



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, February 9, 2026.

A meeting of the Senate of Acadia University occurred on Monday, February 9, 2026, beginning at 4:07 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 welcomed Senators and called the meeting to order.

Approval of Agenda

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

A. Kiefte noted that the agenda for approval was Version 3, which had been circulated earlier that day.

E. Curry asked whether a small amendment to the list of questions under Discussion Item 6 a) should be raised at that moment or deferred until that item was discussed.

A. Kiefte stated that the suggested amendment related to Item 6 a) could be brought forward as an additional point to discuss when that item was considered.

MOTION TO APPROVE THE AGENDA CARRIED.

Approval of Senate Meeting Minutes

Motion to approve the Senate Meeting Minutes of November 24, 2025. Moved by D. Benoit and seconded by E. Curry.

MOTION TO APPROVE THE SENATE MEETING MINUTES OF NOVEMBER 24, 2025, CARRIED.

Motion to approve the Senate Meeting Minutes of December 15, 2025. Moved by D. Benoit and seconded by A. Robbins.

A. Kiefte noted that the December 15, 2025 Minutes, originally circulated on January 13, contained a copy-paste error that incorrectly listed some committee reports as received. She explained that those items were removed and that the amended Minutes, recirculated that afternoon, reflected only that single correction.

The Chair noted one formal abstention.

MOTION TO APPROVE THE SENATE MEETING MINUTES OF DECEMBER 15, 2025, CARRIED

Time Sensitive Items

A. Kiefte noted that there were two time-sensitive items on the agenda and introduced Melanie Coombs as a guest, as the Co-Chair of the Curriculum Committee.

Motion from the Senate Curriculum Committee: Motion to approve the curriculum changes as submitted. Moved by E. Curry and seconded by K. Ashley.

A. Kiefte stated that the detailed curriculum forms had been circulated to Senators the previous week by email, with a high-level summary included in the agenda document.

M. Coombs stated that she recommends approval of the curriculum changes, noting that most units were included, with a few pending feedback, which will be submitted at a future meeting. She noted that she was happy to answer any questions.

E. Curry urged faculty to consult students on curriculum changes and to consider more formalized consultation processes, noting that students value opportunities to provide input on broader curriculum decisions and that seeking student input is an important part of a student-centered education.

K. Ashley encouraged units to consult the library during curriculum changes, noting it is sometimes overlooked. She also expressed appreciation for the innovation and renewal reflected in the proposals and welcomed a better balance between new courses and course deletions, referencing past feedback from the Registrar's Office and MPHEC.

MOTION CARRIED

Motion from the Senate Graduate Studies Committee: Motion that the following curriculum changes to graduate courses and programs be approved as submitted: KINE 599Y & KINE 5960. Moved by K. Ashley and seconded by E. Callaghan.

K. Ashley stated that the proposed changes were primarily cleanup, noting that a thesis course had originally been assigned a zero-credit designation, which later created processing issues when it was recognized as equivalent to 15 credit hours. She said the change was intended to correct this and avoid after-the-fact fixes to ensure students could graduate. She noted that Kinesiology had brought the matter to the Graduate Studies Committee in September.

J. Slights asked whether assigning 15 credit hours to a thesis was standard practice across other graduate programs.

K. Ashley replied that thesis credit values vary by program across campus. She noted, as an example, that English assigns six credit hours to the thesis and faces similar issues

because its thesis is also currently coded as zero credits. She explained that the MAK program set its thesis at 15 credit hours when introduced a couple of years earlier, acknowledged concerns that zero-credit coding was not ideal, and said the issue now needed to be corrected.

MOTION CARRIED

Consent Calendar Items

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

Announcements and Communications

Chair

A. Kiefte explained that the Consent Calendar would be approached in two parts, beginning with Item a) Announcements and Communications and then moving on to Item b) Senate Committee Reports.

A. Kiefte noted that Melanie Coombs had already attended and departed the meeting as a guest, as previously announced. She then announced regrets from Yas Jawad, Shelly Fleckenstein, and Erin Beaudin, and noted that Jeff Hennessy would be arriving late.

President And Vice-Chancellor Report to Senate

There were no announcements.

Provost and Vice-President Academic Report to Senate

Summary of discussion

- Clarification was requested on how academic policy development tasks, particularly the Academic Unit Reorganization Policy, were initiated and delegated, seeking greater transparency.
- It was clarified that academic policy work spans areas beyond Senate (e.g., Board, HR, labour relations), and that the Academic Unit Reorganization Policy arose in response to concerns about recent structural changes. The draft had been discussed at Senate Executive and APC, and no policies were being developed outside of proper channels.
- The need for clearer communication about policy origins and committee involvement was discussed.

E. Curry thanked Dr. Cunsolo for clear campus communications on Schedule H, then raised a process-oriented question about the Academic Policy Development portfolio. Citing Senate's authority to determine and regulate educational policy, she noted a perceived tension between that authority and the academic policy responsibilities attached to the Vice-Provost, Academic Policy and Graduate Studies role. She emphasized that her comments referred to the role, not the individual, and acknowledged

the structural and administrative responsibilities associated with the position. She asked whether Senate could be provided with a list of academic policy development tasks assigned to the role, along with clarification on which Senate meetings or committees delegated those tasks, or how they were assigned if not through Senate. She framed this as a request for information to be brought back at a later meeting. She added that, especially in the context of Schedule H and institutional pressures, effective policy development depends on cooperation, collaboration, and broad participation. She stated that no single individual has sufficient perspective to develop academic policy alone and that inclusive processes strengthen outcomes. She further added that delegation and procedural processes should be transparent and open to deliberation, noting that appeals to procedure should not unintentionally limit input or exclude stakeholders from decisions that significantly affect them.

A. Kieft suggested that E. Curry send her remarks in writing to Dr. Cunsolo and herself, so they could be included in the minutes and allow time for a considered response, noting they would not necessarily be included verbatim.

A. Cunsolo responded to E. Curry that she found the implication that academic policy work was bypassing or violating Senate very concerning, stating that this had not occurred, and it is important to have this misinformation corrected in the Senate record. She noted that E. Curry's concerns seem to be related to the Academic Reorganization Policy discussion, which had undergone extensive consultation and had not reached Senate because that process was not complete. She expressed concern with the framing that suggested otherwise. She explained that the Vice-Provost, Academic Policy and Graduate Studies position has a broad mandate covering policies across campus, many of which do not fall under Senate's purview and may instead be Board-level or involve the faculty union and other general consultations. She noted the new policy website and said policies would include public consultation, and that those requiring Senate approval would come through Senate.

A. Cunsolo assured Senators that no policies were being developed behind the scenes or outside proper channels, and that relevant items were or would be routed through Senate committees as appropriate. She added that forthcoming items, such as a Quality Assurance Policy arising from the MPHEC review, would proceed through Senate, and emphasized that consultation and collaboration remain shared priorities.

E. Curry stated that her request had been partly misunderstood and noted that she was seeking information. She explained that, regarding the Academic Program Reorganization Policy and any other educational policies in development, she was looking for clarity on how tasks were delegated. Specifically, she noted that a proposal from a group of Senators had been described as improper for not coming through a committee, and she said she did not know which committee had assigned the related policy development work. She indicated that this clarification on delegation and committee authority was the information she was requesting. She added that while Senate had been notified that the policy was under development, the notes and minutes did not indicate when the task had been delegated or which committee had delegated it, and she was seeking that clarification.

A. Cunsolo stated that Senate had been informed that both the Senate Executive and the Academic Planning Committee (APC) had been looking at the policy and that it would move through a variety of committees and then to Senate. She noted that progress was paused pending feedback and further discussion. She added that, under the Senate handbook, policies can be initiated or routed in different ways, either empowered to a committee or later referred to one and said this policy had been moving through those processes but was currently on hold while feedback was gathered. She indicated Dr. Ashley could provide further details.

K. Ashley noted that the matter had been discussed previously and recorded in approved Senate Minutes and said there may be a misconception that Academic Policy is limited to Senate matters. She stated that the Academic Policy part of the portfolio also covers areas such as HR, labour relations, student services, Board work, and legal matters, with the Academic Unit Reorganization Policy being the only current item directly tied to Senate. She clarified that the “academic” label reflects the Provost’s broader portfolio related to teaching, learning, and research. She added that the Academic Unit Reorganization Policy was taken to Senate Executive to seek guidance on how to proceed in the absence of a clearly responsible committee. Like Dr. Cunsolo, she also expressed concern about the spread of misinformation or disinformation in Senate discussions, noting this could affect collegial governance, and requested that her comments be reflected in writing.

A. Kiefte reiterated that the matter had been brought to Senate Executive in August and again in the early fall, and noted that it had also been brought to APC in the fall. She stated that it was announced at Senate in both October and November.

E. Curry clarified that she was asking about the origin of the policy, specifically when and where it first originated. She noted that while it had been seen by Senate Executive and APC, her aim was to establish a clear factual basis to avoid inaccuracies about how the policy came forward.

A. Kiefte stated that, as Chair of Senate and Senate Executive, she could not say where the policy originated, but clarified that it came to Senate Executive and was not originally delegated by that body.

A. Cunsolo explained that the policy originated from concerns raised after recent program developments, including the School of Counseling and Nursing, where there was perceived to be no clear process. She said significant feedback had been received calling for a defined process, and that the initiative was a good-faith effort to respond to those concerns. She noted that, with K. Ashley coming on in the Vice-Provost role, feedback from Senate and the broader community was reviewed, comparisons were made with other universities, and a draft process was brought to Senate Executive for guidance on next steps. She described it as a multi-sectoral policy with Board implications that would have required extensive consultation over several months, but said it did not progress to that stage. She emphasized that the effort was open and responsive to prior calls for clearer processes.

D. Seamone thanked E. Curry for raising her points and said they should not be viewed as adversarial. She noted that while the matter had been reported to Senate, the question was when any decision or endorsement occurred. She suggested that clearer reporting from Senate Executive would help and emphasized that, under Senate By-Laws, decisions made by Senate Executive between meetings should come to Senate for a vote.

A. Kiefte noted a distinction between two issues, noting that the creation of administrative positions is not under Senate's authority. She stated that Senate's role is to determine whether matters fall within its By-Laws and Constitution, and the Act of Incorporation. She clarified that any policies within Senate's purview must come to Senate, and that the policy under discussion would be coming to Senate and remained in development.

J. Slights said the discussion was helpful, but that clarification was still needed on how and when policy development was assigned. Her concern was forward-looking, noting that Senators should be able to participate meaningfully in developing academic policy, not only vote on completed proposals. She questioned why a Senator-developed policy was ruled out for not coming through a committee when another policy had also not originated in committee, and she stressed the need for clarity and consistency in how policies are developed and brought forward.

A. Cunsolo said she was not arguing that policy should come only from the PVPA but explained that in this case a draft was started in response to concerns raised in Senate and then taken to Senate Executive for guidance on next steps following the start of development by the Vice-Provost. She noted this was similar to how any group of Senators might ask where a proposal should go. She said that the issue was procedural timing, as Senate had already been informed that one policy was in development when another appeared. She noted that the matter involved Board and Senate complexities and was brought forward in good faith to seek direction, adding that no single source should control policy development.

K. Ashley said she found the discussion helpful and noted that there was a scheduled agenda item on the policy. She suggested moving the conversation there, given that time-sensitive items still needed to be addressed first.

A. Kiefte clarified that the purpose of the upcoming agenda item was to discuss the policy's content rather than its procedural history and noted that the current discussion was focusing more on process than substance.

K. Ashley said the concern was not that Senators were developing a policy, but that it was being done while she was working on the same type of policy through Senate Executive and the APC already, and had reported this to Senate multiple times. She noted the difficulty arose from the resulting confusion and blurred lines, which made it harder to determine a clear path forward.

A. Kiefte stated that the situation could be taken as a learning opportunity, noting that while there could be debate about where communication issues may have occurred, the

focus should be on seeking clarity moving forward. She emphasized the importance of proceeding in a collegial and democratic way and not spending excessive meeting time on revisiting the matter.

J. Sachs asked for clarification on A. Cunsolo's comment. He noted it had sounded like she had said Senators could present motions or policies for discussion and said it was his understanding that if a Senator has a policy idea, it can be brought to the floor as a discussion item or motion. He asked whether that interpretation was correct or whether only certain types of items are permitted to be brought forward by Senators, while others are prohibited.

A. Cunsolo said that she was not disputing Senators' ability to bring items forward. She noted that individual Senators can raise matters at Senate, in committees, with the Chair, or with Senate Executive. She explained that the concern arose because one policy was already moving through Senate processes with due process and planned broad consultation when a second policy draft appeared related to the same issue. She stated that broader participation is welcome and that work had been paused to allow for feedback, but noted that introducing a competing proposal mid-process was not consistent with collegial and democratic processes.

E. Curry raised a concern about the lack of an academic plan, noting that this clearly falls within the mandate of the Academic Planning Committee. She suggested that if the committee does not currently have the capacity to undertake the work, Senate might consider, in consultation with it, delegating the task to another committee to develop an initial draft.

A. Cunsolo asked E. Curry to clarify why she believed the Academic Planning Committee did not currently have the capacity to undertake development of an academic plan.

E. Curry replied that she had previously raised concerns about the absence of an academic plan and had asked whether one had been in development over the past year. She said her understanding was that the Academic Planning Committee did not currently have the time to work on it.

A. Cunsolo clarified that she had not said the Academic Planning Committee lacked time, but rather that an academic plan extends beyond that committee's scope and requires university-wide engagement, including multiple Senate committees and broader community consultation. She added that the academic planning process is now integrated into Schedule H work and that, once immediate priorities are addressed, planning will move forward, noting that a plan is due August 30 and work will begin shortly.

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

L. Wilson Finniss announced that since she had originally shared the teaching resources in her update for the cancelled January Senate meeting, there had been further progress made on the Introduction to AI Literacy course. She highlighted that the course, developed through Dr. Dan Lametti's leadership and service, had over 500 enrollments and nearly 400 certificate completions within a month. She thanked faculty for integrating the resource into their courses and acknowledged ASU's role in promoting it, describing the uptake as a success worth celebrating.

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

There were no announcements.

Vice-President Student Experience Report to Senate

J. Sachs noted that the Vice-President Student Experience Report was sent in early January and asked whether updated figures were available for enrolment and admitted students.

S. Duguay replied that updated enrolment reports are generated weekly, including one released that day. He offered to share the latest figures by email.

Acadia Students' Union Report to Senate

Z. Cam reported that the ASU general election had begun and encouraged Senators to share this with students. She also noted the launch of a Canada Student Grants campaign with student unions nationwide, explaining that federal grant levels may drop from \$4,200 to \$3,000, potentially affecting many students. She said a petition would be circulated through ASU channels and encouraged support to help maintain student access to education.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no announcements.

Other Announcements

There were no further announcements from the floor.

Senate Committee Reports

Senate Executive

Summary of discussion

- Questions were raised about whether Senate Executive can prevent items from reaching Senate and how its decisions should be reported and confirmed.
- The Chair clarified that Executive provides advisory input on agenda matters and that no procedural changes have been made; further clarification on reporting will be brought back.
- Concerns were raised about time spent on procedural debate versus substantive business.

J. Sachs asked for more detail on the Senate Executive Committee report, noting that while it summarized topics discussed, it did not outline conclusions. He asked whether Senate Executive had made decisions affecting how Senators may bring motions forward and requested clarification to guide Senators on available procedural routes.

A. Kiefte stated that Senate Executive serves as an advisory body to the Chair of Senate, particularly in assessing whether items fall within Senate's purview for inclusion on the agenda. She noted that the two matters referenced had already been addressed at the December meeting of Senate and clarified that Senate Executive's role in providing such advice is longstanding and that no procedural changes had been made.

J. Sachs said that while he understood that the drafted paused admissions policy had been ruled outside Senate's purview, he disagreed with that assessment. He noted that the other policy related to unit reorganization clearly fell within Senate's authority, as it addressed the same matter already under Senate committee consideration. He asked whether Senate Executive was asserting the authority to prevent consideration of a matter even if it falls within Senate's purview.

A. Kiefte responded that the discussion about unit reorganization had not been blocked, that it had been reformulated to seek feedback as a discussion item with relevant and related reflection questions. The draft policies were being handled as feedback to inform discussion.

J. Sachs clarified that the Senators who brought the proposals forward did not intend for them to be treated merely as feedback, but wanted them presented independently to Senate for consideration on their own merits.

A. Kiefte reiterated that the documents had not been removed or disregarded. She noted that they remained publicly available in the Senate Agenda and Minutes from November and were part of the set of materials informing discussion of the policy. She emphasized that the drafts are accessible to Senators, the public, and the Vice-Provost responsible for policy, and continue to be available to contribute to ongoing policy development.

J. Sachs asked, hypothetically, whether if he developed a new and urgent policy proposal, Senate Executive could prevent it from being placed on the Senate agenda. He sought

clarification on whether he would be required to bring it through a committee first or whether he could present it directly to the Senate floor for consideration.

A. Kiefte asked for clarification, specifically whether J. Sachs was referring to bringing forward a motion or simply initiating a discussion item.

J. Sachs replied that he believed it should be possible either way, whether as a motion or a discussion item, and indicated openness to clarification on the appropriate route.

