ACADIA UNIVERSITY | SENATE

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

Minutes of the Senate Meeting of Wednesday, June 17, 2026.

A meeting of the Senate of Acadia University occurred on Wednesday, June 17, 2026, beginning at 9:00 AM, with Chair A. Kiefte presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kiefte advised that Senate would follow the practice of a two-minute speaking limit per speaking turn and two speaking turns per item, with timing guidance provided throughout the meeting. She identified the non-voting guests in attendance: Colin King, attending on behalf of Darren Kruisselbrink as a representative from the School of Kinesiology, and Geoffrey Whitehall, attending in his capacity as Chair of the Faculty of Arts Council. She asked any additional guests to identify themselves or be introduced by their host.

A. Kiefte called the meeting to order.

Approval of Agenda

Motion to approve the agenda. Moved by M. Robertson and seconded by L. Rich.

Summary of discussion

- Senate approved an amendment to the agenda moving the motion on Maintaining Faculty Representation on Senate ahead of the Academic Restructuring Motions.
- A proposed amendment to remove one of the academic restructuring motions from the agenda on procedural grounds was discussed but ultimately withdrawn.
- A proposed amendment to add two restructuring-related documents to the agenda was debated. Concerns were raised that the documents contained opinion and unofficial financial analysis that included inaccurate information and should not form part of the official Senate record. The amendment was defeated.
- **Agenda approved with one amendment.**

A. Kiefte invited amendments to the agenda.

J. Slights moved to amend the agenda by moving the motion regarding maintaining faculty representation on Senate to immediately precede the academic restructuring motions.

Motion to amend the agenda: Motion to move item 4e) Maintaining Faculty Representation on Senate, to before item 4 d) Academic Restructuring Motions. Moved by J. Slights and seconded by M. Ramsay.

J. Slights stated that considering the motion on Senate representation before the academic restructuring motions would help separate the two issues and allow Senate to focus its discussion on the substantive restructuring proposals.

J. Sachs supported the agenda amendment, noting that resolving the representation motion first would allow Senate to devote more time and attention to the academic restructuring motions.

J. Hooper questioned debating a motion that depended on the outcome of a subsequent motion.

A. Kiefte called for a vote on the proposed agenda amendment to move the motion on Maintaining Faculty Representation on Senate ahead of the Academic Restructuring Motions.

AMENDMENT CARRIED

E. Curry raised a point of order, arguing that the second Academic Restructuring Motion was out of order because it lacked sufficient specificity. She stated that the motion did not assign responsibility for preparing the implementation plan or clearly identify the governance processes to be followed, making it unenforceable and inconsistent with Robert's Rules of Order.

A. Kiefte sought clarification that E. Curry's point of order was requesting the removal of Motion 2 under Item 4e) from the agenda.

Motion to amend the agenda: Motion to remove motion 2 of item 4e) from the agenda. Moved by E. Curry and seconded by J. Slights.

J. Hooper asked whether this amendment would be more appropriately considered when Motion 2 was brought forward for debate.

A. Kiefte acknowledged that the concern could be addressed when the motion came forward for debate but noted that considering its removal in advance would provide greater procedural clarity.

J. Hooper asked whether the same procedural standard would be applied consistently to all motions before Senate.

A. Kiefte stated that removing a motion by agenda amendment was the clearest procedural approach and noted that Senate had used this process previously. She indicated that she had understood Motion 2 to express an intention regarding the timing of an implementation plan but acknowledged E. Curry's procedural concerns under Robert's Rules.

E. Curry clarified that her concern related to the wording of the motion rather than the concept of an implementation plan. She stated that part of the motion resembled a notice of motion rather than a substantive motion and could conflict with Senate's authority to delegate work to its committees. She added that, as drafted, the motion was procedurally insufficient.

L. Rich expressed support for retaining the motion on the agenda, noting that its approval would provide a clear record of Senate's intent and create a documented trail.

A. Kiefte clarified that her earlier reference to cleanliness related to the procedural approach of removing the motion by amendment. She reiterated that she had interpreted the motion when received for the agenda as a declaration of intent to bring forward an implementation plan.

J. Slights stated that it was unclear what practical effect defeating the motion would have, suggesting that this supported the concern that the motion lacked sufficient substance to stand as a substantive motion.

A. Kiefte noted that the concerns raised would become moot if the motion were removed from the agenda. She added that, if the motion remained, members could address those issues during debate and invited further comments on the proposed removal of the motion.

K. Ashley supported leaving the motion on the agenda, noting that any procedural concerns could be addressed during debate on the motion itself.

A. Cunsolo supported leaving the motion on the agenda and clarified that its intent was to provide comfort and assurance that restructuring would be followed by an ongoing implementation process involving Senate and other university bodies, rather than being treated as a one-time decision.

E. Curry expressed appreciation for the intent behind the motion but questioned why it was presented as a motion rather than as a report item.

J. Hooper asked whether the motion would require that an implementation plan be presented to Senate in September.

M. Ramsay indicated that he was not convinced the motion was sufficiently specific to stand as a substantive motion but suggested deferring that discussion until after the disposition of Motion 1 to avoid delaying the meeting.

N. D'Amato observed that, if the discussion was being framed in terms of cause and effect, the revised agenda order would be inconsistent.

A. Kiefte noted that the agenda order had already been amended and that discussion had moved on.

E. Curry stated that she would table the amendment until after Senate had considered Motion 1 within the Academic Restructuring motions.

A. Kiefte advised that amendments to the agenda would not normally be made during the meeting and asked E. Curry to clarify whether she wished to withdraw her proposed amendment.

E. Curry stated that she had intended to raise the matter as a procedural objection rather than an agenda amendment and indicated that she was willing to raise it when Motion 2 came forward, subject to the Chair's approval. In the interest of time, she withdrew her amendment.

J. Slights, as seconder of the amendment, consented to its withdrawal.

AMENDMENT WITHDRAWN

J. Sachs asked the Chair to explain why a discussion item he and Senator Callaghan had submitted was circulated to Senators but not placed on the draft agenda, while another proposal related to academic restructuring was included.

A. Kiefte explained that her understanding was that the Board of Governors had directed Senior Leadership to implement an academic restructuring when the Board of Governors

Executive motion was approved. As a result, she considered it Senior Leadership's responsibility to bring academic restructuring content and analysis to Senate. The analysis of the financial impacts was beyond the scope of Senate so should not be published in the public Senate Minutes. That said, the analysis documents did provide Senators with perspective about factors considered in the decision making. On that basis, she had not placed the discussion item on the agenda but had instead chosen to circulate them for information. She noted that she would reconsider her interpretation if the wording of the Board Executive motion differed from her recollection or understanding.

J. Sachs sought clarification on whether the Chair's interpretation meant that, because the Board of Governors had directed Senior Administration to develop an implementation plan, Senate was constrained in the types of restructuring-related materials it could consider.

A. Kiefte clarified that she was not suggesting Senate was broadly constrained in the proposals or materials it could consider but was speaking specifically to the discussion item in question.

J. Sachs moved to amend the agenda to include, as a discussion item, the report that he and E. Callaghan had submitted.

A. Kiefte clarified that two documents had been submitted together. She noted that, while she had circulated them to Senators, she had since concluded that they should not have been distributed because she considered them to fall within the purviews of the Board of Governors and Senior Leadership.

J. Sachs stated that his motion was to request that the submitted report be added as the final agenda, noting that his intent was simply to have it included on the agenda.

A. Kiefte sought clarification that J. Sachs was requesting the report be included on the approved agenda and minutes and posted publicly on the Senate website.

J. Sachs confirmed that this was his intent.

Motion to amend the agenda: Motion to add the report submitted by J. Sachs and E. Callaghan to the agenda. Moved by J. Sachs and seconded by E. Callaghan.

J. Sachs stated that, if Senate was considering a cost analysis and business plan as part of the restructuring discussion, it should also permit consideration of an alternative proposal. He stated that doing so would ensure consistency and fairness in the treatment of Senators' submissions.

D. Seamone supported the amendment, noting that financial considerations had already been incorporated into restructuring discussions. She argued that it would be inappropriate to exclude a financial analysis prepared by Senators from consideration.

K. Ashley opposed the amendment, emphasizing Senate's fiduciary responsibility to consider information that meets appropriate professional standards. She distinguished institutionally prepared data from personal analyses and stated that personal analyses should not form part of Senate's formal deliberations.

J. Hennessy added that the financial analysis accompanying the restructuring proposal had been prepared by the University's Finance team using official institutional data. He stated that alternative financial analyses prepared without access to the same information should not be afforded the same standing.

A. Kiefte stated that this concern had contributed to her conclusion that the documents should not have been circulated. She distinguished between discussing alternative perspectives during debate and distributing written analyses based on incomplete information, indicating that she did not consider the distribution of such documentation to be appropriate after further consideration.

J. Sachs stated that the limited time available between the release of the official costing analysis and the deadline for agenda submissions had constrained the preparation of an alternative analysis. He argued that the merits of submitted materials should be assessed by Senate during debate rather than being screened in advance, noting that the document had been clearly identified as the opinion of two Senators rather than an official University analysis.

A. Kiefte distinguished between questioning assumptions during Senate debate and submitting a written counterproposal based on incomplete information. She stated that these were materially different processes.

E. Callaghan stated that the submission was not intended as a counterproposal but as an examination of the assumptions underlying the financial analysis. She explained that the spreadsheet was developed to test different assumptions and allow Senators to explore how changes to key variables could affect the projected outcomes.

A. Kiefte noted that Senators could circulate documents independently in advance of meetings. She stated that such informal circulation was different from including documents in the official Senate agenda and record, adding that assumptions and analyses could be explored during debate.

M. Ramsay observed that the disagreement appeared intractable and suggested calling the question to allow Senate to proceed.

E. Curry stated that she did not hold a strong view on the inclusion of the financial analysis. She observed that the agenda concerned motions on the proposed academic structure rather than a specific restructuring proposal but noted that the accompanying document also included a history of Acadia's previous restructuring, which she considered relevant to Senate's discussion. She indicated her support for including that portion of the document.

A. Kiefte stated that the proposed agenda amendment sought to add two documents, a written analysis and an accompanying financial spreadsheet. She asked J. Sachs to confirm that it remained his intent to include both documents.

J. Sachs confirmed that this was his intent.

D. Benoit opposed the amendment, arguing that the documents should not be discussed because they contained errors. He expressed concern that including them in the official Senate record could give inaccurate information undue credibility.

A. Kiefte called for the vote on the amendment to add the two documents submitted by J. Sachs and E. Callaghan as a new agenda discussion item.

AMENDMENT NOT CARRIED

D. Seamone moved to amend the agenda by removing the year-end committee reports from the Consent Calendar and placing them later on the agenda to allow for fuller discussion.

A. Kiefte asked for a Seconder for the amendment. The motion did not receive a seconder and therefore did not proceed.

A. Kiefte called for the vote on the amended agenda. The agenda was approved with one amendment, moving the motion on Maintaining Faculty Representation on Senate ahead of the Academic Restructuring Motions.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED.

Approval of Senate Meeting Minutes

A. Kiefte proposed approving the minutes of the April 13, May 6, and May 27 Senate meetings together. She noted that amendments could still be made to individual sets of minutes if necessary. With Senate's agreement, she called for a motion to approve the three sets of minutes as a group.

Motion to approve the Senate meeting minutes of April 13, 2026, May 6, 2026, and May 27, 2026. Moved by E. Curry and seconded by M. Ramsay.

There were no amendments, comments, or questions.

MOTION TO APPROVE THE MINUTES CARRIED

Consent Calendar Items

Motion to receive the Consent Calendar items. Moved by D. Benoit and seconded by J. Sachs.

Announcements and Communications

Chair

A. Kiefte noted regrets from J. Richard, D. Kruisselbrink, and R. Boisjoli, and advised that C. Busse would arrive late. She also reminded Senators of the attendance of G. Whitehall as Faculty of Arts Council Chair and C. King as the representative for D. Kruisselbrink and Kinesiology. She also noted that a written report and announcements had been included.

President And Vice-Chancellor Report to Senate

E. Curry stated that she had not yet received responses to questions previously submitted in advance to President Hennessy regarding the academic restructuring process. She requested additional information on how consultation feedback had been analyzed and incorporated into the restructuring proposals, and asked how Acadia's mission, values, strategic priorities, institutional context, and governance considerations had informed their development. She also sought clarification regarding the methodologies and external influences that informed the proposals.

J. Hennessy noted that the questions fell outside the scope of his report and had not been requested by Senate as part of that agenda item. He further stated that the restructuring proposals had been developed internally, without the use of external consultants or artificial intelligence.

J. Hayes asked whether the appointment of a new Minister of Advanced Education changed the University's assessment of the likelihood of government intervention in university operations.

J. Hennessy responded that the University's overall assessment remained unchanged but noted that the appointment of an Acadia alumnus and former educator as Minister of Advanced Education could be a positive development for the University.

Provost and Vice-President Academic Report to Senate

There were no further announcements or questions.

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

J. Carlson thanked L. Wilson Finniss for the comprehensive year-end report and highlighted the value of the data on co-op participation, noting that it would help inform efforts to expand co-op opportunities within the Sociology program.

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

There were no further announcements or questions.

Vice-President Student Experience Report to Senate

There were no further announcements or questions.

Acadia Students' Union Report to Senate

There were no further announcements or questions.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no announcements.

Year-end Reports from Senate Subcommittees

Academic Integrity Committee

There were no questions.

Academic Planning Committee (APC)

J. Slights asked why the Academic Planning Committee had not considered the issue of academic restructuring.

A. Cunsolo responded that the APC had discussed the restructuring proposal on two occasions, including questions previously raised at Senate, but had reached no conclusions or recommendations and had not taken a vote.

J. Sachs added that the APC had discussed earlier versions of the restructuring proposal but had not considered Version 4.

E. Curry reiterated her earlier question regarding how Acadia's mission, values, and institutional context had informed the restructuring proposals. She also asked how academic planning would be carried out following the proposed dissolution of the Academic Planning Committee, particularly in the absence of an Academic Plan.

A. Cunsolo explained that the Academic Planning Committee and the Academic Program Review Committee had been working together for nearly a year to review their respective mandates and address areas of overlap. She noted that any proposed changes would require agreement by both committees before proceeding through the By-Laws Committee and Senate for approval.

E. Curry suggested that the committees adopt a broad, values-based approach to academic planning that aligns institutional priorities, academic goals, and long-term decision-making. She expressed concern that merging the Academic Planning Committee into the Academic Program Review Committee could diminish the University's focus on forward-looking academic planning.

Academic Program Review Committee (APRC)

There were no questions.

Ad Hoc Nursing Program Steering Committee of Senate

There were no questions.

Admissions and Academic Standing (Policy) Committee

There were no questions.

Archives Committee

There were no questions.

Board of Open Acadia

There were no questions.

By-Laws Committee

There were no questions.

Curriculum Committee

There were no questions.

Disability Policy Committee

There were no questions.

Faculty Support Committee

There were no questions.

Graduate Studies Committee

There were no questions.

Honours Committee

There were no questions.

Research Committee

There were no questions.

Research Ethics Board

There were no questions.

