

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

Minutes of the Senate Meeting of Wednesday, May 7, 2025.

A hybrid meeting of the Senate of Acadia University occurred on Wednesday, May 7, 2025, beginning at 9:03 AM, with Chair A. Kiefte presiding. The meeting took place in hybrid format in the Langley Classroom of the Divinity College and Zoom with 45 Senators present, 22 Senators attending in person and 23 Senators attending using Zoom.

Chair A. Kiefte called the meeting to order.

Approval of Agenda

Motion to approve the agenda. Moved by S. Fleckenstein and seconded by D. Benoit.

MOTION TO APPROVE THE AGENDA CARRIED

Time Sensitive Items

Approval of Graduands

Motion to approve the May 2025 Graduands list. Moved by D. Benoit and seconded by J. Hayes.

D. Benoit asked whether any changes had been made to the list since the version discussed at Faculty Council the previous day, noting it would be helpful to know if the version circulated was the same.

M. Bishop gave an update about removals and additions.

L. Carlsson noted that under the Bachelor of Science in Nutrition, one student's name was listed in reverse. She asked that this be corrected to ensure that the correct name is announced at Convocation.

M. Bishop stated that this is how the student listed their name, but he would look into it.

MOTION TO APPROVE THE MAY 2025 GRADUANDS LIST CARRIED

Enabling Motion

A. Kiefte invited A. Cunsolo to read the Enabling Motion.

A. Cunsolo read the Enabling Motion: Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2025, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Motion to approve the Enabling Motion. Moved by A. Cunsolo and seconded by L. Chondoma.

MOTION TO APPROVE THE ENABLING MOTION CARRIED

There was a round of applause to congratulate the graduating students.

Consent Calendar Items

Motion to receive the Consent Calendar Items. Moved by A. Quema and seconded by Z. Cam.

Announcements and Communications

Chair

A. Kiefte announced that regrets had been received from Eric Paul, Nancy McCain, Anna Robbins, and Jeffrey Sachs. Zabrina Whitman and Kate Ashley will be leaving early. She noted that the minutes from the March and April meeting are still in progress, so they are not on the agenda for this meeting.

A. Kiefte noted that she and S. Pineo had nearly finished cross-checking the vacancies and nominations lists for next year's Senate committees. The cross-checking was being done with the internal Senate records and in communication with the constituencies' nominating bodies. Some nomination emails have already been sent out, and others will follow from various constituencies. She asked members to watch for these emails.

J. Hayes raised a question about the listed end date of his Senate term, which shows as 2025. He understood Senate terms to be three years and wondered if he was filling in for L. Price.

A. Kiefte confirmed that he was and that this had been clarified in a follow-up email. She explained that for faculty Senators, terms and renewals depend on individual faculty processes, and in the Faculty of Pure and Applied Science it is usually the unit that selects

and recommends someone whereas in the other faculties it is more of an overall faculty process. She advised J. Hayes to bring it to his unit if he wishes to continue.

President And Vice-Chancellor Report to Senate

J. Hennessy congratulated Yas Jawad and Zahide Cam on the ASU election results. He noted that he had no further updates to share.

Provost and Vice-President Academic Report to Senate

Summary of discussion:

- Templates for Schedule H written sections still pending; faculties advised to continue work using existing methodologies.
- Internal supports and tools (e.g., Moodle) being developed to guide programs during transition.
- Upcoming planning meeting to outline timelines, supports, and centralized data gathering.
- Emphasis on avoiding duplication, ensuring inclusive, transparent processes for academic changes; Senate subcommittees reviewing roles.

A. Cunsolo highlighted two good news items: congratulations to Jennifer Richard on her appointment as Dean of Libraries and Archives (July 1, 2025–June 30, 2028), and to the organizers of the Thrive Conference, Kim Vaughan, Mary Jane Sypher, and Lisa Spiegel, for an inspiring and successful event. Plans are underway to expand Thrive next year due to very positive feedback.

A. Quema asked when the templates referenced in earlier presentations about the bilateral agreement would be received, noting that with various faculties already moving ahead, it would be helpful to have the templates in order to make informed decisions.

A. Cunsolo responded that she is also waiting on the templates. About a week ago, the Government provided 11 templates to universities, but none were for the Schedule H written sections. It's expected that MPHEC may take over this process and develop those templates. In the meantime, she advised not to pause work. Faculties should continue using the Schedule H methodologies already provided, and templates will be shared once available. She asked L. Wilson Finniss to comment on the related preparatory work that is underway.

L. Wilson Finniss explained that they are exploring ways to leverage existing tools like Moodle to support communication, education, and data collection for this process. They're drafting internal resources and steps, aligned with typical curriculum development practices, that can guide programs while waiting for formal templates. She noted that programs ready to take action can discuss how to proceed using these supports while everyone waits to see what the final templates will include.

A. Cunsolo added that in a few weeks, a meeting will be held with Heads, Directors, Coordinators, Deans, and AVPs to share a plan and timeline for campus work, outline supports and review the required methodologies. Also, centralized data gathering is being organized, including a market research and government relations day in Halifax and a story campaign with Nancy Handrigan and the External Relations team. All universities are antsy to see the final format, but while we are waiting on the official templates, much of the preparatory work can proceed based on what is already known. They are also exploring options for a shared space to collect and share emerging ideas across the university.

A. Quema stated that her concern is about process and potential duplication; if data is ultimately gathered at a higher level, local collection seems unnecessary. She also stressed the importance of having a clear, inclusive process, especially for changes like transforming the Bachelor of Arts requirements, which ensures academic units are represented, heard, and respected, rather than having decisions made on their behalf.

A. Cunsolo responded that the goal is to avoid duplication by determining what data can be gathered centrally and shared, and what units may still need to collect. A plan for this will be released soon. Regarding process, Senate subcommittees are reviewing their roles and identifying gaps, with the intention of proposing new processes to Senate for approval, ensuring that all units are aligned and able to contribute meaningfully. She emphasized agreement with the need for an inclusive and transparent approach.

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

Summary of discussion:

- Three students received Outstanding Master's Thesis Awards; concerns raised about future graduate funding, Scotia Scholars, and Canadian Foundation for Innovation (CFI) matching.
- Fewer Honours Summer Research Awards (HSRAs) given this year due to a \$20K shortfall from last year's fund transfer issue; process now corrected.
- Ongoing concerns about imbalance in summer research awards across faculties, particularly limited awards to Arts students.
- Questions raised about Research Nova Scotia's priorities; centralization may benefit sciences but risks sidelining Arts and fundamental research.

K. Ashley highlighted that Tristan Murray (Applied Kinesiology), Meaghan Hymers (Psychology), and Alexandria Delaney (Sociology) received Outstanding Master's Thesis Awards. She also announced that three directors have been appointed to the Research Nova Scotia Board (two from Advanced Education, one from Health). Concerns remain about next year's funding for graduate students, including the status of the Scotia Scholars program and CFI matching funds. NSERC award notifications have been received, with announcements to come once embargoes lift.

A. Quema thanked K. Ashley for her detailed report and asked how the provincial prioritization of research through Research Nova Scotia will impact Acadia's ability to secure funding, particularly for sciences and professional studies. She stated that Arts disciplines often feel sidelined in these frameworks, and she wondered if other faculties may be more directly affected.

K. Ashley said she is conflicted about the changes to provincial research priorities. While having priorities set outside legislation makes them more flexible with a change in government, it also centralizes control. She believes the new inclusion of climate research could benefit Acadia's sciences, though the process for how funding will be allocated remains unclear. Currently, universities present requests and vote on awards. She is particularly concerned about the impact on Graduate students, especially regarding the paused Scotia Scholars program, which has supported many Kinesiology students.

J. Hennessy added that he wrote to the Deputy Minister raising two concerns: lack of CFI matching funds could weaken the Canada Research Chair program, and shifting away from fundamental research could harm the province and Acadia. Though priorities remain unchanged, continued advocacy may influence future direction.

J. Hayes asked whether fewer Honours Summer Research Awards were given this year due to a funding issue from last year. He stated that some students who might have otherwise received awards went unfunded. His concern was whether there was less money available this year because of the past issue.

K. Ashley responded that due to an overspend of funds not transferred last year, there were fewer Honours Summer Research Awards this year, amounting to a value of about \$20,000 less. They also worked to ensure funds were allocated according to the terms of the endowed awards. A faculty committee adjudicates the awards, so any imbalance in distribution isn't a reflection on particular programs or student quality. Things should return to normal next year.

J. Hayes asked why, if the Honours Summer Research Award funds are generally stable (with endowed funds generating interest and other funds budgeted), there was a gap this year. Since last year's shortfall didn't reduce awards at that time, he felt it was unclear why this year had fewer awards and why the missing funds weren't made up, especially given the importance of these awards to students' ability to focus on their thesis work.

K. Ashley explained that last year the endowed funds weren't transferred on time, so the University covered those awards from its own budget, which depleted the account by about \$50,000 to \$60,000. This year, although endowed funds and some additional cash were transferred, only a limited amount can be drawn from the endowments each year, leaving about a shortfall of around \$20,000. The issue has now been identified, so going forward both University and endowed funds will be transferred properly to stabilize the awards.

S. Fleckenstein asked if there is variability in the endowed funds depending on market performance, noting that in her experience with other committees, the funds received can fluctuate based on market returns.

J. Hennessy explained that the Board of Governor's Investment Committee sets the endowment payout rate, usually between 4% and 5%, to ensure the endowment remains stable. This in turn stabilizes payouts so that they don't fluctuate directly with market performance, though market returns do influence long-term trends.

J. Colton stated that this was the first time in recent memory that a student from his program didn't receive a summer award, despite past efforts to distribute awards across faculties and units. He was surprised, given the strength of some applicants. He also added that Professional Studies is well positioned to align with emerging research priorities, particularly in areas like sustainable food systems and clean energy.

K. Ashley responded that the adjudication committee was mindful of distributing awards across faculties. Since many NSERC Undergraduate Summer Research Awards (USRAs) and endowed funds go to science students, the committee intentionally prioritized awarding some of the remaining funds to students in Professional Studies and Arts to ensure broader access to summer research funding.

A. Quema noted that, as in past years, few Arts students received Honours Summer Research Awards, with most recipients coming from Professional Studies and Science. She acknowledged some awards in Psychology and Sociology, but noted the ongoing imbalance.

Vice-President Student Experience Report to Senate

S. Duguay reported that he had no new updates beyond what was shared at the previous Senate meeting three weeks ago. Current enrolment trends resemble last year, with a slight increase in domestic students and continued decline in international enrolment due to federal regulations. This had been discussed further at Faculty Council yesterday.

Acadia Students Union Report to Senate

A. Kiefte extended a warm welcome and congratulations to Yas Jawad and Zahide Cam. She understands that they are just beginning their new roles in the ASU so may not have a report or announcements, but invited them to provide an update if they wished to.

Y. Jawad expressed enthusiasm about being in the role of ASU President and he looks forward to getting to know everyone.

Z. Cam introduced herself as returning for a second year with the ASU, expressed excitement for the year ahead, and introduced another fellow ASU Senator E. Narinoğlu, who was attending the first Senate meeting remotely from another country and time zone.

E. Narinoğlu greeted everyone and said they were very happy to be in the position of Senator. They hope to represent their fellow students effectively.

Acadia Divinity College and Faculty of Theology Report to Senate

A. Robbins had no further announcements.

Other Announcements

There were no additional announcements.

CONSENT CALENDAR ITEMS RECEIVED

Other Business

Approval of Additional Acadia Divinity College Graduands

A. Kiefte announced that a list of additional Graduands had been received during the Consent Calendar portion of the meeting and asked if everyone was comfortable receiving the updated list.

It was confirmed that the body was comfortable moving forward with approving the additional Graduands.

A. Kiefte emailed the list to the Senators.

Motion to approve the additional graduate list from CINDICO and FTE. Moved by S. Fleckenstein and seconded by M. Ramsay.

A. Kiefte noted that the list was related to Acadia Divinity College and its affiliated organizations. She stated that the top part of the list had already been received. She asked D. Zacharias for clarification on the acronyms for the affiliated institutions.

D. Zacharias stated that the acronyms for the institutions were Christ International Divinity College (CINDICO) in Nigeria and Faculté de Théologie Évangélique (FTE) in Montreal.

MOTION CARRIED

Motions from By-Laws Committee

Motion to add a student representative, as a voting member, to the Senate Academic Program Review Committee. Moved by J. Carlson and seconded by A. Cunsolo.

J. Carlson explained that students, typically the ASU VP Academic-External, have already been informally participating on the Academic Program Review Committee, and formalizing their role would enhance the committee's work. The proposal aligns with student representation on other Senate committees, recommending that the student member be selected by the Student Representative Council (SRC) or nominated from among the six student senators, serving a one-year term.

A. Cunsolo emphasized the importance of adding a formal student voice to the Academic Program Review Committee, noting that while student input has always been valuable, the committee's upcoming expanded role under Schedule H makes student representation even more critical. She added that this request predated the bilateral agreements but is now even more timely and urgent.

MOTION CARRIED

Motion to approve changes to the Constitution of the Faculty of Professional Studies Council. Moved by J. Carlson and seconded by C. Rushton.

J. Carlson noted that the proposed changes were reviewed and approved by the FPS Council and the Senate By-Laws Committee, which unanimously agreed they could proceed to Senate for approval. A summary and draft constitution were provided, with no changes since the April meeting.

C. Rushton provided additional context, stating that the FPS Constitution update was prompted not only by the addition of the School of Nursing and its Director, but also due to outdated workflows and non-inclusive language. The revision was a collective effort by unit heads, with significant contributions from K. Williams and D. Kruisselbrink.

MOTION CARRIED

Liberal Arts Education, Liberal Education, Applied Liberal Education – Continued Discussion

Summary of discussion:

- The need to clarify Acadia's use of terms like liberal education, liberal arts, and applied liberal education, especially in strategic planning and public messaging.
- The value of interdisciplinarity, integration of EDIAR principles, and rethinking structural barriers that limit inclusive and flexible academic offerings.
- Identified barriers to interdisciplinary learning, including grading pressures, course access, and lack of detailed course information.
- Suggestions included pass/fail options for electives, improved access to syllabi, centralized course description databases, and proactive outreach to students.
- Concerns were raised about internal culture discouraging innovation due to fear of resource competition; calls for supportive, transparent structures to enable curricular renewal.
- The need to align academic structures and messaging with student needs, societal relevance, and shared governance was widely affirmed.

A. Kiefte noted that there was plenty of time left in the meeting for the continued discussion about liberal arts, liberal education, and applied liberal education.

Z. Cam sought context on the conversation.

A. Kiefte explained that previous Senate meetings included general discussions about the terms liberal arts, liberal education, and applied liberal education. She had circulated related documents about a month earlier and stated the importance of developing a shared understanding of the terminology, particularly since applied liberal education appears in the university's mission or vision statement that was approved by the Board of Governors. This clarity will be important for ongoing strategic planning and Schedule H discussions. She offered to resend the documents if anyone was interested.

A. Quema raised two topics for further reflection. First, how liberal education, as often defined around the concept of a well-rounded individual, relates to interdisciplinarity, which she views more as a web of intersecting axes rather than circularity. Second, how the concept of liberal arts education might be reimaged in light of contemporary priorities such as equity, diversity, inclusion, and anti-racism. She stated that she would be interested in a deeper, extended discussion on these points.

G. Gibson responded that she believes that liberal education addresses the development of students as whole individuals by integrating analytical, quantitative, and humanistic thinking across disciplines. Unlike traditional liberal arts or sciences, liberal education emphasizes interdisciplinary application, moving beyond foundational multidisciplinary

exposure. She gave examples from her teaching to illustrate how ethical, cultural, scientific, and historical lenses can be meaningfully integrated. This approach helps students collaborate across fields and enhances their long-term success.

L. Chondoma stated that EDIAR should not be treated as separate or secondary but as a foundational way of thinking and acting. She advocated for integrating diverse knowledge systems, decentering dominant Western perspectives, and continually asking whose voices and worldviews are missing. She linked this to liberal education's potential to foster complex, multi-perspective problem solving, particularly relevant in the context of Schedule H and curriculum redesign.

J. Colton reflected on a recent Community Development retreat, where the team shifted from reacting to Schedule H and Bill 12 to reflecting on their values. They realized their program already embodies liberal education and EDIAR principles, though this isn't well communicated. The group left energized, committed to better messaging and exploring cross-program learning opportunities that support student impact and community engagement.

Z. Cam stated the importance of integrating arts and sciences together. She is studying Women and Gender Studies, and many arts students like herself are driven by a desire to create change, not wealth. She observed that science students often hesitate to engage with arts courses, feeling that they're either irrelevant or too difficult, and she feels that higher education has become too focused on job outcomes. She advocated for more interdisciplinary learning at Acadia to foster mutual inspiration and to remind all students of their potential to make meaningful change.

T. Weatherbee echoed earlier comments and reiterated concerns from the Faculty of Professional Studies about upcoming review processes in response to government expectations. He stated the importance of shifting focus from rigid structures (like programs or schools) to broader disciplines and subjects. Using Business as an example from international business schools who renamed units, from "School of Business" to "School of Leadership and Stewardship," which can expand conceptual thinking and break structural constraints. He encouraged colleagues to frame academic planning around key questions and interdisciplinary collaboration, rather than traditional organizational boundaries.

E. Narinoğlu expressed support for Z. Cam's earlier comments, noting that some science students struggle to see the broader meaning or context of their work due to the perceived divide between arts, humanities, and sciences. They agreed that greater emphasis on interdisciplinary engagement would be beneficial.

Z. Cam asked whether the goal was to choose one term, liberal arts education, liberal education, or applied liberal education, or to define and use them as distinct but related concepts.

A. Kiefte explained that the current Vision or Mission Statement uses the term applied liberal education. This ongoing conversation is intended to explore the distinctions

among these related terms of liberal arts education, liberal education, and applied liberal education.

Z. Cam questioned the need to include “applied” in the term applied liberal education, suggesting that liberal education is inherently applied. Adding the word seems redundant unless there's a clear reason or impact. She asked whether there had been any Board of Governors discussion about the decision to include applied and what the rationale was behind that choice.

J. Hennessy explained that “applied liberal education” was chosen to reflect Acadia’s historical and distinctive combination of traditional liberal arts and applied learning. From its founding, Acadia balanced theoretical, classical education with practical subjects, something that continues today across faculties, including co-op placements in arts and humanities. The term was meant to highlight this unique blend and differentiate Acadia from peer institutions. However, the term liberal is politically and culturally loaded, and the phrase “applied liberal education” may still be unclear to the public. The goal is to distill a compelling, accessible description of what makes Acadia’s academic model distinct, one that incorporates interdisciplinarity, freedom of thought, and experiential learning, without requiring lengthy explanation.

A. Kiefte read a comment from the Zoom chat from H. Moussa, urging Senate to avoid internal division and bureaucracy, and to focus on practical challenges like contradictory funding pressures that threaten university sustainability.

G. Gibson raised a question for J. Hennessy, questioning whether Acadia officially became an applied liberal university, as the current mission refers to a personalized and rigorous liberal education. She cautioned against overemphasizing application at the expense of unity, arguing that liberal education already supports diverse approaches and meaningful student outcomes.

J. Hennessy responded that Acadia has always embodied both liberal and applied elements. This dual focus is part of its distinctiveness. The current effort is not about changing the mission but about articulating more clearly, especially externally, what sets Acadia apart. The real challenge is clarifying what liberal means, as interpretations vary widely.

A. Kiefte asked whether the term “applied” came from a change to the University’s official vision statement or just from the recent strategic directions document.

J. Hennessy clarified it was in the Strategic Directions document, not a change to the official vision statement.

M. Ramsay suggested that debating the terms liberal, applied, or liberal education is unhelpful, since there’s no shared definition. He recommended focusing on describing what Acadia actually does and aspires to do. Labels can be chosen later for communication purposes, keeping in mind their broader public interpretation.

J. Fowles stated that terms like liberal and applied are open to interpretation. Kinesiology at Acadia is broad and interdisciplinary, aligning with the university's emphasis on impact and community engagement. He expressed concern that liberal arts can sound exclusionary to sciences, while liberal education feels more inclusive. He supported the idea that Acadia's identity is rooted in applied, broad-based learning, and suggested it could be communicated more clearly.

S. Fleckenstein supported the need to distinguish Acadia through clear messaging, echoing earlier points about refining and marketing the university's identity. She emphasized the importance of reaching beyond campus by engaging prospective students and employers, such as through high school surveys and outreach to Chambers of Commerce, to ensure the language resonates with external audiences, not just internal stakeholders.

M. Ramsay supported previous speakers and said that as a member of the Faculty of Arts, he'd be fine dropping the term Arts, as it causes confusion, especially with both a Faculty of Arts and the liberal arts label for the university. He felt liberal education is clearer and had no issue with applied, noting most students don't associate liberal arts with its broader historical meaning.

E. Narinoğlu stated that the meaning of liberal depends on how it functions within each academic field. They felt it can't be meaningfully defined apart from its disciplinary context and emphasized the importance of integrating it into the active study of each field rather than treating it as separate, something Acadia is already working toward.

Z. Cam questioned the need to use the term applied, noting that higher education can also be about intellectual exploration. She stated that terms like liberal arts are often misunderstood as referring only to the humanities, which can confuse students. While liberal carries weight, it represents freedom of thought and should not be dismissed. Students are drawn to Acadia for its inclusive, creative learning environment, not its labels. The focus should be on ensuring students feel supported and empowered.

S. Duguay stated that students choose universities based on reputation, which depends on clearly communicating what the institution offers. Effective marketing aligns real student experiences with prospective students' needs. For retention, students value career readiness, motivation, and satisfaction. The key to strong branding is delivering a clear, meaningful experience that matches student expectations.

J. Hennessy encouraged Senate to look beyond marketing and consider how Acadia's structures support or hinder its academic goals. He highlighted the difficulty of pursuing interdisciplinary education within rigid program-based structures and questioned whether this limits liberal education offerings. Using geography as an example, he noted the absence of certain vital disciplines due to structural constraints and called for Senate to reflect on gaps in the curriculum and how to better support a broad, interdisciplinary liberal education.

J. Colton noted that several faculty members at Acadia, including himself, have geography backgrounds, and while not proposing a new department, the capacity exists. He emphasized that the term applied can be useful across disciplines, not just for community-based work but also for applying complex thinking to real problems. Over his 30 years of teaching, he has seen students increasingly seek alignment between their education, values, and future vocations. For many, applied signals relevance, action, and impact, which can help them communicate the value of their degrees to others.

