common cultural background, paired with individual choice of a focus area of study
        - Unified admissions and graduation requirements across degree programs
        - Co-curricular network-building important

3. **Modern Private Liberal Arts Model**
    - Mission: Prepare students for future leadership roles in society (politics, economics, and culture)
    - Common features:
        - Focus on intellectual and personal development, independence, critical reasoning, creativity and self-actualization
        - Access expanded to include students from a wider variety of backgrounds, but with implicit assumption that students will adopt dominant cultural norms and values (structural hierarchies not significantly challenged on an institutional level)
        - Some broad disciplinary distribution requirements to ensure breadth of education, paired with graduate attribute requirements that may be fulfilled in different ways by different degree programs, but no specific common core curriculum
        - Large degree of flexibility in programs of study to accommodate individual student interests
        - Unified admissions and graduation requirements across degree programs
        - Co-curricular network-building important

4. **Modern Public Liberal Arts Model**
    - Mission: Expand access to political and economic opportunities for all communities by preparing students for future leadership roles in society within their current community context
    - Common features:
        - Access to students from all backgrounds, with an emphasis on students as members of their communities of origin; adapting the institution to community values and potentially challenging structural hierarchies at an institutional level

- Some broad disciplinary distribution requirements to ensure breadth of education, paired with graduate attribute requirements that may be fulfilled in different ways by different degree programs, but no specific common core curriculum
- Programs of study reflecting community needs and values
- Unified admissions and graduation requirements across degree programs

5. **Comprehensive University Model**
    - Mission: Broadly, provide liberal education opportunities to students. Many examples I'm familiar with are public state universities in the US, but some private comprehensive universities also exist. There will be some differences in mission between public and private universities, similar to the liberal arts models above.
    - Common features:
        - Split into administrative divisions typically labelled "Colleges" or "Schools" in the US, which seem to most closely align with divisions into Faculties at larger Canadian universities.
        - Each division may provide a different educational model. For example, a "College of Arts and Sciences" following a public liberal arts model is common at state universities, alongside law colleges or schools, engineering colleges or schools, medical or health sciences colleges or schools, etc. The University of Maine has a School of Forestry.
        - Each division sets educational policy fairly independently of the other divisions, with some oversight to avoid duplication of efforts and efficient use of resources at the university-wide level.

Liberal Education and Liberal Arts

The American Association of Colleges & Universities (AAC&U) describes **liberal education** as

> An approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change, liberal education provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. It helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.
>
> The broad goals of liberal education have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Today, a liberal education usually includes a general education curriculum that provides broad learning in multiple disciplines and ways of knowing, along with more in-depth study in a major.[7]

[7] https://www.aacu.org/featured-topics/what-is-liberal-education

The AAC&U also provides some descriptions of how a liberal education might be instantiated in educational models. This still leaves much flexibility, however. All of the examples below fall under the broader heading of liberal education.[8]

The word "liberal" in both "liberal education" and "liberal arts" is used in an older sense and refers to freedom. "Liberal" relates to freedom, with the *artes liberales* or **liberal arts** defined, as summarized by the Council of Public Liberal Arts Colleges, as the "the art of free people, the art of a citizen in public life".[9] "Arts" in the liberal arts is also used in an older sense of not just the academic disciplines we today group as the Arts, but "an art" as a set of skills and knowledge.

> "Classically, the "liberal" arts were contrasted with the "servile" arts. The "liberal" arts were understood as the arts of liberty, or the habits of mind necessary for self-governance. The "servile" arts were about performing employment."[10]

The opinion piece from which the last quote is drawn acknowledges the classism implicit in historical distinctions between liberal and servile arts and argues that both are important. A more detailed history of the terms can be found in the article "Etymologies of the Liberal Arts" by David H. Sick, who writes of

> "the etymology of the terms deriving from the Latin artes liberales. The elements are easily discernible—ars: "skill, art" and liberalis:"of or pertaining to that which is free." I would recommend that the defenders emphasize more that artes are to be skills, not diversions with no practical benefit, but the real questions in my internal pondering lie in just how to construe the two words together. There are two options commonly presented: Are these (A) the arts that are appropriate to free people or are they (B) the arts that catalyze or effect freedom?"[11]

[8] Ibid.
[9] Council of Public Liberal Arts Colleges, "Why a Liberal Arts Education?" https://www.coplac.org/why-a-liberal-arts-education
[10] Matt Reed, Liberal Arts and Servile Arts: Why they both matter. Chronicle of High Ed., Sept. 21, 2022. https://www.insidehighered.com/blogs/confessions-community-college-dean/liberal-arts-and-servile-arts
[11] David H. Sick, Etymologies of the Liberal Arts. Zeal: A Journal for the Liberal Arts, Vol. 3, No. 1 (2024). https://zeal.kings.edu/zeal/article/view/73/60

Discussion item: Suspension of Student Admissions into Academic Programs

Some reflection questions/topics to guide discussion:

- How should suspension of student admissions be reported in the calendar? Currently, there is no consistency (see screenshots below), and it can be difficult for students and potential applicants to find the right information.

Education (BEd)

School of Education; Seminary House
infoed@acadiau.ca

Program Offered: Bachelor of Education (BEd)

The School of Education prepares students for professional teaching service in elementary and secondary schools via two program options: a two-year program (currently paused), or 16 consecutive month program. Courses in the BEd program are taught exclusively in person.