Scholarships, Prizes, and Awards Committee

There were no questions.

Timetable, Instruction Hours, and Examinations Committee

There were no questions.

CONSENT CALENDAR ITEMS RECEIVED

Other Business

Motion from the Graduate Studies Committee: Motion to approve the Curriculum changes for the MA in Social and Political Thought degree program as submitted. Moved by J. Carlson and seconded by K. Ashley.

A. Kiefte introduced the motion from the Graduate Studies Committee to approve curriculum changes to the Master of Arts in Social and Political Thought program as distributed.

J. Carlson outlined the proposed curriculum changes to the Master of Arts in Social and Political Thought program. The changes included revising the colloquium course to emphasize professional development for incoming graduate students, deleting the colloquium continuance requirement due to limited benefit and administrative challenges, and making consequential updates to the calendar description.

K. Ashley noted that the changes responded directly to student feedback, clarified program expectations, and had the full support of the Graduate Studies Committee.

E. Curry questioned why the proposed curriculum changes had not been considered by the Faculty of Arts Council before coming to Senate.

A. Kiefte clarified that graduate curriculum proposals are reviewed through the Graduate Studies Committee and the relevant academic unit, rather than through the Faculty of Arts Council.

E. Curry noted consultation with the Library and Technology Services as a best practice for curriculum change proposals.

MOTION CARRIED

Motion from the Academic Program Review Committee: Motion that Senate receive the APRC Response and Report to Senate for the Library and Archives program review. Moved by A. Cunsolo and seconded by D. Duke.

A. Cunsolo commended the Library team on a successful quality assurance review, noting the positive external feedback and the collaborative process undertaken to prioritize the review's recommendations.

D. Duke echoed the appreciation expressed for the Library team and thanked them for their work on the review.

MOTION CARRIED, REPORT RECEIVED

Motion from the Faculty Support Committee: Motion that Senate approve the proposed core institutional Student Course Experience Survey instrument, as described in this report and outlined in Appendix A, for implementation beginning in the 2026-2027 academic year, subject to minor editorial revisions required for implementation. Moved by L. Wilson Finniss and seconded by D. Benoit.

L. Wilson Finniss thanked the Faculty Support Committee for its work in revising the proposal and noted that the committee welcomed further feedback.

J. Slights thanked the Faculty Support Committee for its work and noted that revisions reflected previous feedback. She relayed concerns regarding the wording of questions related to instructor availability, particularly for part-time instructors, and encouraged the committee to review that language before implementation.

J. Hayes thanked the Faculty Support Committee for its work and asked how student survey data would be provided to instructors, expressing interest in receiving de-identified data in a format that would allow for further analysis.

E. Curry thanked the Faculty Support Committee for its work and echoed earlier concerns about the wording of the instructor evaluation questions. She suggested placing greater emphasis on questions that provide formative feedback to instructors and encouraged the committee to consider research on potential gender bias associated with certain survey questions.

L. Wilson Finniss explained that the wording of the instructor section was developed in accordance with the collective agreement, which defines the survey's purpose as assessing instructors' attention and responsiveness to students' needs and feedback.

D. Benoit noted that the survey questions would be reviewed after implementation and that the selection of a new survey platform may allow the committee to address concerns raised about question wording and applicability.

E. Curry expressed concern that one of the survey questions appeared to assume a lecture-based teaching format and suggested that the wording be reconsidered.

J. Hooper expressed disappointment that the proposed survey no longer included a question asking students whether they had been academically challenged, while acknowledging the reasons for its removal.

H. d'Entremont raised concerns that instructors teaching laboratory courses where electronic devices are not permitted may face challenges obtaining student survey responses.

A. Kiefte suggested that departments could consider informal, collegial approaches to encourage completion of student surveys for laboratories, such as coordinating survey reminders and completion time with the associated lecture courses.

J. Fowles noted the challenge of achieving strong student participation in student surveys and asked whether the committee had discussed strategies to improve response rates.

A. Kiefte suggested that, as part of the RFP process, the Faculty Support Committee consider survey platforms that are accessible across a range of devices to help improve student participation.

D. Seamone shared that requiring students to complete a self-evaluation alongside the course evaluation had significantly improved student participation rates in course evaluations.

L. Rich suggested that the Acadia Students' Union could play a greater role in promoting student course evaluations by communicating their purpose and importance, noting that peer-to-peer encouragement may help improve participation rates.

L. Wilson Finniss emphasized that the Faculty Support Committee is committed to ongoing review of the student course evaluation process, including a formal review in two years, and will continue refining the survey based on feedback and the needs of different teaching environments and course modalities.

E. Curry commended the Faculty Support Committee for including a preamble to the student course evaluation, noting that research suggests explaining the purpose of the survey can help improve student participation.

The Chair called for the vote. One abstention was noted.

MOTION CARRIED

Motion: Maintaining Faculty Representation on Senate. Moved by J. Sachs and seconded by E. Callaghan.

Summary of discussion

- Discussion focused on preserving collegial governance while recognizing that future Senate composition would require formal Constitution and By-Laws changes.
- Senators discussed the timing of addressing Senate composition, the impact of restructuring on elected Faculty representation, and the importance of also considering student and other Senate representation as part of any future governance review.
- It was noted that any changes to Senate composition would be considered through the Senate By-Laws Committee and require Senate and Board of Governors approval.
- An amendment was approved to clarify that the motion referred to Faculty senators who are not ex officio senators under the Act Respecting Acadia University, rather than "non-administrative Faculty members."
- **Motion carried as amended by secret ballot (32 in favour, 11 opposed, 1 abstention).**

A. Kiefte advised that up to 30 minutes had been allocated for the consideration of the motion pertaining to Maintaining Faculty Representation on Senate.

J. Sachs introduced the motion, explaining that it was intended to ensure faculty-elected Senators retained representation on Senate if the proposed academic restructuring resulted in the dissolution of the existing Faculties. He stated that the motion was not intended to be controversial or to direct a specific outcome, but rather to express Senate's commitment to maintaining representation for the current 27 Faculty-elected Senators whose seats were tied to the current Faculty structure. He clarified that the motion did not apply to ex officio members, such as Deans, but only to elected Faculty Representatives whose eligibility could otherwise be affected by the restructuring.

E. Callaghan expressed support for the rationale and intent of the motion as presented by J. Sachs.

J. Hennessy expressed support for the principle of maintaining strong faculty representation on Senate, noting that it aligns with bicameral governance. He suggested, however, that the motion be revised to clarify that it could express Senate's intent but could not bind a future Senate. He also noted that the motion should clarify the status of Directors, explaining that they are not ex officio members of Senate but are appointed through their respective Faculties or Schools.

A. Kiefte clarified that the composition of each Faculty's Senate representation is established through its Faculty Constitution, which specifies the positions that serve as the Faculty's elected representatives on Senate. The three current Faculties all handle it differently.

C. Haigh sought clarification on how the motion's reference to "non-administrative Faculty members" aligned with the inclusion of Directors, noting that Directors are administrative appointments and outside the bargaining unit.

J. Sachs acknowledged that the wording of the motion did not accurately reflect its intended purpose. He clarified that the intent was to preserve the proportion of Senate seats held by the 27 Faculty-elected, non-ex officio Senators, including Directors but excluding Deans, and indicated that revised wording could better capture that intent.

L. Carlsson expressed support for the intent of the motion but suggested that the wording be clarified to better define the groups being referenced and more clearly articulate that the purpose of the motion was to preserve balanced Faculty representation on Senate.

K. Ashley expressed support for the principle of the motion but suggested that consideration of Senate representation occur after the future governance structure is known. She noted that potential changes to student representation and the role of Directors could affect the appropriate balance of Senate membership.

A. Kiefte noted that Senate's current composition includes 27 Faculty-elected Senators, seven student Senators, and three laypersons, among other representatives, and expressed the expectation that future reviews of Senate composition would consider those proportions. However, the broader questions of Senate composition were beyond the scope of the motion under consideration.

L. Rich expressed support for the motion in principle but emphasized the importance of maintaining meaningful student representation on Senate. She noted that, as future revisions to Senate composition are considered, the Students' Union would wish to participate in discussions to ensure student representation remains appropriately reflected.

J. Hooper expressed support for the principle of maintaining Faculty representation under a new academic structure but indicated that he could not support the motion as drafted. He cited concerns that the language lacked specificity, did not address proportional representation for other groups such as students, and could unintentionally constrain future changes to Senate composition.

A. Kiefte outlined the process for amending Senate's composition, explaining that changes to the Senate Constitution and Bylaws are normally developed by the Senate By-Laws Committee, approved by Senate, and then submitted to the Board of Governors for final approval. She also noted that the Act of Incorporation, which establishes the 27 Faculty-elected Senate positions, could be amended through a separate external process.

J. Sachs explained that the motion focused specifically on Faculty-elected Senators because they were the only group whose Senate representation would be directly affected by the proposed restructuring. He noted that, unlike student and other Senate representatives, the 27 Faculty-elected Senators could lose their eligibility to serve if the existing Faculty structure were dissolved. He indicated that he had proposed amendments to clarify the motion's intent and wording.

A. Kiefte noted that two speakers remained on the list and asked J. Sachs to defer proposing an amendment until after those speakers had been heard, in case their comments influenced the wording of the motion.

K. Ashley observed that Senate's current composition differs from that set out in the Act of Incorporation and noted that this distinction should be considered when discussing representation. She also asked whether reviewing Senate composition was already identified as an implementation issue that would need to be addressed following any approved restructuring.

A. Kiefte confirmed that Senate composition was included on a draft list of Senate-related implementation topics that was in development.

K. Ashley stated that she would prefer Senate consider questions of representation and composition after the final restructuring model is known.

A. Kiefte clarified that, as currently worded, the motion was an affirmation of Senate's intent.

N. D'Amato noted that the restructuring proposal already identified Senate membership as an implementation issue to be addressed in consultation with the Senate Chair and Senators. He questioned the need for the current motion given that the matter was already contemplated in the implementation planning process.

A. Kiefte clarified that Senate would be voting on the restructuring motion itself, not on the accompanying Version 4 supporting document, which included implementation details.

N. D'Amato added that questions regarding Senate composition would be more appropriately addressed during consideration of the implementation plan, where the proposal already contemplated Senate's role in determining future representation.

M. Ramsay acknowledged concerns with the wording but emphasized that maintaining strong faculty representation on Senate was essential to collegial governance. He supported revising the motion to more clearly reflect that intent.

J. Hennessy acknowledged the concerns raised but noted that the current Senate composition would remain in place until any new academic structure was implemented. He also emphasized that any changes to Senate membership would require a two-thirds vote of Senate, providing faculty members with significant influence over any future changes to Senate composition.

J. Sachs raised a point of clarification, arguing that if the existing Faculty structure were eliminated through restructuring, the associated Faculty-elected Senate positions would also cease to exist. He noted that restoring those positions would subsequently require a two-thirds majority vote of Senate.

A. Kiefte clarified her understanding that any implementation decisions would be made under the current Senate structure, with changes taking effect on July 1, 2027. She noted that the current Senate would consider and vote on any Constitution and By-Laws amendments before the new structure came into effect, and noted that Senate membership is based on positions rather than individuals, with vacancies filled as they arise.

J. Sachs asked for clarification on the implementation process, questioning whether Faculty-elected Senate representation would cease if the restructuring took effect before Senate approved corresponding constitutional changes. He expressed concern that, if a two-thirds majority for revised Senate representation were not achieved before implementation, Faculty-elected representation could be lost.

A. Kiefte confirmed that the current Senate Constitution and the Act of Incorporation specify 27 faculty members. Nine are elected or appointed from each of the Faculties of Arts, Professional Studies, and Pure and Applied Science, as per the provisions of each of the Faculty Constitutions. She acknowledged that, if restructuring proceeded without corresponding constitutional amendments, Senate could be in a tight spot and face governance issues. Implementation would require careful coordination between Senate, the Board of Governors, and other governance processes, she committed to ensuring Senate remained informed so its responsibilities could be carried out effectively.

J. Sachs sought clarification on what was meant by Senate being in a tough spot, specifically asking whether the existing Faculty-elected Senate positions would cease to exist if they were not replaced through constitutional amendments.

A. Kiefte responded that if the Senate Constitution were not amended to align with a new academic structure, a governance issue would arise that would need to be resolved at that time. She noted she could not speculate on the specific solution but affirmed that any necessary changes would be considered through the appropriate governance processes in a fair and coordinated manner.

K. Ashley expressed confidence that Senate could reach the required two-thirds agreement on a future Senate composition. She encouraged a collaborative approach to developing a governance structure that best supports students, Faculty, and academic programs once the final academic structure is determined.

J. Sachs proposed an amendment to the “therefore” part of the motion, replacing the reference to "non-administrative Faculty members" with "Faculty senators who are not ex officio senators under the Act Respecting Acadia University" to clarify the motion's intent.

Amendment: Motion to amend the wording to read as follows: Therefore, Senate shall recommend to the Board that the number of faculty senators who are not ex officio senators under the Act Respecting Acadia University be no less, in proportion to the total number of Senators, than is currently the case. Moved by J. Sachs and seconded by E. Curry

C. Rushton expressed support for the intent of the amendment but noted that the phrase "non-administrative Faculty members" remained elsewhere in the motion, suggesting that the amendment did not fully resolve the wording concerns.

J. Sachs responded that the amendment focused on the resolved clause, as it contained the operative language of the motion, while the whereas clauses served only as background and justification.

J. Hooper sought clarification on the procedural effect of the motion, asking whether its adoption would result in a recommendation from Senate to the Board for future consideration.

A. Kiefte clarified that, if adopted, the motion would be referred to the Senate By-Laws Committee as part of its future consideration of Senate composition and constitutional amendments.

AMENDMENT CARRIED

J. Hooper sought clarification that the motion related only to the initial composition of a restructured Senate and would not preclude future changes, such as increasing student representation.

A. Kiefte clarified that the motion represented an affirmation of the intent of the June 17, 2026, Senate. She stated that, if adopted, she would forward it to the Senate By-Laws Committee to be considered as part of the information informing recommendations on Senate composition.

M. Ramsay stated that he viewed the motion as addressing the consequences of the proposed restructuring rather than establishing a permanent Senate composition. He emphasized that it was intended as an affirmation of Senate's intent regarding faculty representation during implementation, not future changes to Senate membership.

J. Carlson spoke in support of the motion, noting that the amendment addressed the key concerns. He also observed that Senate composition had changed previously and that the motion would not prevent future changes to representation.

E. Curry spoke in support of the motion and thanked the Chair and Senators for raising important questions, noting that careful attention to implementation details was essential when considering restructuring.

L. Rich supported the motion in principle but emphasized the importance of ensuring student representation is maintained. She suggested that a broader discussion on Senate composition and representation should take place to ensure the future governance structure reflects the interests of the entire Senate community.

A. Kiefte expressed the expectation that the Senate By-Laws Committee would consult broadly, including with the Acadia Students' Union, senior leadership, and other stakeholders, when considering Senate composition. She acknowledged the importance of student representation and noted that, although not reflected in the current motion, she anticipated it would be considered as part of the broader review process.

