



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 Monday, March 10, 2025.

A hybrid meeting of the Senate of Acadia University occurred on Monday, March 10, beginning at 4:03 PM, with Chair A. Kiefte presiding. The meeting took place in hybrid format in the Langley Classroom of the Divinity College and Zoom, with 47 Senators in attendance (21 in person and 26 on Zoom) and 2 guests.

A. Kiefte called the meeting to order.

Approval of Agenda

Motion to approve the agenda. Moved by D. Benoit and seconded by C. Rushton.

A. Kiefte stated that Version 4 of the agenda was circulated on Friday and no changes had been made since then.

MOTION TO APPROVE THE AGENDA CARRIED

Approval of Minutes

Motion to approve the minutes of February 10, 2025. Moved by D. Duke and seconded by D. Benoit.

The Chair stated that there was one amendment, noting that at the top of page 3, the word “Month” was missing after African Heritage.

There were no further amendments.

The Chair noted one formal abstention.

MOTION TO APPROVE THE MINUTES OF FEBRUARY 10, 2025, WITH THE ADDITION OF THE WORD MONTH CARRIED.

Motion to approve the minutes of the Special Senate meeting of February 26, 2025. Moved by D. Benoit and seconded by D. Kruisselbrink

D. Duke raised a question noting that no motion had been passed to exit *in camera* discussions. As a result, he believes that the body remains *in camera*.

It was clarified that because the meeting did adjourn, the *in camera* session also closed.

The Chair noted that there were six formal abstentions.

MOTION TO APPROVE THE MINUTES OF THE SPECIAL SENATE MEETING OF FEBRUARY 26, 2025 CARRIED.

Consent Calendar Items

Motion to receive the Consent Calendar Items. Moved by S. Fleckenstein and seconded by J. Fowles.

Announcements and Communications

Chair

A. Kiefte announced that regrets were received from L. Carlsson, J. Richard, J. Shirokov, and K. Brenton. Late arrival notifications were received from Z. Whitman, C. Busse, M. Adam, and T. Weatherbee. Two guests were joining the meeting, M. Coombs and M. Stokesbury.

A. Kiefte invited highlights, comments or questions regarding the announcements and communications and reports.

M. Ramsay commented on the Accessibility Plan for the institute, noting that the Arts faculty received a draft late on Wednesday and feedback was due by 4 PM today. He pointed out that there was little time to provide substantial feedback, and he did not see any mention of the draft being distributed. Other Arts department heads shared similar concerns, given the length of the document and the limited opportunity for review.

L. Chondoma clarified that the accessibility plan had been sent to the Faculty of Arts in error. There had already been multiple opportunities for input and feedback leading up to this point, and the plan was intended for the Senate Disability Committee. A new member mistakenly distributed it to the Faculty of Arts, but it was not meant for broad circulation and consultation. The plan must be submitted to the government by April 1, after which it will be posted publicly, and amendments can be made during the implementation phase. Consultation on the draft had taken place through various representative bodies, including faculty, staff, and students, as well as the working groups, the Accessibility Advisory Committee, and the Senate Disability Policy Committee.

L. Chondoma added that anyone who wishes to submit feedback on the Institutional Accessibility Plan is welcome to do so. Feedback will be accepted until Thursday of this week, as there have been some delays from those originally invited to provide input. She encouraged anyone interested to submit their feedback by then, noting that the plan will be submitted to senior leadership on the 19th.

President And Vice-Chancellor Report to Senate

J. Fowles raised a question regarding Bill 12, asking what the timeline for approval is and how it will be presented.

J. Hennessy responded that the topic was on the agenda for later, but he would quickly respond. The matter passed its second reading last week. The committee formerly known as the Law Amendments Committee now called the Public Bill Committee, is scheduled to meet on March 17, a week from today. If it proceeds, amendments could be made at that stage before it returns for a third reading in the House, likely the following week. The bill would likely receive royal assent within two to three weeks.

Provost and Vice-President Academic Report to Senate

Summary of discussion:

Partnerships with other Universities:

- Informal university partnerships are being explored, with the Maple League still central.
- Academic collaboration discussions are early-stage and focused on relationship-building.

Indigenous Cluster Hire:

- Same process as before; departments will be consulted based on applicants' fit.
- Cross-appointments possible among Politics, Law and Society, and Sociology.
- Indigenous Theatre proposal was declined due to concerns about departmental support and stability.

A. Cunsolo extended well wishes for International Women's Day on Saturday, particularly recognizing the outstanding female leaders, staff, and students at Acadia. She also wished everyone a happy Women's History Month and expressed appreciation for the many incredible events taking place across Acadia in celebration.

H. Teismann raised a question about the bullet point in the report called "partnerships with other universities," wondering if this is an expansion of the Maple League or if it is connected at all.

A. Cunsolo responded that while the Maple League is very important for Acadia, other universities have also expressed interest in partnering on various initiatives. Since joining Acadia, she has been engaging with other Provosts, including those in Nova Scotia, to

discuss shared interests and challenges. Students frequently seek opportunities for experiences and exchanges at different institutions, leading to ongoing discussions and potential collaborations. While broader partnerships are being explored, the Maple League remains a key part of these efforts.

H. Teismann asked if this was more informal.

A. Cunsolo confirmed that it is not a formal Maple League structure but rather an exploration of what opportunities may exist.

J. Sachs requested more specifics on the programs being discussed that involve Acadia sharing academic responsibilities with other universities. He asked for clarification on what has been considered in terms of academic load-sharing or collaborative initiatives.

A. Cunsolo explained that this is more of an informal connection among the Provosts rather than a discussion about specific programs or concrete plans. The focus is on strengthening collegiality among Provosts across the province, which is a real strength. Many universities are navigating a new landscape, and having these relationships allows them to talk, share insights, and see if there are any common areas of interest. The goal is to build partnerships, not to make decisions or discuss specifics at this stage. It is important to support each other by sharing what we are hearing from different areas, which is essential right now.

J. Carlson asked about the Indigenous Cluster Hire and at what stage departments would be included in the process. While there are representatives from each faculty, he wanted clarification on how departments would be involved if there is an applicant. In the previous round, applicants self-identified their preferred department, and all applications were then sent to those departments for feedback. He inquired whether the process would follow a similar approach this time.

A. Cunsolo confirmed that the process is similar to the previous round. The overall hiring committee is overseeing the process, and the job ad is currently circulating. Once applications are received and it becomes clearer where candidates might fit, the committee will begin reaching out to departments to review the applications and assess interest.

J. Carlson followed up by asking for clarification on whether a position in Politics, Law and Society, or Sociology could result in a cross-appointment between any two of those areas. He asked if that was the case or if there were any additional details regarding how the appointments would be structured.

A. Cunsolo explained that the proposal submitted aimed to have a candidate embedded in all three areas to support the intersection of those programs. The specifics would be negotiated with a potential candidate if they aligned with those areas. Since departments had submitted their proposals in advance, the committee proceeded based on what was

received. If a candidate's expertise fit multiple areas, their application would be sent to multiple departments for review. If a candidate aligned with the intersection of all three fields, their application would be shared with all three units for consideration, as the proposal had been jointly submitted.

J. Sachs asked a question regarding the Indigenous Cluster Hire. He stated that various departments and units had submitted proposed positions, including a proposal from English and Theatre for an Indigenous Theatre position, which was not among those that moved forward. He asked for clarification on who made that decision and the reasoning behind it.

A. Cunsolo explained that it was an overall committee decision, with input from Indigenous cluster hires who had firsthand experience joining Acadia and navigating various challenges. They expressed concerns that placing an Indigenous hire in the Theatre unit, which is currently undergoing a review process, has only one tenured faculty member, and is co-developing its future, would create an unhealthy situation for the new hire. The committee felt that such a hire would face an excessive burden, particularly given the possibility of a retirement that could leave them as the sole tenure-track faculty member responsible for reviving the program. Based on these concerns, the committee, including elders, unanimously decided that this would not be an appropriate placement. She noted that this was the only proposed position that was not approved by the committee to be included in the job ad.

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

K. Ashley had nothing to report.

Vice-President Student Experience Report to Senate

H. Teismann asked about a strange plateau in applications in 2019.

It was clarified that this plateau was due to COVID 19.

Acadia Student Union Report to Senate

Y. Gahlot and S. Taylor had nothing to report.

Acadia Divinity College and Faculty of Theology Report to Senate

A. Robbins had nothing to report.

Other Announcements

MOTION TO RECEIVE THE CONSENT CALENDAR ITEMS CARRIED.

Other Business

Motion: That the Vice-Provost of Teaching and Learning Excellence be added to the Academic Program Review Committee. Moved by J. Carlson and seconded by A. Cunsolo.

J. Carlson read the rationale for the motion and indicated that additional information could be found on pages 22 and 23 of the agenda.

A. Cunsolo added that Dr. Wilson Finniss has been attending the APRC and making valuable contributions. Given the relatively new nature of the position and their ongoing participation, the decision was made to formalize their involvement through an official process.

MOTION CARRIED

Motion: To approve the curriculum changes within the Politics program received from the Senate Curriculum Committee (Administrative). Moved by D. Duke and seconded by J. Sachs

Summary of discussion and outcome:

- Concerns were raised about incomplete forms and adherence to proper procedures, particularly for course deletions and cross-listed courses.
- A specific issue was flagged with the cross-listing of WGST 3203/Politics 3203, which lacked clear evidence of required consultation.
- It was noted that some faculty did not consult with the library when proposing new courses, a required step.
- To address the concerns, the motion was amended to separate the WGST 3203/Politics 3203 course for further review. The amendment passed.
- The remaining Politics curriculum changes were approved.

M. Coombs stated that she was happy to answer any questions regarding the Politics curriculum changes. She noted that the majority of the proposed changes were submitted and approved without much comment. While there is another curriculum item scheduled for discussion later, there was minimal feedback on these particular changes.

A. Kiefte added that the summary documentation was included in the main document, while the actual forms were forwarded separately via a provided link. She hoped that anyone who wished to review the materials had the opportunity to do so thoroughly.

A. Quema stated that after reading through the forms, two things stood out. She noted that these comments were not a critique of the Senate Curriculum Committee

(Administrative) but felt it important to mention in the interest of procedural clarity, especially given the significance of curriculum matters, and given the substantial workload involved, not only for colleagues who review hundreds of forms depending on the year but also for the staff working behind the scenes to ensure accuracy in the academic calendar. Her first point was about the nature of the completion of the forms, noting that some were not filled out properly or lacked the kind of information typically expected. She clarified that this was not about splitting hairs on minor details but rather about ensuring accuracy in the transition from forms to the academic calendar. The more complete the information, the easier it is to avoid mistakes. She was surprised about the handling of course deletions and changes, particularly in Politics. She questioned whether the process had changed, as she expected deletions to be reflected in a program change form. Removing courses from a program should be accompanied by a corresponding program modification to ensure consistency.

A. Kiefte asked if any of the courses were required for the program. She suggested that M. Coombs or someone else could clarify. From her perspective, the distinction between required courses and electives would determine whether the changes needed to be reflected in the actual program requirements listing.