A. Kiefte stated that this was intended to be the first of more regular Senate Executive reports. She explained that when a topic is brought to the Chair or Senate Executive, advice may be sought regarding whether it should appear on the Senate agenda. In clear cases, the Chair may determine this directly. If an item is not placed on the agenda, that decision would be reported through a Senate Executive report or directly from the Chair to the person who proposed the item, so that Senators are aware and may question it if needed.

J. Sachs stated, for the record, his understanding that if a Senator wishes to place a discussion item or motion on the draft agenda, the Chair may refer it to Senate Executive for advice. He further indicated his understanding that Senate Executive could advise against placing it on the draft agenda, resulting in it not coming before Senate for consideration.

A. Kiefte clarified that items germane to Senate would not be blocked. If a matter falls within Senate's authority, it may be brought forward for discussion. However, she noted that in some cases a proposal, such as a policy idea, might first be referred to the most relevant committee or to the Provost and Vice-President Academic and Vice-Provost, Academic Policy and Graduate Studies for input. She noted that any decision not to place an item on the agenda would be reported, with rationale provided, so that Senate is aware and able to respond. Such matters would not be handled behind closed doors and would be communicated either through a Senate Executive report or a report from the Chair.

J. Slights welcomed the prospect of more regular Senate Executive reports but noted that the February report had been presented for information only, without an opportunity for Senate to confirm decisions. She stated that the By-Laws require decisions taken by Senate Executive between meetings to come to Senate for confirmation and suggested that such matters should be presented in a votable form.

A. Kiefte noted that a distinction must be made between different types of decisions by Senate Executive. She explained that when Senate Executive exercises delegated authority, such as making a decision over the summer that would normally require a Senate vote, that decision must come to Senate for confirmation. However, advising the Chair to determine whether an item falls within Senate's purview is a different type of decision and not the same as exercising delegated decision-making authority.

J. Slights stated that, according to the By-Laws, all decisions taken by the Executive Committee must be presented at the next meeting of Senate for confirmation.

A. Kieft referred to the relevant By-Laws language, noting that Senate Executive acts between meetings on matters requiring senatorial action or referred to it by Senate. She indicated that, in her time on Senate, the interpretation has been that the confirmation requirement applies to decisions made under that delegated authority, as outlined in item B.

J. Slights responded that the By-Laws language does not explicitly refer back to item B and instead states clearly that all decisions taken by the Executive Committee must be presented to Senate for confirmation. She stated that Senate Executive is a subcommittee of Senate and, like other committees, its decisions should come to the full body for approval rather than being automatically adopted.

C. Rushton said she appreciated the discussion and suggested that Senate may need to revisit its understanding of the term “confirmation.” She noted that she does not necessarily interpret confirmation as requiring a vote, but rather as ensuring transparency and shared awareness. She questioned whether the historical meaning of “confirmation” may differ from how it is understood today and suggested this could be part of a broader governance conversation.

D. Benoit stated that Senate Executive is listed separately and may not function in the same way as standing committees. He noted the importance of committees being able to carry out work assigned to them, noting that it becomes difficult for committees to fulfill their mandates when parallel proposals on the same topics are repeatedly brought directly to Senate. Drawing on his experience with the Faculty Support Committee and the Academic Integrity Committee, he suggested that bypassing established committees can hinder progress. He also noted that the issue prompting the current debate, Academic Unit Reorganization, has been discussed in Senate for years, and expressed frustration that an effort to address a longstanding gap in policy was now being treated as problematic.

A. Kieft noted that the nominations for honorary degrees and emeritus designation item, remained on the agenda. She proposed pausing the current discussion at 5:30 to address that item and then returning to this topic as necessary.

E. Curry said she had three questions about the Senate Executive report, she asked what was meant by the Archives Statement for Senate Website. She also raised a Senate website issue, noting that the Senate Policies link redirects to the homepage rather than to the actual policies. She asked whether there are Senate policies she should be aware of and where they can be accessed.

A. Kieft explained that the Archives Statement refers to a clarification for the Senate website about how materials are archived and accessed. She noted that the Digital Archivist has met with Senate Executive to discuss how archival materials are handled and that the statement that they drafted will simply clarify access, as minutes and agendas are already publicly available once approved. Regarding the Senate Policies webpage, she said it was historically a running list of Senate-approved policy changes maintained by a

former recording secretary, but it was not consistently updated. With the newer institutional policy structure in place, updating that page has not been prioritized. She clarified that it was not a comprehensive set of policies governing Senate operations, but rather a list of specific policy changes approved by Senate, such as amendments to GPA rules or the Academic Calendar.

E. Curry said the Academic Calendar section appeared to address two distinct issues and asked for clarification. While she understood the need to clarify governance authority (Senate, Board, Administration), she noted that the Working Group's described tasks, such as promoting consistency and developing guidelines, seemed broader and potentially overlapping with the Curriculum Committee. She asked how these roles were distinguished.

A. Kiefte clarified that the document developed by the Registrar and Associate Registrar does not override Senate's authority. She explained that the intent is to clarify where responsibilities sit and improve consistency in language within the Academic Calendar, which has evolved incrementally and accretively over many years. She stated that the working group would not alter substantive academic policies, as those remain under Senate's authority.

E. Curry said she believed it was important to distinguish between the Chair's responsibility for setting the agenda and formal decisions taken by Senate Executive. She suggested that previous discussion may have blurred the line between advice given to the Chair and decisions made by Senate Executive. She noted that the current report listed topics discussed rather than decisions made and asked whether future reports could clearly identify any decisions taken.

A. Kiefte noted that it was now 5:30 p.m. and called for a motion to table the Consent Calendar item until after the Honorary Degrees and Emeritus designation item.

Motion to table the discussion until after the New Business item 5 a). Moved by Z. Cam and seconded by D. Benoit.

MOTION CARRIED

New Business

Motion to approve the nominations received from the Awards Committee for Honorary Degrees and Emeritus status. Moved by President Hennessy and seconded by K. Ashley

A. Kiefte explained that nominations from the Awards Committee for Honorary Degrees and Emeritus designation are always handled *in camera* and that all related documents are strictly confidential. She clarified that only approved Emeritus designations are made public, while honorary degree nominations remain confidential, with only those ultimately bestowed being announced. Even approved nominations that are later declined are never publicly disclosed. She emphasized that both the discussions and decisions

regarding Honorary Degrees are confidential in perpetuity and reminded Senators of their obligation to maintain that confidentiality.

The discussion of the candidates and secret ballot election occurred *in camera*.

MOTION TO APPROVE THE NOMINATIONS RECEIVED FROM THE AWARDS COMMITTEE FOR HONORARY DEGREES AND EMERITUS STATUS CARRIED.

Motion to bring item 4 back to the discussion. Moved by Z. Cam and seconded by A. Cunsolo.

MOTION CARRIED

D. Seamone thanked J. Slight for her careful articulation of the issues, noting they reflected points she had earlier tried to raise. She suggested that questions regarding interpretation of the Constitution and By-Laws, particularly as they relate to Senate Executive, could be referred to the By-Laws Committee. While she could bring a motion, she first posed it as a question, observing that a committee specializing in interpretation would be better positioned to examine the meaning and application of specific provisions in greater depth.

A. Kiefte responded that she was having difficulty understanding what was being characterized as a “decision” of Senate Executive at this meeting. She noted that this had been a recurring point of confusion in recent discussions and asked for clarification on what specific decision of Senate Executive was being referenced.

D. Seamone replied that, in this case, she understood the decision to be the creation of the new position and the decision to assign development of the policy to that role. She noted that this was never presented to Senate as a decision but rather described as an established reality, which she described as somewhat nebulous rather than clearly reported as a formal decision.

A. Kiefte clarified that Senate Executive has never been involved in, and is not involved in, the decision to create the position of Vice-Provost, Academic Policy and Graduate Studies. That was within the purview of the Board of Governors and Senior Leadership.

D. Seamone stated that she was not referring to the creation of the position itself, but rather to the development of the policy and the decision to assign responsibility for that policy to her.

A. Kiefte stated that responsibility for developing the policy was never delegated by Senate Executive. She stated that the policy came to Senate Executive as a discussion item and was not assigned or delegated by that body.

D. Seamone responded that if the policy was never formally delegated by anyone, then she found the situation confusing. She noted that Senators had worked collaboratively to draft a policy and submit it, only to be told that development of a policy on the same

matter had already been delegated and had some form of official status. She questioned how that could be the case if it had not been voted on or formally assigned through Senate, and expressed concern that this reasoning was then used to justify not considering the alternative policy developed by Senators.

A. Kiefte stated that, as Chair, she would ask Senate Executive to review how policy proposals within Senate's purview are directed and assigned, particularly in light of the new position. She said this would help clarify, going forward, where and how such decisions are made, noting that the creation of and responsibilities of the position itself is outside Senate's authority.

D. Seamone stated that if neither Senate nor Senate Executive made the decision, she questioned who did. She expressed concern that the existence of an already-developing policy was then used as justification for not considering material submitted by Senators. She said this lack of clarity was troubling and suggested that a formal interpretive review might help clarify the matter.

A. Kiefte responded that the two specific policies in question had already been addressed, but agreed that, going forward, it would be worthwhile clarifying how such decisions are made and where responsibility lies.

D. Seamone stated that this was precisely why she suggested referring the matter to the By-Laws Committee, so it could review and interpret those situations and provide guidance for the future.

A. Kiefte proposed revisiting this at a future meeting, noting that the current discussion was rehashing two particular decisions. She emphasized the need for a broader, forward-looking conversation about how such matters should be handled going forward.

J. Sachs stated briefly that the By-Laws already provide guidance on these matters and that a committee exists specifically to interpret them and make recommendations to Senate. He argued that if there is ambiguity about process or committee roles, the issue should be referred to the By-Laws Committee rather than Senate Executive. He noted that the current concerns arose from questions about proper process and therefore suggested it would be more appropriate to have By-Laws review the matter.

A. Kiefte responded that, in her view, the By-Laws are clear about which matters belong to particular committees. She suggested that there may be confusion between the overarching By-Laws and the specific terms of reference of individual committees. Noting the time, she expressed discomfort with rushing into the matter without extending the meeting. She added that Senate Executive has not yet had a full discussion of the broader issue of ensuring that Senate policies are handled appropriately within Senate structures.

J. Sachs noted that the Senate Executive report presented was a list of topics discussed, not a list of decisions for approval. He stated that since the Executive is required to present its decisions for confirmation or modification, and no such list was provided, he

would ask that Senate Executive bring forward at the next meeting a clear list of decisions it has made so that Senate may confirm or modify them.

A. Kiefte responded that future Senate Executive reports would clarify what was a decision versus what was merely discussed. She noted that there is an important distinction between reporting items discussed and reporting formal decisions taken.

J. Hennessy stated that Senate Executive is not a standing committee of Senate but is created by legislation, which also outlines its roles. He noted that one of those roles is to determine what matters should go forward to Senate, which can be understood as an agenda-setting function. He emphasized that Senate Executive provides advice to the Chair; decisions about the agenda ultimately rest with the Chair, informed by that advice. He noted that without Senate Executive's advisory role, agenda-setting authority would rest solely with the Chair, who, under the By-Laws, could be anyone, including the President. He suggested that the advisory role of Senate Executive helps ensure balance in such circumstances. While matters can be reported for transparency, Senate Executive is established by legislation rather than as a standing committee under the By-Laws.

K. Ashley raised a point of personal concern, stating that she did not appreciate being referred to as "her" on the floor of Senate. She noted that she has a name and title and felt that being referenced in that way was dismissive. She added that this had occurred earlier when D. Seamone referred to her.

Z. Cam expressed concern about the amount of time being devoted to this issue and asked whether it would continue to occupy a significant portion of the next meeting. She noted that student Senators serve for only part of the year and want to see progress on substantive items, such as electives and AI guidance. While acknowledging the importance of a democratic process, she emphasized the need to ensure that other important business is not sidelined.

A. Kiefte responded that she understood very clearly the concerns raised by Z. Cam on behalf of the student Senators. She shares the goal of moving beyond procedural clarification to substantive content discussion. She noted that, in the past, Senate has convened special meetings to ensure adequate time for discussion items, and that this could be an option if needed. She agreed it is important not to spend all of the meeting time on procedural matters and affirmed that the concern had been heard and taken seriously.

D. Seamone offered a heartfelt apology to K. Ashley for previously referring to her as "her" inappropriately. She attributed the remark to a moment of fatigue but acknowledged that this was no excuse and clarified that she did not intend any disrespect. She also suggested that Senate consider holding an additional meeting, noting that a January meeting had been lost and that an extra meeting might help the body get back on track. She left the matter to the Chair's discretion.

A. Kiefte thanked D. Seamone for the suggestion and stated that she would bring it to Senate Executive for consideration and reflect on it herself in her role as Chair of Senate.

Academic Integrity Committee

L. Wilson Finness thanked the Academic Integrity Committee for its work and consultations, and suggested that, in reviewing academic integrity processes, attention also be given to students' right to due process. She emphasized the importance of transparency in how processes are communicated, how decisions are documented, and ensuring students have the opportunity to respond and appeal, particularly in cases involving significant or punitive outcomes.

D. Benoit clarified that the Senate Academic Integrity Committee had been tasked with conducting a survey and that the results were included in the report. He noted that the committee is now considering revisions to the current Academic Calendar process for handling academic integrity complaints, largely in response to faculty feedback about procedural challenges. Stakeholder consultation will be part of any proposed changes, and the committee is beginning work on an educational component for faculty and staff, including clarification of what constitutes academic integrity infractions, in collaboration with the Faculty Support Committee.

A. Kiefte suggested that the committee also consider engaging librarians who work on matters related to plagiarism and related academic integrity issues.

D. Benoit stated that the primary concern was less about how individual units define academic integrity and more about how the process is handled. However, he noted that survey feedback indicated some faculty uncertainty about what should be treated as a learning opportunity versus what constitutes an academic integrity violation.

J. Sachs asked whether the survey data allowed any conclusions about the degree of consensus within units or faculties regarding the meaning of academic integrity.

D. Benoit said the data did not show clear unit-level consensus, as responses reflected individual faculty approaches. He noted some confusion between treating issues as pedagogical learning opportunities versus formal academic integrity violations, suggesting a need for clearer guidance or training. He also expressed concern about faculty who intentionally ignore the policy, stating that this contravenes Senate rules.

D. Seamone thanked the committee for its work on AI and said she found the report helpful. She suggested it would be useful to include a clearer definition of AI, or a list of what is encompassed, to support more focused discussion. She also asked whether the draft AI-related policy or materials had been discussed for broader consultation at the faculty level, noting some uncertainty about its current status.

A. Kiefte clarified that there was no draft policy before Senate, but rather a report presenting survey results.

D. Benoit suggested that D. Seamone may have been confusing the current report with the separate report from the Senate Academic Integrity Committee.

L. Wilson Finness clarified that the document had been placed on the December agenda but was not reached. She noted it was released as guidance, not policy, since it had not been discussed or approved by Senate, and was circulated at the start of term because it was considered useful.

D. Seamone apologized for the confusion and asked whether there had been consideration of taking the AI guidance to faculties for discussion, suggesting that faculty-level conversations might yield more unit-specific feedback.

L. Wilson Finness explained that the AI document began as a faculty resource and evolved into a more structured guidance document. It was brought to Senate to seek direction on whether it should remain guidance or move toward a more formal policy, and she noted the committee welcomes feedback.

D. Seamone suggested that the AI document be circulated to individual faculties as a discussion item, framed by specific questions to guide feedback. She noted that many units already have AI subcommittees and departmental approaches, and said faculty-level discussions could allow for more detailed input before bringing the matter back to Senate.

K. Ashley noted that if existing processes are not followed, it creates unfairness for students and increases institutional risk. She emphasized that expectations around AI use should be clearly articulated in course syllabi and that inconsistent approaches could lead to academic integrity or discipline decisions being challenged, including through judicial review. She stressed the importance of fair, transparent processes both to protect students' rights and to safeguard the institution.

Admissions and Academic Standing (Appeals) Committee

There were no questions or comments.

CONSENT CALENDAR ITEMS RECEIVED

Other Business

There was no further business.

Adjournment

Motion to adjourn by C. Rushton.

S. Pineo,
Recording Secretary of Senate and University Secretary

Senate Curriculum Committee
2026-2027 Curriculum Change Proposals

Report to Senate

2 February 2026

Committee Members: Melanie Coombs (Committee co-Chair 2025-2026, FPAS), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Jeff Torbert (co-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), Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator), Lauren Wilson Finnis (Vice-Provost, Curriculum and Planning)

Overview

The number of current curriculum proposals approved by faculties and the Senate Curriculum Committee is summarized below (please note this will be updated once all feedback has been considered):

| Type of Proposal | Faculty | | | Total |
|----------------------|---------|------------------------|----------------------|-------|
| | Arts | Pure & Applied Science | Professional Studies | |
| New Course | 9 | 10 | 2 | 21 |
| Course Deletion | 5 | 0 | 12 | 17 |
| Course Modification | 105 | 10 | 42 | 157 |
| Program Modification | 8 | 16 | 5 | 29 |
| New Program | 0 | 1 | 0 | 1 |
| Program Deletion | 0 | 1 | 0 | 1 |
| Totals*: | 127 | 38 | 61 | 226 |

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

Curriculum proposals were sent to the Senate Curriculum Committee – Administrative (SCCA) by Dec 19, 2025. A summary listing of proposals submitted, discussed, and considered by the three faculties follows. Within the Sharepoint “Curriculum” section, the 2025-2026 files section contains complete forms for all proposals. The Committee reviewed the proposals received by the Dec 19 deadline in advance of meetings on 7, 8 and 9 January, 2026 where each proposal was discussed, resulting in one of the following actions: (i) proposals were deemed acceptable as submitted; (ii) proposals were edited by the Committee during the meetings to flag minor, non-substantive oversights in completing forms (e.g. grammatical errors) or (iii) proposals were

designated as requiring clarification through consultation with the Director or Head of the relevant academic unit. Feedback was received from multiple units and was voted on via email. Late and remaining forms will be discussed and voted upon by the committee at our Feb meeting 2026.