A. Kiefte noted that the allotted discussion time had concluded and, hearing no new comments, closed debate on the motion. She then initiated the secret ballot vote. She asked whether Senate wished the results of the three secret ballot motions to be reported as vote totals, vote proportions, or simply as passed or defeated.

J. Sachs noted that when Senate last underwent restructuring in 1985, the vote totals were reported. He indicated that he found that level of transparency helpful and requested that the numerical results be reported for these secret ballot motions as well.

There was general agreement that the vote totals be reported.

A. Kiefte noted that the Motion carried by secret ballot, with 32 votes in favour, 11 opposed, and 1 abstention.

MOTION CARRIED AS AMENDED

Academic Restructuring Motions

Motion 1: That Senate approve the establishment of the following academic structure, to take effect on July 1, 2027, with the understanding that the names of faculties and schools may be refined during implementation.

Faculty of Health, Sciences, and Technologies comprising:
- **School of Applied and Integrative Health**
- **School of Behavioural and Life Sciences**
- **School of Physical Sciences and Engineering**

Faculty of Business, Education, Society, and Cultures, comprising:
- **School of Business and Economics**
- **School of Education and Creative Communities**
- **School of Humanities and Social Sciences**

Moved by A. Cunsolo and Seconded by J. Hooper.

Summary of discussion
• Senate debated the motion to approve the proposed academic restructuring framework establishing two Faculties and six Schools. • Discussion reflected broad agreement that restructuring was necessary, but differing views on the proposed model and its impact on governance, academic units, student support, and financial sustainability. • A substitute motion to establish an ad hoc Senate committee to develop a community-led restructuring proposal was not carried. • An amendment to replace "school" with "academic unit" was not carried. • An amendment requiring the motion to receive a two-thirds majority was not carried. • **Motion 1 carried by secret ballot (29 in favour, 15 opposed).**

A. Kiefte introduced the academic restructuring motions, noting that they would be considered as two separate motions, each with its own electronic survey and secret ballot, as previously communicated to Senators.

A. Cunsolo thanked Senators, Heads and Directors, and Committee members for their extensive engagement throughout the restructuring process, acknowledging the significant workload associated with both the restructuring proposal and Schedule H. She emphasized that Proposal 4 reflected extensive consultation and feedback and represented the beginning, not the end, of the work, with implementation to occur collaboratively over the following year. She noted that this process had been initiated based on Board direction, significant financial constraints, and broader external pressures, requiring difficult decisions while preserving Acadia's academic strengths and identity. She stressed that many implementation details, including governance, leadership, staffing, and Senate composition, would be developed collaboratively during the implementation phase once the overall structure had been approved. She encouraged Senate to view the restructuring as an opportunity to strengthen Acadia's long-term sustainability and future, emphasizing that the community had already demonstrated its ability to work together through other significant institutional challenges and could do so again during implementation.

J. Hooper stated that the University's financial circumstances required difficult decisions. He described Proposal 4 as a workable framework that had evolved through extensive consultation and noted that the one-year implementation period and planned two-year review would provide opportunities to address outstanding details and make adjustments as needed. He emphasized the importance of preserving academic culture, disciplinary communities, and faculty involvement in shaping implementation. He also expressed concern about the consequences of failing to move forward, referencing the recent staff layoffs as an example of the impact of the University's financial challenges, and stated his support for pursuing a sustainable path forward.

A. Kiefte clarified that Senators were voting on the motion itself related to the core academic structure, not the accompanying Version 4 proposal document. She emphasized that the motion related specifically to the creation of the proposed two faculties and three schools within each faculty, ensuring Senators understood the scope of the decision before them.

J. Carlson spoke against the motion, clarifying that he supported restructuring and reducing the number of faculties from three to two, but not the proposed school-based model. He stated that the schools model had not been sufficiently justified and argued that voting against the motion did not preclude restructuring or financial savings. He expressed concern that the proposal lacked a clear educational rationale and suggested it could negatively affect academic governance and campus morale. He also questioned whether approving the motion implicitly endorsed elements of the accompanying Version 4 proposal, including program placement, leadership roles, staffing supports, and other implementation details, noting that some changes from Version 3 had not been fully explained or discussed.

J. Hayes sought clarification on the scope of the motion, asking whether Senators were voting only on the proposed two by three structure, rather than the detailed organizational elements contained in the accompanying Version 4 proposal.

A. Cunsolo sought clarification on the question, asking J. Hayes to elaborate on what he meant by the proposed two by three structure.

J. Hayes stated that his understanding was that the motion approved the creation of two faculties and three schools, with the names remaining subject to change during implementation, but did not explicitly specify which academic units would be assigned to each school.

A. Cunsolo clarified that the intent of the motion was to include the proposed two-faculty, three-school structure, and the academic programs identified within the accompanying proposal.

A. Kiefte stated that, if the intent was for the motion to include the placement of specific academic programs, it may be best that it be amended accordingly. She also clarified that the accompanying document identified current academic units, some of which contain multiple programs, rather than listing individual programs.

A. Cunsolo noted that the motion would remain unchanged.

A. Kiefte clarified that, as the mover was not amending the motion, Senate was voting only on the proposed two-faculty, three-school structure as set out in the motion, and not on the detailed elements of Version 4, which would be addressed during implementation.

J. Hayes sought further clarification on whether the placement of the current academic units and the programs within them would remain subject to change among the proposed schools during the implementation process.

A. Kiefte asked A. Cunsolo to confirm whether the implementation process could include moving academic units or programs among the proposed schools while remaining within the approved two-faculty, three-school structure.

A. Cunsolo explained that the proposal before Senate established the two-faculty, three-school structure required to advance the restructuring and achieve the necessary cost savings. She noted that the subsequent implementation process would allow further refinement, including consideration of feedback and potential movement of academic units within the approved structure, while additional implementation details would be developed over the following year.

J. Hooper expressed uncertainty about the concern that academic units could be reassigned after approval of the motion. He questioned how the proposed schools could function if their core academic units were not included within them, suggesting that the intended grouping of units was inherent to the proposed structure.

J. Hayes noted that, under the wording of the motion, the names of the proposed schools could be changed during implementation.

A. Kiefte stated that, as the motion was written, Senate was voting only on the proposed two-faculty, three-school structure, and not on the specific allocation of academic units within each school.

E. Callaghan sought clarification that, if the motion approved only the two-faculty, three-school structure, then both the assignment of academic units and the proposed administrative structure would remain subject to change during implementation.

A. Kiefte clarified that the administrative structure was not included in the motion.

E. Callaghan sought confirmation that if the motion was limited to approving the two-faculty, three-school structure, then the proposed administrative model would not be fixed by the motion and could be revised during implementation, despite the costing assumptions being tied to the proposed structure.

J. Hennessy explained that the motion was intentionally limited to matters within Senate's authority, namely recommending the creation of faculties and academic units. He clarified that administrative structures, role assignments, and personnel decisions fell outside Senate's purview and were therefore not included in the motion. He added that the supplementary documentation was provided to inform Senate's consideration of the motion, including the proposed organization of academic programs, but did not form part of the motion itself.

J. Sachs noted, as a point of information, that during the 1984–85 restructuring, Senate's approved motion explicitly identified the academic units assigned to each Faculty, rather than leaving those assignments to supplementary documentation or later implementation.

D. Duke spoke in support of the motion, noting that Version 4 had evolved significantly through an iterative consultation process and addressed many of the concerns raised by the University Community. He highlighted the inclusion of the proposed School of Humanities and Social Sciences as an example of feedback being incorporated. He added that the university was facing unprecedented external pressures, including financial constraints, demographic changes, and increased government intervention in post-secondary education. In his view, restructuring represented an opportunity for the University to retain control over its future, strengthen its financial position, and implement a plan developed by the institution itself rather than having changes imposed externally.

J. Slights spoke against the motion, expressing concern that the proposed restructuring would negatively affect the university academically, reputationally, and financially. The restructuring process had been rushed and the transition from Proposal 3 to Proposal 4 introduced significant changes without sufficient consultation. She raised concerns about the proposed School of Humanities and Social Sciences, stating that consolidating numerous programs under a single director would diminish departmental autonomy, overburden administrative leadership, and reduce support for students and academic programs. She also questioned whether the proposal had been adequately discussed with AUFA regarding its implications for collective agreement provisions. She stated that weakening departmental structures could harm student experience, program development, and Acadia's reputation, noting that the proposal was inconsistent with Acadia’s traditional academic model.

M. Ramsay expressed reservations about the motion in its current form, indicating that he broadly supported the proposed two-faculty model but opposed the use of the term "school." He argued that the term carried implications for administrative structure and labour relations and suggested replacing it with a more neutral term, such as "groupings." He echoed concerns that the proposed School of Humanities and Social Sciences would be too large to be effectively administered by a single director.

A. Kiefte observed that discussion had focused on the proposed names and the use of the term "school," noting that a more general academic unit term could be considered through an amendment, though she was not proposing one.

J. Sachs spoke against the motion, clarifying that he supported restructuring in principle but did not believe the current proposal was the right approach. He argued that the proposal had been developed too quickly and that a stronger alternative could still be developed. He questioned whether the proposed structure would improve teaching, research, governance, or administrative effectiveness, expressed concern about its impact on staffing and large administrative units, and urged Senators to consider whether the proposal represented the best possible solution before voting.

E. Curry spoke against the motion while expressing support for restructuring in principle. She acknowledged Acadia's serious financial challenges but disagreed that the current proposal reflected a community-developed solution. She highlighted concerns raised by departmental administrative assistants and argued that the proposed structure would either create overly large administrative units or add layers of bureaucracy while achieving savings through reductions in administrative support. Although she was concerned about the risks of provincial intervention if no action was taken, she maintained that the university could develop a stronger restructuring proposal than the one before Senate.

N. D'Amato spoke in support of the motion, emphasizing the importance of trust, collaboration, and respecting the expertise of colleagues. He expressed concern that faculty perspectives were not always broadly represented in discussions and cautioned against a culture in which members assume they can perform others' roles better than those with the relevant expertise. He argued that the university should work collaboratively to address its challenges and suggested that constructive engagement with the restructuring process would better preserve Senate's role in bicameral governance than continued opposition.

A. Kiefte reminded Senators that, while each member cast an individual vote, they also served as representatives of their constituencies and should consider feedback received from those they represented, along with the documentation and information provided to Senate, when making their decision.

E. Callaghan stated that her colleagues in the School of Business advised her to vote against the motion, noting that while they recognized the university's financial challenges and supported restructuring, they did not support the current proposal. She noted that the financial projections relied on optimistic assumptions about the administrative capacity of the proposed structure and underestimated the work required to implement and sustain it. She expressed concern that reduced administrative support and larger academic units would hinder program development, student recruitment, and student retention, ultimately placing future revenues at risk. She indicated support for a two-faculty model but encouraged the development of an alternative restructuring proposal.

P. Ludlow, speaking on behalf of the Research Office, supported the motion, noting that significant changes in the research funding landscape increasingly favour large, collaborative, interdisciplinary initiatives. He emphasized that Acadia must adapt to remain competitive, citing the creation of the Health and Wellness Institute as an example of this shift, and encouraged Senators to consider the implications for future research, infrastructure, library funding, and student opportunities.

L. Rich spoke in support of the motion, emphasizing that students have already experienced significant losses in services and expressing concern that further delays could result in additional reductions. She urged the Senate to work collaboratively toward a solution, stressing that timely action was necessary to protect the student experience and essential supports.

L. Carlsson spoke in support of the restructuring proposal, noting that closer alignment between Nutrition and other health-related programs could benefit students and respond to emerging professional needs. She also suggested that the new structure could create opportunities for collaboration and help Acadia adapt to changing circumstances. However, she remained uncertain whether Version 4 would achieve the required financial sustainability and emphasized that success would depend on careful decisions regarding staffing, roles, and implementation.

A. Kiefte noted that it was now 12:00 p.m. and advised that Senate would need to either extend the meeting or adjourn and reconvene at a later date in order to complete debate and vote on the motion.

Motion to extend the meeting to 12:30 p.m. Moved by J. Slights and Seconded by J. Hooper.

MOTION TO EXTEND THE MEETING CARRIED

D. Seamone spoke against the motion while acknowledging the need for financial change. She expressed concern that the proposal lacked an adequate risk assessment and argued that the proposed restructuring could destabilize academic units, particularly within the Faculty of Arts. She noted that feedback from Arts faculty reflected limited support for the proposal and concerns about the consultation process and cautioned that weakening academic units could negatively affect program quality, student recruitment, and long-term sustainability.

E. Boles spoke in support of the motion, stating that the proposal recognized the university's financial realities while preserving academic quality. She argued that failing to act would place greater pressure on student services in the future, highlighted opportunities for increased interdisciplinarity and flexibility under the proposed structure and emphasized that the restructuring would not diminish the classroom experience. She also noted the impact of the university's financial challenges on staff, particularly non-unionized employees, and urged Senate to make a responsible decision to support Acadia's long-term sustainability.

J. Hennessy thanked the faculty, students, staff, Provost, Deans, and Academic Leadership Team for their contributions throughout the four versions of the proposal and extensive consultation process. He stated that, if approved, he would recommend the proposal to the Board as fulfilling its mandate to reduce the number of academic units. He emphasized that the decision was not between change and the status quo, but between this proposal and other possible approaches, noting that the proposal reflected significant compromise and academic community input. He encouraged Senate to approve the motion so the university could move forward with collaborative implementation in support of Acadia's long-term sustainability and students' future.

C. Haigh supported the motion, stating that the proposed structure responded to the Board's mandate and that failing to present a new model posed greater risk. She expressed confidence that the proposal could be successfully implemented, noting that most of the feedback she had received related to implementation rather than the structure itself. Drawing on her experience as both a Dean and former Designated Head, she emphasized that implementation would require continued collaboration through Senate and its committees. She stated that approval of the overall framework should precede detailed implementation planning and highlighted the importance of ongoing review and evaluation of the new structure.

F. Mohammadi spoke against the motion, indicating support for restructuring in principle but not for the current proposal or process. She expressed concern that the proposed governance model would centralize decision-making, reduce faculty autonomy, and create a more bureaucratic administrative structure. She also questioned the potential impact of centralized instructional support on academic freedom and curriculum development, noting that similar concerns had been raised by faculty within the Faculty of Arts.

M. Robertson spoke against the motion on behalf of the Department of Physics. He cited concerns about the lack of clarity in the proposal, particularly regarding program-level leadership, and expressed concern that smaller programs such as Physics could lose visibility, input opportunities, and influence within larger academic units and resource allocation processes.

J. Fowles sought clarification on whether the motion would require a two-thirds majority before offering his comments.

A. Kiefte confirmed that the motion required only a simple majority to pass, as it was a standard motion and neither Senate's By-Laws and Constitution nor Robert's Rules required a two-thirds majority for regular motions. She also reminded Senators that the results of the secret ballot would be reported by vote count, as previously agreed.

J. Fowles spoke in favour of the motion, noting that consultations with colleagues in the Kinesiology, Faculty of Professional Studies, and the proposed School of Applied and Integrative Health identified opportunities for stronger interdisciplinary curriculum development, collaborative program design, and improved curriculum review processes. While acknowledging concerns about program-level leadership, he suggested that effective leadership models could exist without formal department heads and that these implementation details should be addressed during the implementation phase.

