

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

Minutes of the Senate Meeting of Monday, December 15, 2025.

A meeting of the Senate of Acadia University occurred on Monday, December 15, 2025, beginning at 1:09 PM, with Chair A. Kiefte presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kiefte noted that a quorum had been met, welcomed participants, and called the meeting to order.

Approval of Agenda

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

Chair A. Kiefte stated there had been communication regarding the agenda and that while it is standard practice to carry forward unfinished items from one meeting to the next, two agenda items had been altered since the previous meeting. The Draft Policy on Suspension of Student Admissions into Academic Programs was removed from the agenda after it was clarified that this issue falls outside Senate's purview, as it is an operational matter, even though pausing admissions can have academic and curriculum impacts. The second item, on Academic Unit Reorganization, remained on the agenda but in a modified form. The two draft policies that had appeared previously were removed, as Senators had been advised at the October meeting that a draft Academic Unit Reorganization policy would be forthcoming in November or December. Instead, the item was brought forward with guiding reflection questions that relate directly to the draft policy being developed by the office responsible for policy development.

D. Seamone spoke against the removal of the two items from the agenda, arguing that they had already been approved by Senate as part of the previous agenda and therefore should have appeared under Old Business. Citing her experience with Robert's Rules, she criticized Senate Executive's suspension of the rules, arguing that it limited discussion rather than enabling it and prevented proponents of the alternative draft policy from explaining their rationale and concerns. She questioned whether the agenda therefore required a two-thirds vote, stated she would vote against approving it unless the items were reinstated. She stated that the decision was an unusually authoritarian action by Senate Executive.

A. Kiefte asked D. Seamone to clarify her statement that Senate Executive decisions require approval by a two-thirds majority of Senate.

D. Seamone stated that her understanding, based on the By-Laws, is that all decisions taken by Senate Executive must be brought forward to Senate for approval. She noted

that this interpretation was confirmed in the meeting chat by J. Carlson, who indicated that Senate Executive Committee decisions are required to be presented at the next Senate meeting.

A. Kiefte asked for clarification on where the requirement for a two-thirds approval appears, noting that the portion cited in the chat was familiar and that her announcements were intended to serve as the presentation of that Senate Executive discussion to Senate.

D. Seamone stated that the reference to a two-thirds requirement was based on her own reading of Robert's Rules and noted that she would need to review it again to confirm. She argued that omitting the items from Old Business constituted a suspension of the rules and therefore should have required such a vote.

J. Sachs strongly objected to the removal of the discussion items, noting that Senate had unanimously approved their inclusion on the agenda at the November meeting, including by all members of Senate Executive present at that time. He noted that at that meeting, Senate was only able to discuss the draft policy brought forward by K. Ashley, who had had an opportunity to speak about her proposal before time ran out. He argued that Senate Executive subsequently overruled the expressed will of Senate at an emergency meeting, which he said was inconsistent with Senate's Constitution and By-Laws and Robert's Rules, as Senate Executive's role is to act between meetings, not overturn Senate decisions. He characterized the decision as baffling and unconstitutional, joined D. Seamone in objecting, and formally moved to amend the agenda to restore the discussion items so Senate could consider them as originally approved.

K. Ashley clarified that she had not spoken in favour of her policy, but had instead described the policy that had previously been before Senate Executive and the Academic Planning Committee, and asked that this correction be noted.

Motion to amend the agenda: Motion that all unfinished business approved for inclusion in the October agenda be added to the agenda for this Senate meeting. Moved by J. Sachs and seconded by J. Slights.

J. Slights spoke in support of the amendment, emphasizing the importance of following Senate's rules and enabling a full, fair, and deliberative discussion on issues about which many members feel strongly. She argued that limiting or shutting down the conversation would be counterproductive and that restoring the items to the agenda would allow for appropriate and thorough consideration.

The Chair called for a vote.

A. Kiefte reported that the motion to amend the agenda did not pass, noting that the vote fell short of the required threshold. As a result, she confirmed that the agenda would remain as originally distributed and asked whether there were any further comments on the agenda.

AMENDMENT THAT ALL UNFINISHED BUSINESS APPROVED FOR INCLUSION IN THE OCTOBER AGENDA BE ADDED TO THE AGENDA FOR THIS SENATE MEETING NOT CARRIED

E. Curry stated that she would like to move the motions from the By-Laws Committee to the time-sensitive section of the agenda.

A. Kiefte confirmed that E. Curry's proposed amendment was to reclassify the three motions from the By-Laws Committee, currently listed as item 5(a) (motions 1, 2, and 3), as item 3(c) on the agenda.

Motion to amend the agenda: Motion to move the three motions from the By-Laws Committee to the Time Sensitive section of the agenda. Moved by E. Curry and Seconded by C. Rushton.

E. Curry explained that the issue was time-sensitive because the Senate Curriculum Committee (Administrative) had scheduled three days of curriculum review meetings in January before the Winter Term, and a decision on the committee structure was needed to clarify responsibility for that work before the next Senate meeting.

A. Kiefte noted that changes to committee composition typically take effect at the end of the academic year, though Senate is not precluded from approving earlier implementation. She explained that if the changes were to take effect immediately, the motions should be explicitly amended to state this, as it would depart from standard Senate practice.

A. Kiefte called for a vote.

A. Kiefte confirmed that this motion to amend the agenda had passed and that item 5(a) would be moved to item 3(c).

AMENDMENT TO MOVE THE THREE MOTIONS FROM THE BY-LAWS COMMITTEE TO THE TIME SENSITIVE SECTION OF THE AGENDA CARRIED

A. Kiefte invited further comments regarding approval of the agenda.

E. Curry moved that an additional item be added to the agenda, proposing a report from the Senate Executive Committee, to be inserted either under item 4(a) between items 9 and 10 or under item 4(b).

A. Kiefte responded that a Senate Executive report should not be added to the Consent Calendar, as members had not had an opportunity to review it in advance, which is normally how those are handled. She advised that such a report should instead be added under item 6.

E. Curry agreed, suggesting it be placed between items 6(a) and 6(b).

Motion to amend the agenda: Motion that a report from the Senate Executive be added to the agenda. Moved by E. Curry and seconded by J. Sachs.

E. Curry expressed concern that a decision had been made by the Senate Executive Committee about what falls within Senate's purview that she did not fully understand. She was seeking the addition of the agenda item in order to gain clarification about the reasoning behind the decision.

J. Sachs stated that when Senate Executive makes a decision between Senate meetings, it is required to be brought forward to Senate for approval. He suggested that it may not technically require a motion to add the item to the agenda, as it should constitutionally appear there in any case.

D. Benoit stated that while he did not object to adding the item to the agenda, he was concerned that doing so ahead of item 5(c), the Faculty Guidelines for the Use of Generative AI in courses, would push that discussion further down and potentially prevent it from being addressed at the meeting.

A. Kiefte suggested placing the new item later in the order as item 5(d) rather than 5(b).

E. Curry indicated she was comfortable with this change.

J. Sachs noted his understanding that if Senate did not approve the matter at this meeting, the Senate Executive decision would not take effect, and expressed hope that Senate would reach the agenda item in time.

A. Kiefte called for a vote.

A. Kiefte stated that there was not the required threshold of votes to amend the agenda.

MOTION THAT A REPORT FROM THE SENATE EXECUTIVE BE ADDED TO THE AGENDA NOT CARRIED.

A. Kiefte returned the discussion to the approval of the main agenda. At this stage the only approved change to the agenda was the placement of the motions from the Senate By-Laws Committee, with the former item 5 now moved to item 3(c). No other amendments were proposed.

A. Kiefte called for the vote for approval of the agenda as amended.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED.

Chair's Announcements

A. Kiefte announced that guests attending the meeting included M. Coombs, Chair of the Senate Curriculum Committee, along with Nursing program guests M. Gallant, A. Rockwell, K. Sansom, K. Langman, B. McKee, K. Ackerson, K. Gillespie, S. Breneol, T.

Dawson, J. MacKenzie, C. Flegg, K. Mason, A. Elliott, C. Rawding, and S. Belliveau, some of which would attend in person and some online for item 3(a).

A. Kiefte reported that regrets had been received from J. Hennessy, S. Hewitt, J. Colton, K. Brenton, Z. Whitman, H. Williams, E. Bettenson, S. Fleckenstein, D. Kruisselbrink, M. Ramsay, E. Narinoglu, and J. Poertner. She also noted the planned early departures of J. Slights and E. Callaghan, and the planned late arrivals of S. Bishop and H. Moussa.

Time Sensitive Items

Motion from the Senate Curriculum Committee: Motion that the Nursing Program curriculum changes be approved. Moved by E. Curry and seconded by J. Hooper.

Summary of discussion

- Senate approved the Nursing program curriculum changes to replace the Cape Breton University model, reflecting extensive consultation, national best practices, and strong support from provincial and community partners, including Tajikeimik.
- Questions were raised and clarified around minor errors (e.g., outdated Collective Agreement references, student–faculty ratios), progression policies, and legacy references to Nursing 1213, which was confirmed not to be part of the new Acadia program.
- The motion passed unanimously, with praise for the leadership, curriculum design, and the program’s alignment with Acadia’s academic mission and community commitments.

A. Kiefte extended a warm welcome to the Nursing representatives attending both in person and online, noting that the motion was expected to be positive news. She then invited M. Coombs, Chair of the Curriculum Committee, to speak on the motion.

M. Coombs explained that the proposal recommended two new Nursing programs, one for entry by Licensed Practical Nurses and one for direct-entry Nursing students, as Acadia transitions away from the Cape Breton University program. She noted that the curriculum changes were developed to establish Acadia’s own program, building on the previous model, but incorporating revisions and improvements following careful review.

C. Busse spoke in strong support of the proposed Nursing programs, noting that they reflect extensive collaboration, consultation, and research involving faculty, students, and community partners, and highlighting the enthusiasm within the School of Nursing. She emphasized broad community and provincial support, evidenced by letters of endorsement from students, the Mi’kmaq Health Authority of Nova Scotia (Tajikeimik), the provincial Minister of Health, and other health-care leaders. She explained that the programs were developed in response to significant changes in health care and nursing education over the past decade, including the impacts of the COVID-19 pandemic, and were built from the ground up using best practices and national and international engagement. She highlighted the partnership with Tajikeimik and L’nu Nursing in responding to the Truth and Reconciliation Commission’s calls to action and noted that student feedback informed the program design, particularly in strengthening student connection and addressing barriers for equity-deserving communities. She concluded by

thanking Senate, the Senate Curriculum Committees, and others involved, and invited questions.

A. Cunsolo congratulated and commended C. Busse, C. Haigh, and the School of Nursing on the proposed curriculum, describing both the curriculum itself and the development process as exceptional. She characterized the work as a potential game changer for curriculum development and for the province, with the potential to serve as a national example, and noted the strong excitement and support from the Acadia community, the health-care sector, Tajikeyimik, L'nu Nursing, and the provincial Minister of Health.