A. Quema stated that things may have changed, but it seems that Politics courses were being deleted. Her main comment was regarding the inclusion of WGST 3203, for which a form had been submitted. This course appears to have been created recently and the additional information section at the bottom of the form states that the cross-listing proposal had been considered and supported by the Women's and Gender Studies (WGST) Planning Committee. Again, she stated that her concern was about the process. Based on the documents she had consulted, there was no record of discussion or approval of this addition or cross-listing by the WGST Planning Committee, which surprised her.

A. Kiefte asked M. Coombs, as the current Chair of the SCC Admin, whether any discussion had taken place at the committee regarding whether the discussion on the cross-listing proposal had occurred within the programs involved.

M. Coombs responded that during the most recent discussions, many of the points raised had been addressed. However, regarding the WGST course, while it had been discussed previously, it had not come up during the most recent meeting.

J. Sachs stated that he could not speak to the WGST issue but asked for further clarification on the concerns regarding course deletions. As a Politics faculty member and Senator, he noted that in a previous Senate meeting—possibly in October—there had been concerns about Politics adding courses without deleting any. At that time, it was suggested that there might be outdated or inactive courses still listed in the program. In response, the Politics department conducted a thorough review to identify courses that were no longer being offered or unlikely to be offered in the future. The deletions were intended to address those concerns. He asked for further elaboration on what specific issues were being raised regarding the deletions.

A. Quema responded that she had been on sabbatical and, therefore, was not aware of the previous discussion regarding course deletions. She clarified again that she was not trying to revisit past debates but rather emphasizing the importance of process. The Senate Curriculum Committee (Administrative) has a structured process that relies on the use of specific forms. Having been at the institution for 25 years, she is aware of how unpopular these forms are but stressed their importance in ensuring clarity and transparency. The forms help those reviewing curriculum changes to understand the rationale behind them without needing to second-guess intentions. She was not interested in controlling any unit or program's curricular decisions, but her concern was about maintaining a process that provides sufficient detail. Her comments were made in support of the staff responsible for compiling and writing calendar entries, as having complete information reduces uncertainty and makes the process more collaborative.

A. Kiefe confirmed that A. Quema was not questioning the specifics of the program itself but rather emphasizing the importance of what is recorded in the forms. She interpreted the comments as being about the curriculum process at the Senate Committee level.

D. Duke responded to A. Quema's query regarding the cross-listing of WGST 3203 with Politics 3203. According to the report, the proposed modification in Form 4 indicates that WGST 3203 would be cross-listed with Politics. His understanding was that this discussion took place with one of the Arts representatives, I. Viriasova, who is a member of the Department of Politics and also teaches in WGST. He acknowledged that he could be mistaken and committed to looking into the matter further. He stated that he would follow up and provide a report at the next meeting if that was acceptable.

A. Quema reiterated that her concern was procedural. Allowing this kind of approach could lead to individual agreements being made between faculty members, such as one person informally deciding to include their course in another program. This is not how curriculum decisions are normally made at Acadia. Instead, all members of units and programs should be consulted, and decisions should be made democratically.

K. Ashley stated the importance of consulting with the library when proposing new courses. In both the current and previous batches of curriculum changes, not all faculty members had engaged in this step. Overlooking library consultation minimizes the expertise of librarians and could result in new courses being introduced without the necessary resources available to support them. The issue is related to A. Quema's broader point about following proper procedures. The forms include a designated section for librarian consultation, a crucial step in the curriculum approval process that should not be overlooked.

D. Seamone expressed support for A. Quema's concerns regarding the process. The points raised were well-made and sensitively addressed. Specifically, related to the issue of consultation with WGST, there had been no meeting of the WGST Planning

Committee to consult on the course change in question. The information recorded on the form was not accurate in this regard. She had attended all WGST meetings and had a clear recollection of the discussions, and the consultation had not taken place.

M. Ramsay stated that he was not present at the relevant Faculty of Arts council meeting, but it is indicated that this matter was made available to the Arts Faculty Council during the meeting on November 4. He acknowledged the concerns being raised, but unless there was an error, the Faculty of Arts had reviewed the issue, and no concerns had been raised at that time.

K. Williams suggested that the motion be tabled to be taken back to the Faculty of Arts for review.

A. Kiefte asked if everyone was comfortable proceeding or preferred to verify the information first. Noting concerns, she presented two options: to withdraw the entire Form E (all Politics program changes) or to separate the specific course in question for later review. She stated that the decision rested with the Senate and, recognizing that time was of the essence, sought M. Coombs' input on whether she preferred to withdraw the full submission or divide the question or amend the motion so that the specific course is removed for now.

M. Coombs replied that she would prefer to take back only the WGST course for further review rather than the entire Form E submission. If everyone was in agreement, this would be her preference, particularly given the need to stay on schedule with the Politics program's timetable.

A. Kiefte clarified that since the course in question is a cross-listed course, it would be wise to take back both the Politics and WGST versions together as a pair for further review.

M. Ramsay stated that he would move to divide the question, allowing the rest of the Politics curriculum changes to proceed to a vote while sequestering the specific WGST/Politics cross-listed course for further review.

Motion to amend the motion from the Senate Curriculum Committee (Administrative) such that it reads as “Motion to approve the changes within the Politics program except for Politics 3203/WGST 3203”. Moved by A. Quema and seconded by K. Williams.

A. Kiefte invited A. Quema to speak to the amendment.

A. Quema stated that the intent was not to delay the approval of other Politics curriculum changes but rather to ensure that the proper process is followed for each aspect of the proposed curriculum changes. The fact that the Faculty of Arts Council did not catch this issue highlights the importance of the role of the Senate Curriculum Committee

(Administrative) and of Senate in these processes, which are specifically tasked with overseeing and ensuring the integrity of the curriculum changes.

A. Kiefte noted one abstention.

AMENDMENT CARRIED

A. Kiefte asked whether there were any additional comments or questions pertaining to the main motion. Seeing none, she called for a vote on the main motion, as amended.

MOTION CARRIED AS AMENDED

Motion: To approve the curriculum changes within the Certificate in Democratic Leadership, Physics, Kinesiology, and Languages and Literatures and Law and Society programs received from the Senate Curriculum Committee (Administrative). Moved by J. Sachs and seconded by D. Benoit.

M. Coombs stated that she was happy to answer any questions. She noted that much of the work had involved back-and-forth discussions with Politics, particularly with Alex Marland, to ensure that the certificate program would be approved by the MPHEC and clearly structured for students interested in enrolling. Regarding Kinesiology revisions, updates were made to align with new Biology courses, and there was also a new course proposal that required updating on her end. The Laws and Language course underwent a minor change. There were discussions surrounding the Physics course and honours program, where back-and-forth adjustments led to an agreement on how to word specific elements of the proposal.

MOTION CARRIED

A. Kiefte stated that given the amount of time left in the meeting, each of the next agenda items would be allotted 20 minutes of discussion time to ensure that no item is completely overlooked. If an item reaches the 20-minute limit, the discussion will pause, and if there is time remaining at the end, we will return to any unfinished items.

University Governance and Advanced Education in Nova Scotia

Summary of discussion:

- Bill 12 increases government oversight of universities, limits board size to 30, allows up to 50% ministerial appointments, and emphasizes financial accountability.
- Faculty meetings have been held to discuss concerns; ongoing dialogue with AUFA.
- Questions arose around board structure, faculty/student representation, and transparency.
- Clarifications: Appointments will replace expiring terms; current faculty/student representation likely to remain.
- Interest in raising awareness about the true value of universities.
- Support was expressed for student and faculty involvement in public awareness efforts.

J. Hennessy provided an update on Bill 12, an omnibus bill focused on advanced education and research, which is progressing through the legislative process in Nova Scotia. It has passed a second reading and is scheduled for the Public Bill Committee on March 17, with minimal amendments expected before the third reading and royal assent. The bill aims to increase oversight and accountability for public funds allocated to universities, addressing concerns raised in the Auditor General's report. Key provisions include governance reforms, a board size limit of 30, and up to 50% provincial ministerial appointments. The legislation also addresses workforce needs, particularly in health and education, and emphasizes financial sustainability, with the government ruling out future bailouts.

A. Cunsolo added that last week, she met with all faculties and the library, along with their respective Deans, to listen to faculty concerns, provide updates, and gather feedback on campus responses. Ongoing conversations have been taking place with AUFA since this is a shared-interest topic that affects the entire institution. Communication channels remain open, and both the Deans, the President, and other senior leadership are committed to continuing updates. These discussions have been heartening, with faculty demonstrating a strong commitment to Acadia's future.

J. Sachs asked how the rule allowing the minister to appoint up to 50% of a Board would be applied. He asked if this would require expanding the Board or removing existing members, as different ministers may interpret the rule differently.

J. Hennessy explained that Board members serve fixed terms, after which the minister could appoint replacements. Currently, six government-appointed members were selected through the Governor in Council process, but this was set to change to direct ministerial appointments.

M. Ramsay asked whether there was flexibility around requiring a government appointee for quorum or the rule allowing the minister to appoint up to 50% of board members. Referring to comments by Wayne McKay of CBC, he raised concerns that increased

government control could affect universities' legal status and how the Charter applies to them. He also wondered whether this governance model was influenced by the U.S. or drawn from elsewhere in Canada.

J. Hennessy responded that the “up to 50%” language in the bill was intended to reassure people that the government wouldn't appoint a majority to the board. The goal, he explained, was not to have direct government control but to appoint vetted individuals deemed suitable to serve as governors. While the intention is for oversight rather than control, he acknowledged that how it will play out in practice remains uncertain.

A. Quema stated that she had two questions. First, she asked about the current faculty and student representation on the Board, noting there appear to be at least three faculty members, and asked whether that representation would be lost under the new structure. Second, she questioned the rationale behind the legislation, which seems aimed at financial accountability. She stated she was skeptical about claims that the Board would become more accountable, given past concerns from a union perspective that the Board has not been transparent or accountable to the university community. She asked whether the new structure would make the Board more accountable not only to the province but also to Acadia itself.

J. Hennessy clarified the distinction between the Board of Governors and the university administration, noting that the two are sometimes confused at Acadia. The Board of Governors is responsible for approving budgets and financial statements, while the administration manages day-to-day operations. The administration, not the Board, has committed to greater transparency around finances and staffing, ensuring that all stakeholders have access to the same information. The administration is keeping the Board informed of this intention.

A. Quema stated that there is a need for synchronization between the administration's commitment to transparency and the actions of the Board of Governors, especially given the government's apparent concerns about Board accountability. She also reiterated her earlier question about whether faculty and student representation on the Board would be maintained under the new structure.

J. Hennessy responded that the Board currently includes three elected faculty members and up to three student representatives. Faculty currently make up about 1/12 of the Board, and he suggested maintaining a similar ratio in the future would be appropriate.

K. Williams stated that it is important to mobilize public support before the legislation passes and shared that ASU members are eager to get involved. She suggested finding a constructive way to align their engagement with ongoing efforts.

J. Hennessy stated that universities need to do a better job communicating their broader value, not just in workforce development but also in social mobility, community building, and research. Public campaigns only succeed when the public cares about the issue. He

stated that he would be interested in discussing a campaign to raise awareness about the true value of universities.