A. Kiefte noted that J. Sachs's body language appeared to question her earlier statement that the motion required only a simple majority rather than a two-thirds majority and invited clarification before proceeding.

J. Sachs stated that the motion should require a two-thirds majority because approving the restructuring would ultimately necessitate changes to Senate's composition.

A. Kiefte acknowledged that the proposed restructuring would have downstream implications for Senate's composition and governance but clarified that the motion before Senate concerned the academic structure of the institution not explicitly the composition of Senate. She ruled that, under Senate's By-Laws and Robert's Rules of Order, the motion required only a simple majority to pass.

J. Sachs expressed respectful disagreement with the ruling, maintaining his view that the motion should require a two-thirds majority because of its implications for Senate's composition.

A. Kiefte acknowledged J. Sachs' concern and noted that Senate could revisit the issue in the future if necessary.

J. Hennessy noted that the creation of the School of Counselling followed the same process, with the school approved by a simple majority and subsequent changes to Senate's composition approved separately through a two-thirds vote on the By-Laws.

J. Carlson agreed that approving the motion would necessarily result in changes to Senate's composition, even though those specific changes were not contained in the motion itself.

A. Kiefte acknowledged that the restructuring would have downstream implications for Senate's Constitution and By-Laws but maintained that the motion before Senate required only a simple majority. She suggested that, if Senate wished all motions with constitutional implications to require a two-thirds majority, that principle should be explicitly established for future decisions.

L. Rich noted that the time was now 12:25 and moved to extend the meeting.

Motion to extend the meeting to 1:00 p.m. Moved by L. Rich and Seconded by S. Fleckenstein.

MOTION TO EXTEND THE MEETING CARRIED

O. Jacob expressed support for the motion, acknowledging concerns about the impact on Acadia's culture while expressing confidence that the Acadia community would preserve its strengths. He noted that the proposal reflected extensive consultation, emphasized the importance of a collaborative implementation process, and suggested that approving the restructuring was preferable to the potential for provincially imposed changes.

K. Ashley responded to concerns about risk management, advising that the University's Enterprise Risk Management Committee, Chaired by A. Doyle, was actively considering the proposed restructuring and would support the implementation process by identifying and addressing associated risks.

G. Whitehall, speaking as Chair of the Faculty of Arts Council, expressed opposition to the proposal. He argued that the central issue was the elimination of departments and schools in favour of a more centralized administrative structure, maintaining that departments are fundamental to academic leadership, curriculum development, and educational innovation, and that the University's financial challenges were unrelated to their existence.

J. Hayes spoke against the motion, noting that he supported restructuring but not the proposed model. He argued that the proposal lacked sufficient support to proceed, expressed concern that it could negatively affect students, and stated that the Department of Psychology unanimously opposed the proposal, citing concerns about additional administrative layers, potential impacts on student support, and the future of a strong academic program. He stated that, without broad faculty support, faculty engagement and willingness to take on additional responsibilities could be affected.

J. Carlson spoke against the motion, emphasizing that he supported restructuring but not the proposed model. He argued that the proposal raised unresolved concerns regarding program autonomy, educational policy, workload, and the elimination of administrative support, and questioned whether the proposal was consistent with the Collective Agreement's provisions respecting schools. He urged that these issues be resolved before Senate voted on the motion.

K. Ashley raised a point of order, noting that the Collective Agreement was not within Senate's purview.

A. Kiefte stated that, while Senators could consider issues related to the Collective Agreement or other outside bodies or processes in their deliberations as factors in debates, they were indeed outside of Senate's purview. Many topics at Senate had implications outside of its pure jurisdiction, but Senators should not go into debating those in detail.

H. Moussa spoke against the motion, stating that he did not believe the proposed restructuring addressed the University's financial challenges, which he attributed instead to financial decisions and impacts within the Province, the Board, and the Administration.

E. Curry reiterated her opposition to the motion, stating that her academic unit also opposed the proposal because of concerns about its impact on program delivery and student support. She emphasized the importance of a collaborative, community-based process and moved a substitute motion to establish an ad hoc Senate committee to lead a transparent, community-driven restructuring process that would meet the Board's requirements while developing a more comprehensive proposal.

Substitute Motion: Be it resolved that Senate shall establish an ad hoc Academic Restructuring Facilitation Committee. This committee shall select and facilitate a community-led process to develop a plan of restructuring the academic sector that meets the criteria and timeline described below; that meets the request from the Board of Governors to reduce the number of Faculty and number of academic units, and respects work already performed in development of academic restructuring proposals; that aligns with the academic mission, values, and goals identified in the 'Acadia University Strategic Direction: 2025-2030'; and that includes both structural and implementation details. The committee's work shall also be constrained by any elements of a restructuring plan approved by Senate at its June 17, 2026 meeting.

The committee shall be comprised of two (2) faculty members with expertise in community-led organizational change elected by the combined Faculties; one (1) equity representative appointed by Senate, one (1) student representative appointed by the Acadia Students Union, and the Provost and Vice President Academic or designate.

The committee shall:

I. **Authentically and robustly engage faculty, students, staff, administrators, and the Acadia University Board of Governors, and identify relevant additional community constituencies to engage;**

II. **Provide transparency in its work;**

III. **Identify gaps in communal background knowledge relevant to the community-led process and implement the step described by Dr. David Wheeler in his 'Open Submission to the Dalhousie University Project on Hydraulic Fracturing' published on April 20, 2026, as "Establishment of cognitive baseline with stakeholders (agreement of principles, goals and objectives)";**

IV. **Ensure that current strengths, needs, and opportunities for cost savings that preserve the educational policy set by Senate are assessed;**

V. **Ensure that evidence of potential impacts of changes under consideration is assessed; and**

VI. **Ensure that the plan developed incorporates post-implementation assessment and adjustment opportunities.**

The committee shall provide periodic updates to Senate on its progress at the September 2026, January 2027, and April 2027 meetings. It shall provide to Senate a summary of recommendations from the community-led process no later than the May 2027 Senate meeting. Moved by E. curry and seconded by D. Seamone.

E. Curry explained that her substitute motion was intended as a compromise. She emphasized that those opposing the main motion supported restructuring but sought a more transparent, collaborative process that would build on the work already completed while addressing concerns raised during consultation.

D. Seamone expressed support for the substitute motion, stating that it would provide a more thorough and collaborative process that better addressed concerns raised by the Faculty of Arts and ensured community members felt their perspectives had been heard.

SUBSTITUTE MOTION NOT CARRIED.

M. Ramsay sought clarification on the flexibility available during implementation, questioning whether the proposed school structure, leadership model, and administrative groupings could be modified. He indicated he would be more supportive of the motion if there was scope to consider alternative structures that reduced administrative layers and retained department Heads.

J. Sachs proposed an amendment to Motion 1 that would replace the term "School" with "Academic Unit" and allow faculty members within each unit, following implementation, to determine by majority vote whether their unit would be constituted as a School or a Department, with the results brought to Senate for approval.

Amendment: To strike the word "School" from each unit name and replace it with "Academic Unit," which shall be a placeholder. And add the following text: Upon the reappointment of continuing faculty members to academic units, the continuing faculty members of each academic unit shall be invited to determine, via majority vote, whether their unit shall be constituted as a school or as a department. This vote shall be organized by the Dean and shall be by secret ballot. The results of the vote shall be conveyed by the Dean to Senate, which shall then constitute the academic unit in accordance with the wishes of a majority of the faculty members who participated in the vote. Moved by J Sachs and seconded by J. Carlson.

J. Sachs spoke in support of his amendment, arguing that whether an academic unit was constituted as a Department or a School would not affect cost savings. He suggested the amendment would provide flexibility, preserve local decision-making, and help build broader support for the restructuring proposal.

J. Carlson expressed support for the amendment, stating that replacing "School" with "Academic Unit" would address concerns about governance, clarify the intent of the proposal, and make him more inclined to support the motion.

A. Kiefte reminded Senators that the amendment contained two components, replacing the term "School" with "Academic Unit" and adding a process for faculty members to determine whether their academic unit would be constituted as a School or a Department.

J. Fowles suggested that the implementation process proposed in the amendment would be more appropriately considered under Motion 2, rather than being included in the amendment to Motion 1.

A. Kiefte clarified that what J. Fowles was proposing could be achieved by limiting the amendment to replacing "School" with "Academic Unit" in Motion 1, with the implementation process considered separately. She asked J. Sachs whether he was amenable to revising his amendment so that it would be limited to replacing the term "School" with "Academic Unit" in Motion 1, with the proposed implementation process addressed separately.

J. Sachs declined to revise his amendment, stating that the two components were intended to remain together as replacing "School" with "Academic Unit" without the accompanying implementation process would not achieve the intended outcome.

J. Hennessy stated that the proposed process in the amendment was inconsistent with the University's governance framework, as decisions regarding the establishment Of Academic Units require approval by Senate and the Board rather than being determined solely by a vote of faculty members within a unit.

J. Hayes asked the movers to explain the rationale for using the term "School" rather than the more general term "Academic Unit" in the proposed academic structure.

J. Hennessy responded that the proposed academic units were intended to function as schools because they would encompass multiple degree programs and provide greater academic autonomy, making the school model more appropriate for the proposed structure.

A. Kiefte advised that, given the time, Senate would need to either extend the meeting or schedule a special meeting to complete the remaining business.

Motion to extend the meeting to 1:35 p.m. with debate on Motion 1 under Item 4(e) concluding by 1:30 p.m., after which the question would be put to a vote. Moved by J. Hayes and seconded by S. Fleckenstein.

MOTION TO EXTEND THE MEETING CARRIED.

J. Sachs reiterated support for his amendment, arguing that it was consistent with Senate's authority to constitute academic units, subject to Board approval where required. He stated that the amendment would allow faculty members to determine whether their Academic Units should be constituted as Schools or Departments and that this approach would address governance concerns and promote broader support for the proposal.

J. Hennessy clarified that his concern was not with faculty providing input but with the proposed process requiring Senate to accept a faculty unit's decision. He maintained that the authority to establish schools or departments rests with Senate, and, where applicable, the Board, making the proposed process of the amendment inconsistent with the University's governance structure.

A. Kiefte reminded Senators that they could propose an amendment to the amendment if they wished to modify its wording or content.

M. Ramsay questioned whether the amendment could be accommodated within Senate's authority by allowing Senate, on a one-time basis, to respect the preferences of faculty members regarding whether their academic units would be constituted as Schools or Departments.

D. Seamone expressed support for the amendment, suggesting that while the final decision could still rest with Senate, providing academic units with a meaningful opportunity to determine whether they would be constituted as Schools or Departments would strengthen support for the restructuring proposal.

J. Hayes expressed support for the amendment, stating that he interpreted it as Senate inviting academic units to indicate their preferred designation, rather than permitting units to determine their status independently.

A. Kiefte summarized the two components of the amendment and read the full text of the proposed amendment for Senate before calling the vote.

E. Curry sought clarification that the amendment would retain Senate's authority to constitute Academic Units, while committing Senate to act in accordance with the preferences expressed by faculty members within each unit.

A. Kiefte advised that she had not had an opportunity to fully review the amendment and was therefore not prepared to provide an authoritative interpretation of how it would operate in practice.

J. Fowles sought clarification on whether, under the amendment, academic units that chose to be constituted as Departments could subsequently establish departmental leadership structures, such as department Heads.

A. Kiefte advised that the question related to implementation rather than the amendment itself and indicated she could reread the amendment to clarify its intent if needed.

J. Sachs clarified that the amendment would allow an academic unit to be constituted as either a School or a Department but would not permit individual programs within the unit to become separate departments or establish their own Department Heads.

Chair A. Kiefte called for a vote on the amendment.

AMENDMENT NOT CARRIED

J. Slights spoke against the motion, arguing that it should require a two-thirds majority because of its implications for Senate's composition. She expressed concern that the proposal lacked sufficient clarity regarding the structure, naming, and organization of the proposed Academic Units, questioned whether the anticipated cost savings could be achieved without affecting administrative support and educational quality, and urged Senators to vote against the motion.

A. Kiefte advised that, if Senators wished to require a two-thirds majority for the motion, they could propose an amendment to that effect. She noted that such an amendment would itself require Senate's approval, as she remained of the view that the motion, as presented, required only a simple majority under Senate's governing rules.

Amendment: That motion 1 be amended to add the words "This motion shall require a two-thirds majority vote of Senate in order to pass". Moved by J. Slights and seconded by J. Carlson.

A. Kiefte asked Senators to limit debate on the proposed amendment regarding the voting threshold in order to allow Senate to proceed with its consideration of the main motion.

J. Slights expressed support for requiring a two-thirds majority, stating that Senators understood the significance of the proposed changes and that such a threshold would reflect broad support for a decision of this magnitude.

J. Carlson reiterated his view that the motion should require a two-thirds majority because of its implications for Senate's composition, adding that such a threshold represented the minimum level of support appropriate for a change of this significance.

J. Hennessy stated that an amendment requiring a two-thirds majority was not procedurally in order, stating that Robert's Rules reserves two-thirds voting requirements for specific types of motions and that substantive motions otherwise require only a simple majority.

A. Kiefte read the relevant provisions of *Robert's Rules of Order* respecting motions that require a two-thirds majority. She noted that the argument advanced by several Senators related to the Constitution and By-Laws changes that would follow the motion, rather than the importance of the motion itself, and explained that her suggestion of an amendment was intended to provide Senate with a procedurally fair means of determining whether a two-thirds voting threshold should apply.

J. Hayes stated that the motion should require a two-thirds majority because it would ultimately affect Senate's membership. He also expressed concern that a vote on the required voting threshold would effectively reveal Senators' positions on the main motion, thereby undermining the intent of the agreed-upon secret ballot.

A. Kiefte stated that she was now questioning her ruling that Motion 1 would require only a simple majority to pass, citing a section in *Robert's Rules of Order* and that the proposal would ultimately result in changes to Senate's membership. She acknowledged that there may be disagreement with her previous assessment.

J. Hennessy disagreed with the Chair's reconsideration, maintaining that Motion 1 itself did not change Senate's membership and reaffirmed that it required only a simple majority. He stated that any subsequent motion to amend Senate's composition would require a two-thirds majority in accordance with the established rules governing Senate proceedings.

A. Kiefte reconsidered her earlier comments after further reviewing the relevant provision in *Robert's Rules of Order*. She concluded that the reference to "takes away membership" applied to membership in the current meeting or vote, rather than to potential future changes arising from implementation, and therefore determined that the provision did not apply to Motion 1.

J. Sachs raised a point of order and stated that Senate had just adopted a motion affirming that Motion 1 would significantly change the composition of Senate, arguing that this supported the view that a two-thirds majority should be required for its approval.

A. Kiefte clarified that Senate was considering only the current main motion establishing the proposed academic structure, not any future constitutional or membership changes. She confirmed that the amendment requiring Motion 1 to be approved by a two-thirds majority remained the question before Senate.

J. Hayes reiterated his concern that voting on the amendment to require a two-thirds majority would effectively disclose Senators' positions on the main motion, contrary to the agreed-upon secret ballot process.

