

The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

Minutes of the Senate Meeting of Wednesday, June 18, 2025.

A hybrid meeting of the Senate of Acadia University occurred on Wednesday, June 18, 2025, beginning at 9:02 AM, with Chair A. Kiefte presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kiefte called the meeting to order.

Approval of Agenda

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

J. Hayes raised a concern about item 4(b), noting it seemed sudden to see a motion to create a School of Counselling when the last update indicated it wouldn't come to Senate until a formal process for creating new schools had been established.

A. Kiefte clarified that the motion is for Senate to endorse the creation of the School of Counselling, not to create it, as structural changes like this fall under the Board of Governors' authority. This approach follows past practice, such as the endorsement of the creation of the School of Nursing and the transition of the School of Music to the Faculty of Professional Studies. The background and steps leading to this stage will be presented during the debate on the motion.

J. Hayes stated that he would prefer to have a discussion before the motion is brought forward.

A. Kiefte suggested revising the agenda to create a new item 4(b) to allow for a brief, time-limited discussion on the nature of the motion to endorse the creation of the School of Counselling before proceeding. The Motion will become item 4(c). The agenda items following 4(c) would be adjusted accordingly.

The Chair noted one formal abstention.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED.

Approval of Senate Meeting Minutes

Motion to approve the Senate Meeting Minutes of March 10, 2025, April 14, 2025, and May 7, 2025. Moved by D. Benoit and seconded by C. Rushton.

MOTION TO APPROVE THE SENATE MEETING MINUTES CARRIED.

Consent Calendar Items

Motion to receive the Consent Calendar Items. Moved by J. Hooper and seconded by D. Benoit.

Announcements and Communications

Chair

A. Kiefte announced that regrets had been received from Sarah Rudrum, Nancy McCain, Darren Kruisselbrink, and Kate Ashley. Jonathan Fowles and Anne Quema would be leaving early, Jen Richard and Eric Paul would be arriving late, and Tanya Surrett and Melanie Coombs were attending as guests.

A. Kiefte announced that S. Pineo has been in her role for almost a full academic year and warmly thanked her, adding that she has been an excellent addition to the team.

President And Vice-Chancellor Report to Senate

J. Hennessy provided a verbal update highlighting several fully funded construction projects: a new childcare centre, the student centre (starting this fall), and a proposed nursing building. He emphasized the need to clearly communicate that no university funds are being used for these builds, to avoid public misunderstanding. He noted that Acadia will begin its Board governance regulation process this fall alongside Dalhousie and MSVU. He also addressed a recent social media controversy involving an unintended emoji reaction, expressing concern about public misinformation, personal threats, and growing hostility toward universities.

A. Quema stated that she had two comments. Firstly, she shared her own difficult experiences at Acadia, emphasizing that victims remember mistreatment even when others forget, and that fostering respectful behaviour among students must start with respectful conduct among colleagues. She then asked whether the new governance regulations being developed under Bill 12 would account for differences between larger and smaller universities like Acadia.

J. Hennessy strongly agreed on the need for respectful communication among colleagues as a model for students. On governance, he stated that while the province aims to standardize Board structures, Acadia will advocate to retain key elements of its current board composition, including representation from faculty, students, alumni, and the Baptist Convention. He added that Acadia's Board is currently too large, which affects effective governance, and supports a smaller, more engaged Board while preserving Acadia's unique characteristics.

J. Sachs asked whether current Board members and Senate would have an opportunity to provide input when the university begins discussions with the government about the new Board structure, noting the importance of Senate having a voice in shaping a Board that aligns with Acadia's objectives.

J. Hennessy said it's unclear how much input will be allowed but they can request that the Senate Chair or Executive be included. While past processes were more legislative than consultative, the government has indicated a willingness to work together on regulations.

Provost and Vice-President Academic Report to Senate

A. Cunsolo expressed a huge thank you to everyone who contributed to Convocation, noting it was her first at Acadia and a truly joyous event. She specifically acknowledged David Duke for his marshalling and reading nearly all the graduate names, Christianne Rushton for acting as University Marshal for the Faculty of Arts ceremony, and Mark Bishop and the Registrar's Office team for their extensive behind-the-scenes work. She then announced that Lauren Wilson Finnis's title has officially changed to Vice-Provost, Curriculum and Planning. Although her organizational position remains the same, the new title reflects her expanded responsibilities and recognized expertise in curriculum development, particularly her leadership under Schedule H. She commended Dr. Wilson Finnis for supporting units across campus, creating helpful Moodle resources, and establishing processes now considered ahead of other institutions by both the Province and MPHEC. She also provided a brief update on Schedule H, highlighting the rapid pace of work, the number of engaged response teams, and the inspiring level of activity such as retreats, curriculum mapping, and faculty-led initiatives. She acknowledged the stress and intensity of the work but also the enthusiasm it is generating, and offered sincere thanks to all Deans, Directors, Heads, and Coordinators for their steady and forward-looking leadership.

T. Weatherbee noted that despite efforts, including inquiries to HR, he has never been able to locate an organizational chart at Acadia. Producing one would be helpful for faculty to identify the appropriate individuals to contact regarding specific issues.

A. Cunsolo agreed and acknowledged the difficulty in locating organizational charts at Acadia. She noted that work is underway, particularly in the academic sector, to develop a clear and accessible chart in collaboration with HR and Marketing and Communications. While it's not yet ready, she assured that one would be shared soon.

Associate Vice-President Research, Innovation, and Graduate Studies, Interim Report to Senate.

There were no updates or questions.

Vice-President Student Experience Report to Senate

Summary of discussion:

- Registration trends are improving and may surpass last year's numbers, aligning with budget goals.
- Residence occupancy is healthy but uncertain; provincial target must be met by October 15.
- International enrollment is down due to federal restrictions and permit refusals despite student acceptance and deposits.
- Support is provided for reapplying after visa refusal, including guidance from a certified advisor.
- Opportunities identified to involve Women's & Gender Studies students in residence life programming focused on leadership and social issues.
- Residence remains preferred accommodations for most first-year students.

S. Duguay reported that registration trends are improving week by week and now show signs of surpassing last year's numbers, which aligns with budget targets. However, there is still significant ground to cover. He noted this is the busiest period for recruitment conversion, as many students are still finalizing decisions. He encouraged faculty to assist with outreach where possible, as direct engagement with academic departments can aid in conversion.

D. Duke raised a question about residence occupancy and how close Acadia is to meeting the provincial occupancy targets.

S. Duguay explained that the province requires a high residence occupancy rate by October 15, not just at the start of term. Current numbers are healthy, but it's too early to say if the target will be met. It's unlikely without taking counterproductive measures. If the target isn't reached this year, there's a clause allowing us to work toward closing the gap by 25% next year.

H. Teismann asked for clarification on a statement in the report noting that registration numbers for 2024 would not be available until June 28.

S. Duguay explained that June 28 was the date last year when snapshot reporting of registration data began. Until then, they are somewhat in the dark when comparing current registration numbers to last year's, though they still have data from previous years to identify trends.

H. Teismann asked for clarification on the process for international students, specifically how it works with letters and related procedures, noting that it seems quite complex.

S. Duguay explained that international students apply to Acadia first, and if accepted, following evaluation and an interview, they are issued a Provincial Attestation Letter (PAL). This, along with their acceptance letter, is submitted to IRCC for a study permit decision. Due to stricter regulations and federal caps, approval rates have declined, with 40%–50% of applicants being refused even after acceptance and a \$5,000 deposit.

H. Teismann asked whether this was the main reason for the huge drop in international enrolment numbers.

S. Duguay confirmed and added that Canada's reputation as a top destination for post-secondary studies has dropped significantly due to recent federal actions, namely restrictions on international enrolment, concerns about housing and food costs, and poor communication. Canada fell from being the 1st or 2nd choice globally to 4th or 5th within a month. Rebuilding this will require renewed federal investment and clear messaging, similar to past efforts that involved significant government spending and recruitment partnerships.

M. Adams asked for clarification regarding the PAL process for School of Education masters students, specifically, whether the PAL is returned to the institution if a student is denied a study permit by IRCC.

S. Duguay stated that institutions do not receive the PAL back if a student is refused a study permit by IRCC, despite initial indications that they would. Moreover, schools are not informed of the reasons for the refusal, and in many cases, a second PAL must be issued if the student wishes to reapply.

M. Adam noted that the limited number of PALs issued annually is an issue among graduate programs. He asked if admission decisions are made based on the likelihood of a successful application, while considering the number of PALs allotted for the year.

S. Duguay explained that Acadia is unlikely to use all its allocated PALs this year. However, if needed, additional PALs can be requested once approximately 75% of the initial allocation is used. The government has held some in reserve for this purpose.

A. Quema thanked S. Duguay for the thorough report and noted the four learning goals outlined under Residence and Student Life, particularly the first goal related to reconciliation, decolonization, and citizenship. She appreciated the reference to privilege, power, and oppression and asked to what extent a gender-based approach is integrated into that work. She also suggested that the Women's and Gender Studies program could collaborate on extracurricular initiatives that would offer students practical opportunities to apply their academic learning on campus, emphasizing that the campus is part of the broader social fabric and not isolated from society.

S. Duguay expressed enthusiasm for A. Quema's suggestion and suggested setting up a meeting involving Chad Johnstone and the residence team to explore how these ideas could be integrated. He noted that the shift to a curricular approach in residence programming has already led to positive changes in student behavior and that connecting academic and residential life more intentionally, such as involving faculty directly with residence programming, would be a welcome development. He offered to follow up directly to continue the conversation.

A. Quema added that the goal would not just be to have faculty involved in residence programming, but also to empower students, particularly those in Women's and Gender Studies, to take on peer leadership roles. These students are well-prepared to engage critically with issues like power and identity and could have a meaningful impact by sharing that knowledge with their peers, rather than relying solely on faculty and staff to deliver the message.

S. Duguay agreed, noting that civility and related values are increasingly important to students, especially in light of current social media dynamics. He emphasized the value of integrating these themes into residence life through experiential rather than formal programming, aligning well with A. Quema's suggestion of student-led peer engagement.

D. Benoit asked about visa refusal rates for international students with PALs at other universities and whether those institutions are seeing better outcomes. He asked if there is insight into what successful applicants are including in their applications that might be making a difference.

S. Duguay responded that other universities are also experiencing low acceptance rates for international students, with overall IRCC refusal rates increasing. He noted that success often depends on the specific IRCC office handling the application, as some are more familiar with certain institutions or programs. Acadia has faced challenges, for example, with its two-year engineering program not being recognized abroad until they actively advocated for its legitimacy. The process tends to favour well-known, higher-cost institutions.

D. Benoit followed up by asking whether Acadia has considered offering a packaged all-inclusive tuition for international students, one that includes residence and meal plan costs, to present a higher, more comprehensive tuition figure. This approach could help counter perceptions that lower tuition implies lower quality and might also reassure IRCC that students have secured housing, addressing one of the concerns affecting study permit approvals.

S. Duguay responded that packaging tuition with residence and meal plans likely wouldn't affect visa outcomes, as IRCC already factors in cost of living separately. Regardless of how tuition is presented, students must now show over \$20,000 in available funds, often eight months before arrival, so repackaging fees likely wouldn't make a meaningful difference.

D. Benoit asked whether including residence in the tuition package might reassure authorities or the public that international students won't strain the local housing market, given its limited rental availability.

S. Duguay stated that Acadia guarantees residence to international students for as long as they want it, and this has been communicated to partners to proactively address concerns about international students impacting the local housing market.

Z. Cam asked whether Acadia collects reasons for visa refusals, noting that IRCC often cites concerns that applicants from developing countries may not return home, something she finds frustrating. She also inquired about whether the university supports students in appealing refusals or reapplying.

S. Duguay confirmed that Acadia provides support for students whose visa applications are refused. The university has a trained RISIA advisor, as required by federal regulation, who guides students through reapplying. Although IRCC often gives vague reasons, commonly citing insufficient financial means, Acadia assists students in improving and resubmitting their applications.

J. Hayes asked what proportion of students are rejected by IRCC after being approved for admission and being interviewed at Acadia.

S. Duguay stated that it was not very many by that stage, as there is a lot of preliminary work that happens with the students to make sure that the students meet the criteria in the federal regulations before the formal application to IRCC is made.

S. Fleckenstein asked if the housing market is a barrier for applicants who don't want to live in residence and find suitable off-campus options limited.

S. Duguay responded that most first-year students at Acadia prefer to live in residence. A housing consultant, Scion, assessed the housing situation and did not identify a crisis, but rather a temporary pressure zone when many students search at once. The consultant recommended not building more residences, suggesting the existing supply is sufficient and that partnerships with developers could be explored. Housing has not been seen as a significant barrier.

Acadia Student Union Report to Senate

Summary of discussion:

- Teaching and TA awards were given, with over 100 nominations received.
- A scholarship resource for students is in development.
- ASU is preparing summer academic communication, onboarding materials for student Senators, and met with Open Acadia on affordability.
- ASU has representation on Students NS and CASA, and is reviewing academic policies with other universities.
- Meetings held with university leadership on protest policy and advocacy priorities.
- Community engagement events and MSI access for international students are in progress.
- Orientation and summer planning underway; sponsorships being pursued.
- Bylaws are under review; discussions started on the Affordable Student Housing Fund.

Z. Cam reported that ASU divided its updates into academic, advocacy, and other categories. Under academic updates, teaching awards were distributed to faculty members Teri Gullon, Lance La Rocque, James LeBlanc, Jim Pulsifer, and Hugh Chipman with TA awards going to Eric Heidman and Tegan Reynolds. Students submitted numerous heartfelt testimonials, which were shared with the recipients. Over 100 nominations were reviewed for both student and professor recognition awards, and winners have been notified. The ASU is also developing a scholarship tips and tricks resource to help students access external funding, particularly in the absence of a tuition freeze, and has appointed student representatives to the Arts Program Review Committee and the Director Search Committee for the School of Education. They are preparing an Instagram campaign to communicate academic information more effectively over the summer, in coordination with relevant offices, and are creating an onboarding package for student Senators. They also met with Jack Rice from Open Acadia to discuss affordability and the growing trend of students taking online courses from other institutions. In advocacy updates, Z. Cam now serves as Vice Chair of Students NS and EDI coordinator for CASA, allowing two additional ASU delegates, Emma Bose and Treyvon Nicolls, to be appointed to CASA and Students NS respectively. The ASU also participated in the Maritime Student Congress and is partnering with Mount Allison and Dalhousie to review academic policies, including AI-related frameworks. They secured a future event day with Minister Leah Martin and established regular meetings with MLA Vanexan. They met with university leadership to discuss protest policy amendments and are finalizing their internal and external advocacy priorities to be presented at the next Senate meeting.

Y. Jawad provided additional updates, beginning with ASU's participation in a community engagement event at the Front Street Community Oven, where over 150 students and community members were served. The event aimed to create a more accessible and informal space for student interaction and may be held bi-monthly moving forward. The ASU is also working to improve access to Nova Scotia MSI for international students to reduce their reliance on private health plans, with support from the Wong International Centre to share clear, accessible information. Orientation and summer event planning are progressing well, with sponsorships still being sought. Collaborative meetings have taken place with several university offices, including the Registrar's Office, Open Acadia, Health, Counselling & Accessibility Services, Student Services, Residence Life, and senior leadership, aligned with each executive's portfolio. An upcoming meeting with the Scholarships and Financial Aid office will focus on emergency bursary funds. The ASU has also begun weekly bylaw reviews to ensure alignment with best practices and current student needs. They met with Student Housing Nova Scotia to initiate discussions on the Affordable Student Housing (DASH) Fund, which was approved by student referendum and will be supported through a small student fee.

C. Rushton expressed appreciation for the report and commended Z. Cam and Y. Jawad for their leadership and outreach across campus. She asked if, in the future, departments could be notified when a faculty member receives an ASU award, so they can share in the recognition.

Z. Cam confirmed that going forward, departments will be notified when a faculty member receives an ASU award.

S. Fleckenstein thanked Z. Cam and Y. Jawad for their inspiring report and raised a follow-up question about the ASU awards. She emphasized the value of promoting such recognition publicly, aligning it with the kind of institutional branding President Hennessy advocates. She suggested it might be appropriate for the Senate Chair to send a letter on behalf of Senate to award recipients, formally acknowledging their impact and expressing Senate's appreciation.

Z. Cam welcomed the suggestion and noted the awards were revived last year after a pause during COVID. With strong interest, about 56 nominations, they plan to incorporate the feedback, including sharing testimonials and exploring ways to feature recipients on departmental websites. She offered to compile and forward the materials for possible use in Senate or Departmental recognition.

S. Fleckenstein asked what kind of sponsorships the ASU is seeking for summer student activities, specifically whether they are pursuing corporate sponsorships. She noted her personal connection to the campus during the summer months.

Z. Cam responded that the ASU is open to any form of sponsorship, given current financial constraints. She stated that the ASU Vice-President Finance is handling sponsorship efforts and offered to provide her contact information for more details.

A. Quema expressed deep appreciation for the report, praising the students' engagement, enthusiasm, intelligence, and professionalism. She noted that in her 25 years at Acadia, she had never seen student representatives so engaged and articulate.

A. Kiefte echoed the appreciation and praise that A. Quema expressed. She then asked whether the scholarship tips and tricks resource mentioned by the ASU could be expanded to include student grants and bursaries as well.

Z. Cam agreed it was a great idea to include grants and bursaries, noting it may be added incrementally. She acknowledged the team's limited experience in that area and said she would bring it to the Scholarships and Financial Aid office for support.

A. Kiefte expressed appreciation to Z. Cam and Y. Jawad, noting their intelligence, motivation and hard work, and the impressive range of projects they are leading.

Acadia Divinity College and Faculty of Theology Report to Senate

A. Robbins had no further announcements.

A. Kiefte extended congratulations to A. Robbins on her reappointment.

There was applause.

S. Fleckenstein said she thoroughly enjoyed the commissioning dinner and the commissioning service held at Wolfville Baptist Church. She stated that the energy was amazing and that, once again, the roof nearly blew off the church.

A. Robbins stated that it was the highlight of her year and thanked everyone for the congratulations.

Other Announcements

There were no further announcements.

Year-end Reports from Senate Subcommittees

A. Kieft suggested going through the year-end reports by name one-by-one, pausing after each to invite any questions or comments before moving on to the next.

Academic Discipline Appeals Committee

The committee did not meet this year. It is populated and activated only when needed.

Academic Integrity Committee

There were no questions or comments.

Academic Planning Committee (APC)

There were no questions or comments.

Academic Program Review Committee (APRC)

A. Quema asked about the table listing programs that have been reviewed or deferred, noting that she believed Women's and Gender Studies should be included, possibly as deferred, and sought clarification in case she had misunderstood the table's intent.

A. Cunsolo explained that the table only includes program reviews that occurred before Schedule H. Philosophy appears as deferred because the request was made in advance. Since all other programs that were set to proceed are now being deferred, none are listed in the table under that category. The table is the same one shared at the May Senate meeting.

A. Quema asked if additional programs would be coming forward in the future.

A. Cunsolo responded that program reviews are being put on hold during Schedule H processes, as asking units to undergo both a program review and Schedule H simultaneously was administratively burdensome. With many programs already undergoing changes, it also didn't make sense to review them in their current form. Reviews will resume after this pause, once all review processes are aligned.

Ad Hoc Nursing Program Steering Committee of Senate

C. Haigh apologized for not submitting a year-end report, explaining that the committee has not met since the last update to Senate in December. A year-end report will be submitted in September.

J. Sachs asked whether a brief, informal overview of the committee's activities over the last year could be provided, even though a written report had not yet been submitted.

C. Haigh stated that there were no changes since the report the committee had submitted in the fall.

A. Kiefte added that she had recently met with C. Haigh and C. Busse to discuss the continued existence of this ad hoc committee. The plan is that this committee will continue to exist until the Nursing Program at Acadia is a fully stand-alone Acadia program. It will then be dissolved after transitioning into a regular unit within the institution's existing governance structures. She noted that any dissolution of an ad hoc committee is brought to Senate, either for a vote or as an announcement, depending on the circumstances.

A. Kiefte also noted that it is not unusual for year-end reports to be submitted in September, so any outstanding reports can still be brought forward at that time.

Admissions and Academic Standing (Appeals) Committee

A. Kiefte stated that Senate approved a third appeal deadline earlier this year for early October, and it is now included in the Academic Calendar. This committee's full year-end report, including appeal statistics, will be submitted in October or November. This committee's report is submitted after all appeals for a given academic year have been completed, and it will be slightly later this year due to the additional deadline.

Admissions and Academic Standing (Policy) Committee

There were no questions or comments.

Archives Committee

A. Quema stated that the Gaspereau Press archives will be housed at Acadia, calling it a major event given the press's national and international reputation for high-quality poetry and literature. She also shared her appreciation for the teaching and engagement initiatives involving student interaction with archives. She proposed exploring the creation of research-supporting databases, such as a live experimental poetry archive. Also recognizing the ambition and resource demands of such a project, she noted its potential to connect archival work with student learning and engagement.

A. Kiefte noted that Acadia's excellent Digital Archivist, C. Purdome, is a current Senator and present at the Senate meeting and is hearing these comments and ideas directly, so hopefully this can help inform future initiatives.

A. Quema stated that this is an example of the kind of synergy that can emerge across different areas of campus activity. She emphasized the importance of breaking down silos and connecting efforts through shared actions and experiential initiatives.

H. Teismann noted that the report includes a letter from the Chair of the Archives Committee suggesting the hiring of a University Records Manager and inquired if a response had been received.

A. Kiefte stated that, since the committee Chair was not present, this question would be recorded and forwarded.

Awards Committee for Honorary Degrees and Emeriti Distinction (Awards Committee)

A. Kiefte noted that there was no report from the Awards Committee for Honorary Degrees and Emeriti, which is common since the committee's work typically takes place during the February–March period and the report is made when the nominations are approved by Senate. She added that, to her knowledge, there was no activity this year beyond the nomination process, and asked the President to confirm.

J. Hennessy confirmed that the committee had handled the Honorary Degrees and Emeriti designation nominations this year, and that no additional work was undertaken.

Board of Open Acadia

J. Sachs raised two questions, beginning with the certificate in Maritime Security. He noted that while there appears to be an intent to revitalize these as non-credit professional learning experiences to honour Acadia's commitments to its partnerships with Irving, past discussions suggested the program would wind down and be discontinued. He stated that the certificate had never been approved by Senate and asked whether Senate approval would now be sought, as required for non-credit educational certificates. He requested clarification on whether the program is indeed being continued and if proper consultation with Senate will occur.

J. Hennessy explained that the Maritime Security Certificate was inherited from the previous administration, which entered into a contract with Irving Shipbuilding to develop an ocean-related program. Although the process was unorthodox, Acadia is contractually obligated to offer the courses. He confirmed that any decision to continue the certificate formally will involve Senate consultation and that further discussion will follow after reviewing the university's obligations.

A. Kiefte asked a follow-up question about the use of the term "certificate", noting that her understanding from previous discussions is that the MPHEC has regulatory oversight

of that designation. She inquired whether, if the program evolves, the title certificate would be removed or whether it would go through the standard curricular approval processes to ensure compliant use of the term.

L. Wilson Finniss clarified that any credit-bearing certificate must be approved by MPHEC. If it is a non-credit certificate, that must be clearly stated in the title. Proper designation is required to distinguish between credit and non-credit offerings.

A. Kieft asked whether the Maritime Security Certificate is a non-credit program and whether its current title clearly reflects that designation.

J. Sachs stated that the title Certificate in Maritime Security does not include the term non-credit, and questioned whether this complies with MPHEC regulations.

J. Hennessy stated that none of the courses in the program are for credit.

J. Sachs asked whether the title of the credential itself must explicitly state non-credit.

L. Wilson Finniss responded that the focus at this stage is on fulfilling the contractual obligation to offer courses to Irving employees, and that the credential itself has not yet been finalized or discussed in detail.

A. Cunsolo clarified that while the word non-credit does not need to appear in the title, it must be clear in the program's designation and description. She stated that the immediate concern is meeting the contractual terms, after which broader discussions, including with MPHEC, will follow.

J. Sachs stated that if the program is revitalized, Senate's Curriculum Committees should be fully involved. Evaluating program and course quality falls under Senate's responsibility, and while the Board of Open Acadia may be developing a policy for non-credit offerings, oversight still rests with Senate.

L. Wilson Finniss stated that Open Acadia has begun developing a draft framework for micro-credentials and certificates, including distinctions between credit and non-credit offerings. An early draft has been shared with the Board of Open Acadia and the Curriculum (Policy) Committee, and the goal is to create Senate-approved frameworks to guide quality assurance, student status, and administration.

A. Kieft stated that this discussion would be paused for now, noting that clarification points had been made around the use of the term certificate and Senate's role in curriculum approval.

By-Laws Committee

There were no questions or comments.

Community Engagement Committee (Ad Hoc)

A. Kiefte reported that the Ad Hoc Community Engagement Committee had not met this year, though there was some correspondence regarding its membership, scheduling meetings, and its status. She noted that the committee has struggled to get off the ground in recent years and will be included as part of the upcoming Senate Executive agenda item to review the status of various committees. The intention is for the incoming Senate Executive to bring recommendations to Senate in the Fall regarding which committees may need to be dissolved or restructured, with this one likely to be discussed specifically.

S. Fleckenstein commented that this committee seems like it should be important due to the key community relationships and initiatives that Acadia is involved with.

A. Kiefte agreed that community relationships and initiatives are extremely important, but noted that the committee had been dormant for too long and it needs to be re-evaluated whether the work this committee was doing should be continued by the committee or by other groups. Senate Executive will recommend to Senate whether it should be restructured or dissolved.

Course and Teaching Effectiveness Ad Hoc Committee of Senate

A. Kiefte stated that the Course and Teaching Effectiveness Ad Hoc Committee has also been inactive. She noted that she had approached at least two individuals to serve as transition chair, and while one has been trying to convene the group, progress has been limited. The committee will be discussed at the upcoming Senate Executive meeting to determine whether its responsibilities should be reassigned or whether further efforts should be made to reactivate it.

Curriculum Committee (Administrative)

There were no questions or comments.

Curriculum Committee (Policy)

There were no questions or comments.

Disability Policy Committee

There were no questions or comments.

Equity, Diversity, and Inclusion Committee

A. Kiefte reported that the Equity, Diversity, and Inclusion Committee did not meet this year. The committee was established approximately 7 to 10 years ago, before many of the current EDIAR structures were in place. Given the significant evolution in institutional support for EDIAR since then, she suggested the committee needs to be reimaged within the current context. With L. Chondoma now well-established in her role, she

indicated that discussions about the future role and structure of the Senate EDI Committee will take place in the coming months.

Faculty Council

There were no questions or comments.

Faculty Support Committee

C. Rushton sought clarification regarding a point in the report that stated no undergraduate degrees at Acadia had received Senate approval for online or mixed modalities. In the context of the discussion around certificate terminology, the statement should be understood as applying only to undergraduate degrees, since Senate has approved two certificates with alternative delivery modalities.

L. Wilson Finniss responded that since the report was submitted, there had been a follow-up with MPHEC regarding progress on a framework for changing the modality of degree programs. The goal is to establish an internal framework that allows Acadia to manage modality changes, such as moving a degree online, without requiring external approval, provided the program was already approved by MPHEC. She noted that MPHEC has updated some of its modality definitions, which the university is currently working to understand. These changes will not affect previously approved programs and ultimately give the institution more flexibility moving forward. She emphasized that Senate needs to approve an Online and Technology-Supported Learning Framework by May 2026. Over the coming year, work will focus on clarifying modality definitions and updating related policies to ensure compliance with MPHEC's expectations.

A. Quema asked two questions regarding the educational technology survey. First, she mentioned that she had attempted to complete the survey but experienced a technical issue that prevented her from finishing it. Second, she inquired whether the results of the survey were available and if any commentary could be provided on the findings.

L. Wilson Finniss responded that the survey closed in April and generated a substantial amount of data. The team is considering bringing in a student research assistant to help analyze the results. The Faculty Support Committee will review the data in the fall, with the aim of presenting findings at that time.

Graduate Studies Committee

A. Kiefte noted that no report was submitted from the Graduate Studies Committee and, in the absence of any communication indicating otherwise, a request will be made for the report to be submitted in September.

Honours Committee

There were no questions or comments.

Interdisciplinary Studies (IDST) (Ad hoc)

A. Kiefte noted that the IDST Ad Hoc Committee has not met in several years and that there was no report submitted. As an ad hoc committee, this is another committee that needs to be revisited.

Nominating Committee

A. Kiefte noted that the work of the Nominating Committee will be addressed later in the meeting during the election process.

There were no questions or comments about the submitted report.

Research Committee

A. Kiefte stated that no report had been submitted, but one will be requested for September.

Research Ethics Board

There were no questions or comments.

Scholarships, Prizes, and Awards Committee

There were no questions or comments.

Timetable, Instruction Hours, and Examinations Committee

C. Rushton apologized to the committee and Senate for a typo in the report, noting that the meeting took place on April 14, 2025, not 2024.