K. Williams stated that students and faculty should be involved in advocacy efforts to build public support for universities.

J. Hennessy said student and faculty advocacy could be helpful.

Academic impact of disbandment of the varsity swim teams

Summary of discussion:

M. Stokesbury read a prepared letter. A conversation followed:

- The deep academic and emotional impact of the pool closure on Varsity swimmers was noted, many of whom chose Acadia for the swim program.
- There are long-term academic consequences of ending the program, affecting student experience, recruitment, and retention.
- The closure was due to serious structural issues, with timing aimed to inform students early and minimize further disruption.
- The university provided counseling, upheld scholarships, and met individually with affected athletes to discuss academic options.
- An estimated 25 students may transfer; closure could harm Acadia's appeal and long-standing swim community ties.
- Despite public backlash, no viable partnerships emerged; the pool's condition poses serious safety and structural risks.

A. Kiefte invited G. Gibson to speak.

G. Gibson noted that last month at Senate, there was a question about the pool closure, and it was quickly concluded that it did not have a significant academic impact. However, after speaking with a student who has been on the Varsity swim team for four years, she gained a different perspective on the situation. Many Varsity swimmers start training as early as six years old and swimming is a significant part of their lives. Many students chose Acadia specifically because of the swim team and trained 20 hours a week on top of their studies. The swim team plays an important role in both recruitment and retention, affecting about 50 students. While third- and fourth-year students might stay, many first- and second-year students would likely seek opportunities elsewhere where they could continue training while pursuing their education. Recognizing her own limited knowledge of the Varsity swim team, she had asked to have M. Stokesbury invited to address Senate and provide additional background on the academic impact of the pool closure.

M. Stokesbury introduced himself, stating that he is a professor in the Biology Department and an alumnus of Acadia. His wife, L. Price, was a Senator until she retired in January, is also an alumna of Acadia, and was in the Psychology Department as a clinical psychologist. When G. Gibson asked him about this issue, it was something very

close to him, as his two kids are co-captains of the Acadia swim team. He feels very strongly about the effect of closing the Varsity swim program. He stated that he had prepared something to read, as there was a lot of information to cover. He noted that it was about a page and a half and shouldn't take too long but would provide context to the discussion. He suggested that after reading the statement, there could be a discussion. He proceeded to read his prepared letter:

"I'm speaking today about the academic and mental health impact on the student athletes of the disbandment of the Acadia Women's and Men's Varsity swimming teams. On Sunday, February 9th, the student athletes of the varsity swimming program were called to a meeting in the Wolfville Room between their weight training session and swim practice. With no warning, they were told by the Athletic Director, Brian Finniss, and President Hennessy that their teams would be disbanded at the end of this season because the pool was set to be closed permanently in June. The announcement occurred in the middle of midterms and 12 days before the AUS meet, the main focus of their season.

The timing of this announcement and the total lack of preplanned mental health and academic support is simply unacceptable, and to me, shows a total disregard for Acadia students. Every bit of support given to students after the announcement has been an afterthought. For example, there were no counsellors present at the meeting with the students. It was only after a swimmer asked what mental health supports were available were the students told that they should contact the Counselling Centre. It remains unclear whether Counselling was notified by the administration about the meeting. Regardless, for ethical reasons, and for moral reasons, the administration should have insisted that counselling be present. The students were shattered. They have been swimming practically their whole lives and varsity swimming is the pinnacle of their swimming careers. The majority of these students came to Acadia to swim, not for their academic programs. They practice up to 20 hours per week. They were actively recruiting swimmers for the following year. The way that this was announced with no mental health support present shows a total lack of empathy and understanding about the impact of this decision on Acadia students. For example, my daughter, a second year engineering student, had two midterms and three assignments due the next day.

At the meeting, students were told that the Registrar would support their requests to have midterms and assignments moved if needed. It should be noted that some professors granted accommodations while others did not. The swimmers were in shock, as would be expected, and no information was provided in printed form. It's my understanding that there was no other academic support provided. Students were not told how to navigate the system if they decided to transfer to another institution. They were not told what would happen to their athletic and academic scholarships. They were not told who to talk to about all of this. Any information has come at the request of students and their parents who are scrambling to make life altering decisions regarding schools, programs, breaking leases, etc.

My wife, Lisa Price, and I have witnessed it firsthand as we have two varsity swimmers who are also captains of the teams and academic all Canadians. They have been trying to keep it together, so their GPAs do not suffer, and they have been shouldering the burden of helping their teammates. We have heard from some parents that their children are worried they won't be able to pass their courses. Some professors have also noted the negative impact on the students.

Keep in mind that the administration got the pool report last November. Now, the students have to decide on a short time scale whether to stay at Acadia and end their swimming careers or whether to transfer to other universities with swimming programs. Many are choosing to transfer. Transferring to other schools is a costly, complex and mentally taxing process. As students are trying to make short deadlines for applications, they are trying to determine if credits will transfer, and whether they will have to do extra years in their undergraduate program at a tremendous cost.

Mark Bishop, the registrar has provided his contact to the students and has been helpful to those who have reached out to him so I would like to thank him for that. Other than that, no one from the administration has checked on the students regarding how they are coping. There has been no passing on of critical information to the students. For example, the University posted on the Acadia website under "What is Acadia doing to support it's athletes" that they would be "honouring any scholarships or bursaries even if they choose to attend another institution". The students and their parents have no idea how this works. For those going to other schools are they receiving a lump sum, or will Acadia be paying scholarships funds to students at other universities for the next three years? Even as late as last week, the Registrar was unaware that students could take their academic scholarships with them.

Many of the 52 students were recruited to Acadia. Approximately one half the team is from out of province- a group of domestic students that are critical to the financial health of the University. These students never would have come to Acadia if it weren't for swimming. This decision has severed this path for out of province students to join Acadia.

In conclusion I would like Senate to discuss this case to ensure that this never happens again."

A. Kiefte invited Senators to make any comments or ask any questions they had.

J. Hayes raised a question for the President. He asked what factors went into the decision to close the pool and also asked about the timing of the announcement. The announcement was made in the middle of midterms and when the swim team was about to compete in the AUS championships.

J. Hennessy explained that the decision to permanently close the aging pool was incredibly difficult and not taken lightly, as it negatively affected many students.

Structural and safety issues were discovered in the fall, with a report in November estimating costly repairs in the millions, and even then, not all problems were fully known. The decision to close the pool was made in January, and the timing of the announcement was carefully considered. Ultimately, it was decided to inform students right away to avoid compromising incoming swimmers or current students wishing to transfer. He stated that counselling services were prepared and available. He stressed the moral considerations behind the timing of the announcement.

S. Duguay added that he recognized the significant disruption and emotional impact the pool closure had on the swim team and that one of the main priorities was ensuring the athletes received the news directly from the university, rather than through rumours or third-hand sources. Professional counsellors advised that it would be better for the team to hear the announcement together and lean on each other for initial support, rather than having a counsellor present in the room at that moment. However, counsellors were on standby that day and ready to support students immediately afterward. Following the announcement, multiple communications were sent outlining available support services. In one instance, when it was reported that a swimmer struggled to book a counselling appointment, the Director of Counselling personally intervened within an hour, confirming there were available sessions and providing direct contact information to ensure immediate access. The counselling team, experienced in dealing with high-trauma situations, tailored their approach, supporting the team through their grieving process. In response to the team's expressed desire to focus on the AUS championships before re-engaging, the university brought in a former NCAA athlete—now a counsellor specializing in loss of athletic identity due to injury—to work with swimmers in smaller group sessions. Regarding concerns from parents, he clarified that the university cannot proactively communicate with them due to privacy regulations but responded to inquiries as permitted. He confirmed the university's commitment to honouring academic and athletic awards for next year, even if students transferred. In terms of broader support, staff, including James Sanford and Mark Bishop (who has strong ties to the swim team), were actively involved. Mark Bishop had personally met one-on-one with 27 athletes to discuss their academic and athletic options moving forward. S. Duguay encouraged Senate and faculty to continue supporting students academically through accommodations such as exam flexibility, especially with the added stress of final exams approaching.

H. Teismann asked S. Duguay for an estimate of the long-term damage caused by the decision to close the pool, noting that it seemed to undermine one of Acadia's key strengths.

S. Duguay stated that from a recruitment perspective impact of the swim program's closure is not only financial but also reputational. It is estimated that approximately 25 students would transfer to other universities as a result, and those students likely will not be interested in returning or recommending Acadia in the future. This decision has implications for tuition revenue, as swimmers often come to Acadia with friends or through community connections that the university might not otherwise reach. Many of

these students found Acadia specifically through the swim program. This is well understood by the administration, and when the President said that this was a difficult decision, it truly was. The financial side of the discussion is more straightforward, but the human impact makes the situation far more complicated. The swimming community is extremely tight-knit and involved, and the university has tried its best to support those affected. Still, there will be repercussions for recruitment in general, as would be the case with the discontinuation of any athletic program. If the discussion were only about finances, it would still not outweigh the high cost required to repair or replace the pool, which ultimately made the decision necessary from a long-term institutional perspective.

The Chair stated that there was one minute left in this discussion, so there was time for one more question if it wasn't too elaborate.

S. Fleckenstein asked whether, given the extent of the public backlash, any new partners had emerged that might allow the decision to be reconsidered.

J. Hennessy explained that all possibilities had been considered, but one of the problems was that the pool was causing the building to fall apart, which made continued use too risky. The pool has unknown leaks and water quality issues. Even turning it over to another group wasn't feasible due to safety concerns. Municipalities had been warned about the pool's condition as far back as 10 years ago, but unfortunately, no action was taken.

Liberal Arts Education, Liberal Education, Applied Liberal Education – What do these terms mean to Acadia?

Summary of discussion:

- The term “liberal education” rather than “liberal arts” better reflects Acadia’s interdisciplinary and applied learning focus.
- A discussion took place on the importance of broad course access.
- Concerns were raised about restrictions and prerequisites limiting exploration.
- Liberal education was described as fostering critical thinking, personal freedom, leadership, and social responsibility.
- Small class sizes and close faculty-student interaction were highlighted as key benefits.
- A concern was raised about political bias in teaching.
- The conversation will continue at a future Senate meeting.

A. Kiefte explained that the item was added to the agenda following a suggestion at a strategic planning meeting about ten days earlier. It was intended as a starting point for discussion at Senate, with the option to revisit it in the future. She opened the floor for comments and discussion.

J. Hayes asked about the university's current use of terminology. In past conversations, the term liberal arts had been used and asked what term Acadia is presently using.

A. Kiefte stated that the term "applied liberal education" was currently in use and could be found at the end of J. Hennessy's monthly report, highlighted in italics.

J. Hennessy explained that the terminology around liberal arts and liberal education has evolved, partly due to public misunderstanding. While he personally preferred "liberal arts" for its historical meaning, he found it increasingly hard to communicate its relevance, especially in relation to sciences. As a result, liberal education became a more commonly used term. The addition of "applied" reflects Acadia's strength in combining experiential and professional learning with a liberal education foundation. There may not be a shared understanding of what "liberal" means at Acadia and he suggested it would be helpful to clarify or explore the range of interpretations.