A. Kiefte disagreed that a vote on the amendment would necessarily reveal Senators' positions on the main motion, noting that a Senator's view on the appropriate voting threshold could differ from their position on the substantive motion itself.

M. Ramsay sought clarification on whether a two-thirds majority would eventually be required for the final approval of the restructuring, given its implications for Senate's composition.

A. Kiefte confirmed that any subsequent implementation requiring motions related to Senate's membership would require a two-thirds majority.

J. Hayes expressed concern that approving Motion 1 by a simple majority would create momentum toward changing Senate's composition, even if the subsequent Constitution and By-Laws amendments requiring a two-thirds majority were not ultimately approved.

A. Kiefte noted that any future implementation and related Constitution and By-Laws amendments could take into account concerns raised during the debate. As an example, she suggested that the By-Laws Committee could recommend adjustments to Senate's composition to maintain balance, emphasizing that such decisions would be considered separately during implementation.

J. Sachs maintained that approving Motion 1 would itself constitute a decision to change Senate's composition, regardless of when the changes would take effect, and therefore argued that the motion should require a two-thirds majority.

A. Kiefte reminded Senators that the question before Senate was the amendment respecting whether Motion 1 should require a two-thirds majority for approval, and not the merits of the main motion itself.

E. Curry expressed concern that approving Motion 1 by a simple majority could leave Senate in a difficult position if subsequent changes to Senate's composition requiring a two-thirds majority were not approved. While acknowledging reservations about the amendment, she indicated that she would support it to avoid that potential outcome.

N. D'Amato urged Senate to proceed to a vote, expressing concern that continued procedural debate could undermine confidence in Senate's ability to govern its own affairs.

D. Seamone supported the amendment, stating that Motion 1 and the resulting changes to Senate's composition were closely connected. She suggested that requiring a two-thirds majority would provide a stronger foundation and greater confidence in moving forward with the proposed restructuring.

D. Benoit opposed the amendment, arguing that requiring a two-thirds majority for Motion 1 would not resolve the possibility that future By-Laws amendments affecting Senate's composition might also fail to achieve a two-thirds majority. Stating that the outcome of future decisions could not be determined by the current vote.

J. Hennessy noted that Senate routinely makes decisions that may later require changes to Senate's composition without first requiring a two-thirds majority. He stated that only the subsequent By-Laws amendments affecting Senate's composition require a two-thirds vote and questioned the procedural basis for using a majority vote to impose a two-thirds voting threshold on the current motion.

A. Kiefte called the question on the amendment requiring Motion 1 to receive a two-thirds majority for approval by Senate.

AMENDMENT NOT CARRIED

A. Kiefte noted that the discussion would now return to debate of the main motion.

D. Benoit supported Motion 1, noting that no academic structure is perfect and emphasizing the importance of participating in shaping the implementation. He acknowledged that the restructuring would require additional work but expressed support for moving forward and making the proposed model successful.

E. Curry opposed Motion 1, stating that she had not experienced a meaningful opportunity to contribute to the process due to a lack of transparency and responsiveness. While supporting restructuring in principle, she argued that a more transparent and collaborative approach would better position the University to address its financial challenges while maintaining its academic mission.

J. Carlson opposed the Motion, stating that the governance and authority of the proposed schools remained unclear. He indicated that he might have supported the motion had the amendment replacing "schools" with "academic units" been adopted and argued that a more deliberate process would produce a stronger educational, financial, and governance outcome.

M. Ramsay proposed replacing the term "schools" with "groupings," suggesting that doing so could help build consensus while allowing implementation details to be addressed later.

A. Kiefte advised that the agreed-upon time for debate had expired and that, as no amendment was formally before Senate, extending the meeting would be required to consider any further amendment.

Motion to extend the meeting to 1:40. Moved by M. Ramsay and seconded by J. Carlson.

MOTION TO EXTEND THE MEETING NOT CARRIED

A. Kiefte stated that the vote on Motion 1 would proceed as circulated in the agenda, as no amendments had been adopted. She advised that the secret ballot had been activated and distributed to Senators.

A. Kiefte advised that she had not voted in either of the secret ballots today.

A. Kiefte confirmed the results of the secret ballot. There were 29 votes in favour and 15 opposed.

MOTION CARRIED

A. Kiefte advised that, as the meeting had not been extended, Motion 2 would not be considered. She noted that a special meeting could be called to consider the motion, or the mover could proceed with the intended plan at the September Senate meeting.

Other Business

There was no other business.

Adjournment

A. Kiefte thanked all Senators for their service during the year, with particular appreciation for those whose terms were ending on June 30. She wished everyone a restorative summer in advance of the coming academic year.

Motion to adjourn by D. Benoit at 1:40 p.m.

S. Pineo,
Recording Secretary of Senate and University Secretary

SENATE CHAIR — JUNE 2026

Between version 1 of the Agenda being circulated and version 2 of the Agenda being circulated, the following documents/items were received by the Senate Chair for inclusion in the Agenda but were not added to the Agenda. Below are a list of the items and the actions taken related to them:

A discussion item entitled "Financial and Legal Considerations of Proposed Academic Restructuring" and an associated Excel spreadsheet entitled "Academic Restructuring Costing – EC and TW Estimates." were received. The item was not added to the Agenda, as it was assessed to be more within the scope of the Board of Governors. The documents were sent to the Chair of the Board of Governors, the three Faculty representatives on the Board of Governors, the three Board Representatives of the Senate, and the Senior Leadership Team comprised of the President and four Vice Presidents for consideration before the Board Retreat and Meeting of June 18-19, and also circulated to all Senators for information. Subsequent to this, a communication was sent from the Vice-President Finance, Administration and CFO to all faculty and staff to outline some discrepancies between the official costing and the unofficial alternate costing, as the documents had been circulated independently through other avenues besides Senate.

A motion entitled "Motion On a community-led response to academic planning needs in support of financial sustainability" was received. This motion was not added to the Agenda due to its overlap with Motion 2 of the Academic Restructuring Motions but was forwarded along as input for implementation planning. The document was subsequently forwarded to Senate for information.

The Chair received some objections to the distribution of the above three documents to Senate and also received some objections to their exclusion from the Agenda. The intent in circulating them to Senators was to be transparent regarding the nature and content of the items submitted to Senate for inclusion on the Agenda because they were directly related to items already on the Agenda. The intent was not that these items be more widely distributed by Senators based on those communications. In future, items determined to be outside of Senate scope or that have been rejected from being added to the Agenda for that reason will not be distributed to Senate in this manner. If it were possible, the Chair would retract the circulation of these three documents to Senate, despite the well-intentioned consideration in and act of doing so.

Regular verbal announcements will be provided at the meeting regarding attendance of Senators and guests, as per routine practice.

Respectfully submitted,
Anna Kiefte, Chair of Senate

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE — JUNE 2026

President's Report to Senate
June 17, 2026

Change in Minister

Following the Cabinet shuffle on May 27, 2026, Hon. Brendan Maguire is no longer the Minister of Advanced Education. Former Minister of AE Hon. Brian Wong has been re-appointed to this role. Minister Maguire will retain the Education and Early Childhood Development portfolio. Minister Wong is an alumnus of Acadia and a former teacher and principal. This cabinet shuffle follows a recent Deputy Minister shuffle on April 14, 2026, moving Executive Deputy Minister Karen Gatien into the Department of Advanced Education. I am scheduled to meet with both the new Minister and new Deputy later in June.

Town and Gown

Acadia University and the Acadia Students' Union recently re-signed our MOU with the Town of Wolfville, pledging to continue with the very positive recent developments towards shared responsibilities for student and community wellness. We will continue to work together to address issues in student housing, food insecurity, and safety.

Respectfully Submitted,

Jeffrey J. Hennessy, Ph.D.

President and Vice Chancellor

PROVOST & VICE-PRESIDENT ACADEMIC REPORT TO SENATE — JUNE 2026

PVPA Updates

Academic Restructuring Process Update

As we face critical financial, provincial, internal, and societal stressors, and with a Board of Governors Executive Committee mandate, we are continuing to move through an academic restructuring process and hold extensive engagement opportunities in multiple forms. Since the release of the first three draft proposals (April 6, April 21, and May 20 respectively), we have had the following feedback and engagement opportunities:

- April 7: Virtual All-Faculty Town Hall from 9:30-11:00am, with 155 participants
- April 7: Virtual All-Faculty Town Hall from 1:30-3:00pm, with 86 participants
- April 8: Virtual All-Staff Town Hall from 9:30-11:00am, with 147 participants
- April 8: Virtual Town Hall for Faculty & Staff from 3:00-4:30pm, with 168 participants
- April 13: Senate Feedback
- April 13: Student Drop-In Session from 12:00-3:00pm, with close to 200 participants
- April 14: In-Person Faculty Working Session from 9:00-11:00am, with 74 participants
- April 14: In-Person Faculty Working Session from 1:30-3:30pm, with 42 participants

- April 15: In-Person Staff Working Session from 9:30-11:30am, with 84 participants
- April 15: In-Person Working Session for Everyone from 2:30-4:30pm, with 85 participants
- April 16: Discussion with Indigenous Education Advisory Committee (IEAC)
- April 16: Student Drop-In Session from 1:00-3:00pm, with approximately 50 participants
- April 29: Discussion with Academic Planning Committee (APC)
- May 8-11: Deadline to receive feedback for School clusters
- May 21: Special Meeting of Faculty Council
- May 21: Board of Governors Drop-In Question & Answer (virtual)
- May 22: Board of Governors Drop-In Question & Answer (in-person)
- May 23: Acadia Alumni Association Board Retreat (in person)
- May 25: Indigenous Education Advisory Committee Session
- May 25: Academic Program Review Committee (APRC) of Senate Meeting
- May 27: Special Meeting of Senate
- May 29: Academic Planning Committee (APC) of Senate Meeting
- June 1: In-Person Student Session
- June 1: Virtual Student Session
- June 1: Town & Gown Committee
- June 2: In-Person Student Session
- June 2: Virtual Student Session
- June 4: Board of Governors Executive Meeting
- June 8: Virtual Student Session

We have also created **two surveys**: one for students, staff and faculty that was released on April 6 with the initial documents (140 responses as of April 21: 38 faculty, 33 staff, and 69 students) and one for students specifically that was created for the student drop-in sessions (74 responses as of April 21).

We have also continued to receive multiple emails from students, staff, faculty, alumni, and community sharing ideas, concerns, perspectives, and opportunities, and held multiple meetings with programs, employee groups, and units.

Schedule H & Academic Program Review and Planning

Very pleased to share that Workstream B (Program Costing Analysis: Template 2) and Workstream C (Program Categorizations: Templates 3, 4, 5, 6, and 8), both due on May 30, 2026, were officially submitted! The final compiled submission file is 1,042 pages, and represents a significant amount of work and labours. Thank you to everyone involved for all your hard work and efforts as we went through this process.

As a reminder, the next deadlines are as follows:

- **August 30, 2026:** Template 7: Strategic Prioritization and Implementation Planning & Template 8: New Program Opportunity
- **October 15, 2026:** Template 9: Final Report

Academic Reviews & Quality Assurance

Program Reviews Tracking – June 2026

Department	Concurrent with Accreditation	Status
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.**
Computer Science	CIPS Accreditation	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science **Stage: Site visit complete. Awaiting Reviewer's Report.**
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC **Stage: APRC to prepare Report to Senate.**
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology **Stage: APRC to prepare Report to Senate.**
Kinesiology	CCUPEKA Accreditation	Site Visit: March 25-26, 2026 External Reviewers: Dr. Glen Bergeron, Professor/Athletic Therapist, Gupta Faculty of Kinesiology and Applied Health, University of Winnipeg Dr. Gabriela Tymowski-Gionet, Associate Professor, Faculty of Kinesiology, University of New Brunswick (Fredericton) **Stage: Site visit complete. Awaiting Reviewer's Report.**
Library and Archives	N/A	Site visit: April 2-4, 2025. External Reviewers:

		Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities **Stage: APRC report submitted to Senate – June 17, 2026.**
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics **Stage: APRC to prepare Report to Senate.**

Mid-Point Follow-Up Schedule

Department	Date
Economics	**2027**
Mathematics and Statistics	**2027**

Respectfully submitted,

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

EXECUTIVE ADVISOR, L'NU AFFAIRS AND INDIGENIZATION REPORT TO SENATE — JUNE 2026

No report received.

ASSOCIATE VICE-PRESIDENT EQUITY, DIVERSITY, INCLUSION, AND ANTI-RACISM (AVP EDIAR) REPORT TO SENATE — JUNE 2026

No report received.

VICE-PROVOST CURRICULUM & PLANNING — JUNE 2026

Office of the Vice-Provost Curriculum and Planning
2025-2026 Senate End of Year Report

The Office of the Vice-Provost, Curriculum and Planning provides services and supports to students and the academic community spanning educational development, online and extended learning, academic technology, career and experiential learning, curriculum development, quality assurance, and adult lifelong learning. The team acts as collaborators and partners supporting the work of faculty and academic units.

2025-2026 has been a year of meaningful progress and real challenge. The university's financial pressures resulted in staff reductions across the institution, including six positions within this portfolio. The units have absorbed these losses and continued their work in modified emergency response teams with very little disruption to students and faculty. We continue our work to establish new sustainable structures. This report includes some of the key activities and accomplishments across the portfolio this year.

Teaching Development

Staff supporting this mandate include the Vice-Provost, Manager, Learning Innovation (Sharon Churchill), and Instructional Designer/Coordinator Teaching Initiatives (Danielle Pierce).

The focus for this year was on the growth of targeted resources with a priority area of accessibility. Key accomplishments include:

- **Accessible Course Outline Template** shared with faculty through Senate and the Teaching email for the Fall and Winter semesters;
- **Quick Start Guide for Moodle (video)** shared with faculty through the Teaching email;
- **Teaching and Learning Moodle Resource** for faculty covering topics on Academic Integrity, Accessibility, AI, Curriculum Development, EDIAR, Pedagogy, and UDL. The resource follows a UDL approach with a structure of Something to read, Something to Watch, and Something to Listen to, and is intended to be a resource co-created with our teaching community. Resource curation and development by Danielle Pierce. Access here: https://moodle.acadiau.ca/course/view.php?id=39374
- **Accessibility, Universal Design for Learning & Artificial Intelligence faculty training course** was launched for fall 2025 including 3 modules, 1) Accessibility, NS Education Standards, and YOU!, 2) Universal Design for Learning (UDL), and 3) AI and Bringing the Accessibility, UDL and AI Team Together. The course was developed by Barb Welsford, Assistive Technology Specialist and Danielle Pierce. Access here: https://moodle.acadiau.ca/course/view.php?id=36525
- **Supporting Student Accessibility Community of Practice,** the 20–24 hour asynchronous, modular course was utilized as the foundation for two cohorts of a Community of Practice facilitated by Danielle Pierce during the fall and winter semesters. 23 faculty registered with one community taking place in person and one online. The success of the course and community of practice design were shared with

the broader Nova Scotia educational development community and presented at the Nova Scotia Educational Developers meeting April 2026.