J. Sachs expressed enthusiasm for the proposal but outlined several specific errors and issues he believed required correction in the MPHEC form. He noted that on page 19 the document refers to the 16th Collective Agreement and states that NPEs have no place in the Collective Agreement, which is outdated and should be revised to reflect the 17th Collective Agreement, under which NPEs now have a defined role. He also noted on page 7 (item G5/GV) that the stated maximum student–faculty ratio of 1:14 was incorrect, as the Collective Agreement allows a ratio of up to 1:15 under certain circumstances. On page 20 (items D1 and E), he identified language suggesting that full-time permanent instructional staff are required to be enrolled in PhD programs, which he noted does not accurately reflect expectations for NPEs, who may teach full time without PhD enrolment. In addition to these errors, he raised questions about whether Acadia's systems can accommodate atypical course credit values listed in the appendix (such as 6- and 15-credit courses) and about the appropriateness of explicitly approving a course (Nursing 1213) to be taught by faculty at another institution, which he noted is unusual in Senate Academic Calendar approvals.

A. Kiefte asked whether C. Busse wished to respond to the points raised, noting that both she and C. Haigh were closely involved in the work.

C. Busse responded by addressing the question about Nursing 1213, explaining that it is not an Acadia course and therefore not part of the new Acadia curriculum being proposed. She noted that the calendar listing included legacy courses from the Cape Breton University program to show the full set of nursing courses historically delivered, with the new Acadia courses identified separately. She explained that the reference to instruction by St. Francis Xavier University likely reflects past resource-sharing arrangements for online delivery, and that the course may in fact continue to be taught by Cape Breton University, as Acadia does not currently have the capacity to offer it. She acknowledged the complexity of the inter-institutional arrangements and noted that removing the reference would not necessarily change who teaches the course, emphasizing that it is outside the scope of the Acadia curriculum package under consideration.

A. Kiefte asked whether the course in question was being transferred to Acadia and, if it continued to be taught by St. Francis Xavier University, whether it would simply be treated as a transfer course rather than an Acadia-delivered course.

C. Busse clarified that the course is currently delivered by Cape Breton University and that references to St. Francis Xavier University likely reflect how the Academic Calendar entry was drafted at an earlier time. She noted that the course is part of the existing Cape Breton program and is not being transferred to Acadia at this stage, adding that adopting or reconfiguring it as an Acadia course would be a future proposal and is not part of the current submission.

M. Bishop addressed J. Sach's question about whether Acadia's systems could accommodate atypical course credit values, confirming that Acadia's Colleague system allows entry of a wide range of course credit values, noting that credit hours can be set to virtually any value, up to approximately 99.

E. Curry expressed support for the motion, noting that she had initially had questions about how a professional degree program would align with Acadia's broader identity as a liberal educational institution. She stated that she was impressed by the program's design, particularly its holistic approach and its integration of culturally responsive nursing and strong connections with the Health Authority, which addressed her earlier concerns.

C. Haigh spoke in strong support of the motion, commending the leadership shown by C. Busse and acknowledging the significant work contributed by faculty teaching in the current satellite nursing program and by the many institutional and community partners involved. She noted that the new curriculum clearly demonstrates what nursing education at Acadia looks like, describing it as a model that will lead nursing education provincially, nationally, and potentially internationally. She emphasized that the program is well integrated into the broader academic life of the university, enabling nursing students to engage meaningfully with other disciplines and to connect theoretical foundations, professional skills, and professional identity in a way that reflects Acadia's educational mission.

M. Lukeman thanked the committee for the substantial work involved in developing the proposal and acknowledged the effort required to prepare an MPHEC submission. He then raised a question, noting that chemistry had been removed from the program requirements, despite remaining a requirement in nursing programs at other institutions in the province, and asked for an explanation for why chemistry was no longer included.

C. Busse explained that removing chemistry was a difficult decision made after extensive discussion, noting that chemistry is not required in all nursing programs in Canada and that space was needed to include nutrition, which the working group felt was more essential for nursing practice. She emphasized that students still enter with Grade 12 chemistry preparation, that comparable programs and advanced nursing pathways do not require additional chemistry, and that she remains open to further discussion about incorporating chemistry content or revisiting the decision in the future.

J. Sachs followed up on his earlier question about Nursing 1213, seeking clarification on whether the course is currently taught by Cape Breton University.

C. Busse clarified that the LPN bridging component of the program is delivered online and that the relevant courses have historically been taught by Cape Breton University. She noted that a small number of students from the Acadia stream join this online offering, which continues to be taught by CBU faculty.

J. Sachs proposed removing references to the course being taught by St. Francis Xavier University from the calendar description and related curriculum forms, so that the course could instead be identified as being offered by Cape Breton University.

A. Kiefte suggested that the change could be treated as a typographical correction rather than a formal amendment based on C. Busse's previous response and asked whether the mover and seconder were comfortable with that approach. With their agreement, she confirmed that the correction would be handled accordingly.

J. Sachs raised an additional question, noting that the proposed Nursing program includes a distinct progression policy separate from the standard calendar policies, and asked for an explanation of why a separate progression policy was being proposed.

In response to J. Sachs' earlier question, C. Busse noted that the reference to the 16th Collective Agreement would be corrected to reflect the current 17th Collective Agreement. She then explained that the Nursing program's separate progression policy follows existing precedent at Acadia, such as the BEd program, and reflects standard practice in nursing education nationally and internationally. She noted that nursing programs are subject to external accreditation requirements and public accountability through regulatory bodies, which necessitate progression standards that differ from other program standards in the Academic Calendar, particularly for nursing and clinical courses, where higher minimum performance thresholds are standard across comparable institutions.

D. Benoit expressed confusion about the discussion of Nursing 1213, noting that the course already exists in the academic calendar and is not included in the current set of curriculum change forms or the accompanying Excel sheet. He questioned whether Senate was being asked to pre-emptively approve changes to a course that was not formally before it, and raised concerns about procedural clarity, emphasizing that changes to courses not included in the submitted materials would normally require separate curriculum forms brought forward at a later time.

C. Busse acknowledged the procedural concern and explained that while the reference to Nursing 1213 was incorrect and could be easily amended, the course is not part of the new Acadia Nursing program and is not being offered as part of the proposal before Senate. She clarified that it appeared in the materials only to show the full set of courses historically associated with the School of Nursing, and confirmed that once Acadia operates its standalone program, Nursing 1213 will not be taught by Acadia.

A. Kiefte clarified that Nursing 1213 is not part of the new Acadia standalone program and that references to it in the MPHEC documentation can be corrected without a formal amendment. She proposed that, to ensure the academic calendar is accurate during the

transition period, a separate curriculum change form for the existing course be submitted to the Curriculum Committee for a future update.

C. Busse agreed that this was appropriate.

E. Curry noted that the Nursing program's separate progression policy had been discussed at the Senate Curriculum Committee (Administrative) and added that C. Busse and the School of Nursing have been working with the Admissions and Academic Standing (Policy) Committee to coordinate this aspect of the program.

There were no other questions or comments.

A. Kiefte called for a vote.

A. Kiefte announced that the motion had passed unanimously and congratulated the School of Nursing, welcoming them officially to Acadia. A round of applause followed.

MOTION THAT THE NURSING PROGRAM CURRICULUM CHANGES BE APPROVED CARRIED

Motion from Timetable, Instruction Hours, and Examination Committee: Motion that the winter 2026 Add/Drop date be moved from Tuesday, January 20 to Wednesday, January 28. Moved by D. Benoit and Seconded by D. Duke.

D. Benoit explained that the motion proposed moving the add-drop date to accommodate students writing special final exams on January 17 following the December 8 university closure, allowing faculty sufficient time to mark the special examinations and post course results, and giving students adequate time to decide whether to continue in the courses they were registered in or make alternative choices.

D. Duke spoke in support of the motion, noting that students writing exams on January 17 face a very limited window to receive results and determine the implications for their winter-term course choices. He indicated that he had already received several student requests related to this issue and emphasized that the change would better support students.

A. Kiefte noted that while she hoped that no further weather or operational disruptions would occur during this examination period, any additional issues affecting timelines might require Senate Executive to address further extensions separately before the January Senate meeting and flagged this as a potential matter for future consideration.

D. Benoit reiterated his support for the motion and stressed the need for timely communication to faculty and students if the motion passes, noting that a later add-drop date could affect assessment planning if students join classes later than usual.

A. Kiefte noted that the communication regarding the change to Academic Calendar dates would come through the Registrar's Office and emphasized that communication should

extend beyond faculty with January 17 exams to all faculty and staff, to ensure they are aware of the later add-drop date and its potential impact on assessment planning and advising.

D. Benoit noted that there could be significant downstream impacts, using the example that if a student fails Calculus I and can no longer take Physics II, they may need to find two alternative courses and not just one.

A. Kiefte noted that the change would also affect administrative assistants, Unit Heads, and program coordinators, particularly with respect to advising. She suggested that these groups, along with faculty and students, be explicitly highlighted in the operational communication sent out about the change.

M. Bishop confirmed that the communication would be distributed broadly, including to students, faculty, administrators, and the DDD list.

A. Kiefte thanked M. Bishop and emphasized that the impact on assessment planning may not be immediately obvious to faculty.

D. Benoit added that in courses with frequent assessments, such as those with multiple tests early in the term, students could still be joining the class after assessments have already begun.

K. Hillier asked whether there was an anticipated timeline for submitting results from the January 17 exams, noting that the date falls five days into the late January term start.

A. Kiefte responded that the timeline was outlined in the motion's rationale documentation, noting that faculty have seven working days to submit final course grades following a final exam, and that the proposed date was selected based on that timeframe.

A. Kiefte called for a vote.

MOTION THAT THE WINTER 2026 ADD/DROP DATE BE MOVED FROM TUESDAY, JANUARY 20 TO WEDNESDAY, JANUARY 28 CARRIED.

Motions from the Senate By-Laws Committee

Motion to Recombine Senate Curriculum Committee (Policy) with Senate Curriculum Committee (Administrative) effective immediately. Moved by J. Carlson and seconded by E. Curry.

A. Kiefte invited J. Carlson to speak to the motion.

J. Carlson directed Senators to pages 21–22 of the materials, highlighting the proposed new duties and committee membership, the comparison with the former duties of the two separate committees, and the rationale and examples explaining the motivation for recombining them.

A. Kiefte asked for clarification on the effective date of the proposed committee changes, noting that while such changes normally take effect at the end of the academic year, Senate could approve immediate implementation. She asked whether the motion was intended to take effect immediately if adopted.

J. Carlson asked that the motion be amended to specify that it would take effect immediately.

A. Kiefte confirmed that the motion would specify “effective immediately,” and asked E. Curry if she was comfortable with that wording.

E. Curry confirmed and explained that the proposal arose from discussions within both Senate Curriculum Committees last spring and was intended to reduce the administrative and workload burden of having two separate committees. She noted that recombining them would improve communication between the administratively focused and policy focused curriculum work.