A. Kiefte thanked her and confirmed that the correction would be made in the approved agenda and minutes.

Other Business

Senate meeting dates for 2025-2026

A. Kiefte provided an update on 2025-2026 Senate meeting dates, noting a few changes since the Senate Executive reviewed them in March. Due to scheduling of ADC events, the two orientation sessions and the October meeting will be held online using Microsoft Teams rather than hybrid using Zoom and the ADC space. The June meeting will again be moved to the third Wednesday, as has been done in recent years, to avoid recurring conflicts. She also noted that Senate Executive will meet one additional time next year, bringing the total to seven meetings from July through June.

D. Benoit noted that the June Senate meeting was previously held only if needed, but it now appears to be a regular meeting. He asked whether there is any intention to return to the former approach of holding the June meeting only as necessary.

A. Kiefte responded that while it would be ideal to reduce the number of meetings, the June meeting has been necessary over the past number of years due to the amount of business that Senate has had to finish before the end of each academic year. She acknowledged the value in potentially returning to fewer meetings in the future, but for now, the June meeting remains essential.

D. Benoit stated that he raised the point to inform newer Senate members that, in the past, the June meeting was not always held, often because all reports had been submitted by the May meeting.

CONSENT CALENDAR ITEMS RECEIVED.

Election and Acclamation of Senate Officers

A. Kiefte referred members to the list of nominees on page 87 of the agenda. As in previous years, the process would include calling three times for additional nominations. For voting, they would again use the online Limesurvey software, as was done in February, with voting access limited to members on the official Senate list. She noted that, unlike in February, she had not contacted Senators in advance to ask them to bring an electronic device to the meeting. She then confirmed that all voting members present had access to one and could participate in the voting. One position, the Senate Executive member from the Faculty of Arts, had two nominees, so an election would be held for at least that position, with other positions and/or nominees added if more nominations were received. Supporting documents for the layperson nomination were circulated in advance. She invited any questions about the nominations and opened the floor for additional nominations.

H. Teismann stated that he would volunteer for the FPAS position on the Senate Executive but noted that the scheduled Senate meeting times for next year conflict with his teaching.

A. Kiefte asked whether he had received her response to the message he and R. Karsten had sent about this, noting that she had replied on the day it had been received.

H. Teismann stated that he had received her reply, but that the scheduling conflict was more extensive than expected, affecting nearly all Senate meeting times for next year. He offered to provisionally volunteer for the FPAS position on Senate Executive until his eligibility is confirmed.

A. Kiefte thanked H. Teismann and suggested waiting to officially nominate himself until his Senate membership is confirmed, especially since there is no competing nomination at this time. The intention is that Senate Executive members are present at most Senate meetings so that Senate Executive discussions are informed by Senate discussions. She

noted that another FPAS Senator had also offered to take on the Senate Executive role, but was expecting to only serve for the first half of the year. She suggested discussing some options offline and asked that she and S. Pineo be updated once Mathematics and Statistics finalizes its Senate representation for next year.

A. Kiefte called for nominations three times. There were no further nominations.

Online voting took place. A. Kiefte asked S. Pineo to act as scrutineer in the absence of official ones, confirming that the elected individual for Arts representative on Senate Executive was A. Quema.

A. Kiefte thanked everyone who put their names forward to serve and noted that efforts will continue to fill the remaining vacancies.

Upcoming motion to endorse the Creation of a School

Summary of discussion:

- Concern was raised about endorsing a new counselling school without adequate notice or documentation.
- Clarification was given that the Board can create professional schools; Senate input is consultative, not binding.
- The motion aimed to gather Senate feedback, not formal approval.
- Members stressed the need for clearer processes and better communication.
- Senate agreed to proceed with the motion discussion.

J. Hayes expressed concern about being asked to endorse the creation of a Counselling School without having any supporting documentation to share with his department. As the Psychology representative on Senate, he aims to gather input for his unit before voting on motions, but feels unable to do so effectively without sufficient information. He raised this issue to highlight the need for documentation before such motions are brought forward.

A. Kiefte confirmed that documentation had been added, but noted it was only made available the day before.

J. Hennessy clarified that Senate members are not representatives of their departments but rather serve as members of the university's academic governing body. He emphasized that their role is to use their individual academic expertise to make decisions in the best interest of the university as a whole.

A. Quema asked for clarification on the concerns surrounding the proposed School of Counselling. She recalled that J. Hayes had previously spoken about it and wondered if the issue was potentially overlapping or in competition with the psychology program. She asked those with concerns to explain the source of the tension.

J. Hayes responded that he has several concerns, starting with how the proposal was initially introduced at Senate without warning, which caused some frustration. He noted that the understanding was a formal process for creating a new School would be developed first, and only then would proposals come to Senate. Now, he feels he's being asked to endorse the creation of a school without that process in place. He added that he has further concerns related to the relationship between the proposed School and the Psychology program, which he plans to raise if the motion is discussed.

A. Kiefte clarified that the added agenda item was intentionally framed as the creation of a School to focus on the broader process, not the specific case. She stated that while the creation of academic structures like Schools falls under the jurisdiction of the Board of Governors, Senate retains authority over curriculum and program decisions. Referencing past but recent examples of how Senate engaged with these types of things before, such as the move of the School of Music from Arts to Professional Studies and the creation of the School of Nursing, Senate endorsements in such cases serve as a means of ensuring consultation and input even if they are not binding. This type of motion is intended to allow Senate to express support or raise concerns, helping bridge processes between Senate, senior leadership, and the Board of Governors. Although non-binding, such endorsements communicate Senate's position clearly and transparently through formal records.

J. Sachs stated that he disagreed with A. Kiefte's interpretation of the respective authorities of Senate and the Board regarding the creation of academic structures. He referenced the Acadia Act of Incorporation, stating that Senate holds the authority to establish faculties, schools, departments, and institutes as part of its responsibility for educational policy. The Board may have a related authority to create technical and professional schools, but the Act clearly grants Senate the power to create academic units.

A. Kiefte stated that she would review the relevant section of the Acadia Act again for clarification. This issue has arisen several times in recent years and interpretations have varied in each case.

H. Teismann asked the legally minded in the room for clarification of the meaning of the term endorsement in this context.

A. Kiefte explained that, in past discussions, endorsement had been understood as Senate's general support for a concept rather than a formal or binding approval. Similar motions have been brought forward in recent years to signal this kind of general support.

H. Teismann sought clarification, asking if Senate were to vote against the motion, it would have no binding effect, as the motion represents a general endorsement rather than a formal decision.

A. Kiefte clarified that while a Senate vote against the motion wouldn't have binding authority, it would still carry weight as a data point for the Board of Governors and senior leadership to consider in their discussions. However, it does not have teeth in the sense of being a directive or enforceable decision.

M. Adam responded to J. Sachs by referencing the full wording of the Acadia Act, which states that Senate may create faculties, schools, departments, and institutes with the approval of the Board of Governors, particularly when expenditures are involved. He stated that the language does not suggest Senate has the authority to block something already created elsewhere and emphasized the importance of reading the full sentence for context. He expressed appreciation for A. Quema's earlier question and acknowledged the procedural tensions that have arisen over the past year. While recognizing the importance of collegial governance, he urged Senate to focus on clarity of intent and the broader purpose behind discussions, particularly how they serve students and align with external mandates. He cautioned against letting procedural disagreements overshadow the work at hand and encouraged a more unified, informed, and less emotionally charged approach moving forward.

A. Kiefte acknowledged J. Sachs's point and expressed appreciation for his engagement and disagreement. She agreed that the key phrasing in the Acadia Act, with the approval of the Board of Governors, is significant, and admitted she had not recalled that detail immediately but recognized its importance in understanding the scope of Senate's authority.

J. Sachs clarified that he was not suggesting Senate has unilateral authority. Rather, he was responding to the claim that the Board has the authority to create academic structures, emphasizing that Senate holds that authority as well, subject to Board approval, particularly regarding budgetary matters. He further noted that, according to the Acadia Act, the Board's authority pertains only to the creation of schools, whereas only Senate has the authority to establish departments, faculties, and institutes.

A. Kiefte stated that the coming year will be important for clarifying and navigating governance processes. In the absence of a formal process, the current motion for endorsement was intended as a fair-minded approach to uphold collegial governance by allowing all relevant bodies to provide input. While some policies and procedures are firmly established and must be followed precisely, others require thoughtful engagement and transparent communication, particularly when exceptions or new proposals arise. Consultation and transparency are fundamental to collegial governance, and Senate should always seek information about the level of support at all stages.

C. Rushton suggested that the presentation on page 96 might help clarify the discussion and proposed showing it before proceeding with the motion, noting that some questions may stem from not having seen it yet.

A. Kiefte stated that she preferred not to discuss the details of the presentation documentation during this agenda item, as it relates to the specific proposal rather than the broader question of whether the endorsement process is appropriate.

A. Quema said the conversation had been helpful in clarifying that both Senate and the Board of Governors can propose the creation of a School, but Board approval is ultimately tied to budget and financial aspects. She emphasized the importance of

understanding the relationship between creating a School and developing its curriculum, highlighting Senate's role in controlling academic programs. She then asked J. Hayes to elaborate on his concerns, noting that similar tensions had arisen in past discussions around new programs. She sought to understand whether the concern is about overlap with existing programs or impacts on enrollment.

A. Kiefte responded that those types of questions, about specifics related to the proposed School, belong in the debate of the motion itself, if Senate decides to proceed. These questions and topics pertain to the details of the program within the proposed School structure rather than this preliminary conversation about the process.

A. Quema clarified that her question was about understanding whether the concerns raised were truly about process or if there were deeper issues at play. She expressed a sense that the debate extended beyond process and asked for clarification on that distinction.

J. Hayes responded that he prefers to keep process concerns separate from specific program issues. His primary concern is the lack of a clear, documented process for establishing or eliminating academic units, especially important in a year of significant institutional change. While course title changes require formal documentation at Senate, the creation of a new School had been presented with minimal supporting material, which he felt was insufficient for such a significant decision.

J. Hennessey offered legal clarification, citing Section 5 of the Acadia Act, which grants the Board of Governors authority to establish advanced professional and technical Schools. He stated that the proposed School for training professionally regulated counsellors falls under this category and is therefore within the Board's jurisdiction to create. Although no formal process currently exists for such creation, efforts are being made to engage collegial governance bodies to ensure faculty consultation before the Board makes its decision.

J. Hayes stated that he had not fully understood the process for creating new Schools and now recognizes that the Board has the authority to do so without Senate consultation. He expressed appreciation that the matter was nonetheless brought to Senate for discussion and endorsement.

A. Kiefte noted that while Senate often sends items to the Board, it would be helpful to receive more updates in return. She referenced past Board discussions that had Senate and academic focus, such as the applied liberal education mission that the Board had approved, and encouraged Board representatives to share information with Senate when appropriate, emphasizing that it should not always fall on the President to report back from the Board to Senate.

J. Hennessy added that the Board's Institutional Neutrality Policy was brought to Senate last year for discussion due to its implications for academic freedom, offering it as a positive example of Board-Senate collaboration.

A. Kiefte agreed that this was a positive example of back and forth consultation and engagement.

J. Sachs agreed with J. Hennessy that the Board has the authority to create technical and professional Schools and appreciated that the matter was brought to Senate for consideration, even though it was not required. However, he echoed concerns about the short notice and limited information provided, specifically noting that the pamphlet outlining the proposal only arrived the previous day, making it difficult for Senate to offer a meaningful endorsement. He added that the Faculty of Professional Studies Council had also voted on the proposal with limited notice.

A. Kiefte stated that the current discussion is focused on process, not the specific proposal at hand. She noted that J. Sachs' concerns highlight the importance of ensuring sufficient information and notice at each stage, particularly given the likelihood of more restructuring discussions in the coming years as a result of Bill 12 and Schedule H.

J. Sachs apologized to Senate and acknowledged he may have misspoken. He stated that he is trying to understand the situation, noting that the request for endorsement appears to be a significant decision presented on short notice with limited supporting information.

A. Kiefte clarified that the purpose of the added agenda item was to determine whether Senate was comfortable proceeding with the motion, acknowledging that concerns had been raised about the short notice period. She noted that broader questions about jurisdiction and process belong to this discussion, while detailed questions about the information provided, previous consultation in other fora, and the specific proposal would be better addressed under the next agenda item.

A. Cunsolo clarified that the document in question was not a pamphlet, but a PowerPoint presentation intended to support a detailed discussion, including a process update from the Dean of Professional Studies. She expressed concern about J. Sach's dismissive tone in calling it a pamphlet and emphasized that substantial information was forthcoming if Senate proceeded to the next agenda item.

J. Hayes apologized for contributing to confusion around the process, acknowledging that his assumptions were based on not fully understanding how Schools are created or the intended preamble to the motion.

M. Adam noted that this was his final Senate meeting as Acting Director of the School of Education and expressed frustration over the lack of direct communication about this topic during his tenure as Acting Director. He stated that despite the emphasis on collegiality, no one had reached out to speak with him directly about this prior to this meeting, which he found disappointing given the challenges of the role. The motion under discussion concerns the creation of a School, not a program change, and he called for clarity, respect, and proper focus moving forward. He stated that many of the topics discussed at this meeting could have been addressed in advance.

The Chair confirmed with Senate that there was general agreement to move forward with the motion. Senate consented to proceeding with the next item.

Motion: Motion that Senate endorses the creation of a School of Counselling in the Faculty of Professional Studies. Moved by C. Haigh and seconded by M. Adam.

Summary of discussion:

- Proposal to move the counselling program to its own School was presented as a structural change to enhance visibility and meet professional standards.
- No new hires or curriculum changes being proposed.
- Motion is not tied to the stalled PsyD program proposal.
- Faculty of Professional Studies Council endorsed the proposal, though concerns were raised about process and consultation level.
- Regulatory issues for teacher certification were addressed with provincial support.
- The program already functions separately from other programs in the School of Education; minimal impact expected.
- Motion carried.

C. Haigh introduced the motion by outlining the rationale for moving the counselling program to its own School. She emphasized this was not a new or expanded program but a structural shift to better meet provincial mental health needs and enhance opportunities for faculty and students. She explained that while formal policy for creating new Schools is lacking, consultations were undertaken with Senate committees, the Chair, the University Act, and the affected academic units. The School of Education was informed in April, and a special FPS Council meeting in June resulted in a vote (15 in favour, 7 opposed, 8 abstentions). This matter will also proceed to the Board of Governors after this meeting. She noted that she has also met with individual faculty members to address concerns.

A. Kieft asked for clarification on the Faculty of Professional Studies Council vote, confirming the results as 15 in favour, 7 opposed, and 8 abstentions. She then inquired about the quorum of that body for procedural clarity.

C. Haigh responded that quorum for the Faculty of Professional Studies Council is approximately 23 or 24, though she wasn't certain of the exact number. She clarified that it was an endorsement vote, not a vote to approve.

T. Surrett presented an overview of the rationale and background for creating a new School of Counselling at Acadia. She emphasized the program's long-standing national reputation, its rigorous CACREP-based accreditation, and the growing demand for its graduates, who are trained as regulated health professionals. While the program is currently housed in the School of Education, it operates independently due to the distinct professional standards, curriculum requirements, and regulatory oversight specific to counselling therapy. Over time, the applicant base has shifted from primarily school-based professionals to a broader mix, with the majority now coming from non-school backgrounds. The proposed school would improve visibility, align with the evolution of

the profession, and help avoid missed funding or collaboration opportunities. She detailed consultations with provincial and national stakeholders, all of whom supported the proposed shift. A similar move was recently undertaken at the University of Victoria. She stated that the curriculum would remain unchanged, and the move reflects the program's growth and alignment with the broader landscape of mental health care in Nova Scotia and beyond.

A. Kieft noted the time, stating that an extension may be required to continue the conversation.

J. Hayes raised a question for President Hennessy, asking how the proposed School of Counselling relates to the ongoing, but stalled, efforts to create a PsyD program. A key challenge for the PsyD proposal has been the lack of ongoing government funding, which would leave the university responsible for additional faculty hires. He asked whether new hires are proposed as part of the proposed School of Counselling and whether there is any government commitment to fund the initiative in perpetuity. He expressed concern that this initiative might be moving forward at the expense of the PsyD program.

J. Hennessy clarified that the proposed School of Counselling is unrelated to the stalled PsyD program. This involves relocating an existing program, not creating a new one, and no faculty hires or expansion are planned without external funding. Both initiatives interest the university and government, but the PsyD remains on hold due to insufficient and short-term funding. Expansion of the counselling program would require new resources due to accreditation requirements and talks with government on both the Counselling program and the PsyD proposal continue.

The Chair noted the time was now 12:00 p.m. and called for a motion to extend the meeting.

Motion: Motion to extend the meeting by 30 minutes. Moved by J. Hayes and seconded by G. Gibson.

MOTION TO EXTEND THE MEETING BY 30 MINUTES CARRIED.

J. Sachs asked whether the program's move to a School of Counselling would affect teachers' ability to obtain upgrade certificates, which currently must be completed within a School of Education under existing regulations. He sought clarification on whether any regulatory changes to allow this have already been made or are still under discussion, noting that such changes would require both government and NSTU support.

C. Haigh responded that they had raised this exact issue with the Department of Education and Early Childhood Development (EECD). While Acadia isn't a direct party to negotiations with the NSTU, EECD indicated that as long as transcripts clearly note the specialization in school counselling, the Office of Teacher Certification would likely accept it for teacher licensure upgrades. This was confirmed as feasible by Acadia's Registrar. Any future change to the degree name would be contingent on ensuring this pathway remains available.

L. Carlsson expressed thanks for the presentation and noted that the proposal appears well thought out and clearly responsive to both societal needs and student interest. Drawing a parallel to the School of Nutrition, which also includes professional-facing components, she described the new structure as a logical and nimble adaptation that aligns with current demands. In a time of broader uncertainty, she characterized the proposal as a strong and reassuring initiative.

H. Teismann expressed surprise at what he perceived as the lack of a strong endorsement from the Faculty of Professional Studies and asked for clarification on the objections raised during that vote.

C. Haigh responded that while she can't speak to individual voting reasons, the concerns raised at the Faculty of Professional Studies Council largely mirrored those just discussed at Senate. Some focused on the speed of the process and consultation practices, while others questioned the move from the perspective of those outside the counseling profession. Overall, the discussion was mixed, with a few speakers both for and against the proposal.

S. Fleckenstein stated that it was interesting to note that the University of Victoria recently undertook a similar restructuring, which supports the idea that this proposal is not unprecedented. She agreed with the earlier point that the move appears responsive to both community and student needs.

A. Kieft asked if T. Surrett has been in contact with the University of Victoria regarding this change.

T. Surrett stated that she has connected with the program coordinator at University of Victoria, also part of the small group of KSAP-accredited programs. They met before and after University of Victoria's structural transition, with another meeting scheduled to discuss the process. She confirmed that their restructuring was similarly driven by the profession's regulatory evolution and the recognition of counseling as a distinct health discipline, no longer solely tied to education.

J. Sachs asked how moving the MEd in Counselling to a new School of Counselling would impact the School of Education, particularly regarding faculty workload, service, and supervision. He also asked about internal consultation and whether the School of Education supports the change.

C. Haigh explained that the counselling education program already functions largely independently from the Bachelor of Education and the other MEd programs. Faculty do not typically cross-teach between these programs, and service responsibilities are also fairly distinct. Aside from a few instances like hiring committees or departmental review processes, the separation would not significantly impact operations or teaching capacity within the School of Education. While the School of Education did not vote on the proposal, the relevant stakeholders were consulted, and collaboration across units will continue.

M. Adam stated that, based on personal experience and conversations with past Acting Directors, the counselling and other education programs already operate quite separately. Maintaining them within one unit complicates decision-making, whereas separating them would allow each to better advocate for its own needs. With high enrolment and strong government and applicant support, the counselling program in particular stands to benefit from increased visibility and access to funding. While there may be some logistical challenges, such as fewer people available for certain committees, these are common in smaller units and do not outweigh the long-term benefits. He expressed strong confidence that this change will strengthen both units.

J. Sachs stated that he supports the proposal but raised concerns about the Board of Governors potentially moving programs between units without Senate involvement. There is a need for a clear process to guide such changes.

A. Kiefte stated the importance of process clarity and consistency. As Chair of Senate, she intends to continue to advocate for Senate to be a part of decision making processes that impact the structure of units that offer academic programs.

MOTION CARRIED

Motion: That clerical errors in a course description, course title changes, and deletion of courses that haven't been offered in ten years be approved at the Unit level with notice given to the Registrar's Office and SCC. Moved by D. Benoit and Seconded by G. Gibson

Summary of discussion:

- General support for deleting courses not offered in 10+ years; a request was made to circulate a list to Senate.
- Clarification given that the motion covers three distinct items: clerical errors, title changes, and course deletions.
- Clerical updates would be handled at the unit level, reported to the Registrar and SCC Admin, without Senate approval.
- Suggestions were made to provide Senate with an annual list of course deletions for transparency.
- Clarifications confirmed: minor typos in course numbers are clerical; major title or level changes require Senate approval.

D. Benoit stated that it is a worthwhile idea to remove courses not offered in 10 years but asked how that determination is made. He requested that the Registrar generate and circulate a list of such courses to Senate.

A. Kiefte asked for clarification on whether the request was contingent on the motion passing or a general request.

D. Benoit responded that it was a general request. He had made the same request about a year and a half ago, but it had not yet been fulfilled due to other priorities.

A. Kiefte sought clarification on the grammar and intent of the motion, specifically whether clerical errors applied only to course descriptions and title changes, and whether deletion of courses not offered in 10 years was a separate category. She asked if the motion meant that only the first two items involved clerical corrections, while the third (deletion of courses) stood alone as a distinct action.

M. Bishop clarified that the motion addresses three distinct areas: clerical errors in course descriptions, course title changes, and the deletion of courses not offered in ten years. He explained that clerical issues usually involve minor corrections such as spelling mistakes or incorrect names, which are often identified after the curriculum process has concluded. The motion, as proposed by the Senate Curriculum Committee (Administrative), is intended to streamline the handling of these routine updates by allowing them to be addressed at the unit level without requiring full Senate approval.

A. Kiefte understood the benefits to handling clerical errors at the unit level but suggested that Senate should receive an annual list of course deletions for transparency, even if not voted on.

M. Bishop stated that if Senate wishes, a list of course deletions could be included in the end-of-year report from the SCC (Administration) Committee. M. Bishop explained that the intent of the motion was for course deletions, especially those inactive for decades, and clerical corrections to be handled at the unit level, reported to the Registrar's Office, and reviewed by the SCC (Administrative), without requiring Senate approval.

A. Kiefte stated that, in her view, clerical errors in course descriptions and title changes differ in nature from the deletion of courses, though she was not taking a position on the motion itself.

C. Rushton spoke in favour of the motion and asked M. Bishop whether course numbers are considered part of the course description, noting that there have been multiple clerical errors involving course numbers and seeking clarification on how the committee defines course description.

M. Bishop clarified that if a course number error was minor and clearly a typo, such as mislabeling a 5 instead of a 3, it would be considered a clerical error. However, if the change involved a shift in course level (e.g., from 1000 to 3000) and required a rationale, it would not be considered clerical but rather a substantive change.

J. Hayes asked for clarification on whether the motion covers only minor clerical errors in course titles or also more substantial changes, such as renaming a course from Hormones, Drugs and Behavior to Psychopharmacology, which, while related in content, represent significant rebranding of a course.

M. Bishop clarified that minor course title changes that do not affect the course content, such as simplifying a title for clarity, should not require full Senate approval. These

changes could be approved at the unit level, then forwarded to the Registrar's Office and the Senate Curriculum Committee (Administrative).

MOTION CARRIED

Motion: Motion to approve the curriculum changes for BIOL 4423 and MATH 1323 received from the Senate Curriculum Committee (Administrative). Moved by H. Teismann and seconded by J. Hooper.

H. Teismann explained that the proposed math change is a response to engineering program requirements, which mandate additional instructional hours. The change is primarily in engineering's interest and needs to pass to meet their needs.

J. Hooper added that the change addresses an accreditation issue. Dalhousie University lacked sufficient instructional hours in that course area, offering only lectures. To meet requirements, the proposed solution was to add a lab component.

A. Kiefte asked how the proposed change is being operationalized given that timetabling has already taken place.

J. Hooper responded that if the curriculum change is approved, it will be reflected in the timetable. Time slots have already been reserved, but no students have registered yet, as the courses are not currently live in the system.

MOTION CARRIED

Liberal Arts Education, Liberal Education, Applied Liberal Education – continued discussion

The Chair stated that this discussion item would not be discussed today due to time constraints.

Other Business

Y. Jawad thanked Senate for the warm welcome and expressed interest in collaborating with faculty, staff, and administration on community-based initiatives to support students. He invited members to reach out with ideas or resources.

Adjournment

A. Kiefte thanked Senate for another successful year and wished everyone a wonderful summer.

Motion to adjourn by D. Benoit.

S. Pineo,
Recording Secretary of Senate and University Secretary



PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – JUNE 2025

No written announcements received.

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

PVPA Updates

Work continues to respond to the bilateral reporting and Schedule H work, as well strategic academic planning. To meet the work and reporting required, and make sure that we do this in a self-determined, strong, and organized manner, the I have been working to create a Schedule H Response Plan and Response Team from within Acadia, who will work to organize and support the process. This includes critical supports in: curriculum development, review, management, and quality assurance; data access and analysis; academic processes and policies; project management; individualized supports for programs and facilities; and infrastructure for document and activities management. See below for more details.

Convocation & Convocation Graduands:

Based on figures obtained from the Registrar's Office, the Spring 2025 convocation graduated 167 Arts/Theology students, 371 Professional Studies students, and 342 students from Pure and Applied Science. Thanks go to all the staff and faculty who volunteered to serve as members of the marshalling team; it is a marvellous day and one marked by joy and recognition of accomplishment.

Huge thank you to Mark Bishop and his team in the Registrar's Office for everything they do each year to make these events so memorable and organized. Special thanks to University Marshal Dr. David Duke for his excellent organizational duties and oration for the Faculty of Professional Studies and Faculty of Pure and Applied Science, and to Dr. Christianne Rushton for her role as Assistant Marshal and Acting University Marshal for the Faculty of Arts/Theology Ceremony.

Academic Portfolio Staffing Updates

Title Change: I am pleased to share that **Dr. Lauren Wilson Finnis**' title has changed from Vice-Provost Teaching and Learning Excellent to **Vice-Provost Curriculum and Planning**. This change better reflects the scope and responsibilities of Dr. Wilson Finnis' portfolio. Further, Dr. Wilson Finnis will play a central and active role in the Schedule H response, supporting units, faculties, and the university in curriculum and planning work. There are no changes to the current organizational chart.

June PVPA Report

A reminder that the June 2025 PVPA report contains more than usual, as it is sharing the Faculty Council and consolidated reports from the Faculty of Arts, Faculty of Professional Studies, Faculty of Pure and Applied Science, and the Vaughn Memorial Library and Archives.

Strategic Academic Programming & Schedule H Response

I. Schedule H & Strategic Academic Planning

I am continuing to work with Faculties, Units, Faculty, Staff, Students, and leaders across the university to support the work of Schedule H. To date, we have held 18 related sessions to strategic planning, Bill 12, and Schedule H, with more events, meetings, and opportunities forthcoming:

- 1 Town Hall & Visioning Session
- 4 Bill 12 meetings with each Faculty
- 1 Schedule H Town Hall
- 3 post-Town Hall meetings with Deans and Heads/Directors/Coordinators
- 2 Faculty of Arts Council Meeting
- 1 Town Hall for all Heads, Directors, Coordinators, Deans, AVPs, and Vice-Provosts
- 5 student sessions and ongoing student engagement
- 1 university-wide session on developing core competencies and attributes for Acadia graduates

I have also been continuing to meet with Academic Units at their request to support their internal processes and provide available information.

We are also planning a Story Campaign, working with the Vice-President External Relations and Team, to gather qualitative data, stories, and testimonies from Acadia graduates to support the Schedule H process and reporting.

Office of the Vice-Provost Curriculum & Planning for Schedule H (Dr. Lauren Wilson Finnis)

- ***Schedule H Response Moodle Resource*** - Moodle will serve as the central platform for coordinating the University's response to Schedule H. Moodle offers a familiar and secure environment that is already integrated into university operations for project management, communication, and collaboration across academic and administrative units. A draft structure for the Moodle resource has been shared with Heads and Directors for feedback. Moodle allows for:
 - **Centralized Access:** A single point of access for communications, timelines, templates, data, and document submissions, ensuring version control and consistency.
 - **Streamlined Communication:** Role-based notifications and updates that reduce email overload and promote targeted, trackable information sharing.