The Chair will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2026/27 Academic Calendar and within Colleague, i.e. as per the proposal originally submitted or as revised in consultation with the relevant academic unit.

Motion

- 1. That all curriculum proposals submitted by the faculties and reviewed and passed by the Senate Curriculum Committee be approved.**

Summary Listing; Proposals for Curriculum Changes 2026/27

Faculty of Arts

Economics

| # | Program or Course Number & Title | Modification | Rationale |
|----|--|--|---|
| 1. | ECON 3323 Issues in Cdn. Labour Markets | Course Deletion | Insufficient resources/demand. |
| 2. | ECON 3423 Fed-Prov Fiscal Relations | Course Deletion | Insufficient resources/demand. |
| 3. | ECON 3713 Environmental Economics | Course Deletion | Outdated, prereqs too demanding – partially folded into new ECON 2723 |
| 4. | ECON 4813 Natural Resource Economics | Course Deletion | Outdated, prereqs too demanding – partially folded into new ECON 2723 |
| 5. | ECON 2723 Agricultural & Resource Economics | New Course | New agricultural content plus parts of old advanced environmental/resource courses made easier. |
| 6. | ECON 3773 Doing Economics | New Course | Vehicle to support experiential/applied/diverse learning initiatives. |
| 7. | ECON 2613 Empirical Analysis in Economics and Business | Course Modification: Modifying anti-requisites | Changes in MATH statistics offerings. |

English and Theatre

| # | Program or Course Number & Title | Modification | Rationale |
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|---|----------------------------------|--------------|-----------|

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|----|----------------------|---|--|
| 1. | THEA 2853 | Course Modification: change in pre-req | Change in pre-requisites opens up course for more students. |
| 2. | THEA 2863 | Course Modification: change in pre-req | Change in pre-requisites opens up course for more students. |
| 3. | ENGL 3613 | Course Modification: change in title and description | Modifications create an offering focused on contemporary Canadian literature. |
| 4. | ENGL 4413 | New course: creation of Major Research Project for Honours | Addition of MRP as option in Honours program adds flexibility to the program and aligns with other Honours programs in the country. |
| 5. | ENGL 4060 | Course Deletion | Replaced by modified ENGL 3073. |
| 6. | ENGL 3073 | Course Modification: change in title and description | Change in course description and content to give students a research methods course at the 3000-level. |
| 7. | Program Modification | <p>Add ENGL 3613 to #7 of English Core</p> <p>Add MRP option</p> <p>Delete ENGL 4060 from Honours</p> <p>Delete WGST 3023 from Honours</p> <p>Remove CLAS 2573 and 3573 from list of cross-listed courses</p> <p>Add CLAS 3153 as cross-listed course</p> | <p>Addition of 3613 to English Core increases the frequency of its offering.</p> <p>Creation of MRP option creates flexibility for students in Honours program and better aligns the program with other Canadian schools.</p> <p>ENGL 4060 replaced by course modification to ENGL 3073.</p> <p>Course modification to ENGL 3073 means that the requirement is no longer interchangeable with WGST 3023.</p> <p>CLAS 2573 and 3573 have been deleted.</p> <p>CLAS 3153 is a new course that the unit approves as a</p> |

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| | | | cross-listed elective for English students. |
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Language Programs

| # | Program or Course Number & Title | Modification | Rationale |
|----|---|--|--|
| 1. | FRAN 2713 | Course Modification: Change in calendar description and adding anti-requisites. | The calendar description was updated for better understanding. The anti-requisites were added to prevent students from choosing courses below their already acquired knowledge in French. |
| 2. | FRAN 3043/HIST 3043 cross-coded | New Course Proposal | This course fills a gap in the curriculum by offering students a long-term perspective on how France evolved from a Roman province into a centralized medieval kingdom with a distinct identity, language, and cultural tradition. |
| 3. | Program modification | Course Modification: Proposed modification to French Program description | Enhance consistency throughout the program description to help students to navigate the program requirements and regulations more easily. |
| 4. | GERM 2913 From War to War | Course Modification: Change in Calendar description and cross-coding with HISTORY. | Change in the calendar description to emphasize the interdisciplinary nature of the course. |
| 5. | GERM 2813 Modern German Culture and Society | Course Modification: Change in Calendar description and pre-requisite | This change was made to update and modernize the course content |

Law and Society

| # | Program or Course Number & Title | Modification | Rationale |
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| | | | |
|----|---|--|---|
| 1. | LAWS 4003 Issues in Law and Society | Course Modification: Addition of prerequisite. | Addresses issue of second-year students registering for LAWS 4003, which is designed for upper-year students. This change effectively limits enrollment to students with third-year standing and above. The existing prerequisites (LAWS 1003 or LAWS 1013 and LAWS 2003) remain. |
| 2. | ENVS 3113 Legal Issues in Environmental Science | Program Modification: Add ENVS 3113 to the “Core” list of courses for Law and Society | Addresses gap in environmental law offerings created by the end of IDST 3103 Environmental Law through Open Acadia. |
| 3. | IDST 3103 Environmental Law | Program Modification: Remove course from “Core” list of courses for Law and Society | Addresses issue that IDST 3103 will effectively no longer be offered with the end of contract with Open Acadia. |
| 4. | LAWS 3703 Crime and Punishment | New Course Proposal: Creates cross-coded course for LAWS to go with existing Sociology course, SOCI 3703 | Cross-coding Crime and Punishment will increase accessibility for Law and Society students and will allow LAWS faculty to teach the course as part of their regular teaching load. |
| 5. | LAWS 3703 Crime and Punishment | Program Modification: Add LAWS 3703 to the “Core” list and cross-list of courses for Law and Society | LAWS 3703 is proposed as a new course for Law and Society (see #5). This program modification establishes that LAWS students will receive credit for the course as part of their Honours, Major, or Minor. |
| 6. | LAWS 2723 Canadian Criminal Justice | New Course Proposal Creates cross-coded course for LAWS to go with existing Sociology course, SOCI 2723 | Cross-coding Canadian Criminal Justice will increase accessibility for Law and Society students and will allow LAWS faculty to teach the course as part of their regular teaching load. |
| 7. | LAWS 2723 Canadian Criminal Justice | Program Modification: Add LAWS 2723 to the “Core” list and cross-list of courses for Law and Society | LAWS 2723 is proposed as a new course for Law and Society (see #7). This program modification establishes that LAWS students will receive credit |

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| | | | for the course as part of their Honours, Major, or Minor. |
| 8. | LAWS 4003 Issues in Law and Society | Course Modification: Addition of prerequisite. | Addresses issue of second-year students registering for LAWS 4003, which is designed for upper-year students. This change effectively limits enrollment to students with third-year standing and above. The existing prerequisites (LAWS 1003 or LAWS 1013 and LAWS 2003) remain. |

Philosophy

| # | Program or Course Number & Title | Modification | Rationale |
|----|----------------------------------|--|---|
| 1. | PHIL 2233 | Course Modification: Change to the calendar description. | Adding in more detail to the description. |
| 2. | PHIL 2323 | Course Modification: Change to the calendar description. | Adding in more detail to the description. |
| 3. | PHIL 2403 | Course Modification: Change to the calendar description. | Updating the content with a different instructor teaching the course. Making it more current and in keeping with student interests. |

Sociology

| # | Program or Course Number & Title | Modification | Rationale |
|----|--|--|--|
| 1. | SOCI 1013, 1033, 1113, 2003, 2013, 2023, 2033, 2103, 2113, 2123, 2133, 2153, 2223, 2233, 2263, 2323, 2343, 2363, 2373, 2403, 2413, 2533, 2553, 2563, 2713, 2723, 2753, 2853, 3013, 3033, 3043, 3093, 3103, 3113, 3133, | Course Modification: BULK changes to prerequisites (74 courses). | Reducing requirements from 6 credits of 1000 level sociology to 3 credits of 1000 level sociology for courses at the 2000 level and above. Based on recent review. |

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| | 3143, 3163, 3183, 3223, 3253, 3263, 3363, 3373, 3393, 3403, 3433, 3473, 3503, 3543, 3593, 3643, 3703, 3733, 3743, 3793, 3803, 4003, 407T, 408T, 4113, 4123, 4133, 4143, 4153, 4163, 4183, 4193, 4223, 4233, 4263, 4413, 4473, 4906, 4913 | | |
| 2. | SOCI 3483 “Race,” Migration, and Imperialism | New Course | This course fills a gap in sociology courses by focusing on the topic of imperialism. |
| 3. | SOCI 3283 Reproductive Justice | New Course | This course fills a gap in our curriculum as there is no reproductive justice course or gender and health course. |
| 4. | SOCI 2403 Gender and Sexuality I | Course Modification: change in prereq and calendar description | Course description updated to better reflect content and highlights the differences between the 2403 and 3403. |
| 5. | SOCI 3473 becoming SOCI 2473 Sociology of Migration | Course Modification: change in course number (SOCI 2473), calendar description, prerequisite, course level | Course description more accurate reflection of the course content. New prerequisites allows students to be better prepared for the course. The course level changes aim to design and provide the foundation of sociology of migration for students. |
| 6. | SOCI 3263 becoming SOCI 2633 Sociology of Health & Healthcare | Course Modification: change in prereq and course number (SOCI 2633), and course level | Move this course to the third year sociology of health and health care to the second year. This will allow this course be a foundational course in this area, which our third and fourth year courses on health will build on. |
| 7. | SOCI 3403 Gender and Sexuality II | Course Modification: change in prereq and calendar description | Course description updated and highlights the differences between the 2403 and 3403. |
| 8. | SOCI 3543 | Course Modification: Title and description | Significant revisions and updating of the course. New description reflects these changes. |

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| 9. | SOCI 4473 Boundaries, Borders, Belonging | Course Modification: change in prereq; calendar description | The new course description is a more accurate reflection of the course content. New prerequisites better prepare students. |
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Women's and Gender studies

| # | Program or Course Number & Title | Modification | Rationale |
|----|-------------------------------------|--|--|
| 1. | WGST 1413 | Course Modification: Title and description. | Descriptions are revised to reflect the evolution of gender-based issues and faculty knowledge and research |
| 2. | WGST 2403 | Course Modification: change to prerequisite, calendar description | The course description is being revised to reflect current content. Cross-coded with SOCI 2403, note, WGST and SOCI agreed that the description should be revised to be more specific and up to date. Revised pre- requisites reflect changes in Sociology program. |
| 3. | WGST 2913 | Course Modification: change to calendar description | Making it more clear. |
| 4. | WGST 3023 | Course Modification: change to title, prerequisite, calendar description | The revisions take into account the constant evolution of feminist theoretical frameworks of analysis. The addition of WGST 1413 as a prerequisite is to ensure that students approach theory in the context of the various social and cultural fields of analysis in feminism studied in first year. |
| 5. | WGST 3123 | Course Modification: change to prerequisite, calendar description | Make the description more informative. Pre-req will be better for students. |
| 6. | WGST 3203 | Course Modification: change to prerequisite, calendar description | Improving the description and the prerequisite to ensure student's competence for this course. The addition of WGST 1413 as a prerequisite is to ensure that students approach theory in the context of the various social |

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| | | | and cultural fields of analysis in feminism studied in first year. |
| 7. | WGST 3403 | Course Modification: change to prerequisite, calendar description | The course description is being update to better reflect the content. WGST and SOCI agreed that the description should be revised to be more specific and up to date. Revised pre-requisites reflect changes in Sociology program. |
| 8. | WGST 3503 | Course Modification: change to title, prerequisite, calendar description | The new description adds more detail. The prerequisite reflects current practice in the WGST program whereby students are expected to take WGST 1413 to be familiar with feminist foundational concepts and to have practised writing skills before enrolling in this course. |
| 9. | WGST 3803 | Course Modification: change to title, prerequisite, calendar description | The revisions to the title and description are needed to reflect the evolution of the study of sexualities and to include not only queer but also trans studies. Revised pre-requisites reflect changes in the Sociology program. |
| 10. | WGST 4913 | Course Modification: change to prerequisite | WGST 4913 is a capstone course, so the prerequisite must reflect students' progress through their major and must ensure the quality of the course experience. In particular, WGST 3023 will ensure that students are trained in feminist theories and methodologies. |
| 11. | WGST 4923 | Course Modification: change to title, prerequisite, calendar description | WGST 4923 is a capstone course, so the prerequisite must reflect students' progress through their major and must ensure the quality of the course experience. In particular, WGST 3023 will ensure that students are trained in feminist theories and methodologies. The objective of the revisions to the course description is to |

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| | | | ensure that students will hone scholarly and analytical skills by engaging with projects. |
| 12. | WGST 3713 | New Course | This course was taught as special topic course (WGST 3703) to test the feasibility. Want to make it more visible to students. |
| 13. | WGST program modification | Program modifications | 8 courses newly cross-listed, including a new course, 8 courses will no longer be cross-listed. |

Politics

| # | Program or Course Number & Title | Modification | Rationale |
|----|----------------------------------|----------------------|--|
| 1. | POLS program | Program modification | Add ESST 3553 as a cross-listed course |

Material and Visual Culture Interdisciplinary Minor

| # | Program or Course Number & Title | Modification | Rationale |
|----|--|----------------------|---|
| 1. | Material and Visual Culture Interdisciplinary Minor program change | Program modification | Addition of cross-listed courses (CLAS 3143 Topics in Classical Reception; CLAS 3163 Graffiti & True Crime: Ancient and Medieval Written Sources) |

Faculty of Pure and Applied Science

Applied Bioscience

| # | Program or Course Number & Title | Modification | Rationale |
|----|---|--------------|---|
| 1. | BIOT 4003 "Research Project in Biotechnology" | New Course | A research experience working in a faculty research program on a biotechnology- |

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| | | | related project. The goal of the new course is to provide Applied Bioscience (AB) students with an opportunity to gain hands-on research experience, which is especially important for AB students, since this degree does not currently have an honours option. |
| 2. | Program change | Program modification | For both streams of the BSc AB program, the proposed new course is added to the list of “selectives” that can help students meet their graduation requirements. |

Biology

| # | Program or Course Number & Title | Modification | Rationale |
|----|----------------------------------|--|--|
| 1. | BIOL 3383 | Course Modification: change to title, calendar description, information for majors | Change course title to Data Science for a Living Planet. update calendar description to broaden disciplinary scope and reflect quantitative-course policy. Clarify that Biology majors may count course toward either Biology Core or upper-level BIOL credit, not both. |
| 2. | BIOL 4663 | Course Modification: calendar description, revise pre-requisites, information for majors | Update calendar description to better match current content and align with proposed Computer Science cross-listing. Revise prerequisites to include specific BIOL and MATH courses. Add quantitative-credit restriction (may count toward Core or upper-level BIOL, not both). |
| 3. | BIOL 3423 (Histology 1) | Course Modification: calendar description | Update calendar description to reflect current teaching practices, including dynamic tissue processes and inclusion |

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| | | | of a histotechnique project; no structural course changes. |
| 4. | BIOL major program change | Program modification | The proposed change would add one additional 'quantitative course' to those already required (Math 1253 and MATH 2243) in the Biology undergraduate programmes (i.e., would result in a change from 6h to 9h for this program requirement). This change comes after recent Academic Program Review recommendations. |
| 5. | BIOL HONS program change | Program modification | 1) To meet FPAS and MPHEC requirements for Honours Programs(+ 3h BIOL), 2) To address a program gap arising through faculty retirement (replace the requirement for BIOL 4023 with the choice between BIOL 3883 and BIOL 4033), and 3) To address a recommendation arising from our recent Academic Program Review (+ one additional 'quantitative' course to all of our programs including Honours). |
| 6. | BIOL 2253 | Course Modification: title, change, calendar description (restrictions), pre-requisites | The nursing program is no longer requiring their students to take the lab with BIOL 2253 (formerly, Introduction to Microbiology) course. So here we are clarifying the language to let NURS students that this course is the microbiology course that they should take, and adding an additional biology pre-requisite as an option, which the NURS students take in their program (BIOL 2853). |
| 7. | BIOL 2453 | Course Modification: calendar description (restrictions), pre-requisites | The nursing program is no longer requiring their students to take the lab with the Introduction to Microbiology |