A. Kiefte noted that the two curriculum committees had previously operated as a single committee until around 2014 or 2015, and that approving the motion would effectively conclude a roughly ten-year “experiment” of operating them separately.

K. Ashley sought clarification on the use of co-chairs for the merged committee and how inquiries should be directed in practice, whether to both co-chairs or to one who would then determine the appropriate handling.

E. Curry explained that the co-chair structure was intended to ensure that policy work continues alongside administrative work, addressing a past issue where policy matters were not being completed. She noted that one co-chair would focus primarily on administrative curriculum work and the other on policy, and that members could contact either or both co-chairs if unsure which area their question fell under.

A. Kiefte called for a vote.

**MOTION TO RECOMBINE SENATE CURRICULUM COMMITTEE (POLICY)
WITH SENATE CURRICULUM COMMITTEE (ADMINISTRATIVE) EFFECTIVE
IMMEDIATELY CARRIED**

Motion that the Vice-Provost Curriculum and Planning be added as an ex officio (non-voting) member to the Senate Curriculum Committee. Moved by J. Carlson and seconded by E. Curry.

A. Kiefte asked J. Carlson to present the motion using wording that reflects the establishment of a single Faculty Curriculum Committee, noting that the existing parenthetical language in the motions would need to be clarified accordingly.

J. Carlson moved that the Vice-Provost Curriculum and Planning be added as an ex officio, non-voting member of the Senate Curriculum Committee, effective immediately.

J. Carlson read the rationale: Having the Vice-Provost Curriculum and Planning as well as the Academic Planning, Quality Assurance, and Planning Coordinator as non-voting members will help to streamline questions about processes Acadia has or needs to develop and will facilitate next steps in a more timely manner.

A. Kiefte called for a vote.

MOTION THAT THE VICE-PROVOST CURRICULUM AND PLANNING BE ADDED AS AN EX OFFICIO (NON-VOTING) MEMBER (TO SENATE CURRICULUM COMMITTEE, EFFECTIVE IMMEDIATELY CARRIED.

Motion that the Academic Programming, Quality Assurance, and Planning Coordinator be added as an ex officio (non-voting) member of the Senate Curriculum Committee, effective immediately. Moved by E. Curry and seconded by J. Carlson.

J. Carlson stated that he had already read the rationale for the motion and noted that this change was to improve streamlining and timeliness in curriculum processes.

There were no further questions or comments.

A. Kiefte called for a vote.

MOTION THAT THE ACADEMIC PROGRAMMING, QUALITY ASSURANCE, AND PLANNING COORDINATOR BE ADDED AS AN EX OFFICIO (NON-VOTING) MEMBER OF THE SENATE CURRICULUM COMMITTEE, EFFECTIVE IMMEDIATELY CARRIED.

A. Kiefte announced that all three motions from the By-Laws Committee had passed. She noted that she and S. Pineo would update Senate records accordingly and would communicate with the relevant Chairs/co-Chairs to confirm the new committee structure and membership, ensuring consistency in both positions and names.

D. Benoit asked how membership would be determined for the newly combined committee, noting that its membership would be smaller than the total membership of the two existing committees.

A. Kiefte responded that there were existing vacancies which may be absorbed through this. She and S. Pineo would need to review the Senate records carefully after this meeting to identify any membership issues arising from the merger and then work with the committee co-Chairs and affected members to address them. She emphasized that committee membership would be finalized through the appropriate democratic processes used for filling positions through the nominating and election processes.

E. Curry confirmed that there had been several existing vacancies on the SCC (Administrative) Committee.

Consent Calendar Items

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

Announcements and Communications

A. Kiefte invited questions directly relating to the Consent Calendar Items.

E. Curry asked about the appropriate time or venue to raise follow-up questions arising from her review of Senate minutes from the previous year.

A. Kiefte asked whether the questions were directly related to an item in the Consent Calendar.

E. Curry clarified that her questions related to items that had appeared in previous consent calendar submissions and had not yet been voted on or followed up on.

A. Kiefte suggested that the questions be raised under her written report, which includes discussion of the Consent Calendar and an excerpt from Robert's Rules of Order. She indicated that this would be the most appropriate venue, as the questions were not directly related to the submitted current Consent Calendar items for this meeting.

President And Vice-Chancellor Report to Senate

There were no announcements.

Provost and Vice-President Academic Report to Senate

There were questions or additional announcements.

Executive Advisor, L'nu Affairs and Indigenization Report to Senate

There were no announcements.

Associate Vice-President EDI-AR Report to Senate

There were no announcements.

Vice-Provost Curriculum & Planning Report to Senate

There were no announcements.

Vice-Provost, Academic Policy and Graduate Studies Report to Senate.

There were no announcements.

Vice-President Student Experience Report to Senate

E. Curry directed a question to S. Duguay, asking how admission caps are determined for oversubscribed programs, such as Psychology and Kinesiology, and who is responsible for setting the maximum number of students admitted to those programs.

S. Duguay explained that with the exception of Nursing, Acadia does not currently impose caps on programs and that students who meet the admission requirements are offered acceptance.

E. Curry asked who determines the admission caps for Nursing.

S. Duguay explained that the program operates as a collaborative arrangement led by Cape Breton University and administered at Acadia. He noted that a set number of seats are reserved for equity-deserving groups, with some seats released earlier in the admissions cycle and additional seats released later as the year progresses.

A. Cunsolo clarified that enrolment numbers for the Nursing program are regulated by the province, noting that the province sets the seats and that these decisions are not determined internally by Acadia.

K. Ashley added that, in response to E. Curry's question, some programs at Acadia are effectively capped due to externally imposed faculty-to-student ratios, citing Counselling as an example where limits are set by accrediting or regulatory bodies rather than by internal decisions.

Z. Cam asked about the new admissions and recruitment materials for international students, noting the use of green and orange colour schemes, and inquired about the rationale for this choice given Acadia's traditional use of red and blue branding.

S. Duguay explained that Acadia has undertaken a brand review and is introducing secondary and tertiary colours to complement the traditional red and blue, noting that relying on only two colours was limiting. He indicated that this represents a brand refresh rather than a full rebrand, with new colour options inspired by regional landscapes to be released after the new year. He also noted that minor logo updates are already in use and will continue to be rolled out gradually due to the cost of replacing signage and materials.

Z. Cam asked whether students had been consulted or whether there were plans to gather student feedback on the updated branding and new colour palette.

S. Duguay replied that student focus groups had been conducted through the Acadia Students' Union, likely before the current term, and offered to follow up with details.

Y. Jawad confirmed that the Acadia Students' Union had been consulted on the use of secondary colours, explaining that he and Trayvon participated in a consultation session with the Marketing Team, reviewed the updated recruitment materials, and provided feedback. He indicated that they found the new colours engaging and visually effective.

C. Rushton thanked S. Duguay and his team for recent marketing and communications updates, highlighting the improved one-pager and landing page. She noted that her area had already seen a significant improvement in messaging and marketing and expressed appreciation to Scott's office for the positive work being done.

Acadia Students' Union Report to Senate

K. Ashley asked for additional information about the ASU item related to affordable health-care access for International Students, inquiring whether there was any prospect that the initiative would move forward.

Z. Cam asked for clarification, inquiring whether the question was referring to MSI coverage for international students.

K. Ashley clarified that her question referred specifically to reducing the waiting period for MSI coverage for international students.

Z. Cam explained that the Acadia Students' Union has been actively advocating for reduced waiting periods for MSI coverage for international students. She noted that previous policies required a much longer wait and reset eligibility when students left the country, which has since been improved so time abroad no longer restarts the wait period. She indicated there is some provincial receptiveness to further change, as it could reduce administrative burden, but emphasized that Nova Scotia still has one of the longest wait times for international student health coverage and that progress has been slow. She invited suggestions for additional advocacy avenues or connections that could help advance the issue.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no announcements.

Other Announcements

There were no further announcements from the floor.

Reports from Senate Subcommittees

Admissions and Academic Standing Committee

There were no questions or comments.

Curriculum Committee (Administrative)

There were no questions or comments.

CONSENT CALENDAR ITEMS RECEIVED

Other Business

Chair's Written Report to Senate

Summary of discussion

- The Chair's Report was discussed after being moved from the Consent Calendar; questions focused on committee accountability and procedural clarity when committee work stalls or when jurisdiction is in question.
- Concerns were raised about whether individual Senators can bring items directly to Senate if similar work is underway in a committee. The Chair explained that two prior items were ruled out based on jurisdiction (operational) and procedure (dilatory), not due to a policy change restricting Senators' rights.
- Some Senators expressed concern that recent rulings and lack of Senate debate on Executive decisions risked silencing Senators and reducing transparency. The Chair emphasized that her intent was not to block discussion but to correct procedural errors, based on a clearer understanding of Robert's Rules.

A. Kiefte stated that her Chair's Report had originally been placed on the Consent Calendar but was removed by request of a Senator and was therefore being considered as a regular agenda item. She invited questions and comments on the report.

E. Curry asked how Senators should raise issues that fall within the mandate of an existing Senate committee when that committee is not addressing them, and what accountability mechanisms exist in cases where committee work has stalled or not been completed.

A. Kiefte explained that the standard approach is to follow up through the Committee Chair and request that the committee address the matter. She noted that challenges have mainly occurred with ad hoc committees, and that when Senate has formally assigned work to a standing committee, the Senate Chair or other leadership can follow up to ensure it is addressed.

A. Kiefte explained that, in her experience as Senate Chair, the process has involved repeated correspondence from the Senate Chair to the Committee Chair, with reminders also raised at Senate meetings and noted in the minutes to prompt action.

J. Sachs raised a question seeking clarification on whether, under the proposed policy described in the Chair's announcement, a Senate committee could effectively prevent an item from coming before Senate. He asked whether a committee could block a motion or policy from reaching the Senate floor if it declined to bring it forward, and whether an individual Senator would be prohibited from presenting such an item directly to Senate under the new process.

A. Kiefte responded that the situations referenced were based on rulings about jurisdiction and procedure, not committee discretion to block Senate business. She explained that for this meeting, the item related to program enrolment pauses was deemed operational and therefore outside Senate's jurisdiction, while the other item related to the development of the unit reorganization policy was ruled dilatory because it had been made known to Senators that an official policy was already being drafted and was forthcoming. She emphasized that if a matter is within Senate's jurisdiction and a committee is tasked with it, the request and any lack of progress would be reported to Senate, which would then decide how to proceed. She distinguished this from cases where items are ruled out of order based on jurisdiction or procedural rules.

J. Sachs raised a point of information, noting his understanding that when Senate Executive makes a decision between Senate meetings, it is normally required to bring that decision forward to Senate for approval, as other Senate subcommittees do. He stated that a motion to place such a report on the agenda was defeated, leaving no Executive report before Senate despite what he characterized as a consequential change to how Senate operates. He asked what happens to an Executive decision if it is not presented to Senate for approval, and whether such a decision remains in effect when the Executive declines to bring it forward.