D. Benoit stated that, as a first-generation university student, he initially found the term liberal arts confusing and questioned its implications for science. Over time, he came to understand that the term referred more to a well-rounded education. He prefers the term "liberal education" over "liberal arts," as it better captures the goal of producing well-rounded graduates. In the Computer Science program, which he now oversees, accreditation requires students to take at least five arts courses and ten total courses outside of math, computer science, or co-op. This ensures students receive a broad education beyond their core discipline. He is concerned about accessibility to courses outside a student's major. In some departments, courses are restricted to majors, limited in available sections, or difficult to access due to prerequisite structures. This restricts students from exploring interests in other fields, which contradicts the idea of a liberal education. A significant percentage of students change their majors during their studies, often after discovering an interest in a new subject through elective courses. It is important to allow students to explore freely, and faculty flexibility, such as waiving prerequisites, can play a key role in enabling those transitions. In order to maintain the values of a liberal education, students must have access to a wide range of courses, regardless of their major or high school background.

L. Chondoma stated that Acadia's identity as a liberal arts university was a key factor in her decision to relocate from Vancouver. A liberal arts model involves not only preparing students but also engaging professional staff and faculty in creating learning experiences that support adaptability and critical engagement. She expressed the importance of exposing students to their histories, societies, and identities, particularly from an equity and decolonisation perspective. She pointed out the value of interdisciplinary learning, where students are encouraged to take courses outside their major. She identified small class sizes as a core feature of a liberal arts education, noting their role in facilitating critical thinking, effective communication, and student-faculty collaboration. Close faculty-student engagement in smaller institutions also supports high-impact research opportunities. Acadia's context as a small university in a university town contributes to a distinct learning environment. Compared to larger research-focused institutions like

UBC, Acadia has a strong opportunity to define and lead in the liberal arts space. The university should focus on articulating and maximizing the elements that distinguish it as a liberal arts institution.

J. Hayes stated that his understanding of liberal arts centres on the concept of liberation, noting that the root of the word “liberal” is tied to freedom. Liberal arts education frees individuals from the invisible constraints that shape behavior. He stated the importance of a broad base of knowledge to understand how various systems, such as political, historical, psychological, and biological, impact and influence individuals. By gaining this understanding, a person is better equipped to apply a value system and make conscious, informed decisions. The essence of liberal arts lies in promoting personal freedom and intellectual liberation rather than being tied to specific subjects or academic content.

A. Quema stated that both J. Hayes and D. Benoit’s comments addressed access – one focusing on liberation through knowledge and the other on how prerequisites can limit exploration. She stressed the need to balance open access with maintaining academic rigour, using the example of an English student taking a fourth-year physics course. She stressed the value of diverse perspectives and questioned whether the term “liberal arts” still reflects Acadia’s goals. The Arts Core may now serve better as a foundation for interdisciplinary learning.

K. Williams stated that she had conducted a brief literature review during the discussion to gain a better understanding of the term liberal education. She acknowledged not knowing exactly what it meant and wanted to learn more. She found an article that was over ten years old that resonated with her and read a selected passage:

“What makes a liberal education liberal? On the one hand, it's an approach to learning that frees the mind and empowers the individual. It is premised on the belief that freedom of thought is the necessary precondition of all other freedoms. On the other hand, a liberal education empowers the individual by showing how true independence can only be achieved through consenting interdependence. The liberal education stands for the idea that we grow in individual liberty when we develop disciplined minds while recognizing the needs and rights of others. A liberal education is a foundation of a free society and therefore must liberate the mind and empower the individual, while also building a strong sense of social responsibility and human connectedness. As such, liberal education can neither be solely about pure knowledge. The pursuit of knowledge for the sake of knowledge alone, nor useful knowledge. the practical application of what is learned. It must also be about books. While liberal education must be about ideas. It must also be about how those ideas have consequences in how we live our lives.”

A. Kiefte asked K. Williams to send the link to the article that had been referenced so that it could be shared with Senators. She added that she felt inspired by the discussion and how it linked to advocating for the value of university education.

G. Gibson said that she first started thinking about the concept of liberal education when T. Herman was Vice-President Academic. She recalled the idea of having a strong foundation in one's core area, along with interdisciplinary perspectives that help you really understand that area and your role in the bigger world and tackling global problems. Layered into that is experiential learning, in whatever form that takes for the individual or within a discipline. This speaks to the Acadia education, as it's something that everyone can relate to in their own program. While liberal arts ideally involve small, engaging classes, this isn't always possible in large first-year courses. Liberal education can unite all disciplines by allowing each to apply its principles in ways that best fit their programs.

T. McGillivray stated that her perspective is slightly different as an outsider or layperson. She graduated from Acadia almost 40 years ago with a technical degree in Computer Science and then spent three and a half decades working in the industry. Even back then, there was a requirement to have a liberal education, and she described that foundation as absolutely invaluable. As she progressed in her career and became a leader of up to 10,000 people, she observed that individuals with a liberal or liberal arts education often made the best leaders. This is attributed to their well-roundedness, critical thinking skills, and independence of thought. These individuals were not simply following the status quo—they were willing to challenge conventional thinking within their organizations, and that set them apart. She was deeply grateful for having had a liberal education and, like others in the discussion, said she felt reinvigorated and inspired by the conversation. As developments like AI become more prominent across disciplines, the value of a liberal education becomes even more important. It's not just about asking whether something can be done but whether and how it should be done. Answering those types of questions requires higher-order thinking, which is a key outcome of a liberal education.

C. Purdome stated that they wanted to offer a Library and Archives perspective on the discussion as they had been thinking a lot about the idea of a liberal education. At the heart of a liberal education is critical information literacy and its integration across all disciplines. It is important to prepare students to navigate a complex and dynamic information landscape. C. Purdome stressed the need to empower students to be skeptical and think critically about the information they encounter in their daily lives. A liberal education provides a strong opportunity to build these skills, including understanding bias and learning how to navigate the increasingly complicated flow of information.

J. Sachs agreed with J. Hayes that liberal arts are about fostering autonomy, enabling students to explore and pursue their own understanding of the good. While valuing scientific knowledge and democratic citizenship, prerequisites can limit student autonomy. This is something that should be considered by Senate. He raised a concern about the rise of activism in teaching, where faculty may impart their own views onto students, undermining intellectual autonomy. Citing surveys from Pew, Gallup, and YouGov, he noted a decline in Conservative support for higher education in the U.S., where many now see it as promoting left-leaning ideas. He was not suggesting that this was happening at Acadia, but all perspectives must be valued and respected to prevent

similar polarization in Nova Scotia. Such trends are already emerging in Canada. Higher education cannot thrive if perceived as favoring one political ideology.

A. Kiefte stated that it was now 6 p.m. and if the conversation were going to continue a motion to extend the meeting would be needed.

It was decided that the meeting would end on time and that this item would be added to the agenda for a future meeting.

Other Business

There was no other business identified.

Adjournment

Motion to adjourn at 6:03 PM by A. Quema.

S. Pineo,
Recording Secretary of Senate and University Secretary



Announcements and Communications

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – MARCH 2025

Bill 12

The Minister of Advanced Education tabled a new bill on February 19, 2025 in the Nova Scotia House of Assembly titled [Bill 12: An Act Respecting Advanced Education and Research](#). The bill is awaiting second reading. Highlights of the new proposed legislation include:

1. **Restructuring of university Boards of Governors.** Boards will now have a maximum size of 30 with up to half of the Governors appointable by the Minister. The bill stipulates that the university President, at least one faculty member, and at least one student must be included in the new board structure. Additional details will be worked out through the regulations process.
2. **NSCC will now be degree granting.** While not unusual in other provinces with strong college systems, this is new territory for Nova Scotia. Early communications on this have emphasized that NSCC degrees will be targeted to specific labour-market disciplines and geographical locations.
3. **Minister may ask for plans.** Universities may be required to provide a plan that contributes to meeting provincial priorities.
4. **Revitalization Plans.** The bill amends [The Universities Accountability and Sustainability Act](#) to allow the Minister of Advanced Education to initiate a “revitalization plan” and allows the withholding of funds if a university fails to comply with the requirement.

We are engaging the Minister and Departmental staff to determine the intentions of the new legislation and its implications for Acadia, and to gain intelligence on any forthcoming legislation that may impact the university sector further.

SD Engagement Sessions

An introductory session for the Strategic Direction was held on February 26 with nearly 200 people in attendance either in person or virtually. Thank you to everyone who

attended and who offered valuable questions and feedback. Four more engagement sessions have been planned in the Fountain Commons, one for each of the four pillars of the Strategic Direction Document.

Campus Culture: March 7 at 12pm


Strategic Academic Planning: March 25 at 2pm

EDI-AR for Growth and Achievement: April 3 at 11am

Financial Health and Sustainability: May 5 at 1pm

I look forward to engagement from Senators during and following these sessions as we make plans for realizing the strategic vision: *“To be recognized as the premier institution in Canada for delivering an exceptional applied liberal education, which emphasizes the knowledge, skills, and leadership to tackle key global issues through academic and experiential learning.”*.

Respectfully Submitted,



Jeffrey J. Hennessy, Ph.D.
President

PROVOST AND VICE-PRESIDENT ACADEMIC REPORT TO SENATE – MARCH 2025

Happy March, and happy almost Spring! The longer days and increased sun is so very welcomed at this time of year, and gives a sense of renewed energy and purpose.

Well, the last few weeks have certainly been interesting, and I know a lot of you are following the news around Bill 12 and its implications for Nova Scotia Universities closely. We are too! I am meeting with all the Faculties and the Libraries and Archives the first week of March discuss Bill 12 and its implications, and to answer any questions that people have.

Just a reminder that the updates from the Faculties and the Library and Archives each month will consist of high-level, strategic, time-sensitive, and/or important updates for most months moving forward. In December and May, aligning with the timing of Faculty Councils, each Faculty and Research Services from the Library and Archives will submit a more detailed report highlighting key events, achievements, and updates.

Strategic Academic Programming

I. Strategic Academic Planning

- **Strategic Academic Planning Working Group:** Strategic academic planning sessions are beginning in March with student open houses in each of the faculties and for graduate students, and with an all-are-welcome official launch and brainstorming sessions on **Tuesday, March 25th, 2025** (rescheduled from February 26 due to weather-related changes). The individual faculties and programs are also starting their own discussions on opportunities moving forward. Stay tuned for more information as the work begins, including opportunities to: join one of the *ad hoc* working groups; participate in multiple opportunities to provide your feedback and ideas; and provide feedback on drafts as they come available. There will be multiple and iterative opportunities for feedback and engagement from students, staff, faculty, alumni, and community partners over the coming year. Everyone has an important role to play in this very collaborative and iterative strategic planning process, and we look forward to hearing your ideas and working with everyone throughout this process.
- **Acadia Institute for Health and Wellness:** Recognizing the ongoing crisis in the healthcare system in Nova Scotia and the systemic inequities in access to care in rural and Indigenous regions, the Acadia Institute for Health and Wellness is being created to bring together our diverse expertise in health and wellness-related research to support complex challenges in the province. Partnerships and funding are currently being secured, with the aim of launching the Institute in May 2025. This Institute will better position Acadia to make significant contributions to the health and wellness of Nova Scotians, increase our funding and revenue opportunities, and position Acadia as a key research lead in the region. This exciting initiative is being led by Dr. Jonathon Fowles, with support from the Office of Research, Innovation, and Graduate Studies, researchers from across campus, and a wide range of academic and community partners.
- **Partnerships with Other Universities:** Conversations with the Provosts of the other liberal arts and smaller universities in Nova Scotia are ongoing to look for opportunities to share resources, support and collaborate on programs, connect on research, and support faculty and student awards.