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| | | | course. So here we are removing them as being the intended students to take this course. We are updating the biology pre-requisite options to be more consistent with BIOL 2253. |
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Computer Science

| # | Program or Course Number & Title | Modification | Rationale |
|----|----------------------------------|----------------------|---|
| 1. | COMP 4663 – Bioinformatics | New Course | This course is currently being taught in Biology as BIOL 4663, and our proposal just cross-lists the course. Description is the same with slight pre-req differences. |
| 2. | BACS DATA Program modification | Program modification | Adding COMP 4663 as a possible course for the Data Analytics Option. |
| 3. | BCS DATO Program modification | Program modification | Adding COMP 4663 as a possible course for the Data Analytics Option. |
| 4. | BCSH DATO Program modification | Program modification | Adding COMP 4663 as a possible course for the Data Analytics Option. |
| 5. | COMP certificate modification | Program modification | No longer limited to part time students. |

Environmental Science

| # | Program or Course Number & Title | Modification | Rationale |
|----|----------------------------------|----------------------|--|
| 1. | ENVS program change | Program modification | Updating that an ENVS minor can include ENVS courses or courses from the approved courses that are listed. Adding POLS 3223 to the list of approved classes for the minor. Expanding the 3h of 3rd/4th year BIOL requirement to 3rd/4th year in BIOL/CHEM/GEOL to give |

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| | | | students flexibility and reduce burden on Biology. |
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Mathematics & Statistics

| # | Program or Course Number & Title | Modification (Type of change, and description of change) | Rationale |
|----|---|--|---|
| 1. | MATH-2113 Intro Topics in Math & Stats | New Course Proposal | A Fall semester topics course at the 2000 level will help us to make a minor in math & stats more accessible to students from other Faculties. |
| 2. | MATH-2123 Intro Topics in Math & Stats | New Course Proposal | A Winter semester topics course at the 2000 level will help us to make a minor in math & stats more accessible to students from other Faculties. |
| 3. | Minor in Statistics | Program modification | Add Biology (BIOL 3383 Data Science for a Living Planet, BIOL 4663 Bioinformatics) and Psychology (PSYC 3243 Advanced Statistical Analysis in Psychology) courses to possible courses for a Minor in Statistics. The courses cover a number of applied statistics topics, and would make the Minor in Statistics more accessible to Psychology and Biology students. |
| 4. | Remove all references to Math 1213/1223 and 2233 from Calendar. | Program Modification | The courses have not been taught since 2020-2021, and so they should no longer affect current students. |
| 5. | Remove MATHEMATICS AND STATISTICS WITH ECONOMICS (BSc) | Delete program | Since Econ now offers a BSc, this is now covered as a standard double Major in Science. |
| 6. | Add a certificate in Actuarial Science | New Program | We are changing our Actuarial Science Option into a certificate. |
| 7. | Math 1613 | Course Modification | List Math 1603 as a possible prerequisite |
| 8. | Change to Math with Music | Program Modification | Change Music requirements as requested by School of Music |

Nutrition and Dietetics

| # | Program or Course Number & Title | Modification (Type of change, and description of change) | Rationale |
|----|---|---|---|
| 1. | Nutr 2013 - Principles of Nutritional Assessment | Course Modification: Change in pre-requisite – adding Biol 2823 as a pre-req. New course number (Nutr 3003). | Adding Anatomy and Physiology (Biol 2823) as a prerequisite will allow us to design a curriculum that will better meet the needs of our program outcomes, ICDEP competency standards and prerequisite knowledge for senior clinical nutrition courses. This will also necessitate a move to a course taken in third year. |
| 2. | Nutr 2023 – Communications in Nutrition and Dietetics | Course Modification: Change in pre-requisite – removing Nutr 2013 as a pre-req | This change is a result of moving Nutr 2013 to third year due to a pre-requisite change for that course. This will mean that students are not able to take Nutr 2013 prior to Nutr 2023. |
| 3. | Change to Nutr core | Program modification: Removing Nutr 4123 from the Nutrition core | Removing Nutr 4123 from the Nutrition core, which is very tight, with 39 hours of required courses, creates more flexibility in the core for undergraduates who have diverse career goals. Students will now take an additional elective of their choice to make up for the removal of Nutr 4123. |
| 4. | Dietetics option | Program Modification: Adding Nutr 4123 as a required course and removing Nutr 3033 | Removing Nutr 3033 from the Dietetics option is to reflect that this option is extremely tight (with 6 courses additional to the Nutrition core) and that while all faculty agree it is essential information, it is no more important than some of the other elective courses. It is also in response to student requests over the years for more electives. A critical perspective emerging from sustainability education |

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| | | | scholars, is that SFS should be planned and integrated strategically across multiple courses in upper and lower program years in a scaffolded approach. This systemic pedagogical shift would demonstrate to students that SFS is relevant to all areas of practice - not a specialty topic - and reinforce that this is how dietetics is – and should be – practiced. After consultation with dietetics partners at NS Health, we can confirm that the curriculum design for the Nutr 4123 course covers dietetics-specific, population health and clinical counselling competencies that are not required for the nutrition field in general. The course will remain in the dietetics option required list. |
| 5. | Consumer Food option, Kinesiology option, Bachelor of Science in Nutrition, second major in Biology, second major in Chemistry, second major in Psychology | Program Modification: Removing Nutr 4123 from the Nutrition core. | Removing Nutr 4123 from the Nutrition core, which is very tight, with 39 hours of required courses, creates more flexibility in the core for undergraduates who have diverse career goals. Students will now take an additional elective of their choice to make up for the removal of Nutr 4123. |
| 6. | Nutr 2013 (3003) – Principles of Nutritional Assessment | Course Modification: Change in calendar description | Current ICDEP v 3.0 does not include any mention of ‘nutrigenomics’ and therefore is no longer relevant to discuss in this course. Evidence interpreting nutrigenomics information in nutrition assessment is low. |

Physics

| # | Program or Course Number & Title | Modification (Type of change, and description of change) | Rationale |
|----|--|--|---|
| 1. | PHYS 2533- Special Topics in Physics 1 | New course proposal | Wish to introduce special topics courses at different levels to ensure that the |

| | | | |
|----|--|---------------------------------------|---|
| | | | course credit and student expectations reflect the level and prerequisite knowledge required. |
| 2. | PHYS 3533- Special Topics in Physics 2 | New course proposal | Wish to introduce special topics courses at different levels to ensure that the course credit and student expectations reflect the level and prerequisite knowledge required. |
| 3. | PHYS 4513- Special Topics in Physics 3 | Course Modification: description | Change in description to align with new courses being introduced, for consistency and to reflect the current practice. |
| 4. | BSc Physics requirements | Modification of program requirements. | Wish to limit the number of Special Topics Courses (PHYS 2533, PHYS 3533, PHYS 4513) that can be taken for physics major credit to fulfill degree requirements, to ensure that our students are engaging with the core and critical knowledge areas in the discipline without oversubscribing to special topics courses. |
| 5. | BScH Physics requirements | Modification of program requirements. | Change in senior level mathematics requirements so that the 6 additional hours of senior mathematics have some additional flexibility/choice. Also wish to limit the number of Special Topics Courses (PHYS 2533, PHYS 3533, PHYS 4513) that can be taken for physics major credit to fulfill degree requirements, to ensure that our students are engaging with the core and critical knowledge areas in the discipline without oversubscribing to special topics courses. |

Science

| # | Program or Course Number & Title | Modification (Type of change, and description of change) | Rationale |
|---|----------------------------------|--|-----------|
|---|----------------------------------|--|-----------|

| | | | |
|----|--------------------------------|---------------------|--|
| 1. | Scie 1013: Topics in Science 1 | New course proposal | These courses are proposed in order to create flexibility in offering courses and to allow faculty to pilot interdisciplinary offerings. |
| 2. | Scie 1023: Topics in Science 2 | New course proposal | These courses are proposed in order to create flexibility in offering courses and to allow faculty to pilot interdisciplinary offerings. |
| 3. | Scie 2013: Topics in Science 3 | New course proposal | These courses are proposed in order to create flexibility in offering courses and to allow faculty to pilot interdisciplinary offerings. |
| 4. | Scie 2023: Topics in Science 4 | New course proposal | These courses are proposed in order to create flexibility in offering courses and to allow faculty to pilot interdisciplinary offerings. |

Faculty of Professional Studies

Kinesiology

| # | Program or Course Number & Title | Modification (Type of change, and description of change) | Rationale |
|----|----------------------------------|--|---|
| 1. | KINE 2253 | Course Modification: title and description changes | The change of name and modified description more accurately reflects what is being taught in the course. |
| 2. | KINE 3143 | Course Modification: title and description changes | The change of name and modified description reflects the greater level of specificity in this course. |
| 3. | KINE 3243 | New course proposal | Reflects changes associated with giving a Special Topics course its own number and name, and differentiating it from KINE 3143. |
| 4. | KINE 4793 | New course proposal | Open Acadia course proposal. |

Music

| # | Program or Course Number & Title | Modification (Type of change, and description of change) | Rationale |
|---|----------------------------------|--|-----------|
|---|----------------------------------|--|-----------|

| | | | |
|-----|--|---|--|
| 1. | MUSI 2283, 4123, 4183, 4243, 4383, | Course number deletion | All these courses are upper level, musicology and/or advanced musicianship courses that will not be offered again. |
| 2. | MUSI 326A/326B, MUSI 161A/161B, MUSI 181A/181B | Course number deletion | This number is being deleted-but not the course. |
| 3. | MUSI 3320 | Course number deletion | This co-requisite lab is not being offered again. |
| 4. | MUSI 1283, 1563, 3033, 3143, 3713, 3163, 3193, 4113, 4163, 4143, 3663, | Course Modification: Pre-requisite change | Pre-requisite change to allow for more flexibility and accessibility |
| 5. | MUSI 2353 | Course Modification: Pre-requisite change and title | Part of larger change to all School of Music programs for accessibility and better sequencing. |
| 6. | MUSI 1693, 1813, | Course Modification: New Course Number and Description | Updates due to timetable/Colleague changes, and new credits being added |
| 7. | MUSI 2701 | Course Modification: New Course Number, title and pre-requisites | Updates due to timetable/Colleague changes, and new credits being added |
| 8. | MUSI 1833, 3701 | Course Modification: New Course Number, title, description, and pre-req | Part of larger change to all School of Music programs for accessibility and better sequencing. |
| 9. | MUSI, 2693, 2793, 2103, 2203, 3183, | Course Modification: Pre-requisite change, title, course description change | Pre-req change and description change to better reflect the pathway through the program and the purpose of these courses |
| 10. | MUSI 1713, 1723, 3263, 3660, 4103, 4343 | Course Modification: Pre-requisite change, course description change | Pre-req change and description change to better reflect the pathway through the program and the purpose of these courses |
| 11. | MUSI 1013, 2343, 3003 | Course Modification: Course Description change | Description changes to better reflect current and updated language and actual course content updates. |
| 12. | MUSI 2003 | Course Modification: Title, and Course Description change | Changes to better reflect current and updated language and actual course content updates. |
| 13. | MUSI 2193, 3383 | Course Modification: Title and description change, pre-req change | Updated titles and descriptions to better reflect and clarify the course intent. |

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|-----|--|--|--|
| 14. | MUSI 43B3 | Course Modification: Co-requisite change | No longer offering the co-req |
| 15. | Bachelor of Music AND Bachelor of Music (concentration in Music Education) AND Bachelor of Arts in Music AND Bachelor of Arts in Music Honours AND Music as Second Major | Program Modification: All these School of Music Degrees have not changed in substantial ways, but in meaningful additions, logical pre-requisite/co-requisite changes, and by aligning a messaging to identifiable pathways to the ways in which we have actually been operationalizing these degrees. | Part of a larger change to all School of Music programs for accessibility and better sequencing for interdisciplinary study, transfer students, unique music degree pathways, and non-majors by changing A/B courses to single-term courses, basing pre-requisites on area of study rather than year of study; and increased foundational skill-building in first-year, allowing an increase in rigour through higher minimum pre-requisites for all required music courses. |

Motion from the Senate Graduate Studies Committee: Motion that the following curriculum changes to graduate courses and programs be approved as submitted: KINE 599Y & KINE 5960

Rationale: The KINE thesis course is weighed at 15 credit hours; however, it was originally set up as a 0-credit course. These changes are to fix the discrepancy and ensure that students are registered and graduate with the required credits.

MACROS *MUST* BE ENABLED FOR FORM TO FUNCTION
SELECT TYPE OF CHANGE IN **SECTION 2**, THEN CLICK ANYWHERE OUTSIDE THE BOX TO SEE OTHER SECTIONS
SAVE YOUR FORM AS A **.DOCX**
COMPLETED, APPROVED FORMS CAN BE UPLOADED TO THE **2025-2026 CURRICULUM SHAREPOINT FOLDER**

ACADIA UNIVERSITY SENATE CURRICULUM COMMITTEE
CURRICULUM CHANGE FORM 2025-2026

SECTION 1: GENERAL INFORMATION

Academic Unit: School of Kinesiology
Date approved by Academic Unit: 2025-10-24

SECTION 2: TYPE OF CURRICULUM CHANGE

Select the type of change you are proposing: New Course Proposal (Form 1)

SECTION 3: COURSE INFORMATION

Complete this section for New Course Proposals, Course Deletions, or Course Modifications

Modified/New Course Information

Course code - discipline & number: KINE 599Y

**Do not submit this form until you have checked with the Registrar's Office to confirm the proposed course code has not been used before.*

Proposed course title: Graduate Thesis

Abbreviated title for transcripts (if needed, MAX 30 characters): [Click or tap here to enter text.](#)

Calendar description (MAXIMUM 60 words):

This course requires the student to propose and carry out a research study under the supervision of a KINE faculty member. Students construct, submit, and defend a written thesis document in accordance with the KINE format and Graduate Studies regulations.

Prerequisites: [Click or tap here to enter text.](#)

Corequisites: [Click or tap here to enter text.](#)

Antirequisites: [Click or tap here to enter text.](#)

Requirement for a major? Yes No

Open to non-majors? Yes No

Can the course be repeated more than once for credit? Yes No

If yes, please explain:

[Click or tap here to enter text.](#)

SECTION 4: COURSE RATIONALE AND DETAILS

Complete for New Course Proposals, Course Deletions, or Course Modifications

For New Courses

Provide a brief description of the course (pedagogy, evaluation methods, text(s), modality, and other resources):

This course requires students to design and conduct a scientific study (or series of studies). Students complete this course under the supervision of a KINE faculty member. Students will construct, submit, and defend a written thesis document in accordance with the KINE format and Graduate Studies regulations.

This course will be completed by second year graduate students in the Applied Research stream of the MAK and will be worth 15 credit hours.

Explain the rationale for proposing this course:

This course (KINE 599Y – 15 credit hours) replaces KINE 5960 (0 credit hours). As noted in the course deletion form for KINE 5960, the Graduate Thesis course for the MAK was originally intended to be worth 15 credits but was initially set up as 0 credits by mistake.

Is a course with similar content offered at other universities? Yes No

If yes, at which universities, and at what level? This course is consistent with Graduate Thesis courses at other universities that offer thesis-based Master's programs.

SECTION 6: ENROLMENT AND RESOURCES

Complete as applicable to your proposal type

Enrolment

Estimated Enrolment: 4

Will the enrolment be limited? Yes No

If yes, please explain how enrolment will be limited:

Enrolment will be limited by the number of second year students in the Applied Research stream of the MAK.

Teaching Resources

Initially who will be teaching the course? KINE faculty that are supervising graduate students will teach this course on a case by case basis, similar to Directed Readings, Independent Study, and Honours Thesis courses.

Indicate the academic sessions in which the course will usually be offered:

- Fall Winter Summer Online (continuous intake)
 Other (please explain): Click or tap here to enter text.

Frequency of offering: Every year Alternate years
 Other: Click or tap here to enter text.

Are there qualified faculty members available to teach the modified course? Yes No

SECTION 7: ANTICIPATED IMPACTS & CONSULTATIONS

Has the proposal been discussed with students of the department/school? Yes No
If yes, to what extent and what was the response?
No concerns were raised.

Will the course be cross-listed or form part of a multidisciplinary program? Yes No

Briefly outline the impact this proposal will have on other courses or programs:
No impacts are expected.

Has the proposal been discussed with other appropriate units? Yes No
If yes, to what extent and what was the response?
Click or tap here to enter text.

For Program Changes: Are the effects of this program restricted to your own Department/School?
 Yes No

SECTION 10: LIBRARY RESOURCES (as applicable)

Library input is **required** for new courses or courses where the content is significantly modified.

Provide a list of available materials in the library that would be suitable for use:
Given the breadth of research within the School of Kinesiology, it is expected that students will draw upon a wide range of databases, scientific journals, and books available through the Acadia Library.

Provide a list of desirable materials for acquisition by the library:
None.

**Do not submit this form until you have consulted your liaison librarian regarding acquisition of materials.*
Who did you consult with? Maggie Neilson

SECTION 11: TECHNOLOGY SUPPORT (as applicable)

**Do not submit this form until you have consulted with Technology Services regarding technological support or acquisition of technology, if you intend to use a technology that is not currently supported or hosted by the university (ie. not provided through institutional systems or services).*

Provide a list of all instructional technologies (e.g. software, applications, platforms, hardware, or specialized tools) that will be required and are essential to the achievement of the stated learning outcomes:
None.