- **Transparency and Accountability:** Clear visibility into tasks, submission requirements, and deadlines by user or unit, supporting timely and coordinated action.
 - **Efficient Record Management:** Secure storage and documentation of submissions and communications in one accessible location.
 - **Professional and Institutional Skill Development:** Engaging with Moodle in new and strategic ways is challenging us to learn more about what is possible with the tool and builds our institutional capacity. As we expand our use of the platform, we are investing in a system that is central to teaching, learning, and operational excellence.
- ***Core Graduate Competencies*** - On Tuesday May 27, 2025 48 people gathered in Fountain Commons for a timely and important cross-campus session: a collaborative space to **define the core competencies and learning outcomes we believe every Acadia graduate should hold, across disciplines, degree, and experiences**. The session provided us with a wealth of information but we also know that there were many important voices missing. A Moodle course/resource has been created and shared out for those who weren't able to join us in person to join the conversation. The Moodle course/resource will stay open to collect feedback for the month of June. We will be looking to bring together a small working group of faculty and students this summer to establish a draft framework to be workshopped in a second round of facilitated sessions/online engagement in August. A special thank you to co-facilitator, Dr. Gabrielle Donnelly, Associate Professor, Community Development for sharing her expertise in facilitation to help design and deliver such an engaging and productive session.
 - ***Curriculum Development Self-Guided Resource***- This self-guided resource is soon to be released and has been developed to support academic units in engaging thoughtfully and strategically with their curriculum. Whether you are revising existing programs or envisioning new ones, the tools in this resource offer a structured approach grounded in best practices in postsecondary curriculum design, renewal, and alignment. There is also an opportunity in the final Module to contribute to the resource by providing feedback, submitting resources to include in the modules, and providing examples to celebrate the successes within your own academic units. After Acadia has completed it's response to Schedule H as part of the bilateral agreement, this resource will be repurposed into the periodic program review process. **These modules are not required to be completed for the Schedule H bilateral agreement, this is a resource that supports recommended best practices for your curriculum process.**

II. Enhancing Academic Policies, Procedures, and Processes

Policy Review & Streamlining

We are currently beginning an analysis of all academic policies and regulations to streamline processes, find gaps, and increase clarity across the Academic sector.

Reviews & Quality Assurance Tracking

Given the new requirements for Schedule H for all programs, APRC has agreed to suspend all forthcoming reviews scheduled for Fall 2025 and Winter 2026 (except for external accreditation processes).

Units currently engaged in a program review will proceed as planned and have until the end of August to complete their responses. Units are being encouraged to complete responses earlier, where possible, with the expectation that considerable information from the review reports and responses may be utilized in the government framework.

The APRC will continue to meet over the summer, and support the important Schedule H review processes, and provide key ideas and recommendations.

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. Site visit complete. External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers: Dr. Dianne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology Stage: Final report received. Department to prepare response.
Community Development	N/A	Site Visit: March 19-21, 2025. Site visit complete. 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: Final report received. Department to prepare response.
Computer Science	Yes	Request for accreditation review submitted to CIPS. Stage: Department working on CIPS Self-study.
Economics	N/A	Site Visit: September 25-27, 2024. Site visit complete. External Reviewers: Dr. John Galbraith, Professor, Department of Economics, McGill University Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University

		<p>Internal Reviewers: Dr. Andrew Biro, Professor, Department of Politics Dr. Peter Williams, Professor, Department of Physics Stage: APRC to prepare response to Senate.</p>
Bachelor of Education	Yes	<p>Site Visit: April 1-3, 2025. Site visit complete. 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: Awaiting final report.</p>
English and Theatre	N/A	<p>Site Visit: February 5-7, 2025. Site visit complete. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Dr. Paula Rockwell, Instructor, School of Music Stage: Final reports received. Department to prepare responses.</p>
Graduate Studies	N/A	<p>Site Visit: March 3-5, 2025. Site visit complete. 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: Final report received. Grad Studies to prepare response.</p>
Languages and Literatures	N/A	<p>Stage: Deferred.</p>
Library and Archives	N/A	<p>Site visit: April 2-4, 2025. Site visit complete. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities Stage: Final report received. VML to prepare response.</p>
Mathematics and Statistics	N/A	<p>Site Visit: October 21-23, 2024. Site visit complete. External Reviewers: Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University</p>

		Internal Reviewers: Dr. Xiaoting Wang, Professor, Department of Economics Dr. Michael Robertson, Professor, Department of Physics Stage: APRC to prepare response to Senate.
Philosophy	N/A	Stage: Deferred.
Sociology	N/A	Site Visit: March 12-14, 2025. Site visit complete. 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: Final report received. Department to prepare response.

MPHEC Program Proposals, Approvals, and Conditions Met - 2024-2025

- Proposals Submitted to the MPHEC**

Certificate in Democratic Leadership (New Program)

A proposal for a 15 credit-hour Certificate in Democratic Leadership was submitted to the MPHEC for approval on **May 12, 2025**. This program seeks to build knowledge about political leadership among audiences who, upon completion of the program, will be more likely to consider seeking public office, to practice high standards of leadership and to encourage ethical and effective leadership from others.

- Proposals Approved**

Certificate in Mathematics Teaching (Grades 5-9) (New Program)

A proposal for a 30 credit-hour Certificate in Mathematics Teaching (Grades 5-9) was submitted to the MPHEC on May 30, 2024. The program was approved on **December 18, 2024**, with the following conditions:

1. That, prior to the start of the next cohort (i.e., by August 31, 2025), Acadia submit evidence (e.g., calendar or website text) confirming that students will normally be precluded from completing more than three courses with the same instructor (if an exception is made, it would be in exceptional circumstances and must be granted by the Program Director). ***This condition has been met.***
2. That, prior to the completion of the next cohort (i.e., by July 31, 2027), Acadia submit a report that includes the following:
 - a. A list of faculty resources for the program, including the names, employment rank, and status, credentials, and courses taught, of all faculty hired to teach

in the program. Details for the program leads, if not already included in the table, should also be provided.

- b. Information on co-teaching and faculty mentoring activities that have taken place within the program.

- **Conditions Met**

Program	Submission Type	Date Approved with Conditions	Date Conditions Met
Master of Science in Computer Science	Program Modification	May 17, 2024	May 22, 2025
Master of Applied Kinesiology	New Program	March 22, 2022	November 27, 2024

III. Committee Reinvigoration & Examination: Updates

- **Senate Subcommittees Combined Meeting:** On Friday, June 13, the Academic Planning Committee, Curriculum Committee (Policy) and Curriculum Committee (Administrative) are all meeting to discuss committee parameters, opportunity to collaborate, and strategies for moving forward to deal with Schedule H changes in an efficient and effective manner.

Equity, Diversity, Inclusion, and Anti-Racism for Growth and Achievement

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

- **Remaining Indigenous Cluster Hire:** The Indigenous cluster hire position process is moving forward. 11 candidates applied for the position, and the committee met on May 29th to shortlist down to four individuals who will be invited for in-person interviews. The quality of the candidates was very high, and the committee is looking forward to the in-person interviews this summer.

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

I had the honour of attending convocation and witnessing the powerful expressions of joy, pride, and belonging among graduates and their families. These ceremonies provided an opportunity to reinforce our institutional commitment to equity, diversity, inclusion, and anti-racism by acknowledging Mi'kmaq lands and culture and recognizing the contributions of African Nova Scotians. A notable highlight for my first Acadia convocation included the visible presence of cultural regalia, which was embraced and supported by the university. As a campus community, we must continue to ensure that convocations and other academic

ceremonies reflect the full breadth of our campus community, affirming the dignity, identity, and histories of all students. I encourage us to build on this momentum and continue to embed equity and inclusive principles into all aspects of institutional life, from orientation through to graduation. I commend the graduating class of 2025 for their perseverance and leadership, and I extend my deep appreciation to administration, faculty, staff, and community partners who made these ceremonies both meaningful and inclusive.

- It was wonderful to meet and attend sessions with Dr. Alicia Blackwood, the Harrison McCain Visiting Scholar hosted by Dr. Késa Munroe-Anderson and Dr. Lynn Aylward in the School of Education. Dr. Alicia Blackwood is an Assistant Professor of Education at Longwood University and is a leading scholar on Ubuntu pedagogy in North America. Ubuntu pedagogy (also known as Botho in my own worldview) is a humanistic and relational approach to teaching and learning rooted in the African philosophy of **Ubuntu (Botho)**. It emphasizes the interconnectedness of all people and the importance of community, compassion, dignity, and mutual care in educational environments. Congratulations to Dr. Munroe-Anderson and Dr. Aylward on organizing a wonderful Ubuntu Research Symposium. The event brought together researchers from various universities and school districts to exchange knowledge, share research, and reflect on both successes and challenges—all in celebration of Dr. Blackwood’s visit. I left energized, carrying a renewed commitment to more deeply embed Ubuntu pedagogy within my own praxis and research.
- We celebrated several inclusive dates of significance during May 2025. While the list below is not an exhaustive list of all regional, national, and international observances, I would like to highlight some of the specific days our communities celebrated with events and programming over the past month:
 - **May 1-31:** Asian Heritage Month and Canadian Jewish Heritage Month.
 - **May 5:** Red Dress Day.
 - **May 17:** International Day Against Homophobia, Transphobia, and Biphobia.
 - **May 25-31:** National AccessAbility Week.

Some of the highlights for May include:

- **Accessibility:** Launch of the [Accessibility Hub](#) - a centralized website for accessibility-related supports, services, and resources. The hub also features Acadia’s 2025-2028 Accessibility Plan, outlining our goals and commitments for creating a more inclusive campus. The Hub is not static resource and is intended to keep evolving, we invite you to explore the site and [share your feedback](#) as we continue to grow and improve this important resource.
- **African Nova Scotian / African Descent (Black) Post-Secondary Education Framework:** As a member of the Post-Secondary Advisory Committee on African Nova Scotian/African Descent, the first round of internal engagements with Black

students, staff and faculty and Acadia staff in student support roles are being held throughout June to gather feedback on the draft African Nova Scotian and Black Post-Secondary Education Framework. The work of the **Post-Secondary Advisory Committee on African Nova Scotian/African Descent** stems from discussions and direction of the Post-Secondary Partnership Committee, which is made up of the Council of Nova Scotia University Presidents (CONSUP), Nova Scotia Community College (NSCC) President, and Deputy Ministers from the NS Provincial Government. The committee was formed to address the issue of equal opportunity in post-secondary education with respect to African Nova Scotians and other students of African descent (Black). Specifically, the Advisory Council is tasked with developing a framework for post-secondary recruitment and retention that supports racial equity and equal opportunities for African Nova Scotian/African Descent (Black) students. A second round of external engagements are intended for September and October 2025. I will continue to provide updates to senate in the fall about outcomes of the summer community consultations.

- **Listening sessions:** We are continuing work on listening sessions across campus, to understand the lived-experiences of different equity-deserving communities on campus.
 - **Residence Life:** Members of the Office of EDI-AR held listening sessions with residence assistants, including feedback from former residence assistants. The team is in the process of developing a thematic report based on these sessions and plans to host a second listening session for Residence Life Coordinators and Residence Life leadership. During the initial sessions, RAs expressed a need for renewed dialogue on issues such as mental health, racism, sexual violence, and improved educational supports and resources related to EDI-AR. I would like to thank the Director of Residence and Student Life for his engagement, support, and collaboration.
 - **Queer Collective and Racialized Collective:** The listening sessions with the Queer Collective and the Racialized Collective have been slightly delayed due to the timing of the year. As the summer is a challenging period to engage students in these types of discussions, I am moving forward with staff and faculty listening sessions over the summer and will host student listening sessions during the fall.
- **Dimensions Project:** As will likely be noted in the RIGS report to Senate, the AVP RIGS and I co-led a successful application to the Natural Sciences and Engineering Research Council of Canada (NSERC) Dimensions Recognition Program. Acadia University has been selected as part of the second cohort of 17 universities, colleges, and polytechnic institutes from across Canada to participate in this national initiative. The Dimensions program addresses barriers and discrimination faced by equity-deserving groups, including women, Indigenous Peoples, persons with disabilities,

members of visible minorities/racialized groups, and members of LGBTQ2+ communities, in all disciplines and at postsecondary institutions—CEGEPs, colleges, polytechnics and universities. It provides public recognition for institutions committed to achieving increased EDI. While these five groups are the focus, institutions are encouraged to include other groups relevant to their community. Dimensions recognizes that a multiplicity of perspectives, lived experiences and the overall complexity of diverse individuals foster increased research excellence, innovation and creativity within the postsecondary sector. This program takes a multidimensional approach to EDI to achieve a future research community where all can thrive.

- **In the Spotlight:**

- Polly Leonard (Office of EDI-AR) presented at CACUSS 2025 in Halifax on June 7th on the Equity Book Club series and the incredible impact that it has had on the Acadia community.
- Emily Duffett (Accessible Learning) co-presented at [CACUSS 2025 in Halifax](#) on June 9 from 1:15-2:15 pm on Accessible Employment Programs and the Federal Employment Accessibility Standard.

EDI-AR Work heading into the second quarter of 2025:

- Work has commenced on EDI-AR audits on our existing policies, guidelines, practices, and processes that underpin their implementation and development of new guidelines and policies.
- I have finalized the first set of campus initiatives from Student Experience for the EDI-AR audits, and we'll be developing a comprehensive work plan together over the summer. I'm also concluding conversations with one of the faculties as we co-create a collaborative approach for engaging participating departments and designing a process to support departmental, unit, and program-level environmental scans (EDI-AR audits). As I have mentioned before, please note that since these processes are being co-developed in tandem with their respective initiatives, it will take time before we can share aggregated outcomes. I appreciate your patience and understanding—this work can involve discomfort, friction, and often difficult but necessary conversations.
- I look forward to launching our 8-part, pilot learning series involving staff, faculty and administration focused on intersectional and nuanced themes around EDI-AR and decolonization **in the fall of 2025.**
- Stay tuned for exciting new collaborations with AVRCE and African Nova Scotian individuals and groups who have rich histories connected to Acadia!

Ka teboho (with gratitude)

Lerato

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

- **National Indigenous Peoples Day:** National Indigenous Peoples Day is Saturday, June 21st 2025. Oonagh Proudfoot has asked Elder Dr. Lorraine Whitman to lead a smudging as a part of the Reunion events. We do not have any other events planned on campus. Given the low student, staff and faculty presence that time of year, our small budget for Indigenous events annually, and a desire to support community-based events, we are directly individuals to other events throughout the province on that day.
- **Nursing:** The nursing working group is busy. The working group of Acadia University Faculty and Tajiikimik Nurses and Indigenous health care academics meet biweekly. We conducted a mission, vision, values exercise earlier in April, and a draft has been circulated to the group for comment. Additionally, subcommittees have been working on admission pathways (direct entry, advancing standing, and LPN). A lot of conversation lately has focused on challenges for the LPN pathway. We have also discussed curriculum mapping and considerations around online learning. Up next is more work on curriculum developing, discussions around “concept based” and “concept informed” content development, admissions support for Indigenous students, and clinical placement development. We are also planning for a day-long retreat this summer at the Millbrook Culture and Heritage Centre.
- **STEAM Based Opportunities for Indigenous Youth:** Dr. Sarah Thomas has been working with Glooscap First Nation youth at L.E. Shaw. The youth visited Acadia University on April 23rd for a tour of the Biology Museum, and visited K.C.I.C. in May. A big shout-out to the folks who made this possible – Dr. Sarah Thomas, Jennifer Kershaw, Dr. Randy Newman and Dr. Melanie Coombs. Conversations have started around programming for school year 2025-26.
- **Youth sports:** This year we will be revitalizing our youth basketball camp which halted due to COVID. The camp is booked for July 2nd. The last time we had a camp was in 2019. Different from past years it will be a multi-sport camp. Darlene Copeland is working with the MPALs in each of the four local communities to coordinate the event. There has always been lots of interest from the rest of Mi'kma'ki, so after this year's event we need to consider broadening it to more communities. Our amazing basketball coaches have also offered support to our team Kespukwitk to train for the Mi'kmaq summer games for a few nights in early July.
- **Supporting external events hosted at Acadia U:** We have had two external events on campus in May. While these are not Acadia University events, organizers reached out to the Office of L'nu Affairs and Indigenization to find Elders for their opening and closing. This type of work creates a lot of administrative work. Maintaining a positive relationship with the Mi'kmaw nation is priority number one so despite the work it poses, I try to

support and respond as best as possible to ensure that speakers present are individuals endorsed by the nation.

- **Meeting Coordination:** We (Senior leadership and the Office of L'nu Affairs) were set to meet with the four local chiefs on May 2nd. We unfortunately had to change the date due to international travel changes for three of the chiefs. We are not meeting until September now. We are also preparing for our next Indigenous Education Advisory Council Meeting on June 18th. All key initiatives, considerations or challenges on campus are reported back to this body. Conversation in June will focus on branding, recruitment, the CODE land-based learning program, a project in the Divinity College, the agriculture conference and the nursing program.
- **Agriculture Conference:** Work on the agriculture conference progresses. We officially received a proposal from the facilitators, so we will start to map out the two days and present to the working group in June for a September invite. This work supports other agricultural and medicine related activities within the Mi'kmaq nation. Myself, Chelsey Purdy at the Union of NS Mi'kmaw, and the Nik Phillips, at the Tajiikimik Health Authority are working to coordinate cross province activities in this area to avoid siloing.
- **Research:** Protocols around Indigenous knowledge, as well as research on and with Indigenous peoples, places and cultural information is important for responding to reconciliation. It has been something we have discussed the need to develop for several years. Leigh Huestis has started some work on this with her team.
- **Annual Planning:** OLAI is often in reactionary mode. In part, it has been because we have never had a strong budget to allow us to do planning, nor have we had a team that work can be divided between. It is really exciting to report that this year feels different. We have most of the program of activities determined for the coming year and have shared this with different key folks on campus for the upcoming year.

Zabrina

Campus Culture

Celebrating & Supporting People

- **Regular Meetings of Academic Leaders:** In response to suggestions at the recent gathering of academic leaders for a Schedule H Town Hall, I will be setting up regular meetings for Deans, Directors, Heads, and Coordinators across the university to come together and share ideas and resources, look for opportunities to collaborate, and problem-solve together.

- **Professional Development & Leadership Opportunities:** Work continues on creating professional development and leadership training series for Heads, Directors, Deans, and other academic leaders in the PVPA portfolio to create community, bring people together in shared learning, and enhance skills, knowledge, and ability in these critical leadership roles. A yearly schedule of events is currently being created with input from these portfolios.

Financial Health and Sustainability

V. Streamlining & Unifying Academic & Financial Portfolios and Planning

Some key initiatives include:

- **Enhancing the Faculty Model:** We are finalizing a brand new Faculty Model combining data from the Provost's Office, the VP Finance and Administration Portfolio, Human Resources, and AUFA's files. As part of this process, the faculty model is being rebuilt so that all parties have near-real-time access to faculty complement numbers, planning, and forecasting. Special thanks to Craig Anderson, Duane Currie, and Burc Kayahan for their excellent and detailed work on this.
- **Open Acadia Restructuring & Growth:** Work continues to restructure Open Acadia, under the leadership of Dr. Lauren Wilson Finnis and Director, Jack Rice to create revenue-generating opportunities through Open Acadia.

Updates from the Faculties

Faculty of Arts

Personnel Report

- **New Team Member:** A Tenure-track position search has been completed in the Law and Society Program. This position, accepted by Dr. Emily Lockhart, represents an important structural addition to one of the fastest-growing programs in the Faculty of Arts.
- **New Coordinators & Heads:** **Anne Quema** has accepted a three-year term as Coordinator of Women's and Gender Studies, and **Alice Cohen** has switched from a one-year acting coordinatorship of Environmental and Sustainability Studies to a full three-year term beginning on 1 July, as has **James Sedgwick** in the Department of History and Classics. **Kait Pinder** begins a three-year term as Head of English and Theatre, and the faculty are very grateful to Jessica Slights and Kevin Whetter who have served in an acting capacity in that role for the last year.

The following career-advancement milestones were achieved by colleagues in the faculty and will take place July 1, 2025:

- Michelle Damour – Promotion to Instructor II
- Amanda Peters – Renewal of appointment
- Julia Rombough – Renewal, Tenure, and Promotion to Associate Professor
- Jeffrey Sachs – conversion from Instructor to Assistant Professor with Tenure
- Kate Ashley – Promotion to Full Professor
Barry Watson – Promotion to Full Professor

Arts Activities

- Alex Marland, the holder of the Jarislowsky Chair in Trust and Political Leadership, hosted and moderated the first gathering of political experts, including former Deputy PM Anne McLellan and Ian Brodie, Chief of Staff to Stephen Harper, to discuss “Leadership and Trust in Canadian Politics” at the K.C. Irving Environmental Science Centre in July 2024.
- Aaron Taylor led a battlefield recovery mission to Austria as part of Acadia University’s partnership with the US Defense POW/MIA Accounting Agency. Ten undergraduate students, two graduate students, and several volunteers formed the team whose mission lasted for six weeks and which was profiled in *The Globe and Mail*, also in July 2024.
- The BAC Talks series continues into its third year and a wide range of expertise and research talks have significantly enriched the dissemination and discussion of the work we do in the Faculty. It is gratifying to see the series increasingly reflected in brown-bag and other semi-formal talks happening across units in the faculty. The stimulation of this kind of activity was one of the goals of the original organizers of the BAC Talks series, and it is exciting to see it bear fruit.
- Faculty members’ activities firmly place them as essential partners working to challenge injustice and build resiliency in our communities. Lesley Frank’s Fed Family Lab currently has no fewer than six different projects concerning food security, child poverty, and nutritional richness in Nova Scotia. Judith Leidl has engaged Acadia University students with an interest in art to work collaboratively on projects to beautify our campus – the Kinesiology Students’ Class of 2024 gift to their School, for example, or the mural in the Launchbox – and also to support the work of local community organisations.
- The year 2024 was a special one for the Acadia University Art Gallery. The year began with the 30th Annual Acadia Art Exhibition, which showcases the talents of

local artists, including the faculty and family members of faculty from across our campus as well. This was followed by what can only be described as a triumphal connection of the humanities and the natural sciences, in *Thaddeus Holownia: The Heart of the Bird*, which compared the urgency of the climate crisis with the pain of personal loss; in a difference of tone and levity we were fortunate to experience *Terry Robison: Other People's Lives – the Garbage Day Collection*, a perfect example of art created from found objects. This was followed by the Fall exhibition, *Beyond La Llorona: Women and Resistance in Oaxacan Printmaking*, a striking marriage of socio-political resistance with the power of the image, which was extended to 31 January by popular demand. In February the Gallery hosted the 31st Annual Acadia Art Exhibition, completing another annual cycle in the work of the Gallery.

- Acadia and the Faculty of Arts hosted the Annual Conference of the Atlantic Mediaeval Association in November (15th-16th). This is the first time the conference has been held at Acadia for several years, and its return was very welcome. Congratulations to organisers Jennifer MacDonald and Kevin Whetter, and thanks to all the participants, for such a successful gathering.
- Members of the Acadia community marked the 35th anniversary of the Montreal Massacre in December with a very well-attended event at the Farmers' Market. This moving and powerful commemoration was organised by faculty, students, and staff in the Women's and Gender Studies program, for which we are deeply grateful. Wanda Campbell published *A Cairn of Poems* to mark the anniversary, with sales supporting the work of the Mi'kmaw Family Healing Centre and Chrysalis House. Thank you, Wanda.

Faculty of Professional Studies

School of Business

- In February, the School of Business was pleased to host Visiting Professor Dr. Mariana Paludi from Universidad Técnica Federico Santa María in Chile. While she was with us, Dr. Paludi advanced research projects with Dr. Ryan MacNeil and with Dr. Kristin Williams. She gave guest lectures in Dr. MacNeil's entrepreneurship and innovation class and in Dr. Randy Newman's women in science class. Dr. Paludi also gave a public talk on women in science in Chile, and this was jointly hosted with the Faculty of Pure and Applied Science.
- **Student news:**
 - Dawson McCulloch won the Frank H Sobey Award for Excellence in Business Studies.
 - The Accounting Society hosted a free tax clinic in Patterson, filing tax returns for 82 students across campus. This initiative was student-led and organized, with

- Chyler Smith handling the administration of the clinic, including educating students on what is needed to file a tax return and the benefits of doing so.
- Enactus also shined at regionals and will be competing at Nationals in May in Calgary. Acadia won first place in the innovation and impact challenge (Biochar), first place in the resilient youth category (Sophia Rae) and second place in the Canadian Tire sustainability challenge (Acadia foodsharing project).
- AWIBS hosted their second annual event celebrating International Women's Day, called an Evening to InspireHer. This event and the society continue to draw interest from across the university through their membership and programming.
- **Case competitions:**
 - Acadia University hosted the first annual CPA NS Education Foundation Case Competition, which was fully sponsored by the CPA NS Education Foundation. The case was written by Ashley Doyle and Edith Callaghan, based on the NSERC funded Flax Fibre to Fabric project that they are currently co-researchers on. Judges included Patricia Bishop, owner of TapRoots farm who is a partner on the research project, David Henry, a consultant on the project and Ann Huntley Doyle, a researcher on the project.
- In BUSI1703 - Intro to Business this winter, we ran the [AIM2Flourish Case Study Competition](#). This is a global case competition out of Case Western Reserve University (Ohio), where students learn about the UN's SDG framework and learn to apply it to real business value chains. To date, we have had three of the group cases published on the AIM2Flourish site and they will be considered for the global competition.

Department of Community Development

- **The Land-based Learning Field Course:** This field course will immerse students in eco-cultural approaches to sustainability and community through a partnership between Nestuita'si Storytelling based in L'sitkuk (Bear River First Nation) and the Environmental and Sustainability Studies and Community Development programs at Acadia. This course combines land- and community-based teachings with hands-on projects, strengthening community-university partnerships. A multi-year grant from the CFNS VISIONS Fund will fully fund one cohort of the program for three years.
- **Foundation Experience – Art of Welcoming:** On March 7th, 2025, Acadia Community Development students participated in a Foundations Experience Lab in Kentville, hosted in partnership with YREACH and the Town of Kentville's Diversity and Belonging Task Team. During the experience, they interviewed 27 community members who are newcomers to the Kentville area and/or community leaders engaged in supporting new Canadians, either through formal organizations or community groups (a total of 12 community organizations were involved). After the interviews, the students attended a data analysis workshop to highlight the overall themes from the interviews. Over the next two weeks in class, the students and instructor wrote a formal report, which was delivered back to the participants and community organizations.
- On March 8th, we hosted the second day of the Foundations Experience Lab at Acadia, which included faculty session rotations, team-building exercises, and a human library

experience. The weekend's food was catered by Calypso Bites, a newly established Acadia student-owned and operated catering business.

- **CODE External Review:** The Community Development program underwent an external review on March 20-21. Reviewers highlight in their final report that *“CODE is perceived as a model unit for Acadia, and embodies what Acadia teaching, research, and service is all about. Overall, CODE is successful in achieving its goals and objectives and contributing to helping Acadia reach its vision and mission... CODE is successful in delivering high-quality, impactful undergraduate and graduate programs. CODE is driven by a group of passionate educators and researchers who “walk the talk” in terms of integrating their stated values with their teaching, research, and service practices.”* A CODE retreat in May will focus on a series of reviewer recommendations, including curriculum mapping.

School of Education

- The Africentric B.Ed Cohort began after the winter holidays bringing an incredible cohort of students into this 3 year alternative offering that allows students to continue with their various job and family commitments while working on their Bachelor of Education and is acting as a strong example of how alternative programming can create access for larger, more diverse populations.
- The B.Ed Program external accreditation review process happened in March and April and included a 3 day site visit from April 1st to 3rd. The School of Education faculty and staff did an incredible job presenting multiple engaged views and reflections through the process.
- The School of Education is actively working to respond to the Nova Scotia government's Strategic Alignment Plan and Bilateral Agreement, looking at various options for program delivery. This will be a time of visioning and planning for the unit.
- Mark Adam will be finished his role as Acting Director at the end of June and the University has begun the process of hiring a new director for the School of Education.

School of Kinesiology

- **Academic Support Initiatives:** The initiative to provide academic support to Kinesiology students especially in their 1st and 2nd years was successful as evidenced by regular use of the Academic Support for Kinesiology students (ASK) Help Centre; an open house, primarily designed for students in their 1st and 2nd years, was held to showcase the different academic pathway options within the BKIN degree; the SOK Equity, Diversity and Inclusion committee recently held a half day workshop in which we

examined inclusive practices in our curriculum; the terms of reference for a SOK Professional Concerns Committee to deal with professional code of conduct concerns involving students or staff in community engagement and service learning experiences was passed; and reviewers from the Canadian Association of Athletic Therapists conducted an accreditation review of our Athletic Therapy program in mid-March.

- **Knowledge mobilization:** March and April saw faculty and students engage in lots of knowledge mobilization/translation activities; the SOK supported a Women in Sport Symposium on International Women's Day; the Acadia Kinesiology Student Society (AKS) hosted its biannual conference themed "Physical literacy and kinesiology-The connections between exercise and professional practice"; students presented their research at the Atlantic Provinces Exercise Scientists conference in PEI, the Dalhousie Crossroads conference as well as in-house at the annual Student Research Presentations which has expanded from Honours thesis presentations to include research from Independent Studies as well.
- **Celebrations:** It's also the time of year to celebrate our successes. The AKS held their annual banquet, faculty had the pleasure of nominating students for awards that recognize excellence in a variety of areas; students nominated faculty for awards handed out at the annual AKS Banquet; Prof. Scott Hennigar and Dr. Robert Pitter received the honour of being named Professor Emeritus by Senate; and planning is underway to celebrate the graduates of our undergraduate and first cohort of graduate students! We also celebrated Tristan Murray who was the first MAK graduate student in the Applied Research stream to defend his masters thesis, and the first cohort of students in the Coaching Professional stream who presented their capstone projects.