- **Introduction to AI Literacy** (Student, Faculty and Staff versions) Moodle training course was developed in partnership with Dr. Daniel Lametti (Psychology) as a resource targeted towards students as they prepare to enter university and current university students who are becoming familiar with AI tools. 820 students engaged with the course with 686 downloading completion certificates, and there were 71 enrollments into the faculty and staff resource. Development of version 2.0 with updated lectures by Dr. Lametti being filmed to an ALL audience on June 25 and with updated outcomes and course design is underway. Ethics has been submitted to use the student feedback and course engagement data for research and to track incoming student perspectives on AI and literacy training over multiple years.
- **Assessment Spotlight and Swap** (February 2026) co-facilitated by Dr. Steven Van Zoost (Education) and Danielle Pierce provided a hands-on interdisciplinary workshop designed to support faculty in critically examining and redesigning their assessments. Faculty were invited to bring a specific assessment they wished to redesign, present it to peers for structured collegial feedback, and then engage in co-creation time to improve alignment between assessment design and intended learning outcomes.
- **First-Year Experience (SMU Spark Modules)**, Acadia has been collaborating on a SSHRC funded research project with Saint Mary's University utilizing their SMU Spark program. As previously reported, modules intended for integration into course content, offer engaging, evidence-based approaches to helping students build academic skills, develop a sense of belonging, and navigate their transition to university. SMU has shared the full suite of modules, and we have worked this academic year to recreate them from D2L into Moodle. The next step is to re-engage faculty to support modification of content to the Acadia context and we will be looking for 1-3 faculty to support piloting the modules in their courses for the 2026-2027 academic year. As part of the research, student sense of belonging and persistence will be measured.

TA Professional Development and Training

This initiative is made possible by the leadership of Ashley Parsons (Chemistry) who serves as the program Coordinator.

The TA Professional Development Program provides Teaching Assistants with structured training in pedagogy, professional conduct, and inclusive practice, culminating in a certificate of completion. In 2025-2026, the program moved to a new model with the launch of TA Day on September 2, 2025, which was the inaugural full-day professional development event that brought together TAs from across the university for workshops, peer learning, and onboarding with accompanying Moodle-based training modules. A winter session followed in January 2026. Participant feedback was strongly positive with TAs reporting increased confidence, clearer understanding of their role, and practical preparation for marking and Moodle accessibility. Students are compensated by the Office of the Vice-Provost, Curriculum and Planning for their completion of the training and funds will again be committed to continue the program for the upcoming academic year.

Enrolment information:

- 46 TAs participated in the TA Day (Fall); 12 in the Winter session
- Participants from Biology, Computer Science, Education, Engineering, Nutrition, Business, History & Classics, and Politics. With Biology representing 28.6% of the cohort.
- An asynchronous Moodle site was created with 40 enrolments to reach TAs who were on the waitlist or could not attend in person.

Core Competencies

In May 2025, the Vice-Provost launched a university-wide initiative to develop a set of Institutional Core Competencies: a shared framework articulating the knowledge, skills, and values every Acadia graduate should carry across disciplines, degrees, and experiences. The initiative began with a cross-campus kick-off session in May 2025, where 48 faculty, staff, and administrators gathered in Fountain Commons for a generative, co-facilitated working session designed as a first step in building a shared framework from the ground up. Facilitated in partnership with Dr. Gabrielle Donnelly (Community Development), the session organized participants around four domains of graduate learning — Thinking, Doing, Being, and Feeling — and invited reflection on what makes an Acadia graduate distinctive. The initiative is grounded in a recognition that Acadia offers a genuinely distinctive learning experience, one the community consistently describes as relational, mentorship-rich, and place-connected, but one the institution has not yet fully articulated in a shared and transferable language.

From that foundation, the work expanded significantly through 2025–2026. A student engagement session was held in August in collaboration with the ASU and Residence Life. A Core Competencies Working Group was established in October, with members nominated by the Deans: David Duke (Arts), Jennifer Kershaw (Science), Deborah Hemming (Library), Alicia Noreiga-Mundaroy (Professional Studies), Jennifer MacDonald (Arts), Adam Daniels (Student Experience), Brent LeGrow (Student Experience), and Lerato Chondoma (EDIAR), with ongoing engagement from the ASU throughout. The working group undertook multiple rounds of consultation through the fall term, including structured sessions with students, faculty and staff, and Academic Unit Heads. That process produced a draft set of six Core Competencies, utilized for feedback in December. The consultations affirmed broad institutional support for the initiative while surfacing important questions about implementation, workload, and the relationship between the competencies and academic programs. This feedback has meaningfully shaped the working group's approach. These efforts have led to the creation of a draft Core Competencies Learning Model by the working group.

Work on the framework has paused temporarily to accommodate Schedule H bilateral reporting requirements and the broader academic restructuring process, and will resume following a summer break. In the interim, student experience representatives of the working group are collaborating with the Director, Career and Experiential Learning to develop the current competency learning model into defined competencies for a co-curricular pilot during 2026–2027. The pilot will provide a concrete context for gathering student and faculty feedback on both the competencies and on models for implementation and reflection on competency growth. This work will come to Senate in the 2026-2027 academic year.

Curriculum Development and Quality Assurance

Staff supporting this mandate include the Vice-Provost and the Academic Program Development, Quality Assurance, and Planning Coordinator (Shawna Singleton).

- **Second Cycle Quality Assurance Monitoring (QAM) review with the Maritime Provinces Higher Education Commission (MPHEC)** was completed in 2025–2026 supported by the Office of the Provost and Vice-President, Academic and APRC. The process involved submission of an institutional self-study report to external reviewers on October 2, 2025, a virtual external review visit in November, and a final recommendation report issued January 29, 2026. The review generated 22 formal recommendations, addressed through a response and action plan submitted to the MPHEC on April 30, 2026. The leading recommendation from the external review built on a recommendation carried forward from the first cycle review in 2007, which calls for the development of a quality assurance policy grounded in current practice and the findings of this review. This work is a priority for 2026–2027, with a commitment to present Senate with an updated policy by June 2027. The final action plan will be shared with Senate following MPHEC approval, anticipated in September 2026.
- The Vice-Provost brought forward to Senate, ***Experiential Learning Essential Components and Typology*** after consultation and review by Academic Planning Committee (APC) and Curriculum Committee. This document is now available on the Academic Program Development, Review and Planning Website.
- **Schedule H Workstream C academic program review submission** support included development of templates and timelines, direct consultation with academic units, and editing and consolidation of curriculum sections and action plans across all submissions. This work was completed in collaboration with Academic Unit Heads, data team, Deans and the Provost.
- **Schedule G Table 1(a) and 1(b) reporting** was completed and submitted according to Provincial deadlines.
- **Curriculum Development Best Practices Resource Course** launched on Moodle as a self-guided, living resource designed to support faculty and academic unit heads engaged in program-level curriculum development, and renewal. Access here: https://moodle.acadiau.ca/course/view.php?id=36683
- In 2025-2026, the Vice-Provost led a university-wide **initiative to establish program-level student learning outcomes** across all academic programs. Academic Unit Heads were asked to prioritize the submission of program-level outcomes by the end of 2025, and the response across the academic programs was very strong. This represents a meaningful institutional accomplishment and a consistent foundation that strengthens curriculum alignment, program review, and accreditation reporting.
- The revision of the Vice-Provost position from Teaching and Learning Excellence to Curriculum and Planning signaled an expansion of the role to include curriculum development and quality assurance. As part of this new prioritization, the Vice-Provost provided direct curriculum support to 10 academic programs in 2025-2026, working alongside faculty and academic unit heads in a range of formats responsive to each unit's needs and stage of curriculum work. Engagements ranged from departmental meeting presentations and individual consultation with unit heads, to half-day facilitations, participation in full-day curriculum retreats, and multi-step facilitation

processes supporting longer-term program review and renewal. Across all engagements, the focus was consistently on program-level learning outcome development and review, student-centred curriculum design, and curriculum mapping.
- Senate engagement through **committee membership** including Chair of the Faculty Support Committee, member of the Academic Program Review Committee, and Curriculum Committee (nonvoting).

Career and Experiential Learning

Canada Summer Jobs (Summer 2026)

Acadia secured 16 Canada Summer Jobs positions, up from 4 in 2025 and 7 in 2024. Applications were submitted for 26 positions across 16 unique roles. Total funding secured: approximately $37,000 (covering 50% of minimum wage for 8 weeks per position). Positions support roles across SMILE, science research (Biology, Chemistry, Earth and Environmental Science, Physics, Psychology), the Herbarium, Business, Launchbox, and others. Athletics and Divinity secured an additional 4 positions through separate applications. For a variety of reasons 10 of the 16 positions were filled.

iHub Experiential Learning Contracts (2025–26)

- Athletic Therapy: 30 students, $52,500 to students
- Master of Applied Kinesiology (Summer): 2 students, $3,600 to students
- Nursing: 105 students, $105,000 to students
- Counselling: 40 students, $56,000 to students

Total iHub funding awarded is approximately $265,000, with $217,100 going directly to students. We are still awaiting the results of two applications that were invited to be resubmitted for Education and Dietetics.

Provincial student wage subsidy programs Update

The provincial budget has confirmed a 20% reduction to the Co-operative Education Incentive, Summer SKILLS, and Graduate to Opportunity programs. Full details are pending and no further information has been released, but reductions to some student hiring opportunities are anticipated, particularly among employers who have relied on these supports. Informally, feedback has been received that research-based positions have been prioritized over administrative roles in the higher education sector.

Co-operative Education Update

154 students joined Co-op in September 2025, 31 of those students have now withdrawn. Over the past year we have had 172 work terms where students earned on average $11,758.81 and 34 students completed their final required work term.

Academic Program	# of Work Terms
Applied Bioscience	1
Biology	19
Business Administration	69
Chemistry	6

Community Development	5
Computer Science	25
Economics	1
Environmental and Sustainability Studies	3
Environmental Geoscience	5
Environmental Science	13
Geology	3
History	1
Law and Society	2
Master of Computer Science	2
Math and Statistics	1
Psychology	15
Sociology	1
Grand Total	**172**

These work terms take place across the country with a significant majority (129) in Nova Scotia.

Province	# of Work Terms
Nova Scotia	129
New Brunswick	14
Ontario	10
Prince Edward Island	6
Remote Position	5
Alberta	3
British Columbia	2
Newfoundland	2
Manitoba	1

Co-operative Education Employer Development

The 172 work terms took place across 92 different employers. 50 students found their own work term and 122 found a work term through support of Career and Experiential Learning. A lack of large local employers with capacity to hire a high volume of students means an increased amount of time spent by CEL coordinators on employer development for each student.

Organization	# of Work Terms
Acadia University	29
Agriculture and Agri-Food Canada	9
Doane Grant Thornton	8
Nova Scotia Health	8
Irving Oil	7

Baker Tilly Nova Scotia Inc	4
L'ARCHE Homefires	4
Deloitte	3
Mabel Systems	3
Royal Bank of Canada	3
The Water Shed	3
Acadia Students' Union	2
AG Business Advisory	2
BDO Canada LLP	2
Bonnefield Financial Inc.	2
Dalhousie Agriculture College	2
Evergreen Home for Special Care	2
Geological Survey of Canada	2
Town of Wolfville	2
Vineview Technologies	2
White Perkins Associates	2

In addition to the above listed employers, 71 employers hired a single co-op student.

Career Learning

In 2022, Co-operative Education was expanded with temporary funding from the Alumni Association to establish a Career Learning unit. Technical systems and structure have been put in place to increase support to students for Career Learning. The Alumni Association funding ended in 2024, and recent budget reductions and staff layoffs leave the unit at a similar staff complement to the original co-op education team in 2022. Despite these reductions, Co-op Education has continued to support the broader mandate of Career and Experiential Learning as recognized in the successes below:

Since September 2025:

- 1023 unique students have logged into our Career and Experiential Learning portal a total of 60,567 times for an average of 59 times each.
- There have been 1086 jobs posted to the job board for students and recent alumni. These postings have been viewed a total of 11,141 times.
- 138 one-on-one appointments have been provided to support students' career development
- 66 Career focused events have been promoted through our event board, 40 hosted by employers and 26 hosted by Acadia.
- In class support has been provided to 5 programs.

Academic Technology

In 2025–2026, the Vice-Provost established a working group of administrative leaders including the Registrar, Dean of Library and Archives, Vice-Provost Research and Innovation, Executive Director Student Experience, and Director of IT Services, to develop an inventory of academic technology applications currently utilized and supported outside of Technology Services. That inventory identified over 40 critical applications operating across the institution.

Through this process, the group surfaced a number of shared concerns, including gaps in governance, ownership, and prioritization of academic technology; vulnerabilities associated with outdated and unsupported systems; insufficient staffing and technical expertise; limited systems integration; inefficient procurement practices; security, privacy, and compliance risks; and a gap in institutional leadership for both academic technology and artificial intelligence. These conversations remain in early stages, and progress has been affected by staff reductions. The group intends to continue its work in collaboration with Technology Services to explore how academic technology governance can be meaningfully supported within the institution's current decentralized model.

Learning Technology resources sit within Open Acadia and have been reported on in the Board of Open Acadia end of year report.

Open Acadia

A detailed update on Open Acadia has been provided in the Board of Open Acadia's end of year report.

Respectfully Submitted,

Lauren Wilson Finniss, PhD (she/her), Vice-Provost, Curriculum and Planning

VICE-PROVOST ACADEMIC POLICY AND GRADUATE STUDIES — JUNE 2026

No report received.

VICE-PRESIDENT STUDENT EXPERIENCE — JUNE 2026

No report received.

ACADIA STUDENTS' UNION REPORT TO SENATE — JUNE 2026

Emma Boles – President, Acadia Students' Union
Lily Rich –VP Academic and External, Acadia Students' Union

Academic Updates:

- The ASU facilitated student feedback sessions regarding Version 3 of the Academic Restructuring proposal on June 1st, 2nd and 8th.
- The ASU has been in ongoing conversations on how to strengthen student supports; Lily (VP Academic and External) and Emma (President) will be meeting with registrars in the coming weeks.

Advocacy Updates

- Emma has been named Vice-Chair of Students Nova Scotia.
- Lily has been named Director of Equity, Diversity and Inclusion for the Canadian Alliance of Student Associations and attended their Board retreat from May 29th to June 3rd.
- The ASU Executive Team attended Maritime Student Congress from June 10-12.

- Danika (VP Events and Promotions) Emma and Lily will attend Students Nova Scotia's Annual Planning Conference from June 17th-19th.
- Emma and Lily will attend the Canadian Alliance of Student Associations Policy and Strategy Conference from June 22nd-25th.

Other Updates
- The ASU Executive met with Town of Wolfville Council on June 5th.
- As of June 8th, the SUB is officially closed for renovations—internal organizations and staff operations have begun moving to new locations.
- Treyvon Nichols (VP Finance) has been named as a student representative on the Acadia Board of Governors along with Emma.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY REPORT TO SENATE — JUNE 2026

No report received.