A. Kiefte responded that she did not agree that a change in Senate procedure had occurred. She explained that, in the two specific cases under discussion, the items were removed from the agenda for clearly defined reasons which she had already communicated, both privately to J. Sachs and another Senator, and to Senate Executive. She characterised their original inclusion on the agenda in November as an error in her judgment as Chair. She noted that this conclusion was reached after reviewing Robert's Rules of Order, the Act of Incorporation, and the Senate By-Laws and Constitution, which clarified that the items should not have been placed on the agenda in the form in which they were included. She reiterated that she accepted responsibility for that error. She explained that the items were submitted to her on very short notice and that she had been asked not to share details about them with others when they were initially sent to her. As a result, she did not have an adequate opportunity to consult Senate Executive colleagues in advance about whether the items properly fell within Senate's jurisdiction. She noted that, despite these constraints, she took responsibility for including the items initially and for correcting the matter once the procedural issues became clear.

J. Sachs stated that he did not share the Chair's interpretation of how the situation arose and questioned the characterization of the matter as dilatory. He stated that a new Senate process appeared to be in effect that he believed conflicted with Robert's Rules of Order, the Senate Handbook, and the Constitution. He described this process as one in which individual Senators would be required to bring items first to a relevant committee and would be prohibited from bringing them directly to the Senate floor, with agenda submissions potentially rejected by the Chair or by Senate Executive if a committee was already considering a similar policy. He characterized this as a significant change that granted broad discretion to the Executive and the Chair to reject proposed items, and he asked when Senate would have the opportunity to vote on whether to approve this new process.

A. Kiefte responded that she did not believe any existing rules had been broken and explained that the ruling of dilatory applied specifically to the item related to the existing draft policy on the restructuring of academic units. She noted that at the October Senate meeting, a Senator had asked about this policy, and it was stated at that time that the policy was already under discussion at Senate Executive and the Academic Planning Committee, with the expectation that the office responsible for policy development would bring a draft to Senate for discussion in November or December. Because this information was known in October, she said that when an alternative draft policy submitted by a separate group of individuals arrived shortly before the originally scheduled November meeting, it should properly have been considered dilatory, as it responded to a policy draft already in progress. She explained that the appropriate course would have been to wait for the official draft to come to Senate, at which point alternative ideas could be raised through discussion or amendments.

A. Kiefte further stated that, in her nine and a half years as Senate Chair and additional time as Senator before that, she had never previously invoked or seen invoked a dilatory ruling and acknowledged that she had not been fully familiar with that aspect of Robert's Rules of Order until recently. She stated that she had since learned more and now believed that applying a dilatory ruling in this case was fully appropriate under Robert's Rules. She also observed that, prior to spring 2025, Acadia did not have a formal office or position responsible for policy development, and that the academic community is still adjusting to the existence of the Vice-Provost, Academic Policy and Graduate Studies position and the processes being developed through that office. She emphasized, however, that the key point in this situation was that the draft policy was already known to be in development, had been explicitly referenced at the October Senate meeting, and was expected to come forward through the established process, which was the basis for her ruling.

D. Seamone said that she did not consider the original decision to allow discussion in November as an error on the part of the Chair, but rather a wise choice that enabled a range of views to be heard, especially given the limited information available at the time. She argued that when the administration or Senate Executive authorizes work on a policy, this should come to Senate early as a formal motion, so Senate's support is clear and confusion later in the process is avoided. She expressed disappointment with how the matter was handled, emphasized that her comments were not personal, and cautioned that the approach taken risked closing down discussion, which she felt was not in Senate's best interest.

A. Kiefte responded that she had previously stated, both privately and to Senate Executive, that her original intention in allowing the items onto the agenda was to enable discussion. She added, however, that she now viewed that decision as a procedural error on her part.

D. Seamone responded that she preferred the Chair's original decision to allow discussion, arguing that it aligned with the spirit of Robert's Rules of Order. She contended that the subsequent decision by Senate Executive, which did not come to

Senate for a vote, departed from those rules, was anti-democratic, and had the effect of silencing Senators. She added that she had seen no indication that the work brought forward by the group of Senators had been taken seriously.

A. Kiefte noted that the time was 3:06 p.m. and as the scheduled end time had passed, Senate needed to decide whether to adjourn or extend the meeting and indicated that a motion would be required to extend the meeting.

Motion to extend the meeting to 3:15 p.m. Moved by J. Hayes and seconded by E. Curry.

A. Kiefte noted that there was no longer a quorum of voting Senators present, therefore the meeting must adjourn because the meeting was no longer properly constituted.

MOTION TO EXTEND THE MEETING TO 3:15 P.M. NOT CARRIED

Other Business

There was no further business.

Adjournment

A. Kiefte extended warm holiday wishes and encouraged everyone to take time to rest and rejuvenate over the holiday break.

Motion to adjourn by D. Benoit at 3:09 p.m.

S. Pineo,
Recording Secretary of Senate and University Secretary

Motion from Timetable, Instruction Hours, and Examination Committee:

Motion: That the winter 2026 Add/Drop date be moved from Tuesday, January 20 to Wednesday, January 28.

Rationale (from TIE committee): With the snow day on Monday, December 8th cancelling hundreds of students' exams, we will be heavily relying on the make-up date of January 17th. In the collective agreement, instructors have 7 working days to submit grades after an exam. Thus, some students may not know their final grade a Fall semester course until after the current January 20th add/drop date. Moving the add/drop date until January 28th would give students at least one day to know their fall grades before the add/drop date.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

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

Happy December, everyone! Congratulations on another successful semester. I have enjoyed connecting with so many of your classes and events, celebrating your successes, and being continually wowed by student creativity and accomplishments. May the semester wrap up smoothly and may you all have a well-deserved holiday break, full of much relaxation, comfort, joy, and laughter. See you in 2026!

Schedule H & Academic Program Review and Planning

Work continues in earnest on all things Schedule H and academic program renewal. Programs and faculties are continuing to work on program changes and innovations, new program opportunities, and new partnerships both internally and externally, to strengthen our program offerings, support students, and differentiate Acadia.

- **Twenty-Six Unit Head meetings** wrapped up in October, discussing initial self-categorization documents and next steps for all programs.
- **Bi-weekly large-group meetings** with Heads, Directors, Coordinators, Deans, AVPs, and Vice-Provosts are continuing through the Fall and Winter semester to work on Schedule H, share resources and ideas, and go through key training/information-sharing sessions.
- **Academic Leaders Retreat** is planned for December 11, 2025.
- **Graduating Student Core Competencies** work continues, under the leadership of Dr. Lauren Wilson Finnis. Several sessions have been held to date to garner ideas and input, a working group of students, staff, and faculty has been created, and additional feedback sessions with students, staff, and faculty are planned for the coming months.
- **Program Outcomes** are being developed and/or refined for all academic programs on campus.
- **Ongoing meetings**, including Town Halls, student sessions, and meetings with heads/directors and Faculty Councils continue.
- **The Ideas Survey** is still open and being shared with Heads/Directors/Deans at the bi-weekly meetings for continued discussions among that group and in the academic units.

- **Student Events** continue to tie in student feedback and increase student engagement. An upcoming session with the ASU and Residence Life is being planned for November 25, 2025 in the library. Thanks to Zahide Cam for organizing these events and to the entire ASU Team for supporting them!

Academic Policy Review & Creation

Dr. Kate Ashley's extensive work on a comprehensive institutional policy overhaul continues. A reminder that the new Policy Website has been created, and is a centralized repository of all policies across Acadia, including related procedures documents. The new Policy on Policies and related **Policy Framework**, which clearly articulates how non-Senate policies may be proposed, developed, reviewed, and maintained, is also available on this website, and is open for review. If any Senate committees would like to use the website to send draft policies out for feedback, please contact Kate.

Academic Reviews & Quality Assurance

External MPHEC Quality Assurance Review

Acadia wrapped up its external Quality Assurance review, mandated by MPHEC, November 21, 2025, after a 3 day virtual site visit. The external reviewers praised Acadia for the quality of the self-study report, the frankness and honesty in the meetings, the changes implement since 2023 under Dr. Lauren Wilson Finnis and Shawna Singleton, and the clear movement towards a culture of renewal and cyclical review of academic programs. The final report is expected by the end of December, with work to implement the changes beginning in January 2026. Thank you to all the Senators who were involved in this process.

Program Reviews Tracking – December 2025

The 2024-2025 reviews are wrapping up, with the following working through the final stages of the review process (reminder: the 2025-2026 reviews are on pause to provide units with more time and space for Schedule H-related work):

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. 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: APRC to prepare Report to Senate.
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University Internal Reviewers:

		Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology Stage: Department met with APRC on October 20, 2025. APRC to prepare Report to Senate.
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. 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: Follow-up - 2027.
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC Stage: APRC to meet with Director, November 17, 2025.
English and Theatre	N/A	Site Visit: February 5-7, 2025. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Paula Rockwell, Instructor, School of Music Stage: Stage: Department met with APRC on October 20, 2025. APRC to prepare Report to Senate.
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology Stage: Final report received. Grad Studies to prepare response. Tentatively scheduled to meet with the APRC – January 2026.
Library and Archives	N/A	Site visit: April 2-4, 2025. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science

		Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities Stage: APRC to meet with Library and Archives, November 17, 2025.
Mathematics and Statistics	N/A	Site Visit: October 21-23, 2024. External Reviewers: Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University Internal Reviewers: Dr. Xiaoting Wang, Professor, Department of Economics Dr. Michael Robertson, Professor, Department of Physics Stage: Follow-up - 2027.
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Stage: Final report received. Department to prepare response.

Respectfully submitted,



Ashlee Cunsolo, PhD (she/her)

Provost and Vice-President Academic

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

No announcements received as of December 12, 2025.

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

No announcements received as of December 12, 2025.

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

No announcements received as of December 12, 2025.

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES REPORT TO SENATE – DECEMBER 2025

No announcements received as of December 12, 2025.