A. Kiefte noted another comment in the chat from H. Moussa. He stated that we should not continue these discussions in a vacuum, as doing so risks fostering political decisions made without a proper understanding of public finance, the public good, and federal equalization payments. This could lead to outcomes like those currently seen at Harvard, where resources are being diverted away from the public good.

A. Quema emphasized the importance of Senate in curriculum decisions. Current structures can hinder interdisciplinary work and broader transformation. While strongly supporting interdisciplinarity and curriculum change, she cautioned that these should not come at the expense of existing disciplines that also require support. Interdisciplinary initiatives are sometimes seen as financially threatening to departments, and the challenge lies in resource sharing that doesn't make others feel deprived. Structural decisions must ensure that curriculum authority remains with appropriate units and individuals involved.

L. Wilson Finnis stated that learning experiences should be understood to be beyond just curriculum, incorporating co-curricular activities, physical space, and cross-program engagement. Despite being a liberal education campus, Acadia remains physically and procedurally divided. Greater attention is needed to shared spaces, interdisciplinary interaction, and a cohesive campus experience that unites students, faculty, and staff both intellectually and physically.

D. Benoit stated that there is a gap between how faculty perceive program accessibility and how students experience it. Many students feel intimidated by disciplines outside their comfort zones, or they lack the prerequisites and confidence to explore them. He described efforts in Computer Science to design entry-level courses for non-majors, which require resources but foster broader engagement. Barriers such as course numbering, difficulty, availability, and scheduling can deter students from pursuing their interests or discovering new passions. He urged departments to reflect on how accessible their programs and courses truly are. He also shared his personal story of how a single course exception led to a program change during his undergraduate studies and a shift in his career trajectory.

E. Narinoğlu stated that science students are often discouraged from exploring humanities courses due to grade anxiety. Without prior experience writing essays or engaging in those disciplines, they anticipate lower grades, which is especially concerning for those dependent on scholarships or maintaining high GPAs. They stated that there is a need for accessible, introductory-level courses that welcome students from other majors and help them engage without being penalized for their lack of background.

A. Kiefte suggested revisiting the idea of allowing pass/fail grading options for general electives. This would let students engage more freely with unfamiliar subjects without the pressure of a letter grade, especially when they are not planning to pursue further studies in an area. Such an option could encourage broader academic exploration without risking GPA impacts that affect scholarships or bursaries.

M. Ramsay noted that grading standards in the arts can sometimes feel overly idealized, with A+ treated as nearly unattainable, which may discourage student engagement. He also suggested that interdisciplinary collaboration could be improved if department Heads across faculties met together regularly to share issues and ideas more broadly, rather than only within their own faculties.

A. Cunsolo stated that a recurring concern she is hearing from conversations with faculty and students is that fear is preventing innovation. Faculty often hesitate to propose new programs out of concern that colleagues will resent or oppose them due to perceived competition for limited resources. This has created a culture where successful programs are sometimes blamed for others' struggles. On the student side, feedback indicates that some programs feel outdated and uninspiring. Unless the university creates a more supportive environment that encourages innovation without internal backlash, curriculum renewal will remain stalled, even as student expectations and societal needs evolve.

A. Quema clarified that her concern isn't fear of backlash but ensuring equity in resource distribution. Some departments have been seriously affected by shifts in funding, and while Senate can address academic matters, broader structural and financial tensions remain unresolved. While arts courses have been made broadly accessible, for example, offering many first-year English sections, interdisciplinary learning must still uphold the academic standards of each discipline. Students crossing into new areas should expect to engage with the norms and expectations of those fields, as true interdisciplinarity involves respectful engagement across disciplines.

G. Gibson noted that there can be challenges to teaching students outside one's discipline and suggested further discussion on how to manage this. She then returned to earlier points about whether academic programs are engaging enough and whether student needs are being heard and understood. Her department conducts exit surveys, which reveal surprising insights. Students appreciate some things faculty hadn't realized were valuable, and overlooked other elements faculty thought were key. It's not always possible to act on all student feedback, but it is important to listen.

A. Kiefte read a comment from J. Fowles. He stated that grading concerns are a real barrier. Students aiming for professional programs like medicine or physiotherapy often avoid electives that would broaden their education, choosing instead those they can easily score well in. Making first- and second-year non-discipline electives pass/fail could encourage students to explore more widely.

Z. Cam emphasized the value of true interdisciplinary education. She stated that taking courses outside one's major makes for more well-rounded and socially aware graduates. Fear and discomfort, including classroom culture and gender dynamics, often deter

students from crossing disciplinary lines. Solutions could include promoting mixed-discipline enrolment, improving physical and social spaces, marking recommended intro courses on Moodle, and ensuring course names and descriptions better reflect accessible content for non-majors.

J. Colton circled back to A. Cunsolo's earlier comments and expressed concerns around the meaning of strategic allocation and reallocation, noting that such language can cause anxiety, especially for programs like WGST that may already feel vulnerable due to national trends. He emphasized the need for clear, transparent processes that include care and respect, particularly as the university navigates new mandates and pressures. He hoped that as institutional guidance and tools become clearer, corresponding internal processes will also be clarified to help units manage concerns and adapt effectively.

E. Narinoğlu suggested improving course accessibility by providing more detailed and informative descriptions in the registration system. Vague or intimidating course titles often deter students, especially when exploring unfamiliar disciplines. Including the kind of detailed handouts professors distribute in class as part of the course listing could help students better understand course content before enrolling.

A. Kiefe encouraged students to speak directly with instructors if they're unsure about the content and format a course. Many faculty members are open to sharing past syllabi or discussing what the course involves, including expectations and required skills. While not guaranteed based on faculty contract timing and other circumstances, such transparency is often possible and can help students make informed decisions.

E. Narinoğlu shared that their interest in philosophy began with one course and was encouraged by professor recommendations and peer conversations. They suggested that more accessible course information online, especially detailed descriptions and the ability to filter courses by subject rather than department, would help students explore interdisciplinary options more easily.

A. Quema suggested that to support true interdisciplinarity, faculties should consider sharing curricula more openly and making detailed course descriptions accessible to all students. A centralized database would help students from any discipline understand course expectations and help them make informed choices.

Y. Jawad agreed with earlier concerns about course accessibility, noting that many students avoid electives outside their discipline due to fears about GPA impact, which can affect scholarships or graduate school prospects. This barrier discourages interdisciplinary learning. The issue needs more attention, even if a specific solution isn't yet clear.

J. Hayes noted that changing official course descriptions requires a formal curriculum change, which involves significant paperwork. Faculty assignments can vary year to year, and many instructors are on precarious contracts, so exact course content isn't always predictable. Descriptions remain broad to allow academic freedom and accommodate changes. This makes it difficult to offer more detailed previews in the course catalogue.

Students might not be able to contact instructors in advance if those faculty members haven't been hired yet.

E. Narinoğlu suggested creating a database where students can view past versions of course syllabi or descriptions. Even if current details aren't available, access to what was previously taught would give students a clearer sense of course content than the brief summaries on the registration page.

Z. Cam stated that students need access to syllabi, including workload distribution, before enrolling, so they can make informed choices based on their learning preferences. Waiting until the first class creates scheduling issues, and with platforms like Open Acadia, students risk losing money just to preview a course. While reaching out to instructors can help, many students, especially in their first year, are uncomfortable doing so.

L. Wilson Finnis clarified that all Open Acadia course syllabi are available on the online learning website. The issue is not access, but ensuring students know where to find them before registering.

M. Ramsay suggested there should be a simple technical solution, such as using Colleague or Moodle, to make syllabi accessible during the first week of class or at registration. He suggested raising this with the Registrar, as it seems unreasonable for students to have to register for a course just to access basic course information.

E. Narinoğlu stated that although a database of course syllabi may exist, it is difficult to find and should be made more visible, ideally on the registration page. Many first-year students, especially international students, are unfamiliar or uncomfortable with directly contacting professors, due to different educational and cultural norms. To help address this, they suggested departments send proactive, welcoming emails encouraging students to ask about courses, which could reduce intimidation and support interdisciplinary exploration.

D. Benoit strongly emphasized that students should not be placed in positions where they feel they must break or bend the rules to succeed. He argued that unclear, outdated, or inconsistently applied rules, especially around course access and second majors, discourage students from engaging, particularly those without insider knowledge or cultural capital. All policies must be transparent, consistently followed, and easy to understand to avoid unintentionally excluding students. Inconsistent rules disproportionately affect first-year and international students. Our systems should promote clarity, equity, and access.

A. Kiefe read a comment from L. Carlsson supporting greater transparency in course syllabi. Many universities share more detailed outlines than basic calendar descriptions, typically including objectives, teaching approach, key topics, and assessment methods, while still allowing faculty flexibility. She suggested this would better support liberal education.

S. Fleckenstein thanked the student Senators for their input, calling it invaluable. She reflected on her own university experience 40 years ago, acknowledging that many students, especially in their first years, lack the confidence to speak up or request rule exceptions. She stated that faculty should try to remember how intimidating university can be at 18 and urged everyone to truly listen to the concerns students have raised.

A. Quema emphasized the critical role of academic advisors in supporting students. Advisors help interpret academic language, foster a supportive culture, and assist with transitions from one program to another, particularly through interdisciplinary pathways.

D. Zacharias stated that to improve accessibility in the Divinity College, they require syllabi be submitted one month in advance, uploaded to Moodle, and made live so that registered students can access them immediately. To support students who are not yet registered, syllabi are also shared with the Dean's team so that any member of the team can provide them if the Dean is unavailable.

Other Business

Z. Cam asked whether the discussion about syllabi and making Moodle courses live earlier could be continued at the next meeting.

A. Kiefte said she would follow up on the suggestion, noting it may require a policy change and might be better suited to a Senate subcommittee. She asked L. Wilson Finniss to send the Open Acadia syllabi link so that it could be shared with all Senators.

E. Narinoğlu stated that if requiring professors to post current syllabi is too difficult, the university could instead make past syllabi accessible. This would reduce pressure on instructors while giving students a clearer idea of course content. It could also help students suggest topics and better understand what to expect, especially when courses span disciplines.

There was no further business.

Adjournment

Motion to adjourn by D. Benoit.

S. Pineo,
Recording Secretary of Senate and University Secretary



May 2025 Graduate List

Faculty of Theology	Diploma Name	Fall 2024 Grad
Doctor of Ministry	David Andrew Nicol	
Doctor of Ministry	Edmund Kin Man Wu	
Master of Arts in Theology	Paul Vincent Branscombe	
Master of Arts in Theology	Kaitlyn Cecila Lightfoot	
Master of Arts in Theology	Oliver David Locke	
Master of Arts in Theology	Laura Marie Roberts	
Master of Divinity	Caleb Henry Archibald	
Master of Divinity	Stephen Trent Baker	
Master of Divinity	Austinn James Vincent Buckley	
Master of Divinity	Caleb Andrew Macdonald Dixon	
Master of Divinity	Rachel Kathleen Dougherty	
Master of Divinity	Izuchukwu Chinemelum Ezennia	
Master of Divinity	Jessie Leigh Lohnes	
Master of Divinity	Noah Edwin Lohnes	
Master of Divinity	Tosin Ogunbodede	
Master of Divinity	Tyler Kevin Proude	
Master of Divinity	Patricia Purdy	
Master of Divinity	Luke Douglas Merritt Steeves	
Master of Divinity	Rodney Dale Steeves	
Bachelor of Theology	Natalyah Oxanna Allan-Okraïne	
Bachelor of Theology	Izabella Lea Ann Cook	
Bachelor of Theology	Sarah Joanne Smith	
Bachelor of Theology	Beverley States	
Bachelor of Theology	Gwendolyn Vida Williams	

Faculty of Arts	Diploma Name	Fall 2024 Grad
Master of Arts (Political Science)	Emmanuel Amardey	
Master of Arts (Sociology)	Alexandria Meghann Delaney	*
Master of Arts (Political Science)	Dominick Raymond Desjardins	
Master of Arts (Sociology)	Lindsay Gerber	*
Master of Arts (English)	Theodore James Giesen	*
Master of Arts (Sociology)	Naomi Maria MacDonald	
Master of Arts (English)	Abigail Elizabeth Pinsent	*
Bachelor of Arts with Honours (Psychology) and Music	Ian James Armstrong	
Bachelor of Arts with Honours (English) with Cooperative Education	Sophie Min-Hui Yip Ashton	
Bachelor of Arts with Honours (Classics) and Biology	Cameron Storm Barnard	
Bachelor of Arts with Honours (English)	Genevieve Ann Beed	

Bachelor of Arts with Honours (Politics)	Jocelyn Victoria Boudreau
Bachelor of Arts with Honours (History)	Colin Arthur Bridge
Bachelor of Arts with Honours (Politics)	Sophie Evelyn Brais Burt
Bachelor of Arts with Honours (History)	Joshua Michael Butler
Bachelor of Arts with Honours (History)	Catherine Sarah Fawcett
Bachelor of Arts with Honours (Psychology)	Casey Marie Goodwin
Bachelor of Arts with Honours (Psychology) and Sociology	Evan Gouthro
Bachelor of Arts with Honours (Sociology)	Jordynne Faith Lynae Mann
Bachelor of Arts with Honours (Sociology)	Hanna Kate McCamon
Bachelor of Arts with Honours (English)	Hannah Catherine McGarrigle
Bachelor of Arts with Honours (Politics)	Siobhan Anastasia Molson-Kelly
Bachelor of Arts with Honours (Psychology) with Cooperative Education	Samantha Palatinus
Bachelor of Arts with Honours (Sociology)	Isla Jane Parker
Bachelor of Arts with Honours (History)	Gwen Beatrice Raffo
Bachelor of Arts with Honours (Psychology) with Cooperative Education	Brianna Sophia Rhodenizer
Bachelor of Arts with Honours (Psychology)	Emma Diana Sampson
Bachelor of Arts with Honours (Psychology) with Cooperative Education	Andrea Lindsay Schneider
Bachelor of Arts with Honours (Politics)	Danelle Jane Stoddard
Bachelor of Arts with Honours (Sociology)	Laura Josephine Taggart
Bachelor of Arts with Honours (Classics)	Lily Diana Trivett
Bachelor of Arts (Economics and French)	Talal Aldandashi
Bachelor of Arts (Environmental and Sustainability Studies)	Lerena Ashevak
Bachelor of Arts (Sociology)	Joseph Asselstine
Bachelor of Arts (Theatre Studies)	Cyrus Barton
Bachelor of Arts (Politics)	Amanda Kathlene Bland
Bachelor of Arts (History)	Wyatt Elijah Piper Blood
Bachelor of Arts (Sociology)	Cara Redmond Boardman
Bachelor of Arts (French)	Mackenzie Paige Boudreau
Bachelor of Arts (Politics)	Lucinda Breau
Bachelor of Arts (Psychology)	Jack William Breckenridge
Bachelor of Arts (History)	Grayson Garrett Brown
Bachelor of Arts (French and History)	Julia Simone Brown
Bachelor of Arts (Classics)	Devyn Shae Browne
Bachelor of Arts (English)	Cara Jean May Burton
Bachelor of Arts (Psychology)	Shannon Akina Cain
Bachelor of Arts (English)	Rachel Carrie Lynn Cameron
Bachelor of Arts (Politics)	Sara Megan Chmait
Bachelor of Arts (Politics)	Anne Gillis Christie
Bachelor of Arts (Psychology)	Emily Sarah Crocket
Bachelor of Arts (Sociology and Women's and Gender Studies)	Rhonda Louise Ryan
Bachelor of Arts (History)	Catherine Grace Dauphinee
Bachelor of Arts (German)	Ajanta Francesca Deibel

Bachelor of Arts (Environmental and Sustainability Studies and History)	Grace Elizabeth Drouin
Bachelor of Arts (Sociology)	Lily Christine Dunn
Bachelor of Arts (History and Philosophy)	Katherine Mary Elizabeth Durkin
Bachelor of Arts (French and German)	Kaisa Louise Stanton Este
Bachelor of Arts (Theatre Studies)	Ariel Tamar Evans
Bachelor of Arts (Sociology)	Claire Amelia Evans
Bachelor of Arts (Theatre Studies)	Ewan James Fowler-Purdy
Bachelor of Arts (Environmental and Sustainability Studies)	McArthur Corcoran Gilbert
Bachelor of Arts (English)	Helena Niina Gow
Bachelor of Arts (Environmental and Sustainability Studies)	Karissa Radhiya Graham
Bachelor of Arts (Environmental and Sustainability Studies and Politics)	Nicholas Robert Graham
Bachelor of Arts (Sociology)	Paxton Drew Grant
Bachelor of Arts (Politics)	Luke David Raymond Greener
Bachelor of Arts (History)	Alana Elizabeth Maria Hale
Bachelor of Arts (Environmental and Sustainability Studies) with Cooperative Education	Lucy Anne Harper
Bachelor of Arts (Psychology)	Matthew Robert Harris
Bachelor of Arts (Psychology and Sociology)	Carson Harrison
Bachelor of Arts (Psychology)	Kate Madeline Henley
Bachelor of Arts (French)	Sophia Cameron Henwood
Bachelor of Arts (History)	Kai Stanford Brecken Hills
Bachelor of Arts (Psychology)	Olivia Grace Hooper
Bachelor of Arts (English)	Austin Huang
Bachelor of Arts (English)	Vicente Martin Karich Stipicic
Bachelor of Arts (Theatre Studies)	Kaya Karolina Lajdorf
Bachelor of Arts (Theatre Studies)	Karyssa Marie Levere
Bachelor of Arts (Environmental and Sustainability Studies)	Benjamin Alexander Levings
Bachelor of Arts (Classics and Geology)	Payton David Livingstone
Bachelor of Arts (History)	Brayden Leigh Lord
Bachelor of Arts (Sociology)	Chad M. Lushman
Bachelor of Arts (Sociology)	Claire Lauren MacConnell
Bachelor of Arts (Politics)	Calum William Truman MacDonald
Bachelor of Arts (Psychology)	Cameron Joseph MacDonald
Bachelor of Arts (Sociology)	Madison MacDonald
Bachelor of Arts (Economics)	Ewan David Kinley MacKeen
Bachelor of Arts (Classics)	Aydaen Markowski
Bachelor of Arts (Classics)	Linden Arielle Martin
Bachelor of Arts (Sociology)	Daniela Mastsipaniuk
Bachelor of Arts (Politics and History)	Benjamin John Robert McCulley
Bachelor of Arts (Psychology)	Dominique Marie McHarg
Bachelor of Arts (Politics)	Bridget Emily McLean
Bachelor of Arts (Psychology)	Olivia Joyce McMaster
Bachelor of Arts (Psychology and Mathematics)	Madeleine Christine McOnie
Bachelor of Arts (Psychology)	Makayla Janet Meisner

Bachelor of Arts (Environmental and Sustainability Studies)	Brent Merriam	
Bachelor of Arts (Psychology)	Ryleigh Schae King Messervey	
Bachelor of Arts (Psychology)	Bailey Rose Murphy	
Bachelor of Arts (Sociology)	Grace Emily Naugler	
Bachelor of Arts (English)	Riley David Naujoks	
Bachelor of Arts (History)	Michael Thomas O'Flynn	
Bachelor of Arts (Sociology)	Cullen O'Leary	
Bachelor of Arts (Psychology)	Skylar Elizabeth O'Neil	
Bachelor of Arts (Psychology)	Madison Jane Oschypko	
Bachelor of Arts (Psychology)	Mackenzie Purvis	
Bachelor of Arts (Sociology)	Samantha Regan	*
Bachelor of Arts (Psychology and French)	Chloe Dianne Reid	
Bachelor of Arts (Psychology)	Sara Rixon	
Bachelor of Arts (Women's and Gender Studies)	Alex Skylar Roberts	
Bachelor of Arts (Economics)	Tai Diesbert Robichaud	
Bachelor of Arts (English)	Megan Allison Rogers	
Bachelor of Arts (Sociology)	Maya Joy Rossong	
Bachelor of Arts (Psychology)	Sara Lynn Sabean	
Bachelor of Arts (Psychology)	Dawson D'Assise Samson	
Bachelor of Arts (History)	Charlotte Patricia Savoie	
Bachelor of Arts (Sociology)	Aarnav Sharma	
Bachelor of Arts (Politics)	Cameron Robert Slade	
Bachelor of Arts (French)	John Bartlett Smereck	
Bachelor of Arts (English)	Juliana Lefebvre Stevaux	
Bachelor of Arts (Sociology)	Connor Robert Stone	
Bachelor of Arts (Psychology)	Madison Elizabeth Swinamer	
Bachelor of Arts (English)	Sanita Taurina	
Bachelor of Arts (Psychology)	Derian Catherine Terrio	
Bachelor of Arts (Sociology)	Isabella Valerie Gail Titus	
Bachelor of Arts (Sociology)	John Tocher	
Bachelor of Arts (Psychology)	Alyssa Ann Veldhoven	
Bachelor of Arts (Environmental and Sustainability Studies)	Dylan William Walker	*
Bachelor of Arts (History)	Jillian Catherine Mary Watson	
Bachelor of Arts (Politics)	Brett Clark Wefer	
Bachelor of Arts (Sociology)	MacKenzie Mae Whynot	
Bachelor of Arts (History)	Carlie Wilen	
Bachelor of Arts (Politics)	Pyper Johanna Wilms	
Bachelor of Arts (Psychology)	Abigael Elizabeth Young	
Bachelor of Arts (Psychology and Women's and Gender Studies)	Tessa Simone Monique de Vries	

Faculty of Pure and Applied Science	Diploma Name	Fall 2024 Grad
Master of Science (Applied Geomatics)	Sarah Andrews	
Master of Science (Biology)	Judith Anne Bjorndahl	
Master of Science (Biology)	Sydney Breanne Boyachek	*