SECTION 12: ADDITIONAL INFORMATION

Please provide any additional information you feel may be useful to the Curriculum Committee:

[Click or tap here to enter text.](#)

MACROS MUST BE ENABLED FOR FORM TO FUNCTION
SELECT TYPE OF CHANGE IN **SECTION 2**, THEN CLICK ANYWHERE OUTSIDE THE BOX TO SEE OTHER SECTIONS
SAVE YOUR FORM AS A **.DOCX**
COMPLETED, APPROVED FORMS CAN BE UPLOADED TO THE **2025-2026 CURRICULUM SHAREPOINT FOLDER**

ACADIA UNIVERSITY SENATE CURRICULUM COMMITTEE
CURRICULUM CHANGE FORM 2025-2026

SECTION 1: GENERAL INFORMATION

Academic Unit: School of Kinesiology
Date approved by Academic Unit: 2025-10-31

SECTION 2: TYPE OF CURRICULUM CHANGE

Select the type of change you are proposing: Course Deletion (Form 2)

SECTION 3: COURSE INFORMATION

Complete this section for New Course Proposals, Course Deletions, or Course Modifications

Current Course Information

Course code - discipline & number: KINE 5960
Course Title: Graduate Thesis

Calendar description (MAXIMUM 60 words):

This course requires the student to propose and carry out a research study under the supervision of a KINE faculty member. Students construct, submit, and defend a written thesis document in accordance with the KINE format and Research and Graduate Studies regulations.

Prerequisites: Click or tap here to enter text.

Corequisites: Click or tap here to enter text.

Antirequisites: Click or tap here to enter text.

SECTION 4: COURSE RATIONALE AND DETAILS

Complete for New Course Proposals, Course Deletions, or Course Modifications

For Course Deletions

Reasons for requesting the deletion:

When the MAK was originally proposed, this course was designed to be 15 credit hours; however, it was initially set up as a 0 credit due to an oversight. We are requesting that this course be deleted, with a separate new course proposal (Graduate Thesis worth 15 credit hours) to take its place.

Was the course a requirement for a major? Yes No

Is the course currently cross-listed? Yes No

SECTION 7: ANTICIPATED IMPACTS & CONSULTATIONS

Has the proposal been discussed with students of the department/school? Yes No

If yes, to what extent and what was the response?

No concerns were raised. The proposed change (as described above) will address student concerns regarding eligibility for varsity athletics while completing the thesis-based MAK.

Will the course be cross-listed or form part of a multidisciplinary program? Yes No

Briefly outline the impact this proposal will have on other courses or programs:

None

Has the proposal been discussed with other appropriate units? Yes No

If yes, to what extent and what was the response?

N/A

For Program Changes: Are the effects of this program restricted to your own Department/School?

Yes No

SECTION 12: ADDITIONAL INFORMATION

Please provide any additional information you feel may be useful to the Curriculum Committee:

Click or tap here to enter text.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – FEBRUARY 2026

No announcements received as of February 2, 2026.

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE – FEBRUARY 2026

PVPA Updates

February marks African Heritage Month, and Lerato Chondoma and her team have an amazing month of events planned. To learn more about the events planned around campus, and to access resources such as Lib Guides, toolkits, and educational materials, please visit the [Acadia African Heritage Month](#) page.

Thursday, February 5th is also the rescheduled [Midwinter Feast](#) in Fountain Commons from 4:00-7:00pm. Head over to see the artisans and vendors, share in a meal, and learn from Elders and Knowledge Holders.

Schedule H & Academic Program Review and Planning

As many of you are aware, the landscape of Schedule H work and government reporting has continued to evolve. In December 2025, we were given new timelines for interim reports due before October 15, 2026, and have now received a full and final Academic Program Review Guide, including a detailed costing methodology and details on all 9 templates. The new deadlines are as follows:

- **January 30, 2026:** Template 1: Initial Categorization Document
- **May 30, 2026:** Program Costing Analysis (Template 2) and Templates for Modernization (3), Revitalization (4), Rationalization (5), No Program Change (6), and New Program Opportunity (8)
- **August 30, 2026:** Template 7: Strategic Prioritization and Implementation Planning
- **October 15, 2026:** Template 9: Final Report

As with the Fall semester, work will continue in earnest, including:

- **Bi-weekly large-group meetings** with Heads, Directors, Coordinators, Deans, AVPs, and Vice-Provosts are continuing through the Winter semester.

- **Graduating Student Core Competencies** work continues, building from the work and engagement sessions done in the fall semester, under the leadership of Dr. Lauren Wilson Finniss.
- **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 will continue into the Winter semester. A Town Hall about the newly received information was held for all faculty on January 23, 2026.

Academic Policy Review & Creation

Dr. Kate Ashley’s 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. 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. We have received the report from the external reviewers, and responded to the fact-checking requests. We are anticipating the final report to be received in the coming weeks.

Program Reviews Tracking – February 2026

| 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: APRC to prepare Report to Senate. |

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| Computer Science | Yes | <p>Site visit: March 2-3, 2026. Stage: Site visit scheduled.</p> |
| Economics | N/A | <p>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.</p> |
| Bachelor of Education | Yes | <p>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, February 2026 APRC meeting.</p> |
| English and Theatre | N/A | <p>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: APRC to prepare Report to Senate.</p> |
| Graduate Studies | N/A | <p>Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology Stage: APRC to meet with Grad Studies, February 2026 APRC meeting.</p> |
| Library and Archives | N/A | <p>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 prepare Report to Senate.</p> |
| Mathematics and Statistics | N/A | <p>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.</p> |
| Sociology | N/A | <p>Site Visit: March 12-14, 2025. External Reviewers:</p> |

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| | | Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Stage: APRC to meet with Head, March 2026 APRC meeting. |
|--|--|--|

Respectfully submitted,



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

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE – FEBRUARY 2026

September 2025 – February 2026

Nikamawti'ket, Indigenous Student Navigator – We had an incredible pool of applicants apply for the position of *Nikamawti'ket*. The successful candidate started after Thanksgiving and is a kinesiology alum of Acadia. Jordan Smith is from Glooscap First Nation, has a foundation of Indigenous student needs on campus, experience in trauma and a go-getter attitude. We have connected her with other parts of campus early on to mitigate siloing and ensure wrap around supports are available. Weekly cultural, academic and financial programming are underway. We have also been able to expand programming with Glooscap First Nation, so our students can access language and cultural programming on the reserve. Jordan is developing a work-plan to support strategic planning but has already recognized that workplace demands ebb and flow in the sense of crisis and reactionary needs which sometimes makes it hard to do the strategic long-term planning. With this role in place, it strengthens Acadia's ability to recruit Indigenous students and give them the proper supports they need.

Fall Campus Events

- Acadia University participated in *Glooscap First Nation's* Mawiommi (pow wow) on September 28th. This included President Hennessy walking in the Grand Entry. Both the Girls' rugby team and volleyball teams attended, in addition to many students, staff and faculty. President Hennessy also participated in Annapolis Valley First Nation's Mawiommi in mid-October. Unfortunately, I was unable to attend, because I was representing Canada at the IUCN World Conservation Conference in Abu Dhabi.
- *Truth and Reconciliation Day* was September 30th. We received feedback from our Indigenous Education Advisory Council Mi'kmaq members and local

communities in 2024 in terms of how Acadia hosted Truth and Reconciliation Day events. To ensure that Mi'kmaq individuals could observe the Day of Commemoration with family and community, Acadia University did not host any events on campus on September 30th. Instead, we held events in advance and encouraged the campus community to attend events in Mi'kmaq communities across the province. In advance of the 30th, the Girl's Soccer Team painted a chair in recognition of the day and gifted it to the Office of L'nu Affairs. The Girls Rugby Team had a workshop with Elder Lorraine Whitman and campus Auntie Darlene Copeland, which included a smudge. The rugby team also held a "orange shirt game", where Kalolin Johnson of Eskasoni opened the game singing O Canada in L'nuisi (Mi'kmaq).

- *Mi'kmaq History Month* is every October. This year we featured an art exhibit in the library showcasing Mi'kmaq regalia and clothing traditions over the centuries. The artists were Aaron Prosper and Mackenzie Pardy. The event opened October 3rd with a smudging, prayer and celebration. The Office of L'nu Affairs also helped sponsor the School of Music Concert and Lecture by Emma Stevens and her mentor Carter Chiasson.

Recruitment and marketing – There are several components that we are working on related to recruitment and marketing:

- In the short-term, we need to ensure our Indigenous recruiter is equipped with the proper materials and tools when she visits Indigenous communities. – We now have a plan in place that was co-developed by the Office of L'nu Affairs, the Marketing Department and Nicole Druken, the Director of Enrollment Services.
- A mid-term deliverable is how programming is marketed to Indigenous students – how are prospective students viewing Acadia U, do they know about us? Are we approachable? Do Indigenous students see themselves in marketing material? This work is underway between the Office of L'nu Affairs and the marketing/communications team. Supporting this work is a youth project: An Indigenous youth is conducting a project reviewing post-secondary institutions across the country for lessons learned and best practices. Her work includes recruitment and admissions processes. From this project, she will work with our Office and Marketing to develop new recruitment material. She started this project in November, and her term will wrap up in April.
- Long-term, we need an Indigenous recruitment strategy.

Program and Curricula Development:

- *Nursing* - The nursing working group continues to meet bi-weekly. The Minister of Health has highlighted this program and is watching its development with great excitement. The working group had another day long retreat in November where we discussed: the creation of a student code of conduct reflecting Mi'kmaq

relational values and duties to each other, student supports especially for Indigenous students and underrepresented populations, and the creation of a Terms of Reference between Tajikeymik and the School of Nursing once the new program is underway. We are still under Cape Breton University's curriculum, but our new independent program will be implemented in September 2026. Work underway still includes staff and student guides, program logo, ensuring a budget substantive enough to support student success, and so much more. The Working Committee has submitted a proposal to present at a national nursing conference in June 2026 on the collaborative relationship.

- *Bridging Program* –A comparative analysis of best practices in Canada was completed this Fall and we are currently seeking a consultant to further build out this work. The most successful programs support numeracy, literacy and science accreditation for high school while providing cultural programming and transition supports like financial planning, study guides, etc. Further, programs based in Indigenous communities that transition later to campus ensure the greatest success, especially for mature students.

Indigenous Identity and Verification

- our *new Indigenous student self-identification questionnaire* was implemented in September. With better data we can now see where students are coming from and what programs they are interested in, to better support program development and recruitment needs in the future.
- *Indigenous Verification Policy* – our policy went through several internal reviews this Fall with the policy working group, our Elder advisor and our AVP of Policy. We are currently seeking at least two formal legal reviews and opinions of the policy.

Other Administrative News

- The Office of L'nu Affairs has an *office in Glooscap First Nation* as of September 30th, 2025. This space is an asset for in-community programming, staff recruitment and community support.
- *Elders on Campus* – Joining Elder Joe Michael, our Elders-on-campus now include Dr. Elder Lorraine Whitman and Dr. Elder Viola Robinson. These two formally entered their roles in September. Dr. Elder Robinson supports policy development in the Office of L'nu Affairs, governance and legal considerations. Dr. Elder Whitman is under the Provost, supporting the President's Office, the Provost's Office and student needs. Both women have received honorary doctorates from Acadia University and snapshots of their bios can be found here:
 - <https://convocation.acadiau.ca/previous-classes/class-of-2025/viola-robinson-doctor-laws.html>

- <https://convocation.acadiau.ca/class-of-2022/lorraine-whitman-doctor-of-humanities.html>

Growing Together Conference – Hosted at Acadia University January 14th and 15th, 2026, 80 participants across Nova Scotia gathered to discuss Mi’kmaq knowledge, agriculture and resilient food futures. The Conference was funded by Agriculture Canada and supported by Benjamin Bridge Winery and Glooscap First Nation. The Conference included industry, not-for-profit, government and academics across Nova Scotia, as well as over 40 Mi’kmaq participants from more than 14 Mi’kmaq communities. From this Conference I will be compiling a report on discussions and deliverables. For more information on the conference background and speakers: <https://www2.acadiau.ca/growingtogether.html> . The final report will be uploaded to the website when complete.

ASSOCIATE VICE-PRESIDENT EDI-AR REPORT TO SENATE – FEBRUARY 2026

Happy New Year and welcome back to a new term. I hope the break offered moments of rest and renewal as we return to our shared work together.

I also want to acknowledge that this year has begun with a great deal of complexity and heaviness for many in our community. Global socio-political tensions, conflict, and displacement continue to be deeply felt, particularly by students, staff, and faculty who come from or have loved ones in affected regions. I encourage us to continue checking in on one another and leading with empathy and care as we move through this term together.

African Heritage Month 2026

As we enter African Heritage Month, Acadia’s 2026 theme is **“For Us, By Us: Celebrating Black Excellence,”** alongside the provincial theme **“Strength in Unity – Moving Forward with Purpose, Prosperity, Power and Progress.”** Together, these themes reflect the collective power that emerges when African Nova Scotians and people of African descent come together with shared vision — guided by elders, grounded in community, and oriented toward futures filled with opportunity and prosperity.

African Heritage Month is a time to celebrate Black excellence, resilience, creativity, and leadership. It is also a moment to strengthen our institutional commitment to belonging and equity. Black-affirming spaces — especially those led by Black students, staff, faculty, and community members — remain essential sites of joy, cultural pride, and collective care. The month also invites allies across campus to create spaces of solidarity, curiosity, and shared learning, where we deepen understanding and move more intentionally toward equity and belonging.

In the spirit of Ubuntu — or Botho, as we say in my home language of Sesotho — I am guided by a way of knowing that understands our humanity as something we hold together. In times of global fracture and uncertainty, choosing to see, recognize, and protect one another’s dignity is how we sustain our community.

Portfolio Highlights Since September 2025

1. Student Services & Front-Line Training: Since September, the Office of EDI-AR has been working closely with Student Services to deliver trauma-informed, equity-centred training for staff who support students navigating racism, accessibility and disability, mental-health challenges and housing insecurity. These sessions have focused on:

- Cultural safety and anti-racist practice
- Accessibility and disability justice
- Responding to harm and student distress

This work is foundational to building a coherent campus-wide learning pathway that embeds EDI-AR into everyday student support.

2. Re-imagining the EDI-AR Portfolio: Over the fall term, I have been leading work to re-orient the EDI-AR portfolio toward a more integrated, preventative, and learning-centred model. This includes:

- Clarifying alignment between EDI-AR, Human Rights, Accessibility, and Respectful Workplace functions
- Mapping risk, responsibility, and accountability
- Designing a structure that supports early intervention rather than only crisis response

This work is especially important as Acadia prepares for the Respectful Workplace Policy to come into effect.

3. Supporting a Shifting Landscape of Complaints: We are seeing a growing volume and complexity of human-rights- and workplace-related concerns. This work now requires not just “case management,” but harm-response coordination, including:

- Interim measures and safety planning
- Trauma-informed communication
- Navigating overlapping legal, policy, and human impacts

The Respectful Workplace Policy will provide clearer tools and pathways for addressing harm in ways that are more consistent and transparent.

4. Building Robust Learning Pathways: The Office of EDI-AR is developing a tiered, longitudinal learning framework for Acadia, including:

- Foundational learning for all employees

- Advanced training for supervisors and people leaders.
- Specialized pathways for student-facing roles, researchers, and academic leadership

This will ensure EDI-AR is embedded across the institution rather than remaining event-based or crisis-driven.

5. United Nations Permanent Forum on People of African Descent (PFPAD)

In February 2026, the Black Canadian Civil Society Coalition (BCCSC), in collaboration with Amnesty International Canada, will host the United Nations Permanent Forum on People of African Descent (PFPAD) as it conducts its official visit to Canada. As a co-organizer, I will be co-leading consultations in Toronto, Halifax and the Valley, and Ottawa to ensure Black Canadian communities are meaningfully represented in this global human rights process.

The consultations will contribute directly to the United Nations Declaration on the Promotion, Protection and Full Respect of the Human Rights of People of African Descent and are part of building toward a Black Canadian Recognition Framework and a national Charter of Rights for Black Canadians.

This work aligns with:

- The Second UN Decade for People of African Descent (2024–2034)
- Canada’s Black Justice Strategy
- Anticipated reforms to the Employment Equity Act

The Forum’s visit to Halifax and the Valley is particularly significant considering Nova Scotia’s enduring African Nova Scotian communities and their foundational role in Black Canadian history.

African Heritage Month reminds us that Black communities have always been sites of vision, resilience, and future-making. At Acadia, this moment calls us to continue aligning our policies, practices, and culture with dignity, belonging, and shared responsibility.

I look forward to continuing this work with Senate and the broader community throughout the term.

Ka teboho,

Lerato

VICE-PROVOST CURRICULUM & PLANNING REPORT TO SENATE – FEBRUARY 2026

Dr. Lauren Wilson Finniss

We are pleased to share new resources and opportunities to support faculty in their teaching for the winter semester.

An Introduction to AI Literacy

This student resource is an online, self-paced, cocurricular and non-credit module that introduces foundational knowledge about what artificial intelligence is, how it works, and guides students to consider how they might use it responsibly in courses.