VICE-PRESIDENT STUDENT EXPERIENCE – DECEMBER 2025

November 27, 2025

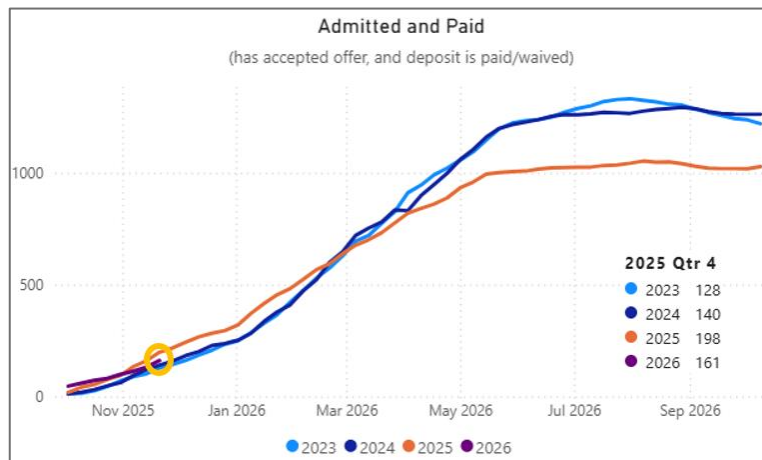
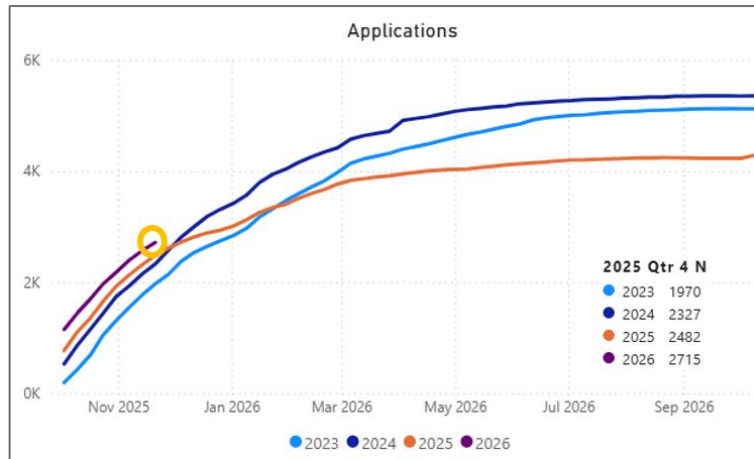
Fall 2026 Applications and Admitted & Paid

As of November 21, 2025, our Fall 2026 applications are still looking strong (up 9.4% over last cycle).

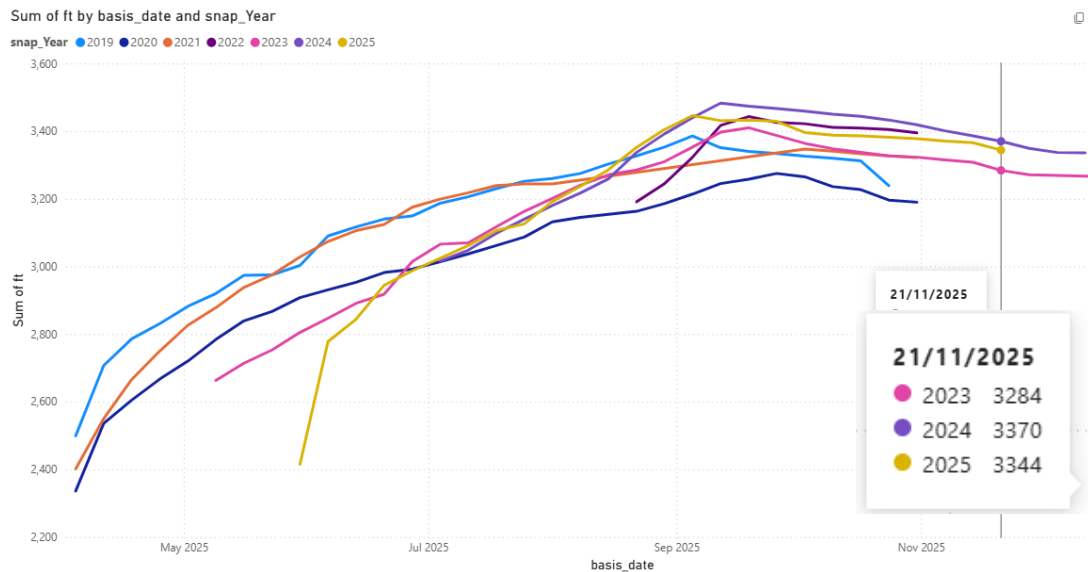
However, our admitted & paid (students who have made a deposit) numbers are now lagging significantly (down 18.7%).

Unless the increased applications convert to admitted & paid, the positive momentum will be negated.

Last cycle, after a strong start with applications, we saw historically low conversion to admitted & paid students through the spring and summer months, leading to a smaller level-1 class than previous years, impacting both our current overall enrolment and enrolment over the next four years.



Overall Full-Time Enrolment Numbers



As of November 21, excluding BED, we have 3,344 students enrolled full-time. This 0.8% decrease over Fall 2024 is driven by a 6.0% decrease in international students, with virtually no change in domestic students.

Recruitment (Canada)

- Enrolment Advisors have been travelling across the country meeting prospective students since September 15. They have participated in over 200 school fair visits and attended over 100 independent high school visits.
- Two Open House events were held this year; the first on Friday, October 24 and the second on Saturday, November 8. October 24 drew in 196 students (421 with guests) and November 8 drew in 246 students (523 with guests) to campus.
- 79 campus tours and 19 group tours were booked between September 15 and December 5 bringing over 900 prospective students to campus.
- We will be reviewing our Campus Tours Program in the upcoming slower period to ensure we're showcasing Acadia in the best way possible.
- We have begun planning for our next large on-campus event, Experience Acadia Day; to be held on February 27, 2026.

Recruitment (Acadia International)

- In response to declines in international enrolment, Acadia International staffing has been reduced and resources shifted toward in-country representatives (West Africa and China) and new partnerships (METO & CIS).
- Travel is underway across Asia, the Middle East, and the Caribbean with some events in collaboration with External Events to convert applicants and strengthen partner relationships. New opportunities for 2+2 academic agreements in China present long-term enrolment potential.

Marketing & Communications

- Majority (~85%) of Programs 1 Pagers were completed to support November Open House Recruitment. Team will continue to follow up with outstanding program leads to reach 100% completion. Program 1 pagers will also be used for recruitment collateral and in newly designed Admissions packages.
- Refreshed Admissions package, which included a new envelope, folder, letterhead, scholarship and financial aid one-pager, next steps card, program one-pager, and stickers has been developed, to be deployed fully this month.
- Launched phase 1 of media campaign, which focused on generating strong impressions and engagement, given that most students were still in the exploratory phase of their journey. This phase garnered over 9 million impressions and 28,539 clicks. We'll be making slight optimizations to our campaign for phase 2, including introducing 6s video assets and a new Spotify creative.
- [Admissions](#) and [Academics](#) website pages have been updated to optimize the user experience and more closely align with Acadia's updated visual identity and in-market collateral. The next phase of this work will include updating all individual program pages.
- Major stories and achievements highlighted Acadia's [research leadership](#), [community partnerships](#), [student and faculty successes](#), [new academic](#) and [wellness initiatives](#), [national rankings gains](#), and [major investments](#).

Residence & Student Life

- As of November 17, 2025, there are 1307 students living in residence.
- The Curricular Approach in residence continues to provide high quality opportunities for student learning and engagement. October/November highlights include:
- October:
 - Mi'kmaw History Month recognition guide through social media
 - Harm reduction efforts through the Know your Pour booth, Naloxone training in each residence, and homecoming pancakes
 - Community Clean up post homecoming (largest attendance in 4 years)
 - Pumpkin carving collaboration with dining hall
 - Launched the Positive Community Contributor program
- November:
 - Exam prep study sessions and section meeting
 - First responders' appreciation letter making with Sisters of Colour
 - Graduate core competences dot-mocracy activity
 - Climate education initiative survey across campus (led by students on campus)
 - Trans day of remembrance booth in residence

- Planning is underway for Winter 2026 New Student Orientation which will take place on January 11, 2026, with additional events during the following week.

Scholarships & Financial Aid

- Following the October 20 initial application deadline, to allow for early awarding, a total of \$282,832 in donor funds has been distributed among 92 students. Awards were allocated based on the specific criteria of scholarships, scholar-bursaries, and bursaries.
- The Acadia Bursary Program has awarded \$81,035 to 48 eligible students. To date, 234 students have applied.

Office of L'nu Affairs and Indigenization

- Recruitment: Darlene Peters-Copeland attended the final pow wow at Glooscap First Nation on September 28th – we also had campus participation from students (including the women's rugby and volleyball teams), staff and senior leadership. Darlene is now starting individual visits to Mi'kmaq high schools in Cape Breton. Specific to nursing, Zabrina Whitman, Darlene and the Mi'kmaq Indigenous Nursing Education Specialists (MINE) at Tajikeimik to discuss the Indigenous recruitment strategy, admission and retention for the nursing program. Work continues on a broader campus wide recruitment strategy for Indigenous students.
- Truth and Reconciliation: Campus awareness for Truth and Reconciliation Day was vibrant this year. Respecting the wishes of community members, no events were hosted on campus on September 30th, to show respect to Mi'kmaq who wanted to celebrate the day in their own communities with family and friends. We shared with the campus the activities across the province that they could participate in. In advance of September 30th, the members of the girls' soccer team gifted a special chair to students, the weekend sport events were designated to truth and reconciliation awareness, and the girl's rugby game on Friday, Sept 26th was opened with O Canada sung in Mi'kmaq by Kalolin Johnson from Eskasoni.
- Nikamawti'ket: The Indigenous Student Navigator (or Nikamawti'ket in Mi'kmaq) officially started October 14th. We are pleased to announce Jordan Smith (kinesiology alum) from Glooscap First Nation was the successful candidate. Already their role has made a substantial difference in getting supports to indigenous students on campus.

ACADIA STUDENTS' UNION REPORT TO SENATE – DECEMBER 2025

Prepared by:

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

Academic Updates:

- Working with Senate and University committees on various topics, continuing to fill student seats at committees as requested.
- Continuing the regular meetings with the Acadia University Faculty Association (AUFA).
- Hosted a Schedule H Townhall in collaboration with Residence Life and Dr. Ashlee Cunsolo.

Advocacy Updates:

- Run the StudentsNS Financial Aid Campaign and advocated for the Government to increase the maximum study period earnings from \$100 per week to \$300 per week. Campaign is available via [this link](#).
- Attended StudentsNS Advocacy Week (provincial), met with stakeholders like Nova Scotia Student Assistance, Labour, Skills & Immigration Department, Chair of CONSUP Dr. Andy Hakin, Nova Scotia Sexual Violence Prevention Committee, Student Housing Nova Scotia, and MLAs and Ministers including MLA Sheehy-Richard, MLA Smith-McCrossin, MLA Becky Druhan, MLA Danny MacGillivray, MLA Brian Wong, MLA Timothy Halman, Nova Scotia NDP caucus, Minister Leah Martin, Minister Colton LeBlanc, and Minister Brendan Maguire.

Our provincial advocacy recommendations were:

A MODERNIZED, RESPONSIVE STUDENT FINANCIAL AID SYSTEM

1. RECOMMENDATION #1: ADDRESSING UNMET FINANCIAL NEED

StudentsNS recommends that the Government of Nova Scotia increase the Nova Scotia Student Assistance weekly maximums from \$200 per week to \$300 per week.

2. RECOMMENDATION #2: PROMOTE IN-STUDY EMPLOYMENT VALUE

StudentsNS recommends that the Government of Nova Scotia increase the maximum study-period earnings from \$100 per week to \$300 per week.