Master of Science (Computer Science)	Ahmad Sabbir Chowdhury	
Master of Science (Psychology)	Tessa Sharon Cosman	
Master of Science (Mathematics)	Leo Collin Cromwell	*
Master of Science (Applied Geomatics)	Eric DuPlessis	
Master of Science (Geology)	Rachel Everest	
Master of Science (Biology)	Emma-Jean Glynnette Freeman	
Master of Science (Biology)	Isabelle Diane Rachelle Génier	
Master of Science (Computer Science)	Sony Guntuka	
Master of Science (Biology)	Kristine Elizabeth Hanifen	
Master of Science (Biology)	Hunter Olivia Hogan	
Master of Science (Psychology)	Meaghan Jaimes Hymers	
Master of Science (Biology)	Paige Elaine Louise Levangie	
Master of Science (Biology)	Rebecca Mary Mader	*
Master of Science (Biology)	Avery Nagy-MacArthur	
Master of Science (Chemistry)	Joseph Nazak	
Master of Science (Biology)	Brandon Richard Nilsen	
Master of Science (Computer Science)	Joseph Randal O'Neill	*
Master of Science (Environmental Science)	Chelsea Jewel Renaud	
Master of Science (Geology)	Amanda Marie Smith	
Master of Science (Computer Science)	Excellence Igbegaoluwa Sowunmi	
Master of Science (Biology)	Courtney Anne Strugnell	
Master of Science (Mathematics)	William Sutherland	
Master of Science (Biology)	Marco Brock Turner	*
Master of Science (Chemistry)	Aditya Vardhan	*
Master of Science (Environmental Science)	Jessica Marie Wilson	
Bachelor of Science with Honours (Chemistry)	Juliana Marie Abraham	
Bachelor of Science with Honours (Psychology)	Qays Sufian Albarghouthi	
Bachelor of Science with Honours (Biology)	Charles Douglas Robert Banks	
Bachelor of Science with Honours (Biology) and Women's and Gender Studies	Mckenna Batstone	
Bachelor of Science with Honours (Biology) with Cooperative Education	Monique Michelle Boulanger	
Bachelor of Science with Honours (Psychology)	Grace Simone Perrin Bucci	
Bachelor of Science with Honours (Biology)	Elliot Alberto Cederberg	
Bachelor of Science with Honours (Mathematics)	Edward Anthony Chisholm	
Bachelor of Science with Honours (Chemistry)	Miranda Jane Cook	
Bachelor of Science with Honours (Psychology)	Marissa Dawn Coyle	
Bachelor of Science with Honours (Environmental Science) with Cooperative Education	Luis Adrian Estrada Perez	
Bachelor of Science with Honours (Environmental Geoscience)	Tess Gates-Flaherty	
Bachelor of Science with Honours (Psychology)	Rhiannon Elizabeth Gilby	
Bachelor of Science with Honours (Psychology)	Hayley Linda Lenora Green	
Bachelor of Science with Honours (Mathematics) and Education	Erin Janelle Hughes	
Bachelor of Science with Honours (Biology) and Chemistry	Taylor Paige Weeks Long	
Bachelor of Science with Honours (Environmental Science)	Taya Frances Lucas-Desmond	
Bachelor of Science with Honours (Biology) and Chemistry	Kyleigh Rachael MacDonald	
Bachelor of Science with Honours (Psychology)	Alyssa Li MacKinnon	

Bachelor of Science with Honours (Environmental Geoscience)	C. Isabelle MacQuarrie	
Bachelor of Science with Honours (Biology) with Cooperative Education	Maria Grace McCully	
Bachelor of Science with Honours (Biology) with Cooperative Education	Andrea JiangGe McKee	
Bachelor of Science with Honours (Economics)	Jeet Rajesh Mehta	
Bachelor of Science with Honours (Psychology) and Biology	Jayden Michelle Morrow	
Bachelor of Science with Honours (Environmental Geoscience) with Cooperative Education	Leah Katrina Mymin	
Bachelor of Science with Honours (Psychology) with Cooperative Education	Aya Genevieve Nakamoto	
Bachelor of Science with Honours (Biology) and Chemistry	Gossi Nandi	
Bachelor of Science with Honours (Chemistry)	Bronwyn Lea Naugler	
Bachelor of Science with Honours (Chemistry)	Tegan Erin Reynolds	
Bachelor of Science with Honours (Biology)	Lillian Abigail Ricker	
Bachelor of Science with Honours (Environmental Science) with Cooperative Education	Clara Marie Ryan	*
Bachelor of Science with Honours (Psychology) with Cooperative Education	Harleen Kaur Sethi	
Bachelor of Science with Honours (Biology) with Cooperative Education	April Anne Sharpe	
Bachelor of Science with Honours (Mathematics)	Julia Wallace Shirokov	
Bachelor of Science with Honours (Biology) and Chemistry	Lachlann Simms	
Bachelor of Science with Honours (Environmental Science) with Cooperative Education	Abbey Margaret Smith	
Bachelor of Science with Honours (Psychology)	Aidan James Stevenson	
Bachelor of Science with Honours (Mathematics) and Computer Science	Zachary Strong	
Bachelor of Science with Honours (Psychology) and Biology	Sam Friday Taylor	
Bachelor of Science with Honours (Chemistry)	Emmanuel Tshimanga	
Bachelor of Science with Honours (Chemistry)	Marcus Vaillancourt	
Bachelor of Science with Honours (Biology)	Mackenzie Anne Wheaton	
Bachelor of Science with Honours (Economics)	Ethan Robertson Wright	
Bachelor of Science with Honours (Psychology)	Laura Yaroshevska	
Bachelor of Science with Honours (Biology)	Annelies Yates	
Bachelor of Science with Honours (Environmental Science) with Cooperative Education	Jara Diana de Hoog	*
Bachelor of Science (Chemistry)	Iona Mary Adams	
Bachelor of Science (Psychology)	keon albury	
Bachelor of Science (Biology)	Khaled Aldahoudi	
Bachelor of Science (Mathematics and Computer Science)	Charlie Margaret Allaby	
Bachelor of Science (Biology and Nutrition) with Cooperative Education	Meagan Elizabeth Allaby	
Bachelor of Science (Psychology)	Ethan Daniel Robert Aucoin	
Bachelor of Science (Biology) with Cooperative Education	Lauren Madison Bailey	
Bachelor of Science (Biology)	Victoria Anne Violet Barkhouse	
Bachelor of Science (Environmental Science)	Andrew Edward Bates	
Bachelor of Science (Psychology)	Lundyn Jayne Belliveau	
Bachelor of Science (Biology)	Sadie Louise Benjamin	
Bachelor of Science (Biology)	Calahan Hope Bennett	

Bachelor of Science (Chemistry)	Jenna Danielle Berryman	
Bachelor of Science (Biology)	Shonda Nicole Bethel	
Bachelor of Science (Psychology)	Allyson Kate Betyna	
Bachelor of Science (Biology)	Michaela Elizabeth Bezanson	
Bachelor of Science (Psychology)	Sarah Jean Blackman	
Bachelor of Science (Biology)	Olivia Blanchard	
Bachelor of Science (Biology and Chemistry)	Skylar Lauren Boudreau	
Bachelor of Science (Psychology)	Sydney Diana Leslie Bowen	
Bachelor of Science (Psychology)	Myla Jayne Briand	
Bachelor of Science (Psychology)	Emma Marie Bruce	*
Bachelor of Science (Mathematics and Education)	Taelyn Virginia Whitty Cargill	
Bachelor of Science (Psychology)	Jenny Lynn Clements	
Bachelor of Science (Chemistry)	Garrison Kenneth Condran	
Bachelor of Science (Biology)	Kelly Joan Corscadden	
Bachelor of Science (Economics)	Tristan Cottreau	
Bachelor of Science (Mathematics and Business Administration) with Cooperative Education	Jean Cleven Djimitri Courtaud	
Bachelor of Science (Biology)	Déja La-Kesa Cox	*
Bachelor of Science (Biology)	Marlaine Janine Rosa Na Craft	
Bachelor of Science (Biology)	Ainslie Piper Currie	
Bachelor of Science (Biology) with Cooperative Education	Emily Margaret Dawe	
Bachelor of Science (Biology)	Rin Decker	
Bachelor of Science (Mathematics and Education)	Grace Emma Doncaster	
Bachelor of Science (Psychology and Chemistry)	Lauren Krystyna Doyle	
Bachelor of Science (Biology)	Adrian Leander Dutkewych	
Bachelor of Science (Mathematics and Education)	Jacey Lynn Edmonds	
Bachelor of Science (Biology) with Cooperative Education	Johannah Elizabeth Eisnor	
Bachelor of Science (Biology)	Oritetimeyin Gold Esoko	
Bachelor of Science (Mathematics)	Freddie Dean Charles Evans	
Bachelor of Science (Biology)	Grace Farley	
Bachelor of Science (Biology)	Ethan Joseph Finnigan	
Bachelor of Science (Biology)	Erin Elizabeth Fogarty	
Bachelor of Science (Biology and Nutrition)	Erin Grace Frankland	
Bachelor of Science (Chemistry)	Leilia Yi Elizabeth Fraser	
Bachelor of Science (Psychology)	Emma Belinda Gaudet	
Bachelor of Science (Environmental Science)	Benjamin James Gater Gooley	
Bachelor of Science (Biology)	Myah June Graham	
Bachelor of Science (Biology)	Faith Ellen Ethel Grant	
Bachelor of Science (Psychology)	Sara Elizabeth Anne Grant	
Bachelor of Science (Biology)	David Gordon Graveline	
Bachelor of Science (Biology)	Mandi Danielle Harvey	
Bachelor of Science (Biology)	Spencer Kirk Hazel	
Bachelor of Science (Psychology)	Matthew Orion Thomas Hebb	
Bachelor of Science (Biology)	Grace Zeta Hennebery-McNeil	
Bachelor of Science (Biology)	Emma Jane Hockley	
Bachelor of Science (Mathematics and Education)	Emma Mary Horne	
Bachelor of Science (Biology and Chemistry)	Esme Joanna Hudson	
Bachelor of Science (Biology)	Abigail Elizabeth Hughes	
Bachelor of Science (Psychology)	Sarah Jean Humphries	

Bachelor of Science (Physics)	Cameron Hashimoto Ingo
Bachelor of Science (Psychology)	Miyu Inoue
Bachelor of Science (Chemistry)	Creighton Malkiah Jarvis
Bachelor of Science (Chemistry)	Kennedy Ann Jefferson
Bachelor of Science (Biology)	Isabella Malena Jimenez
Bachelor of Science (Biology)	Laura MacKenna Johnson
Bachelor of Science (Biology)	Holly Marie Joudrey
Bachelor of Science (Psychology)	Marissa Skye Keddy I
Bachelor of Science (Environmental Science)	April Kerr
Bachelor of Science (Psychology)	Jenna MacKenzie Lake
Bachelor of Science (Psychology)	Adele Landry Lashley
Bachelor of Science (Psychology)	Silvi Lavoie
Bachelor of Science (Psychology)	Jonathan Ryan Harris Legge *
Bachelor of Science (Biology)	Riley Andrew Lemieux
Bachelor of Science (Biology) with Cooperative Education	Olivia Constance Lennon
Bachelor of Science (Biology)	Taylor Paige Lowe
Bachelor of Science (Mathematics and Education)	Callum Sandy MacDonald
Bachelor of Science (Physics)	Emily Ann MacKinnon
Bachelor of Science (Psychology)	Olivia MacLennan
Bachelor of Science (Psychology)	Sharaden Rose MacLennan
Bachelor of Science (Psychology)	Kristen Vivian MacNeil
Bachelor of Science (Mathematics and Education)	William James McCorriston
Bachelor of Science (Biology)	Brady Anne McDonald
Bachelor of Science (Biology)	Dorothy Marie McLaughlin
Bachelor of Science (Psychology) with Cooperative Education	Alisha Christine Mekwan
Bachelor of Science (Mathematics and Education)	Cameron Lauren Muise
Bachelor of Science (Economics and Business Administration)	Levon Edward Mullen
Bachelor of Science (Psychology)	Hanna Leigh Murphy
Bachelor of Science (Psychology)	Chloe Ann Murray
Bachelor of Science (Biology)	Kathryn Amelia Murray
Bachelor of Science (Biology)	Aaron Nason
Bachelor of Science (Biology)	Joshua Calvert Nockles
Bachelor of Science (Psychology)	Lauren Jade Ottewell
Bachelor of Science (Biology)	Lily Phoenix Parnell-MacCabe
Bachelor of Science (Biology)	Victoria Hartling
Bachelor of Science (Psychology)	Jensen Rebecca Pettipas
Bachelor of Science (Psychology)	Alexis Faith Pothier
Bachelor of Science (Biology)	Ellen Rose Raddall
Bachelor of Science (Biology)	Lily Emma Ramsay
Bachelor of Science (Psychology)	Paige Marie Rhuland
Bachelor of Science (Psychology and Biology)	Brandon Thomas Rhymes
Bachelor of Science (Mathematics and Education)	Madison Sara Rigby
Bachelor of Science (Biology)	Skylar-Rae Roberts
Bachelor of Science (Biology)	Katrina Marie Robinson
Bachelor of Science (Chemistry)	Scott Robinson
Bachelor of Science (Biology)	Brett Gabrielle Salsman
Bachelor of Science (Biology)	Jack Corbett Sampson

Bachelor of Science (Biology)	Micha Evan Schaus	
Bachelor of Science (Biology)	Leah Ruth Scothorn	
Bachelor of Science (Biology)	Dylan Cameron Chase Shanks	
Bachelor of Science (Biology)	Thomas Jonathan Rand Shaw	
Bachelor of Science (Chemistry)	Nathan Kyle Slade	
Bachelor of Science (Psychology)	Cameron Smith	
Bachelor of Science (Biology)	Chloe Avery Smith	
Bachelor of Science (Biology)	Paris Nevaeh Spencer	
Bachelor of Science (Biology)	Kathryn Emma Spicer	
Bachelor of Science (Biology)	Brayden Wilson Squires	
Bachelor of Science (Psychology)	Kaylen Rae Jean Stella	
Bachelor of Science (Environmental Science) with Cooperative Education	Brea Ashley Stevenson	
Bachelor of Science (Economics and Business Administration)	Sacha Stevenson	
Bachelor of Science (Biology)	Samantha Marie Pearl Stockdale	
Bachelor of Science (Psychology and Biology)	Bowen James Stokesbury-Price	
Bachelor of Science (Mathematics and Education)	Ryan Benton Sypher	
Bachelor of Science (Biology)	Jorja Claire Thomas	
Bachelor of Science (Biology)	Daniel Rory Thompson	
Bachelor of Science (Biology)	Madison Jean Thornhill	
Bachelor of Science (Mathematics)	Katherine Alexandra Veley	
Bachelor of Science (Biology)	Veydaant Vohra	
Bachelor of Science (Biology) with Cooperative Education	Aditya Jignesh Vyas	
Bachelor of Science (Chemistry) with Cooperative Education	Muhammad Amir Waheed	
Bachelor of Science (Biology)	Hayden Karl Westerby	
Bachelor of Science (Biology) with Cooperative Education	Malmi Wijesiri Gunawardena	
Bachelor of Science (Psychology) with Cooperative Education	Alexandra Frances Helen Wilson	
Bachelor of Science (Biology)	Kirstin Marianna Woodworth	
Bachelor of Science (Psychology)	Parker Young	
Bachelor of Science (Chemistry and Music)	Maria Alexandra Nicole Zimmermann	
Bachelor of Science (Psychology)	Carly teBogt	
Bachelor of Computer Science with Honours with Cooperative Education	Hamza Ben alla	
Bachelor of Computer Science with Honours	Errol Keith DaRocha	
Bachelor of Computer Science with Honours	Chenuka Abheshaka Gamage	
Bachelor of Computer Science with Honours with Cooperative Education	Joy Wairimu Ndirangu	
Bachelor of Computer Science with Honours	Rahat Al Shehab	*
Bachelor of Computer Science	Abdulrahman Rami Kamal Al Nsour	*
Bachelor of Computer Science	Kristin Alex	
Bachelor of Computer Science	Colton James Bertrand	
Bachelor of Computer Science	Hayden Lee Breault	
Bachelor of Computer Science	Nathaniel Edwin Bruce	
Bachelor of Computer Science	Joshua Butler	
Bachelor of Computer Science	Tolulope Oluwaseyi Dada	
Bachelor of Computer Science	Dadayakkara Dewege Poorna Erangith Wijes	
Bachelor of Computer Science	Mark Alan Gallant	

Bachelor of Computer Science	Aniketa Ghosh	
Bachelor of Computer Science	Pulkit Gupta	*
Bachelor of Computer Science with Cooperative Education	James Patrick Hemphill	
Bachelor of Computer Science	Nathaniel Herrera-Williams	
Bachelor of Computer Science	Liam Frederick Jinks	
Bachelor of Computer Science with Cooperative Education	Pranav Kapoor	
Bachelor of Computer Science	Ansaar Khadaroo	
Bachelor of Computer Science	Neel Khiroya	
Bachelor of Computer Science	Khoo Guan Sen	
Bachelor of Computer Science	Xiang Li	
Bachelor of Computer Science with Cooperative Education	Zeyangguang Li	
Bachelor of Computer Science with Cooperative Education	Spencer Phoenix Logan	
Bachelor of Computer Science	Md Talha Mahfuz	
Bachelor of Computer Science	Riley Meyers	
Bachelor of Computer Science	Rory Noble	
Bachelor of Computer Science	Nolan O'Rourke	
Bachelor of Computer Science	Yarushiyan Rajah	
Bachelor of Computer Science	Peter McKenzie Roberts	
Bachelor of Computer Science with Cooperative Education	William John Sladek	
Bachelor of Computer Science	Khalid Waleed Soliman	
Bachelor of Computer Science	Shane Thompson	
Bachelor of Computer Science	Minuri Madushika Vithana Arachchige	
Bachelor of Computer Science	Jizhe wei	
Bachelor of Computer Science	Zeid Zeid	*
Bachelor of Applied Computer Science (Software Development)	Adil Abdul Rahim	
Bachelor of Applied Computer Science (Mathematics)	Braden Gary Boudreau	
Bachelor of Applied Computer Science (Software Development) with Cooperative Education	Cameron Donald Theodore Burgoyne	
Bachelor of Applied Computer Science (Software Development)	Aaleyah Shoshana Evans	
Bachelor of Applied Computer Science (Software Development)	Trenton Ryan Fisher	
Bachelor of Applied Computer Science (Software Development)	Tyler William Kennedy	
Bachelor of Applied Computer Science (Business Information Prosess.)	Aditi Sharma	
Bachelor of Applied Computer Science (Software Development) with Cooperative Education	Islam Tahina	
Bachelor of Applied Computer Science (Business Information Prosess.)	Liam Lynton Tingley	
Bachelor of Science in Nutrition with Honours (Chemistry)	Emily Elizabeth Dolan	
Bachelor of Science in Nutrition	Siba Farouk Alkhatib	
Bachelor of Science in Nutrition	Appadoo Steena	
Bachelor of Science in Nutrition	Malak Boudaka	
Bachelor of Science in Nutrition	Mary Catherine Briand	
Bachelor of Science in Nutrition	Hannah Xin Ru Burke	
Bachelor of Science in Nutrition	Emile Elisabethe Caya	
Bachelor of Science in Nutrition	Lauren Elizabeth Jessica Clarke	
Bachelor of Science in Nutrition	Matthew Code	
Bachelor of Science in Nutrition	Elizabeth Kathryn Cox	

Bachelor of Science in Nutrition	Mary Kate Dawson	
Bachelor of Science in Nutrition	Holly-Julia Basalo Dollimont	*
Bachelor of Science in Nutrition	Chloe French	
Bachelor of Science in Nutrition	Margaret Andrea Furlong	
Bachelor of Science in Nutrition	Austin James Gramantik	
Bachelor of Science in Nutrition	Rebecca Jean Langille	
Bachelor of Science in Nutrition	Toshia McDonald	
Bachelor of Science in Nutrition	Deborah Hope Nash	
Bachelor of Science in Nutrition	Abbey Potts	
Bachelor of Science in Nutrition with Cooperative Education	Lexi Pountney	
Bachelor of Science in Nutrition	Kaylyn Ann Love Rowe	
Bachelor of Science in Nutrition	Micah Sacrey	
Bachelor of Science in Nutrition	Bethany Shaddick	
Bachelor of Science in Nutrition	Abigail Rose Swinimer	
Bachelor of Science in Nutrition	Phoebe Barbara Bae Thomson	
Bachelor of Applied Science	Olisaemeka Daberechukwu Azuka-Onwuka	
Bachelor of Applied Science	Noah Barsalou-Cobb	
Bachelor of Applied Science	Hadley May Belle Bent	
Bachelor of Applied Science	Ryan Michael Scott Betts	
Bachelor of Applied Science	Guillaume Jérôme Boucher	
Bachelor of Applied Science	Hannah Tait Bryant	
Bachelor of Applied Science	Jayden Anne Budgell	
Bachelor of Applied Science	Andrew Russell Byrne	
Bachelor of Applied Science	Angus Peter Campbell	
Bachelor of Applied Science	Nathaniel Hugh Campbell	
Bachelor of Applied Science	Brenna Grace Cowan	
Bachelor of Applied Science	Jeremy Allen Crossley	
Bachelor of Applied Science	Joshua Thomas Deagle	
Bachelor of Applied Science	Hayden Michael Noel Dexter	
Bachelor of Applied Science	Eric Wesley Engler	
Bachelor of Applied Science	Sarah Cameron Goldberg	
Bachelor of Applied Science	Rylan Alexander Harrington	
Bachelor of Applied Science	Rylee Ella Johnston	
Bachelor of Applied Science	Vinuka Janandith Kumarasinghe	
Bachelor of Applied Science	Jaxon Leduc	
Bachelor of Applied Science	Jack Alexander Lohnes	
Bachelor of Applied Science	Keegan Alexander Morris	*
Bachelor of Applied Science	Kaleb Lawrence Stefan Morton	
Bachelor of Applied Science	Caden G. Nurse	
Bachelor of Applied Science	Camryn Lisa Pellerine	
Bachelor of Applied Science	Andrew Dean Parker Pineo	
Bachelor of Applied Science	Madeleine Catherine Ross	
Bachelor of Applied Science	Farzan Farshid Salehi Nejad	
Bachelor of Applied Science	Alexander Michael Spares	
Bachelor of Applied Science	Leah Rachel Theroux	
Bachelor of Applied Science	Connor Ross Tulloch	
Bachelor of Applied Science	Alexander James Whiting	