School of Music

- **New Team Member:** The School of Music is so pleased to welcome Carol Stephens to our AUSOM team. Carol has previous experience in academia and has been a calm, organized, and positive presence in our school. It should be noted that Carol officially began her work in the SOM on the first day of March-madness. She has officially made it through her first concert, jury, and exam season and is still smiling! Thank you, Carol.
- **Eco-Fest:** Our inter-disciplinary Eco-Fest, entitled *The Teachings of the Water Festival*, included presentations, workshops, performances by students, faculty, and guests. Our Indigenous guests were Dorene Bernard, Shalan Joudry, and Leah Creaser, along with Metis composer, Dr. T. Patrick Carrabré as our Musician in Residence. Dr. Michelle Boyd (Music) spear-headed this exciting interdisciplinary event, along with significant leadership from Dr. Deanne van Rooyen (Earth and Environmental Science). We thank all those on campus who offered logistical and financial supports.

- **Review Process:** Beginning in January, we initiated an internal School of Music review process. We have interviewed stakeholders (students, graduates, professionals), gathered admission and enrollment data, invited guests (senior leadership), began curriculum renewal, started on developing a program purpose, and held many roundtables and multiple retreat days. The faculty and staff team in the School of Music is committed to program revitalization (our word, not the governments) and is intentional in doing this in a collaborative and creative way.

School of Nursing

- **Placements:** Nursing students have completed their first round of placements in different healthcare specialties, including pediatrics, labour and delivery, mental health, and medical surgical care. Although all of these clinical placements were in hospitals, we have some exciting new placement partners coming up for spring/summer term, including Evergreen Home for Special Care, Brigadoon Village (specialized medical camp), and EHN Canada (a mental health and substance use treatment centre).
- **New Team Member:** We have hired a new Clinical Placement Coordinator, Katherine Sansom, who is already providing excellent leadership in building partner relationships and navigating the complexities of nursing clinical education.
- **Growing the Team:** Our School is also poised to grow, with current competition underway for 2 tenure track and 5 limited-term nurse practice educator positions.
- **Program & Curriculum Development:** We are also actively building our stand-alone program for Acadia University. A key part of this is a partnership with Tajiikeimik, Nova Scotia's Indigenous Health Authority. Joint working groups between the existing School of Nursing and Tajiikeimik are underway for creating all aspects of the new School.
- **Emerson Renovations:** Lastly, our current home in Emmerson will be under (light) renovation again, as we build a second campus-based clinical practice space on the main floor of the building. It will house physical health assessment and pharmacology practice.

FPS Library Report

- The library hosted a Thesis Writing Retreat for honours and graduate students on January 23-24, which provided drinks and snacks and was an opportunity to promote library supports for honours students.
- The library hosted more pop-up lunch events with the Acadia food cupboard throughout Winter Term and wrapped up on March 19.

- A February games night was co-hosted with Black Students Association. FYI: The library always has board games and puzzles available at the access desk!
- Mend Your Broken (Hearted) Books, a book-mending clinic, was hosted by the Library on February 27. Patrons were invited to bring books needing extra care. Staff were on hand to repair and reattach book pages and covers, as needed.
- The library now has two projectors available for patrons to borrow and use in the library, ideal for practicing class presentations.
- Throughout the Winter Term, the library continued to offer de-stress activities and visits from therapy animals (we welcomed our usual dog pals as well as a very popular visit from some snakes!). Every Tuesday in March, there was a free study café in the Quiet Reading Room with hot drinks and snacks.
- During exams, the library provided snacks, more animal visits, video games, a scrapbooking workshop, and a yoga practice. Events also took place in partnership with the Acadia Counselling Centre and Acadia Yoga Club.
- Digital archivist Ciaran Purdome gave a talk on March 12 about using web archiving tools to access public data and webpages that could be lost due to the current American political landscape. Mike Beazley also presented on Acadia's participation in the Borealis data repository.
- The library team has spent this academic year preparing for its departmental review, which was conducted in early April.
- A book display was set up in April for Sexual Assault Awareness Month. The library and the Sexual Violence Response and Education Office invited members of the Acadia community to write anonymous letters of support to survivors of sexual and gender-based violence, which were printed out and featured at a display table on April 3rd along with other resources.
- Please reach out to your subject librarian if you'd like to collaborate on any project ideas, or if you would like to request a book for the collection. And it's never too early to plan information literacy sessions or other classroom visits!

Faculty of Pure and Applied Science

New Team Members:

- This past year we welcomed new tenure track Professors and probationary Instructors into FPAS. Dr. Garrett Allen (Biology), De. Esteve Hassan (Computer Science and Engineering), and Dr. Dawn Ryan (Psychology) were all appointed to tenure-track positions. Jennifer Kershaw (Biology) and Danielle Quinn (Math & Stats) began new probationary Instructor positions, though both have been at Acadia in other positions
- Across the faculty this year there were a number of appointments and re-appointments to CLT positions this past year, including: Dr. Wasu Fernando, Dr. Alamelu Bharadwaj, and Prof. Kendra Sampson (Biology); Dr. Sandra Barr

(Earth & Environmental Science); Dr. Sara Maleki (Engineering); Dr. Nathan Grieve (Math & Stats); Profs. Acacia Puddester and Judy Lowe (Nutrition & Dietetics); and Drs. Zhemeng (Sunny) Wu, Ken Leslie, and Matthew Orr (Psychology).

- Two units have added new tenure-track faculty who will be starting this fall. Earth & Environmental Science will welcome Dr. Zhenhao Zhou, who has a broad background in the fields of igneous petrology, metamorphic petrology, and magmatic ore geology with research examining critical mineral deposits. Dr. Jane Francis, currently a postdoctoral researcher working with Leslie Frank in the Fed Family lab, will be joining the School of Nutrition & Dietetics. Dr. Francis's research spans clinical nutrition and public health and is already well-established in the Nova Scotia/Health context with existing partners.
- Two new Adjunct professors have been appointed to FPAS: Dr. Nick Hill, Coordinator, Southwest Nova Biosphere Reserve Association Wetland as adjunct to the Department of Earth & Environmental Science; and Dr. Nasimul Noman, University of Newcastle (Australia) to the School of Computer Science.

Staffing Changes

- Last July there were several organizational changes within FPAS. Dr. Jeff Banks and Dr. Richard Karsten began new terms as Heads of the Department of Chemistry and the Department of Mathematics & Statistics, respectively, and Dr. Liesel Carlsson was appointed to the position of Acting Director of the School of Nutrition & Dietetics. Dr. Nelson O'Driscoll was reappointed as the Coordinator of the ENVS program and Dr. Juan Carlos López began a 3-year term as the Assistant Dean of FPAS, Equity, Diversity, and Inclusion.
- This fall Dr. Glenys Gibson will be taking a well-deserved sabbatical, and Dr. Kirk Hillier will be filling in as Acting Head of Biology during that time.

Career Milestones

This year we had a number of people achieve career milestones. Congratulations to all those who have been successful in their applications, and thank you to all of our colleagues who gave their time to serve on the DRC committees and on the URC.

Renewal

- Amir Eaman, Computer Science
- Laura Ferguson, Biology
- Stephanie Gauvin, Psychology

- Zoë Migicovsky, Biology

Promotion to Associate Professor

- Iain Beaton, Math & Stats
- Stephanie Gauvin, Psychology

Tenure and Promotion to Associate Professor

- Mo Snyder, Earth & Environmental Science

Promotion to Full Professor

- Liesel Carlsson, Nutrition & Dietetics

Retirements

- Danny Silver, Computer Science
- Patti Davis, Dean's Office
- Lynn Graves, Earth & Environmental Science
- Heather Turner, Psychology
- David McMullin (Earth & Environmental Science) will be retiring at the end of June, and I hope you will join me in wishing him well. David has been awarded the title of instructor emeritus in recognition of his many years of teaching and service to Acadia.

Staff Changes

- In July, Mary-Jane Sypher joined the Dean's Office from the Department of Math & Stats, and Nadine Keith joined Math & Stats in September. In October, Tanya Kennie joined the Department of Earth & Environmental Science to replace Lynn Graves, and Jenna Watson-Findley moved from the School of Engineering to the Department of Psychology in January. In April, Katie Hall joined the School of Engineering.

Events

- In the Fall the Department of Physics hosted their successful week-long Acadia in the Stars, featuring award-winning Particle Physicist and popular science author Dr Jeff Forshaw of the University of Manchester.
- The FPAS Speaker Series also ran this year, including talks by Dr. Liesel Carlsson (Nutrition & Dietetics) on The Social Impact Potential of Dietitians on Planetary

Health and Dr. Allison Walker (Biology) on Dispatches from the Bay of Fungi: Coastal fungal biodiversity research at Acadia.

- The Huggins Science Seminar was held on March 31st. Dr Emily Haigh, Chief Mungo Martin Research Chair in Indigenous Mental Health at the University of Victoria, (University of Victoria) presented on her efforts to build a research program focused on increasing expertise in applying Indigenous knowledge and methodologies in clinical psychology, and in producing Indigenous-led knowledge on new approaches to understanding and promoting mental health.
- Students in FPAS have attended recent Science Atlantic Conferences this past term in Biology and Applied Aquatic Sciences, Nutrition and Foods, and on the Environment. A number of Acadia students won Science Atlantic awards this past year.
- Several successful events have been held in late March and early April to celebrate the achievements of FPAS students this year. In Engineering, Design 1 students held their annual bridge construction competition, and Design 2 students held an Expo to showcase their engineering design projects for the year. On April 4th, the Psychology Department held their annual Honours Thesis Conference, with 19 students presenting on their research from the year. Biology held their 28th annual Biofeedback Conference, with 18 students presenting their research projects. Similar presentation events were held in Earth & Environmental Science, Math & Stats, Nutrition & Dietetics, Chemistry, and Computer Science.

Curriculum and Programs

- The Bachelor of Science with major in Applied Bioscience will be taking in its first cohort of students this fall. A search is currently ongoing for the first faculty position connected to this program.
- The new course-based MSc in Computer Science is also planning for its initial cohort of students entering this fall.
- Program reviews were completed in Math & Stats and Biology, though further reviews that had been planned are on pause for a little while.

Recruiting

- As of May 5th, there were 387 new students admitted into programs in FPAS departments, compared with 435 in 2024, 423 in 2023, and 520 in 2022. International (new) student numbers continue to be considerably down from past years. In 2023 Acadia had 186 international students admitted at this point in the cycle; this year we have 75.

Renovations

- Last summer saw renovation projects completed, with HSH 049 refreshed and repurposed as a new space for Physiology and Anatomy Labs to provide additional space needed to support the new Nursing program, and significant renovations to room HSH 118 in the Math and Stats Department and the attached Math & Stats Kitchen/Lobby. During the winter term work was done to refresh room HSH 412 in the School of Nutrition & Dietetics, turning an underused space into a bright, refreshed space that can accommodate labs.
- Work has begun on renovations this summer to two additional spaces: HSH 206 in the Physics Department and HSH 010. Both are scheduled to be back in use by late summer.

Thank-Yous

- A huge round of thanks from me to the group of Heads and Directors in our faculty. This group works incredibly hard on your behalf, all throughout the year. We meet weekly during term, and they have been excellent at representing your interests and concerns, and at celebrating your achievements.
- I also want to thank Mary-Jane Sypher for all of her work the past several months as she has transitioned into the Dean's office and taken on a number of projects aimed at improving things in FPAS, including clearer and more efficient and effective processes, and fostering supports and culture, especially among staff and students.

News from the Units

BIOLOGY- Dr. Glenys Gibson

The Department of Biology has had a productive and successful year. This year, we welcomed Dr. Garrett Allen into a TT position in Marine Invertebrate Biology (effects of climate change on crabs, lobsters and other coastal animals), Jen Kershaw into a continuing Instructor position (biodiversity of plants and animals), and Dr. Wasu Fernando, a cancer biologist, into a 36 month CLT (human biology). Dr. Zoe Panchen led a very successful Field Biology and Natural History course in Bon Portage Island, a course we have not been able to offer for a few years related to COVID. Jen Kershaw has stepped into a new role as Collections Manager in the Wildlife Museum and has developed popular outreach activities for a large number of school groups, clubs, and community groups. We also are in the midst of an Academic Program Review.

Trevor Avery and Russell Easy chaired a Science Atlantic conference at Acadia this March for the Biology and Applied Aquatic Sciences (BAAS) section. Plenary speakers were Benjamin de Jourdan from Huntsman Marine Science Center and our very own Laura Ferguson. Kendra Sampson and Allison Walker are organizing the Atlantic Canada Estuarine and Coastal Science conference (ACCESS) at Acadia (May 28-30), with a special theme of Coastal Microbial Interactions. Both conferences showcase student research and provide wonderful networking opportunities for students and faculty from across the region. Biology was also proud to be part of the Thrive Conference this month and presented a mini-lab (Pathology 101; Melanie Coombs, Wasu Fernando and Glenys Gibson) and tours of the Wildlife Museum (Jen Kershaw). Juan Carlos López continues in his role as Assistant Dean of EDI for FPAS and serving as the Director Teaching and Learning for The Maple League of Universities, providing many wonderful opportunities for us to enhance our teaching practices.

The Bio Society has had an exceptionally busy year. They continue to offer the successful Bio Help program providing near-peer support to 1st and 2nd year students and other long-standing events such as the always popular Course Gong Show, where faculty have 3 min to pitch their courses to students and the Bio Banquet. This year, the Keith Porter lecture at the Bio Banquet was recent graduate Dr. Claire Bullock who provided an inspiring presentation on how her BScH BIOL degree prepared her for a career in medicine and research on Lyme Disease. The Bio Society has developed several new initiatives including a Writing Club, a Career Panel which provided ~ 80 participants with an opportunity to get career advice from eight recent Biology graduates, and a new panel called Ask A Fourth Year to provide further near-peer mentoring.

CHEMISTRY- Dr. Jeff Banks

We had a typically busy winter semester this year in the Department of Chemistry.

Students:

Joseph Nazak successfully defended his MSc. thesis titled “Laser-Induced Recovery of Omega-3 Fatty Acids from Thraustochytrids” in January. We also had 7 students successfully defend their Honours Thesis. And this year our Honours students also present their work at a Chemistry Honours Poster Session held in the lobby of Elliott. It was very successful, and we are likely to continue. Another 7 students completed Research Projects (CHEM 3913 and CHEM 3923) with various faculty. This summer close to 30 students will graduate with some form of a chemistry degree (Honours, Major, Double Major).

Faculty Publications:

Dr. Amitabh Jha had 2 publications come out this semester with 3 undergraduate student authors (in bold) from Acadia (as well as 2 PDFs):

- 1. Srivastava S, Luo J, Whalen D, Robertson K, Jha A*. Concise synthesis of naphthalene-based 14-aza-12-oxasteroids. *Molecules*, 30, 415 (2025).

- 2. Jha M, Youssef D, Sheehy H, Jha A*. Synthesis and pharmacology of clinical drugs containing isoindoline heterocyclic core. *Organics*, 6, 3 (2025).

Faculty Seminars:

Dr. Matthew Lukeman gave an Invited talk titled “Enhancing Acid Base Reactions in Excited Molecules” to the Department of Chemistry at St. Mary’s University on Jan 31.

Dr. Nicoletta Faraone gave an invited talk titled “Chemistry in Motion: from Natural Products to Ecological Interactions” to the Department of Chemistry at Dalhousie University on March 28.

Curriculum Mapping:

In December, Dr. Dale Keefe organized a Curriculum Mapping Workshop for the Department of Chemistry. It was attended by all faculty and facilitated by Dr. Elizabeth Gillis, formerly a Senior Educational Developer at Dalhousie University (funded by the Office of Teaching and Learning Excellence). This work is ongoing, and we hope to complete it in the coming year.

EARTH & ENVIRONMENTAL SCIENCE- Dr. Nelson O’Driscoll

The Department of Earth and Environmental Science (EES) is very happy to be welcoming Dr. Zhenhao Zhou as a new tenure track faculty member this July. Dr. Zhou has a broad background in the fields of igneous petrology, metamorphic petrology, and magmatic ore geology with research examining critical mineral deposits. EES is also very happy about our new articulation agreement with Yukon University for a 2+2 transfer program directly into the BSc GEOL or BSc ENGO programs in the department. EES was well represented at many student conferences and professional meetings this winter (e.g. AGSC; Sci Atlantic Environment; PDAC).

The Acadia Petrographic Laboratory (APL) within EES collaborated with Dalhousie Geoscience professors Dr. Grant Wach and Dr. Lexie Arnott, as well as Nova Scotia Heritage and Joggins Cliffs UNESCO World Heritage site to explore the formational history of Joggins. A new genus of invertebrate was discovered and several undergraduate theses were supported. The Administrative Assistant position in EES was recently upgraded to SEIU grade 3. Finally, this is the last term as a full-time instructor for Dr. David McMullin who is retiring from Acadia on June 30th this year. David was just awarded the title of instructor emeritus in recognition of his many years of teaching and service to Acadia.

IVAN CURRY SCHOOL OF ENGINEERING – Dr. Scott Bishop

The School of Engineering offers Year 1 and 2 of a four-year B.Eng. degree program, therefore, our goal is to grow and build our relationships with Dalhousie and other universities that might offer new and unique engineering disciplines. This year we were excited to work with Dalhousie on a new Computer Engineering discipline that will be available for our students starting Year 3 at Dalhousie in September 2026. We have also been working to develop

relationships with UNB that offers unique opportunities in Engineering Physics, Geological Engineering, Geodesy and Geomatics Engineering, and Software Engineering; and Memorial University that offers a Ocean and Naval Architectural Engineering program.

We had an incredible and motivated group of students this year that represent Acadia at events such as the Engineering Leadership Summit in PEI (8 students attended), Atlantic Engineering Competition in NB (16 students attended), and other Atlantic Council of Engineering Student conferences and events. The students hosted multiple study nights where senior students were able to help and support first year students, karaoke and trivia nights, Pi the Professor Day (with Dr. Andy Mitchel and Dr. Martin Tango bravely volunteering to participate), and our annual banquet where they obtained the most industry sponsorships we had in a long time. The Engineering students also beat Biology, 4 - 2, in the annual hockey game.

The School of Engineering is also very excited to welcome Katie Hall, the new Administrative Assistant for engineering.

JODREY SCHOOL OF COMPUTER SCIENCE – Dr. Darcy Benoit

This past term the Jodrey School of Computer Science:

- Successfully hosted our 20th Annual Robotics Competition in March, with 50+ teams attending over two days. Dr Benoit recently received an NSERC PromoScience grant (\$83,100/3 years) to support the Acadia Robotics program.
- Held our annual Banquet in the Clark Commons. Dr. Mahfuz was awarded the “Professor of the Year” award, voted on by computer science students.
- Dr. Amir Eaman was successful in his renewal application.
- We are currently undergoing our national CIPS accreditation process.
- We have launched our new course-based and project-based graduate program, with our first cohort of students expected to start in September.
- Dr. Andrew McIntyre was involved in the formation of the AI Atlantic Research Consortium and is co-organizing the first summit event taking place at SMU in May.

MATHEMATICS & STATISTICS – Dr. Richard Karsten

Special Sessions:

The department also hosted several special sessions for our students, featuring guest speakers: **Dr. Marco Pollanen** (Trent University) — *Math for Humanity: Tackling Drought, TB, and Landmines*; **Miranda Koivu and Claudia Watt** —

Information Session on Actuarial Science (TELUS Health); Paige Levangie — Atlantic Canada Data Science Tour.

13th annual Acadia University Mathematics Competition:

This year we had 35 people write the competition and included high school students for the first time. Congratulations to the winners: Best Overall: **Michael Warford**, Best First Year: **David St. Croix**, Best High School: **Damnada Ransen**

Student Scholarships:

Two Acadia students (Sophie Farina, Erin Hughes) received the Atlantic Association for Research in the Mathematical Sciences Undergraduate Student Research Awards. . (This is the first year that these USRAs have been awarded. The awards were set in in large part to the expressed need for such funding that was raised at our Program Review. Acadia was awarded 2 of the 4 awards.)

Research Funding:

- Dr Iain Beaton was awarded a 5-year Discovery Grant from NSERC totaling \$129,000
- Nathan Grieve and Lie Fu (U. Strasbourg) were recently awarded a joint award on the general theme "Cohomological and Arithmetic aspects of orbifold geometry - recent and emerging developments" by the French CNRS IEA program
- Nathan Grieve and Emmanuel Haven (MUN), “Workshop on the Use of Quantum Algorithms/Formalisms in Finance” at the Fields Institute, Toronto, this October 2025.

SCHOOL OF NUTRITION & DIETETICS – Dr. Liesel Carlsson

Student Preparedness: SND has been focussing on ensuring our students are prepared for careers of their choice. This year, we have increased the experiential and practical learning opportunities in our program. We have been: revamping a space in our unit to better support hands-on learning for nutrition assessment, nutrition counselling, and performance nutrition; increasing the number of local field trips to breweries and hospitals to see theory in practice and talk to those working in the field of food and nutrition; and updating our ability to be strong and responsive to the changing needs of our dietetic practicum partners at Nova Scotia Health through curriculum feedback processes for some senior level courses.

SND Stability: We are grateful to and looking forward to continuing to work with Dr. Jane Francis, who is joining us to increase our capacity for clinical nutrition education. Dr. Francis is a current post-doctoral research fellow working with Dr. Lesley Frank (Sociology) in the Fed Family Lab, and there is tremendous opportunity for cross-curricular connections.

Keeping great things going: In March our student society hosted a banquet to celebrate another great year. Faculty were able to celebrate excellence in our student leaders through several awards. We also kept an internal process for

recognizing emerging leaders who demonstrate courageous, collaborative leadership skills recognized as needed in food and nutrition systems for a well-nourished world. We have begun to revisit and revise our program objectives, which have served us well over the years, to ensure they are still fit-for-purpose, and consider how to best use them to communicate who we are as a unit.

PHYSICS – Prof. Anna Kieft

The Department of Physics had a wonderful year. We started off with the Acadia in the Stars series in September, where Ruben Sandapen's McCain Visiting Professor Award brought renowned Manchester Professor Jeff Forshaw to Acadia. A week of academic and social events that engaged our students and the public including seminars and panels by Forshaw, Sandapen, recent graduate Collin Minard ('24), and Peter Williams were capped Stars off by a public interdisciplinary event "Black Holes: The Key to Understanding our Universe" featuring Forshaw and musicians The Black Hole Trio (Mark Adam, Nicholas D'Amato, Nicola Miller). In addition, we had a wonderful year of seminars, including a joint seminar with Earth and Environmental Science hosting Aldona Wiacek, an Atmospheric Physicist from Saint Mary's University. We also had the good fortune of welcoming back two Physics alumni, Medical Physicist Dal Granville ('09) and Astrophysicist Margaret Buhariwalla ('19). In addition, we were a host institution for the Canadian Association of Physicists (CAP) Lecture Tour with speaker Ivan Iorsh from Queen's University. Our unit also undertook quite a few curriculum changes, including introducing two new cosmology and astrophysics courses.

PSYCHOLOGY – Dr. Randy Newman

New Faculty:

We welcomed Dr. Dawn Ryan as the newest Tenure Track faculty member in our Unit. Dr. Ryan's research is in the area of developmental cognitive neuroscience with a focus on memory changes across the lifespan, with particular focus on aging.

New Administrative Assistant:

Following Heather Turner's retirement from Acadia, we were very fortunate to welcome Jenna Watson-Findley to our Unit. With her experience as the Administrative Assistant in the School of Engineering and as the Coordinator of Robotics, Jenna transitioned seamlessly into her new role, providing essential support to both faculty and students.

Notable Research Publications:

*** Denotes undergraduate student researcher**

**** Denotes graduate student researcher**

- **Dr. Dan Lametti**
- Lametti, D. R., Vaillancourt, G.*, & Whitman, M*. (2024). Cognitive fatigue affects word learning in adults. *Psychonomic Bulletin & Review*. <https://doi.org/10.3758/s13423-024-02618-w>

Lametti, D. R., Wheeler, E., & Palatinus, S. (2024). Lexical ambiguity resolution: The effects of context and inhibition. *Cognition*, 245, 105566. <https://pubmed.ncbi.nlm.nih.gov/39571518/>

- **Dr. Kathryn Bell**
- Bell, K.M., Howardson, R. **, Holmberg, D., Cornelius, T.L. (2025). “Warning – This content may trigger temporary discomfort, which is expected and manageable”: The effect of modified trigger warning language on reactions to emotionally-provocative content. *Behavior Therapy*, 56(2), 213–224. <https://doi.org/10.1016/j.beth.2024.11.001>
- **Dr. Stephanie Gauvin**
Bautista, M.*, Cormier, M. P.**, Maxwell, J. A., Sakaluk, J., Kilimnik, C., Merwin, K., & Gauvin, S. E. M (conditionally accepted). Broadening the lens: Implicit theories of sexuality across demographic groups. *Canadian Journal of Human Sexuality*.
- **Dr. Cara MacInnis**
- Ferry, C.*+, MacInnis, C., & Buliga, E. (2024). Intergroup contact, outgroup knowledge and advantaged group collective action: Can who you know and what you know promote social change? *Frontiers in Social Psychology*, 2, Article 1346857. <https://doi.org/10.3389/frsps.2024.1346857>
- + Caitlin Ferry (BSch '23), now a graduate student in Clinical Psychology at the University of Manitoba, received a Vineberg Graduate Award from the University of Manitoba, awarded to a psychology graduate student who published an outstanding paper.

New Funding:

- **Dr. Dan Blustein:** Recipient of funding from NSERC: Discovery Grant and Research Nova Scotia: New Health Investigator Grant
- **Dr. Kathryn Bell:** Co-Investigator & Research Mentor: Research Nova Scotia: New Investigator Grant (Principal Investigator: Margherita Cameranesi, Ph.D, St. Mary's University)

Notable Service Roles:

- **Dr. Anne Sophie Champod** was recently elected to the Nova Scotia Board of Examiners in Psychology (NSBEP), where she plays a key role in upholding the integrity and quality of psychological services across the province. Her appointment comes at a pivotal time, as Nova Scotia prepares to implement the Regulated Health Professions Act (RHPA) in fall 2025. In this leadership position, Dr. Champod is helping to guide the transition toward a policy-focused regulatory framework that will shape the future practice of psychology in the province.
- **Dr. Stephanie Jones:** Completed her first year as Chair of the Acadia Research Ethics Board (REB) (Acting Chair for 6 months prior).
- **Dr. Kathryn Bell**
- Editorial Board Member, *Psychology of Violence*
- Executive Board Member, Association of Psychologists of Nova Scotia (APNS)

Community Engagement & Outreach:

WISE Acadia, co-led by Dr. Randy Lynn Newman (Psychology) and Dr. Melanie Combs (Biology), is partnering with Glooscap First Nation to deliver STEAM-based workshops to children and youth attending the Glooscap Family of Schools. Spearheaded by Dr. Sarah Thomas, part-time instructor in Psychology, and developed in consultation with Mi'kmaw/Indigenous Culture Coach Adam Branchaud, the programming emphasizes land-based learning, traditional Mi'kmaw knowledge, and environmental conservation. The first visit to campus was led by Jennifer Kershaw, an Instructor in Biology.

Student Engagement:

Dr. Dawn Ryan: Launched a Peer Mentoring Program for students in Psychology, pairing incoming students with senior students to foster community and peer-to-peer support.

Notable Student Awards:

- **Megan Bautista**, 4th year Undergraduate Student: Recipient of the Webster Undergraduate Research Award
- **Meaghan Hymers**, MSc Clinical Psychology is the recipient of the Acadia Outstanding Masters Research Award for FPAS for 2025
- **Amber Myatt**, Masters Student, was awarded a SSHRC CGS Masters award.

Vaughn Memorial Library and Archives

- **Library Review – First in 30 Years:** This year marked the first Library Review in approximately 30 years—a significant milestone in assessing and strengthening the services, resources, and strategic direction of the Acadia Library and Archives. The review process benefited from the insight and expertise of external reviewers Karen Keiller (MacEwan University) and Donald Moses (University of Prince Edward Island), as well as internal reviewers Dr. Juan Carlos Lopez (Biology) and Mo Snyder (Earth and Environmental Science). We are deeply grateful for their thoughtful contributions. A formal response to the review is currently in development and will be completed by August 2025.
- **Enhanced Spaces (600 Level Renovation):** The Vaughan Memorial Library and Teaching and Learning Excellence is undertaking an exciting renovation of its 600 level to create a welcoming, flexible classroom and gathering space supported by the Evans Innovation in Teaching and Learning Fund and the Esther Sleep Estate. This area will support teaching and learning activities led by both the Teaching and Learning Centre and Librarians and Archivists, fostering collaboration across campus. The renovation is guided by a commitment to inclusivity and respect for place, with inspiration drawn from a recent visit to the Nova Scotia Native Women's Association's Resiliency Centre. Design elements will reflect this influence, honouring Mi'kma'ki and integrating a sense of cultural connection, resilience, and belonging into the physical space.