Spanish Studies/Estudios Hispanicos

Languages and Literatures; Beveridge Arts Centre
Ph: (902) 585-1500; Fax: (902) 585-1070; http://languages.acadiau.ca/

Acadia offers a variety of Spanish classes and facilities to meet your interests and needs. Classes are small, generally with fewer than 30 students, who learn through structured activities, classroom participation, and multimedia presentations. Students are able to function in a Spanish-speaking environment by the end of their first year and can achieve fluency in both spoken and written Spanish

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after three years of study. Emphasis is placed on the communication skills of speaking, listening, reading and writing, and on exposure to elements of the Spanish and Latin American cultures.

Programs Offered: Bachelor of Arts with Major (BA), Minor, Program of Proficiency in Spanish

Please Note: The Spanish major, minor, and program of proficiency have been suspended for the 2026-2027 Academic Year.

- How should the decision to suspend admissions be made? Which committees, units, and offices (as well as students and external stakeholders/accreditors) should be consulted, and with what sort of timeline?

- What should be best practices for suspending a program? At what point should Senate consider closing a suspended program, and how should that process occur?

Update and Notice of Motion Senate Executive Composition
Senate By-Laws Committee
November 2, 2026

The following is an update from the Senate By-Laws Committee and a notice of motion on the Composition of Senate Executive. The Bylaws Committee proposes a Senate vote on this motion at the December 14, 2026 meeting of Senate.

Update:

The bylaws committee continues to deliberate and receive feedback and recommendations from Acadia Senators, Faculty members, and others, with respect to the composition of Senate following academic reorganization. The committee *may* be in a position to circulate notice(s) of motion in time to meet the 30 day notice of motion requirement for a vote at the December meeting of Senate. At the time of the deadline for agenda items for the November 9, 2026 meeting of Senate, we are prepared to bring forward a notice of motion on the composition of Senate Executive (see below).

MOTION ONE ON COMPOSITION OF SENATE EXECUTIVE

“Motion to establish the membership of Senate Executive Committee as of the official “Academic Reorganization Date”

Whereas the Senate passed a Motion, on June 17, 2026, “That Senate approve the establishment of the following academic structure, to take effect on July 1, 2027, with the understanding that the names of faculties and schools may be refined during implementation.

Faculty of Health, Sciences, and Technologies comprising:
- School of Applied and Integrative Health
- School of Behavioural and Life Sciences
- School of Physical Sciences and Engineering

Faculty of Business, Education, Society, and Cultures, comprising:
- School of Business and Economics
- School of Education and Creative Communities
- School of Humanities and Social Sciences”;

And whereas this restructuring entails the need to make changes to the composition of the Senate Executive Committee, particularly as this restructuring entails a reduction in the number of Faculties and the number of Deans;

And whereas the Senate passed a Motion, on June 17, 2026, that *"*Senate shall recommend to the Board that the number of faculty senators who are not ex officio senators under the Act

Respecting Acadia University be no less, in proportion to the total number of Senators, than is currently the case" (June 17, 2026 Senate Minutes, p. 15);

And whereas the Senate Bylaws Committee has agreed that the principle of this motion be applied to all Senate Committees;

And whereas this composition will remain open to further changes, according to the rules on changes in the membership and composition of Senate;

And whereas The Faculty of Theology's representation on Senate is not a matter of Senate discretion, as Acadia Divinity College's status as the University's Faculty of Theology, and the Dean's ex-officio voting seat, are established under the Act to Incorporate Acadia Divinity College, 1968 and its accompanying Schedule Agreement (Section 19), with degree-granting in theology and divinity likewise governed jointly by the two Senates under that Agreement (Sections 21–24);

Therefore, Senate shall establish the following Senate Executive Committee membership composition as of the official Academic Reorganization Date:

Position	**Type**	**Term**	**Type**
Chair of Senate	Voting	Ex-officio	Same
Deputy Chair	Voting	Ex-officio	Same
President & Vice Chancellor	Voting	Ex-officio	Same
Provost & Vice President Academic	Voting	Ex-officio	Same
Dean Faculty 1	Voting	Ex-officio	NEW
Dean Faculty 2	Voting	Ex-officio	NEW
Dean of Library & Archives	Voting	Ex-officio	Same
Vice-Provost Academic Policy & Grad Studies	Voting	Ex-officio	Same
Registrar	Non-Voting	Ex-officio	Same
Dean of Theology	Voting	Ex-officio	Same
ASU Student Vice-President Academic & External	Voting	Ex-officio	Same
2 Senate Representatives (Faculty 1)	Voting	1 Year	NEW
2 Senate Representatives (Faculty 2)	Voting	1 Year	NEW

The following current positions would be removed through this transition:

~~Dean, Faculty of Arts~~	~~Voting~~	~~Ex-officio~~
~~Dean, Faculty of Professional Studies~~	~~Voting~~	~~Ex-officio~~
~~Dean, Faculty of Pure & Applied Sciences~~	~~Voting~~	~~Ex-officio~~
~~Senate Representative (Faculty of Arts)~~	~~Voting~~	~~1 Year~~
~~Senate Representative (Professional Studies)~~	~~Voting~~	~~1 Year~~
~~Senate Representative (Pure & Applied Sciences)~~	~~Voting~~	~~1 Year~~

Additional Context and Rationale:

While the Ad Hoc Committee on Senate and Senate Executive Composition Proposal recommended a reduction of the Faculty Senators on the Senate Executive Committee from three to two, this proposal increases the Faculty representation to four, two from each of the new Faculties. This recommendation is based, firstly, on the Senate Bylaws Committee's decision to interpret the June 17, 2026 motion to maintain Faculty representation on Senate as applying to all Senate committees not just to Senate composition as a whole. It is based, secondly, on the fact that the reduction of Faculties from three to two does not reduce the total number of programs at Acadia. Especially during a period of major restructuring, Senate committees will benefit from an increase, rather than a decrease, in the absolute capacity of Faculty members on committees to understand and analyze the many and complex academic programs at Acadia.