Report of the Senate Academic Integrity Committee
June 2026

Committee Members:	**Representative:**	**Term:**	**Retirement:**
Darcy Benoit	Pure and Applied Science (Chair)	3 yr	2027
Mark Adam	Professional Studies	3 yr	2026
Johannes Wheeldon	Faculty of Arts	3 yr	2026
Jennifer Richard	Dean of Libraries and Archives (or delegate)	3 yr	2026
Mark Bishop	Registrar	ex-officio	--
Elizabeth Bettenson	Student	1 yr	--

Duties of the Committee:

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

Brief Outline of Activities 2025-26:

This academic year we were tasked by Senate to conduct an anonymous survey of faculty on matters of academic integrity. The anonymous survey was administered in August/September of 2025. The committee met to review and summarize the results of the survey. A report was submitted to Senate for the February 2026 meeting with the summarized survey results. The committee also surveyed academic unit heads regarding existing departmental or program policies on AI, reviewed policies at other Canadian Universities, and began discussions on how Acadia's Academic Integrity Policy can address issues in the near term. The committee also worked with the Faculty Support Committee on the "**Faculty Guidance for the Use of Generative Artificial Intelligence (AI) in Courses**" document that was circulated via email in January of 2026.

The committee met exclusively via Teams for the year, with significant communication via email.

Respectfully submitted,
Darcy Benoit, Chair.

Academic Planning Committee
Annual Report to Senate for 2025-2026
June 8, 2026

Academic Planning Committee Mandate & Duties

The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning.

2025-2026 Membership

Membership	Representative	Term
Provost & Vice-President Academic	Ashlee Cunsolo	ex-officio
Vice-Provost, Academic Policy & Graduate Studies	Kate Ashley	ex-officio
Dean of Arts	David Duke	ex-officio
Dean of Professional Studies	Corinne Haigh	ex-officio
Dean of Pure and Applied Science	Jeff Hooper	ex-officio
Dean of Library and Archives	Jennifer Richard	ex-officio
Arts	Jeff Sachs	3 yr, 2028
Professional Studies	Janna Wentzell	3 yr, 2026
Pure and Applied Science	Jeff Banks	3 yr, 2027
IDST	Vacant	
Student VPA/E	Zahide Cam	1 yr, 2026

Meeting Dates

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

- August 21, 2025
- September 12, 2025
- October 10, 2025
- November 10, 2025
- December 12, 2025
- February 20, 2026
- March 20, 2026
- April 17, 2026
- May 29, 2026

APC & APRC Combined meetings

- September 14, 2025
- April 1, 2026
- April 29, 2026

Major Themes and Activities

The Academic Planning Committee (APC) met monthly throughout the academic year, with a focus on several main areas:

1. The Future of APC

Conversations about combining the Academic Planning Committee (APC) and the Academic Program Review Committee (APRC) began early in the academic year and this work is continuing.

After ongoing internal discussions with APC, shared meetings with APRC, and internal discussions with APRC, as well as background research and institutional scans of other Senate structures, the decision was made to begin the process to formally merge APC and APRC. This will create a stronger and more streamlined committee structure, which has the data, information, and mandate for academic planning, program review, and quality assurance.

APC passed the following motions:

Currently, APRC is working to create new mandates that combine the work of APC with the work of APRC. Once that work is complete, APRC will work on a proposal for new committee composition to reflect the broader mandate. Once completed, these items will be brought back to APC for shared discussions, before continuing on to broader Senate discussions and By Laws Committee.

Four Motions were put forward on March 20, 2026

1. That the APC transfer its mandate to “make recommendations to Senate on matters relating to academic principles and planning” to the APRC.
2. That the APRC review its Terms of Reference and composition in order to account for this addition to its mandate.
3. That once this work is complete, the APC be dissolved via a motion from the by-laws committee
4. That the APC meets and moves to dissolve itself.

2. AURA Policy

The Academic Unit Reorganization at Acadia (“AURA”) Policy was presented to APC on November 10, 2025. The AURA Policy established a framework for guiding the organizational evolution of Departments, Schools, Faculties and other Academic Units of the University, and addresses the creation, consolidation, transfer, renaming and closure of these bodies. The AURA policy development and presentation created extensive discussion about the policy. APC did not make any decisions around the AURA policy.

3. Experiential Learning Guidelines for Academic Programs

The 2025 Bilateral Agreement between the Province of Nova Scotia and publicly funded universities introduced new requirements and increased expectations for reporting on experiential learning. These new expectations require that Acadia University develop and report on experiential learning in a more systemic and quantifiable way. The guidelines were created to support the development work experience and externship opportunities at Acadia University. The guidelines were shared with and discussed by APC.

Respectfully submitted,

Ashlee Cunsolo, PhD
Provost & Vice-President Academic
Chair, Academic Planning Committee

Academic Program Review Committee (APRC)
Annual Report to Senate for 2025-2026
June 17, 2026

Committee Membership 2025-2026

Membership	Representative	Term
Provost & VPA	Ashlee Cunsolo	ex-officio
Vice Provost Teaching and Learning	Lauren Wilson Finniss	ex-officio
Academic Program Development, Quality Assurance, and Planning Coordinator	Shawna Singleton	ex-officio, non-voting
Registrar or Delegate	Mark Bishop	ex-officio
Arts	Kevin Whetter Andrew Biro January 1 to June 30, 2026 (sabbatical replacement)	3 yr, 2026
Professional Studies	Krissy Keech	3 yr, 2027
Pure and Applied Science	Craig Bennett	3 yr, 2028
Governor	Vacant	3 yr, 2028
Dean of Arts	David Duke	
Dean of Professional Studies	Corinne Haigh	
Dean of Pure and Applied Science	Jeff Hooper	
Student	Zahide Cam May 2025-April 2026 Lily Rich May 2026-April 2027	voting

Meeting Dates

The APRC has recurring monthly meetings that are conducted online using Microsoft Teams.

July 21, 2025
August 18, 2025 – Cancelled
September 15, 2025
October 20, 2025
November 18, 2025 – Cancelled – Power Outage/Campus Closure
December 15, 2025
January 19, 2026 – Cancelled
February 10, 2026 – Cancelled – Weather/Campus Closure
March 16, 2026
April 20, 2026
May 25, 2026
June 15, 2026

Program Reviews Updates

Department	Concurrent with Accreditation	Status

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.**
Computer Science	CIPS Accreditation	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science **Stage: Site visit complete. Awaiting Reviewer's Report.**
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC **Stage: APRC to prepare Report to Senate.**
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology **Stage: APRC to prepare Report to Senate.**
Kinesiology	CCUPEKA Accreditation	Site Visit: March 25-26, 2026 External Reviewers: Dr. Glen Bergeron, Professor/Athletic Therapist, Gupta Faculty of Kinesiology and Applied Health, University of Winnipeg Dr. Gabriela Tymowski-Gionet, Associate Professor, Faculty of Kinesiology, University of New Brunswick (Fredericton) **Stage: Site visit complete. Awaiting Reviewer's Report.**
Library and Archives	N/A	Site visit: April 2-4, 2025. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island

		Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities **Stage: APRC report submitted to Senate – June 17, 2026.**
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics **Stage: APRC to prepare Report to Senate.**

Meetings with Unit/Program Leads to Discuss Response to Review

Date	Unit/Program(s)	Representative(s)
October 20, 2025	Community Development	Dr. John Colton
October 20, 2025	English and Theatre	Dr. Kait Pinder and Dr. Kevin Whetter
December 15, 2025	Library and Archives	Mike Beazley, Jason Levy, and Jennifer Richard
March 16, 2026	Graduate Studies	Dr. Kate Ashley and Theresa Starratt
March 16, 2026	Bachelor of Education	Dr. Corinne Haigh
April 20, 2026	Sociology	Dr. Liam Swiss

Motions to Senate

The APRC made the following motions to Senate.

Motion	Date	Status
Motion that Senate receive the APRC Response and Report to Senate for the Economics program	October 8, 2025	Motion Passed - October 8, 2025
Motion that Senate receive the APRC Response and Report to Senate for the Math and Stats program	October 8, 2025	Motion Passed - October 8, 2025
Motion that Senate receive the APRC Progress Report to Senate for the Chemistry program.	October 8, 2025	Motion Passed - October 8, 2025
Motion that Senate receive the APRC Response and Report to Senate for the Biology program review.	May 6, 2026	Motion Passed - May 6, 2026
Motion that Senate receive the APRC Response and Report to Senate for the English program review.	May 6, 2026	Motion Passed - May 6, 2026
Motion that Senate receive the APRC Response and Report to Senate for the Theatre program review.	May 6, 2026	Motion Passed - May 6, 2026
Motion that Senate receive the APRC Response and Report to Senate for the Library and Archives review.	June 17, 2026	

Reviews Categorized for Follow-Up

Department	Follow-Up Year
Economics	2027-2028
Mathematics and Statistics	2027-2028
Biology	2027-2028
English and Theatre	2027-2028

MPHEC Second Cycle Quality Assurance Monitoring (QAM)

The Maritime Provinces Higher Education Commission validates that universities' quality assurance policies and procedures align with established regional guidelines. The process aims to answer the following questions:

1. To what extent are institutions following their own QA framework?
2. To what extent are institutions' QA frameworks aligned with the MPHEC's 2016 Guidelines for Maritime Universities' Quality Assurance Frameworks?
3. What progress have institutions made since the "first cycle"?
4. What are the strengths of the region's institutional QA frameworks? How can they be improved?

In 2025/26 Acadia underwent its Second Cycle Quality Assurance Monitoring (QAM) review with the MPHEC.

Key Dates for Acadia's Review

Item	Date
Self-Study Submitted to the MPHEC	October 2, 2025
Virtual Site Visit	November 19-21, 2025
Draft Report Received	January 5, 2026
Validation of Report to the MPHEC	January 19, 2026
Final Report received from the MPHEC	January 30, 2026
Response to Recommendations (Action Plan) submitted to the MPHEC	April 30, 2026
Updated Action Plan submission	June 10, 2026

Review Panel

Dr. Ron Bond

Ronald Bond has a B.A. and an MA. from McMaster and a PhD from the University of Toronto in medieval and renaissance literature. He is an Associate in Piano from the Royal Conservatory of Music, Toronto, and in Organ from the Royal Canadian College of Organists. He spent his academic career at the University of Calgary, where he was eventually named Professor Emeritus and Provost Emeritus and received a citation from the Students' Union for "your passion and commitment to students." He has published books both with University of Toronto Press and Yale University Press and is author of over 60 articles. After retiring in 2006, he served for two terms as Chair of the Campus Alberta Quality Council. In addition, he was a founding member on the Council of Ontario Universities' Quality Council, a member of the Organizational Review Panel of the Post-Secondary Degree Assessment Board in Ontario, a frequent panel chair for the Degree Quality Assessment Board in B.C., and former Vice-Chair and Chair of the Saskatchewan Higher Education Quality Assurance Board. He has conducted 40 QA assessments, including almost a dozen for MPHEC and has given many talks and presentations on QA throughout Canada. He has been a member of and the Interim Board

Chair for the Canadian Research Knowledge Network, which licenses digital content for university libraries. He has also served on the Board of Directors of the Honens International Piano Competition and is currently on the Advisory Board of the Calgary Institute for the Humanities. Since 2007, he has been principal of *Ronald B. Bond Consulting*, which specializes in the PSE environment. Recent clients include Yukon College, Aurora College, the Alberta University of the Arts, the government of Bhutan, Dalhousie University, and the University of King's College.

2. **Dr. Neil Coburn**
Neil Coburn earned degrees in mathematics and computer science (Waterloo) and education (Western), then completed his doctoral studies in computer science at the University of Waterloo. His research and teaching career took him across the spectrum of the post-secondary system with positions at a community college, a teaching university, and a research university, in both Ontario and British Columbia. Although his career focus has been in post-secondary education, he has also held positions in a major bank, as a secondary school teacher, in a software start-up, and as a consultant. Neil has contributed to strategic planning, organizational development, operational planning, and program development and delivery in a variety of organizations at the local, regional, and provincial levels. He spent 15 years in post-secondary senior leadership positions, lastly as the Vice President, Education at Selkirk College. During that time, he spent two terms on the B.C. Council for Admissions and Transfer (BCCAT) and chaired the BC committee of the vice-presidents academic for the 26 public PSIs. He was a founder and first chair of the B.C. Applied Research and Innovation Network (BCARIN). Neil retired in 2018. He currently works in post-secondary quality assurance and not-for-profit consulting and serves as the Board Chair for Habitat for Humanity Southeast B.C. He has conducted five organizational reviews for the Maritime Provinces Higher Education Commission under the New Brunswick Degree Granting Act, and 16 reviews of various types for the Degree Quality Assessment Board in British Columbia.

APRC and APC Merger Discussions

Discussions were initiated in 2025 about the potential merger of the Senate Academic Planning Committee (APC) and the APRC.

On September 15, 2025, members of the APC joined the APRC meeting to discuss a proposed merger.

On April 1, 2026, the membership of the APRC joined the APC to continue the discussion. During the meeting, it was decided that both the APC and the APRC would action the following motions:

1. That the APC transfer its mandate to "make recommendations to Senate on matters relating to academic principles and planning" to the APRC.
2. That the APRC review its Terms of Reference and composition before [---] in order to account for this addition to its mandate.
3. That once this work is complete, the APC be dissolved via a motion from the by-laws committee
4. That the APC meets and moves to dissolve itself.

The results of the vote were as follows were shared with the APRC at the April 20, 2026 meeting.

> APC – of 10 members, the result was 9 – yes and 1 – no.
>
> APRC – of the 11 members (8 voting; 3 non-voting), the result was 7 – yes and 1 abstention.

Discussions are ongoing.

Report of the ad hoc Nursing Program Steering Committee
June 17th, 2026

2025-2026 committee membership (alphabetical):

- Cassel Busse, Director of the School of Nursing
- Zahide Çam, VP Academic and External for the Acadia Students' Union (until April 30, 2026); Lily Rich VP Academic and External for the Acadia Students' Union (beginning May 1, 2026)
- Ashlee Cunsolo, Provost and VP Academic
- Corinne Haigh, Dean, Professional Studies (Chair)
- Jeff Hooper, Dean, Pure and Applied Science
- Matt Lukeman, Department of Chemistry, Faculty of Pure and Applied Science representative
- Maggie Neilson, Vaughan Memorial Library
- Jeff Torbert, Chair, Senate Curriculum Committee (Policy)
- Janna Wentzell, School of Kinesiology, Faculty of Professional Studies representative
- Ian Wilks, Department of Philosophy, Faculty of Arts representative
- Brian Wilson, Department of Biology

Invited guests (alphabetical):

- Mark Bishop, University Registrar
- Adam Elliott, Assistant Professor and Chair, CBU/Acadia Nursing Campus Expansion Department, Cape Breton University
- Shawna Singleton, Academic Program Development, Quality Assurance, and Planning Coordinator

The ad hoc Nursing Program Steering Committee has met twice since it last reported to Senate in September 2025 (October 3rd, 2025, and December 5th, 2025).

Acadia's Stand-Alone Nursing Program and Curriculum

The main agenda item at each of our October and December meetings was a review of curriculum documents, and a motion to approve both the Acadia stand-alone Nursing program curriculum (October 3rd, 2025) and the Acadia/CBU BScN Teach-Out proposal (December 5th, 2025). These curriculum proposals were then circulated to and approved by the Faculty of Professional Studies Curriculum Committee, the Faculty of Professional Studies Council, the Senate Curriculum Committee, and then the Acadia Senate.