- **Math Library Reintegration into the Vaughan Memorial Library:** We are pleased to announce the successful reintegration of the Math Library collection—over 6,000 titles—into the Vaughan Memorial Library. Relocating and reorganizing a collection of this size is no small feat, and we are grateful for the collaboration and care that made it possible. Special thanks to Dr. Richard Karsten, Ann Smith, Aran Simerlyn, and Lee Bezanson for their hard work and thoughtful planning throughout the project. This move enhances access to important resources, strengthens support for students and faculty, and further establishes the library as a central academic hub on campus.
- **eTheses Retrospective Conversion Preparation:** One of the Library's major initiatives this year was preparing for the retrospective conversion of Acadia's print theses into digital format for inclusion in our institutional repository. This project will greatly expand access to student research and ensure its long-term preservation. Special thanks to **Ann Smith**, whose dedication and leadership have been central to the planning and coordination of this complex initiative. We also gratefully acknowledge Josh D'Entremont for his support on the technical aspects of the project, and the many Schools and Departments that generously provided departmental copies of print theses—helping to significantly reduce costs and facilitate the digitization process.
- **Archives and Special Collections Summary:** Over the past year, Archives and Special Collections at Acadia University has made substantial progress in collection development, digitization, teaching support, and administrative policy. With the implementation of a new digital storage system, the department began accepting born-digital collections, acquiring 201 GB of digital records and nearly 15 meters of print materials. Notable additions included student club archives, presidential records, local women's organization records, and the Blair House Museum collection. A major highlight was the preliminary agreement to acquire the fonds of Gaspereau Press. Two large digitization projects—the *Health Rays* newsletter and the *Athenaeum* student newspaper—contributed to a significant increase in online engagement, averaging 900 monthly users and 12,000 sessions annually. The new Digital Archives Lab, funded internships, and future digitization plans further reflect the team's commitment to access and preservation.

Engagement with students, faculty, and the broader community remained strong. The department supported over 650 reference interactions, taught a credit-bearing course, and facilitated experiential learning for over 450 students across disciplines. A redesigned website and expanded online tools have helped researchers access self-serve reference materials more easily. Policy work also advanced, with the development of a new University Records Policy and improvements to archival description systems. Special Collections focused on preserving local newsletters and preparing for a major upcoming move, while also receiving a large donation to the Watson Kirkconnell collection. These achievements highlight the department's continued leadership in archival stewardship, teaching, and digital innovation.

- **Web Archiving Workshop:** On March 12, 2025, the library hosted "Unlocking Web Archives: Tools and Techniques for Accessing Data in Times of Political Change," led by digital archivist Ciaran Purdome. The session focused on data preservation efforts, particularly in response to concerns about U.S. federal data going offline. Participants explored web archiving methods, current data rescue initiatives, and essential tools for capturing and preserving online content. www2.acadiau.ca

- **Authors@Acadia Series**

In collaboration with the Department of English and Theatre, the library hosted several literary events: english.acadiau.ca

- **Tiffany Morris** read from *Elegies of Rotting Stars* on October 23, 2024. english.acadiau.ca
- **Luke Hathaway** presented poems from *The Affirmations* on March 19, 2025. english.acadiau.ca

These readings, held in the library's Quiet Reading Room, are part of an ongoing effort to enrich the cultural life of the university and the wider Wolfville community. english.acadiau.ca

- **Support for Survivors:** Ahead of Sexual Assault Awareness Month in April 2025, the library partnered with the Sexual Violence Response and Education Office to invite community members to write anonymous notes of support for survivors of sexual and gender-based violence. These messages were displayed in the library, fostering a supportive environment and raising awareness. www2.acadiau.ca
- **Presentation by Dr. El Jones:** On November 21, 2024, the library co-hosted a presentation titled "Animals, Humanity, and Abolition" by Dr. El Jones, a poet, author, and social justice activist. The hybrid event encouraged discussions on social justice issues, reflecting the library's commitment to facilitating critical conversations. www2.acadiau.ca. Thanks to Agnieszka Hayes for her work as EDI Librarian.
- **Student Supports and Wellness:** Throughout the 2024–2025 academic year, the Vaughan Memorial Library remained deeply engaged in supporting student well-being, academic success, and broader campus conversations. In collaboration with the Acadia Food Cupboard, the Library hosted free pop-up lunch events during the winter term, while weekly study cafés with snacks and hot drinks were held in the Quiet Reading Room each Tuesday in March. The Library also offered a variety of exam-time de-stress activities including therapy animal visits, video games, a scrapbooking workshop, and wellness events in partnership with the Acadia Counselling Centre and Acadia Yoga Club. Thanks to Deborah Hemming for her work as Outreach and Promotions Librarian.
- **Assistive Technology Library:** The Vaughan Memorial Library is excited to become the new home for the Assistive Technology Library! This growing initiative aims to improve access to adaptive tools and resources that support diverse learning and working needs across campus. Lead by Maggie Neilson with assistance from Luke Berlemont and the Team at Accessibility Services we've begun important conversations about how to make this service as functional and seamless as possible—exploring topics like lending periods, item locations, maintenance and repair processes, and the logistics of borrowing larger items. While some equipment, like standing desks, may be best placed in spaces rather than circulated, the possibilities are promising. We look forward to bringing this meaningful resource to life in a way that supports accessibility and student success.

Through these initiatives, the Acadia Library and Archives has demonstrated a strong commitment to academic excellence, cultural enrichment, social responsibility, and student well-being.

Respectfully submitted,



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

ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION, AND GRADUATE STUDIES, INTERIM – JUNE 2025

No written announcements received.

VICE-PRESIDENT STUDENT EXPERIENCE – JUNE 2025

Student Enrolment Management, Marketing & Communications Update

June 2025

Registration Statistics

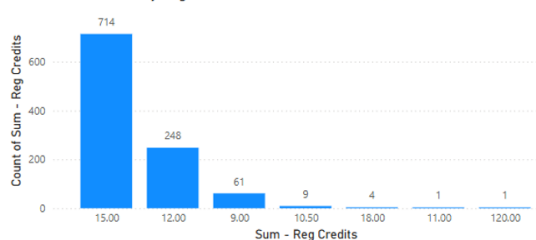
As of June 10, we have a total of 3,131 students registered for Fall 2025 across all levels: 1,851 Domestic (NS), 971 Domestic & 309 International.

Looking at Level 1 students, full-time registrations we are up 0.9% over 2023 (note, 2024 data won't be available for comparison until June 28, 2025). This increase is driven by an 8.8% increase in domestic students, in comparison to the 41.1% decrease in international students.

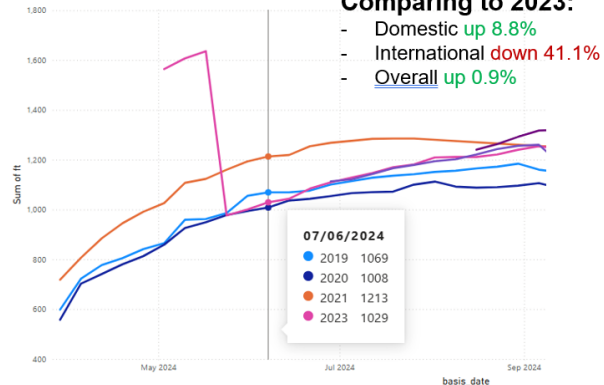
Fall 2025 Number of Registered Student by Fee Type

Stu Residency Status	Level 1	Total
DOMCA	302	302
DOMNS	640	640
INTL	96	96
Total	1038	1038

Number of Students by Registered Credit Hours (Fall 2025)



Sum of ft by basis_date and snap_Year



Recruitment (Canada)

- During the month of April, we offered 29 campus tours and had 37 prospective students on campus. April is a consistently slow month for tours due to Acadia exams.
- We ended April with a [residence life webinar](#) that drew in 130 prospective students. This webinar has also been posted to our [future students' events page](#) for any students who missed the session.
- May is a big month for Student Recruitment. We are hosting our final on-campus event, the New Student Kickoff on May 26. This event will offer our incoming first year students priority access to course registration, the opportunity to see their residence room, and a walking tour of Wolfville. We currently have 152 students registered to attend with their guests. We are also hosting the third annual First-Generation Student Webinar on May 22. This event's aim is to familiarize students with the post-secondary world and prepare them for their start at Acadia.
- The team is now in the process of assessing the previous cycle's initiatives to inform their planning for the upcoming cycle. Target markets and key events have been identified, and planning is well underway.

Recruitment (Acadia International)

- In April, Acadia launched the “[Acadia Globalization Award](#)” (AGA) initiative that recognizes international students living in Canada who are completing their entire Grade 12 year at a Canadian high school. This was supported by a calling and email campaign directed at students, counsellors and school boards across the country. The response has been favourable, with students and parents expressing their gratitude at the opportunity this presents.
- We held planning sessions in April to discuss changes to the recruitment plan for the coming cycle. These included condensing our travel plan to fewer markets based on such things as applications and admit numbers, study permit approval rates and the presence of Canadian curriculum schools. Reducing physical travel to fewer markets will allow us to do more follow-up in those markets, which should result in higher conversions.
- Mike Holmes & Mike Hennigar just returned from [ICEF](#) Vancouver, where we met with nearly 30 agents representing markets where our team will have limited or no presence. The meetings were very productive overall and should lead to new partnerships and recruitment opportunities while allowing our EAs to focus on our primary markets.

Marketing & Communications

- Launched the third iteration of our [Thank You Letter video series](#), where graduating students wrote letters to a faculty or staff member who had a

significant impact on their Acadia journey. The remaining three videos will roll out on the Acadia social channels in the coming weeks.

- Collaborated with the Acadia Students' Union and developed [election-specific social content](#) to encourage students and community members to vote in the April 28 federal election with supporting written content [outlining directions](#) and option, in addition to [highlighting student voices](#) and the importance of exercising your right to vote.
- Ran a “Win Tuition for a Year” contest in March (open to all admitted students), following the scholarship deadline/release as an incentive for students to accept their offer. The contest didn’t result in a large uptick in new admitted students.
- Team is reviewing campaign results from 24-25 recruitment cycle and beginning to plan for next year based on key learnings and opportunities.
- Highlighting research and community impact:
 - Supporting local ecosystems and highlighting student engagement with the [Halifax Speed Collaboration: New Native Plant Collaboration](#)
 - Generated national interest with our coverage of [Acadia's research involving all natural tick repellent](#) from Global News, to Cottage Life coverage.
 - [Long-term impact on student volunteers](#) of the S.M.I.L.E program – an excellent example of an applied academic experience.
 - Important research on the [levels of mercury present in Nova Scotia's coyote population](#) came out of Acadia's Mallory and O'Driscoll labs. [A recent article from CBC](#) explains why the lead researchers say their findings are “a bit alarming.”
 - [Update on Jarislowsky Chairs in Trust and Political Leadership](#)
 - **Event feature of the [Impact Network for Regenerative Futures \(IN4RF\) conference](#)** being held on campus, [highlighting Dr. Kent Williams \(F.C. Manning School of Business\) who says that we need new ways to teach, lead, and learn in service of planetary wellbeing. We need more than just incremental change—we need an entirely new story for how universities engage with the world, he says.](#)
- Celebrating Student Success:
 - [Dawson McCulloch wins Frank H Sobey Award](#)
 - [Celebrating Innovation & Entrepreneurship: Inaugural Launchbox Innovation](#)
 - [Beyond the Books: Irving Scholar Rowan Norad's Impactful Year.](#) Written by KC Irving team, ported and highlighted through main channels.
- Campus Culture and Goal advancement:

- Showcased Acadia's progression towards our EDIAR goals with a feature on the advancement of Lerato Chondoma's office and her recent appointment as a delegate for the Black Canadians Civil Society Coalition with a follow-up segment with CBC Info Morning.
- Supporting our community during sexual assault awareness month.

Admissions

- The admissions deadline for scholarship offers of May 15th has passed and we continue to accept applications for September 2025 while still making grade-based scholarship offers.
- The nursing program is full for September 2025 with a waiting list
- The BEd program stopped accepting applications May 20th.
- We are seeing a significant slowdown in PAL requests and an increase in the number of students being denied a permit.

Scholarships & Financial Aid

- As of May 20, 2025, there are 741 students with scholarship offers who have accepted their admission offer. This is 8.8% higher than the 681 students who had accepted their offer by May 20, 2025.
- This office still has access to US Loan software and incoming student have applied. For any students or families who may have reservations about applying for US Direct Loan, Acadia also works with Sallie Mae, a private loan provider.

Residence & Student Life

- **Fall 2025 Residence Occupancy:** In response to shifting needs of prospective students, Residence Life and Student Recruitment moved the residence room selection process earlier this year by approximately two weeks. The hope is that this change will allow students to make an earlier decision to commit to Acadia based on the room they received. As of May 14, there were **1,180 students booked** in residence for the fall term, consistent with numbers of June 2 of previous years due to the earlier timeline.
- **Curricular Approach in Residence:** The Department of Residence Life continues to work toward the implementation of a curricular approach this fall. This new approach, which focuses on core goals of student learning and development will follow these learning goals and associated outcomes:
 - **Learning Goal 1: Social Impact** – Students will be able to positively contribute to their communities as engaged global citizens.

Learning Outcomes

Residents will be able to...

- Conceptualize their role in reconciliation and decolonization.
- Adopt practices of environmental stewardship.
- Contribute to the success of their communities.
- Recognize how privilege, power, and oppression impacts different identities.
- Empower themselves as socially just leaders.
- **Learning Goal 2: Self-Actualization** - Students will be able to reach personalized goals through a commitment to honouring themselves as valued and unique individuals.

Learning Outcomes:

Residents will be able to...

- Apply personalized methods of holistic wellness.
- Practice transferable skills needed for living independently.
- Recognize areas of personal growth through self-reflection.
- **Learning Goal 3: Community Connection** - Students will be able to feel a sense of connection within their communities.

Learning Outcomes:

Residents will be able to...

- Create healthy relationships with others.
- Engage in fun, new areas of interests.
- Act upon creating more inclusive communities.
- Advocate for their own wellbeing.
- **Learning Goal 4: Intellectual Discovery** - Students will be able to discover new areas of intellectual curiosity to foster lifelong learning.

Learning Outcomes:

Residents will be able to...

- Develop a personalized goal-setting strategy.
- Harness holistic support resources in the Acadia community.
- Practice effective study skills.
- Connect with likeminded faculty, peers, and alumni to enhance the academic experience.

Office of L'nu Affairs and Indigenization

- **STEAM Based Opportunities for Indigenous Youth:** Dr. Sarah Thomas has been working with Glooscap First Nation youth at L.E. Shaw. The youth visited Acadia University on April 23rd for a tour of the Biology Museum. They will visit campus again in May to visit the Irving Gardens. A big shout-out to the folks who made this possible – Dr. Sarah Thomas, Jennifer Kershaw, Dr. Randy Newman and Dr. Melanie Coombs. It would be great to make this a regular part of the school program for our local Mi'kmaq youth, and it is a great way to show our young community members all the possibilities offered at university.
- **Youth sports:** This year we will be revitalizing our youth basketball camp which halted due to COVID. The last time we had a camp was in 2019. Different from past years it will be a multi-sport camp. Darlene Copeland is working with the MPALs in each of the four local communities to coordinate the event. There has always been lots of interest from the rest of Mi'kma'ki, so after this year's event we need to consider broadening it to more communities. Our amazing basketball coaches have also offered support to our team Kespukwitk to train for the Mi'kmaq summer games for a few nights in early July.
- **Convocation:** Like most of campus, we have been in convocation mode. In addition to the beaded grad caps, which were kindly paid for by the Alumni Association, Dr. Elder Lorraine Whitman handmade all the medicine pouches for students. It also has been a few years since we have had Mi'kmaq drummers at convocation, but we can report that Brad Paul was our singer/drummer and has offered to do it for future years. Lastly, we have been working closely with the communications teams supporting material development.
- **Meeting Coordination:** We are also preparing for our next Indigenous Education Advisory Council Meeting on June 18th. All key initiatives, considerations or challenges on campus are reported back to this body. Conversation in June will focus on branding, recruitment and the nursing program. Likely we will also be based the status of our Indigenous verification policy.
- **Branding:** Robyn McBain and Zabrina Whitman have been discussing the need to create a logo and a brand image for the Office of L'nu Affairs and Indigenization. We will utilize indigenous artistic submissions received previously to work on the creation of a logo. Our Indigenous Protocols Handbook is also ready to roll out, but we are waiting on releasing it until we can use the new branding.
- **Recruitment:** We are working on a detailed Indigenous recruitment strategy. This piece is in its very preliminary stages but has started. Darlene Copeland has also been busy in Mi'kmaq communities over the winter and spring, as well as working with the Confederacy of Mainland Mi'kmaq and Mi'kmaw Kina'matnewey post-secondary staff. Darlene has visited high schools in the

Annapolis Valley and Truro and attended Mi'kmaq career fairs in the Mi'kmaq communities. One of the things Darlene has noticed in her visits, is that a lot of Mi'kmaq youth have never heard of Acadia University and do not know where it is. Darlene is working on building this awareness and our strategy will focus on connecting youth to campus at a younger age. Zabrina will also be meeting with MK staff, principals and education directors to discuss a foundation year program on June 4th.

Health, Counselling & Accessible Learning

- Final Wellness Lounge event had 150 participants.
- March Spring Thaw events over 350 students attended different activities, e.g. the pancake breakfast.
- 3 Naloxone trainings were provided: Nursing students, Axe staff and 1 open to any student – 66 participants trained.
- Acadia@Night events continued to do well for offering substance free activities.
- Counselling Centre groups finished in April: Coffee, Chai, Chat (a very popular one), Men's Wellness, and Kickboxing for Trauma Survivors.
- Soup for Soup & Body - a Counselling Centre and Chaple collaboration was a positive for student – serving approx. 50 – 75 student every Thursday.
- There were 1,141 final exams written in April with Accessible Learning services.
- To continue with Pharmacist working at the Health Centre in the fall.

Acadia International

- **Exchange and Study Abroad**

The Exchange and Study Abroad Office recently implemented a mandatory travel insurance package for all outbound exchange students, with financial support from Acadia International. This ensures that Acadia students have 24/7 emergency assistance, insurance and health care services everywhere in the world. Chelsea Hanoun (Coordinator, Exchange and Study Abroad) has also been working with Tanya Comeau (ASU) to discuss crisis response protocols as they relate to inbound and outbound students. She's also addressing information and communication issues for our inbound students, particularly around registration and access to an online course catalog. Finally, she's exploring the idea of "international business" with a mandatory study abroad component with Acadia's School of Business.

- **International Student Affairs**

In late-March, the Wong International Centre held another successful International Student Banquet, complete with international cuisine and cultural acts presented by our own international students. The Banquet represents many hours of planning, coordination and hard work by the WIC staff (Roudraksh and Sadia), student volunteers and the student performers themselves, together with support from Physical Plant and catering by Chartwells. Always a sold-out event, the only regret is that we don't have a larger venue to accommodate all of the interested students, faculty, staff and community members.

Ongoing Projects

- **FYE Modules**

Acadia has joined a national research initiative led by Saint Mary's University (SMU) focused on enhancing the academic success of first-year students. SMU developed a series of online learning modules — known as SMU Spark — designed to build foundational academic skills among new undergraduates. A multi-institution research project is now underway to assess the effectiveness of these modules across four Canadian universities, including Acadia.

As part of this collaboration, SMU has provided full access to the module materials for local adaptation. Teams from the Office of the Vice-President, Student Experience, and the Office of the Vice-Provost, Teaching & Learning Excellence, are currently updating and customizing the content for Acadia students. The project will examine the impact of these modules on student persistence by comparing outcomes between students who engage with the materials and those who do not.

On April 28th, representatives from SMU visited Acadia to participate in an information session with faculty to discuss the ways they have used the modules in the past. The SMU representatives discussed the increased persistence rate amongst students who completed these modules. Following the info session, faculty at Acadia were invited to express interest if they would like to consider incorporating these modules.

- **Digital Services Project**

Building on the findings from the one-stop shop research initiative, it became clear that students would benefit from a centralized online hub for accessing key information, frequently asked questions, and common university processes. Acadia continues to investigate ways to develop the one-stop shop concept for the benefit of students but at a reduced cost than what was originally envisioned. Staff are meeting with vendors and developing alternatives that will still yield positive improvements for the student experience. In the meantime, the digital services project aims to improve the online experience through two main components:

1. The creation of a suite of knowledge base articles (KBAs) designed to give students quick, accurate access to essential information through a single online location.
2. The launch of a new student portal powered by Ellucian Experience, which will offer a personalized dashboard connecting students to their core Acadia systems.

This work is progressing through a collaboration between the Student Experience Division and Technology Services. A decision has been made to utilize the University's existing KBA system, a product called Team Dynamix. This will enable students to search a web database of frequently asked questions. Over 500 FAQs have been provided from units across campus and are being reviewed and edited now before inclusion in the database. It is anticipated that this project will conclude over summer 2025.

Staffing Changes

- Jocelyne Woodin - Campus Tour & Events Coordinator, Student Recruitment (Canada)
- Stephanie Ziolkowski - covering parental leave for Gillian Hastey in Accessible Learning Services
- Dan Wall - Sr. Communications Manager, Marketing and Communications

ACADIA STUDENTS' UNION – JUNE 2025

Academic Updates

1. ASU Awards

We're thrilled to announce the winners of this year's ASU Teaching and TA Awards, congratulations to all!

TA Awards: Eric Heidman, Tegan Reynolds

Teaching Awards: Teri Gullon (Chemistry), Lance La Rocque (English), James LeBlanc (Music), Jim Pulsifer (Mathematics and Statistics), Hugh Chipman (Mathematics and Statistics)

Some testaments from students that really impressed the committees (grammatical edits were made):

Written for James LeBlanc:

He is always accommodating of our time and busy schedules, despite him having the busiest schedule out of everyone... Acadia trumpet students are increasingly more and more aware of the top-level instruction we are being provided with.

Written for Lance La Rocque:

He is a professor that I would wave to in public, instead of trying to hide... Lance is one of the professors where you can really share your opinion with him and he won't turn the idea down—You really feel seen in his class.

Written for Hugh Chipman:

Prof. Chipman does so much for his students, posting material before class and then again after class with his own notes written on it. His class is engaging and fun, and he teaches everything in a way to make sure everyone understands... I've never felt anything but welcome and at ease in his class, knowing that if I need anything at all he will be there to lend a hand with a smile on his face.

Written for Teri Gullon:

She changed my entire perception on the world of chemistry... Her love of teaching reflects on her attitude in class. She's so passionate about chemistry and teaching it that she makes the class so much more lively to take. Chemistry is scary for a lot of people, but she makes it less scary and makes you look forward to her class (at least to me)

Written for Jim Pulsifer:

I went from struggling in math class all throughout secondary school to getting 100% on my math midterm in a university course thanks to Professor Pulsifer. He's just a great teacher.

We also notified all winners of our ASU BMO Student Recognition Awards. Our selection committees reviewed around 110 applications in total for both categories. It was a huge win to see students nominating their professors, instructors and peers for awards so passionately, we read amazing testimonies as we went through the applications and both committees struggled a lot with choosing winners! We're so proud of the outstanding students and educators who were recognized this year.

2. Scholarship Support

We are developing a Scholarship Tips & Tricks resource to help students better understand how to find and apply for scholarships. The goal is to increase accessibility and show students the value of seeking scholarships.

3. Student Appointments

We've appointed student members to the Arts Program Review Committee and the Search Committee for the next Director of the School of Education.

4. Social Media Outreach

We're working on an Academics Q&A Instagram Post to communicate key academic information to students in a more accessible way over the summer. The content will be verified with the related offices and is expected to go live in the third week of July.

5. Open Acadia

We met with Jack Rice from Open Acadia to discuss communications, affordability issues, and the trend of students opting for online courses from other institutions like Athabasca or UPEI. Our follow-up meeting is scheduled for July 27.

6. Internal Tools & Resources

We are creating a Senator Onboarding Package for students joining Senate and its sub-committees.

Advocacy Updates

1. National & Provincial Representation

Since Zahide Çam was elected the Vice Chair of Students Nova Scotia (provincial) and Equity, Diversity, and Inclusion Coordinator for Canadian Alliance of Student Associations (CASA) (federal), these roles led me to now represent the organizations themselves, and we had the privilege of having my seat open for another ASU member. We appointed Emma Boles as ASU's primary delegate to CASA and Treyvon Nicolls as ASU's secondary delegate to Students Nova Scotia, and they will be sitting on both organizations along with Yas Jawad.

2. Maritime Student Congress (MSC)

Our entire executive team attended the MSC over the last weekend, strengthening connections with student unions across PEI, New Brunswick, and Nova Scotia. We are partnering with Mount Allison SU and Dalhousie SU to review and compare some academic policies. We met with Minister Leah Martin and hope to

visit her in Cole Harbour with SRC members to do some relationship building and advocacy.

3. Meeting with MLA Vanexan

We discussed our advocacy priorities and hope to host MLA Vanexan on campus during our policy & politics awareness events this year. Yas, Zahide, and Treyvon will continue working with her throughout the academic year with regularly scheduled meetings.

4. Protest Policy Amendments

We met with the university administration to propose amendments to the Protest Policy. The conversation was productive, and we are looking forward to their follow up.

5. 2025 Advocacy Priorities

We are currently finalizing our internal and external advocacy priorities for the year and will share them at the next Senate meeting.

Other Updates

1. Community Engagement

We participated in a community visibility event at the Front Street Community Oven two weeks ago—it was a great success!

2. MSI for International Students

We're working to make Nova Scotia MSI (health insurance) more common among international students to reduce reliance on costly international health plans. We've asked the Wong International Centre to assist with distributing information.

3. Orientation & Summer Planning

O-Week planning is almost complete.

We are actively planning summer events for students in Wolfville and are still seeking sponsorships.

4. Collaborative Meetings

We've met with representatives from:

Registrar's Office, Open Acadia, Health, Counselling & Accessibility, Student Services, Residence Life, University VPs, and the President, aligned with each executive member's portfolio. We have an upcoming meeting with the Scholarships & Financial Aid Department.

5. Bylaw Review

We're reviewing our bylaws and comparing them with other student unions to ensure they are comprehensive, current, and aligned with best practices.

6. Student Housing Fund

We met with Student Housing Nova Scotia to begin discussions on the Development of Affordable Student Housing Fund, which was approved via referendum in our last (2025 Winter) elections and will be collected through a student fee.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY – JUNE 2025

- Dr. Anna Robbins has been re-appointed for another six-year term as President of Acadia Divinity College.
- Dr. Danny Zacharias has been re-appointed for another three-year term as Associate Dean of Acadia Divinity College.
- The Board of Trustees of Acadia Divinity College appointed Dr. Mark Jefferson as Associate Professor in the John Gladstone Chair of Preaching and Worship.
- The Board of Trustees of Acadia Divinity College appointed Dr. Seidel Abel Boanerges as Associate Professor in the Abner J. Langley and Harold L. Mitton Chair of Church Leadership.
- Dr. Danny Zacharias led a study tour in Greece and Türkiye from May 16–30.
- On June 11, the faculty of Acadia Divinity College celebrated the book launch of volume 2 of East Coast Theology entitled “East Coast Hospitality: Myth or Reality?”.
- On June 10-12, Acadia Divinity College hosted the Simpson Lectures as part of the East Coast Theology Summer School. Dr. Kenda Creasy Dean, Mary D. Synnott Professor of Youth, Church and Culture at Princeton Theological Seminary, offered three lectures focused on Next Generation Ministry.

Report of the Senate Academic Integrity Committee
June 2025

Committee Members:	Representative:	Term:	Retirement:
Darcy Benoit	Pure and Applied Science (Chair)	3 yr	2027
Mark Adam	Professional Studies	3 yr	2026
Johannes Wheeldon	Faculty of Arts	3 yr	2026
Mike Beazley	Dean of Libraries and Archives (or delegate)	3 yr	2025
Mark Bishop	Registrar	ex-officio	--
<i>Vacant</i>	Student	1 yr	--

Duties of the Committee:

- (1) to advocate for any additional resources that are necessary and appropriate to support effective proctoring of tests and examinations, plagiarism detection software, campus awareness programs, etc.;
- (2) to recommend practical and technical measures to deter and detect cheating and plagiarism;
- (3) to monitor University policy on cheating and plagiarism and to recommend any changes deemed necessary;
- (4) to promote uniform procedures across campus for reporting cheating and plagiarism;
- (5) to oversee a Registry in the Registrar's Office of reported incidences of penalties applied for cheating and plagiarism in order to deter repeated offences; and
- (6) to review as necessary policy and procedures in other Canadian universities and to act as a liaison with outside organizations as appropriate.

Brief Outline of Activities 2024-25:

This academic year we were tasked by Senate to conduct an anonymous survey of faculty on matters of academic integrity. The committee met three times (2024-09-18, 2024-12-19, and 2025-05-21) via Teams, as well as communication via email. The committee discussed the duties of the committee and the direction from Senate and agreed that we would look at other institutions to see if similar surveys had been completed and the results of that work. The committee agreed to create a Team / Sharepoint repository for the committee for file sharing and to ensure data rollover to the new committees for upcoming years.