Bachelor of Applied Science	Finlay Fraser Wilson
Bachelor of Applied Science	Matthew David Zinck
Bachelor of Applied Science	Brennan Hendrik van Vulpen
Certificate In Applied Science	Crosby Raymond Andrews
Certificate In Applied Science	Olisaemeka Daberechukwu Azuka-Onwuka
Certificate In Applied Science	Noah Barsalou-Cobb
Certificate In Applied Science	Victor Allan Jack Bell
Certificate In Applied Science	Hadley May Belle Bent
Certificate In Applied Science	Ryan Michael Scott Betts
Certificate In Applied Science	Guillaume Jérôme Boucher
Certificate In Applied Science	Hannah Tait Bryant
Certificate In Applied Science	Jayden Anne Budgell
Certificate In Applied Science	Andrew Russell Byrne
Certificate In Applied Science	Angus Peter Campbell
Certificate In Applied Science	Chloe Campbell
Certificate In Applied Science	Nathaniel Hugh Campbell
Certificate In Applied Science	Brenna Grace Cowan
Certificate In Applied Science	Jeremy Allen Crossley
Certificate In Applied Science	Lilian Boahemaa Danquah
Certificate In Applied Science	Joshua Thomas Deagle
Certificate In Applied Science	Youssef Dedekhani
Certificate In Applied Science	Hayden Michael Noel Dexter
Certificate In Applied Science	James Robert Patrick Dixon
Certificate In Applied Science	Ian G. B. Eisnor
Certificate In Applied Science	Eric Wesley Engler
Certificate In Applied Science	Caden Michael Facey
Certificate In Applied Science	Sarah Cameron Goldberg
Certificate In Applied Science	Rylan Alexander Harrington
Certificate In Applied Science	Mithil Avdhesh Jha *
Certificate In Applied Science	Rylee Ella Johnston
Certificate In Applied Science	Vinuka Janandith Kumarasinghe
Certificate In Applied Science	Jaxon Leduc
Certificate In Applied Science	Jack Alexander Lohnes
Certificate In Applied Science	Aidan Christopher MacDonald
Certificate In Applied Science	Jack William MacLeod
Certificate In Applied Science	Liam Vincent MacRae
Certificate In Applied Science	Magnus Nathaniel Marchand
Certificate In Applied Science	Keegan Alexander Morris *
Certificate In Applied Science	Kaleb Morton
Certificate In Applied Science	Jackson Lawrence Murphy
Certificate In Applied Science	Caden G. Nurse
Certificate In Applied Science	Camryn Lisa Pellerine
Certificate In Applied Science	Allia Raine Dayno Pillarina
Certificate In Applied Science	Andrew Dean Parker Pineo
Certificate In Applied Science	Luke Royce Ramsden
Certificate In Applied Science	Alexander Michael Spares
Certificate In Applied Science	Leah Rachel Theroux
Certificate In Applied Science	Connor Tulloch

Certificate In Applied Science	Alexander James Whiting	
Certificate In Applied Science	Finlay Fraser Wilson	
Certificate In Applied Science	Matthew David Zinck	
Certificate In Applied Science	Brennan Hendrik van Vulpen	
Honours Conversion Certificate (Nutrition)	Vanessa Elizabeth Allen	
Honours Conversion Certificate (Nutrition)	Julia Brooke Blackwood	*
Honours Conversion Certificate (Nutrition)	Mackenzie Joan Yolanda Burkhart	
Honours Conversion Certificate (Nutrition)	Ho Gia Bao Dinh	*
Honours Conversion Certificate (Nutrition)	Marika Janine Kuiack Kitchen	*
Honours Conversion Certificate (Nutrition)	Mataya AnJia Lee	
Honours Conversion Certificate (Psychology)	Haiven Victoria MacDougall	
Honours Conversion Certificate (Nutrition)	Allison Leslie Stright	

Faculty of Professional Studies	Diploma Name	Fall 2024 Grad
Doctor of Philosophy (Educational Studies)	Allyson Lynn MacDonald	*
Master of Education (Counselling)	Robin Abbass	*
Master of Education (Inclusive Education)	Michael Jack Adetola	
Master of Education (Curriculum Studies)	Maha Khalid M AlYousef	
Master of Education (Curriculum Studies)	Mary Ayornu	*
Master of Education (Inclusive Education)	Lisa Danelle Barteaux	*
Master of Education (Inclusive Education)	Lise Boisvert	*
Master of Education (Inclusive Education)	Brittany Dawn Russell	*
Master of Education (Inclusive Education)	Jayne K Breton	*
Master of Education (Inclusive Education)	Ronald Christopher Brewer	*
Master of Education (Counselling)	Maria Jennifer Cain	*
Master of Education (Counselling)	John Christopher Carr	*
Master of Education (Inclusive Education)	Katie Elizabeth Cawthra	
Master of Education (Inclusive Education)	Jonathan Alexander Cheverie	
Master of Education (Inclusive Education)	Crystal Melissa Clarke	*
Master of Education (Counselling)	Rachael Eve Collins	
Master of Education (Leadership)	Patti Cooke-Warner	
Master of Education (Curriculum Studies)	Ian David Cowan	*
Master of Education (Inclusive Education)	Stephen Donald Daley	
Master of Education (Curriculum Studies)	Tracey Dehmel	*
Master of Education (Inclusive Education)	Scott Dempsey	
Master of Education (Inclusive Education)	Colin Grant Donegani	*
Master of Education (Inclusive Education)	Melissa	*
Master of Education (Counselling)	Stephanie Lynn Ford Hughes	*
Master of Education (Counselling)	Christina Louise Forgeron	*
Master of Education (Counselling)	Andree Danielle Frenette	*
Master of Education (Curriculum Studies)	Jennifer Ann Genge	*
Master of Education (Counselling)	Michael Goonan	*
Master of Education (Leadership)	Nathan Raymond Goudreau	
Master of Education (Curriculum Studies)	Janna Victoria Graham	
Master of Education (Inclusive Education)	Gina Joyce Graves	
Master of Education (Inclusive Education)	Suzanne Handley	

Master of Education (Curriculum Studies)	Melissa Anne Heffernan	
Master of Education (Inclusive Education)	Jane Elizabeth Height	
Master of Education (Inclusive Education)	Heather Michelle Hiscock	*
Master of Education (Inclusive Education)	Ellie Hobuti	
Master of Education (Inclusive Education)	Alexandria Holmberg	*
Master of Education (Counselling)	Alys A. Howe	*
Master of Education (Counselling)	Sarah Ashlee Deveau	*
Master of Education (Inclusive Education)	Rachel Leigh Johns	
Master of Education (Curriculum Studies)	Harleen Kaur	*
Master of Education (Counselling)	Danielle B. Kerr Mackenzie	*
Master of Education (Curriculum Studies)	Pamela Lynn Langille	
Master of Education (Inclusive Education)	Chantal Marie Thérèse LeBlanc	
Master of Education (Counselling)	Kenneth Lotherington	
Master of Education (Counselling)	Jocelyn Emily Victoria Mabson	*
Master of Education (Curriculum Studies)	Catherine MacDonald	*
Master of Education (Counselling)	Heather Maureen Elizabeth MacDonald	
Master of Education (Curriculum Studies)	Lisa M MacLeod	
Master of Education (Counselling)	Cheilidh MacNeil	
Master of Education (Leadership)	Graham Neal Marshall	*
Master of Education (Curriculum Studies)	Cassandra Marie Martell	*
Master of Education (Counselling)	Emily Victoria McGuigan	*
Master of Education (Inclusive Education)	Jennifer Nycole Messom	*
Master of Education (Curriculum Studies)	Nicholas Metaxas-Mariatos	
Master of Education (Inclusive Education)	Vanessa Miller	*
Master of Education (Inclusive Education)	Candace Marie Morrison	
Master of Education (Inclusive Education)	Matthew Moulaison	
Master of Education (Counselling)	Christina Elizabeth Murphy	*
Master of Education (Curriculum Studies)	Hugh Michael Murray	
Master of Education (Counselling)	Lori O'Brien	*
Master of Education (Curriculum Studies)	Oluwadamilola Oluwaseun Ogbesetore	*
Master of Education (Inclusive Education)	Kaitlyn Briggs	
Master of Education (Inclusive Education)	Lisa Peddle	*
Master of Education (Leadership)	Ashley Dawn Purdy	
Master of Education (Inclusive Education)	Robin Christina Reid	*
Master of Education (Counselling)	Harmony Ashalatha Roberts	
Master of Education (Curriculum Studies)	Timothy Scott Robertson	*
Master of Education (Curriculum Studies)	Holly Vaughan Robinson	
Master of Education (Counselling)	Joseph William Savidge	
Master of Education (Counselling)	Jennifer Pearl Shadbolt	*
Master of Education (Inclusive Education)	Laura Anne Sherman	*
Master of Education (Counselling)	Neil Silcox	*
Master of Education (Inclusive Education)	Eryn Christine Sinclair	
Master of Education (Inclusive Education)	Jennifer Marie Smith	
Master of Education (Inclusive Education)	Lauren Smith Jodrey	
Master of Education (Counselling)	Laura Anne Steeves-Green	
Master of Education (Inclusive Education)	Jody Stevenson-MacKinnon	

Master of Education (Counselling)	Rashida Symonds	
Master of Education (Inclusive Education)	Chelsea Morghan Turner	*
Master of Education (Leadership)	Tanya Veinotte Frowd	*
Master of Education (Inclusive Education)	Rebekah Wheadon	*
Master of Education (Counselling)	Cole Wild	*
Master of Education (Inclusive Education)	E Natasha Yorke-Phillip	
Bachelor of Education (Secondary Education)	Cole Leonard Abbott	*
Bachelor of Community Development	Emily Anne Acker	
Bachelor of Education (Secondary Education)	Holly Lyn Ainslie	*
Bachelor of Education (Secondary Education)	Alexandra Alford-Archibald	*
Bachelor of Community Development (Environmental and Sustainability Studies)	Jenna Faith Anderson	
Bachelor of Education (Elementary Education)	Miranda Ashmead	
Bachelor of Education (Secondary Education)	Sophie Jane Atkinson	*
Bachelor of Education (Secondary Education)	Cameron Justine Baldwin	*
Bachelor of Education (Secondary Education)	Samuel James Baldwin	
Bachelor of Education (Secondary Education)	Daniel Alexander Bell	*
Bachelor of Education (Elementary Education)	Shelby Lee Benjamin	*
Bachelor of Education (Secondary Education)	Stephanie Faith Bennett	
Bachelor of Education (Elementary Education)	Macey Emma Bethune	*
Bachelor of Education (Elementary Education)	Jacqueline Amanda Boudreau	
Bachelor of Education (Elementary Education)	Meghan Parke Keizer	*
Bachelor of Community Development	Michael David Braha	
Bachelor of Education (Secondary Education)	Jessica Catherine Brown	
Bachelor of Education (Elementary Education)	Mary Caddle	*
Bachelor of Education (Secondary Education)	Ryan John Lynwood Carruthers	
Bachelor of Education (Elementary Education)	Jacob Grant Joseph Cascagnette	
Bachelor of Education (Secondary Education)	Max Chipman	
Bachelor of Education (Secondary Education)	Alejandro Martin Cohen	*
Bachelor of Education (Elementary Education)	Stefanie Marie Comeau	*
Bachelor of Education (Elementary Education)	Sarah Anne Dawn Covey	*
Bachelor of Education (Elementary Education)	Mackenzie Cox	*
Bachelor of Education (Elementary Education)	Emily MacKenzie Creaser	
Bachelor of Education (Elementary Education)	Lillian Mae Alice Cress	
Bachelor of Education (Elementary Education)	Makayla Paige Crowell	
Bachelor of Education (Elementary Education)	Sheridan Chloe Cyr	*
Bachelor of Community Development (Environmental and Sustainability Studies)	Devon Ryan DeCoste	
Bachelor of Education (Elementary Education)	Reghan Maria DeVito	
Bachelor of Community Development (Environmental and Sustainability Studies)	Olivia Taylor Dearman	
Bachelor of Education (Secondary Education)	Tara Jennifer Dawn Densmore	*
Bachelor of Community Development	Léa Di Girolamo	
Bachelor of Community Development (Environmental and Sustainability Studies)	Zachary Dickson	*
Bachelor of Education (Elementary Education)	Katya Dondi	*
Bachelor of Education (Elementary Education)	Victoria Renee Dunn	
Bachelor of Education (Secondary Education)	Nicholas James Durling	*

Bachelor of Education (Secondary Education)	Jacey Lynn Edmonds	
Bachelor of Education (Secondary Education)	Colton Frank Evans	
Bachelor of Education (Elementary Education)	Carlena Elizabeth Lynn Eye	*
Bachelor of Community Development with Cooperative Education	Anna Jean Sandra Ferguson	
Bachelor of Education (Elementary Education)	Abigail Nathalie Flann	
Bachelor of Education (Elementary Education)	Kimberly Anne Flynn	*
Bachelor of Education (Secondary Education)	Lindsay Gabrielle Cicley Folker	
Bachelor of Education (Secondary Education)	Jamie Gordon Fortune	*
Bachelor of Education (Secondary Education)	Zachery Elijah Fullerton	
Bachelor of Education (Elementary Education)	Laura Gauthier	*
Bachelor of Education (Elementary Education)	Chloe Goulden	*
Bachelor of Education (Secondary Education)	Rachel Marie Grabka	*
Bachelor of Education (Secondary Education)	Tamika Carrie-Blanche Grant	*
Bachelor of Education (Elementary Education)	Vanessa Grant	
Bachelor of Education (Secondary Education)	Dylan Andrew John Granter	
Bachelor of Community Development	Jenna Leigh Hamper	
Bachelor of Education (Secondary Education)	Ryan Thomas Harding Marlin	*
Bachelor of Education (Elementary Education)	Alexandra Reta Harpell	
Bachelor of Education (Secondary Education)	Kyle Monroe Harvey	*
Bachelor of Education (Elementary Education)	James Robert Hazelton	
Bachelor of Education (Elementary Education)	Kathleen Campbell Healy	*
Bachelor of Community Development	Luke Anthony Hendsbee	
Bachelor of Education (Secondary Education)	Braelee Marie Hiscock	
Bachelor of Community Development	Tyler Hobbs	
Bachelor of Community Development	Peyton Miller Hoyt	
Bachelor of Education (Elementary Education)	Karleigh Eileen Louise Huskins	*
Bachelor of Education (Secondary Education)	Matthew Albert Gerard Jessome	*
Bachelor of Education (Secondary Education)	Christopher Johnson	*
Bachelor of Education (Secondary Education)	Jamie Johnson	
Bachelor of Education (Secondary Education)	Adam Johnston	
Bachelor of Education (Secondary Education)	Olivia Florence Anne Kearley	*
Bachelor of Education (Elementary Education)	Mackenzie Marie Keeler	
Bachelor of Education (Secondary Education)	Alyson Jane Kelly	*
Bachelor of Education (Elementary Education)	Olivia Grace Kennie	*
Bachelor of Education (Secondary Education)	Reece Emma Laceby	
Bachelor of Education (Secondary Education)	Thomas Samuel Laing	
Bachelor of Community Development with Cooperative Education	Kali Marina Jane Lancaster	
Bachelor of Education (Secondary Education)	Gina Celest Landry	
Bachelor of Community Development	Kaitlyn Jean Landry	
Bachelor of Community Development with Cooperative Education	Cyenna Violet Link	
Bachelor of Education (Secondary Education)	Benjamin Jacob Lohr	
Bachelor of Education (Elementary Education)	Todd James MacDonald	
Bachelor of Education (Elementary Education)	Abigail Dawn MacEachern	*
Bachelor of Education (Elementary Education)	Kate Haley Marie MacLean	

Bachelor of Education (Secondary Education)	Elizabeth Abigail Alisha MacQuarrie	
Bachelor of Community Development	Orlando Joseph Mainolfi	
Bachelor of Education (Secondary Education)	Mckenzie Estelle Marchand	*
Bachelor of Education (Secondary Education)	Emma Carry Elizabeth Martin	
Bachelor of Education (Secondary Education)	Anna Doris Millman McCarthy	
Bachelor of Education (Elementary Education)	Sara Rose McGean	*
Bachelor of Education (Secondary Education)	Madeleine Ann McInnis	*
Bachelor of Education (Secondary Education)	Mya Mercedes McIntyre	
Bachelor of Community Development	Katelyn Elizabeth Anne McKee	
Bachelor of Community Development	Adam Christopher McMaster	
Bachelor of Community Development	Logan Thomas McNamee	
Bachelor of Education (Elementary Education)	Katie Ann Menzies	
Bachelor of Education (Elementary Education)	Carly Marie Merriam	*
Bachelor of Education (Elementary Education)	Ceilidh Grace Mills	
Bachelor of Education (Secondary Education)	Caroline Ann Milner	*
Bachelor of Education (Secondary Education)	Christine Anne Moreau	*
Bachelor of Education (Elementary Education)	Hannah Leigh Morrissey	*
Bachelor of Education (Elementary Education)	Rileigh Mosley	*
Bachelor of Education (Elementary Education)	Shili Kathleen Ruth Mousseau	
Bachelor of Education (Secondary Education)	Cameron Lauren Muise	
Bachelor of Education (Secondary Education)	Shane Cole Mundell	
Bachelor of Education (Secondary Education)	Morgan Allen Nauss	*
Bachelor of Education (Secondary Education)	Molly Elizabeth Parker	
Bachelor of Education (Secondary Education)	Benjamin Pate	*
Bachelor of Education (Elementary Education)	Amy Lena Purdy	*
Bachelor of Education (Secondary Education)	Lauren Renee Reyno	*
Bachelor of Education (Secondary Education)	Christiaan Francis Rombaut	*
Bachelor of Education (Elementary Education)	Laura Jane Rondeau	*
Bachelor of Education (Elementary Education)	Brigitte Ryan	
Bachelor of Education (Secondary Education)	Sandy Sharon Saunders	*
Bachelor of Education (Secondary Education)	Isaac Sawa	
Bachelor of Education (Secondary Education)	Alexander Ronald Elgar Scott	
Bachelor of Education (Elementary Education)	Karin Ilene Scott	*
Bachelor of Education (Secondary Education)	Hannah Simpson	*
Bachelor of Community Development with Cooperative Education	Grace Isabelle Smith	
Bachelor of Community Development	McKaila Hope Smith-Poirier	
Bachelor of Education (Elementary Education)	Haley Mcleod Spencer	
Bachelor of Education (Secondary Education)	Igor Stjepanovic	*
Bachelor of Education (Elementary Education)	Hannah Olivia Stoddart	*
Bachelor of Education (Secondary Education)	Brett Michael Stover	*
Bachelor of Education (Elementary Education)	Rebecca Mary Elizabeth Swan	*
Bachelor of Education (Secondary Education)	Chloe Elaine Symons	
Bachelor of Education (Secondary Education)	Sylvia Charlotte Thibault	
Bachelor of Education (Elementary Education)	Lianne Antoinette Thibodeau	*
Bachelor of Education (Secondary Education)	Eric Thomas	*

Bachelor of Education (Elementary Education)	Graham Patrick Thurston	
Bachelor of Education (Secondary Education)	Mackenzie Francis Tomlin	
Bachelor of Education (Elementary Education)	Kailey Anne Trenholm	*
Bachelor of Education (Secondary Education)	Madeline Ewa Tufts	
Bachelor of Education (Secondary Education)	Sara Grace Urdang	*
Bachelor of Education (Secondary Education)	Kyle Bianca Vandertoorn	*
Bachelor of Education (Elementary Education)	Sierra Marie Vigliarolo	*
Bachelor of Education (Elementary Education)	Alexis Jeanne Walker	*
Bachelor of Education (Elementary Education)	Katie Megan Wentzell	*
Bachelor of Education (Secondary Education)	Michaela Westergaard	
Bachelor of Education (Secondary Education)	Margaret Sylvia Whitehouse	
Bachelor of Education (Elementary Education)	Kirsty Whyte	
Bachelor of Education (Secondary Education)	Matthew Burton Winters	*
Bachelor of Education (Elementary Education)	Clare Anne Withers	*
Bachelor of Education (Secondary Education)	Xingjian (Tom) Zhai	
Bachelor of Education (Secondary Education)	Cameron Brett Zinn	*
Bachelor of Education (Elementary Education)	Hira Zuberi	
Bachelor of Kinesiology with Honours	Mathieu Luc Cote	
Bachelor of Kinesiology with Honours	Amanda Jane Daniels	
Bachelor of Kinesiology with Honours	Sophie Jean Ernst	
Bachelor of Kinesiology with Honours	Avery Kaitlyn Gilby	
Bachelor of Kinesiology with Honours	Avery Janet McIsaac	
Bachelor of Kinesiology with Honours	Brielle Winnie Alexis Pyette	
Bachelor of Kinesiology with Honours	Tristan Roy-Lancôt	
Bachelor of Kinesiology	Bradley Kent Anglin	
Bachelor of Kinesiology	Diya Antony	
Bachelor of Kinesiology	Kathryn Grace Chen Barrett	
Bachelor of Kinesiology	Jarrett Matthew Barter	
Bachelor of Kinesiology	Calem Nolan Bennett	
Bachelor of Kinesiology	Leah Alexia Bent	
Bachelor of Kinesiology	Ella Gracen Bezanson	
Bachelor of Kinesiology	Amélie Isabelle Bouchard	
Bachelor of Kinesiology	Gabriel James Bower	
Bachelor of Kinesiology	Austin Calvin Briggs	
Bachelor of Kinesiology	Ella Margaret Campbell	
Bachelor of Kinesiology	Rheanna Laura Grace Cassell	
Bachelor of Kinesiology	Anika Brooke Chipman	
Bachelor of Kinesiology	Madison Eva Chisholm	
Bachelor of Kinesiology	Natalie Elizabeth Chisholm	
Bachelor of Kinesiology	Amie Grace Copp	
Bachelor of Kinesiology	Jayde Ann Bernice Corkum	
Bachelor of Kinesiology	Cameron Matthew Crooks	
Bachelor of Kinesiology	Garrett Elvis Culleton	
Bachelor of Kinesiology	Marie Jessika Elsie Dargavel	
Bachelor of Kinesiology	Madison Faith DeGrass	
Bachelor of Kinesiology	Sarah Catherine Delorey	