Developed in partnership with Dr. Dan Lametti, Department of Psychology, the module was designed as a primer for students on AI literacy, offering a foundation in what AI is, how it works, and ethical considerations surrounding its use in higher education. It introduces key ideas around responsible engagement, the limitations of AI tools, and the enduring importance of human judgment, creativity, and integrity when engaging with this new technology.

While the module touches on many important concepts, it is not intended to be an exhaustive exploration of AI in university. Instead, it serves as a starting point for students and an opportunity to gather feedback that will help inform future training and supports related to AI use in teaching and learning at Acadia.

If you are interested in sharing this module directly with your students, add a direct link to your courses: [Introduction to AI Literacy Student Course](#).

The link provided is for student use, if you are interested in exploring and engaging with the content in the module for your own learning, you can access the faculty and staff version: <https://moodle.acadiau.ca/course/view.php?id=39928>.

Faculty Community of Practice

This winter we will be hosting our second cohort of the **Accessibility, Universal Design for Learning (UDL), and Artificial Intelligence (AI) Training Course** faculty community of practice.

Why Join?

- Earn a Certificate of Completion and participate in a collegial learning community
- Deepen your knowledge of the Nova Scotia Accessibility Act and education standards

- Explore UDL principles to make your course more inclusive
- Discuss AI tools and consider when they might support accessibility for faculty and students alike
- Exchange ideas and build practical strategies for teaching and learning at Acadia.

If you are interested in this great opportunity, [learn more and register HERE](#).

Universal Design for Learning Training Module

The **Accessibility, Universal Design for Learning (UDL), and Artificial Intelligence (AI) Training Course** is also available as a self-paced training for any interested faculty. It is online, asynchronous, and explores the merging of Accessibility, Universal Design for Learning (UDL), and Artificial Intelligence (AI) in education.

Faculty will learn how to create inclusive learning environments that meet the criteria aligned with Access in Design, Nova Scotia's Accessibility Act, upcoming Nova Scotia Education Standards under the Act and the NS Public Sector Body's Accessibility Plans while leveraging Universal Design Principles and cutting-edge AI technologies.

Any faculty or staff can [self-enroll in the course HERE](#).

Assessment Spotlight & Swap

This rumble-style **Assessment Spotlight & Swap** event invites faculty to present assessments they hope to redesign to their colleagues, and then to collaborate through discussion and co-creation time to make improvements that more clearly serve their intended learning objectives. Co-facilitated by Danielle Pierce, Coordinator of Teaching Initiatives, and Steven Van Zoost, PhD, School of Education.

Event Format: This will be a hands-on workshop

- Everyone brings a specific assessment they would like to redesign, and the learning objective(s) connected to the assessment
- In groups, everyone gets 5 minutes to present the assessment to colleagues and receive feedback
- Co-creative time to discuss, make suggestions, experiment, and support each other in redesign exercises

Date: February 19th, 2026 from 9:00 – 11:00am

Location: Wu Welcome Centre

Teaching Consultations

This service provides faculty with focused support for improving course design and instructional practice. By completing a short intake form, instructors can identify the specific areas in which they seek guidance.

Support is available for:

- Redesigning assessments
- Classroom engagement strategies
- Course Outline design
- Integrating or limiting artificial intelligence (AI) within coursework
- Enhancing Accessibility
- Applying Universal Design for Learning
- Improving use of the learning management system, Moodle
- Addressing other course design needs

Consultations provided by Sharon Churchill-Roe, Manager Learning Innovation, and Danielle Pierce, Coordinator of Teaching Initiatives.

[Book a Consultation](#) or contact teaching@acadiu.ca.

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES REPORT TO SENATE – FEBRUARY 2026

No announcements received as of February 2, 2026.

VICE-PRESIDENT STUDENT EXPERIENCE – FEBRUARY 2026

We're excited to share that Nicole Druken joined our Domestic Recruitment team in the capacity of Director, Enrolment Services on January 5. In her first couple of weeks Nicole has already met with Ashlee, the Deans, and all faculty heads and directors.

Nicole holds a Bachelor of Arts in English and Psychology from St. Mary's University, along with an Advanced Diploma in Public Relations and an Education Diploma from NSCC. She contributed significantly to NSCC's student recruitment efforts and served as a Program Developer in the LINK Education Model and as casual faculty. Most recently, she held progressive leadership roles at Portal Youth Outreach Association, managing Youth Outreach and At-Risk Youth Supported Living Programs through a period of substantial growth, and worked in recruitment, hiring, and training at Shannex Healthcare.

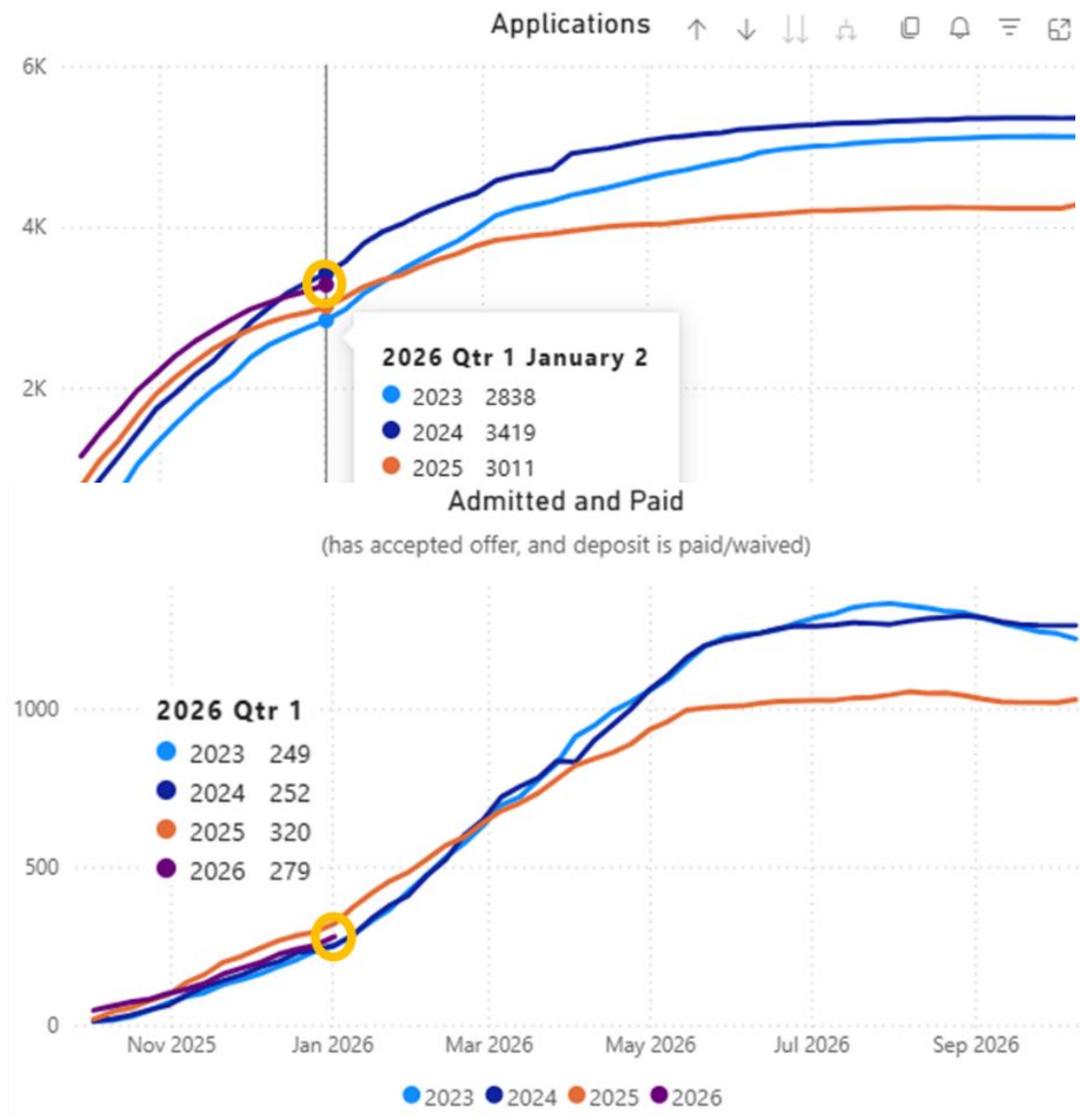
Nicole brings a positive, solutions-focused leadership style, thrives in high-pressure environments, values relationship-building for long-term organizational sustainability, and has experience in forecasting, managing large budgets, and using customer relationship management tools.

You can expect to see Nicole collaborating with academic programs to explore more targeted program recruitment methods in the coming months.

Level-1 Applications and Admitted and Paid

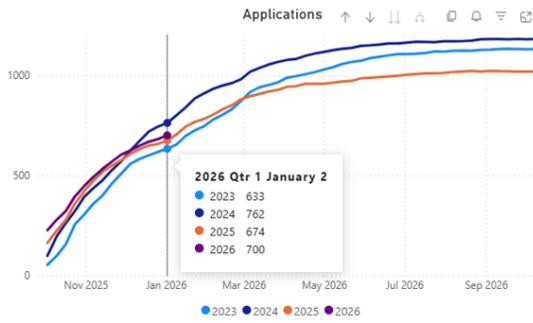
As of January 2, 2026, our Fall 2026 applications are off to a strong start (up 8.9% over last cycle).

Our admitted & paid however are lagging (down 12.8%). Unless the increased applications convert to admitted & paid, the positive momentum with applications is negated, as seen in the Fall 2025 recruitment cycle.

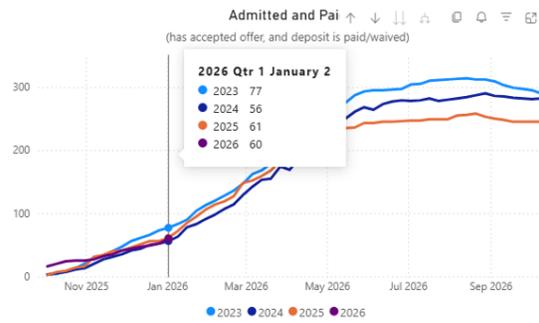


Arts

Applications Up 3.9%

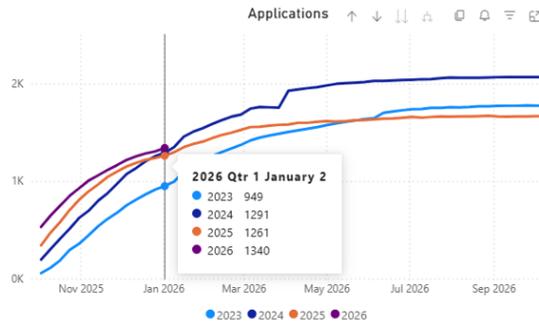


Admitted & Paid Down 1.6%

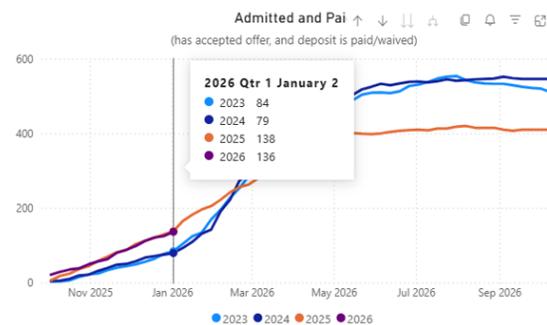


Professional Studies

Applications Up 6.3%

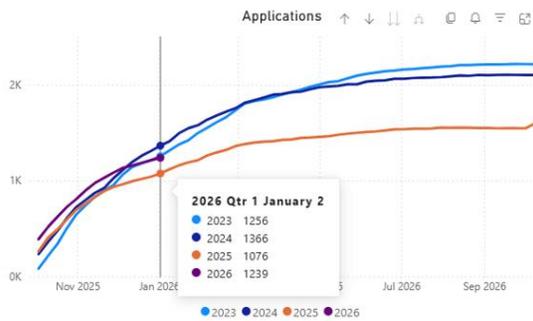


Admitted & Paid Down 1.4%

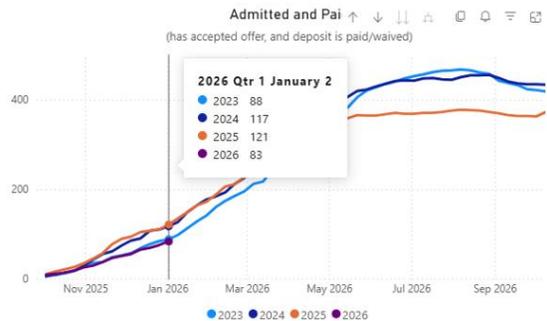


Sciences

Applications Up 15.1%



Admitted & Paid Down 31.4%



ACADIA STUDENTS' UNION REPORT TO SENATE – FEBRUARY 2026

No announcements received as of February 2, 2026.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE– FEBRUARY 2026

No announcements received as of February 2, 2026.

Senate Executive Report (February 9, 2026)

Since the Monday, November 24, 2025 meeting of Senate, the Senate Executive has met four times, on the following dates:

- Wednesday, November 26, 2025
- Friday, November 28, 2025
- Tuesday, December 16, 2025
- Wednesday, January 28, 2026

At these meetings, the following topics were discussed.

- Consent Calendar item on Senate Agenda- confirmed how this is described in Robert's Rules of Order, history of when it began being implemented at Acadia Senate, what items are routinely included. In conjunction with this, a discussion of the nature of motions versus general discussion items at Senate.
- Archives Statement for Senate website
- Policy development process
- Role of Senate Executive between Senate meetings- review of wording within Constitution and By-Laws of Senate and Act of Incorporation of Acadia University
- Senate Executive as advisory body to the Chair of Senate
- Identification and review of some agenda items for upcoming Senate and Senate Executive meetings
- Academic Calendar- Senate Executive discussed the need for clarity about which portions are under Senate's authority, which are under the Board of Governors's authority, and which are administrative in nature. The Registrar and Associate Registrar drafted a document outlining the formation of an Academic Calendar Working Group as an advisory body to undertake a review of the current Academic Calendar to promote consistency in language and structure across programs and policies, develop clear guidelines related to how sections are developed and modified, and to support continuous incremental improvement of the Academic Calendar over time.

Respectfully submitted,
Anna Kieft
Chair of Senate

Report on Acadia's Academic Integrity Policy

Chair: Darcy Benoit

Current Committee Members: Mark Adam, Darcy Benoit, Elizabeth Bettenson, Mark Bishop, Jennifer Richard, Johannes Wheeldon

1.0 Executive Summary

At the June 2024 Senate meeting, the Academic Integrity Committee was tasked with creating and administering an anonymous survey of faculty on “matters of academic integrity.” Over the course of the 2024-25 Academic year, the committee consulted on campus and created a survey (See Appendix 1). Due to timing issues, it was determined that it would be best to administer the survey in August/September of 2025. There were 110 survey responses submitted. This report includes a summary of the committee's work, a summary of the survey results, and information on Departmental Generative AI Policies at Acadia and at other universities in Canada. The report concludes with questions that emerged from our work, which the committee believes are essential moving forward.

In its work, the committee would also suggest an alignment with the “Faculty Guidelines for the Use of Generative Artificial Intelligence (AI) in Courses” developed by the Faculty Support Committee. The document addresses issues that align with many of the survey's findings.

2.0 Committee Work Undertaken

- 1) In September 2024, an expanded committee was formed to ensure representatives from all faculties, as well as a student representative
- 2) The committee reviewed their mandate and worked throughout the 2024-25 Academic Year, consulting with faculty and creating survey questions.
- 3) Finalized survey questions and administered the survey (August/September 2025)
- 4) Reviewed survey results. (October/November 2025)
- 5) Surveyed academic unit heads regarding existing departmental or program policies on AI at Acadia (November/December 2025)
- 6) Engaged in a review of policies at other Canadian universities (November/December 2025)
- 7) Began discussions on generative AI specifically and how the university's Academic Integrity Policy can address this in the near term, understanding this will have to shift as more tools and information become available (December 2025)
- 8) Drafted report (January 2026)
- 9) Finalized report (February 2026)

3.0 Findings

The findings section is organized to provide an overview of the survey results, report demographic details of the survey participants, and outline general responses to survey questions, including illustrative quotes that capture the nuance within the responses.

3.1. Overview of the Survey Results

3.1.2 Generative AI as the Central Pressure Point

Across all feedback, generative AI (e.g., ChatGPT and similar tools) emerges as the dominant challenge confronting the policy. Faculty consistently report:

- No explicit definition of AI-related misconduct
- No clear distinction between acceptable and unacceptable AI use
- Difficulty proving AI misuse with existing tools
- Lack of guidance on the detection, documentation, and interpretation of evidence

Many note that incoming students already use AI extensively at the high-school level, creating a disconnect between student norms and institutional rules. Faculty feel the policy has not kept pace with technological realities, undermining both enforcement and credibility.

Insight: The absence of explicit AI integration within the policy is the single greatest source of confusion, inconsistency, and frustration.

3.1.2 Procedural Complexity and Administrative Burden

The reporting and investigation process is widely described as:

- Overly long and paperwork-heavy
- Emotionally draining
- Disproportionate to the severity of many infractions

As a result:

- Faculty often avoid formal reporting
- Minor violations are handled informally or ignored
- Enforcement becomes inconsistent and opaque to students

While many faculty accept the four-step model in principle, they view it as too slow and too reliant on Department Heads, Deans, and Registrars for routine cases.