- **Academic Program Partnerships with Indigenous Organizations, particularly the Nursing Program:** We continue to work with the Tajiikeimik Health Authority on opportunities to collaborate, especially within the Nursing Program and opportunities to co-develop curriculum, support Mi'kmaq and Indigenous student recruitment and retention, increase education around Indigenous health leadership and create wrap-around supports for Mi'kmaq students. Zabrina Whitman, Executive Advisor on L'nu Affairs and Indigenization met with all Mi'kmaq educator directors and staff at Mi'kmaw Kina'matnewey at their Board Meeting in December to further discuss opportunities to work with Acadia. Zabrina also attended a meeting with all 13 Health Directors on January 13, 2025. A Nursing curriculum working group is being created, and work is underway.

II. Enhancing Academic Policies, Procedures, and Processes

Work is ongoing under the following key areas, with the goal of streamlining processes and enhancing accessibility:

- **Establishing a Prior Learning Assessment and Recognition (PLAR) Process:** Mark Bishop, Registrar, is continuing to work on the PLAR document and combine information he gathered from his trip to University of New Brunswick in December, with the aim of bringing it to Senate in April 2025. This is an important new process for Acadia and will enhance our accessibility moving forward.
- **Additional Academic Policy Enhancements & Adjustments:** Under the leadership of Mark Bishop, Registrar, we are also looking to streamline and enhance existing academic policies related to GPA Alignment and Transfer Credits, to better support students, staff, Heads/Directors, and Deans. Conversations and work on these processes are ongoing. Additional analysis of all academic policies at Acadia is underway to align and streamline processes.
- **Enhancing EDI-AR, Indigenization, and Accessibility:** There is also ongoing work with the AVP Equity, Diversity, Inclusion and Anti-Racism, the Office of L'nu Affairs and Indigenization, and the Academic Program Development, Quality Assurance, and Planning offices on enhancing policies and procedures. This includes important work on anti-racism.

- **Strengthening Program Development, Quality Assurance, and Planning:** Under the leadership of Shawna Singleton, work continues to strengthen Acadia's overall program development, review, and accreditation processes. We currently have 6 site visits planned for January to May 2025, with several other self-studies finalized and submitted to plan for 2026. Below is an ongoing and upcoming review status report, as of February 28, 2025.

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. <i>Site visit completed</i> 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. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology Stage: Awaiting final report.
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology Stage: Finalizing arrangements for site visit.
Computer Science	Yes	Request for accreditation review submitted to CIPS. Stage: Department working on CIPS Self-study report.
Economics	N/A	Site Visit: September 25-27, 2024. <i>Site visit completed</i> External Reviewers: Dr. John Galbraith, Professor, Department of Economics, McGill University Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University Internal Reviewers: Dr. Andrew Biro, Professor, Department of Politics Dr. Peter Williams, Professor, Department of Physics

		Stage: APRC response to Senate.
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. Stage: Finalizing itinerary for site visit.
English and Theatre	N/A	Site Visit: February 5-7, 2025. <i>Site visit completed</i> 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: Awaiting final report.
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post- Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology Stage: Self-study documentation sent to reviewers.
Languages and Literatures	N/A	Stage: Meet with Department Head to discuss next steps.
Library and Archives	N/A	Site visit: April 2-4, 2025. <i>Site visit completed</i> External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island 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: Self-study documents expected for March APRC meeting.

Mathematics and Statistics	N/A	Site Visit: October 21-23, 2024. <i>Site visit completed</i> 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: Department Head to attend March APRC meeting to respond to report.
Philosophy	N/A	Stage: Requested deferral to 2025-2026.
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Stage: Itinerary for site visit pending.

III. Committee Reinvigoration & Examination: Updates

- Academic Planning Committee:** The Academic Planning Committee is continuing its work to make recommendations on academic planning processes. After receiving excellent feedback from Heads, Directors, and Coordinators, and a session at Faculty Council, the APC is now working on some draft templates, timelines, and overall processes, which will be shared for feedback shortly, before being shared with Senate.
- Senate Subcommittees:** In addition to the APC, above, the other Senate Subcommittees that I chair continue to meet monthly (APRC, AAS(P), Open Acadia) to discuss key issues related to the academic portfolio.
- University Review Committee (URC):** The University Review Committee's work has been happening since December 2024, with weekly meetings to work through all the applications for renewal, promotion, and tenure. We are nearing the end of the files this year, and will share an overall summary upon completion

of this work. Thank you to the members of the URC for their ongoing dedication to supporting their colleagues, and for all their work on this extremely important committee.

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

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

Some key ongoing initiatives include:

- **Local Mi'kmaq Leadership Meeting with Acadia Senior Leadership:** Led by Zabrina Whitman, Executive Advisory on L'nu Affairs and Indigenization, planning is beginning to bring the four local Mi'kmaq Band Councils (Glooscap, Annapolis Valley, Bear River and Acadia) together with Acadia University's Senior Leadership team in May 2025 to talk about shared priorities, increasing partnerships, and better supporting L'nu students and communities.
- **Indigenous Cluster Hire:** The process for hiring for the remaining Indigenous cluster hire position is underway. The Hiring Committee has been created following the MOA guidelines: Ashlee Cunsolo (PVPA & Chair), Amanda Peters (Arts), Shelley Price (Professional Studies), Juan Carlos Lopez (Pure and Applied Science), Zabrina Whitman (Executive Advisor & Community Representative), Elder Lorraine Whitman (Community Representative), and Cara MacInnes (Equity Rep). Based on the excellent proposals we received from the following departments, we have drafted a job ad which will be circulated the first week of March:
 - **Faculty of Arts:** environment and sustainability Studies; history and classic, politics/law, and society/sociology;
 - **Faculty of Professional studies:** community development and kinesiology;
 - **Faculty of Pure and Applied Science:** biology, computer science, earth and environmental science, nutrition and dietetics, physics and psychology.
- **BMO Lecture Series 2025:** The BMO Lecture Series welcomed Chief Terrance Paul of Membertou First Nation on February 26, 2025 to Acadia. Chief Paul has been Chief of Membertou for forty years. In 2017 he received the Order of Canada. He is recognized as one of the most influential Indigenous leaders and

businessmen in the country. Among many of his achievements, he is the recipient of the Frank McKenna Leadership Award, the Canadian Council of Aboriginal Business Leader in Economic Development Award, achieved a Canada's Best Managed Companies for Membertou Development Corporation and spearheaded the purchase of Clearwater. During his lecture, he shared the story of the economic and social transformation of Membertou, and how his community went from being \$1 million dollars in debt to the most economically successful communities and businesses in Canada.

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

In February, we experienced some exceptionally cold days, with temperatures significantly below seasonal norms and occasional ice rain. However, we feel the hints of spring approaching with slightly warmer temperatures and longer days. Much like the weather, this month has also acted as a transitional period for the EDI-AR portfolio. Even though winter is still present, there is a refreshing energy of renewal in the atmosphere. The end of February marked the start of Ramadan for the Muslim community at Acadia. Ramadan Mubarak to everyone who observes! This season is one of profound reflection, spiritual renewal, and generosity, as participants aim to strengthen their faith and extend kindness to others.

Over the month, I was honored to host my inaugural African Heritage Month campaign at Acadia. In Sesotho, I would express my heartfelt gratitude by saying "*teboho ka pelo oatle*" (which roughly translates to gratitude from the heart) to everyone within and beyond our campus community who contributed to the remarkable success of this year's campaign. This includes everyone from Chartwell's, Acadia Events, Marketing and Communications, Athletics, the Town of Wolfville, Alumni and the Alumni Association, as well as our speakers, event coordinators, Black chefs, vendors and entertainers, and volunteer Black students, staff, and faculty. Thank you all for your enthusiastic participation in our events—*ke a leboha haholo* (thank you very much).

Some highlights from the month included:

- **Acadia's inaugural Melanin Market**, a Black Business Fair featuring 14 Black vendors offering a variety of products, from art, hair & body products to clothing, jewelry, and food.
- **An AHM-themed *Soups and Sides* event with the Town of Wolfville**, featuring guest speaker Juanita Peters from the Africville Museum in Nova Scotia.

- **The Black Excellence Gala**, co-hosted by Dr. Kesa Munroe Anderson and Mecheal (Mickey) Russell, which included keynote addresses from alumnus Junior Moaku and Robert S. Wright. Due to the incredible financial support from the Executive Director of Student Services, the Alumni Association and the Independent Grocer in Wolfville, we are able to provide \$7000 worth of student bursaries and \$400 worth of grocery gift cards to Black students.

Looking forward to March 8, 2025 – we celebrate International Women’s Day (IWD)! Throughout the month, we will host a variety of events. Be sure to check the Acadia Events Calendar and keep an eye out for posters around campus, which will provide more details about the programming for IWD and other significant days being celebrated, including the International Day to Combat Islamophobia on March 15, 2025.

Heading into March 2025, we continue with work from last month including:

- **The new AVP EDI-AR portfolio:** I look forward to launching the new AVP EDI-AR portfolio in a few weeks and sharing our exciting new structure.
- **Acadia Institutional Accessibility Plan:** Our Accessibility Acadia working group leads have been diligently compiling baseline data related to built environment standards, education standards, employment equity standards, student life and experience, as well as mental health and well-being. This is a substantial undertaking that involves validating the baseline of accessibility initiatives outlined in the February 2024 EDI Report submitted to the Board EDI Committee, as we strive to assess progress on commitments made in our 2022 Acadia Institutional Accessibility Plan. The initial draft plan has been shared with the Accessibility Advisory Committee for review and will be presented to senior leaders mid-March 2025. We are excited to share the final plan with our broader campus community later in April.
- **Listening Sessions for 2SLGBTQ++ and Racialized Students, Staff, and Faculty:** I am beginning to collaborate with leaders from the 2SLGBTQ++ and Racialized communities on campus to organize listening sessions scheduled for April and May 2025. This initiative is in its early stages, and I am eager to share more information as these affinity groups develop and we finalize the dates and format for the sessions in April and May.

Resharing EDI-AR Work in the first quarter of 2025:

- I am commencing the process of EDI-AR audits on our existing policies, guidelines, practices, and processes that underpin their implementation.

Additionally, I am addressing the immediate needs highlighted by the current Black student movement, as well as engaging in discussions with racialized students, staff, and faculty. The initiative I am leading, in partnership with the Provost and VP Academic, will necessitate the full participation and support of the Senate. I eagerly anticipate collaborating with all of you on these vital and essential efforts.