The committee has reviewed some of the data collected at other institutions as well as data collected via other methods at Acadia. An anonymous survey of Acadia faculty is currently in development and will be released soon.

It should be noted that we were unable to fill the student position on the committee.

Respectfully submitted,
Darcy Benoit, Chair.

Academic Planning Committee

Annual Report to Senate for 2024-2025

June 18, 2025

2024-2025 Membership

Membership	Representative	Term
Provost & Vice-President Academic	Ashlee Cunsolo	ex-officio
Dean of Arts	David Duke	ex-officio
Dean of Professional Studies	Corinne Haigh	ex-officio
Dean of Pure and Applied Science	Jeff Hooper	ex-officio
Dean of Library and Archives	Jennifer Richard	ex-officio
Arts	Paul Abela	3 yr, 2025
Professional Studies	Janna Wentzell	3 yr, 2026
Pure and Applied Science	Jeff Banks	3 yr, 2027
IDST	Donna Seamone	3 yr, 2025
Student VPA/E	Sam Taylor	1 yr, 2025

The Academic Planning Committee (APC) undertook a highly engaged and productive year during the 2024–2025 academic cycle. As a Senate subcommittee tasked with advising on academic priorities and resource planning, the APC has continued to refine its internal processes, improve institutional transparency, and position itself as a central consultative body within the academic governance structure of Acadia University.

The 2024–2025 year marked a period of evolution for the Academic Planning Committee. Amidst increasing complexity from government mandates and shifting institutional needs, the APC has been working within its mandates to strengthen planning processes, advise on strategic academic work, and support Schedule H responses.

This report provides a summary of membership, meetings, major themes, and key initiatives that defined APC's activities over the past academic year.

Meeting Dates

The APC has recurring monthly meetings that take place online using Microsoft Teams.

- September 18, 2024
- October 11, 2024
- November 20, 2024
- December 6, 2024
- January 31, 2025
- February 14, 2025

- April 11, 2025
- May 22, 2025
- June 26, 2025 (forthcoming)

A special Faculty Council session hosted by the APC occurred on November 28, 2024 and a meeting with Directors, Heads, and Coordinators was held on January 31, 2025.

Major Themes and Activities

1. Faculty Position Planning and Rankings

The APC continued its core function of reviewing and ranking academic position requests, and trying to improve and clarify the process. Rankings were provided for the 2024-2025 year, and ongoing discussions occurred on strategies for making the process more efficient, transparent, and streamlined for academic units. This work emerged from requests from Senate around strengthening these processes.

Key developments included:

- Working on processes for streamlining the ranking process, including considering updated templates and clearer guidelines to increase transparency about processes and decision-making.
- Discussing shifting from rigid numerical rankings toward more nuanced categories based on program viability, EDI/AR priorities, accreditation needs, and institutional alignment (for example).
- Emphasizing the advisory nature of APC's recommendations, which ultimately inform decisions made by the Provost, President, and Board, and plays an important role in institutional decision-making.
- Enhancing transparency for how ranking decisions are made.

2. Faculty Engagement and Consultation

A cornerstone of APC's approach this year was deepening faculty engagement and getting feedback from faculty, Directors, Heads, and Coordinators. We held two special sessions: November 28, 2025 meeting of Faculty Council and January 31, 2025 for Directors, Heads, and Coordinators. These sessions provided valuable feedback on strategies for:

- Refining position request processes.
- Establishing shared evaluation criteria.
- Promoting clarity around program viability and strategic growth.

- Sharing resource transparency and availability.
- Understanding the tension between departmental needs and institutional strategies.
- Workload equity.
- Streamlining processes to reduce workload burden.
- Finding ways to enhance EDI-AR in decision making.

3. Schedule H and Legislative Mandates

The APC plays a strong role in shaping the Strategic Academic Plan and aligning it with financial planning processes. The emergence of Schedule H and Bill 12 from the provincial government introduced significant uncertainty and change of planning and activities. The APC will continue to discuss its role within strategic academic planning and Schedule H work, as well as how APC will work with other related subcommittees of Senate.

- Monitoring and responding to developments from MPHEC and Advanced Education.
- Supporting faculty and administrative units in understanding implications.
- Planning for the integration of Schedule H deliverables into academic workflows.
- APC engaged in proactive thinking about interdisciplinary programming and innovative curriculum strategies to navigate this new regulatory environment.

4. Infrastructure and Process Development

Several new systems and supports were discussed to enhance planning processes and reduce administrative burden of units, while increasing the quality and consistency of submissions:

- A standard template for position requests, focused on brevity, clarity, and alignment with institutional priorities.
- Integration of institutional data and visualization tools to support evidence-based planning.

The committee extends its thanks to all faculty, staff, and administration who contributed to the process and groups discussions, shared insights, and supported the work of academic planning committee in 2024-2025.

Respectfully submitted,

Ashlee Cunsolo, PhD

Provost & Vice-President Academic
Chair, Academic Planning Committee

Academic Program Review Committee Annual Report to Senate for 2024-2025 June 18, 2025

Committee Members 2024-2025

Membership	Representative	Term
Provost & Vice-President Academic	Ashlee Cunsolo	ex-officio
Academic Program Development, Quality Assurance, and Planning Coordinator (non-voting)	Shawna Singleton	non-voting
Registrar or Delegate	Mark Bishop	ex-officio
Arts	Kevin Whetter	3 yr, 2026
Professional Studies	Krissy Keech	3 yr, 2027
Pure and Applied Science	Glenys Gibson	3 yr, 2025
Governor	Tracey McGillivray	3 yr, 2025
Dean of Arts	David Duke	
Dean of Professional Studies	Corinne Haigh	
Dean of Pure and Applied Science	Jeff Hooper	
*Vice Provost Teaching and Learning	Lauren Wilson Finniss	
**Student	Rachel Turner	voting

* March 10, 2025 - Motion that the Vice-Provost of Teaching and Learning Excellence be added to the Academic Program Review Committee (APRC).

** May 7, 2025 – Motion to add a student representative, as a voting member, to the Senate Academic Program Review Committee.

Meeting Dates

The APRC has recurring monthly meetings that take place online using Microsoft Teams.

July 24, 2024
 August 13, 2024
 September 13, 2024
 October 21, 2024
 November 18, 2024
 January 20, 2025
 February 10, 2025
 March 17, 2025
 April 21, 2025
 May 12, 2025
 June 16, 2025

Program Reviews Conducted in 2024-2025

Department	Concurrent with Accreditation	Status
Biology	N/A	<p>Site Visit: February 10-12, 2025. Site visit complete.</p> <p>External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University</p> <p>Internal Reviewers: Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology</p> <p>Stage: Final report received. Department to prepare response.</p>
Community Development	N/A	<p>Site Visit: March 19-21, 2025. Site visit complete.</p> <p>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</p> <p>Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology</p> <p>Stage: Final report received. Department to prepare response.</p>
Computer Science	Yes	<p>Request for accreditation review submitted to CIPS.</p> <p>Stage: Department working on CIPS Self-study.</p>
Economics	N/A	<p>Site Visit: September 25-27, 2024. Site visit complete.</p> <p>External Reviewers: Dr. John Galbraith, Professor, Department of Economics, McGill University Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University</p> <p>Internal Reviewers: Dr. Andrew Biro, Professor, Department of Politics Dr. Peter Williams, Professor, Department of Physics</p> <p>Stage: APRC to prepare response to Senate.</p>
Bachelor of Education	Yes	<p>Site Visit: April 1-3, 2025. Site visit complete.</p> <p>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</p> <p>Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC</p> <p>Stage: Awaiting final report.</p>
English and Theatre	N/A	<p>Site Visit: February 5-7, 2025. Site visit complete.</p> <p>External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University</p> <p>Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Dr. Paula Rockwell, Instructor, School of Music</p> <p>Stage: Final reports received. Department to prepare responses.</p>
Graduate Studies	N/A	<p>Site Visit: March 3-5, 2025. Site visit complete.</p> <p>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</p> <p>Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology</p> <p>Stage: Final report received. Grad Studies to prepare response.</p>

Languages and Literatures	N/A	Stage: Deferred.
Library and Archives	N/A	Site visit: April 2-4, 2025. Site visit complete. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities Stage: Awaiting final report.
Mathematics and Statistics	N/A	Site Visit: October 21-23, 2024. Site visit complete. External Reviewers: Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University Internal Reviewers: Dr. Xiaoting Wang, Professor, Department of Economics Dr. Michael Robertson, Professor, Department of Physics Stage: APRC to prepare response to Senate.
Philosophy	N/A	Stage: Deferred.
Sociology	N/A	Site Visit: March 12-14, 2025. Site visit complete. 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: Final report received. Department to prepare response.

Units currently engaged in a program review will proceed as planned and have until the end of August to complete their responses. Units are being encouraged to complete responses earlier, where possible, with the expectation that considerable information from the review reports and responses may be utilized in the government framework.

The APRC will maintain regular meetings over the summer and play an ongoing role in the government review process.

Program Reviews Scheduled for 2025-2026

The current institutional review process is being paused for units with a review scheduled for 2025-2026. Instead, all programs will be assessed following the government framework as required by Bill 12, Schedule H.

Program Review Mid-Point Follow-Ups Received in 2025-2026

Department	Status	Date
Chemistry	Response and report accepted by APRC.	October 21, 2025

Supporting Documentation

The Program Review Guidelines document is in the process of being reviewed and updated.

The APRC continued its work developing a suite of forms/templates and surveys for use during the program review process.

Documents	Status	Notes
Updated Program Review Guidelines	Draft	In progress
Forms/Templates	Status	Notes
Form 1A Program Review Academic Unit Self-Study	Approved. February 5, 2024.	Self-Study template for academic units.
Form 1B Program Review Support Unit Self-Study	Approved. August 13, 2024.	Self-Study template for support units.
Form 1C Program Review Information Requirements for Programs Subject to Accreditation	Approved. August 13, 2024.	Information requirements for programs subject to accreditation. Includes procedures.
Form 2A Program Review Reviewer Nomination Form	Approved. April 16, 2024.	Reviewer nomination form.
Form 2B Program Review Reviewer Conflict of Interest Declaration	Approved. April 16, 2024.	Conflict of interest declaration form for reviewers.
Form 3A Program Review Terms of Reference and Review Committee Report for Academic Units	Approved. July 24, 2024.	Terms of reference and reviewer report template – academic units.
Form 3B Program Review Terms of Reference and Review Committee Report for Support Units	Approved. August 13, 2024.	Terms of reference for reviewers and reviewer report template – support units.
Form 4A Program Review Unit Response to Review	Approved. August 13, 2024.	Form for units to use when responding to program review reports and recommendations.
Form 4B Program Review APRC Response and Report to Senate	Approved. December 11, 2023.	Form used by the APRC to report to Senate.
Form 5A Program Review Unit Progress Report	Approved. December 11, 2023.	Form to be used by units for mid-point progress reports.
Form 5B Program Review APRC Progress Report to Senate	Approved. July 24, 2024.	Form to be used by the APRC to report to Senate after the mid-point follow up with unit.
Form 6 Program Review Deferral Request Form	Approved. July 24, 2024.	Form to be used by units when requesting a deferral.
Surveys		
Current Student	Approved. August 13, 2024.	Base question set available to units for self-study preparation.
Graduate Student	Approved. October 21, 2024.	Base question set available to units for self-study preparation.

MPHEC Quality Assurance Monitoring

The Maritime Provinces Higher Education Commission validates that universities' quality assurance policies and procedures align with established regional guidelines. The monitoring process occurs on a cyclical basis. Acadia is scheduled for its review during the Fall of 2025.

A request is being made to the MPHEC to postpone Acadia's scheduled review given the requirements of Bill 12, Schedule H.

Respectfully submitted,

Ashlee Cunsolo, PhD

Provost & Vice-President Academic
Chair, Academic Planning Committee

Admissions & Academic Standing (Policy) Committee
Annual Report to Senate for 2024-2025
June 18, 2025

2024-2025 Membership

Membership	Representative	Term
Provost & Vice-President Academic	Ashlee Cunsolo	ex-officio
Registrar	Mark Bishop	ex-officio
Dean of Arts	David Duke	ex-officio
Dean of Professional Studies	Corinne Haigh	ex-officio
Dean of Pure and Applied Science	Jeff Hooper	ex-officio
Director, Digital & Extended Learning	Jack Rice	ex-officio
Arts (Head or Director)	Jessica Slights	3 yr, 2026 (sabbatical 2025)
Arts	Vacant	3 yr, 2027
Professional Studies (Head or Director)	Darren Kruisselbrink	3 yr, 2027
Professional Studies	Ayman Aljarrah	3 yr, 2027
Pure and Applied Science (Head or Director)	Richard Karsten	3 yr, 2027
Pure and Applied Science	Bobby Ellis	3 yr, 2025
Theology	Matthew Walsh	3 yr, 2026
Student VPA/E	Sam Taylor	1 yr, 2025

Meetings Held

All meetings were held virtually via Microsoft Teams, and occurred monthly on the following dates:

September 26, 2024
October 28, 2024
November 25, 2024
January 27, 2025
March 31, 2025

Major Themes and Activities

1. Prior Learning Assessment and Recognition (PLAR)

- A central focus of the committee's work this year was developing a PLAR policy. Extensive consultation was conducted with faculty, Deans, Directors, and other institutions (notably UNB and Mount Saint Vincent). A robust PLAR framework was proposed, allowing for assessment of formal, informal, and experiential

learning. Benefits discussed included enhanced accessibility, recognition of diverse learning pathways, and alignment with EDI-AR goals. A motion was passed to endorse the PLAR proposal for presentation to Senate, which passed at Senate in April 2025.

2. GPA and Academic Standing Policy Review

- The committee also reviewed and proposed changes related to re-admission after dismissal processes, program GPA requirements for graduation, and internal transfer GPA thresholds. The intent is to streamline processes and improve transparency and access. Work is ongoing in these areas.

4. Admissions Policy and Program Caps

- The committee addressed the lack of formal processes for changing program admissions criteria and implementing admissions caps. Work is ongoing to make recommendations on potential policy edits and streamline related to Senate documentation and processes within the AAS(P) purview.

5. Graduate Calendar Clarifications

- The committee focused on M.Ed. and IND students' registration and program timelines, and updated calendar language to better define inactive or lapsed student statuses.

6. Academic Support and Retention

- The committee identified the need for structured academic support for probationary students. Proposed mechanisms and workshops to support struggling students, especially international learners, was discussed and work is ongoing in this area.

Respectfully submitted,

Ashlee Cunsolo, PhD

Provost & Vice-President Academic
Chair, Academic Planning Committee

Senate Archives Committee Report

2024 – 2025 Academic Year

Committee Members: Kelly Bennett (Recorder/Secretary), Catherine Fancy, Scott Kindred-Barnes, Melody Maxwell, Alicia Noreiga Mundaroy, Ciaran Purdome, Jennifer Richard, Wendy Robicheau, Jon Saklofske, Jamie Sedgwick (Chair), Peter Williams

Meetings:

24 October 2024 from 10:00-11:00am (Teams)
28 November 2024 12:00 -1:00 pm (in person, on site)
3 February 2025 1:00 - 2:00 pm (Teams)
25 February 2025 9:00 - 10:00 am (Teams)
4 April 2025 1:00 - 2:00 pm (Teams)
20 May 2025 10:00 - 11:00 am (Teams)

Outline of Activities:

This year, the Senate Archives Committee focused on its mandate and role in supporting the Archives. To this end, we did the following:

- Conducted an in-person facility inspection/tour of the Archives space. This helped familiarise members with its capacities, holdings, and physical strengths and limitations.
- Two committee members (Catherine Fancy and Peter Williams) worked together to install several monitoring sensors to gather data on environmental conditions in the Archives (humidity, temperature, etc.)
- Advocated for a permanent Digital Collections Technician position
- Collectively, the committee wrote a letter to members of the university's leadership team to advocate for a University Records Manager position. (letter included in this report).
- Received and reviewed the Archives and Special Collections Annual Report on acquisitions, reference statistics, information literacy, outreach, physical collections, digital collections, administration and policy development, and environmental concerns. (report is attached).

Upcoming Plans:

The first order of business will be to elect a new Chair and to introduce new members. Membership should include an Alumni appointee (if one exists). We unintentionally overlooked this member for 2024-2025. Effort should also be made to recruit a student representative (position vacant for 2024-2025). Going forward, the Committee agreed that it should hold at least one on site in-person meeting in the early Fall to familiarise members with the space. The Committee will continue to support the Archives according to its mandate and role. This work will should include Archives-related action items that

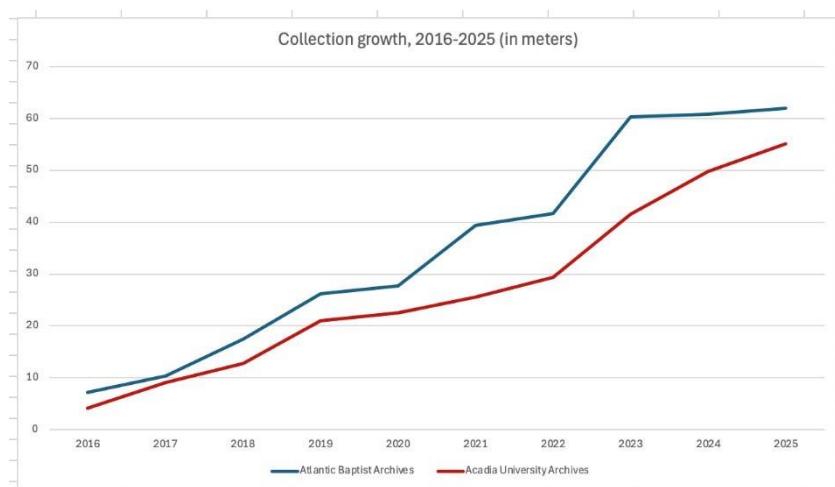
emerge from the Library and Archives Review (completed in Spring 2025) and the forthcoming Global Preservation Assessment report.

This annual report provides an overview of the activities in Archives and Special Collections from May 2024 - May 2025. Report prepared by Ciaran Purdome, Wendy Robicheau, Catherine Fancy, Sarah Atkinson, and Joe O'Connell.

New Collections Received

With the implementation of our digital storage system in November 2024, we were able to start receiving our first **born-digital collections** this year, after designing preservation workflows using open-source digital preservation tools. We received 201 GB of digital records and 14.74 meters of print donations. Highlights include:

1. **Acadia student club records:** This spring, we focused on representation of Acadia student groups in our holdings. After meeting with over twenty student groups, we received 8 student donations, including a significant donation from **Axe Radio**.
2. **Blair House Museum collections:** includes **Nova Scotia Fruit Growers Association** records, large collection of **previously unseen A.L. Hardy photographs**, **Kentville Experimental Farm** records (+ **Bridgetown** and **Annapolis Royal Branches**)
3. The records of former Acadia University presidents **Dr. Kelvin Oglivie** and **Dr. J.R.C. Perkin**
4. **Grand Pre Women's Institute** records, **Women of Wolfville** records, **Canadian Federation of University Women Wolfville Branch** records, records of The **Fezziwig Society**
5. Acadia University records: Department of **English and Theatre**, **Acadia Athletics**



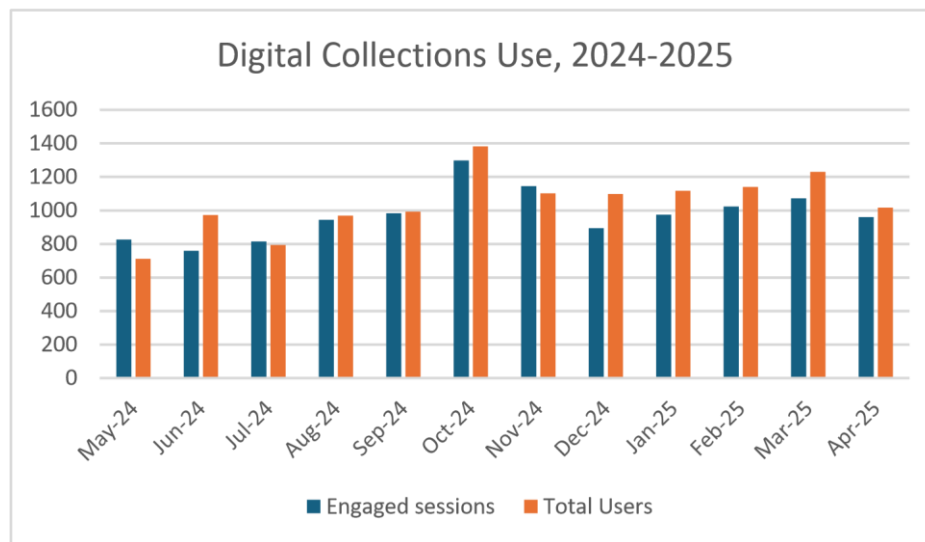
In January 2025 we reached a preliminary agreement to accept the fonds of **Gaspereau Press**. Physical transfer of the fonds will commence in late spring.

We have also received a Young Canada Works at Building Careers in Heritage internship grant to process the **Dr. H. Miriam Ross** fonds, and the **North Mountain Apple Company Ltd./United Woodville** fonds.

Digitization

We have officially opened our new **Digital Archives Lab** which contains 3 digitization workstations and a digital preservation station.

Our researchers are increasingly relying on our digitized content. User engagement with our digital collections has high, with an average of 900 unique active monthly users and nearly 12,000 engaged sessions recorded during the year.



This year, there were two major digitization projects: X-Ray/Health Rays and the Athenaeum.

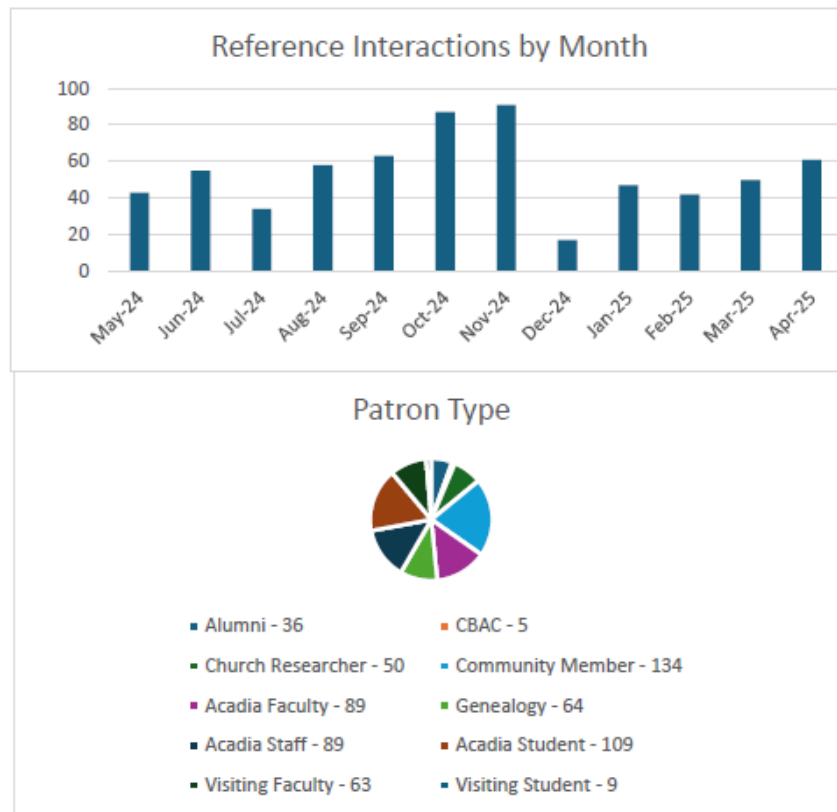
- X-Ray/Health Rays:** Thanks to funding from Young Canada Works, over summer 2024 a student was given the opportunity to digitize 209 issues of “Health Rays”, the patient newsletter for the Nova Scotia Sanatorium, which was the tuberculosis hospital operated in Kentville from 1904 to 1975. [All of our holdings are available online.](#)
- Athenaeum:** We continue to collaborate with faculty members to work on digitizing Acadia’s student newspaper. Thanks to support from Jon Saklofske in the English department, we had three students working on digitization this year. Over 9,500 pages were scanned this year, and [530 issues of the Athenaeum have been uploaded to our website.](#) Thanks to support from the Canadian Research Knowledge Network, early issues of the Athenaeum (prior to 1930) will be made available later this year. 2024 was the 150th anniversary of the Athenaeum. We attended the anniversary gala to talk about the project and show off our [digital timeline](#) on the early years of the publication.

We have received funding from Young Canada Works to digitize catalogues from the Acadia Ladies’ Seminary and the Thistle, Perian, and Shamrock (student publications from the Acadia Ladies’ Seminary) this summer - stay tuned!

Reference and Outreach

Raising awareness of the collections happens all year. On campus, we promoted our reference services with posters and social media posts, added a weekly historical post to the Acadia Bulletin Board, and participated in Founders' Day. We participated in social media campaigns hosted by the Kings Hants Historical Connection and the Archives of Ontario, built more informative website content, created a donation handout, spoke at meetings, and advised on local committees.

We had **nearly 650 reference interactions** this year, servicing a variety of researchers. Our biggest patron groups were community members and Acadia students. While over half of our questions were received via email, **we answered over 200 questions in person** this year. About 20 of our reference interactions included copyright questions. Nearly 70 reference questions involved some kind of digitization request, which often take a longer time to complete, and involve collaboration between several staff members.



Top 10 Most Popular Finding Aids

Rank	Finding Aid
1	Acadia University Associated Alumni
2	Nova Scotia Sanatorium
3	Chipman Family
4	Horton Township
5	Cornwallis Township
6	Sherman Bleakney
7	Bishop Family
8	Ernest Lowden Eaton
9	Erskine Family
10	Baker Family

Increasingly researchers are relying on self-serve reference tools on our website. We have been working to make information about our collections more easily available to researchers and prospective researchers online.

In Fall 2024 we relaunched a [new version of the Archives website](#) with updated policies and information about our services.

We are engaged in a long-term effort to increase the availability of archival description, so it's easier for prospective researchers to understand our holdings. We engaged in digital infrastructure work this year to improve consistency of finding aids and our internal databases. This will allow us to make information more accessible in the future.

Teaching and Engagement

The credit-bearing course, HIST Unlocking the Archival Record, was taught in the Fall term with seven students from two faculties completing the course. Four collections were processed as part of the experiential learning exercises in the research room.

160 students in LAWS3003 Approaches to Law and Society, HIST1003 Practicing Historian, HIST2203 World War One, HIST3833 Canada and the Wars, and ENGL honours used the research room as a classroom and laboratory space for experiential learning and assignment completion. An additional 170 students in KINE1243 Sport History in Canada had two inclassroom sessions about archival research and used the collections for the assignment.

A combined class of 60 students taking CLAS3453 Fieldwork Class in Archaeology and ENVS2523 Field Course: Enviro Science gathered outside of University Hall to search for First College Hall and learn about the project Digging for Acadia.

60 students and faculty participated in the first-year student orientation sessions offered in the research room during September and January, learning about the collections generally and the many items highlighted throughout the research room.

Staff are building partnerships with faculty and campus departments to enhance student engagement and experience. Examples of partnerships include providing content for the Steam Space and Thrive conference, hosting an Acadia Lifelong Learning session, talking with the campus museum staff, and working with Accessibility Services.

Administration and Policy Development

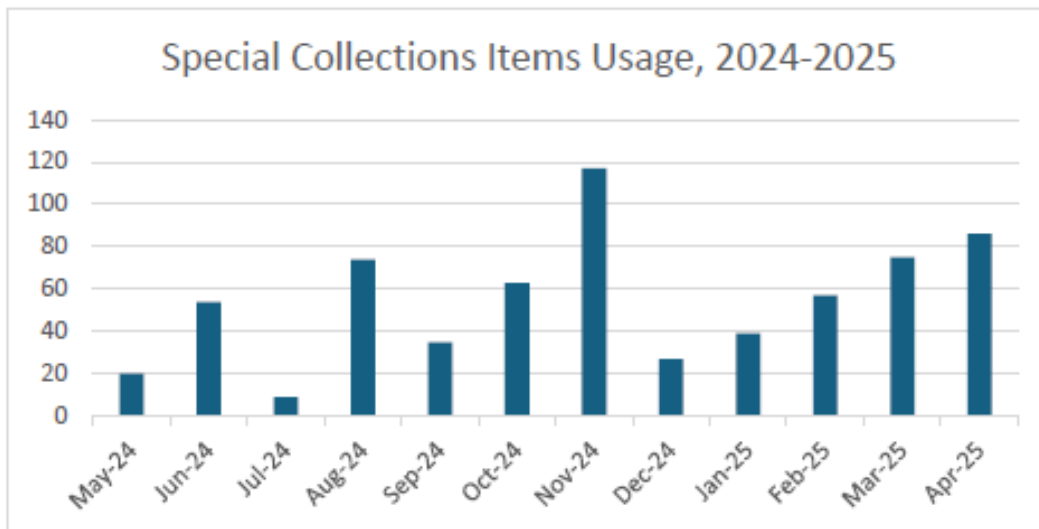
This year we created a new [University Records Policy](#) in conjunction with the Office of the President in order to establish responsibilities and service standards for the handling and transfer of University records to the Archives in the absence of a Records Management office on campus. We created a process for campus departments to [transfer digital records to the Archives](#) while maintaining the integrity of records. We also worked with the Office of the President to revisit restrictions to older Board of Governors documents to make these more accessible to researchers. In the coming year, we will continue to work on our processes and systems to more clearly distinguish corporate University records from our private research collections.