Bachelor of Kinesiology	Parker Joseph Edward Deveau
Bachelor of Kinesiology	Saleen Elizabeth How Donovan
Bachelor of Kinesiology	Jordyn Elizabeth Duffney
Bachelor of Kinesiology	Maura Patricia Duffy
Bachelor of Kinesiology	Erin Evelyn Dupuis
Bachelor of Kinesiology	Joshua Gilbert Elsworth
Bachelor of Kinesiology	Silas Gage Fancey
Bachelor of Kinesiology	Madison Amanda Faulkner
Bachelor of Kinesiology	Parker Amelia Faulkner
Bachelor of Kinesiology	Jacobie Ford
Bachelor of Kinesiology	Katherine Sara Fowler
Bachelor of Kinesiology	Destiny Gallagher *
Bachelor of Kinesiology	Colby Giles
Bachelor of Kinesiology	Heidi Christina Girard
Bachelor of Kinesiology	Nicholas William Goguen
Bachelor of Kinesiology	Sarah Anne-Marie Gushue
Bachelor of Kinesiology (Nutrition)	Olivia Hachey
Bachelor of Kinesiology	Brea Elizabeth Hazel
Bachelor of Kinesiology	Ryan Richard Hiltz
Bachelor of Kinesiology	Rees Alexander Ronald Hines
Bachelor of Kinesiology	Gabriel Callaghan Inman
Bachelor of Kinesiology	Scott Thomas Isenor
Bachelor of Kinesiology	Cory David Johnson
Bachelor of Kinesiology	Demi Lee Cynthia Johnston
Bachelor of Kinesiology	Dakota Lauren Keizer Brown
Bachelor of Kinesiology	Geshalie Amanda Devduni
Bachelor of Kinesiology (Psychology)	Evan Michael Kruisselbrink
Bachelor of Kinesiology	Benjamin Ryan Langlais
Bachelor of Kinesiology	Reese Patrick Lavigne
Bachelor of Kinesiology	Ryleigh Bernice Florence Lindeman
Bachelor of Kinesiology	Abby Lou MacDonald
Bachelor of Kinesiology	Taylor Grace MacLean
Bachelor of Kinesiology	Taylor J'Amy Mack
Bachelor of Kinesiology	Montayanna Denesia Iris Major
Bachelor of Kinesiology (Nutrition)	Holly Berthena McCool
Bachelor of Kinesiology	Gracie Jane McCulley
Bachelor of Kinesiology	Morgan Anne McKelvie
Bachelor of Kinesiology	Ian Connor McLellan *
Bachelor of Kinesiology	Kaylyn Brooke Meuse
Bachelor of Kinesiology	Matilda Frances Joules Microys
Bachelor of Kinesiology	Elliyah Deshea Miller
Bachelor of Kinesiology	Ryan James William Millett
Bachelor of Kinesiology	Darius Deon Mills
Bachelor of Kinesiology	Hala Ayman Mohamed
Bachelor of Kinesiology	Gabe Price Morgan
Bachelor of Kinesiology	Blake Joshua Morton

Bachelor of Kinesiology	Makenzie Arsene Morton	
Bachelor of Kinesiology	Gracie Olivia Nickerson	
Bachelor of Kinesiology	Jenny Nighswander	
Bachelor of Kinesiology	Daniel James O'Brien	
Bachelor of Kinesiology	Seun Steven Ogundiya	
Bachelor of Kinesiology	Ebehiremen Megan Otoikhine	
Bachelor of Kinesiology	Kira Leigh Greenwood Penney	
Bachelor of Kinesiology	Daeton Pitre	
Bachelor of Kinesiology	Evan Michael Pittman	
Bachelor of Kinesiology	Megan Elizabeth Ralph	
Bachelor of Kinesiology (Psychology)	Kaede Beatrice Louisa Randall Scott	
Bachelor of Kinesiology	Kristina Lynn Richard	
Bachelor of Kinesiology	Nea Sadie Risk	
Bachelor of Kinesiology	Zacharie Ronald Rocque McCallum Robillard	
Bachelor of Kinesiology	Kate Marie Sampson	
Bachelor of Kinesiology	Kay D. Sears	
Bachelor of Kinesiology	Lucille Jarvis Shaw	
Bachelor of Kinesiology	Courtney Shortt	
Bachelor of Kinesiology	Madeline Smith	
Bachelor of Kinesiology	Grace Abigail Somers	
Bachelor of Kinesiology	Olivia Audrey Joan Staines	
Bachelor of Kinesiology	Caroline Dawn Steeves	
Bachelor of Kinesiology	Emily Catherine Strickland	
Bachelor of Kinesiology	Erin Nicole Sutherland	
Bachelor of Kinesiology	Zoe Michele Thibault	
Bachelor of Kinesiology	Ryder Tolson	
Bachelor of Kinesiology	Béatrice W-Carrier	
Bachelor of Kinesiology	Jacksen Whyte	
Bachelor of Kinesiology	Meghan Ashley Williams	
Bachelor of Kinesiology	Michael Elliott Wright	
Bachelor of Business Administration with Honours (Finance)	Ava Mary Margaret Murphy	
Bachelor of Business Administration (Finance)	Nikhil Joseph Abraham	*
Bachelor of Business Administration (Marketing)	Brett Jesse Anderson	
Bachelor of Business Administration (Finance)	Nicholas William Anderson	
Bachelor of Business Administration (Accounting)	Nathan Stewart Ashton	
Bachelor of Business Administration	Vanessa Taylor Awalt	
Bachelor of Business Administration	Nicolas Alexander Ayotte	
Bachelor of Business Administration	William Alexander Barkhouse	
Bachelor of Business Administration (Accounting)	Adam William Barney	
Bachelor of Business Administration	Jackson Wayne Belliveau	*
Bachelor of Business Administration	Lisa M. E. Bolander	
Bachelor of Business Administration (Marketing)	Katie Jane Brooks	
Bachelor of Business Administration	Noah Brunt	
Bachelor of Business Administration (Accounting)	Matt Leslie Burden	
Bachelor of Business Administration (Accounting)	Jarrod Allan Eric Chiasson	

Bachelor of Business Administration with Cooperative Education	William Mark Churchill	
Bachelor of Business Administration	Connor Ferguson Clark	
Bachelor of Business Administration (Accounting) with Cooperative Education	Sarah Alice Georgina Clark	
Bachelor of Business Administration (Finance)	Jacob Lute Clothier	
Bachelor of Business Administration (Accounting) with Cooperative Education	Ariane Marie Comeau	
Bachelor of Business Administration (Accounting) with Cooperative Education	Joshua George Cottreau	
Bachelor of Business Administration	Giovanna Cremm Milan Nassif	
Bachelor of Business Administration (Accounting)	Ethan Charles Crouse	
Bachelor of Business Administration	You Song Lucy Do	
Bachelor of Business Administration (Marketing)	Brandon Melwyn Fernandes	
Bachelor of Business Administration (Business Technology Management)	Eilyn Julier Fernandez	
Bachelor of Business Administration with Cooperative Education	Christson Chamiru Sulakshan Fernando	*
Bachelor of Business Administration (Accounting)	Cameron Fry Foran	
Bachelor of Business Administration	Colby James Grant	
Bachelor of Business Administration (Business Technology Management)	Cameron Keith Harrington	
Bachelor of Business Administration (Entrepreneurship and Innovation)	Ethan Edward Hicks	
Bachelor of Business Administration (Marketing)	Katlyn Ann Hill	
Bachelor of Business Administration with Cooperative Education	Katherine Margaret Hovey	
Bachelor of Business Administration	Adnan Jaradat	*
Bachelor of Business Administration (Marketing)	Jacob Daniel Carter Joly	
Bachelor of Business Administration	Brenna Diana Kennedy	
Bachelor of Business Administration (Accounting)	Allison Marie King	
Bachelor of Business Administration	Nicholas Patrick King	
Bachelor of Business Administration (Business Technology Management)	Olivier Michel Lagacé	
Bachelor of Business Administration (Employment Relations)	Ethan Harvey Landry	
Bachelor of Business Administration	Zachary Jeffrey Landry	
Bachelor of Business Administration (Marketing) with Cooperative Education	Hannah Neve Lawless	
Bachelor of Business Administration	Sarah Jasmine LeBlanc	
Bachelor of Business Administration (Employment Relations)	Ashley Marie Leyte	
Bachelor of Business Administration (Accounting)	Janet Marlene Lunn	
Bachelor of Business Administration (Finance)	Angus William Vernard MacDonald	
Bachelor of Business Administration (Business Technology Management)	Logan MacDonald	
Bachelor of Business Administration (Finance) with Cooperative Education	Grace Evelyn MacEwan	
Bachelor of Business Administration	Rachel Theresa MacMillan	
Bachelor of Business Administration (Accounting)	Morna M. MacNeil	*
Bachelor of Business Administration	Jacob John MacPhee	
Bachelor of Business Administration	Noah Franklyn MacPhee	

Bachelor of Business Administration	Andrew Mackinnon	
Bachelor of Business Administration (Accounting)	Matthew Douglas Macneil	
Bachelor of Business Administration (Marketing)	AJ Magamura	
Bachelor of Business Administration (Accounting)	Jakob Andrew Mahar	
Bachelor of Business Administration	Dhruv Mangla	
Bachelor of Business Administration	Rosemary Patricia Martin	
Bachelor of Business Administration (Accounting)	Paige Olivia Mather	
Bachelor of Business Administration	Lucas Paul Mazier	
Bachelor of Business Administration	Hannah Rose Elizabeth McDonald	
Bachelor of Business Administration (Marketing)	Zoha Mir	
Bachelor of Business Administration (Marketing)	Natalie Dianne Mitchell	
Bachelor of Business Administration	Daniel Stephen Mitchelmore	
Bachelor of Business Administration	Angel Destiny Morley	
Bachelor of Business Administration	Alexander John William Mosher	
Bachelor of Business Administration (Accounting)	Taylor Timothy Muise	
Bachelor of Business Administration (Marketing)	Sophia Patricia Munden	
Bachelor of Business Administration with Cooperative Education	Abdul Hanan Nadeem	
Bachelor of Business Administration with Cooperative Education	Harkaran Nindra	
Bachelor of Business Administration (Accounting)	Cameron Leslie O'Brien	
Bachelor of Business Administration (Accounting) with Cooperative Education	Michael Nicholas O'Leary	
Bachelor of Business Administration	Carter Jeffery Parsons	
Bachelor of Business Administration	Ashley Doris Paulick	
Bachelor of Business Administration (Accounting)	Eden Nicole Penney	
Bachelor of Business Administration	Jackson Anthony Power	
Bachelor of Business Administration	Kieran Aveling Price	
Bachelor of Business Administration	Nathan Pugliese	
Bachelor of Business Administration (Finance)	Mathew Brent Renouf	
Bachelor of Business Administration	Marco Jose Reyes	
Bachelor of Business Administration (Accounting)	Cassie Mary Kenna Rhindress	
Bachelor of Business Administration (Accounting) with Cooperative Education	Lucas Harley Oliver Robicheau	
Bachelor of Business Administration (Business Technology Management) with Cooperative Education	Justin Valentine Lyle Rodricks	
Bachelor of Business Administration	Ben Saunders	
Bachelor of Business Administration	Linjun Shang	
Bachelor of Business Administration (Employment Relations)	Lyle Sherman	
Bachelor of Business Administration	Jenna Lee Sherwood	
Bachelor of Business Administration (Business Technology Management)	Matthew Philip Sidebottom	
Bachelor of Business Administration	Ashton Tyler Smith	
Bachelor of Business Administration (Accounting)	Madeline Chyler Ann Smith	
Bachelor of Business Administration (Marketing) with Cooperative Education	D'Andre Tyrell Smith	*
Bachelor of Business Administration	Danielle Alisa Veronica Smith	*
Bachelor of Business Administration (Accounting)	Nolan Paul Spidle	

Bachelor of Business Administration (Business Technology Management)	Caleb Riley Spilman
Bachelor of Business Administration	Andrew David Stewart
Bachelor of Business Administration (Accounting)	Bailey James Strachan
Bachelor of Business Administration	Nikhil Subba
Bachelor of Business Administration	Gracie Elizabeth Taylor
Bachelor of Business Administration	Avery Michael Thibeau
Bachelor of Business Administration with Cooperative Education	Taylor Kate Thomas
Bachelor of Business Administration (Accounting) with Cooperative Education	Evan Earl Tilley
Bachelor of Business Administration (Entrepreneurship and Innovation)	Benjamin Buxton Tompkins
Bachelor of Business Administration (Finance)	Warren Daniel Turner
Bachelor of Business Administration (Finance)	Annika Urquhart-Mladineo
Bachelor of Business Administration (Accounting) with Cooperative Education	Cole Gregory Vardy
Bachelor of Business Administration	Jakob Vriend
Bachelor of Business Administration (Accounting)	Tristan Mark James Wagner
Bachelor of Business Administration (Accounting)	Laurel Walker
Bachelor of Business Administration (Accounting)	Catherine Elizabeth Watt
Bachelor of Business Administration (Accounting)	Riley Gordon Jerry Weatherbee
Bachelor of Business Administration (Finance)	Alexander Lynden Wildy *
Bachelor of Business Administration	Yunfeng Yang
Bachelor of Business Administration	Austin Charles Young
Bachelor of Arts in Music	Mikaela Karen Genevieve Hayes
Bachelor of Music	Edward Barrett
Bachelor of Music	Ella Frances Burt
Bachelor of Music	Sasha Dill
Bachelor of Music	Julia Eveline Geydoshek
Bachelor of Music	Charlotte Lauren Elizabeth Inglis
Bachelor of Music	Isabelle Leaticia Lebrasseur
Bachelor of Music	Orion Leidl Wilson
Bachelor of Music	Ewan Andrew James MacLean
Bachelor of Music	Ella Nicole Maves
Bachelor of Music	Dylan Rhyno
Bachelor of Music	Dylan Lee Rutledge
Bachelor of Music	Shelby Isabelle Scott
Bachelor of Music	Kayleigh Raine Stacey-Bayne
Bachelor of Music	Emma Adriana de Vries
Bachelor of Music Therapy	Autumn Rae Carver
Bachelor of Music Therapy	Harrison Crandall
Bachelor of Music Therapy	Fiona Marie-Louise Drews
Bachelor of Music Therapy	Abby Elizabeth Kavanaugh-Rhynold
Certificate in Music Therapy	Natalie Lin Bennett
Certificate in Music Therapy	Karen Elizabeth Louise Buckle
Certificate in Music Therapy	Rebecca Elizabeth Dunk
Master of Applied Kinesiology	Victoria Lynn Ardiel

Master of Applied Kinesiology	Danielle Alice Cruickshank
Master of Applied Kinesiology	Elizabeth Anne Detienne
Master of Applied Kinesiology	Luke McMillan
Master of Applied Kinesiology	Tristan Christopher Scott Murray
Master of Applied Kinesiology	Gabrielle Simone Pratt
Master of Applied Kinesiology	Kareem Jabbar Robinson

Enabling Motion:

Any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the Senate meeting in September 2025, may, if circumstances require, be considered by the Chair of the Admissions and Academic Standing (Policy) Committee, the appropriate Dean, the appropriate Head/Director, and the Registrar, acting as an ad hoc committee of Senate, they having the power to make consequential amendments to the graduation list. Any such amendments to the list shall be reported to Senate at the next Senate meeting.

Announcements

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – MAY 2025

No written announcements received.

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

PVPA Updates

With the release of the bilaterals, particularly Schedule H, my time, energy, and focus has been on setting up an internal response team, re-allocating and seconding resources and positions, working with AE representatives and MPHEC, supporting committees, analyzing policies and processes, and figuring out timelines and resources needed to undertake this work and to support every unit on Campus. More information will be released in the coming weeks as things solidify and more information becomes available, and will be shared broadly with the university community. Please see below for more information about the sessions already held to date.

Related to Schedule H and the bilaterals, I submitted the Strategic Alignment Report for Tables 2 and 3 on April 30, 2025. Thank you to all who contributed to this important reporting.

Finally, I'm looking forward to experiencing my first Convocation next week as well, and to celebrating all the amazing students and their families as they walk across the stage. Thank you for making their journeys possible!

Academic Portfolio Staffing Updates

New Dean Appointment: Congratulations to **Jennifer Richard** for her appointment as Dean of Libraries and Archives, effective July 1, 2025 to June 30, 2028. Jen has been a tireless, dedicated, and creative leader for the Libraries and Archives as an Acting Dean, and I am very much looking forward to her continued leadership in this important role. Congratulations Jen!

Congratulations!

Congratulations to **Kim Vaughn, Mary-Jane Sypher, and Lisa Spiegel** for organizing the **first THRIVE** conference at Acadia on April 30, 2025. It was an incredible, joyful, and inspiring day-long conference celebrating the amazing people and resources at Acadia. Special thanks to everyone who provided participatory learning sessions for the group. I look forward to THRIVE 2026!

Strategic Academic Programming & Schedule H Response

I. Schedule H & Strategic Academic Planning

Schedule H has created new parameters, including the requirement to review every certificate, diploma, and program at the undergraduate and graduate level. In order to meet the staggering amount of work, and make sure that we do this in a self-determined, strong, and organized manner, I'm creating a Schedule H Response Plan and Response Team, who will work to organize and support the process. More details will be coming soon.

While Schedule H is a mandatory process, we will still be working to create an Academic Plan, and continuing to hold sessions that will support both the strategic planning and the Schedule H process, and provide Acadia with the opportunity to continue to self-determine its future academic directions. More details will be shared in the coming weeks. Everyone has an important role to play in this very collaborative and iterative strategic planning process, and we look forward to continuing to hear your ideas and working with everyone throughout this process.

To date, we have held 15 related sessions to strategic planning, Bill 12, and Schedule H, with more events, meetings, and opportunities forthcoming:

- 5 student sessions and ongoing student engagement
- 1 Town Hall & Visioning Session
- 4 Bill 12 meetings with each Faculty
- 1 Schedule H Town Hall
- 3 post-Town Hall meetings with Deans and Heads/Directors/Coordinators
- 1 Faculty of Arts Council Meeting

II. Enhancing Academic Policies, Procedures, and Processes

Policy Review & Streamlining

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

Reviews & Quality Assurance Tracking

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

Units currently engaged in a program review will proceed as planned and have until the end of August to complete their responses. Units are being encouraged to complete responses

earlier, where possible, with the expectation that considerable information from the review reports and responses may be utilized in the government framework.

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

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. Site visit complete. External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers: Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology Stage: Final report received. Department to prepare response.
Community Development	N/A	Site Visit: March 19-21, 2025. Site visit complete. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology Stage: Final report received. Department to prepare response.
Computer Science	Yes	Request for accreditation review submitted to CIPS. Stage: Department working on CIPS Self-study.
Economics	N/A	Site Visit: September 25-27, 2024. Site visit complete. External Reviewers: Dr. John Galbraith, Professor, Department of Economics, McGill University Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University Internal Reviewers: Dr. Andrew Biro, Professor, Department of Politics Dr. Peter Williams, Professor, Department of Physics Stage: APRC to prepare response to Senate.
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. Site visit complete. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC Stage: Awaiting final report.

English and Theatre	N/A	<p>Site Visit: February 5-7, 2025. Site visit complete.</p> <p>External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University</p> <p>Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Dr. Paula Rockwell, Instructor, School of Music</p> <p>Stage: Final reports received. Department to prepare responses.</p>
Graduate Studies	N/A	<p>Site Visit: March 3-5, 2025. Site visit complete.</p> <p>External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton</p> <p>Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology</p> <p>Stage: Final report received. Grad Studies to prepare response.</p>
Languages and Literatures	N/A	Stage: Deferred.
Library and Archives	N/A	<p>Site visit: April 2-4, 2025. Site visit complete.</p> <p>External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian</p> <p>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</p> <p>Stage: Final report received. VML to prepare response.</p>
Mathematics and Statistics	N/A	<p>Site Visit: October 21-23, 2024. Site visit complete.</p> <p>External Reviewers: Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University</p> <p>Internal Reviewers: Dr. Xiaoting Wang, Professor, Department of Economics Dr. Michael Robertson, Professor, Department of Physics</p> <p>Stage: APRC to prepare response to Senate.</p>
Philosophy	N/A	Stage: Deferred.
Sociology	N/A	<p>Site Visit: March 12-14, 2025. Site visit complete.</p> <p>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</p> <p>Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology</p>

		Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Stage: Final report received. Department to prepare response.
--	--	---

III. Committee Reinvigoration & Examination: Updates

Similar to the work with Academic policies and procedures, work is continuing to examine various committees and working groups.

- **Academic Planning Committee:** The Academic Planning Committee is continuing discussions related to Schedule H, academic planning, and working with other subcommittees of 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, including Schedule H.

IV. Teaching & Learning & Career and Experiential Learning

Moodle Upgrade May 6 – What's New in Version 4.5

On Tuesday, May 6th, Moodle will be offline from approximately **6:30 am to 8:00 am** for a scheduled v4.5 upgrade.

Unlike the previous major upgrade last spring, you won't notice significant changes to the navigation and should be able to continue to use Moodle immediately without major disruptions. However, this upgrade will provide you with several new features and improvements that you may find helpful:

- **Group Visibility Controls:** Moodle has introduced an improved way to hide group members from students — this will be very useful for applying student accommodations without extra workarounds. [Learn more about Group Visibility](#)
- **Subsections:** You can now better organize your course homepage with subsections. [How to add subsections](#)
- **New Text Editor:** Moodle is switching from the ATTO editor back to an improved version of **TinyMCE**, which is like a mini word processor that is built into Moodle and will provide improved accessibility and mobile support. [Explore the TinyMCE editor](#)
- **Improvements to Notifications, Question Banks, and Overall Usability:** Little things that make a big difference in your day-to-day use.

If you'd like a sneak peek, Moodle Academy has a great overview video of what's new in 4.5: [Watch the intro to Moodle 4.5](#)

We'll also be offering training opportunities leading up to the fall semester. The LTID team is available for further support and consultation: ltid@acadiu.ca

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 September 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, and the job ad closed April 22, 2025. We have received 9 applicants, and the search committee will be convening shortly to start the interview process.

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

April ended in senseless tragedy at the Lapu-Lapu day festival celebrating Filipino culture in Vancouver which resulted in the loss of several Filipino/a/x community members and left many others injured. Last week, BC declared May 2nd, 2025, as the Provincial Day of Remembrance and Mourning for victims of the tragedy.

I want to express our collective shock and sadness to Filipino members of our Acadia communities. Our thoughts go out to the families of those who have lost loved ones and to all members of the Filipino/a/x community who are experiencing emotional pain and trauma from this devastating event. We mourn the lives lost and remain dedicated to supporting our colleagues and friends at Acadia during this challenging time.