- I am currently finalizing the first four campus initiatives from the 2024 EDI Report, focusing on the four main operational areas: Academic, Student Experience, Administration, and Advancement. In this effort, I will pilot the development of a template and process to support departmental, unit, and program environmental scans (EDI-AR audits). As these processes will be co-developed alongside the respective initiatives, it will take time before we can comprehensively share aggregated outcomes. I appreciate your patience and understanding, as this work may involve discomfort, friction, and often lead to difficult 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.
- Stay tuned for exciting new collaborations with VANSDA and African Nova Scotian individuals and groups who have rich histories connected to Acadia coming in April 2025!

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

There has been a lot underway since our last meeting. This report is a summary of the most significant activities underway.

- **Acadia Alum Donation:** The Acadia Alumni Association gifted \$12,500 to the Office of L'nu Affairs and Indigenization to use on programming before March 31st. This generous gift has enabled us to hire a Mi'kmaw artisan to bead graduation capes for our Indigenous students. The dollars will also support the Indigenous Resource Centre – we will purchase literature for the space, as well as more comfortable “hang-out” type furniture, and toys for parents who may have their children with them on campus.
- **Midwinter Feast:** The Midwinter Feast is similar to Ramadan in that it follows the lunar calendar. The Midwinter feast is a Mi'kmaw celebration that recognizes folks have made it through the hardest parts of winter and come together to share

their food. The feast always occurs on or near the full moon in February. This event was revived by the late Elder Lillian Marshall of Potlotek and has spread across Mi'kma'ki. This year, the Midwinter Feast was rescheduled due to poor weather. On Monday, February 24th we were joined by over 60 people for thanksgiving. We were joined by crafters, Mi'kmaq youth dancers, Dr. Elder Gerald Gloade, as well as Dr. Elders Lorraine Whitman and Joe Michael. In typical Mi'kmaq fashion, we can report that no one left hungry, and we wrapped up the evening with a round dance.

- **Cluster Hire:** On Monday, January 21st I hosted a three-hour virtual open house for academic units to ask questions in preparing their expressions of interest for the third cluster hire position. The conversation and questions were thoughtful. The job posting will list interested units. Dr. Cunsolo and I have reassured academic units that the exercise is not to evaluate or rank academic units. Merely, we want to ensure that whomever the successful candidate is that they are placed in a unit(s) that can support their professional and personal success. The expressions of interest were due January 31, 2025.
- **Indigenous, Association, and Board Committee (IABC):** The IABC continues its work, and is currently discussing issues around Indigenous identity confirmation, gathering Indigenous data at Acadia, looking at potential educational and support resources, and examining language of the Collective agreement. The next meeting is on March 17, 2025.
- **L'nu Nursing:** The Office of L'nu Nursing (at Tajikeimik) has a Mi'kmaq Indigenous Nurse Education Specialist that is supporting Dalhousie's nursing program. Her scope of work has now been extended to include Acadia University. Her name is Courtney Pennell. I have been working with Tajikeimik's Director of Nursing, Julie Francis, to start to workplan the needs of the Mi'kmaq for the school of nursing at Acadia University, as well as conducting a comparative analysis of other Indigenous nursing programs in the country.
- **Indigenous student data collection:** We are continuing work on Indigenous student data collection. Duane Currie, Zabrina Whitman and Allie Campbell met to discuss how the data can be collected, and how it can translate between slate and colleague. The three will reconvene in April with hopes that we can have this work ready for Fall.

- **Communication and Procedural Materials Related to Indigenization:** Several documents, including a campus-wide calendar of Indigenous events, a drafted honorarium document, and an updated Indigenous Protocols Handbook (including procedures for working with Indigenous Elders and knowledge holders, working with communities, and teepee protocols and usage), have been created. Additionally, there are plans to create Terms of Reference for the Elder(s)-in-Residence role to clarify responsibilities. The Indigenous Education Advisory Council has emphasized the need for more Elders with diverse specialties, and a travel protocol for Indigenous guests is also being developed. These documents will be reviewed by Indigenous members of the Council before finalization.
- **Nursing:** We continue to work closely with the Mi'kmaq and the Tajikeyimik Health Authority on the nursing program. I attended meeting with all thirteen Nova Scotia Mi'kmaq Chiefs, the two district chiefs, the Regional Chief for the Assembly of First Nations, the Grand Council, all Nova Scotia Mi'kmaq health directors and Tajikeyimik staff on February 12th and we have another meeting on March 6th. We have also formed a working group to develop the nursing program with Tajikeyimik. Our next step is that I will draft a work-plan for this to guide our work moving forward.
- **Glooscap Partnership** Glooscap First Nation's Health Director wants to work with Acadia University to increase supports to Indigenous students on campus. We are working on several initiatives that we look forward to sharing with the campus once they are further developed. One project we are currently working on is a sweat lodge in community that will be available to community members and Acadia's Indigenous students.
- **Admissions challenges:** This month, Admissions articulated that Indigenous admissions is low and competitively we are the only school in the region that does not provide Indigenous or Mi'kmaq specific scholarships and/or bursaries to Indigenous students. As such, students have a greater financial incentive to go elsewhere. Working with External Relations to develop a plan.
- **Agriculture Conference:** Work on the Agriculture Conference progresses. Dr. Donnelly has drafted an incredible conference structure for the event, and we are looking now to find a third facilitator to help with the conference structure. We will present all of the work to the Working Group in April.

- **KCIC Irving Centre Medicinal Plant Project:** Our medicinal plants (sweetgrass and wild tobacco) were officially planted on February 26th by Melanie Priestnitz and Audrey Friedland, one of our indigenous students. This is just the first step on this exciting project. Dr. Elder Lorraine Whitman, and knowledge-holders Tuma Young and Melissa Labrador have offered their time to form a medicinal plant working group to develop the protocols for medicine use.
- **Indigenous performances:**
 - **February 27th** – KOQM is a unique and intimate theatrical performance written and performed by L’nu artist, playwright, and poet, Shalan Joudry, and produced by Nestuita'si Storytelling. KOQM is a journey through time and land to experience the voices of fictional L’nu (Mi’kmaw) women. Through the course of the show, we hear from and meet with women who might have spoken and walked through one area of forest over centuries. Guided by the strength of an ancient tree (“koqm”), the women’s voices share with us their personal stories of grief, humour, and resiliency.
 - **March 2nd** – **Musical Performance by Aysanabee.** Aysanabee is an Oji-Cree young Artist who won this year's JUNO Awards for Songwriter of the Year and Alternative Album of the Year, "the first Indigenous Artist to win these two very coveted awards".
- **Best Practices:** I (Zabrina Whitman) is the vice chair for a national committee at Parks Canada called the Indigenous Stewardship Circle. In February I was invited to attend a two-hour ministerial roundtable meeting in Ottawa with other special interest groups to discuss issues around climate change and environment. While in Ottawa, I also used this opportunity to visit the University of Ottawa to talk to Indigenous engagement staff about best practices for student recruitment, retention and community relations. In early March, I will be travelling to Alberta for another Parks meeting, as well as to Ottawa again. On these trips I will visit UCalgary, Algonquin and Carleton. These campus visits and the conversations I have will inform the “What We Heard Report” that I will release in Fall 2025, which will be an important framework for strategic planning on campus for issues related to reconciliation and indigenization.

Campus Culture

Celebrating & Supporting People

- **Professional Development & Leadership Opportunities:** We are working on creating a 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.
- **Thrive Conference 2025:** Planning for the Thrive Conference is well underway. This professional development opportunity will support Acadia staff in connecting, coming together, learning new skills, and learning more about Acadia. This important initiative is co-sponsored by the Offices of the Provost and Vice-President Academic and Vice-President Finance and Administration. Special thanks to Kim Vaughn, Mary-Jane Sypher, and Lisa Spiegel for organizing this important event!

Financial Health and Sustainability

V. Streamlining & Unifying Academic & Financial Portfolios and Planning

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

- **Collaborative Budgeting Planning:** We are continuing to work on re-designing the academic budgeting process to provide more collaborative input from the academic portfolios, and to align with the new budgeting processes being developed in the VP Finance and Administration Portfolio. Budget processes are ongoing, with second round completed.
- **Enhancing the Faculty Model:** We are working on enhancing the faculty model by combining data from the Provost's Office, the VP Finance and Administration Portfolio, 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.
- **Open Acadia Restructuring & Growth:** Work continues to restructure Open Acadia, under the leadership of Dr. Lauren Wilson Finniss, and to create the foundations to enhance revenue streams. Interviews for a new Director of Digital

and Extended Learning (formerly Director of Open Acadia) are happening this month.

Respectfully submitted,



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

**ASSOCIATE VICE-PRESIDENT RESEARCH, INNOVATION, AND
GRADUATE STUDIES REPORT TO SENATE – MARCH 2025**

No report received as of March 5, 2025.

**VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – MARCH
2025**

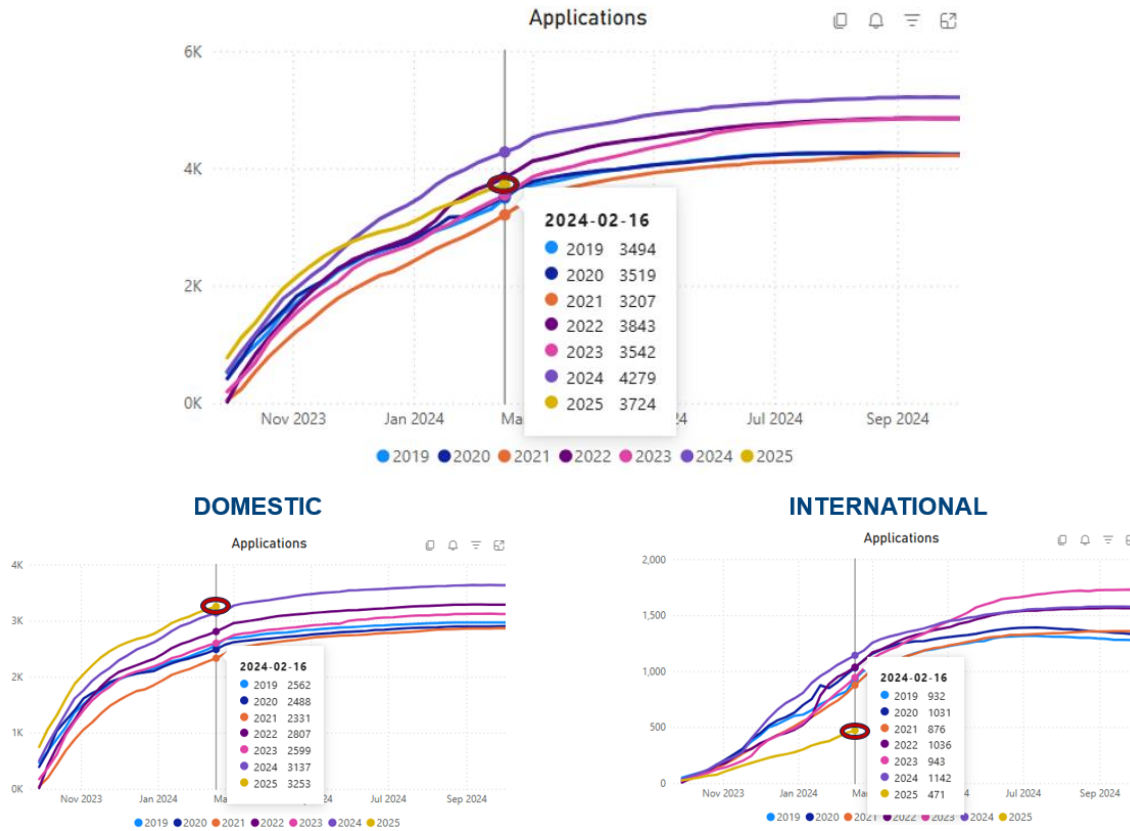
Enrolment Projection Update

Senate, March 2025

The following is an update on current application trends. With the March 1 scholarship deadline behind us, we should start seeing a clearer picture of Fall 2025 enrolment in the coming weeks and months.