STRENGTHENED WORK-INTEGRATED LEARNING

3. RECOMMENDATION #3: A COORDINATED, PROVINCE-WIDE VISION FOR YOUTH EMPLOYMENT AND EXPERIENTIAL LEARNING

StudentsNS recommends that the Government of Nova Scotia establish a provincial committee on youth employment and experiential learning, bringing together students, government, postsecondary institutions, and employers.

This committee should develop a comprehensive Strategy for Youth Employment and Experiential Learning

BRIDGING THE GAP: CREATING A MORE INCLUSIVE POST-SECONDARY SYSTEM

4. RECOMMENDATION #4: CREATE AN AFRICAN NOVA SCOTIAN POSITION WITHIN THE DEPARTMENT OF ADVANCED EDUCATION

StudentsNS recommends that the Government of Nova Scotia create a dedicated position in the Department of Advanced Education responsible for the recruitment and retention of African Nova Scotian learners.

IMPROVED STUDENT HEALTH & WELLNESS

5. *RECOMMENDATION #5: COMMIT LONG-TERM SUSTAINABLE FUNDING FOR STUDENT MENTAL HEALTH AND SEXUAL VIOLENCE PREVENTION SUPPORTS*

StudentsNS recommends that the Government of Nova Scotia commit to fund \$600,000 for mental health and \$470,000 for Sexualized Violence Prevention & Education for the next 5 years, ensuring ongoing access to necessary supports for post-secondary students throughout the province.

6. *RECOMMENDATION #6: AFFORDABLE HEALTHCARE ACCESS FOR INTERNATIONAL STUDENTS*

StudentsNS recommends that the Government of Nova Scotia decrease the 13-month waiting period for international student MSI access to four-months, and change the MSI continuous coverage declaration for international students from one year to two years.

- Attended CASA Advocacy Week (federal) - more updates to come.

Other Updates:

- Concluded ASU by-elections.
- Trained incoming SRC delegates.
- Working on having a designated Indigenous student representative seat at the Council.

PLEASE NOTE: Due to SUB Renovations, the ASU Executives have moved into two separate offices: BAC #410 and SUB #607 (Class of 1961 Board Room). The team also has updated Office Hours and are available only 15 hours a week. The office hours can be found on the [Acadia Students' Union website](#).

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

On November 18-21, Dr. Anna Robbins, Dr. Danny Zachairas, and Dr. Jodi Porter travelled to Winnipeg to attend the Canadian Learning Community Annual Gathering. This is part of the Lilly Endowment Pathways for Tomorrow Phase 3 led by NAIITS: An Indigenous Learning Community.

On November 22-25, Dr. Danny Zacharias and Dr. Grace Au attended the Annual Meetings of Society of Biblical Literature and the American Academy of Religion in Boston.

Sunday, November 23

Grace Wing-Yi Au gave the paper: Reconsidering the Translation of Divine Peace (εἰρήνη) in Chinese: A Case Study of Romans 16:20a

A review panel of H. Daniel Zacharias and T. Christopher Hoklotubbe, [Reading the Bible on Turtle Island: An Invitation to North American Indigenous Interpretation](#) (IVP). Book was released on November 18.

Monday, November 24

Grace Wing-Yi Au gave the paper: Paul's Freedom in the Context of Economic Exchange.

Tuesday, November 25

Danny Zacharias served on the panel for Racism, Pedagogy, and Biblical Studies Section): Reflections on Robert Warrior's Classic Essay "Canaanites, Cowboys, and Indians".

On November 28, Acadia Divinity College held the annual Master of Arts (Theology) Mini-Conference featuring papers from students and faculty, organized by Dr. Grace Au.

On December 3-5, Dr. Anna Robbins attended the Association of Theological Schools meetings of the Board of Directors.

Report to Senate

December 2025

Admissions & Academic Standing (Policy) Committee

Thank you to all Senators for the great discussion and dialogue in the November Senate meeting around the six motions from the Admissions and Academic Standing (Policy) committee (Section 4.b.). The insights and concerns shared, both during and after the Senate meeting, have been valuable for continued work and refinement, and will lead to strengthened outcomes.

The Admissions and Academic Standing (Policy) Committee met on November 25, 2025 to discuss the feedback received. Work continues to consider wrap-around policies, gather additional research, and consolidate feedback, with the next drafts anticipated to come to AAS(P) at the December 17, 2025 meeting.

Updated motions and new content will come to Senate in January or February 2026, when ready.

Respectfully submitted,



Dr. Ashlee Cunsolo, PhD
Provost & Vice-President Academic
Chair, Admissions & Academic Standing (Policy) Committee

Senate Curriculum Committee (Administrative)
Report to Senate
3 December 2025

Committee Members: Melanie Coombs (Committee Chair 2025, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (Chair SCC Policy, Prof. St.), Jennifer Richard (Dean, Libraries & Archives), Sonia Hewitt (FA), Liam Swiss (FA), Chris Killacky (Theology), Andy Mitchell (FPAS), Zahide Cam (Student Rep)

Guests: Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator), Lauren Wilson Finnis (Vice-Provost, Curriculum and Planning)

The Senate Curriculum Committee – Administrative (SCCA) received curriculum proposals from Nursing and met to discuss them on Nov 28th, 2025. The SCCA received comments and edited documents from the School of Nursing regarding the proposed changes and voted to approve the curriculum documents on Dec 3rd, 2025, over email.

We ask that the Senate consider the motion from the Senate Curriculum Committee that the Nursing Program curriculum changes be approved.

These changes are time sensitive. The below table outlines the nature of the changes. A Nursing Program Summary is also provided.

School of Nursing, FPS
Curriculum Revisions Summary 2025-2026

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	Bachelor of Science Nursing (Direct Entry Stream)	New Nursing Program – two entrance streams.	See Program rationale document.
2.	Bachelor of Nursing (Bridging Stream for Licenses Practical Nurses (LPN))	New Nursing Program – two entrance streams.	See Program rationale document.
3.	NURS 1003 Introduction to the Nursing Profession	New Course	New Course for the creation of the Bachelor of Science Nursing Program at Acadia.
4.	NURS 1013 Foundations of Nursing Practice 1		
5.	NURS 1023 Health Assessment		
6.	NURS 1033 Reclaiming Wellness: Mi'kmaq Health, History and the Impact of Colonialism		

7.	NURS 1043 Health Assessment for LPN Bridging to RN		
8	NURS 1103 Transitioning to the BScN		
9.	NURS 200A Healthy Aging and Care of the Older Adult		
10.	NURS 200B Practice Consolidation 1: Care of the Older Adult		
11.	NURS 2013 Foundations of Nursing Practice 2		
12.	NURS 2023 Nursing for Families in Perinatal, Newborn and Child Health (LPN Stream)		
13.	NURS 2026 Nursing for Families in Perinatal, Newborn and Child Health (Direct Entry)		
14.	NURS 2036 Episodic and Acute Health Care 1		
15.	NURS 2043 Pathophysiology and Pharmacology 1		
16.	NURS 3013 Episodic and Acute Health Care 2		
17.	NURS 3023 Episodic and Acute Health Care 3: Mental Health and Addictions Nursing		
18.	NURS 3043 Pathophysiology and Pharmacology 2		
19.	NURS 3053 Practice Consolidation 2: Episodic Health		
20.	NURS 3063 Caring for Indigenous Peoples		
21.	NURS 3066 Community Nursing and Populations Health		
22.	NURS 3073 Nursing Research and Evidence-Informed Practice		
23.	NURS 4013 Nursing Leadership, Advocacy, and Health Policy		

24.	NURS 4023 Practice Consolidation 3		
25.	NURS 4033 Transitioning to Professional Practice		
26.	NURS 4215 Practice Consolidation 4: Final Clinical Practicum		

Program Summary

Bachelor of Science Nursing at Acadia University

Acadia's new Bachelor of Science Nursing program is designed to meet the highest academic and clinical standards held in Canada for entry to practice registered nurses. It also responds to the national and worldwide call for healthcare and healthcare training to decolonize, and work equitably and inclusively with all members of local and global communities. The proposed program also responds to regionally specific realities and relationships, making it accreditable from a national perspective while being uniquely reflective of the land and communities within which Acadia is situated.

One of the key innovations and contributions that this nursing program makes is its close collaboration with Tajiikimik, Nova Scotia's Mi'kmaq health authority. All major aspects of the program have been built alongside the L'nu Nursing team at Tajiikimik, with biweekly virtual meetings and in-person retreats to ensure all partners can participate and collaborate. As a result, our policies, curriculum, courses and program requirements reflect the principle of *Etuaptmumk* (two-eyed seeing or seeing from both a Western and Indigenous lens) and *Msit No'kmaq* (all my relations, emphasizing relationality and reciprocity). The program also responds to Call to Action #24 from Canada's Truth and Reconciliation Commission by incorporating First Nations history, teachings and practices throughout the curriculum.¹ This includes mandatory courses with a Mi'kmaq and Indigenous focus and mapping the Canadian Association of Schools of Nursing's (CASN) 2025 *Cultural Humility and Safety Standards* across the program.

While distinct from other nursing programs in Nova Scotia, Acadia's BScN aligns with the standards set by CASN and the Nova Scotia College of Nurses (NSCN), as well as innovative practices from nursing programs in the Atlantic provinces and the rest of Canada. The program was developed through extensive research and consultation with Schools of Nursing nationwide, benefiting from the insights and generosity of department heads and faculty across the country.² One notable difference from other Nova Scotia nursing programs is the inclusion of nursing courses and a clinical placement in the first year of the program. This curriculum structure, consistent with many other nursing programs nationally, helps nursing students build early connection with faculty and peers, easing the transition to university life. First-year nursing courses also allow students to begin developing their professional identity and gaining healthcare knowledge and experience early on—particularly valuable in a condensed three-year program.

During a series of town halls with nursing leaders at local healthcare centres, a recurring concern was the difficulty new graduates face when entering practice in an increasingly

¹ Truth and Reconciliation Commission of Canada. (2015). *Calls to action*.

² Some of these consultants include faculty from Cape Breton University, the University of Prince Edward Island, Dalhousie University, St Francis Xavier University, Memorial University, McGill University, the University of Toronto, Lakehead University, Carleton University, the University of Western Ontario, and the University of Calgary.

complex and demanding healthcare environment. Leaders also noted a rise in early-career nurse attrition, which aligns with national and international observations as the global nursing shortage continues to intensify. In response, Acadia's nursing program not only includes first-year Nursing experiences, as mentioned above, but also scaffolds clinically based learning throughout coursework and in immersive clinical blocks. A final year "Transition to Practice" course further supports students by incorporating realistic simulations and scenarios that students will encounter as they step into their role as registered nurses.