As a reminder, students, faculty and staff requiring mental health support can access resources from our Employee Assistance Program (EAP) provider, TELUS Health. Remember that the immediate and confidential EAP services are accessible 24/7/365 by calling **1-844-671-3327**. [Please visit TELUS Health's dedicated crisis response webpage](#). This page includes practical advice for coping with traumatic events, as well as a public phone number to call for professional support. Please do not hesitate to contact the human resources team or avpediar@acadiau.ca if there is any additional support that Acadia can offer.

We celebrated several inclusive dates of significance during March and April 2025, particularly through community-driven events around campus.

While the list below is not an exhaustive list of all regional, national, and international observances, I would like to highlight some of the specific days our communities celebrated with events and programming over the past two months:

- 8 March 2025, International Women's Day
- 15 March, International Day to Combat Islamophobia
- 26 March 2025, International Day for the Elimination of Racial Discrimination
- 31 March 2025, International Transgender Day of Visibility
- April 2025, Nova Scotia Sexual Assault Awareness Month (SAAM)
- 2 April 2025, World Autism Awareness Day

Our EDI-AR team has been busy over March and April 2025: and some highlights include:

1. Accessibility: I submitted our Institutional Acadia Accessibility Plan on behalf of the university and the Acadia University Accessibility Advisory Committee on April 1st. We will be doing a formal launch Acadia Accessibility Plan and sharing more about our implementation plan during **Nova Scotia Accessibility Awareness Week, May 26 to June 1, 2025.**

- As I shared in our plan, accessibility is not merely a compliance requirement; it is a fundamental right that promotes equality and empowerment.
- In this plan, we outline our ongoing efforts to identify barriers, implement wise practices, and ensure that all individuals, regardless of their abilities, can fully participate in academic, professional, and social opportunities within our institution.
- We have made significant strides in enhancing accessibility across various platforms, from the built environment, to teaching and learning, mental health, and wellbeing as well as employment and residential spaces for employees and students.
- Our collaborative approach involves engaging with members of our university community, including students, staff, faculty, and community partners, to create actionable solutions grounded in first voice, lived experiences.
- Our plan embeds an intersectional approach to accessibility. At Acadia, we recognize the importance of addressing the diverse experiences of students, staff and faculty based on the interplay of multiple social identities, such as race, gender, socioeconomic status, and disability.
- By applying an intersectional lens, we can better identify systemic barriers and create more inclusive environments that support our campus community. For instance, tailored support services, inclusive curriculum design, and targeted outreach initiatives can help ensure that students, staff, and faculty with disabilities have equitable access to resources and opportunities. This holistic perspective not only fosters academic success but also promotes a campus culture that values diversity and empowers every individual to thrive, thereby enriching the overall educational experience for all students and work experience for staff and faculty.

- This collective work serves as both a reflection of our achievements and progress as well as a roadmap for our forward-looking vision and future initiatives. We are dedicated to continually improving our practices and ensuring that our commitment to accessibility is ingrained in the fabric of our institution's culture.
- I would like to thank the Accessibility Advisory Committee, the working group leads and our campus community for your support, engagement, and leadership.

Look out soon for a campus-wide notification about the formal launch and programming for the last week of May.

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

Framework: As a member of the Post-Secondary Advisory Committee on African Nova Scotian/African Descent, I will be engaging in community consultations during the summer of 2025 to gather feedback on the draft African Nova Scotian and Black Post-Secondary Education Framework.

- The work of the Post-Secondary Advisory Committee on African Nova Scotian/African Descent stems from discussions and direction of the Post-Secondary Partnership Committee, which is made up of the Council of Nova Scotia University Presidents (CONSUP), Nova Scotia Community College (NSCC) President, and Deputy Ministers from the NS Provincial Government.
- The committee was formed to address the issue of equal opportunity in post-secondary education with respect to African Nova Scotians and other students of African descent (Black). Specifically, the Advisory Council is tasked with developing a framework for post-secondary recruitment and retention that supports racial equity and equal opportunities for African Nova Scotian/African Descent (Black) students.

I will continue to provide updates to Senate in the fall about outcomes of the summer community consultations.

3. Listening sessions: We are continuing work on listening sessions across campus, to understand the lived-experiences of different equity-deserving communities on campus.

- **Residence Life:** Members of the Office of EDI-AR held listening sessions with residence assistants, including feedback from former residence assistants. The team is in the process of developing a thematic report based on these sessions and plans to host a second listening session for Residence Life Coordinators and Residence Life leadership. During the initial sessions, RAs expressed a need for renewed dialogue on issues such as mental health, racism, sexual violence, and improved educational supports and resources related to EDI-AR. I would like to thank the Director of Residence and Student Life for his engagement, support, and collaboration.
- **Black Student Athletes:** In April, three student athletes representing Acadia Black Athletes participated in a listening session with SLT and leaders from Athletics, Alumni Relations, and AUFA. During the session, the students shared their

experiences and stories as Black athletes currently at Acadia. They also presented recommendations and outlined plans for establishing a Black Student Athletes Association. Senior leadership and I will continue collaborating with the Acadia Black Athletes and are awaiting a formal plan of their proposals.

- **Queer Collective and Racialized Collective:** The listening sessions with the Queer Collective and the Racialized Collective have been slightly delayed due to the timing of the year. April is a challenging period to engage students in these types of discussions, especially given elections and change in leadership at Acadia Students' Union. I will be moving forward with staff and faculty listening sessions over the summer and will host student listening sessions during the fall.

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

- Work has commenced on EDI-AR audits on our existing policies, guidelines, practices, and processes that underpin their implementation and development of new guidelines and policies.
- I am still 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 in the fall of 2025.
- Stay tuned for exciting new collaborations with AVRCE and African Nova Scotian individuals and groups who have rich histories connected to Acadia!

Ka teboho (with gratitude)

Lerato

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

As usual, the month has been quite busy, especially as we prepare for graduation. At the same time, this month has allowed time to focus on annual work-planning, organization and coordination. A few items to highlight:

- **Congratulations to Honorary Degree Winners:** I want to congratulate two of the honorary doctorate recipients: Deantha Edmunds – Doctor of Music, and Viola Robison – Doctor of Civil Laws. Deantha Edmunds is Canada's first Inuk professional singer, and has received a JUNO award and is a Member of the Order of

Canada for her work. Similarly, Viola is an Officer of the Order of Canada, and has spent decades fighting for the rights of Indigenous peoples across Canada. Viola is Mi'kmaq from Wasoqopa'q First Nation, formerly Acadia First Nation. I particularly am honoured to see my mentor receive this recognition from Acadia U.

- **Nursing:** The Nursing Working Group has been very busy. The working group of Acadia University Faculty and Tajiikimik Nurses and Indigenous health care academics meet biweekly. We conducted a mission, vision, values exercise earlier in April, and a draft has been circulated to the group for comment. Additionally, subcommittees have been working on admission pathways (direct entry, advancing standing, and LPN). The next activity on our working list is to start reviewing and mapping curriculum outcomes and courses. In July, we have a day-long intense working retreat planned at the Nova Scotia Native Women's Resiliency Centre in Millbrook.
- **STEAM Based Opportunities for Indigenous Youth:** Dr. Sarah Thomas has been working with Glooscap First Nation youth at L.E. Shaw. The youth visited Acadia University on April 23rd for a tour of the Biology Museum. They will visit campus again in May to visit the Irving Gardens. A big shout-out to the folks who made this possible – Dr. Sarah Thomas, Jennifer Kershaw, Dr. Randy Newman and Dr. Melanie Coombs. It would be great to make this a regular part of the school program for our local Mi'kmaq youth over the school year, and it is a great way to show our young community members all the possibilities offered at University.
- **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.
- **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.
- **Indigenization and Athletics:** The Executive Advisor of L'nu Affairs is working with Athletics to make these acknowledgements meaningful at events, potentially starting in Fall 2025 or early 2026. Athletics has been a key partner in building relationships with Mi'kmaq communities, with plans to relaunch youth basketball camps in summer 2025.

Zabrina

Campus Culture

Celebrating & Supporting People

- **Professional Development & Leadership Opportunities:** Work continues on creating professional development and leadership training series for Heads, Directors, Deans, and other academic leaders in the PVPA portfolio to create community, bring people together in shared learning, and enhance skills, knowledge, and ability in these

critical leadership roles. A yearly schedule of events is currently being created with input from these portfolios.

Financial Health and Sustainability

V. Streamlining & Unifying Academic & Financial Portfolios and Planning

Some key initiatives include:

- **Enhancing the Faculty Model:** We are 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 Director, Jack Rice to create revenue-generating opportunities through Open Acadia.

Respectfully submitted,



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

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

Research Nova Scotia

As part of *Act 12*, Research NS is being restructured. This will mean changes to the Board composition and how funding priorities are determined. It is not yet clear how the changes will affect programs like the Scotia Scholars Awards for Master's and PhD students or the availability of matching funding for Canadian Foundation for Innovation grants. Research NS has not yet received its agreement from the province to provide research funds for 2025-2026, and under the *RNS Act*, this funding agreement may include terms and conditions. Research NS is honouring grant commitments made to date but suspending consideration of existing applications. It is not inviting any new applications for the moment.

Under *Act 12*, Research NS funding priorities are determined at the sole discretion of the Minister of Advanced Education. The Minister's three research priorities were announced on 1 May:

1. Natural Resources, Climate Change and Clean Energy
2. Life Sciences and Health Sciences
3. Construction and Transportation

The full document is attached to this report (see next pages).

By way of background, Research NS has existed since 2019, with a mandate to support, organize and coordinate the funding of research in and for Nova Scotia. Its predecessor organizations were the Nova Scotia Health Research Foundation and the Nova Scotia Research and Innovation Trust. The previous iteration of the RNS regulations prescribed the areas of research to be funded as follows:

- 3(1) [...] any research that produces opportunities and outcomes to advance either of the following key priorities is prescribed as research that the Board is to support, organize and co-ordinate funding for:
 - (a) supporting the Inclusive Economic Growth pillar of the Province's strategic plan, including research activities that support any of the following:
 - (i) strategic sector growth,
 - (ii) export growth,
 - (iii) employment creation and attachment,
 - (iv) population growth,
 - (v) economic participation and benefit;
 - (b) supporting a healthy population and a strong health-care system in Nova Scotia, including research activities that support any of the following:
 - (i) health innovation,
 - (ii) mental health,
 - (iii) continuing care,
 - (iv) accessible health services,
 - (v) well-being of citizens.
- (2) In addition to the activities referred to in subsection (1), in carrying out its objects the Board must develop and implement a strategy for
 - (a) increasing research capacity in Nova Scotia; and
 - (b) developing a strategic approach to support the Nova Scotia research community and align funded research activity with Provincial priorities.

Provincial Research Priorities for Research NS



Effective May 1, 2025

Introduction

The establishment of Research Nova Scotia in 2019 marked a significant advancement in aligning provincial funding for research initiatives with provincial priorities. Under the amended Research Nova Scotia Corporation Act, the Minister of Advanced Education now has the discretion to determine the key research priorities of the Province for Research Nova Scotia. This ensures that research priorities will now be directly communicated from the Minister to Research Nova Scotia, guiding funding decisions.

The Act further requires the corporation to develop and implement a strategic plan on how those priorities are to be advanced through research.

The amended Research Nova Scotia Corporation Act also reinforces Research Nova Scotia's purpose of building research capacity and supporting the research community in Nova Scotia, clarifying its role as a strategic agent for mobilizing the research sector.

Together, these changes develop a responsive and up-to-date framework for research funding and direction.

Effective May 1, 2025, on a go forward, these priorities direct the objectives of the Corporation and the funding of research. For further clarity, all activities and funding provided by the Corporation, must align to the research priorities, as provided by the Minister.

The key provincial research priorities described below will guide Research NS activities in supporting, organizing and co-ordinating the funding of research; increasing research capacity; and supporting the research community.

Provincial Research Priorities

Overarching Outcomes

These overarching outcomes describes what the government expects to achieve by investing in research through Research Nova Scotia. Provincially funded research should demonstrate advancements across seven key outcomes in two groupings:

- **Provincial productivity**
 - Increase technology development, uptake and use.
 - Increase knowledge and innovation diffusion into industry.
 - Increased investment in tradable sectors and expansion of exports
- **Provincial economic growth**
 - Enhance commercialization of research, including retention and deployment of Nova Scotia Intellectual Property (IP) in the province.
 - Increase the number of highly qualified personnel (HQP) employed in Nova Scotia.
 - Increase investment in research and development in key sectors.
 - Increase to provincial GDP.

Provincial Research Priorities for Research NS



Effective May 1, 2025

The ability to achieve these outcomes will require leveraging of other funding sources (federal, private sector, philanthropy) in support of priority sectors. Researchers and Research NS will need to show how the research they are conducting and funding is contributing to measurable changes in these outcomes in their reporting.

Priority Sectors

Priority Sectors	Objectives	Examples of areas for research (non-exhaustive list)	Relevant resources
Natural Resources, Climate Change and Clean Energy	<p>Ensure growth in sustainable and responsible development of Nova Scotia's natural resources.</p> <p>Strengthen exploration, mining, mid-stream processing of critical minerals, and clean technologies.</p> <p>Addressing Nova Scotia's climate change needs and advancing clean energy solutions, including hydrogen, tidal and wind to ensure sustainable development.</p>	<ul style="list-style-type: none"> Resilient and efficient supply chains Incorporation circular economy principles Sustainable mining practices and resource management Exploration, extraction, processing, and recycling critical minerals, including lithium and uranium Renewable Energy Technologies Energy Efficiency Carbon capture and storage Environmental science Oceans technology Electrification and energy storage 	<p>Nova Scotia's Critical Minerals Strategy</p> <p>Our Climate, Our Future: Nova Scotia's Climate Change Plan for Clean Growth</p>
Life Sciences and Health Sciences	<p>Improve health outcomes for humans, animals and plants.</p> <p>Advance the delivery of healthcare through research and learning by doing.</p> <p>Develop new methods to create materials, foods, and other products using bio processes.</p>	<ul style="list-style-type: none"> Medical technology Animal and plant health and innovation Biomaterials/bio-products AI, digital and advanced technologies in healthcare settings Oceans technology Food security and self-sufficiency 	<p>Action for Health: a Strategic Plan</p> <p>Nova Scotia Food and Beverage</p>

Provincial Research Priorities for Research NS



Effective May 1, 2025

Construction and Transportation	<p>Improve infrastructure to support population growth in NS.</p> <p>Increase efficiency of movement of people and products.</p>	<ul style="list-style-type: none">• Sustainable and resilient construction technology• Materials science, emerging and advanced materials• Cellular and internet networks• Innovative building methods• Urban and rural transportation solutions	<p>Our Homes, Action for Housing</p> <p>Regional Transportation Plan</p>
---------------------------------	--	--	--

GENERAL RIGS UPDATES

Personnel

- Kate Spooner has joined RIGS as a Grant Facilitator.
- Dr. Peter Ludlow is co-chairing, with Mike Sullivan of Dalhousie, Advanced Education's Research and Innovation Committee's sub-committee on Research Security.

Adjunct Professor Appointments

The following Adjunct Professor Appointments have been made this term:

- Department of Earth and Environmental Science: Dr. Nick Hill, Coordinator, Southwest Nova Biosphere Reserve Association Wetland
- Jodrey School of Computer Science: Dr. Nasimul Noman, University of Newcastle Australia

Institutional Applications/Nominations

- Acadia has received \$140,829 over three years (2025-2028) as a SSHRC Institutional Grant.
- RIGS and the AVP EDI-AR have submitted a Letter of Intention to join the Tri-Agency Dimensions recognition program. The program is designed to enable cultural change within the research ecosystem by identifying and eliminating obstacles and inequities.
- Acadia has submitted two nominations for the Royal Society of Canada College of New Fellows.

Centres

- Dr. Jon Saklofske and Dr. Natalie Swain, with Mike Beazley, are launching a Centre for Critical Play that will be housed in the Library, with support from the Research Office.
- Construction will soon begin on a CFI-funded addition to the Kinesiology building to house Dr. Emily Bremer's Inclusive Movement and Health Lab.
- Work on a planned Health and Wellness Institute is ongoing, led by Dr. Jonathon Fowles.

Policy

- RIGS is developing policies related to in-kind funding of research and research accountability.
- Changes in American policy are impacting Acadia researchers, but the full extent is not yet known. Approximately 20 faculty members filled in the questionnaire that was circulated, with most indicating that their travel to the US will be curtailed. Some faculty members are concerned about research funding being frozen. No faculty members have indicated to RIGS that they have been sent a survey by American authorities about their research programs, although their research partners at other institutions had.

Committees

- The Animal Care Committee has reviewed and approved 5 protocols and 9 renewals and amendments (including two from Université Sainte Anne through our MOU). Acadia will be reviewed by the Canadian Council on Animal Care next year, which involves a site visit. An Animal Care Committee webpage is under development, modelled on the Research Ethics Board page.

GRADUATE STUDIES

The recipients of the Acadia Outstanding Masters Research Awards for Spring Convocation 2025 are:

- **Tristan Murray**, Master's of Applied Kinesiology, **Faculty of Professional Studies**
- **Meaghan Hymers**, Master's of Psychology, **Faculty of Pure and Applied Science**
- **Alexandria Delaney**, Master's of Sociology, **Faculty of Arts**

Masters Thesis Submission: 36 theses have been received since the last Convocation in Spring 2024.

The Graduate Studies external review has been received, and we are working on a response in consultation with the Senate Graduate Studies committee. The review committee made very helpful recommendations in relation to policies and quality assurance; program viability and enrolment challenges; funding anomalies and challenges; student community and professional development; supervision; and the structure of the office.

UNDERGRADUATE RESEARCH

The following students received Undergraduate Summer Research Awards (USRAs):

- **Zachary Adams**, School of Nutrition, *Determination of Optimal Structure for 3D Printed Seaweed*
- **Landon Augustine**, Department of Psychology, *Understanding Brain Plasticity in Spatial Neglect through Prism Adaptation*
- **Lucy Boyne**, Department of Earth & Environmental Science, *Quantifying the Mercury: Calorie Ratio of Benthic Invertebrates in Kejimikujik National Park*
- **Jaclyn Delahunt**, Department of Biology, *Habitat Use by Blacklegged Ticks in Response to Heat and Cold*
- **Kylie DeViller**, School of Computer Science, *Genetic Basis of Morphological Variation in Apple*
- **Sarah Doyle**, Department of Earth & Environmental Science, *Trap Culture and Spore Isolation of Arbuscular Mycorrhizal Fungi in Salt Marshes*
- **Marisa Fewster**, Department of Chemistry, *Carbon Dioxide Sequestering and Modification using Novel Amino Phosphates*
- **Savanna Francis**, Department of Biology, *Traditional Mi'kmaq Native Plant Medicinal, Cultural and Food Use*
- **Leah MacLean**, Department of Biology, *Comparative Overwintering Physiology of Mosquitoes*
- **Lucy Boyne**, Department of Earth & Environmental Science, *Quantifying the Mercury: Calorie Ratio of Benthic Invertebrates in Kejimikujik National Park*

- **Ciara McGinley**, Department of Biology, *Cytotoxic Activity of Novel Mastoparan Derivatives on White Blood Cells*
- **Jake Pickett**, Department of Chemistry, *The Chemistry of Tick Host Volatiles and the Ability of Ticks to Detect Them*
- **Theodora Pollak**, Department of Biology, *Investigating Arctic Lousewort for Mycorrhizae*
- **Jenni Simpson**, Department of Biology, *Examining pH Dependent Cytotoxic Activity of Novel Mastoparan Derivatives on Fibroblasts*
- **Eleanor Smith-Whetter**, Department of Biology, *Effects of 'Safe' Alternatives to Bisphenol A on Embryonic Development*
- **Ciara Vacon**, Department of Psychology, *Cannabis Usage and its Effect on Affect*

In addition, the following students were provided with Honours summer research funding:

- **Rumi Akpala**, Department of Economics, *Understanding Long-Term Trends in Economic Wellbeing*, MacNeily Economics Research Award, \$5,000
- **Nimarjeet Bajwa**, Department of Math & Stats, *Zero Forcing Polynomial of a Graph*, Donald & Evelyn Hall Science Research Award, \$5,000
- **Megan Bautista**, Department of Psychology, *Diversifying Vulva Vernacular: The Feasibility of an Inclusive Genital Anatomy Exercise*, Webster Undergraduate Research Award, \$8,000
- **Kate Bemrose**, School of Kinesiology, *Girls on the Move: Using Creative Movement to Promote Positive Physical Activity Experiences for Girls*, Webster Undergraduate Research Award, \$8,000
- **Thomas Bezanson**, Department of Economics, *Briefly dive into the literature of CAPM and current market pricing and make progress on the probability of different climate outcomes and how they would affect different assets*, MacNeily Economic Research Award, \$5,000
- **Ophelia Carter**, Department of Biology, *Attraction of Culex Territans Mosquitoes to Epidermal Volatiles from Hepatozoon-infected Green Frogs*, Trudell Research Award, \$5,000
- **Will Dauphinee**, School of Kinesiology, *Investigating Concussion Education, Awareness, and Frequency within Special Olympic Athletes*, Honours Summer Research Award, \$5,316
- **Will Deveau**, Department of Chemistry, *Excited State Intramolecular Proton Transfer (ESIPT)*, Doris Fraser Hiltz Chemistry Research Award, \$5,000
- **Sophie Farina**, Department of Math & Stats, *Modelling Fish Passage through Minas Passage*, Donald & Evelyn Hall Science Research Award, \$5,000
- **Bianca Helmig**, School of Business, *An International Comparison of Gender Policies in Sports*, Dr. Jason Williams/ Honours Summer Research Award, \$5,684
- **Taran Kanabar**, Department of Math & Stats, *Theoretical Foundations and Applications for Insurance Mathematics*, Donald & Evelyn Hall Science Research Award, \$5,000
- **Anna Lukeman**, Department of Math & Stats, *Graph Cooling*, Donald & Evelyn Hall Science Research Award, \$5,000
- **Nicholas Lundrigan**, Department of English, *Queer Analysis of Gender in Adaptations of Lancelot*, Webster Undergraduate Research Award, \$8,000

- **Kathryn MacLean**, Department of Chemistry, *Excited State Intramolecular Proton Transfer (ESIPT)*, Doris Fraser Hiltz Chemistry Research Award, \$5,000
- **Jenna MacLeod**, Department of Biology, *Investigating Cytotoxic Activity of Wewakazole B Analogs on Triple-Negative Breast Cancer Cells*, Trudell Research Award & Dan Toews Research Award, \$7,000
- **Rowan Norrad**, Department of Earth and Environmental Science, *The Effects of River Liming on Metal Concentrations in the Rivers of Nova Scotia*, Walker Science Research Award, \$5,000

Honours Thesis Submission: 86 Honours theses have been received since the last Convocation in Spring 2024.