Overall, recruitment activities in domestic markets are showing positive results, with applications and deposits at an all-time high. However, international recruitment is challenging, following a series of Federal announcements, and results will be monitored closely as we move into the height of the international recruitment season.

Fall 2025/26 Applications



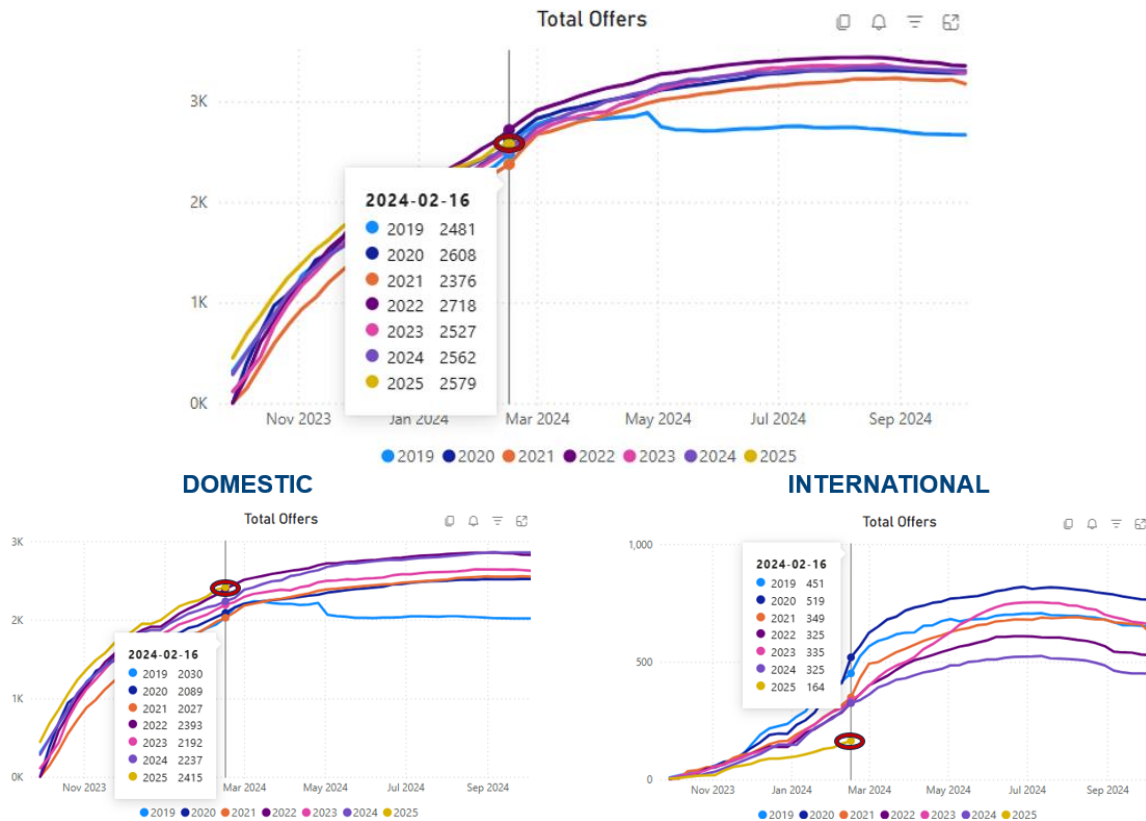
As of February 16th, 2025, domestic applications are up 3.7% on this time last year, with increased interest from NS, NB, AB, BC & NWT (see Table 1). International applications however are down 58.8%. Interestingly, although application decreases are seen across all countries, we are seeing increased applications from Bermuda (104.3% increase) and the United States (52.1% increase).

FALL 2025/26 APPLICATIONS BY PROVINCE & 2025 % change comparison – SNAP DATE Feb 28

PROVINCE	2025 Applications	2025 vs 2024 % Change	2025 vs 2023 % Change	2025 vs 2022 % Change
Nova Scotia	1,928	8.9%	32.4%	13.5%
New Brunswick	415	18.6%	29.3%	50.9%
Newfoundland and Labrador	156	-20.0%	11.4%	25.8%
Prince Edward Island	119	-20.7%	-4.0%	5.3%
Alberta	144	5.9%	18.0%	28.6%
British Columbia	147	12.2%	23.5%	18.5%
Manitoba	10	-28.6%	-37.5%	0.0%
Northwest Territories	4	300.0%	100.0%	0.0%
Nunavut	0	-100.0%	n/a	-100.0%
Ontario	361	-10.2%	5.9%	-6.2%
Quebec	16	-15.8%	6.7%	-11.1%
Saskatchewan	10	0.0%	233.3%	-9.1%
Yukon	4	n/a	-60.0%	n/a
	3,314	4.2% ↑	24.2% ↑	15.1% ↑

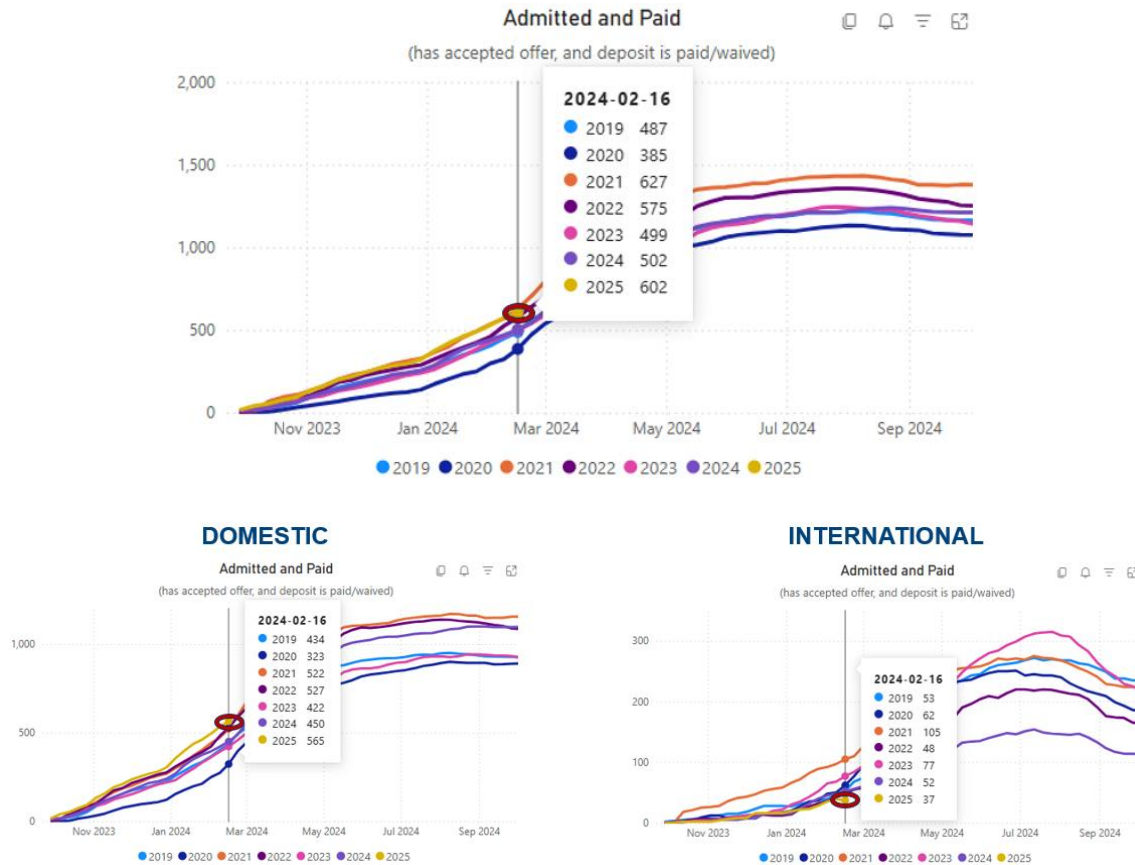
Table 1 - Applications by province as of February 28th, 2025, in comparison to the same period in 2024 and 2023.
Increased interest can be seen from NS, NB, AB, BC & NWT.

Fall 2025/26 Total Offers



In comparison to the previous year, there is only a 0.7% increase in the number of offers (Domestic 8.0% increase, International 49.5% decrease).

Fall 2025/26 Admitted & Paid



Overall, there is an increase of 19.9% students who are admitted & paid (Domestic 25.6% increase, International 28.8% decrease).

Warm Regards,

Scott Duguay
Vice President, Student Experience

ACADIA STUDENTS' UNION REPORT TO SENATE – MARCH 2025

No report received as of March 5, 2025

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

No report received as of March 5, 2025

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

The current membership of the APRC is as follows (from the Constitution, VIII(e)i, p. 20):

"The membership of the Academic Program Review Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

One member from the Faculty of Arts

One member from the Faculty of Professional Studies

One member from the Faculty of Pure and Applied Science The Provost and Vice-President Academic *

The Registrar or delegate

One member of the Board of Governors

The Dean of the Faculty in which the review is being conducted

The duties of this committee extend into May–August. Members should be available through this period.**"

The duties of APRC are as follows (from the Constitution, VIII(e)ii, p. 20):

"(1) to determine policy and procedures for conducting program reviews;

(2) to determine annually which academic units are to be reviewed;

(3) to select the members of each unit review committee;

(4) to oversee the process of review in each case;

(5) to make recommendations to Senate on the basis of the findings of each unit review committee; (6) to deal with such matters as Senate may from time to time entrust to the Committee."

Here is the rationale provided by the VP Academic (Ashlee Cunsolo):

"Given the role and mandate of the Vice-Provost of Teaching and Learning Excellence and how clearly it intersects with the mandates of the APRC, we believe this position and Dr. Wilson Finniss is an important addition to the committee, and will bring needed insights and expertise to this committee."

Here is the language from the website describing the role of the office of the V-P Teaching and Learning Excellence:

"The Office of the Vice-Provost, Teaching and Learning Excellence supports faculty and the broader teaching community in expanding the reach of high-impact teaching and learning practices at Acadia University through creating opportunities for discussion, collaboration, and continued learning."