We had a strategic planning session in July 2024 to establish project priorities for the year. We also participated in the Library and Archives program review.

Special Collections

This year, Special Collections focused on two things: digital newsletters and assessment:

1. **Digital newsletters:** We launched a project to preserve local newsletters in digital form and provide public access where possible. A full listing of our local newsletters can be found here: [Annapolis Valley Newsletters](#). These newsletters capture local community activities and will be an important resource for future researchers.
2. **Assessment:** the Special Collections assessment backlog was reduced significantly in preparation for a major move of Special Collections materials in 2025-2026. A large donation (over 1,000 volumes) was received for the Watson Kirkconnell collection.





Outlook

University Records Manager

From James Sedgwick

<james.sedgwick@acadiau.ca>

Date Fri 2025-03-07 3:17 PM

To Erin Beaudin <erin.beaudin@acadiau.ca>

Cc Jeff Hennessy <jeff.hennessy@acadiau.ca>; Ashlee Cunsolo <ashlee.cunsolo@acadiau.ca>;

Kelly Bennett <kelly.bennett@acadiau.ca>; Jennifer Richard

<jennifer.richard@acadiau.ca>

Dear Ms. Beaudoin,

I write on behalf of the Senate Archives Committee to strongly advocate for the position of University Records Manager. The position will benefit both the Archives and the broader University in critical ways.

In this new climate of intensifying governmental pressure for increased accountability from universities, it is essential to be able to accurately produce and efficiently analyze the information they require from us. Creating and

filling this position signifies a serious commitment by Acadia to ensure that our institutional records will be responsibly collected, organized, and made accessible for future reporting and analysis requests. A clear overview of the university's activities will also assist everybody in long term planning.

Currently, departments and offices initiate requests to transfer records to the Archives on an *ad hoc* basis, and each unit transfers different types of records. A records manager would establish retention and disposition guidelines to assist units in determining how long they need to keep records, and which records should be transferred to the Archives for long term preservation. This position would help support personnel across campus in managing 'active' and 'semi-active' records, and the Archives would work closely with them to facilitate the transfer of select records to the Archives for permanent preservation.

The Archives can only provide access to records that they receive, and it's important they are receiving the right records from offices and departments. When departments do not consistently transfer records, there are gaps in the corporate memory and historical record.

However, when departments transfer too many records, it becomes challenging to provide access because processing records becomes more time-consuming and difficult, and users have a hard time identifying relevant records due to the bulk. This is especially important as the University has transitioned from paperbased to digital records and the amount of documentation produced by staff has increased. A Records Manager would be able to assist the campus community with understanding best practices for maintaining records from the time they are created until the end of their 'lives', where they are transferred to the archives or destroyed.

By establishing a records management position, we can ensure Acadia maintains compliance with legal and regulatory requirements and preserves institutional memory that is critical for assuring the continuity of Acadia as an institution in the years to come. The Committee believes that this initiative aligns with the university's commitment to excellence and accountability in all aspects of its operations – particularly in the face of direct pressure from the provincial government to be more 'accountable'. We recognize that meeting the new requirement of a balanced budget will be difficult. Doing so in the absence of clear records will be more so. Sincerely,

Dr. James Sedgwick

Chair

Senate Archives Committee

CC: Dr. Jeff Hennessy, President and Dr.

Ashlee Consolo, Provost and Vice President

Academic

James Burnham Sedgwick (He/Him)

Acting Head / Associate Professor Department of History and Classics

e: james.sedgwick@acadiau.ca **w:**

history.acadiau.ca/Sedgwick.html

Room 443, Beveridge Arts Centre

10 Highland Avenue

Wolfville, Nova Scotia, B4P 2R6

Acadia University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaw nation.

We Are All Treaty People

Board of Open Acadia Year End Report for Senate

Provost & VP Academic (Chair): Ashlee Cunsolo
Associate VP Finance & Treasurer: Vacant
Vice Provost Teaching and Learning Excellence: Lauren Wilson Finniss
Registrar: Mark Bishop
Dean, Faculty of Pure & Applied Science: Jeff Hooper
Dean, Faculty of Arts: David Duke
Dean, Faculty of Professional Studies: Corinne Haigh
Student Representative: Vacant
Guest April, May, and June Meetings: Jack Rice, Director, Digital and Extended Learning

The Board of Open Acadia met eight (8) times between October and June this year (3 October, 4 November, 2 December, 6 January, 3 February, 7 April, 5 May, 2 June) virtually over Teams to discuss supporting the transition, restructuring, and revisioning of Open Acadia to better support access to learning.

The following goals and priorities for Open Acadia were supported this year:

1. Hiring of a Director, Digital and Extended Learning (previously Director Open Acadia)

Jack Rice was hired as the Director, Digital and Extended Learning, beginning in his role on April 15, 2025. Over the past two months, Jack has continued to understand how Open Acadia can live its mission while adapting its operations and strategy to success in the rapidly changing and competitive online learning and continuing education sectors. Jack was invited to join the Board of Open Acadia meetings as a guest for the April, May, and June meetings.

2. Complete a budget and revenue review to propose new templates to financial services

- Current Open Acadia GLs were clean up and budget templates revised following the new processes outlined by Financial Services this year
- Improvements were made to current budget templates and further collaboration will be taking place with Financial Services to assess current templates and the revenue and reporting models for Open Acadia

3. Support the work of an Operational Efficiencies Taks Force (led by Dr. Wilson Finniss) with the objective of streamlining Open Acadia systems and processes and integrating with existing main campus systems

The Operational Efficiencies Task Force brought together key team members from Open Acadia, Registrar's Office, Human Resources, Technology Services, and Admissions. The group was very active this year and was able to make significant and notable improvements including:

- Implemented Adobe pro signature to improve security and reduce time devoted to contract processing

- Implemented once a day batch enrolment into Moodle, away from individual one-at-a-time enrolment
- Implemented backend admin batch removals using data from the payroll report, eliminating manual removal of individual students
- Introduced Mail Merge email messages through Power Automate
- Implement required student use of acadiau.ca email address in Continuous Intake Courses to follow institutional policy stated in the Academic Calendar
- Strengthen relationship with the Registrar's Office streamlining processes to use the Academic Calendar for all credit courses and to improve course location and modality descriptions in Colleague
- Drafted a new student extension policy that has been approved by the Board of Open Acadia and implementation is being explored.
- Implemented the MPHEC Course Modality Definitions to Intersession courses

Dr. Wilson Finnis would like to say a big thank you to all the members of the Task Force for their great work this year exploring creative solutions to longstanding issues in the unit.

4. Support the implementation of new technical systems and processes to support non-credit and event registration and payment

Open Acadia has secured Course Merchant, a D2L product, and second instance of Moodle to deploy on demand extended learning programs to a wider audience. Project implementation is being led by Jack Rice with an intended timeline to launch by September 2025.

5. Support the review of Open Acadia staff roles and responsibilities and reporting structure

Under the new leadership of the Director, Digital and Extended Learning, revisions have been made to the previous Open Acadia organizational structure to strengthen operations and leadership in three teams of Programming, Technical Resources, and Learning Innovations. This team supports the development and delivery of all Open Acadia programming including credit and non-credit online, as well as campus support for the Learning Management System (Moodle), LimeSurvey, and Turnitin.



6. Support for the exploration and development of frameworks and a proposal process for certificates and microcredentials

Dr. Wilson Finniss has developed a first version of a framework and shared with the Senate Curriculum Committee, Policy, for feedback and continued leadership. A recommendation will be made for this work to be a shared initiative of the Senate Curriculum Committee, Policy and the Board of Open Acadia and next steps will be taken towards presenting the framework to Senate when resources allow for the work to be prioritized by these committees.

7. Analyze and examine opportunities to maintain and potentially expand current revenue

Year-end closing is still in progress, but initial reporting has Open Acadia reporting revenue above targets projected for the year.

8. Additional priorities to report above and beyond priorities identified in the transition report to Senate

- Open Acadia is currently exploring the revitalization of the Maritime Security courses as a non-credit professional learning experience to be provided to Irving employees in order to honour our contract and commitment with their organization
- In January 2025, the University did not accept a proposal for a new, revised MOU with the Yarmouth Nursing program to continue delivery of two offsite

English and Psychology courses in Yarmouth. Key academic partners were informed of this decision in a timeline manner. This program has no relationship with the current Nursing program being offer on-site at Acadia.

- Launched a very successful inaugural Mathematic Teaching Certificate, with a full cohort beginning in the fall.
- Discussions began around the renaming of the Open Acadia unit to ensure that its external presence meets both it's internal mandate and aspirations for growth.

Senate Bylaws Committee Activity Year End Report (2024-2025)

Submitted June 10, 2025

Committee Membership:

Jesse Carlson (Faculty of Arts) (Chair)

Kelly Brenton (Faculty of Professional Studies)

Holger Teismann (Faculty of Pure and Applied Sciences)

Danny Zacharias (Faculty of Theology)

Summary of Activities:

The Senate Bylaws Committee began communicating via email in October 2024 and elected a chair (Jesse Carlson) by this method. A transition report was provided to Senate, October 9th 2024. After the initial meeting, most activity was conducted via email, with occasional Teams or in-person meetings.

October 29, 2024: First in-person meeting; **April 7, 2025:** Last in-person/teams meeting.

The Bylaws committee brought several Notices of Motion to the November 9, 2024 meeting of Senate. These were then discussed and voted on at the December 2024 meeting of Senate:

Notice of Motion #1 (business continuing from summer 2024): Motion to add three non-continuing faculty members to Senate as voting members. These Senators shall serve for one-year terms and shall be drawn from amongst the Faculties of Arts, Pure and Applied Science, and Professional Studies. They shall be nominated by the Senate Nominating Committee and confirmed by Senate. To be eligible, a faculty member must hold a part-time, Contractually Limited Term, Lecteur/Lectrice, or Pädagogischen Austauschdienste position during the year of their appointment to Senate. **The faculty member need not hold this position for the duration of their Senate appointment. The term of membership of these members of Senate shall normally commence on the first Day of July of the year of election and shall normally conclude on the Thirtieth Day of June one year thereafter. Other than the differing length of terms, terms and duties of membership will match those of other non-student elected members of Senate.**

[Update: This motion failed to pass]

Notice of Motion #2 (business continuing from summer 2024): Motion that Senate recommends to the Board of Governors that these three Senators (three non-continuing faculty members) receive a stipend for their service from the Board of Governors.

[Update: This was dropped from the agenda by Senate Chairperson, Anna Kiefte, who judged it to be out of order, because of the financial implications]

Notice of Motion #3: Motion that the non-voting Senate member currently listed as the Coordinator of Indigenous Affairs become a voting member of Senate and be listed as the Executive Advisor on L'nu Affairs and Indigenization.

[Update: this motion passed]

Notice of Motion #4: Motion to add "or delegate" to the Vice-Provost, Teaching and Learning Excellence position and "or delegate" to the Coordinator of Academic Technologies on the Faculty Support Committee.

[Update: this motion passed]

In the winter term, the Bylaws Committee considered two changes to the membership of the Academic Program Review Committee (APRC) and the changes to the constitution of the Faculty of Professional Studies:

February Senate Meeting: Notice of Motion: That the Vice-Provost of Teaching and Learning Excellence be added to the Academic Program Review Committee (APRC)

[Update: this motion passed at the March meeting of Senate]

April Senate Meeting Notices of Motion:

Notice of Motion 1: Proposal to change the membership of the Senate Academic Program Review Committee by adding a student member

Notice of Motion 2: motion to approve changes to the constitution of the Faculty of Professional Studies.

[Update: both of these motions passed at the May meeting of Senate]

June: New Business:

A request came from the Chair (Jeff Torbert) of the Senate Curriculum Committee (Administrative) to consider a notice of motion to recombine the Administrative and Policy Curriculum Committees. This is currently under review by the Bylaws Committee.

This report is submitted on behalf of the Senate Bylaws Committee,

Jesse Carlson
(Senator, Faculty of Arts and Chair of the Senate Bylaws Committee)

Senate Curriculum Committee (Administrative)

2024-2025 Curriculum Change Proposals

Report to Senate

10 June 2025

Committee Members: Allison Walker (Committee Chair 2024, FPAS), Melanie Coombs (Committee Chair 2025, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (Chair SCC Policy, FPS), Jennifer Richard (Interim Dean, Libraries & Archives), Stephen Henderson (FA), Inna Viriasova (FA), Chris Killacky (Theology), Ashley Doyle (FPS), Nathan Grieve (FPAS), and Sam Taylor (Student Rep)

Guest: Shawna Singleton

Overview

Most curriculum proposals were sent to the Senate Curriculum Committee – Administrative (SCCA) by Nov 22, 2024. The Committee reviewed the proposals received by the Nov 22 deadline in advance of meetings on 5, 6 and 11 December, 2024. Late and the remaining forms where feedback was requested of units were discussed and voted on by the committee in the Feb 28, 2025 meeting, and over email.

Of note, two late submissions of course change forms were received and then shared with the committee on Jun 3rd, 2025. The change forms received from BIOL and MATH were approved Jun 6th, 2025.

The committee is taking steps to recombine the Senate Curriculum Admin and Policy committees to improve process efficiencies to facilitate making relevant policies. We are working with the Policy and Bylaws committees to start this process and update the committee composition.

Additionally, we with the Policy committee are aiming to have a new streamlined curriculum change form available for new curriculum change requests available in early September 2025.

The updated number of curriculum proposals submitted by faculties for consideration by the Senate Curriculum Committee (Administrative) from Nov 2024 – Jun 2025 is summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course (Form 1)	14	11	1	26
Course Deletion (Form 2)	9	3	0	12
Course Modification (Form 3)	37	45	39	121
Program Modification (Form 4)	13	15	7	35
New Program (Form 5)	1**	0	0	1
Program Deletion (Form 6)	1	0	0	1
Totals*:	75	74	47	196

*Excludes forms received for Graduate-level courses, which are not considered by this committee.

** Received information on MPHEC form instead.

The Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2025/26 Academic Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

Motion

1. That the curriculum proposals submitted by MATH and BIOL reviewed and passed in June 2025 by the Senate Curriculum Committee (Administrative) be approved.

Summary Listing; Proposals for Curriculum Change approved in June 2025.

Faculty of Pure and Applied Science

Biology, Faculty of Pure and Applied Science

#	Program or Course Number & Title	Modification	Rationale
1.	BIOL 4423 Conservation Biology	Form 3: modification to course	The unit requested to remove the lab for the upcoming academic year (2025-2026) due to teaching load constraints but those have now changed so that the BIOL 4423 lab can now be included.

Math & Stats, Faculty of PURE AND APPLIED SCIENCE

#	Program or Course Number & Title	Modification	Rationale
1.	MATH 1323	Form 3: Course modification	Adding a 1.5 Lab/Tutorial to the course to meet requirements for Engineering Accreditation.

Note:

The registrar's office received information once registration opened that there were typos made in two of the French courses that were brought to their attention, that we would like to note in our report that have been updated:

Current: FRAN 1213 - Prerequisite(s): FRAN 1123 or placement test or permission.

Modified/Accurate: FRAN 1213 - Prerequisite(s): Placement test or permission.

Current: FRAN 2123 – Prerequisite(s): FRAN 2013

Modified/Accurate: FRAN 2123 – Prerequisite(s): FRAN 2113.

Senate Curriculum Committee (Administrative)

Minutes

June 4, 2025

9:00 am to 10:00 am

A meeting of the Senate Curriculum Committee (Admin) occurred on Wednesday, June 4, 2025, with Melanie Coombs presiding over Teams and was followed up with an email vote.

Attendees:

Melanie Coombs, Chair of Curriculum Committee (Admin)(Faculty of Pure and Applied Science)
Hayley Van Kroonenburg (Registrar's Office)
Jeff Torbert (Chair, Senate Curriculum Committee (Policy))
Jennifer Richard, Dean of Libraries and Archives (Acting)
Stephen Henderson (Faculty of Arts)

Guest:

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

Regrets:

Ashley Doyle (Professional Studies), Inna Viriasova (Faculty of Arts), Nathan Grieve (Faculty of Pure and Applied Science), Christopher Killacky (Faculty of Theology, Acadia Divinity College), Mark Bishop (Registrar)

No response:

Sam Taylor (Student)

The Chair called the meeting to order at 9:00 am.

The agenda was reviewed. There was discussion of two course change forms that were recently submitted.

Math

Item	Course/Program	Type of Submission
1	MATH 1323	Form 3: Course Modification

Rationale: Adding a 1.5 Lab/Tutorial to the course to meet requirements for Engineering Accreditation.

There was a comment from the committee about also adding these labs to MATH 1333. This comment was sent to the unit and they responded that this curriculum change is being made for Engineering accreditation and that they will consider adding the lab to MATH 1333 during the summer when reviewing their program.

The motion was made to approve of the changes by Melanie Coombs during the meeting and over email. Votes were collected by Jun 6th, 2025. Motion carried.

BIOL

Item	Course/Program	Type of Submission
1	BIOL 4423	Form 3: Course Modification

Rationale: The unit requested to remove the lab for the upcoming academic year (2025-2026) due to teaching load constraints but those have now changed so that the BIOL 4423 lab can now be included.

The motion was made to approve of the changes by Melanie Coombs during the meeting and over email. Votes were collected by Jun 6th, 2025. Motion carried.

The committee discussed the proposal to recombine the Senate Curriculum Admin and Policy committees and next steps.

Hayley mentioned that there were typos made in two of the French courses that were brought to her attention, that we should note:

Current: FRAN 1213 - Prerequisite(s): FRAN 1123 or placement test or permission.

Modified/Accurate: FRAN 1213 - Prerequisite(s): Placement test or permission.

Current: FRAN 2123 – Prerequisite(s): FRAN 2013

Modified/Accurate: FRAN 2123 – Prerequisite(s): FRAN 2113.

The meeting adjourned at 9:30 am.

REPORT OF THE SENATE CURRICULUM COMMITTEE (POLICY) TO SENATE – JUNE 2025

Committee Membership

Mark Bishop – Registrar *ex-officio*

Melanie Coombs – Chair of Curriculum Committee (Admin) *ex-officio*

Eva Curry – Faculty of Pure and Applied Science, *secretary*

Christopher Killacky – Theology

Katie Mazer – Faculty of Arts

Jennifer Richard – Dean of Libraries and Archives *ex-officio*

Jeff Torbert – Faculty of Professional Studies, *chair*

Guests

Lauren Wilson Finnis – VP Curriculum & Planning

Hayley van Kroonenburg – Associate Registrar

Shawna Singleton – Academic Programming, Quality Assurance, and Planning
Coordinator

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

- 1) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.
- 2) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.
- 3) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.
- 4) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

Activities of the Committee

The Curriculum Committee (Policy) had a busy year with excellent participation from its members, meeting 7 times in the last 7 months. The committee worked on developing policy recommendations to Senate that they hope will improve the curriculum approval

process for the Senate Curriculum Committee (Admin), Registrar's Office staff, and Senate.

Working together with the SCC (Admin), the committee assisted in updating and improving the curriculum change forms, which should be available by September for faculty and staff, and in developing and forwarding the following **Motion to Senate:**

That clerical errors in a course description, course title changes, and deletion of courses that haven't been offered in ten years be approved at the Unit level with notice given to the Registrar's Office and SCC (Administrative) Committee

The committee engaged in productive discussions around nomenclature, MPHEC requirements, and the curriculum approval process, as well as providing feedback when consulted on the creation a new School. The committee also discussed its role or potential role in assisting academic units in responding proactively to Bill 12 requirements.

The SCC (Policy) Committee worked with the SCC (Admin) Committee to propose a re-combination of their committees to the Senate By-Law Committee, which is now being discussed for a future notice-of-motion.

Ongoing Plans

The committee plans to continue to work closely with SCC (Admin) to respond to their ongoing needs as the next year is anticipated to see an increase in curriculum changes.

The committee will provide support in adopting and communicating the new MPHEC requirements once they are released (likely within the next several months).

The committee will also continue work to provide guidance on consistent nomenclature to use for curriculum-related initiatives across campus.

Report of the Senate Disability Policy Committee

June 2025

Committee Members:

Marissa McIsaac	Manager, Accessible Learning Services (ex-officio)
Gillian Hastey	Accessibility Resource Facilitator (ex-officio)
Mark Bishop	Registrar (ex-officio)
Anna Wilks	Arts (Chair)*
Vacant	Professional Studies
Richard Karsten	Pure and Applied Science
Shawna Peverill	Theology
Genna Beed	Student

Note: *Anna Wilks stepped aside from the committee in late October. James Brittain replaced Anna Wilks March-June, as Arts representative. However, the committee did not have a replacement Chair for the remainder of the year. Anna Wilks resumed her position as Chair throughout June to deal with end of year administrative matters and to facilitate a smooth transition for the new committee membership into the next academic year.

Committee Duties:

- Monitor the implementation of Acadia University's Disability Policy
- Conduct an annual review of the Disability Policy and, if necessary, recommend amendments of the policy to Senate
- Receive reports from Accessible Learning Services on the number of students registered with Accessibility, emerging trends, feedback pertaining to policy changes, development of future and ongoing plans
- Deal with any issues that Senate might refer to the Committee
- Monitor the progress achieved in meeting the objectives of the University's Accessibility Plan 2030

Committee's Activities 2024-25

- The Committee met once on September 23, 2024 (via Teams)

Meeting attendees: Gillian Hastey, Richard Karsten, Marissa McIsaac, Shawna Peverill, Anna Wilks.

Anna Wilks served as Transition Chair and Secretary.

Agenda Items addressed at meeting:

- The committee elected Anna Wilks as Chair and Secretary for 2024-25.
- Anna Wilks reviewed the committee's mandate and current membership, noting the vacant positions of Professional Studies and student rep. Marissa McIsaac offered to help recruit a student representative.
- Marissa McIsaac provided reported that there are currently 1111 students registered with Accessible Learning.

- Marissa McIsaac and Gillian Hastey explained some general features of the current disability policy and how it would be integrated with the new university-wide Accessibility Learning accommodation platform, *Accommodate*.
 - Marissa McIsaac and Gillian Hastey apprised the committee of some progress towards dealing with the limited resources at Accessible Learning. They reported the hiring of additional proctors to facilitate the scheduling of tests and examinations.
 - Limited space and other inadequate resources at Accessible Learning still need to be properly addressed.
 - The committee established its goals for 2024-25 and set tentative meeting dates.
 - The two central goals were: a) Monitor both the challenges and effectiveness of the Accommodate System recently adopted by Accessible Learning, and b) Seek clarification on the deliverables specified in the *Acadia University Accessibility 2030 Plan* for which our committee is jointly accountable and develop a plan of action for achieving those deliverables.
 - Marissa McIsaac offered to reach out to Meghan Swanburg and Emily Duffett who serve on the Accessibility Advisory Committee for direction and clarification on the deliverables noted above, and the extent to which our committee is accountable for these deliverables.
- The Chair, Anna Wilks, met with Associate Vice-President EDI-AR, Lerato Chondoma, on October 17, 2025, to discuss the proposed collaboration of the Disability Policy Committee with the Accessibility Advisory Committee, especially in connection with the production of the Acadia Accessibility Plan. In particular, it was determined that the Chair of the Disability Policy Committee (Anna Wilks) should serve on the Implementation Committee to assist in coordinating the various Accessibility Working Groups and facilitate the implementation of the new Accessibility Plan.

Committee's Plans for 2025-26

- As the committee was unable to carry out its agenda this year, the SDPC 24-25 plan should constitute a basis for the agenda of the 25-26 committee.

Respectfully submitted,
Anna Wilks (she/her/hers)

Chair, Senate Disability Policy Committee

Faculty Council Year-End Report for Acadia University Senate

Prepared by Krissy Keech, Chair, Faculty Council

Submitted Friday, June 13

A. Outline of activities that the committee undertook during the academic year (meetings):

- October 8, 2024, 9:30-11:30AM on Teams
 - The purpose of this meeting was to approve the list of Fall graduands and share reports from various bodies on campus. PVPA Ashlee Cunsolo gave a special presentation regarding Academic planning and visioning for the University.
- November 12, 2024, 12:00-1:00PM on Teams
 - The purpose of this meeting was to brainstorm on the role of Faculty Council (FC). Attendees addressed guiding questions in break-out groups.
- November 28, 2024, 2:30-4:00PM on Teams
 - The purpose of this meeting was to discuss the Faculty Ranking Process, facilitated by the Academic Planning Committee (APC). PVPA Ashlee Cunsolo gave a presentation. Attendees addressed guiding questions in break-out groups.
- March 6, 2025, 2:30-4:00pm on Teams
 - The purpose of this meeting was to share reactions, ask questions, provide feedback and suggestions, and learn about next steps regarding the results of the Employee Engagement Survey, as it relates to faculty. In this meeting, first President Jeff Hennessy and PVPA Ashlee Consolo spoke, then Lisa Spiegel, employee engagement coordinator presented the survey results. Attendees were then divided into groups to discuss key areas of the survey and make suggestions on how to proceed.
- May 6, 2025, 10:00AM-12:00PM on Teams
 - The purpose of this meeting was to approve the list of Spring graduands and share reports from various bodies on campus.

B. Any other notes you would like to communicate to the Senate regarding the committee:

- It was expressed by SLT in September that an active Faculty Council with more input on University issues would be welcome. Faculty Council met three additional times outside the traditional Fall and Spring meetings to discuss various topics. While numbers were low for these extra meetings, those who attended were engaged and discussions were fruitful.

C. Any upcoming plans or ongoing projects of your committee:

- As the University faces increasing pressures by government and given that there will likely be more meetings all over campus, it is recommended that the Executive of 2025-2026 take on a more social and morale-boosting role by organizing some

social events in 2025-2026. The regular Fall and Winter meetings will proceed as scheduled. The current Chair has reached out to Lisa Spiegel, Employee Engagement Coordinator about possibilities to collaborate on this.

D. List of the committee members over the course of the academic year:

- Executive: Krissy Keech (Chair); Anna Kiefte (Vice-Chair); Natalie Swain (Secretary)
- Membership: all faculty within the University

Respectably submitted,



Krissy Keech

Chair, Faculty Council

FACULTY SUPPORT COMMITTEE

REPORT TO SENATE

May 29, 2025

Membership:

Vice-Provost, Teaching and Learning Excellence or delegate (Chair): Lauren Wilson Finniss

Association of Atlantic Universities FDC rep: Lauren Wilson Finniss

Coordinator of Academic Technologies or delegate: Michael Shaw

1 Arts: Jamie Sedgwick

1 Professional Studies: Paul Lauzon

1 Pure and Applied Science: Darcy Benoit

1 Theology: Steven Porter

1 Librarian/Archivist: Agnieszka Hayes

1 Student: Sam Taylor

Mission Statement: To contribute to the success and development of Acadia University faculty in teaching, use of academic technologies, and overall professional development.

The duties of the committee are;

1. To advocate for teaching and learning resources for faculty
2. To collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
3. To collect faculty ideas and develop suggestions to meet faculty development needs
4. To promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
5. To consider matters as Senate may from time to time entrust to the Committee

The Faculty Support Committee was very engaged and has met seven times throughout the academic year in a hybrid format (September 25, October 21, November 13, December 4, February 5, April 24, May 29) and consulted and worked on documents via email outside of those meetings. Our Transition Report indicated that we would undertake the work described below in italics, followed underneath with the actual work we completed this year in normal text.

The Committee agreed to prioritizing the commitment made to Senate the previous year to take leadership in making recommendations towards fulfilling the institutions requirement to develop an Online and Technology-Supported Learning Framework for the MPHEC. This leadership included:

1. *In accordance with duties #1 and #3, we will create an inventory of institution-wide support for teaching, including support for educational technologies*

The Faculty Support Committee focused its work this year primarily on the development and distribution of a comprehensive *Educational Technology at Acadia Survey*. Recruitment to complete the survey was shared through the teaching@acadiau.ca email address and through heads and directors. The recruitment message is included below in Appendix A. The survey stayed open from March 18, 2025, to April 17, 2025, and was reopened until May 19th to allow for additional participants who expressed interest. The survey received a total completion rate of 85 full completed responses with the following representation:

Professional Studies 25 (29%)
Pure and Applied Science 23 (27%)
Arts 22 (26%)
Library and Archives 6 (7%)
Acadia Divinity College 6 (7%)
Unknown 3 (4%)

Permanent/Continuing Full-time 67 (79%)
Part-Time/Limited Term 15 (18%)
Unknown 3 (2%)

Data analysis and results will be worked on throughout the summer, and the committee is excited to share the results with Senate in the Fall. Thank you to everyone who took the time to contribute to the survey and this important work!

2. ***In accordance with duties #1, #2, and #3, we will collect faculty input and ideas on use, support, and resourcing of educational technologies and online learning.***

See note for #1.