INTERNAL RESEARCH AWARDS

Article 25.55 University Research Fund

The members of the URF 25.55 adjudication committee for 2024-2025 were Krissy Keech, Chris Shields, Lydia Bouzar-Benlabiod, Zoë Migicovsky, Sheena Barrett and Barry Watson. The application process was updated, and the committee made the following awards. Abstracts of all the funded projects are available on the RIGS website: [Internal Research Funding - Acadia University](#)

- **Stephen Ahern**, English and Theatre, \$5,000, *Affecting Fictions: New Directions in Literature and Emotion*
- **Garrett Allen**, Biology, \$5,000, *Investigating physiological distress and energetic constraints in farmed giant sea scallops (*Placopecten magellanicus*) during their approach to sexual maturation*
- **Paul Arnold**, Engineering, \$4,119, *Application of a Modified BOD Test to Improve Performance at Wolfville Wastewater Treatment Plant*
- **Sandra Barr**, Earth and Environmental Science, \$2,000, *Age of volcanic rocks in the northern Cobequid Highlands, Nova Scotia*
- **Kathryn Bell** and **Diane Holmberg**, Psychology, \$4,837, *Bridging the Gap Between Research-Based Knowledge and Societal Beliefs about Trauma and Relationship Violence*
- **Anne Sophie Champod**, Psychology, \$2,000, *Examining the effectiveness and predictors of attrition in a dual-control group study of brief online mindfulness practice*
- **Alice Cohen**, Earth and Environmental Science, and **Nandini Thiyagarajan**, English and Theatre, \$4,924, *Who belongs where? Investigating the protection of Hemlock trees from Woolly Adelgids in Kejimikujik National Park*
- **John Colton**, Community Development, \$1,953, *Exploring Attitudes and Perspectives on Offshore Wind Energy Development in Nova Scotia*
- **Mariah Cooper**, History and Classics, \$5,000, *Medieval Victim-Blaming and Rape Mythologies: Case Studies of Margery de la Beche and Eleanor de Clare*
- **Laurie Dalton**, Art Gallery, \$5,000, *Beyond La Llorona: Women & Resistance in Oaxacan Printmaking - Engaging with Publics & Knowledge Sharing*
- **Janet Dymont**, Community Development, \$4,795, *Navigating New Horizons: The Future of Outdoor Education*
- **Wasundara Fernando**, Biology, \$5,000, *Investigating cytotoxic activity of wewakazole B analogs in breast cancer cells*
- **Chelsea Gardner**, History and Classics, \$4,802, *Ancient Past for Modern Audiences: Responsible Public Scholarship and the Mediterranean World*

- **Stephanie Gauvin**, Psychology, \$3,125, Sexual Well-Being of Trans and Gender Diverse Individuals: A Pleasure-Centered Approach
- **Glenys Gibson**, Biology, \$3,500, The Effects of the 'Safe Alternatives' to Bisphenol A (BPA) on Embryonic Development
- **Fikir Haile**, Politics, \$5,000, African Urbanisms: Theorizing the peri-urban milieu
- **Esteve Hassan**, Computer Science and Engineering, \$4,974, Leveraging Data Analytics to Measure Elevator Car Performance
- **Joseph Hayes**, Psychology, \$4,500, The role of trait impulsivity in withdrawal from life and suicidality
- **Kirk Hillier**, Biology, \$5,000, Pheromones and Chemical Ecology of Hypsometric moths
- **Mark Hopkins**, Music, \$1,000, SoundPainting: A vehicle for creativity in every music classroom
- **Judith Leidl**, Art, \$1,000, Drawing into Printmaking: Paradigm Shifts in Art Creation as Self-Exploration
- **Emily Lockhart**, Sociology, \$5,000, 2SLGBTQIA+ Youth Legal Consciousness: Legal Decision Making in Cases of Technology-Facilitated Sexual Violence
- **Matt Lukeman**, Chemistry, \$5,000, Enhancing Excited State Proton Transfer
- **Katie Mazer**, ESST and WGST, \$1,000, Roads to Resources: Uneven Development, Mobile Work, and the Extractive Imaginary in Canada
- **Nelson O'Driscoll**, Earth and Environmental Science, \$5,000, Quantifying the mercury:calorie ratio of sediment invertebrates in Kejimikujik National Park, Nova Scotia
- **Zoe Panchen**, Biology, \$3,000, Is there a symbiotic relationship between Arctic lousewort species and fungi?: Addressing Inuit food insecurity and sovereignty through developing sustainable cultivation methods for culturally important plants
- **Anne Quéma**, English and Theatre, \$2,013, Citational Poetry: From Walter Benjamin to Erin Moure's Poetry
- **Ahlam Rahal**, Education, \$5,000, Crosstalk the Podcast: Critical Commentary with Atlantic Educators
- **Peter Ricketts**, Earth and Environmental Science, \$5,000, Development of a Coastal Communities Climate-Change Adaptation Toolkit
- **Michael Robertson**, Physics, \$3,000, Development of an Inexpensive Air Quality Monitor for Regional Use and High School Student Outreach
- **Kendra Sampson**, Biology, \$4,746, Response of in vitro and traditionally grown Nova Scotia halophytes to fungal bioinoculant
- **Todd Smith**, Biology, \$3,100, Attraction of mosquitoes (*Culex territans*) to volatile chemical compounds produced by Green Frogs (*Rana clamitans*) infected with Hepatozoon blood parasites
- **Mo Snyder**, Earth and Environmental Science, \$2,430, Geological Mapping of metasedimentary rocks across the Mani Peninsula, Lakonia, Greece
- **Ryan Stack**, Business, \$2,892, Public Accountability Audits: Mapping the Field
- **Jaro Stacul**, Sociology, \$2,123, Working Students or Student Workers? An Analysis of Work Ethic among Undergraduate Students in Nova Scotia
- **Michael Stokesbury**, Biology, \$3,472, Oceanic migration of SARA listed Gaspereau River Atlantic Salmon smolt
- **Natalie Swain**, Classics, \$1,100, Classical Receptions & Impact of Wonder Woman
- **Deanne Van Rooyen**, Earth and Environmental Science, \$2,700, Searching for the Appalachian Altiplano: the case of the missing mountains...
- **Steven Van Zoost**, Education, \$4,687, Connecting to world, connecting to self: Using A/r/tography to engage teachers in identity constitution

- **Allison Walker**, Biology, \$5,000, Seagrass Fungi of South Australia
- **Johannes Wheeldon**, Law and Society, \$2,430, Criminological Theory: Crime, Law, and Canadian Society
- **Kevin Whetter**, English and Theatre, \$2,100, "Tolhurst Lecture and 'Punctuated Combat, Emotion, and Knightly Fellowship in the Winchester Manuscript-Text of Sir Thomas Malory's Le Morte Darthur'"

EXTERNAL GRANTS

Canadian Institute for Health Research (CIHR) – Catalyst Grant

- **Dr. Lesley Frank** (Sociology) received **\$124,847** in funding for the research project entitled: *Safeguarding against infants' food insecurity and resulting health inequities in Nova Scotia.*

Mitacs Accelerate

- **Dr. Trevor Avery** (Biology) received **\$120,000** in total funding for a collaborative research project with the Confederacy of Mainland Mi'kmaq for a research project entitled: *Monitoring fish movements and estimating abundances and survival of tagged American eel and striped bass in the Southern Bight, Minas Basin.*
- **Dr. Nelson O'Driscoll** (Earth & Environmental Science) received **\$60,000** in total funding for a collaborative research project with Southwest Nova Biosphere Reserve Association for a research project entitled: *Dispersion and bioaccumulation of mercury and arsenic from historical gold mine tailings on Ponhook Lake, Nova Scotia.*
- **Dr. Emily Bremer** (Kinesiology) received **\$15,000** in total funding for a collaborative research project with the Canadian Sport Institute Atlantic Society for a research project entitled: *Piloting a coach education workshop to foster quality participation among para-athletes in Nova Scotia.*

Nova Scotia Federation of Municipalities (NSFM) - Sustainable Communities Challenge Fund

- **Dr. Kirk Hillier** (Biology) received **\$156,214** in funding for the research project entitled: *Hemlock Woolly Adelgid Biocontrol Rearing facility.*

Nova Scotia Environment & Climate Change (NSECC)

- **Dr. Kirk Hillier** (Biology) received **\$1298,539** in funding for the research project entitled: *Funding Agreement with the Nova Scotia Department of Environment and Climate Change (NSECC) for the Development of a Biocontrol Facility for the Woolly Hemlock Adelgid (HWA).*

Ducks Unlimited Canada (DUC)

- **Dr. Mike Stokesbury** (Biology) received **\$85,000** in funding for the project entitled: *Evaluating species specific fish passage through anthropogenic barriers.*
- **Dr. Mark Mallory** (Biology) received **\$35,000** in funding for the project entitled: *Large scale collaborative common eider telemetry research project.*

Parks Canada – Micro Research Grant

- **Dr. Trevor Avery** (Biology) received **\$2,000** in funding for the project entitled: *Chain Pickerel Mercury Testing at Kejimikujik*.

Lung NSPEI – Legacy Research Grant

- **Dr. Carley O'Neill** (Kinesiology) received **\$35,000** in research funding for the project entitled: *Determining the feasibility of a post-pulmonary rehabilitation virtual exercise program for rural residents with COPD in the Maritimes: A virtual pulmonary maintenance feasibility trial*.

University Health Network – Transfer of Funds Agreement

- **Dr. Carley O'Neill** (Kinesiology) received **\$25,000** in funding for the CIHR collaborative research project entitled: *Canadian Training Platform for Trials Leveraging Existing Networks (CAN-TAPTALENT)*.

University of Regina – Transfer of funds Agreement - Social Science and Humanities Research Council (SSHRC) - Partnership Engage Grant

- **Dr. Mary Sweatman** (Community Development) received **\$1,000** for the collaborative research project entitled: *Community-campus responses to Crisis: Opportunities for community engagement and networked learning for climate change resilience*.

RESEARCH & SERVICE AGREEMENTS

Nova Scotia Department of Agriculture (NSDA) – Contribution Agreement

- **Acadia** received **\$50,000** in NSDA funding to support the Acadia Laboratory for Agri-Food & Beverage (ALAB) for the project entitled: *ALAB Expansion*.

Nova Scotia Liquor Corporation (NSLC) – Contribution Agreement

- **Acadia** received **\$50,000** in funding from NSLC to support the Acadia Laboratory for Agri-Food & Beverage (ALAB) for a project entitled: *ALAB Equipment Support for the Expansion of Analytical Testing Services*.

University of Guelph – Research Agreement

- **Drs. Kirk Hillier and Dave Shutler** (Biology) received **\$17,000** in funding for the project entitled: *Surveillance for ticks and tick-borne pathogens in sentinel regions across Canada*.

Southwest Nova Biosphere Reserve Association – Service Agreement

- **Allain Belliveau** (K.C. Irving Environmental Science Centre and Harriet Irving Botanical Gardens) received **\$30,000** in funding for the project entitled: *Propagating plants for the restoration of Atlantic coastal plain lakeshores in southern Nova Scotia - 2nd year*.

Crown-Indigenous Relations and Northern Affairs Canada – Research Agreement - Northern Contaminants Program

- **Dr. Mark Mallory** (Biology) received **\$90,898** in funding for the project entitled: *Monitoring Contaminants in Arctic Seabirds - 2024-2027 Funding*.

Merck Animal Health – Service Agreement

- **Dr. Laura Fergusson** (Biology) received **\$2,960** in funding for the project entitled: *Testing ticks for other tick-borne pathogens related to disease in human and domestic animals*.

OTHER EXTERNAL AWARDS/RESEARCH FUNDING

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

- **Dr. Sazia Mahfuz** (Computer Science) was awarded **\$7,000** to collaborate with MotionBed Inc. for the project entitled: *Sleep Data Analysis*.
- **Kendra Sampson** (K.C. Irving Environmental Science Centre and Biology) was awarded **\$5,000** to collaborate with CBWES for the project entitled: *Project design of bioinoculant for salt tolerant plants*.
- **Dr. Nicoletta Faraone** (Chemistry) was awarded **\$5,000** to collaborate with AtlanTick Repellent Products for the project entitled: *Literature review on tick and mosquito repellent fabric spray products currently present on the market*.
- **Drs. Andrew McIntyre and Lydia Bouzar-Benlabiod** (Computer Science) were awarded **\$5,000** to collaborate with Dr. Jamie Snowdon Professional Corporation for the project entitled: *Hardware-based Image Segmentation for Margin Assessment*.
- **Dr. Esteve Hassan** (Computer Science) was awarded **\$5,000** to collaborate with StoveTop Shield Inc. for the project entitled: *Improvement of AI-Enabled Mobile Application for Remote Stove Safety Monitoring and Control*.
- **Dr. Andrew McIntyre** (Computer Science) was awarded **\$5,000** to collaborate with Food for thought Software Solutions for the project entitled: *Mining and Modeling Opportunities for Structured Online Data*.

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

- From January -April 2025, ALAB conducted analytical testing for 67 beverage clients in the Atlantic region (**\$25,793**). These tests are in addition to testing conducted under an annual \$200,000/yr Service Agreement with the Nova Scotia Liquor Corporation (NSLC).

INDUSTRY AND COMMUNITY ENGAGEMENT EVENTS & ACTIVITIES

Campus Tour For Elected Officials and Local Economic Development Organizations

On Friday, April 4th, Acadia's Office of Industry and Community Engagement (ICE) had the pleasure of hosting elected municipal and provincial officials, and local and regional economic development organizations. During this event, ICE staff shared how Acadia University is supporting various industry sectors, business, and commerce in our region through research, applied science and commercialization, with the goal of raising awareness of funding needs and partnership opportunities within our region.

The visit also included an information session from Launchbox, the student entrepreneurial center and an update from Events Acadia on future events taking place at the University. Following the presentations, the attendees toured various labs within the Huestis Innovation Pavilion, including the Acadia Laboratory for Agri-Food & Beverage (ALAB), the Agri-Tech Lab, and the Food Formulation Lab, to gain insight into some of the applied agri-tech/agrifood research being conducted on campus.

Launchbox Innovation Awards Banquet

On March 19th, Launchbox held its inaugural Innovation Awards Banquet to celebrate the outstanding student entrepreneurship at Acadia. Approximately 75 industry leaders, alumni and Acadia staff and faculty gathered at Fountain Commons to hear from the student award winning

entrepreneurs and a variety of speakers, including Acadia alumni, Alex MacLean ('15) and Suzanne Knight ('07). For the full story, [click here](#).

Respectfully submitted,

Dr. Kate Ashley

Associate Vice-President – Research, Innovation and Graduate Studies (Interim)

VICE-PRESIDENT STUDENT EXPERIENCE REPORT TO SENATE – MAY 2025

No written announcements received.

ACADIA STUDENTS' UNION REPORT TO SENATE – MAY 2025

No written announcements received.

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

No written announcements received.

Additional Acadia Divinity College Graduands– May 2025

Christ International Divinity College (CINDICO)

Bachelor of Theology

ABASS, Oluwasegun Opeyemi
ABE, Joshua Oluwafemi
ABERE, Temitayo Damilola
ADEBAYO, Adewumi Folashade
ADEBAYO, Ezekiel Babajide
ADEBIMPE, Daniel Sunday
ADEBISI, Abayomi Emmanuel
ADEBIYI, Joseph Adebayo
ADEBISI, Sola Ojo
ADEDAYO, .A. Adeyinka
ADEDEJI, Omotunde, Olugbenga
ADEDIJI, Solomon Olulere
ADEDIRAN, Michael Adeleye
ADEGBOYEGA, Timothy
ADEKOYA, Ifeoluwa Oluseyi
ADEKUNLE, Titilayo Elizabeth
ADELAKUN, Oyebimpe Adeola
ADELANI, Oyedele Michael
ADELEKE, Babatunde Gideon
ADELEYE, Dare Victor
ADELEYE, Kayode Ilesanmi
ADELOLA, Glory Oluwaseun
ADELOYE, Adedamola Margret
ADEMUJIMI, Roseline Aduke
ADEMUYIWA, Seye Gbenga
ADENIYI, Aduragbemi Jones
ADENIYI, Kolade Johnson
ADEOBAYEMI, Olalekan Francis
ADEOYE, Tunde Gbenga
ADESOLA, Blessing Abiodun
ADESOLA, Olawale Isaiah
ADETONA, Joseph Ojo
ADEWOLE, Michael Olalekan
ADEWUMI, Emmanuel Tolulope

ADEWUMI, Olubumi Samuel |
ADEWUSI, Ezekiel Olugbenga
ADEYEMI, Olusegun Joseph
ADEYEMI, Oluwaseun Timothy
ADEYEMO, Oluremi Olufunmilayo
ADEYEMO, Solomon
ADULA, Joseph Michael
AFARIOGUN, Oluwafemi Abraham
AFE, Olukayode Elijah
AFELUYI, Babajide
AFERE, Ebenezer Omoniyi
AFOLAYAN, Ayoola Dada Philip
AGBELUYI, Isaac
AGBETUYI, Sunday Adekola
AINA, Samuel Olusola
AJALA, Temitope Emmanuel
AJAYI, Ayodeji
AJAYI, Babatunde
AJAYI, Emmanuel Oluwaseun
AJAYI, Ojo John
AJAYI, Oluwatayo Joseph
AJAYI, Taye Oladunni
AJAYI, Tunde Festus
AJEIGBE, Olusegun Samuel
AJETUNMOBI, Bolanle Elizabeth
AJIBADE, Joshua
AJIBOLA, Peter Olatunji
AJILA, Ibukun Peter
AJIMBI, Oluwarotimi Ezekiel
AKINBAMI, Ezekiel
AKINBANI, Adeyemi Matthew
AKINBINU, Henry Blessing
AKINFULURE, Oluwaseun
AKINGBELURE, Omosehin John
AKINOLA, Busuyi
AKINOLA, Oluwafunmilayo Temitope
AKINSADE, Ezekiel .O. Peter
AKINTERINWA, Frederick Kehinde
AKINWALE, Blessing Mayowa
AKINWALIRE, Jones Aderemi
AKINWUMI, Oluwole Felix
AKOMOLAFE, Olusola Ojo
ALADE, Enoch Olayiwola
ALO, Kayode Busuyi

ALUKO, Emmanuel Olusola
 AMOKO, Kehinde John
 AMUDA, Samson Oluwaseun
 AROBADI, Simeon Oguniyi
 AROMIBOSE, Sunday Micheal
 AROWOLO, Agnes Idowu
 ASAGUNLA, Florence Modupe
 AWOLUSI, Femi Emmanuel
 AWORINDE, Olakunbi Oyeronke
 AWOYALE, Lydia Olubukola
 AWOYEMI, Samson
 AYANTOYINBO, Rhoda
 AYEGUN, Olusola Abayomi
 AYO, Abiodun Andrew
 AYODELE, Jeremiah Ayobami
 AYODELE, Moses Akinola
 BABALOLA, Oluwafemi Michael
 BABALOLA, Seyi
 BABATUNDE, Bibianah Modupe
 BABATUNDE, Lucia Omoremi
 BABATUNDE, Olugbenga
 BAKARE, Olaitan
 BAMIDELE, Oluwaseyi Peter
 BELLO, Dupe John
 BELLO, Ibraheem Abiodun
 BOBOYE, Peter Ayodele
 BOLARINWA, Ebenezer Akinpelumi
 BOLAWA, Joshua Oluwatosin
 DADA, Olawale
 DARAMOLA, Samuel Ayomide
 DAVID, Emmanuel Oluwatobi
 EBOSELE, Jonathan
 EKUNDAYO, Francis Gbenga
 ELIAS, Daniel
 EMOSU, Kehinde Kudirat
 ENIOLA, Fayoke Rachael
 ERINOLUWA, Matthew Kayode
 ESAN, Sunday John
 FAJEMIKE, Ojo Oluwole
 FANAWOPO, Feyisara Kolawole
 FARINDE, Rotimi David
 FASHOLA, Adenike Owoseni
 FASUYI, Julius Kehinde
 FASUYI, Kehinde John

I

FATILE, Segun Stephen
FAYEHUN, Abayomi Joseph
FIOLA, Olaniran Jacob
FOLARIN, Joseph Oyetola
IBEGBULEM, Donald
ILESANMI, Adesanmi
ITABIYI, Olakunle Elijah
JESULADE, Enoch Olatunde
KADIRI, Gbenga Ibrahim
KAYODE, Doris Adenike
KOLAWOLE, Elijah Olusegun
KOMOLAFE, Bolanle Olusola
KOMOLAFE, Jonathan David
LIJOKA, Bukola Justinah
MAKANJUOLA, Janet Oluwafunmilayo
MICHAEL, Beatrice Olufunke
MODUPE, Oluwaseun
MOSES, Sunday
OBIGBESAN, Ayodeji Olufemi
ODEJIMI, Moyosoore
ODERIRAN, Abiodun Adebawale
OGUNDIPE, Oyindamola Peter
OGUNMODEDE, Michael Ade
OGUNMOLA, Funmilayo
OGUNRINDE, Olufemi Philip
OGUNRINDE, Paul Seun
OJEDEJI, Oluwaseyi Ayobami
OJETAYO, Grace Adebola
OJO, Ayodeji Olomi
OJO, Basilea Korede
OJO, Fikesola Funmilayo
OJO, Sehinde Michael
OJO, Temitayo
OJUAWO, Johnson Kolawole
OKANLAWON, J. Abiola
OKE, Abimbola Adelanke
OKE, Isaac Oyeniya
OLABODE, Sunday Olagoke
OLADAPO, Elizabeth Titilola
OLADELE, Peter Oluwagbenga
OLADIMEJI, Abayomi Samuel
OLADIPO, Dorcas Olubukola
OLADIPUPO, Ebenezer Ariyo
OLADIPUPO, Segun Tosin

OLADIRAN, Olalere James
OLADITI, Taiwo Samuel
OLAGUNJU, Adelayo Martins
OLAGUNJU, Bolarinwa Emmanuel
OLALEKAN, John Babatunde
OLANIYI, Ayeriyi Ezekiel
OLANUOYE, Ileayo
OLAOMI, Felicia Bolatito
OLAREWAJU, Idowu Joy Ajegunmo
OLASEHINDE, Emmanuel Bankole
OLATOMI, Daniel Olushola
OLATUNJI, John Damilola
OLORUNTOLA, Motunrayo Janet
OLAWALE, Julius Opeyemi
OLAWALE, Michael Olabisi
OLOWOFILA, Damilola Toyin
OLAYINKA, Johnson Taiwo
OLAYINKA, Olugbenga Ebenezer
OLONADE, Richard Adegbenro
OLOWOOKERE, Samson Dare
OLOWOOKERE, Wale Sunday
OLUFEMI, Charles
OLUGBOGI, Emmanuel Idowu
OLUKUNLE, Olanrewaju Olusegun
OLUSHOLA, Deborah Oluwakemi
OLUWAFEMI, Clement
OLUWAFEMI, Emmanuel Funso
OLUWALOLA, Oluwatuyi Ifedayo
OLUWASIJIBOMI, Olorunfemi Johnson
OLUWATAYO, Adelanke Amos
OLUWATOWOJU, Samuel Kolawole
OLUWATUYI, Christopher Oluwaseun
OLUWOLE, Olusegun Oluwatosin
OMOBOLADE, Samuel Ojo
OMOLAYO, Felix Talabi
OMOLORUN, David Henry
OMOSULE, Sanya Emmanuel
OMOTAYO, Emmanuel Ayobami
OMOWAYE, Ebenezer Bamidele
OMOWAYE, Mary Bolanle
ONI, Emmanuel Adetayo
ONILEDE, Moses
OPETUNSIN, Emmanuel Gbemi
OSHO, Daniel Oluwasesan

OTITOMONI, Elijah Gbemiga
OTUGALU, Oyewole David
OWOLAWI, Olufemi
OYEBODE, Elijah
OYEGOKE, Jacob Akano
OYEKUNLE, Oluwatobi Isaiah
OYELADE, Olusola Nathaniel
OYELAMI, Samuel Tope
OYETOLA, Jeremiah Olaleye
OYEWOLE, Opeloyemi Charles
OZOVEHE, Joseph Adeika
PIUS, Festus
SAJOWA, Olakunle Peter
SANMABO, Oluwakemi Apeke
SANNI, Oluwafemi Seun
SOLOMON, Orimisan
SOLOMON, Samuel
SUNDAY, Abiodun Samuel
SUNDAY, Olugbenga Tunde
TALABI, Samuel Adekunle
YEKEEN, Ibrahim Temitope

Faculté de Théologie Évangélique (FTE)

Maîtrise en Divinité

LAUZON, Jonathan
MEYER, Jonathan
OTH BATOUM, Pierre René

Maîtrise ès Arts (Théologie),

KABAONGO KABUA, Jean Richard
ELIASSAINT, Daniel
FIGUEROA, Manuel

Baccalauréat en Théologie

SAINT SAUVEUR, Jean Thomas

First Motion: Motion to add a student representative, as a voting member, to the Senate Academic Program Review Committee.