And the V-P Teaching & Learning Excellence **areas of responsibility:**

"Areas of responsibility include:

- [Teaching Initiatives](#)
- [Open Acadia](#)
- [Learning Technologies and Instructional Design \(LTID\)](#)
- [English Language Centre](#)
- [Career and Experiential Learning](#)

The Vice-Provost Teaching and Learning Excellence chairs the [Senate Faculty Support Committee](#), and is a member of the Accessibility Advisory Committee's Implementation Committee."

POLITICS
Summary of Curriculum Changes 2024/25

Proposed Modification to an Existing Course – Form 3 The following course modifications were discussed and approved at the Politics department meeting on October 17, 2024 to be presented to FA Curriculum Committee on October 21, 2024.

POLS1303, 1403, 1503 – removal of pre-req to open up the courses to the rest of the campus to increase access to these courses.

POLS2000 – modification of pre-req as this non-credit course will be a requirement in the proposed Certificate in Democratic Leadership.

POLS3133 - Students in the proposed Certificate in Democratic Leadership will need to be eligible to take this course. The revised prerequisite will allow students who have completed other courses in the program to have access to it. A lower minimum grade threshold is needed to enable a wider array of students, including lifelong learners, to access to the course. Students in the Certificate program will be required to obtain a minimum final grade of C- in each course.

POLS3053, POLS3073, POLS3583 – removal of pre-req(s) to make the courses available to the whole campus.

POLS3203, POLS4023 - Students in the proposed Certificate in Democratic Leadership will need to be eligible to take these courses. The revised prerequisite will allow students who have completed other courses in the program to have access to them. A lower minimum grade threshold is needed to enable a wider array of students, including lifelong learners, to access to the course. Students in the Certificate program will be required to obtain a minimum final grade of C- in each course.

POLS4793 - Title/course was registered by faculty that is retired. The 5000 level equivalent/pair course is titled Political Economy. This was the courses have similar titles and reflect current faculty expertise/interests more accurately.

Proposed Course Deletion – Form 2

POLS3603 – This course has not been taught since 1999. There is nobody in the Department of Politics who is likely to teach it. Similar content will be covered in the recently added POLS3203 Political Leadership in Atlantic Canada, which will be regularly offered as part of the proposed Certificate in Democratic Leadership.

POLS4203 – This course has not been taught since 2012. There is nobody in the Department of Politics who is likely to teach it. Similar content will be covered in the recently added POLS3203 Political Leadership in Atlantic Canada, which will be regularly offered as part of the proposed Certificate in Democratic Leadership.

POLS4983 – This course is no longer supported by faculty member.

POLS4443/5443 – This is a topics course and has not been taught for a while. We already have a topics course in theory at this level.

Proposed Modification to a Program – Form 4

WGST3203 - WGST 3203 Black Women in Politics is a new course in Women's and Gender Studies, which is being offered for the first time in Fall 2024. The course explores the political expressions of Black women in Canada and the United States from slavery to the present. With a core focus in politics, this course fits the scope of the curriculum objectives of the Department of Politics and would offer Politics students an important opportunity to learn about race, gender, and politics. This change will cross-list the course to count as credit for Politics.

New Course Proposal – Form 1

POLS2023 - This will be the foundational, anchor course in the proposed Certificate in Democratic Leadership. It is an essential building block that will provide an introduction to the study of democratic leadership. Iterations of the course will be offered at all five Chairs' universities so that there is a modicum of commonality between five versions of the certificate program.

POLS3253 – There are currently no courses in the department of Politics dedicated to the topic of ethics and politics. This course is being created to address this gap in anticipation of introduction of the Certificate in Democratic Leadership program. The Political Ethics course will be a required course for this certificate program and may also interest other Politics students and students from other programs.

POLS3263 - In recent years, the absence of much of the Global South in the field of IR has come under increasing scrutiny. Numerous scholars have highlighted the importance of acknowledging this omission, understanding its origins, and working deliberately to address it. “International Relations & the Global South” answers this call, and seeks to introduce students to the ongoing debates in an effort diversify and expand their understanding of the field.

NEW Program proposal:

Certificate in Democratic Leadership – to be reviewed for September 2025 start.

Senate Curriculum Committee (Administrative)

Minutes

February 28, 2025

2:00 pm to 3:00 pm

A meeting of the Senate Curriculum Committee (Admin) occurred on Friday, February 28, 2025, with Melanie Coombs presiding over Teams.

Attendees:

Melanie Coombs, Chair of Curriculum Committee (Admin)(Faculty of Pure and Applied Science)

Mark Bishop, Registrar

Hayley Van Kroonenburg, Registrar's Office

Jennifer Richard, Dean of Libraries and Archives (Acting)

Inna Viriasova (Faculty of Arts)

Stephen Henderson (Faculty of Arts)

Nathan Grieve (Faculty of Pure and Applied Science) Christopher Killacky

Sam Taylor (Student)

Guest:

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

Regrets:

Jeff Torbert (Chair, Senate Curriculum Committee (Policy)), Ashley Doyle (Professional Studies)

The Chair called the meeting to order at 2:00 pm.

Motion to approve the agenda. Stephen Henderson. Seconded by Jennifer Richard.

Politics

Certificate in Democratic Leadership discussion.

Ask for clarification regarding COMM 1213, groupings 1 & 2, and 9 hours, and PLAR.

Item	Course/Program	Type of Submission	Comments from Committee
1	Certificate in Democratic Leadership	New Program Proposal	*See below.
2	POLS 2023		No comment
3	POLS 3253		If the Certificate in Democratic Leadership is not approved, the prerequisite will have to be modified to remove any reference to the Certificate.
4	POLS 3263		No Comment
5	POLS 3603	Form 2: Program Deletion	No Comment
6	POLS 4203/POLS 5203	Form 2: Program Deletion	POLS 5203 responsibility of Graduate Studies Curriculum Committee
7	POLS 4983	Form 2: Program Deletion	No Comment
8	POLS 4443/POLS 5443	Form 2: Program Deletion	POLS 5443 responsibility of Graduate Studies Curriculum Committee
9	POLS 1303/1403/1503		Sam Taylor asked if first year students would have prioritized registration. Hayley van Kroonenburg indicated that first year students are the first group that registration is opened up to.
10	POLS 2000		If the Certificate in Democratic Leadership is not approved, the prerequisite will have to be modified to remove any reference to the Certificate.
11	POLS 3133		If the Certificate in Democratic Leadership is not approved, the

			prerequisite will have to be modified to remove any reference to the Certificate.
12	POLS 3053		No Comment
13	POLS 3073		No Comment
14	POLS 3583		No Comment
15	POLS 3203		If the Certificate in Democratic Leadership is not approved, the prerequisite will have to be modified to remove any reference to the Certificate.
16	POLS 4023		If the Certificate in Democratic Leadership is not approved, the prerequisite will have to be modified to remove any reference to the Certificate.
17	POLS 4793		No Comment
18	Cross-Listed Courses, add WGST 3203	Form 4 Proposed Modification to a Program	No Comment

***Comments regarding the Certificate in Democratic Leadership**

In the admission requirements where it says: “Admission to the Certificate in Democratic Leadership follows the normal admission requirements to the Bachelor of Arts (Politics). Non-traditional learners are also encouraged to apply. Successful completion of COMM 1213, or equivalent, with a minimum grade of 60% may be required.” **Need to know who gives permission and decides permission to take the certificate.**

On line 3 “d) With written approval of the program coordinator, a student whose Honours essay clearly aligns with the certificate program may apply to include a maximum of 3 credit hours toward the requirement of an additional 3h from Group 1 or 2.” **Need clarification on what are the group 1 and 2 referring to.**

In line 3 “e) With approval of the Head of Department, in consultation with the program coordinator and the Registrar’s Office, up to 9 credit hours in applicable courses may be transferred from other institutions and/or obtained through Prior Learning and Assessment Recognition. A minimum of 9 credit hours in courses

prescribed for this certificate program must be completed through Acadia University.”

Needs to be updated to reflect the 15 h instead of 18 h total course hours.

Needs to remove: and/or obtained through Prior Learning and Assessment Recognition as this hasn’t been approved on campus yet.

Date on draft needs to be updated to 2025.

Needs to add any Letters of Endorsement to the MPHEC proposal if there will be any.

Motion to approve Politics submissions with the exception of the Certificate in Democratic Leadership proposal. The committee will vote on the Certificate in Democratic Leadership via email.

Moved by Inna Viriasova. Seconded by Sam Taylor. All in favour.

Inna Viriasova noted that the Department of Politics had not be apprised that the Politics submissions were tabled at the December meeting. Mark Bishop said that the Registrar’s Office had been contacted about this. He suggested that in the future when proposals are tabled, that the Department Head be advised.

Philosophy

Item	Course/Program	Type of Submission
1	Bachelor of Arts Honours (Philosophy)	Form 4: Course Modification

The committee feels that Philosophy needs to provide more information regarding the Directed Readings courses before approving the proposed modification. Inna Viriasova suggested that they submit forms for the directed readings courses indicating how these courses will fulfill the honours requirements and MPHEC criteria. Melanie Coombs will contact the Head of the Department.

The remaining submissions will be dealt with via email.

Before the meeting ended, Shawna Singleton noted that the Physics proposal to modify the Honours program would not meet the MPHEC criteria if it does not require 6h of 4000 level courses for the non-thesis option. Melanie Coombs said that she would follow up with the Department.

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Inna Viriasova (Faculty of Arts)
Stephen Henderson (Faculty of Arts)
Nathan Grieve (Faculty of Pure and Applied Science)
Christopher Killacky (Faculty of Theology, Acadia Divinity College)
Sam Taylor (Student)

Guest:

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On Mar 3, 2025, the SCC-Admin voted over email to approve these additional curriculum changes:

1. Additional KINE forms:

Item	Course/Program	Type of Submission
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1	BKIN	Form 4: Modification to program
2	BKIH	Form 4: Modification to program

These forms are to update a required course for KINE students that has been added by BIOL to increase the number of options. There were no comments.

2. Additional LANG - LAWS cross list form:

Item	Course/Program	Type of Submission
1	LAWS 3023, LANG 3023	Form 1: New Course

This change is to update a cross-list. There were no comments.

3. Physics

Item	Course/Program	Type of Submission
1	Honours in Physics	Form 4: Modification to program
2	PHYS 4523	Form 1: New Course

These changes are to update the alternative path to the Honours program to ensure students have an independent project and to update the optional courses for the Honours program. There was discussion to update the requirements to have two required 4th year courses to be in alignment with the MPHEC guidelines. The Physics department agreed to update the wording and provided new forms for consideration.

On Mar 4, 2025, the SCC-Admin received and then voted over email to approve these additional curriculum changes:

1. Certificate in Democratic Leadership

Item	Course/Program	Type of submission	Comments
1	Certificate in Democratic Leadership	NEW Program proposal and MPHEC application	Initial Comments: - How do students get approval to take the program? Edits were suggested throughout the document: - Group 1 and 2 Update of

			<ul style="list-style-type: none"> - update line 3 e) to reflect the 15 h instead of 18 h total course hours. - remove this part: and/or obtained through Prior Learning and Assessment Recognition as this hasn't been approved on campus yet. - Update the date to reflect the correct year - Question about whether endorsements be included?
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Recommendations were made to POLS regarding the Certificate of Democratic Leadership application and changes were made and received.