Finally, this Nursing undergraduate program is unique because it builds on the strengths of its academic community at Acadia University. Nursing joins Acadia's growing group of health-focused programs, including Nutrition, Kinesiology, and Counselling, and will contribute to interprofessional learning at the University. Moreover, a Bachelor of Science in Nursing must provide students with a foundation for clinical reasoning, professional judgment, critical thinking, and strong ethical decision-making—skills that reflect both the art and science of nursing.³ This proposed program intentionally draws on the strengths of Acadia University as a liberal education-focused institution with a reputation for interdisciplinary knowledge and faculty-student mentorship by mindfully weaving arts and science courses throughout the curriculum. For example, students will explore statistical concepts in tandem with a nursing research course and engage with bioethical philosophy alongside courses in nursing leadership, policies and advocacy. As a result, Acadia Nursing graduates will be relational, reciprocal, and community-oriented leaders embodying the values of the nursing profession and Acadia University.

³ Canadian Association of Schools of Nursing. (2011, November). *Position statement on baccalaureate education and baccalaureate programs*.

Motions from By-Laws Committee:

Motion 1: Motion to Recombine Senate Curriculum Committee (Policy) with Senate Curriculum Committee (Administrative):

The motion proposes to recombine the SCC (Policy) and SCC (Admin) committees. The recombined committee would have two co-chairs each responsible for roughly the work of the two current committees; and would be paired with changes for the curriculum review process. Details of the proposed membership and duties of the proposed combined committee are provided below.

Rationale

The policy committee has been working to update the curriculum change forms and will propose some changes to the process that will benefit from having a combined committee. The aim is to reduce workload for staff common to both committees, and expedite joint work tasks. The proposal has been discussed and approved by both committees.

The current structure of the Curriculum Policy Committee and the Curriculum Administrative Committee separates oversight of curriculum policy development from the review and coordination of curriculum changes. While the distinction was likely intended to create clarity of roles and responsibilities, in practice, it has resulted in substantial overlap, frequent back-and-forth communication, and unnecessary delays in decision-making and implementation.

One example is the recent change to processing of typos and the deletion of courses after they haven't been offered for a long period. Those were identified by the Administrative Committee as they were spending extra time processing those kinds of small changes and desired the efficiency, but needed the Policy Committee to both understand and then propose and have the change approved. This added an unnecessary delay before it could be brought to Senate.

Another example is organizational confusion. Departments and units have been unsure as to where to seek consultation for specific or unusual proposals (e.g., Schools of Nursing and Counselling). Which Committee do they ask first? Combining the two eliminates those issues.

Similarly, having them together helps to streamline questions about processes that we have or need to develop. It will facilitate next steps in a more timely manner. The duties of the two committees are intrinsically interdependent: policy development is informed by administrative practice, and curricular decisions must reflect Senate-approved policies.

Proposed New Duties and Committee Membership:

Proposed Recombined Committee Membership

Co-chairs elected from the Faculty Representatives (one each primarily responsible for administrative/policy issues, respectively)

The Registrar or Delegate (non-voting)

The Associate Registrar (non-voting)

The Dean of Libraries and Archives or delegate

Two Members of the Faculty of Arts

Two Members of the Faculty of Professional Studies

Two Members of the Faculty of Pure and Applied Science

One Member of the Faculty of Theology

One Student (undergraduate)

Quorum shall be 50% +1 of the voting membership, including at least one member from each of the Faculties.

Proposed Duties of the Senate Curriculum Committee (with *[italicized]* notes comparing to existing duties)

The Duties of the Senate Curriculum Committee Will Be:

a) To oversee and coordinate all proposed changes in undergraduate degree, certificate, and diploma requirements, including interaction with originators, and to make recommendations to Senate concerning such changes.

[identical to former SCC Admin Duty a]

b) To consider all proposed changes in undergraduate courses from all departments, schools, or individual faculty members, including interaction with the originators, and to make recommendations to Senate concerning such changes.

[altered version of SCC Admin Duty c. 'all departments' vs. departments]

c) To develop and recommend policies to ensure that the undergraduate curriculum is delivered and administered consistently across all faculties.

[altered version of SCC Policy Duty b, with "and recommend" replacing "and to make recommendations to Senate concerning such policies."]

d) To investigate and support innovative and alternative methods of curriculum delivery and make policy recommendations to Senate accordingly.

[SCC Policy Duty a; minor alteration]

e) To evaluate, revise, and support the implementation of Senate-approved curriculum policies in a coherent and coordinated manner.

[shortened version of SCC Policy Duty c]

f) To identify and address issues arising from curriculum proposals or policy changes, referring matters to relevant bodies when necessary.

[shortened version of SCC Admin Duty b]

g) To collaborate with the Registrar's Office in the production and review of the annual Calendar, including program of study and course listing sections.

[SCC Admin Duty d: minor modifications]

h) To consider and act on such matters as may be referred to the Committee by Senate.

[SCC Admin Duty e and SCC Policy Duty e]

Existing Membership and Duties of each committee (for reference):

Curriculum Committee (Administrative)

“i. The membership of the Curriculum Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

Chair of Curriculum Committee (Policy) *

The Registrar or delegate (non-voting)

The Associate Registrar (non-voting) ®

Dean of Libraries and Archives or delegate ®®

Two members of the Faculty of Arts

Two members of the Faculty of Professional Studies

Two members of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

The Chair of this Committee shall be one of the Faculty members”

Curriculum Committee (Policy)

“The membership of the Curriculum Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

Chair of Curriculum Committee (Administrative) *

The Registrar or delegate (non-voting)

Dean of Libraries and Archives or delegate ®®

One member of the Faculty of Arts

One member of the Faculty of Professional Studies

One member of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

The Chair of this Committee shall be one of the Faculty members”

“The duties of the Curriculum Committee (Administrative) shall be:

a) to oversee and co-ordinate all proposed changes in undergraduate degree, certificate or diploma requirements, including interaction with the originators, and to make recommendations to Senate concerning such changes.

b) to identify issues arising as a result of recommended changes in undergraduate degree, certificate or diploma requirements, and to forward issues to relevant bodies for consideration and action.

c) to consider all changes in undergraduate courses from all departments or schools, or from any individual concerning changes in the curriculum, including interaction with the originators, and to make recommendations to Senate concerning such changes.

d) to collaborate with the Registrar’s office to produce the programs of study and course listings sections of the annual Calendar.

e) to consider such matters as Senate may from time to time entrust to the Committee.”

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

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

Motion 2: That the VP Curriculum and Planning be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee).

Motion 3: That the Academic Programming, Quality Assurance, and Planning Coordinator be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee).

Rationale for Motions 2 and 3:

Having the VP Curriculum and Planning as well as the Academic Planning, Quality Assurance, and Planning Coordinator as non-voting members will help to streamline questions about processes that we have or need to develop and will facilitate next steps in a more timely manner.

CHAIR REPORT TO SENATE – DECEMBER 2025

As Chair of Senate, one of my primary functions is to ensure that academic matters that are within the purview of Senate are handled fairly and that discussion and debate occur related to those matters in a robust manner. The use of Robert's Rules of Order (RRO) is in place to ensure this. While the use of these RRO may feel stiff at times, it was developed so that every member of a body who wishes to speak can have the opportunity to do so.

The Senate meets only ten times per year for either two hours or three hours per meeting, unless special meetings are called. This means that the time we have at each meeting to discuss the details of reports, motions, and discussion items is limited. That said, this does not mean that the items should be “glossed over” or “rubber stamped”. It does mean that committees of Senate and individuals with particular positions carry out the work of Senate outside of Senate meetings. It also means that Senators and others within the institution need to proactively read and engage with the materials related to Senate business in advance. In order to do that, materials that are being generated by committees and individuals need to be provided sufficiently early for that to occur.

In recent years, Senate has taken some steps to try to ensure that the time at Senate is used as effectively and efficiently as possible. Below is a timeline of Acadia Senate's recent use of procedural tools and other methods to move through more routine items:

- In January 2019, we began receiving most Announcements and Communications in writing in advance, rather than the prior practice of receiving them verbally at each meeting.
- In January 2020, we developed the “Guidelines for Written Announcements to Senate” to help clarify who would report and what types of content would be included.
- In June 2021, we added a “Question Period- President and Provost and VPA” to try to keep questions within the Announcements and Communications to being directly related to what is within those, to pause and allow for questions later after time sensitive business is complete, and to give opportunities for questions related to Senate-related business. This has since been removed as a regular item.
- In January 2024, we began placing announcements and committee reports (and other “routine items”) within a Consent Calendar item structure after it was proposed and discussed at Senate Executive.

Consent Calendar section of Robert's Rules of Order, 11th edition (section 41, page 361, lines 11-32). Font preserved from the primary source publication.

Consent Calendar. Legislatures, city, town, or county councils, or other assemblies which have a heavy work load including a large number of routine or noncontroversial matters may find a *consent calendar* a useful tool for disposing of such items of business. Commonly, when such a matter has been introduced or reported by a committee for consideration in the assembly, its sponsor, or, sometimes, an administrator, may seek to have it placed on the consent calendar. This calendar is called over periodically *at a point established in the agenda by special rules of order, at least preceding standing committee reports*. The matters listed on it are taken up in order, unless objected to, in which case they are placed in line for consideration on the regular agenda. The special rule of order establishing a consent calendar may provide that, when the matters on the calendar are called up, they may be considered in gross or without debate or amendment. Otherwise, they are considered under the rules just as any other business, in which case the “consent” relates only to permitting the matter to be on the calendar for consideration without conforming to the usual, more onerous, rules for reaching measures in the body.

If any topics within an item in the Consent Calendar appear to be too substantial to be within the Consent Calendar, the agenda can be amended to either pull a Consent Calendar item from the Consent Calendar and make it a distinct item, or a distinct item can be created so that the topic can be discussed more fully. There is always the opportunity to ask questions that are directly related to the Consent Calendar items. For example, if there is a point in a set of announcements or within a report, there is an opportunity to ask before the Consent Calendar is approved as received. We can also further discuss items within Other Business if they need more time for discussion. That said, the Consent Calendar is intended to not be a temporally long item on the agenda, so any substantial discussions about topics should occur during other parts of the meeting. If, in reading an item on the agenda, whether it be announcements, a report, or materials related to a motion, you find yourself with questions, the sooner those questions are posed the better. So, Senate Executive is asking that questions be submitted in advance as much as possible. The questions can be submitted directly to the person who submitted the item (either a Senator with a particular position or a Chair of a Committee, for example), or to the Chair of Senate who can help to direct your question to the appropriate person(s). Ideally, the questions will be received at least four days before the Senate meeting, so that the individuals involved are prepared to answer, either on the floor of Senate, by amending the documentation to clarify or provide additional information, or through direct correspondence. By asking questions in advance whenever possible, more time at Senate meetings can be utilized for discussion and debate. In addition, the questions can be addressed more fully and effectively if asked in advance when possible.

Of course, this all relies on things being submitted in time for all Senate meetings. On the Senate website, the deadlines for submitting items for Senate meetings are listed. They are normally 7 days prior to each Senate meeting. Ideally, items will arrive before this, so that if there are things that need clarification or follow up by the Chair, Recording

Secretary/University Secretary, or Senate Executive, they can be clarified before the agenda is circulated.