Insight: The complexity of the process actively discourages reporting and contributes to under-enforcement.

3.1.3 Enforcement, Accountability, and Tracking Gaps

There is a strong perception that the policy lacks effective enforcement mechanisms.

Faculty report:

- Students rarely face meaningful consequences
- Repeat offenders are not reliably tracked
- Dropping a course can circumvent accountability
- Appeals frequently overturn faculty decisions

Several respondents expressed concern that administrative units do not consistently act on reports, leaving faculty feeling undermined.

There is broad agreement that the absence of a centralized tracking system—accessible to appropriate academic leaders—allows repeat misconduct to go undetected.

Insight: The policy appears strong on paper but weak in practice due to enforcement and tracking failures.

3.1.4 Unclear Evidence and Proof Standards

Faculty frequently describe feeling “set up to fail” when attempting to prove misconduct, particularly involving AI. Key concerns include:

- No shared understanding of what constitutes sufficient evidence
- Unrealistic burden of proof placed on instructors
- Limited training for Heads and academic staff
- Overreliance on unreliable or misunderstood AI-detection tools
- Ambiguous cases—where intent is unclear—are especially difficult to manage under current guidance.

Insight: Unclear standards of proof undermine confidence in the policy and discourage reporting.

3.1.5 Role Confusion and Procedural Uncertainty

Respondents report confusion about:

- Who should be contacted first (student, Head, Registrar)
- Whether mediation is required
- How to proceed when students are unresponsive
- How to manage cases when students withdraw or drop courses

Many requested clearer procedural roadmaps, including flowcharts, templates, and scenario-based guidance.

Insight: Lack of procedural clarity leads to inconsistent handling and inequitable outcomes.

3.1.6 Penalties, Consistency, and Fairness

Faculty expressed mixed but strong views on penalties:

- Some call for stronger, clearer, or automatic penalties
- Others caution against zero-tolerance approaches, especially for first-time or vulnerable students

Common concerns include:

- Vague punishment guidelines
- Inconsistent penalties across Departments
- Perceived leniency for intentional cheating
- Disproportionate punishment for misunderstandings or low-level infractions

Insight: Faculty want a structured, transparent penalty framework that balances consistency with compassion.

3.1.7 Instructor Autonomy and Academic Freedom

Many respondents link academic integrity directly to academic freedom, particularly in light of new Collective Bargaining Agreement language referencing “evaluation of students.” Faculty strongly support:

- Autonomy to resolve minor infractions (e.g., assigning a zero on an assignment)
- Reduced escalation for low-level cases
- Central oversight reserved for serious or repeat violations

Insight: Preserving instructor autonomy is seen as essential to both academic freedom and effective enforcement.

3.1.8 Education, Culture, and Student Understanding

A recurring concern is that students do not understand academic integrity as a set of shared values beyond plagiarism. Suggested improvements include:

- Mandatory academic integrity modules
- Early-year orientation materials
- In-class discussions about academic values
- Clear student-facing explanations of why integrity matters

Faculty emphasize that enforcement alone is insufficient without stronger cultural and educational foundations.

Insight: Academic integrity education is underdeveloped and must be strengthened to support compliance and trust.

3.1.9 Faculty Support, Resources, and Training

Respondents consistently request greater institutional support, including:

- Sample syllabus language
- Clear examples of acceptable and unacceptable AI use
- Workshops and training for faculty and academic leaders
- Approved tools (with clear caveats) for detecting misconduct
- Centralized consultation and advisory support

Insight: Faculty feel under-resourced, unsupported, and isolated in managing integrity violations.

3.1.10 Key Risks if the Policy Remains Unchanged

Faculty identified several serious risks:

- Normalization of cheating and AI misuse
- Continued avoidance of formal reporting
- Repeat offenders graduating without consequences
- Erosion of academic culture and student trust
- Reputational damage to the value of an Acadia degree

- Conflict with academic freedom and equity concerns

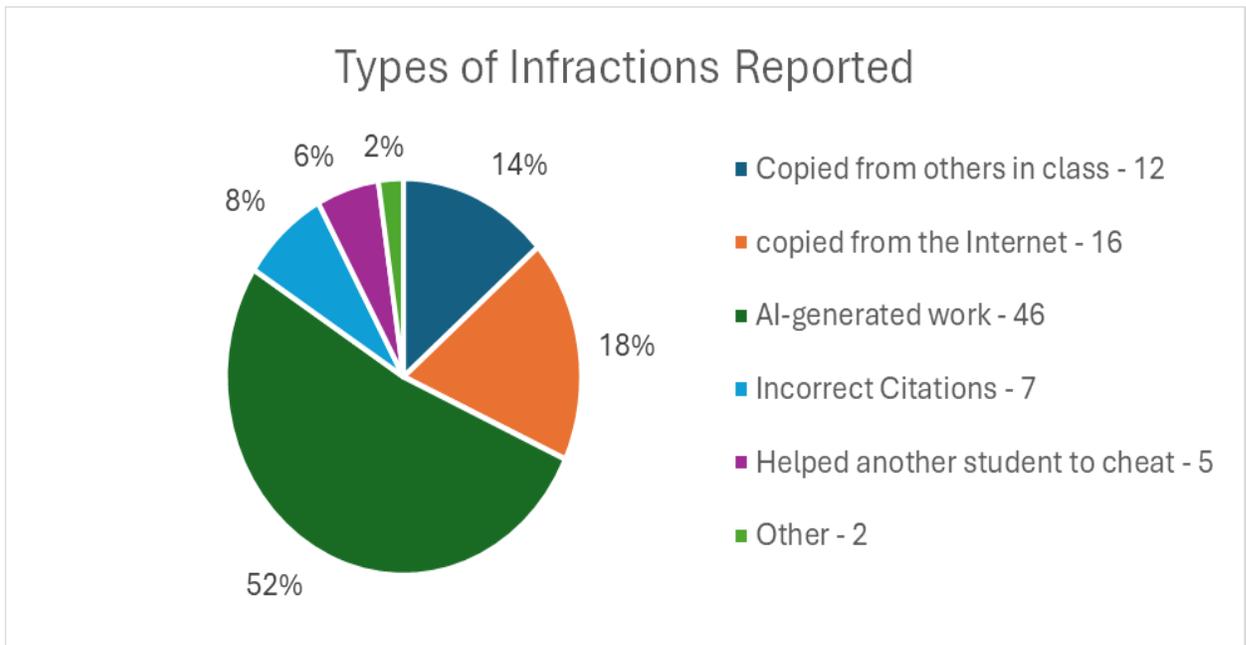
3.2 Quantitative Findings

For the first question, “Were you aware of Acadia’s Academic Integrity Policy before seeing it here?” 95.45% (105 people) indicated they were aware of the policy, while only 4.55% (5 people) indicated they were not.

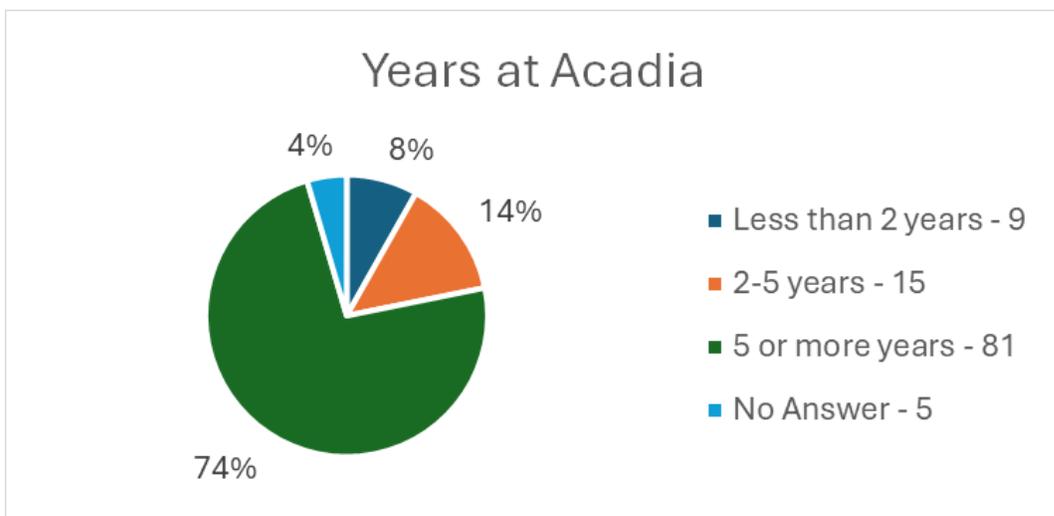
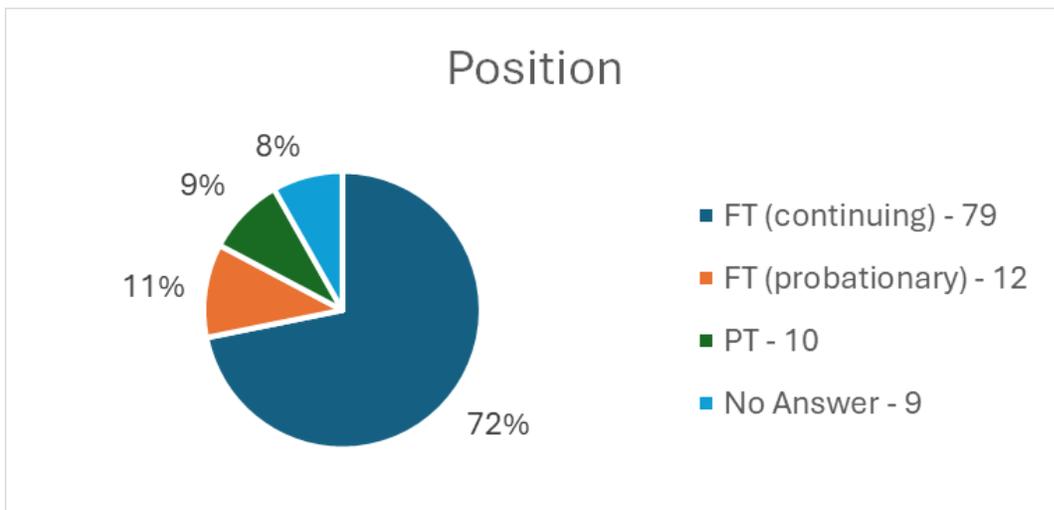
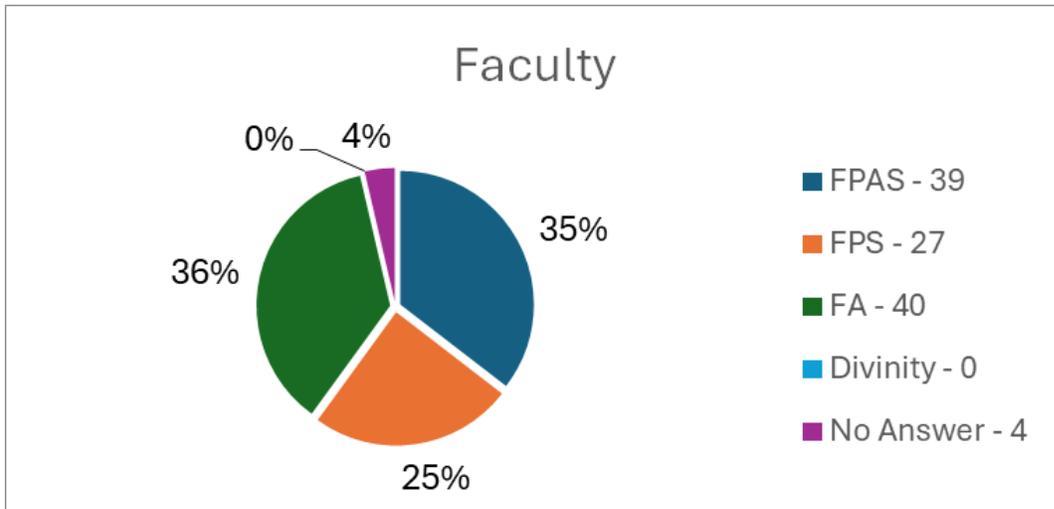
For the second question, “Did you communicate the Academic Integrity policy in your syllabus last semester?” 84.55% (93 people) indicated yes, while 6.36% (7 people) indicated no. 9.1% (10 people) did not answer this question.

When asked, “Have you had to address any suspected cases of Academic Integrity recently?” 62.73% of the respondents (69 people) indicated “Yes”, while 34.55% (38 people) indicated “No”. Three people (2.73%) did not respond.

The chart indicates the types of infractions faculty reported. Some faculty have reported more than one type of infraction.



Demographic Data from Survey: Based on 110 responses.



3.3 Qualitative Findings

3.3.1 Does the Academic Integrity Policy allow you as a faculty member to adequately address academic integrity infractions in your courses?

43 respondents (39%) replied that the current Academic Integrity Policy did not allow them as faculty members to adequately address academic integrity infractions in their courses. Among this group, the most common sentiments included the belief that the policy doesn't specifically address Artificial Intelligence (AI). Some suggested that “We need unified and specific rules on how to identify AI-generated content” and that there is “No universal policy on AI.” For example, one respondent noted that “The language of the policy does not include any reference to AI, ChatGPT, etc. That in itself is troubling.”

Illustrative Quote

I think the policy needs to be completely updated to reflect AI policies as well. I really like what the psych department has done to make it really clear what constitutes a violation, and it is linked to year of study, too. Kinesiology has done a lot of work to work on a new policy, too, that could be looked at....

Several respondents suggested that the policy takes too long, resulting in additional administrative burdens and suboptimal outcomes.

Illustrative Quotes

I can't deal with cheating on assignments on my own by, say, giving the students involved 0 on that assignment. I have to involve the department head, have multiple meetings, and deal with paperwork, all for an assessment worth 2% of the course.

...

There are too many steps to address issues of Academic Integrity and I find many faculty are just not bothering to deal with it because it is onerous and time consuming and frankly not "worth the bother." This is eroding the integrity of the Acadia degree.

...

I am not going to engage with the policy because it's too much work. If we followed the policy every time we had an infraction, we'd spend our lives and dozens more admins doing this. I give them zeros and do not inform my head.

Some respondents voiced concerns about what constitutes “proof” of AI usage.

Illustrative Quotes

No one wants to go through the extreme hassle of multiple steps (e.g. meeting with student, then meeting with head + student, then meeting with dean + head + student) and ultimately having to 'prove' something without a bar as to what 'proof' means. If we plug an essay question into AI and ultimately get something that looks, sounds, and matches in many ways what AI generates, then there really is no question it was AI generated.

The student had clearly used AI (claims were unrelated to the sources, AI detector came up as 100% confident it was AI generated) but the department head seemed both unaware of how these detectors work (mixed up false negatives with false positive rates) and the threshold of proof is ridiculous and unattainable with AI

There is also a ridiculous burden on the faculty member to provide evidence in advance of the meeting without knowing what type of evidence to present. There should be resources given to faculty (and to heads) on what things to look for and what types of evidence can be presented. We need to start holding students accountable or the value of a university degree is going to go down.

Another common concern among this group was that academic integrity issues were not being reported. This allowed students to cheat multiple times without appropriate penalties. While this was linked to concerns about the policy itself, some suggested that more guidance is needed about how to implement the policy. While some faculty believe that the policy does not work well because cases were not being reported, other faculty are not reporting cases because they feel that the policy does not work well.

Illustrative Quotes

There are repeat offenders who are not held to account. Each case of a student not adhering to Academic Integrity should be recorded and tracked and if it continues the student should be dismissed from the university. I know of at least one case where the student continued to cheat and plagiarise throughout their degree program but still was awarded a degree. Cases are reported to registrar's office, but nothing seems to be done, there seems to be no penalties for the students beyond possibly getting zero for the assignment. Many faculty don't bother to report or do anything when they encounter cheating/plagiarism etc.

The process after identifying a potential infraction is cumbersome and unclear. Most professors I know handle potential infractions unofficially which means they are not recorded.

...

While there is a policy in place there is absolutely no guidance on addressing concerns specifically around how to address students who use AI.

3.3.2 If you have suspected a student of an Academic Integrity infraction but have not engaged with the policy, why not?

59 faculty members responded to this question, with many giving multiple reasons as to why they did not engage with the policy. The most common reasons as to why faculty have not engaged with the policy are based around the time, effort and difficulty in proving a suspected Academic Integrity infraction. Ten faculty members indicated that they lacked the evidence to move forward with a case, often also indicating that finding the evidence was too difficult or time consuming. Ten faculty members also indicated that they felt it was not worth the “time and effort” to pursue, mainly due to the perceived lack of penalties for the students. Five faculty members indicated that they did not pursue cases because they felt that their unit head would not agree with them as faculty, while five faculty members indicated that they had an “informal” process to handle such cases before triggering the official Academic Integrity Policy. Two faculty members indicated that they had poor experiences in previous cases and were not interested in engaging the policy again. It should be noted that several faculty members indicated that their lack of engagement with the policy had to do with the lack of clarity on AI.

Illustrative Quotes

Because the policy doesn't have guidance on addressing the use of AI. The complex and ubiquitous use of AI is making it too difficult to track and confirm genuine cases of plagiarism. Also, the use is so widespread, it would be infeasible to investigate every case.

...