Rationale (From the Provost, Dr. Ashlee Cunsolo):

Student representatives, usually the ASU VP Academic, have supported this committee, but not in a formal voting role. There is student interest in this committee, which is excellent, as program reviews and discussions have impact on students – and having the student perspectives and ideas are very helpful for strengthening the work of this committee.

Context:

There are student representatives on other Senate Committees, such as the Academic Planning Committee. There it is a one year appointment, and is filled by the "VP Academic, appointed by the Student Representative Council." There is also a student position on the Academic Integrity Committee. This is vacant for 2024-25, and there is no mention of how that member is appointed.

Recommendation:

It is recommended that the member be selected, like the other student representatives on Senate, by the Student Representative Council, *or* nominated from the six student members of Senate (4 appointed by SRC, 1 by the GSA, and 1 by the Divinity College) and serve for a one year term.

Current Membership of the APRC (page 8 of 2024-2025 Senate Committee membership document):

<https://senate.acadiau.ca/files/sites/senate/Committees%20and%20Membership/Acadia%20Senate%20committees%202024-2025%20April%204%2C%202025.pdf>

Committee: Academic Program Review Committee (APRC)

Type: Standing

Status: Active Duties:

- (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.
- Leave

Membership

- 1 Provost & VPA (ex-officio)
- 1 Academic Program Development, Quality Assurance, and Planning Coordinator (non-voting) (ex-officio)
- 1 Registrar or Delegate (ex-officio)
- 1 Arts representative
- 1 Prof. St. representative
- 1 P&A representative
- 1 Governor
- 1 Dean of Faculty under review

Chair: Provost and Vice-President Academic

Secretary: Registrar

Procedures for Appointment of Faculty: Nominated and elected within each Faculty.

Second Motion: Motion to approve changes to the Constitution of the Faculty of Professional Studies Council.

Rationale: These changes have been reviewed, voted on, and approved by FPS Council. The Senate Bylaws Committee has reviewed these changes and is unanimous in agreeing that they can be forwarded to the Senate for review and approval. A summary document describing the changes as well as a copy of the new draft Constitution, which new language bolded in green, is attached. The existing Constitution can be found here: <https://professionalstudies.acadiau.ca/files/sites/professionalstudies/resources/PDF/FPS%20constitution%20Amended%20Version%202018-04-06.pdf>

FPS Approved changes to the FPS Constitution (v2018).

(Changes are described from the point of view of the revised 2025 constitution).

1. IV. Membership:

- Article A - MEMBERS (VOTING):
 - Updated “Director / Head” (2018) to “Unit Heads” (2025).
 - Updated “FPS Administrative Manager” (2018) to “FPS Assistant to the Dean” (2025).
- Article A - ASSOCIATE MEMBERS (VOICE BUT NO VOTE):
 - removed “one representative from AEC” (2018); the Acadia Entrepreneurship Centre no longer exists
 - removed “Professors Emeriti in the FPS” (2018); in practice Professors Emeriti do not attend meetings, but removing them does not preclude a Professor Emeriti from attending a meeting as they can be voted in as an Associate Member under the procedures listed in Article B.
- Article C - Replaced “his/her” (2018) to “their” (2025) for inclusivity

2. VI. Officers: Cleaned up this section; Article A identifies the roles of FPS Officers, Articles B-E describe the duties of each role.

- Article A - Moved the requirement that each role be filled by a different person from Article B (2018) to Article A (2025).
- Article B - Simplified the description of the role of the chair;
- Article E - Moved the procedure for electing the Elections Officer from Article A (2018) to Article E (2025); moved the description of the duties of the Elections Officer from Section XII Article B (2018) to Article E (2025); indicated that the description of the voting process, originally described in Section XII Article A, C, and D (2018) have been moved to Addendum I.

3. VII. Meetings:

- Article A: changed meeting dates from a specific month to the more generic “fall” and “winter”.

4. VIII. Council Committees: restructured the committees, and clarified the responsibilities and duties of each committee.

- Removed the list of committees (2018) as explained below, the Governing Principles now start section VIII;
- Removed “Except where the Chair is already determined, the Chair of each committee shall be elected annually by the members of the committees at their first meeting after July 1” from governing principles since it is redundant within the amended committee structures;
- Renamed the “Dean and Directors Committee” to the “Dean and Unit Heads Committee”;
- As Unit Heads are the core group responsible for carrying out the duties of the Nominating Committee and awards committees for teaching, research and community engagement awards, the functions of these committees were streamlined into a Unit Heads Committee, whose duty is to complete the nominating and award adjudication functions;

- The duties, responsibilities and procedures of the Nominating Committee (2018) are now described in Article B (2025) as a function of the Unit Heads Committee;
- FPS awards will not be individually named in the constitution but rather are referenced simply as “FPS Awards” (2025), therefore, removed The Distinguished Teaching Award Committee, The Award for Research Excellence and the Award for Outstanding Research Project Selection Committee, and The Community engagement Service Award adjudication committee. These awards are referenced simply as FPS Awards, the adjudication of which is the duty of the Unit Heads Committee. This streamlines the adjudication of awards which had cumbersome composition requirements (2018), as well as reducing the number of committees requiring faculty appointments (the composition of each awards committee [2018] was a little different and no longer made good sense);
- Renamed the “Planning Committee” (2018) to the “Curriculum Committee” (2025) as that has been the sole function of this committee. Also removed the requirement for 2 student representatives and a Support Staff representative based on the principle that student and staff are invited to provide input into curriculum changes at the academic unit level;
- Removed the Student Planning Committee. There is student funding for professional development opportunities in the Dean’s budget; these requests are usually received outside the academic year when the committee is unable to meet, making it redundant;
- Removed the Staff Planning Committee. The Assistant to the Dean hosts regular meetings of staff and offers professional development opportunities for staff, making this committee redundant.

5. X. Committee Reports

- Following the change to more generic language for meeting dates in section VII, “April” (2018) was revised to “Winter” (2025).

6. XI. Senate Representation:

- Replaced “Director/Head” with “Unit Heads”;
- With the addition of the School of Nursing there are now 6 Unit Heads in the FPS. Therefore, we replaced “one additional member elected from each of the Kinesiology, Business and Education Schools...and one member at large elected by the FPS” (2018) with “the remaining members shall be elected through a broader call to the FPS” (2025). This change was made to (a) accommodate inclusion of the Director of the School of Nursing, and (b) to give flexibility to the wording of this Article so that the Constitution doesn’t need to be revised each time the composition of the FPS changes.

7. XII. Elections Officer:

- Moved the description of the duties of the Elections Officer to section VI Article E;
- Moved the Process Governing Elections procedures from its own section (2018) to Addendum I (2025). This allows the procedures to evolve and change without having to revise the Constitution
- This section no longer exists as a stand alone section.

CONSTITUTION

of the

FACULTY of PROFESSIONAL STUDIES COUNCIL

of

ACADIA UNIVERSITY

Preamble

This Constitution is written under the appropriate terms and conditions of an Act respecting Acadia University Chapter 113 (1968) of the Laws of Nova Scotia (commonly called Bill 30), and subsequent amendments thereto, especially those resulting from the report *Into the Fourth Quarter*. The latter establishes the Faculty of Professional Studies as a sub-committee of the Senate of Acadia University, and gives the Council a formal position within the structure of the University, with specific rights and duties to perform. This Constitution is the formal instrument by which those rights and duties are to be carried to fruition. This Constitution, and any amendments thereto, are to be approved by the Senate. However, it is implied hereunder that the Senate may take no other action with respect to this Constitution or any amendment thereto.

I. NAME

The name of the organization shall be the Faculty of Professional Studies Council (referred to herein as "the Council").

II. MAILING ADDRESS

The Council's mailing address shall be The Secretary of the Faculty of Professional Studies Council, Acadia University, Wolfville, Nova Scotia, Canada. B4P 2R6.

III. OBJECTS

- (A) The Council may give consideration to all matters pertaining to academic policy within the Faculty of Professional Studies.
- (B) The Council may, if it so desires, express opinions in affairs of Acadia University (sometimes referred to herein as "the University").
- (C) The Council may, if it so desires, deal with any matter which the Board of Governors, the Senate, or the Faculty of Professional Studies may request it to consider.

IV. MEMBERSHIP

- (A) From and after the enactment of this Constitution, membership of the Faculty of Professional Studies is deemed to be:

MEMBERS (VOTING)
<ul style="list-style-type: none">▪ full-time faculty with academic appointment in the Faculty of Professional Studies (FPS)▪ half-time faculty with academic appointment in the FPS▪ Instructors with academic appointment in FPS▪ the Librarians for FPS▪ the President if holding an academic appointment in FPS▪ the Vice-President (Academic) if holding an academic appointment in FPS▪ the Dean of the FPS▪ any Academic Unit Head with an academic appointment in FPS▪ the FPS Assistant to the Dean▪ one Support Staff member from each academic unit in FPS▪ one full-time undergraduate student from each academic unit in the FPS selected by the students in each of the academic units.▪ one graduate student selected by the Acadia Graduate Students' Association and rotated annually from the FPS graduate programs.

--

ASSOCIATE MEMBERS (VOICE BUT NO VOTE)
<ul style="list-style-type: none">▪ the representative from the Faculty of Arts▪ the representative from the Faculty of Pure and Applied Science▪ support staff in FPS excluding the voting reps

Additional candidates for associate membership shall be nominated by an academic unit in the Faculty of Professional Studies. All additional associate members shall be elected by a simple majority of Council at the first regular meeting of Council of the academic year. Associate membership may also be withdrawn by a simple majority vote.

- (C) Any questions of or pertaining to the rights of an individual to membership in the Council shall be decided at the first Council meeting of each year. A person shall cease to be a member of the Council when **their** employment in the Faculty of Professional Studies is terminated. All members of the Council remain members while on leave, but may not serve on any committees of the Council during their absence.

V. THE YEAR

The year of the Council shall correspond to the academic year of Acadia University, presently 1 July to 30 June next.

VI. OFFICERS

- (A) The Officers of the Faculty of Professional Studies shall consist of a Chair, a Vice-Chair, a Secretary, and an Elections Officer. **No two offices of the Council may be held simultaneously by the same person.**

- (B) **The duty of the Chair is to** preside over all meetings of the Faculty of Professional Studies Council.

- (C) The Vice-Chair shall act as Deputy to the Chair and serve whenever the Chair is prevented from so doing, or whenever the Chair wishes to participate in debate as an individual member of Council.

- (D) The Secretary to Council shall be the **Assistant to the Dean** of the Faculty of Professional Studies. The duties of the Secretary to Council are:

- (1) to record, or have recorded, and distributed within seven (7) days after meetings proper minutes of all Council meetings.
- (2) to assist the Chair with preparation and distribution of notices, meeting agendas, and all information pertaining thereto.
- (3) to maintain and act as custodian of the records and membership rolls of Council, and to deposit the records of Council in the Acadia University Archives on an annual basis.
- (4) to perform other duties as assigned by the Council.

- (E) The Elections Officer shall be elected annually by Council on nomination by the Unit Heads**

Committee. The duties of the Elections Officer shall be:

- (1) to conduct in April of each year, the election of the Chair and Vice Chair of Council to serve for the following academic year.
- (2) to conduct an election for a Faculty representative to the Board of Governors. All members of Faculty shall be eligible to serve on the Board of Governors except those who, in any capacity, regularly attend meetings of the Board of Governors, including the Executive Committee of the Board.
- (3) to conduct other elections as needed.
- (4) to conduct all elections according to the process outlined in Addendum I.

VII. MEETINGS

- (A) There shall be a minimum of two meetings of Council each year; one in the Fall semester, and one in the Winter semester. Also, the Council shall meet at the call of the Chair or, in the absence or indisposition of the Chair, at the call of the Vice-Chair and the Secretary, or whenever eight members of Council, in writing to the Secretary, request that a meeting be called.
- (B) Procedure at all meetings of the Council, and of the Committees of Council, shall be guided by Roberts Rules of Order (latest edition). The agenda, including all notices of motion (other than amendments to the Constitution), shall be distributed to all members of Council or, in the case of standing committees, to the members of the committee, seven days in advance of the meeting.
- (C) The quorum for all meetings of Council shall be twenty-five percent of the voting members of Council, to be determined each year on the date of Council's first meeting of the year.
- (D) All decisions made by the Council prior to the coming into force of this Constitution shall be binding upon the Council after the date of ratification of this Constitution. Notwithstanding anything in the foregoing, any previous action or decision of Council which is altered, amended, or repealed by anything which is written in any article of this Constitution shall, if it be in contravention of or repugnant to any part of this Constitution, be void when this Constitution is ratified.

VIII. COUNCIL COMMITTEES

Governing Principles

- (1) It shall be considered to be the right of any member of Council to request an appearance before, or make submission to, any committee of Council.
 - (2) All committees of Council may establish sub-committees to assist them with their functions, and they may also co-opt assistance whenever they believe it to be desirable and in the best interests of all concerned. Council must be informed at the next Council meeting of the establishment of any and all sub-committees.
- (A) The Dean and Unit Heads Committee shall consist of the Dean, who shall chair the committee, the Unit Heads within the Faculty of Professional Studies, and the

Assistant to the Dean. This body is responsible for the governance of the units and the faculty.

- (B) The Unit Heads Committee shall consist of the Head of each academic unit within the Faculty of Professional Studies, and the Assistant to the Dean.

Duties of the Unit Heads Committee

(1) Nominating

- a) To present to the Winter semester meeting of Council nominations for Council, Senate and University committee vacancies (including Faculty representatives to the University Review Committee but excluding the Faculty representative to the Board of Governors) as well as the nominations for the Elections Officer.

b) Vacancies:

- (i) Review vacant positions and determine potential candidates.
- (ii) Invite candidates to serve until one agrees.
- (iii) If vacant positions remain, remaining members shall be elected through a broader call to the Faculty of Professional Studies.
- (iv) Present nominations to Council where additional nominations shall be invited.

(2) Awards.

- a) Adjudicate Faculty of Professional Studies awards and scholarships.
- b) To appoint one or more people to adjudicate grant awards if the elected representatives are not eligible.

- (C) The Faculty of Professional Studies Curriculum Committee shall consist of the Dean, who shall chair the committee, the Unit Heads within the Faculty of Professional Studies, the Assistant to the Dean, and one faculty member from each unit elected through the nominating procedure, and Faculty of Professional Studies Council Chair. This body is responsible for reviewing curriculum change submissions from academic units within the faculty.

IX. ad hoc COMMITTEES

The Council may establish any number of ad hoc committees to study and report on any matter within the Council's competence. The membership of such committees shall be determined by Council at the time the Committee is established.

X. COMMITTEE REPORTS

At the Winter semester Council meeting of each year all Council committees and all ongoing *Ad-hoc* committees shall report in writing to Council on their activities.

XI. SENATE REPRESENTATION

- (A) The Faculty of Professional Studies has ten (10) members of Senate. They are:

- (1) The Dean of the Faculty (permanent member).
- (2) The Unit Heads of each academic unit in the Faculty of Professional Studies (ex-officio members).
- (3) The remaining members shall be elected through a broader call to the Faculty of Professional Studies.

XII. AMENDMENTS

The Council may, by Special Resolution which shall be distributed fourteen (14) days in advance of the next meeting of Council, amend or repeal any article of this Constitution provided that all amendments, either additions or deletions, are consistent with the statutes of Nova Scotia and more particularly Chapter 113 (1968) of the statutes of Nova Scotia, and with the Constitution of Senate. All amendments of this Constitution must be approved by two-thirds of the Council, present and voting, in the form of a special resolution before any such amendment comes into force. A vote on any such amendment shall be conducted by secret ballot, unless the members present agree unanimously that a secret ballot is not necessary.

XIII. INTERPRETATION

In all articles of this Constitution, the singular shall include the plural, and the plural, the singular. Whenever reference is made in this Constitution to any statute or The Council may, by Special Resolution which shall be distributed fourteen (14) days in advance of the next meeting of Council, amend or repeal any article of this Constitution provided that all amendments, either additions or deletions, are consistent with the statutes of Nova Scotia and more particularly Chapter 113 (1968) of the statutes of Nova Scotia, and with the Constitution of Senate. All amendments of this Constitution must be approved by two-thirds of the Council, present and voting, in the form of a special resolution before any such amendment comes into force. A vote on any such amendment shall be conducted by secret ballot, unless the members present agree unanimously that a secret ballot is not necessary.

- XIV. This Constitution, known as the "2025 Constitution of the Faculty of Professional Studies," became effective on the first day of July 2025.

ADDENDUM I

The Process Governing Elections

- (A) The Elections Officer shall set all necessary dates for elections.
- (B) Nominations
Nominations shall not close before one week after the call for nomination has been distributed.
- (C) Voting eligibility and procedure
 - (1) Faculty elections will be by secret ballot
 - (2) Electronic nominations and election processes under the auspices of the Elections Officer, constitute sufficient means for nominations and secret ballots
 - (3) There shall be no proxy votes
 - (4) Elections shall not close until three (3) working days (72 hours) after the ballots have been distributed
 - (5) Each member of Council shall have as many votes as there are vacancies to be filled, but no member may give more than one vote to any candidate. Where voters cast fewer votes than the number of vacancies to be filled, such ballots shall still be counted.
 - (6) The Elections Officer shall not vote in Council elections except to break ties. All ties shall be broken by a vote of the Elections Officer, using only one vote per round of balloting.
- (D) Voting Process
 - (1) Single Vacancy:
Where there is a single vacancy to be filled, the winning candidate shall be the one who receives the majority of votes cast:
 - a) Where there is only a single nominee, that nominee is elected by acclamation
 - b) Where there are two nominees, there shall be a single ballot to determine the winner
 - c) Where there are three nominees and the leading candidate after the first ballot has not received a majority of the votes cast, there shall be a second ballot between the two leading candidates to determine the winner
 - d) Where there are four or more nominees and the leading candidate after the first ballot has not received a majority of the votes cast, there shall be a second ballot between the three leading candidates. If the leading candidate after the second ballot has not received a majority of the votes cast, there shall be a third ballot between the two leading candidates to determine the winner.
 - (2) Two or More Vacancies:
Where there are two or more vacancies to be filled, the winning candidates must receive a majority of the votes cast. A majority in such instances is the total number of votes divided by twice the total number of vacancies to be filled with the addition of one to the result. If this final total is not a whole number, the next higher whole number is taken.
 - a) Where no candidates are elected after the first ballot, the second and, if necessary,

subsequent ballots shall include one more candidate than there are vacancies to be filled. Those candidates with the highest vote totals will be included on the second and subsequent ballots

- b) Where one or more candidates are elected after the first ballot, but one or more vacancies remain to be filled, the second, and if necessary, subsequent ballots shall include one more candidate than there are vacancies to be filled. Those candidates with the highest vote totals among the remaining candidates will be included on the second and subsequent ballots.
- c) Where more candidates receive a majority of votes (as defined above) than vacancies exist, those candidates with the higher vote totals shall be declared elected.
- d) Where there are two or more vacancies of different duration, those candidates who are elected on an earlier ballot or with more votes on the same ballot shall receive the longer term of office.