3. ***In accordance with duty #5, we will propose a draft Online and Technology-Supported Learning Framework as required by the MPHEC to Senate for review by March 2025. This work will be supported by three Working Groups in the priority areas of Technology-Supported Learning, Academic Oversight, and Student Support. The working groups will be organized and chaired by the Vice-Provost, Teaching and Learning Excellence, reporting into the Faculty Support Committee monthly.***

The MPHEC has required that by May 2026, all Maritime universities will have developed and submitted an institutional framework for online and technology-supported learning that is aligned to the MPHEC's *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*. By that date, all institutions should have updated relevant policies and practices to align with their framework and should submit to the MPHEC a copy of their framework and confirmation of Senate approval.

Starting May 2027, once each Maritime university has had its framework vetted by the MPHEC and implemented internally, it will no longer be required to submit a program proposal to change an existing in-person program to online delivery.

At this time, there are no undergraduate degrees at Acadia (outside of the Acadia Divinity College) that have received Senate approval for an online or mixed modality format. This decision would require collaboration between the senior administration, Senate, and AUFA. This collaboration would need to include a commitment to financial and support resources, as well as modifications to the Collective Agreement.

After consultation with the MPHEC and confirmation of the timeline and scope of work, adjustments were made to the originally proposed approach and timeline in the transition report. The committee reports that this work remains on track to deliver the framework to the MPHEC on schedule.

Timeline of the work to date:

November 13, 2023, Senate passed the motion for the Senate Faculty Support Committee to make recommendations on developing an institutional framework for online and technology-supported learning and those recommendations were presented to Senate May 28, 2024.

Winter 2024, the Online and Technology-Supported Learning Working Group was created as a sub-group of the Faculty Support Committee which met and provided feedback towards the creation of the framework and this work shaped the recommendations presented to Senate May 2024.

October 2024, as the Chair of the Faculty Support Committee, the Vice-Provost, Teaching and Learning Excellence was assigned the responsibility to develop a draft framework that was shared and discussed with members of the working group on April 15, 2025. An updated draft of the framework is currently with the Faculty Support Committee for review.

Once approved by Senate, the framework will be a living document that will be updated at a minimum annually through an appropriate Senate committee. Once approved by the MPHEC, it will be available on the Academic Program Development, Review and Planning website.

Based on feedback through the review and consultation process, recommendations for next steps include:

Recommendation #1: Continuation of the working group with a call for new members and with the support of Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator acting as a project manager. The working group will be active throughout the summer semester with the following duties:

- Review current process documented in Current Process/Requirements to establish documented, transparent, and accessible administrative policies and corresponding procedures
- Review moving forward actions and create a one-year action plan to receive Senate approval of the framework and to meet the MPHEC deadline of May 2026
- Prepare the draft framework for Senate review in September/October 2025

Recommendation #2: Much of the information collected in the draft framework should be documented policies and corresponding procedures, which would allow for clarity and ease of reporting in the framework by linking to the appropriate pages and documents. It is recommended that the working group through the Faculty Support Committee take leadership in this work, as stated in the duties above;

Recommendation #3: Consult with the Acadia Divinity College on the development of a separate framework that better reflects the specific requirements of the technology and teaching modalities within their programs.

Recommendation #4: Seek consultation from the Senate Curriculum Committee (Policy) on integration with the course and program proposal process and an oversight of the document moving forward

The draft framework is available for review and feedback by members of Senate. Contact committee chair, Dr. Lauren Wilson Finniss or any member of the Faculty Support Committee to receive access.

Appendix A: Educational Technology at Acadia Survey Recruitment message (Shared March 18, 2025, through teaching@acadiau.ca):

The **Faculty Support Committee** invites you to complete the [Educational Technology at Acadia Survey](#).

This survey was developed to guide the committee in fulfilling its duties to:

1. advocate for teaching and learning resources for faculty;
2. collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies; and
3. collect faculty ideas and develop suggestions to meet faculty development needs.

This survey is a first, an opportunity to communicate what technologies you are using and how the university can better support your use of teaching technologies.

The survey is being conducted for internal use only and **all data collected will be anonymized** by the Faculty Support Committee members and reported upon as major themes and frequencies. The final report will be shared with Senate, AUFA, Senior Leadership, and

through the all-faculty mailing list. The data collected will be used to inform the work of the committee in the coming years.

The survey consists of 80 questions and **should take 18 to 20 minutes to complete**. A copy of the survey questions has been provided in the recruitment email if you wish to review in advance of beginning the survey. If there are questions that you would prefer not to answer, you may leave them blank. The questions that have responses included will be included as part of the data set.

As the university considers how it better supports teaching and educational technologies on campus completing this survey is essential for your perspective and current experiences to be included into the committee's advocacy for faculty. The committee is committed to **maintaining the confidentiality of faculty members** in its reporting to allow for honest and fulsome sharing of information for the betterment of the faculty experience and student learning. We are asking for this time commitment for you to **share your thoughts and experiences** and in return we are committed to ensuring that the information is handled and used with the utmost integrity and consideration for the faculty and students we serve.

The survey is administered using LimeSurvey and can be accessed through this link:
<https://surveys.acadiau.ca/index.php/115967?lang=en> **The survey will remain open until April 17, 2025.**

Please direct any questions you have in regard to the survey to the committee chair, Dr. Lauren Wilson Finniss, lauren.finniss@acadiau.ca, or any of the listed committee members.
Regards,

Senate Honours Committee Report

May 2025

Committee Members for 2024/2025:

Associate Vice-President Research & Dean, Graduate Studies: Kate Ashley (ex-officio)

Associate Registrar: Hayley van Kroonenburg (ex-officio)

Arts: Jennifer MacDonald

Arts:

Prof. Studies: Michelle Boyd

Prof. Studies:

P&A Science: Matthew McSweeney (Chair)

P&A Science: Morgan Snyder

Honours Student (Arts): Genna Beed

Honours Student (Prof. Studies):

Honours Student (P&A Science):

Summary Report

The Senate Honours Committee met two times in 2024/2025 (October 11, 2024 and February 25, 2025) plus held a special meeting of half the members on April 7, 2025 to adjudicate the Honours Summer Research Award (HSRA) applications. Results are provided at the end of this report.

The committee main focus this year was to revise the guidelines for thesis formatting to ensure consistency. Furthermore, the committee discussed what constitutes an honours degree and how the current options at Acadia relate to the definition of an honours degree defined by MPHEC.

The Honours Summer Research Award application form was also reviewed.

2024-25 Honours Theses

A total of 86 Honours theses were submitted during the 2024-2025 academic year.

2025 Honours Summer Research Awards (HSRA):

Applications:

64 HSRA applications were submitted for funding. Of these, 15 received an NSERC Undergraduate Student Research (USRA) award and were thus withdrawn from the HSRA competition, leaving 49 students to be considered:

- 7 from the Faculty of Arts
- 9 from the Faculty of Professional Studies
- 33 from the Faculty of Pure and Applied Sciences

Funding available:

A total of \$118,580 was available and distributed as Honours Summer Research Awards

- \$9,000 was contributed by the Provost's Office
- \$109,580 was contributed by donors via the Advancement Office
 - Webster Foundation awards for a total of \$24,000 (1 award of \$8,000 per Faculty)
 - Donor Awards (11 x \$5000) for specified disciplines
 - Walker for Science (1)
 - MacNeily for Economics (2)
 - Trudell - Awards for Chemistry, Physics or Biology (2)
 - Donald & Evelyn Hall for Mathematics or Engineering (4)
 - Doris Fraser Hiltz Chemistry Research Award (2)
 - Donor Awards (2 x \$2000) for specified disciplines
 - Dr. James Williams (1)
 - Dr. Dan Toews Research Award (1)

Results:

18 HSRAs awarded – 1.5 (Acadia funds), 3 (Webster funding), and 13.5 (other donor funding):

- 3 awards to students in the Faculty of Arts

- 3 awards to students in the Faculty of Professional Studies
- 12 awards to students in the Faculty of Pure and Applied Sciences

Respectfully submitted,

Matt McSweeney, Honours Committee Chair, and
Kate Ashley, Associate VP Research and Dean, Graduate Studies

Senate Nominating Committee

Members: Caroline Cochran, Nicholas D’Amato, Jeff Hennessey, Cliff Stanley

Report to Senate

June 11, 2025

During the 2024/25 academic year, the Senate Nominating Committee had one meeting and conducted most of their work through email correspondence. At the meeting, it was noted we were missing 3 members on our 7-person committee (Arts Senator representative, Arts representative, Prof. St. representative) and would hold off on electing a Chair until a more complete committee was formed. Despite efforts to fill the committee with the help of the Chair of Senate (Anna Kiefte), no new members joined. By the end of April, I was elected as Chair of the committee and began the process of filling vacancies. Since then, our committee has brought forward nominations for the following Senate vacancies:

Position	Nomination
Chair of Senate	Anna Kiefte
Deputy Chair of Senate	Christianne Rushton
Senate Executive member from FA	Anne Quema Jeffrey Sachs
Senate Executive member from FPS	None
Senate Executive member from FPAS	None
Lay Person	Oliver Jacob
Faculty Elections Officer	Paul Arnold

We note that two positions remain unfilled, and a second call will be made for these positions. For the Senate Executive member from FA, an election will be needed.

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

Respectfully submitted,

Caroline Cochran, Chair

On behalf of the Senate Nominating Committee

RESEARCH ETHICS BOARD ANNUAL REPORT, 2024–2025

For the period 1 May 2024 to 30 April 2025:

Committee membership: Nathan Grieve (Pure and Applied Science), Stephanie Jones (Pure and Applied Science, Chair), Michael Jeffrey (Community), Ryan MacNeil (Professional Studies), Melody Maxwell (Theology), Cheri Killam (Community), Shon Whitney (Community), Anna Wilks (Arts, July – October, 2024), Liam Swiss (Arts, February – June, 2025), Tristan Murray* (Graduate Student Representative), Kate Ashley* (RIGS, *ex officio*).

* non-voting

Meetings and review of applications: The Research Ethics Board (REB) met monthly through Microsoft Teams and/or in-person on 12 occasions and reviewed 82 new formal applications for ethics approval. The Chair (Stephanie Jones) also reviewed no less than 66 formal requests from researchers to approve changes to previously approved research and/or extend the term of approval of already approved research. The Chair (Stephanie Jones) also independently assessed proposals for secondary analysis of already collected data.

Other activities: The Chair responded to numerous informal inquiries from student and faculty researchers at Acadia and elsewhere and liaised with Research, Innovation and Graduate Studies about the inclusion of information pertaining to REB review of graduate thesis research. The Chair serves as the University's liaison to the Canadian Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of ethics approval or rejection, performs all filing and maintenance of all REB records, follows up on approved and unapproved research, where necessary, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and prepares reports for Senate and other bodies concerning the business of the REB.

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 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 2024 and 30 April 2025, two members were oriented to the REB.

Ad hoc advisors: Ad hoc advisors are appointed only when the REB judges that it lacks the knowledge needed to review a particular application. The REB judged that no ad hoc advisors were needed during the reporting period.

Appeals: None

Matters out of the ordinary: None

Transitional Chair for the summer: S. Jones

Other comments: None

Submitted by Stephanie Jones

ACADIA UNIVERSITY

Report of the SCHOLARSHIPS, PRIZES AND AWARDS COMMITTEE (SPAC) to SENATE

REPORT DATE: May 13, 2025

SPAC COMMITTEE MEMBERS

Membership	July 1, 2024 - June 30, 2025
Arts	Can Mutlu
	Chelsea Gardiner
	Student Rep: Vacant
Professional Studies	Scott Landry (Committee Chair Oct 2023-present)
	Wenxia Guo
	Student Rep: Sophia Carpenter
Pure & Applied Science	Jennie Rand
	Iain Beaton
	Student Rep: Julia Shirokov
Registrar or Delegate	Kim Rhymes, Administrator, Scholarships and Financial Assistance
Financial Aid Counselor	Candace Bird (Committee Secretary)

PURPOSE AND DUTIES OF COMMITTEE

1. To decide policy and process by which recipients of scholarships, prizes, bursaries, scholar-bursaries, awards, and convocation medals are to be selected and to gather all information it considers necessary for the selection;
2. To select the recipients of undergraduate entrance scholarships, prizes and awards and some in-course scholarships, prizes, and awards;
3. To periodically review the scholarships, prizes and awards program and to recommend improvements (increased funds, new scholarships, more prizes, etc.) to those involved in the program;
4. To promote interest in the scholarship program;
5. To consider such other matters as the Senate may from time to time entrust to the Committee.

MEETINGS DATES

Committee meetings were held during 2024-2025 on the following dates:

September 27, 2024 via Microsoft Teams

November 15 2024 via Microsoft Teams (entrance scholarship process information session) via Microsoft Teams

February 12, 2025 via Microsoft Teams

April 24, 2025 via Microsoft Teams

Acadia's Student Assistance Program (ASAP) assisted 113 students in the 2024-2025 academic year and had a budget of \$250,000.

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Awarding of 2025 Entrance Scholarships

Through the entrance scholarship process, 2286 prospective students were offered entrance scholarships or scholar-bursaries for the 2025-26 academic year as of the date of this report. This included renewable entrance merit-based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of 80% or above.

To be competitive with other universities, our top entrance scholarships were valued as follows:

Three Chancellor's Scholarships each valued at \$10,000 renewable

Three Board of Governors' Scholarships each valued at \$8,000 renewable

Three President's Scholarships each valued at \$7,000 renewable

The academic requirements for the 2025-2026 grade-based entrance scholarship program criteria did not change from the previous year. The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average provided the grade 12 average is 80% or above.

As part of the entrance scholarship application process the Committee again used a standardized group score spreadsheet. The top 120 files were reviewed. The Committee had some discussion on the activity section of the entrance scholarship application forms, no changes were made at this time. The Committee had some discussion on reference letters. It was decided that students who had an average between 90.0% to 94.9% no longer required a reference letter. Only students in the top 120 (95% or higher) require a reference letter.

2. Review of Committee Mandate

The Committee duties were reviewed. No changes were made.

3. Bursary Program Process:

No changes were made.

4. Scholarship Renewability:

No changes were made.

5. Entrance Scholarship Timeline:

The timeline for evaluating the entrance scholarships in March was discussed. Things ran smoothly.

Respectfully submitted,

Candace Bird
Secretary

Scott Landry
Chair

Report of Timetable, Instruction and Examination Committee – June 2025

Committee Membership:

Registrar – Mark Bishop
Senior Director Student Affairs – James Sanford
Arts – Bernard Delpeche
Prof. Studies – Christianne Rushton
Pure and Applied Science – Iain Beaton (Chair)
Student - Julia Shirokov
Student - Emma Boles
Student – Sam Taylor
Guest - Hayley van Kroonenburg

Duties:

- (1) to communicate the approved rules on instruction hours to all members of Faculty before the end of August of each academic year;
- (2) to recommend to Senate the approval of special requests as it deems valid, with supporting reasons;
- (3) to recommend to Senate new or modified policies and regulations pertaining to instruction hours;
- (4) to publish in the spring of each academic year, a time, a place and schedule of classes for the following year;
- (5) to make such amendments and corrections as may be deemed necessary in the timetable throughout the year;
- (6) to make recommendations concerning any changes in the scheduling of courses which, in its judgment, will more efficiently utilize the physical plant of the university without compromising academic needs;
- (7) to publish a timetable for December and April examinations;
- (8) to ensure that proper examination procedures are carried out;
- (9) to consider and to rule on all individual cases that may arise in the course of examination procedures and may deserve special consideration;
- (10) to recommend to Senate by the January meeting in each year the dates for the following academic year.

Meetings:

The committee met on September 25, 2024, December 4, 2024, January 23, 2025, and April 14, 2024.

Summary of activities:

1. Preparation and review of suggested Senate motions:
 - a. to add “attendance requirements – including scheduled and expected participation outside of scheduled class time” to the Syllabus/Course Outline requirements in the academic calendar. The complete wording would be as follows: (January 13, 2025 Senate meeting, motion was amended then passed). After the amendment the approved the Syllabus/Course Outline requirements became: *At the beginning of each course, instructors are required to indicate in writing the elements for the course, including tentative dates and values of all assignments, attendance requirements – including expected time commitments scheduled outside of class time, and*

the value of examinations. Once a course is underway, major alternations to the syllabus/course outline can be made by the instructor providing they have the consent of registered students.

Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course.

Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this Calendar. No credit is given for a course unless all requirements have been completed.

- b. That the calendar dates for Intersession 2025 be approved. (February 10, 2025 Senate meeting, motion passed).
- c. Proposed Calendar Dates for 2029-30 (February 10, 2025 Senate meeting, motion passed).

2. Other Issues discussed:

- a. Policy on major tests or other in-class assessments during the last 2 weeks of classes. It was brought to the attention of the TIE committee that a motion from June 14, 2023 was not implemented in the academic calendar according to the language of the motion. After much discussion, this was indeed confirmed and updated following the TIE April 14 meeting. In addition to this we have discussions to update the language are ongoing.
- b. The timing of fall reading week: This is a perennial issue for the TIE committee. The committee is planning to re-evaluate the timing of the break which will include surveying Faculty, staff, and students.
- c. Length of lunch break: The committee had preliminary discussions to change the length of the lunch break from 30 minutes to 1-hour. No recommendations were brought forward.

Respectfully Submitted,
Iain Beaton, Chair

**ACADIA UNIVERSITY SENATE
MEETING DATES
2025-2026**

Unless otherwise noted, all meetings will take place in **hybrid format**, in person in the **Langley Classroom of the Acadia Divinity College (DIV 217) and using Zoom**. Special meetings may be called if required, as per the Constitution and By-Laws of Senate.

Monday, September 8th, 2025 4:00-6:00 p.m.

(Agenda items must be submitted by Friday, August 29th at 12:00 pm/noon)

Thursday, September 25th, 2025 4:30-5:30 p.m.

Senate Orientation Session #1- optional attendance- *This meeting will occur on MS Teams only.*

Wednesday, October 8th, 2025 4:00-6:00 p.m.

(Agenda items must be submitted by Wednesday, October 1st at 12:00 pm/noon)

This is the Senate meeting when Senate approves the list of fall graduands. The Faculty Council will meet the day before to do the same. - *This meeting will occur on MS Teams only.*

Monday, November 17th, 2025 4:00-6:00 p.m.

(Agenda items must be submitted by Friday, November 7th at 12:00 pm/noon)

Monday, December 8th, 2025 9:00-11:00 a.m.

(Agenda items must be submitted by Monday, December 1st at 8:00 am)

Monday, January 19th, 2026 4:00-6:00 p.m.

(Agenda items must be submitted by Monday, January 12th at 12:00 pm/noon)

Monday, January 26th, 2026- 4:30-5:30 p.m.

Senate Orientation Session #2- optional attendance- *This meeting will occur on MS Teams only.*

Monday, February 9th, 2026 4:00-6:00 p.m.

(Agenda items must be submitted by Monday, February 2nd at 12:00 pm/noon)

Monday, March 9th, 2026 4:00-6:00 p.m.

(Agenda items must be submitted by Monday, March 2nd at 12:00 pm/noon)

Monday, April 13th, 2026 9:00-11:00 a.m.

(Agenda items must be submitted by Monday, April 6th at 8:00 am)

Wednesday, May 6th, 2026 9:00 a.m.-12:00 p.m.

(Agenda items must be submitted by Wednesday, May 6th at 8:00 am)

This is the Senate meeting when Senate approves the list of spring graduands. The Faculty Council will meet the day before to do the same.

Wednesday, June 17th, 2026 9:00 a.m.-12:00 p.m.

(Agenda items must be submitted by Wednesday June 11th at 8:00 am)

**ACADIA UNIVERSITY SENATE EXECUTIVE
MEETING DATES
2025-2026**

Unless otherwise noted, all meetings will take place in **virtual/online format using MS Teams**.
Special meetings of Senate Executive may be called if required.

Wednesday, July 23rd, 2025 9:00-11:00 am

Wednesday, August 20th, 2025 9:00 am-10:30 am

Wednesday, October 1st, 2025 4:00-5:30 pm

Wednesday, November 26th, 2025 4:00-5:30 pm

Wednesday, January 28th, 2026 4:00-5:30 pm

Wednesday, March 25th, 2026 4:00-5:30 pm

Wednesday, June 24th, 2026 9:00-11:00 am



School of Counselling



Acadia's M.Ed. in Counselling Program

- Leadership in counselling through disciplined inquiry, diversity, inclusion, ethics, and research informed practices
- Nationally recognized as a top provider of counsellor education and one of six nationally accredited programs with CACEP
- Consistently highly sought after for its rigour, standards, and ability for grads to fast track to registration and certification post-graduation



Program at at Glance

Year	Total Applicants
2021	185
2022	177
2023	195
2024	163

3 TT + 2 CLT faculty

Program Coordinator, Clinical Coordinator, &

RSMHC Coordinator - Course Release

80 - 100 Students (20-40FT + 60PT)

2 Cohorts (n=40) admitted each year



History

Established in the late 1970's for educators aspiring to become guidance teachers.

First non-educator applicant accepted 20 years later (90's).

Program added an agency stream to accommodate increasing applicants from non-school settings

As of 2024, applicants in the agency stream outnumbered school stream applicants



NS Landscape

National Leader in Regulation

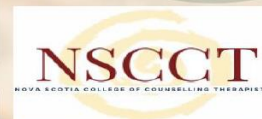
NSCCT was the first regulatory college in Canada, establishing the Counselling Therapists Act in 2011

Regulation Growing

There are currently over 850 regulated counselling therapists in NS

Diverse Post-Grad Settings

- Nova Scotia Health Authority
- Private practice
- Not-for-profit organizations
- Public/private schools
- Post-secondary counselling centres



Expansion & Changes in Regulation

Increasingly more graduates are seeking registration with NSCCT and/or certification with the CCPA as the profession is increasingly promoting and requiring regulation, strengthening the identity of counselling in NS.



Regulated Health Professions ACT - 2025



NSTU Agreement - School Counsellor in Every School by 2026



1 of 4 priority health programs identified by NS Health



Phase 1 of Universal Mental Health Care - Spring 2025

Reasons for a move to a *School of Counselling*

Placement within the SOE no longer aligns with the diverse career aspirations and scopes of practices of current applicants and graduates

- Improved visibility of the program at community and government levels
 - Potential increased funding opportunities by reducing misunderstandings/misconceptions about program scope and outcomes
- New positioning will better reflect program's focus, outcomes, and objectives as a regulated health profession



Discussions & Feedback

Several conversations have occurred with provincial and community partners about the establishment of a School of Counselling and repositioning the Counselling program within it. Through these discussions, there has been consistent support and confirmation that this move will not impede program accreditation, graduate certification and registration, position/pay upgrades, or employment.



ED and Registrar of
Provincial Regulatory
Body



EECD - School
Counselling Consultant
& ED Student Services



Chairs of Certification
and Council on
Accreditation of
Counsellor Education
Programs



Acadia MEd. in
Counselling
Community Advisory
Council

Acadia University Senate Curriculum Committee (Administrative) 2024-2025
Form 3: Proposed Modification to an Existing Course

Department or School:	Biology	
Presented to Faculty Council?	Choose an item.	
Date presented (or will be) to Faculty Council:	Click or tap to enter a date.	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input checked="" type="checkbox"/> other. Please explain: Change on co-requisite (adding a lab section) (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information		
Course code - discipline & number (e.g. HIST 2223):	BIOL 4423	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Yes	
Proposed course title:	Conservation Biology	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) The theory and practice of conservation biology including human impacts on the biosphere, historical and present worldviews of humans and nature, indigenous perspectives and the honourable harvest, protected area design, management and restoration, ecosystem services, extinction risk, invasive species and species at risk. (3h lab)		
Prerequisites:	BIOL 1113/ BIOL 1123 with minimum grade of C-. Third year standing or higher.	
Corequisites:	BIOL 4420L	
Antirequisites:	Click or tap here to enter text.	
Current Course Information		
Course code – discipline & number:	Click or tap here to enter text.	
Course Title:	Click or tap here to enter text.	
Calendar description: (MAXIMUM 60 words) The theory and practice of conservation biology including human impacts on the biosphere, historical and present worldviews of humans and nature, indigenous perspectives and the honourable harvest, protected area design, management and restoration, ecosystem services, extinction risk, invasive species and species at risk.		
Prerequisites:	BIOL 1113/ BIOL 1123 with minimum grade of C-. Third year standing or higher.	

Corequisites:	Click or tap here to enter text.
Antirequisites:	Click or tap here to enter text.
<p>Briefly state the reason for requesting this modification. Please be specific.</p> <p>The current course information (title, course description, etc.) is the same as that noted under Current Course Information with the addition of the 3h lab, which we dropped from the course in a curriculum change form submitted last fall (2024). In this curriculum change, we ask to re-instate the lab. The lab is needed as there are course activities that require lab time/ pedagogies. The lab has been part of the BIOL 4423 course in all previous years. We requested to remove the lab for the upcoming academic year (2025-2026) due to teaching load constraints but those have now changed so that the BIOL 4423 lab can now be included.</p>	

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
<p>If you chose 'No', please explain.</p> <p>Click or tap here to enter text.</p>	
Will this modification alter, in any substantive way, the way the course is currently delivered?	<p>No</p> <p>If you chose 'No', you may skip the rest of this section.</p>
<p>Briefly state how the modification will change the delivery of the course.</p> <p>Adding a lab section will allow for the delivery of lab-specific activities, but this change simply restpres the lcourse to the way it has worked in past years.</p>	
Has the proposed modification been discussed with students?	No
If you chose 'Yes', do students approve of the modification?	Choose an item.
<p>If you answered 'No' for either of the two questions above, please explain.</p> <p>Students are (probbaly) not aware that we dropped the lab as the course has typically had a lab.</p>	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
<p>If you chose 'No', please explain.</p> <p>Click or tap here to enter text.</p>	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
<p>Provide a list of available materials in the library that would be suitable for use in this course.</p> <p>General Biology texts, news articles.</p>	
<p>Provide a list of desirable materials for acquisition by the library.</p> <p>TBD</p>	

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

What technological resources or assistance, if any, will be required?
None

Additional Information

Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below.
The proposed change would mean that the course will be run in a way that is consistent with past years.

Acadia University Senate Curriculum Committee (Administrative) 2025-2026 Form 3: Proposed Modification to an Existing Course

Department or School:	Math and Stats	
Presented to Faculty Council?	At future meeting	
Date presented (or will be) to Faculty Council:	Click or tap to enter a date.	
Type of modifications (check all that apply) <input type="checkbox"/> *change in course number or title within same year <input type="checkbox"/> change in course number or title not in same year <input type="checkbox"/> change in calendar description <input type="checkbox"/> change in course weight (credit hours) <input type="checkbox"/> change in prerequisite(s) <input type="checkbox"/> change in course level <input checked="" type="checkbox"/> other. Please explain: Change Corequisite (* Request may go directly to Senate. Does not require curriculum committee approval)		

Modified Course Information

Course code - discipline & number (e.g. HIST 2223):	Math 1323	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Choose an item.	
Proposed course title:	Matrix Algebra	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below: (MAXIMUM 60 words) Systems of linear equations, matrices, vectors in two and three dimensions, row reduction and echelon forms, linear independence and span, linear transformations, matrix operations, Invertible Matrix Theorem, subspaces, determinants, Cramer's Rule, eigenvectors and eigenvalues; a computational approach, with applications. (3h lecture, 1.5h lab).		
Prerequisites:	Mathematics 11 and 12, or Precalculus 11 and 12, or MATH1003.	
Corequisites:	MATH 1320L	
Antirequisites:	MATH 1333.	
Current Course Information		
Course code – discipline & number:	Math 1323	
Course Title:	Matrix Algebra	

Calendar description: (MAXIMUM 60 words) Systems of linear equations, matrices, vectors in two and three dimensions, row reduction and echelon forms, linear independence and span, linear transformations, matrix operations, Invertible Matrix Theorem, subspaces, determinants, Cramer's Rule, eigenvectors and eigenvalues; a computational approach, with applications.	
Prerequisites:	Mathematics 11 and 12, or Precalculus 11 and 12, or MATH1003.
Corequisites:	Click or tap here to enter text.
Antirequisites:	MATH 1333.
Briefly state the reason for requesting this modification. Please be specific. We are adding a 1.5 Lab/Tutorial to the course to meet requirements for Engineering Accreditation. This also brings the course inline with other introductory Math&Stat courses which have a 1.5h lab.	

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	
Will this modification alter, in any substantive way, the way the course is currently delivered?	No If you chose 'No', you may skip the rest of this section.
Briefly state how the modification will change the delivery of the course. Click or tap here to enter text.	
Has the proposed modification been discussed with students?	No
If you chose 'Yes', do students approve of the modification?	Choose an item.
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

Teaching Resources	
Are there qualified faculty members available to teach the modified course?	Yes
If you chose 'No', please explain. Click or tap here to enter text.	

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	No
Provide a list of available materials in the library that would be suitable for use in this course. Linear Algebra and its Applications by David C. Lay & Steven R. Lay, Pearson Education Limited, 2022	
Provide a list of desirable materials for acquisition by the library. Matrix Theory and Linear Algebra by Peter Selinger (https://www.mathstat.dal.ca/%7Eselinger/linear-algebra/) This text is available online free of charge, but we could have a printed copy in the library.	

Technology Support (as applicable)

Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? For the immediate future, the lab will use the same resources as the course has been using.	

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