If you are submitting an item to Senate, please ensure that it is clear whether it is a report or communication, a motion, or a discussion item. All motions should come in the form of an actual motion, with a clear motion and any supporting documentation or rationale. Please do not send documents as “proposals” without clear motion language. Please do not send motions that pertain directly to the work of an existing committee of Senate unless you are the Chair of that committee. The Chair of Senate or Senate Executive will pause such motions, especially if they arrive with too short of a timeline between when the documents have been submitted and when the agenda must be circulated, as consultation with the Chair of the relevant committee may need to take place.

If you are not sure whether a topic is within the purview of Senate, or of any particular committee of Senate, I am very happy to discuss that with you, as per the Senate Handbook. If I am not sure, I will consult with the Senate Executive about it, and if it is still not clear, we may discuss it at Senate itself.

I continue to be committed to doing what I can to ensure that we are upholding the collegial governance processes that are built into our structures and helping to navigate us through the changes that we are all experiencing. I hope that all Senators feel supported and that you know that you have a valued voice- whether you are a student, a faculty member, another employee, a member of the Administration, a member of the Board of Governors, or a community member. We are working through some tumultuous times at this moment. The stakes are high. It is more important than ever that we communicate in healthy ways and that we engage effectively in the work that needs to be done. Thank you for your commitment to working as a Senator to keep Acadia academically excellent as a university where student development, growth, and learning, and our collective intellectual pursuits and contributions, are at the core of our mission.

Respectfully submitted,

Anna Kiefte, Chair of Senate

Academic Unit Reorganization – discussion questions

- Should proposals for reorganization involve two steps – i.e., concept proposal followed development of a full proposal – or is one step enough?
- Should the reorganization process sit with Senate Executive and/or the Academic Planning committee, which is currently lacking strategic focus?
- Should the process require or encourage consultation with similar programs or units at other Nova Scotia universities?
- What types of issues (e.g., program creation and quality, sustainability and enrolment, interdisciplinarity, accreditation) should trigger consideration of restructuring?
- How should proposals assess impacts on curriculum, programs, student pathways, accreditation, and research?
- What constitutes “meaningful” consultation, and how must feedback be documented and addressed?
- What avenues should exist for units or individuals to appeal decisions or raise concerns about the process?
- Should there be a requirement for post-implementation review to evaluate whether the reorganization achieved its goals?

Faculty Guidelines for the Use of Generative Artificial Intelligence (AI) in Courses

These guidelines are designed to support Acadia University faculty in making informed, ethical, and pedagogical decisions about the use of Artificial Intelligence (AI) in their courses, to promote clear and transparent communication of their expectations with students. As AI technologies continue to evolve, this document will function as a living resource, updated as needed by the Faculty Support Committee. Its purpose is to guide faculty decision-making through clear institutional direction grounded in student learning, equity, well-being, academic integrity, and innovative approaches to education.

Determining the Role of AI in Your Course

Faculty Autonomy

Each faculty member retains the discretion to determine whether and how AI tools are used in their courses. This decision is a personal one that should consider the disciplinary context, pedagogical goals, and learning outcomes of each course or program. Faculty are encouraged to make informed decisions that reflect their course objectives, uphold the university's standards of academic integrity, and support equitable, transparent, and innovative learning practices.

Guiding Considerations

When determining whether AI fits into your course, consider:

- **Accessibility and Equity:** Ensure that all students have equitable opportunities to participate in learning activities that involve AI tools. As subscriptions to AI tools are not provided or supported institutionally by Acadia, students may experience unequal access due to cost, connectivity, or device limitations. Faculty should also ensure that expectations around AI use are consistent with student accommodations approved through Accessible Learning Services and individual learning requirements (e.g. EAL students). Some students rely on AI-enabled assistive technologies (e.g., spelling and grammar support, organizational aids, or text-to-speech tools) to ensure equitable and accessible participation.
- **Transparency and Pervasiveness:** AI Technologies are increasingly pervasive and often embedded in common applications, sometimes in ways that students may not fully recognize. To support clarity and reduce confusion, faculty should

specify which functions or features are permitted or restricted in their course, rather than relying on naming specific products or brands.

- **Accuracy, Bias, and Intellectual Property:** Content generated by AI can include inaccuracies, embedded biases, reinforced “echo chambers,” and/or unverified sources. Consider how these issues affect disciplinary standards, academic integrity, and the ethical use of materials. AI tools can also take student and faculty data to train the model, putting intellectual property at risk.
- **Privacy and Data Protection:** Safeguard student and institutional information by avoiding the submission of personal, confidential, or proprietary content to public AI platforms.
- **Student Development and Wellbeing:** Recognize that students may be particularly influenced and vulnerable to AI flattery or “sycophancy.” Some users may form personalized or emotionally charged relationships with AI tools, particularly with chatbots that simulate human interactions. In discussions about AI-use with students, promote critical awareness, healthy engagement, and independent thinking.
- **Learning Outcomes and Assessment:** Reflect on how AI use may impact the learning goals, skills, and assessment design of your course, both positively and negatively.
- **Environmental Impact:** Large-scale AI systems have significant energy demands and a growing negative impact on climate change. It is recommended that class time is used to bring awareness to the environmental impacts of AI use.
- **Innovation and Pedagogical Opportunities:** Explore how AI can enhance creativity, reflection, and skill development in teaching, learning design, and assessment. Provide guided opportunities for students to safely experiment with and explore AI tools in preparation for future studies or employment.

Communication and Transparency

Students will encounter different expectations for AI use across their courses, which can be confusing and difficult to navigate. To reduce uncertainty, ensure that expectations for AI use are communicated clearly, consistently, and proactively.

It is encouraged to discuss early in the term with your students how AI may or may not be used in the course, and to connect these expectations directly to the learning expectations and skills being assessed. Faculty should engage openly with students about the role of AI in the course and the pedagogical rationale for its specific use.

Acadia does not provide institutionally supported or paid access to AI tools, and because such tools are considered third-party learning technologies, students may not have equitable access to them. When the use of AI is required but not stated as a required technology of the course, it is recommended to provide an alternative pathway for students who cannot or choose not to use AI technology.

Given the rapid expansion of AI functionality in many common applications used by students, faculty should consider clarifying the specific functions or features that are allowed or prohibited rather than naming specific tools, products or brands. Consider seeking initial student input and formative feedback on the approach to AI in the course.

Course Outline Statements

All course outlines should include a section clarifying expectations for student use of AI in the course. Consider including:

- How AI tools may or may not be used, and why, with a rationale linked to course learning outcomes/expectations. Here are three different approaches to communicating different levels of AI usage in your syllabus:
 - [Artificial Intelligence Assessment Scale \(AIAS\)](#)
 - [SAMR-GenAI critical reflection tool](#)
 - [“Menus, not traffic lights: A different way to think about AI and assessment”](#)
- Any requirements for students to acknowledge or cite the use of AI in their work.
 - Provide examples and resources for citing collaborations with AI.
 - Model citation practices in your course materials and lessons.
- Your approach to academic integrity and the application of the Academic Integrity Policy in your course in relation to AI.

Sample Course Outline Language

“Generative AI tools (such as ChatGPT, Gemini, or Copilot) may be used in this course only as outlined by the instructor. When you use AI, please describe how it supported your work and ensure that your final submission reflects your own understanding and learning. Transparency in AI use helps support your development and aligns with Acadia University’s Academic Integrity Policy.”

Citation and Attribution

Faculty should clearly outline when and how students are expected to cite AI-generated material and provide [examples and resources](#) to support proper citation. Faculty should also model responsible attribution in their own teaching and scholarship by acknowledging AI assistance where relevant.

For guidance on citation practices, consult the [Acadia Library’s citation resources](#) or discipline-specific style guides, and share these with students to promote consistent, ethical citation practices.

Academic Integrity and AI

Faculty are encouraged to discuss acting with integrity in academia and the role of generative AI early in the course to promote shared understanding, critical engagement, and responsible use. These conversations should include mutual dialogue with students about their approaches to AI and their expectations for incorporating AI tools into the learning process. When concerns arise, they should be approached as opportunities for learning, reflection, and improvement.

If the unauthorized use of AI is suspected, faculty must follow the established Academic Integrity Policy and procedures outlined in the Academic Calendar. All inquiries should be handled with transparency, fairness, and respect for student rights.

Faculty cannot upload student work to AI tools or third-party detection services without first consulting Acadia's Privacy Office and ensuring transparency and voluntary consent from affected students. Students retain the right to withhold consent without being presumed to have violated academic integrity standards.

Detection

The use of AI detection tools is not encouraged at Acadia. Current detection technologies are unreliable, often producing false results, and have demonstrated bias against non-native English speakers, leading to false accusations of misconduct and student distress. These tools also raise significant concerns around data privacy, intellectual property, and due process for students.

Assessment and Course Design

Faculty may wish to review and adapt assessment strategies to account for AI's presence. Consider:

- Incorporating more in-class work, scaffolded assignments, and prioritizing process-based milestones for learning rather than a “final product”
- Designing assessments that emphasize critical analysis, application, and reflection, which are less easily replicated by AI.
- Testing your assignment prompts with AI tools to evaluate their “AI-resistance,” while avoiding submission of sensitive or identifiable material.
- Integrating AI use as a learning tool, where appropriate. E.g., evaluating AI-generated content for accuracy or bias.

Responsible and Ethical Use by Faculty

Faculty maintain full autonomy in deciding whether and how to use AI in their teaching, research, and administrative work. When AI is used, faculty are expected to model

ethical, transparent, and responsible practices that uphold academic integrity and prioritize student learning.

Faculty using AI are encouraged to:

- **Exercise informed judgment**
 - Review guiding considerations, relevant terms of service and data use.
 - Make intentional choices grounded in disciplinary norms and professional standards
 - Invite student dialogue and feedback on the use of AI in the course.
- **Protect privacy and confidentiality**
 - Do not upload student work, personal information, or confidential institutional data into AI systems.
 - Respect copyright and privacy obligations.
- **Maintain responsibility for academic decisions**
 - Avoid using AI to assign grades.
 - Ensure any feedback generated with AI is reviewed, personalized, and pedagogically meaningful.
 - Model ethical and transparent AI use in alignment with your course expectations for students
- **Verify and adapt AI-generated content**
 - Check for accuracy, tone, inclusivity, and alignment with course expectations.
 - Ensure AI-assisted materials do not disadvantage students based on language, background, disability, or technology access.
- **Model transparency and integrity**
 - Let students know when AI contributed to course materials, examples, rubrics, or feedback.
 - Demonstrate appropriate attribution and help normalize responsible, ethical AI use.
- **Stay informed and current**
 - Keep up with evolving best practices, institutional policies, ethical considerations, and innovative approaches in higher education.
 - Adjust AI use as standards and technologies develop.