...the process is cumbersome; take too much time. The trust is taken away from the professor to make an appropriate assessment (to do the "right thing") and placed in the director's or supervisors/administrators hands.

...

See answer above. It's simply not worth my time or effort. Ultimately, nothing happens to students that get caught multiple times. It's always a finger wagging exercise. They're on to these policies and know how to exploit them.

...

Absolutely have suspected students of violations. Have not engaged with the policy because it's nearly impossible to 'win' and even if a student is found guilty, it seems that nothing ever comes of it. Second, third, fourth chances, etc. But mainly because going through all the various perturbations of the policy steps takes a long time, is stressful, requires spending even more time getting a 'case built', etc. etc. It's a giant time sink when we have no time to do regular course activities and engage with students that are not looking to weasel the system.

Some faculty believe that the policy interferes with learning and pedagogy, preferring to take a different approach with students.

With AI infractions, I now work outside of the policy. I request an meeting with the student making it clear that the conversation falls outside of the policy and what they say cannot then be used to activate the policy. I have done this at least six times. In all instances the student has acknowledged improper use of AI. I have then asked them to redo the assignment.

...

First-year student, first-term, plagiarised through omission. Didn't cite sources at all. I resolved the matter informally with the student when it became clear that they were majoring in a program that didn't require footnoting, was taking my course as an elective, and clearly the student didn't have the faintest idea what citations were or why they were necessary. After a discussion, some instruction as to how one cites, the student re-wrote the assignment at a small penalty. Their work improved across the term, and they finished the course with a strong grade.

...

In the current info landscape ((AI, internet) I find that Depending on the infraction, and how the policy can be employed it can seem heavy handed. I favour education opportunities rather than threat of penalties.

3.3.3 What are your views on Generative AI and Academic Integrity?

The most common sentiments included the idea that the unauthorized use of generative AI should continue to be considered plagiarism and a violation of academic integrity. Many respondents view generative AI as a serious issue and a challenge for higher education. A common theme was the need to update and change older approaches to assessment and better engage students and faculty about the use and abuse of generative AI.

Illustrative Quotes

I am concerned that the ready availability of AI will diminish the learning experience of students at Acadia. Part of the weakness in the present education system (including, especially, the school system) is that academic integrity is not something that appears to be a regular part of student school experience. This, added to the seductiveness of AI-promoting marketing, means that our students enter university already inclined to take whatever short cuts that appear to be available. This will limit their intellectual growth.

...

I think I will ask for a first draft, AI prompt, outputs, and final edited version for all papers. I may also look at integrating long answer questions into exams to ensure practice in writing from scratch.

Many respondents argued for a campus-wide approach to generative AI. However, we also heard about the need for flexibility to allow professors to use AI in creative ways. One challenge was how AI is built into existing software (e.g. office 365) and the difficulty in determining the line between using AI to edit or reword sentences and using it to compose essays.

Illustrative Quotes

Acadia needs specific policy related to AI generative work. The use among students and faculty even is becoming ubiquitous. The policy needs to be molded to allow for the use of AI in creative ways - this is the future and need to have policy that works with this evolution rather than against it.

...

I think it is an academic integrity violation to have AI generate submitted content. However, I think there is a large grey area. I think it is OK for AI tools to be used to check grammar and punctuation (Grammarly), and possibly to help reword text to make it clearer. To me there isn't a clear dividing line between this as full-on text generation. I think the only real solution is to modernize assessments to make them AI proof, such as returning to paper exams or giving oral exams.

A final theme was around accountability and responsibility concerns. This included the need for more conversations about how engaging students, the difficulty in proving AI use, and the ethical issues around AI.

Illustrative Quote

I think we need to be having a much larger conversation as a university about how we discuss AI in our classrooms and perhaps putting out some resources for faculty on how to have conversations with their students in the first week about AI. Instead of framing students using the tool as the sole violators of academic integrity, we should be talking about how LLM themselves violate academic integrity and the obtaining of training data for their development has been deeply unethical and antithetical to scholarly practice. I find we rely on a 'don't do this or we'll punish you!' model with our policies rather than thinking about how conversations around LLM and generative AI are deeply important to our methodology and vocation as scholars. Which should be part of our teaching!

3.3.4 How Could Acadia's Academic Integrity Policy be improved?

In general, faculty desire clarity about the role of AI at Acadia University. Many respondents expressed the need to explicitly address artificial intelligence in the Academic Integrity policy, which should clearly define and set expectations around acceptable uses of artificial intelligence within all courses at Acadia.

Illustrative Quote

There needs to be a universal, university-wide policy on appropriate and inappropriate uses of Generative AI, which leaves room for Departments and individual Instructors/Professors to set further specifications while at the same time establishing the basic parameters within which everyone must operate.

However, the desired campus-wide policy should not restrict the flexibility for instructors to determine appropriate usage of AI in a specific course. Given the variety of courses offered at Acadia, from skill-building first-year courses to more advanced courses where technology is essential, instructors want the ability to dictate specific AI related restrictions for their courses supported by the institutional policy.

Illustrative Quote

Faculty will need considerable latitude in defining how AI can be used in their courses. Acceptable use of GenAI will vary from course to course. Learning outcomes and assessment methods will need to be considered carefully and I would imagine will need substantial modification in the coming years. An important principle of Academic Integrity, that a student's work on an assessment reflects their own learning, remains important.

A final theme was around the need for consistent punishments under the policy and a method for tracking suspected violations and repeat offenders. Responses indicated that faculty want a clear procedure to follow in cases of academic integrity offences and want consistent and clear disciplinary actions for infractions. Additionally, there is desire among faculty for an effective and agreed upon method of tracking repeat offenders.

Illustrative Quote

Clearer guidelines on how violations should be addressed and what burden of proof is required; (fictitious) landmark examples to provide anchors for violations of different severity and accompanying sanctions; supports for faculty in navigating the academic integrity process; clearer guidelines for GenAI.

The consensus was that the Academic Integrity policy should be amended to include a clear statement on the institution-wide position towards generative AI; however, the policy should still provide freedom for instructors to determine appropriate uses of generative AI in their courses. Additionally, the policy should clearly dictate the formal process and punishments taken in the case of suspected policy violations, reference supports for faculty in dealing with policy violations, and track repeat offenders.

4.0 Additional Data

4.1 Acadia Departmental Generative AI Policies

In November 2025, the Senate Academic Integrity Committee sent a message to heads to learn whether and which department/academic units have a specific policy on the use of generative AI in coursework. Three units have policies. These policies are summarized below.

Computer Science

Acadia's Academic Calendar defines plagiarism as "the act of presenting the ideas or words of another as one's own." With respect to computer programming, this means that if you are passing in code that you did not write, then you are committing an act of Academic Dishonesty. This includes copying code found on websites or having AI generate the code for you (using tools like GitHub Copilot, Google Codey/Colab, ChatGPT, etc). While each individual class at Acadia will approach the use of AI-generated content differently, the Jodrey School of Computer Science will treat AI-generated work as plagiarism unless the syllabus/assignment direction specifically allows for the use of such generated code.

Law and Society

The use of generative text AI tools is strictly prohibited in all course assignments and tests unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT

and other AI writing assistants. Students are expected to submit work that reflects their own ideas and original engagement with readings and research. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Psychology

The use of Generative AI tools (e.g., ChatGPT, Microsoft Copilot, Google Gemini) is not permitted in course work unless explicitly allowed by the course instructor. Course policies on Generative AI will be clearly stated in each course syllabus, including appropriate use cases (if any). The misuse of AI tools (i.e., any use not explicitly permitted in a course by instructors) will constitute an academic integrity violation, with penalties aligned to those for cheating or plagiarism.

4.2 Canadian Examples of Generative AI Policies

The committee reviewed policies from other universities in Canada, including Mount Saint Vincent, Cape Breton University, Saint Francis Xavier, University of King's College, St. Mary's University, Dalhousie, UPEI, MUN, Mount Allison, UNB, Bishop's University, McGill, McMaster, Waterloo, University of Toronto, Trent University, University of Manitoba, University of Winnipeg, University of Saskatchewan, University of Regina, University of Calgary, University of Alberta, UBC, University of Victoria, and Simon Fraser University.

Many universities are wrestling with how to integrate concerns about generative AI into existing academic integrity policies. The committee observes that there are ongoing questions about how best to ensure that complementary but distinct approaches exist. For example, one issue is how best to work with faculty in implementing existing academic integrity policies. Another question is how best to provide faculty with tools, techniques, and examples to update their pedagogical approach consistent with their field, discipline, and practices. The committee will continue to engage with this information.

5.0 Further Questions and Considerations that Arose Within the Committee

1. Is AI a unique challenge to academic integrity or simply the most recent example of an age-old problem?
2. Do we have adequate tools to assess Academic Integrity issues?
3. How can we better engage students about the policy and academic integrity in general?
4. Some faculty requested flexibility to address academic integrity on their own, while others appear to seek a more universal approach. How can these divergent interests be accommodated?
5. To what extent would adopting the Departmental Generative AI Policy exemplars by Computer Science, Law and Society, and Psychology address some of the concerns expressed by faculty?
6. In what ways are the work of the Academic Integrity Committee and the Faculty Support Committee aligned? To what extent are the focus and mandate of each committee distinct?

Appendices:

i. Survey Questions

Note: The survey starts with a summary of Acadia's current Academic Integrity Policy.

Academic Integrity Policy Questions:

Q1: Were you aware of Acadia's Academic Integrity Policy before seeing it here?

If yes to Q1:

- Q1.1: Did you communicate the Academic Integrity policy in your syllabus last semester?

Q2: Have you had to address any suspected cases of Academic Integrity recently?

If yes to Q2:

- Q2.1: What is the nature of the violation? (checkboxes, text field replies)

Q3: Does the Academic Integrity Policy allow you as a faculty member to adequately address academic integrity infractions in your courses?

If "no" to Q3:

- Q3.1: Please explain your concerns with the policy.

Q4: If you have suspected a student of an Academic Integrity infraction but have not engaged with the policy, why not?

Q5: How many suspected cases have you had in the past year?

Q6: What is the number of cases where you engaged with the policy in the past year?

Perspective Questions:

Q7: What are your views on Generative AI and Academic Integrity?

Q8: How could Acadia's academic integrity policy be improved?

Demographic Questions:

Q9: What faculty are you in? (FPAS/FPS/FA/Divinity)

Q10: What best describes your current status at Acadia? (FT Tenured, Continuing / FT probationary, contract / PT)

Q11: Number of years at Acadia? (<2 / 2-5 / 5+)

**Admissions and Academic Standing (Appeals) Committee
Report to Acadia University Senate
February 9, 2026**

Part 1: Activities for 2024-2025 Academic Year

The Admissions and Academic Standing (Appeals) Committee brought the following motion to Senate at the November 18, 2024 Senate meeting:

Motion to add a third annual academic appeal deadline to the Academic Calendar Dates for the previous academic year's academic standing changes, starting in the 2025-2026 Academic Calendar. The deadline shall normally be the first Friday in October each academic year.

The motion was approved. As such, a third deadline was added this year's appeals work.

The following entry appeared in the 2025-2026 Academic Calendar Dates for the first time as a result.

October 3, 2025- Last day to submit an appeal to the Academic Appeals Committee due to significant extenuating circumstances. Students will be notified 2 weeks + 3 working days from submission date.

The Admissions and Academic Standing (Appeals) Committee met in June and August to adjudicate student academic appeals of dismissal and probation academic standing. Work was also carried out electronically when necessary. There was a quorum of voting members present at all meetings.

The appeal process is carried out through Moodle submission "courses", within which the students submit responses to the self-reflection questionnaire, submit a personal letter written by them, and submit any other supporting documents. Student transcripts and any additional supporting documents received are also provided on the Moodle pages for committee review.

There were three appeal deadlines:

June 13, 2025- for students who received notification of dismissal or probation by May 23
July 25, 2025- for students who received notification of dismissal or probation after May 23 (due to grade changes, etc)
October 3, 2025- for students who missed first two deadlines due to significant extenuating circumstances.

Considered during the June meetings (received by the June 13th deadline):

55 students notified of Dismissal academic standing

- 28 students appealed
- 17 appeals granted (academic standing changed from Dismissal to Probation)

39 students notified of Probation academic standing

- 20 students appealed
- 1 appeal granted (academic standing changed from Probation to Good Standing)

Considered in August:

4 additional students notified of Dismissal academic standing after May 19

- 0 students appealed

3 additional students notified of Probation academic standing

- 1 student appealed
- 1 appeal granted

Considered in October:

No students who missed the first two deadlines appealed during the third deadline process. The committee had set a meeting time, but the meeting was canceled due to lack of need for meeting.

Part 2: Activities to date for 2025-2026 Academic Year

During the second half of the December 2025 Final Exam period, the Chair received notification from the Registrar's Office that it was being activated to complete an appeal related to Special Examinations (deferred examinations), as described in the fourth paragraph of the following section of the Academic Calendar (page 46).

Special Examinations

A student, who because of medical or other unavoidable circumstances is unable to write a required examination, may request a Special Examination.

A student who wishes to request a Special Examination must, within 48 hours of the end of the examination, report, or have a representative report, to the Registrar and the course instructor the intention to request a Special Examination (in writing if possible). Within one week of the end of the examination, the student must submit to the Registrar a written request for a special examination. This request must include an explanation of the circumstances that made it impossible for the student to write the regular examination and should be accompanied by relevant supporting documentation (such as medical reports if the request is based on a medical issue).

The Registrar will consult with the course instructor as to the legitimacy of the request. Should the Registrar and the course instructor agree that the student be allowed to write the final examination, the procedures for Setting and Conducting Special Exams shall be followed. Should the Registrar and the course instructor agree the student not be allowed to write the final examination, the Registrar shall communicate that decision to the student in writing, apprising the student of the right to appeal the decision. If the Registrar and course instructor are unable to reach a decision, the matter shall be referred to the relevant Dean to resolve. Should the Dean decide to not allow the student to write a special examination, the student retains the right to appeal.

Any such appeal is to be made in writing to the Admissions and Academic Standing Committee (Appeals) through the Chair within seven days of the student receiving the decision. The Committee shall convene within a reasonable length of time to consider the appeal, meeting

individually with the student (should they wish), the Registrar, and the course instructor before rendering its decision in camera. The decision shall be communicated in writing to the student, Registrar and course instructor. Should the Committee decide to allow the Special Examination, the procedures for Setting and Conducting Special Exams shall be followed.

The Committee met in early January to confirm a process for this type of appeal, as it had no record of this type of appeal ever being done through the committee before, and certainly not since 2016. After initiating the next steps of the appeal process through formal appeal communications with the student, the faculty member, and the Registrar's Office, the faculty member reversed their decision after receiving more information from the student and they permitted the special examination to be written. As such, the appeal process did not need to be carried out in its entirety. The process developed, including e-mail communication templates, has been saved for future reference.

The committee for 2024-2025/2025-2026 was/is:

Chair (Chair of Senate): Anna Kieft - ex-officio

Registrar or Delegate (non voting): Mark Bishop - ex-officio (*Mark Bishop and Haley van Kroonenburg attended as Registrar's Office representatives*)

Executive Director of Student Services or Delegate (non voting): James Sanford - ex-officio (*Adam Detienne and Bally Thun attended as Student Services representatives*)

1 Arts faculty member: Jamie Sedgwick

1 Arts faculty member: Stephen Henderson

1 Prof. St. faculty member: Jeff Torbert

1 Prof. St. faculty member: Birdie Bezanson (2023-2026, until June 2025), Vacancy (2025-2026)

1 P&A Sc. faculty member: Emma Connon (until June 2025), Anna Redden (July 2025-present)

1 P&A Sc. faculty member: John Murimboh

1 Theology faculty member: Anna Robbins

1 Student: Sam Taylor (ASU VP A/E) (until April 2025), Zahide Cam (May 2025-present)

The Chair wishes to express her gratitude and appreciation to the committee for their work and careful deliberations. In addition, the Chair wishes to thank the Registrar's Office team for receiving documents and correspondence from students and communicating decisions on behalf of the Committee, the Student Services representatives for their valuable input and participation, and Terry Aulenbach for his careful work in creating the secure Moodle "courses" for this process.

Respectfully submitted,

Anna Kieft

Chair, Admissions and Academic Standing (Appeals) Committee

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

During the Fall semester, the Faculty Support Committee developed a Faculty Guidelines for the Use of Artificial Intelligence in Courses document to support instructors in addressing pedagogical, ethical, and academic integrity considerations related to the use of AI in teaching and learning. The document was shared in the Senate agenda for information and feedback in December and has since been circulated to faculty as a resource (modified to "Guidance" over Guidelines) through the teaching@acadiau.ca communication channel to assist faculty with preparation for the Winter term.

The Faculty Support Committee is seeking Senate's guidance on how this document should be positioned institutionally. In particular, the Committee welcomes discussion on the appropriate level of formality for the document, including whether it should continue to function as a set of guidelines or whether aspects of it should be incorporated with more formality.

The Committee is also seeking Senate's advice on questions of responsibility and governance, including where ownership of such a document should reside to ensure it is reviewed, maintained, and updated regularly in light of ongoing developments in artificial intelligence and its use in higher education.

Feedback from Senate will help inform next steps regarding the future role, status, and stewardship.

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.