We are very pleased to report that the Acadia stand-alone Nursing program and the Acadia/CBU BScN Teach-Out proposal have now both also been approved by the Atlantic Advisory Committee on Health Human Resources (AACHHR), and the MPHEC. These are huge milestones for the Acadia Nursing program, and the committee offers sincere thanks to Dr. Cassel Busse for her leadership of this work, to Shawna Singleton for all her support, to the Acadia/CBU staff and faculty team in the Acadia School of Nursing, and to the working group formed in collaboration with Tajikeimɨk and co-chaired by Cassel and Julie Francis, the Director of L'Nu Nursing for Tajikeimɨk.

With the approvals from AACHHR and MPHEC, and agreement from the Nova Scotia College of Nurses (NSCN), we are now able to offer the Acadia/CBU BScN Teach-Out curriculum, CBU's current Nursing curriculum, on our own as early as Fall 2026. Steps are currently being taken to prepare to submit the Acadia stand-alone curriculum to the NSCN and the Canadian Association of Schools of Nursing (CASN) for their approval, with a target of receiving preliminary approval in order to begin offering this program in Fall 2027.

Meetings with external partners

The Joint Implementation Steering Committee has met twice since our last ad hoc committee meeting. Topics discussed include curriculum proposals, timelines and next steps regarding Acadia standalone status, Tenure-Track (TT) and Nursing Practice Educator (NPE) transition, 2026-2027 hiring, supporting student cohorts in transition, and convocation for first cohort (Fall 2026).

Participants from the CBU/Acadia Nursing program and Tajikeimɨk continue to meet regularly about the Nursing program and curriculum at Acadia and have been building in time for in-person gatherings where possible, to continue to value this very positive working relationship.

Review of goals for this year

In September, we named the following goals for the 2025-2026 academic year:

1. A review of Acadia's proposed standalone Nursing program and curriculum documents, playing the same role as the academic unit typically would, as part of the internal curriculum review process at Acadia University.
2. A review of the committee's original mandate, with a report to Senate on what has been accomplished and what we have yet to do, if anything.
3. A report on the additional functions the committee has taken on, with a report on what has been accomplished and what we have yet to do, if anything.
4. A proposal to Senate with a revised mandate for this committee, and a recommendation as to when this ad hoc committee should be formally dissolved.
5. A commitment to continuing to fulfill the committee's mandate as directed by Senate.

Currently, we have only completed goal #1, as this, in addition to planning for a transition to stand-alone status as a Nursing program, has been the focus for the School of Nursing this 2025-2026 academic year. The Chair will call at least one ad hoc committee meeting over the summer, with a goal towards advancing conversation on goals 2-5, and providing Senate with a more complete report on these goals in September and/or October of 2026.

Respectfully submitted,

Corinne Haigh
Chair, ad hoc Nursing Program Steering Committee
Dean, Faculty of Professional Studies

Admissions & Academic Standing (Policy) Committee
Annual Report to Senate for 2025-2026
June 17, 2026

Admissions and Academic Standing (Policy) Committee Mandate & Duties
To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations.

2025-2026 Membership
1. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
2. Registrar: Mark Bishop
3. Dean, Faculty of Arts: David Duke
4. Dean, Faculty of Professional Studies: Corinne Haigh
5. Dean, Faculty of Pure and Applied Science: Jeff Hooper
6. Director, Digital and Extended Learning: Jack Rice
7. Arts (Head or Director): VACANT
8. Arts: VACANT
9. Professional Studies (Head or Director): Darren Kruisselbrink
10. Professional Studies: VACANT
11. Pure & Applied Science (Head or Director): Richard Karsten
12. Pure and Applied Science: Paul Arnold
13. Theology: Matthew Walsh
14. Student: Zahide Cam

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

September 23, 2025
October 28, 2026
November 25, 2025
February 17, 2026
March 16, 2026
March 31, 2026 (Special Meeting)
May 12, 2026

Major Activities
Throughout the year the AAS(P) Committee completed work on updating the language in the Academic Calendar and proposed policy changes through the guidance of the Registrar and with the approval of the Senate. These included this past year:

1. **Changed GPA Language**

2. **Changed Undergraduate Academic Standings**

3. **Re-admission of Dismissed Students Process Updated**

4. **Updated Academic Probation Language**

5. **INC Grade Introduced to Replace S Grades**

6. **Updated Dean’s List Scholar Language**

7. **Overload Language Updated**

8. **Updated Course Schedules Language**

9. **Removed Release of Grades Statement**

10. **Internal Transfer Process Updated**

Respectfully submitted,

Ashlee Cunsolo, PhD
Provost & Vice-President Academic
Academic Program Review Committee Chair

Senate Archives Committee Report

2025 – 2026 Academic Year

Committee Members: Genna Beed, Kelly Bennett (Recorder/Secretary), Marina Davidson (Chair), Catherine Fancy, Melody Maxwell, Alicia Noreiga Mundaroy, Ciaran Purdome, Jennifer Richard, Wendy Robicheau, Julia Rombough, Jon Saklofske, Shirley Soleil Day, Peter Williams

Meetings:

21 October 2025 from 11:00am -12:00pm (Teams)

24 November 2025 from 11:00am -12:00pm (Teams)

21 January 2026 from 11:00am -12:00pm (in person, on site)

30 Mars 2026 from 2:30 - 3:30 pm (Teams)

Outline of Activities:

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

- Filled vacant positions. For student, Genna Beed and for Canadian Baptists of Canada, Shirley Soleil Day. The alumni appointee suggested by several committee members declined.
- Conducted an in-person facility tour of the Archives space. This helped familiarise members with its capacities, holdings, and physical strengths and limitations. Of particular interest was the recent donation from Gaspereau Press.
- Discussed creating new exhibits that would engage the campus community. Ideally, this would involve pairing subject specialists with our existing holding.

  Several suggestions came up in discussion:
  - To create a schedule of exhibits too make the process more organized.
  - To add more visible showcases in library display cases.
  - To collaborate with alumni and community partners.
- Discussed Wendy Robicheau's report (***Information Literacy Assessment***) detailing observations of archives-based classes, a study on archival information literacy development and a study of the reach of archival information literacy. The biggest challenge for the archivist is to connect with the instructors and bring students to the research room.

  Catherine Fancy noted that Wendy Robicheau's work integrating the Archives into the curriculum is a first in Atlantic Canada, and well respected by other institutions

  Several suggestions came up in discussion:
  - Sharing this data with new and current faculty would be beneficial. One idea was to create an email/fillable form/outreach that would encourage them to consider using the archives in their teaching and help them figure out how.

- The timing of Schedule H might allow for the opportunity to have the archives embedded in programs, as well as departmental seminars (reaching both faculty and students)
- With the closure of several local museums, there will be a gap to fill for the public. There may be opportunities to work with grade schools, and secondary schools, as well as inherit some of the holdings.
- A possible project idea for marketing students to create a short video showing the impact of using archival materials and resources to share with classes, departments, faculty

- Discussed Wendy Robicheau's report (***Outreach & Promotion Assessment*** **)** outlining Archives outreach and promotion over the years. Outreach was secondary, responding to perceived needs of the audience or momentary requests and without a plan. It also tended to focus on broad, fun educational activities, but without much advance planning, evaluation, or clear goals, so it is hard to know how effective it really was. Staffing limitations made it difficult to be proactive, and because outreach is so closely tied to other archival work, it was hard to approach it strategically. Going forward, there is a clear need for a more intentional, trackable, and sustainable approach.

  Some suggestions from the Committee:

  - More online opportunities to engage
  - More digital items
  - Curiosity portals of digital collections

- Received the Archives and Special Collections Annual Report on acquisitions, reference statistics, information literacy, outreach, physical collections, digital collections, administration and policy development, and environmental concerns. (Report is attached).

Upcoming Plans:

The Committee will continue to support the Archives according to its mandate and role. With historical societies and libraries closing, the Archives at Acadia will play an even more important role as the guardian of local history.

The committee's priorities for next year will be to help the Archives regarding the collaboration with the Marketing department, the development of new exhibits and the process to reach faculty members

This annual report provides an overview of the activities in Archives and Special Collections from May 2025 - April 2026. Report prepared by Ciaran Purdome, Wendy Robicheau, Catherine Fancy, Sarah Atkinson, and Joe O'Connell.

New Collections Received

We received 8 GB of digital records, 73 meters of print donations, and 4 meters of audiovisual materials. Highlights include:

1. **Gaspereau Press fonds:** The Archives acquired the records of Gaspereau Press, the nationally significant literary and fine-press publisher formerly based in Kentville. The fonds documents the press's publishing, design, production, and business activities, and includes extensive textual records as well as graphic and digital material. This acquisition preserves an unusually complete record of a working Canadian press and will support research in book history, literary culture, design, craft, and regional publishing.
2. **W.P. and Pearleen Oliver family fonds accrual:** A substantial accrual was added to the W.P. and Pearleen Oliver family fonds, significantly strengthening an already important collection documenting Black leadership, Baptist history, education, civil rights, and community life in Nova Scotia. The new material expands the fonds' research value and helps preserve the legacy of a family with deep connections to Acadia, African Nova Scotian history, and regional religious and community leadership.
3. **Ben and Ralph Gullison family fonds:** The Archives acquired the Gullison family fonds, which documents multiple generations of a family with significant Baptist, missionary, and medical connections. A major focus of the fonds is the work of Dr. Ben and Evlyn Gullison in Sompeta, India, where they served for several decades and contributed to medical mission work associated with the development of Operation Eyesight Universal. The fonds includes family papers, correspondence, diaries, photographs, certificates, and related records.
4. **Dave Sheehan Video Production Studio records:** The Archives acquired the Dave Sheehan Video Production Studio records, a significant audiovisual collection documenting the development of media production, instructional technology, and video-based learning at Acadia. The collection includes approximately 686 audiovisual items across a wide range of formats, including VHS, S-VHS, Betacam, DVCPRO, DVCAM, MiniDV, Hi8, MII, U-matic, CDs, and DVDs. These records preserve important evidence of Acadia's early investment in video production, electronic classroom initiatives, and media-rich teaching environments, and will support future research into the University's technological, pedagogical, and institutional history.
5. **Blair House / Nova Scotia Fruit Growers Association collection:** The Archives acquired a substantial collection documenting the history of Blair House, the Kentville Research Station, and the Nova Scotia fruit-growing industry. The records include a large photographic component, with more than 1,200 images documenting orchards, agricultural research, buildings, staff, equipment, spraying, packing, storage, and apple production in the Annapolis Valley, alongside related textual material such as booklets, clippings, programs, correspondence, and historical notes. Together, these materials preserve important evidence of agricultural science, rural industry, and community life in Nova Scotia, and significantly strengthen Acadia's holdings related to regional agricultural history and the development of the Valley's fruit-growing economy.

6. **Acadia student club records:** Building on records received from 11 groups in 2025, we created resources to explain and facilitate the donation process, with 33 student groups now in the process of completing a 2026 donation. This work was supported by a partnership with the Women's and Gender Studies Department, whose Research Assistant, Nick Lundrigan, created a LibGuide for students, developed a streamlined donations form, produced a zine making the case for donating records to the Archives, and met with student group representatives to gather feedback on the process.
7. **Acadia University governance documents:** Although the Archives has a mandate to collect Senate and Board of Governors committee records, this had not been consistently pursued, leaving a significant gap in the institution's governance documentation. This year, a new process was established to make the transfer of records a built-in part of how committees operate. Records were collected from the full Senate, full Board, and all Senate committees.

Special Processing Projects

With support from Young Canada Works, graduate intern Liam McCarthy completed arrangement and description work on two significant archival collections: the Dr. H. Miriam Ross fonds and the North Mountain Fruit Company/United Woodville Ltd. fonds. The project improved intellectual and physical control over records documenting both the life and work of a notable Acadia alumna, Baptist missionary, and medical professional, as well as the history of agricultural production, business, labour, and community life in the Annapolis Valley.

Digitization

User engagement with our digital collections remains strong: over the past year, our digital collections site had 14,749 engaged sessions from 14,486 unique users, demonstrating the wide reach of our online collections.

This year's digitization work focused on three major projects, all supported by the Digital Collections Technician, who trained and mentored students throughout each project and ensured that work met preservation standards.

- Over the summer of 2025, two Young Canada Works-funded projects focused on records from the Acadia Ladies' Seminary — a school for young ladies founded in Wolfville, Nova Scotia, which opened in 1861 and operated until 1926, when it merged with Horton Academy. These materials document an important chapter in women's higher education in Canada and are of significant interest to researchers in gender history, educational history, and Atlantic Canadian studies. In the first project, Emma MacNutt digitized 45 issues of the Acadia Ladies' Seminary Catalogues and Calendars, producing 12,070 files. In the second, Genna Beed digitized 143 issues of three student publications — the Thistle, the Perian, and the Shamrock — producing 15,870 files. Across both projects, students gained hands-on experience in digitization, digital preservation, and metadata creation, and contributed to public engagement by producing social media content.

- The Athenaeum digitization project, an ongoing collaboration to digitize Acadia's student newspaper, continued into the 2025–2026 academic year, with three students contributing to the work: Lavínia Almeida Machado, Taiba Zahir Akram Hammad, and Aarinut Chauhan. This year, 127 issues were scanned, 215 PDFs were created, and 163 new issues were uploaded to our website. Work this year focused on issues from the 1990s and early 2000s. A small number of oversized issues cannot be accommodated by our current scanning equipment; we are exploring options to ensure these issues can be digitized in a future phase of the project.

This summer, with support from Young Canada Works, Special Collections will digitize 65 volumes of Acadia University Academic Calendars, covering the years 1854 to 1934. These calendars are foundational institutional records, documenting changes in curriculum, degree requirements, academic regulations, governance, faculty appointments, student life, and institutional priorities over 80 years. Archives will digitize a prioritized selection of archival records from the Acadia Ladies' Seminary fonds. Building on the earlier work to digitize ALS calendars and student publications, this project will focus on unpublished archival records that document the Seminary's administration, curriculum, student life, governance, and social environment.

Digital Preservation

Digital preservation is how electronic records remain accessible, usable alongside their context of creation over time. This year, the Archives completed its third assessment using the Digital Preservation Coalition Rapid Assessment Model (DPC RAM), an international benchmarking tool that evaluates the maturity of digital preservation programs across eleven capability areas. Since the first assessment in 2023, when nearly every area was scored at the lowest level, the Archives has made significant gains — a testament to sustained investment in this work. The most significant developments this year were the implementation of Archivematica, an open-source digital preservation software used by major institutions worldwide and the completion of a 3-2-1 backup system storing preservation copies both on-site and in cloud storage. Together, these improvements mean that digital materials entrusted to the Archives are ingested, processed, and stored according to professional standards.

This year, an inventory of the Archives' audiovisual holdings was completed, identifying and relocating nearly 1,000 moving images, sound recordings, and digital carriers (like CDs and floppy disks) to dedicated storage with improved climate control. This inventory will inform future digitization and preservation planning, and supports the migration of files off aging electronic carriers before they deteriorate beyond recovery.

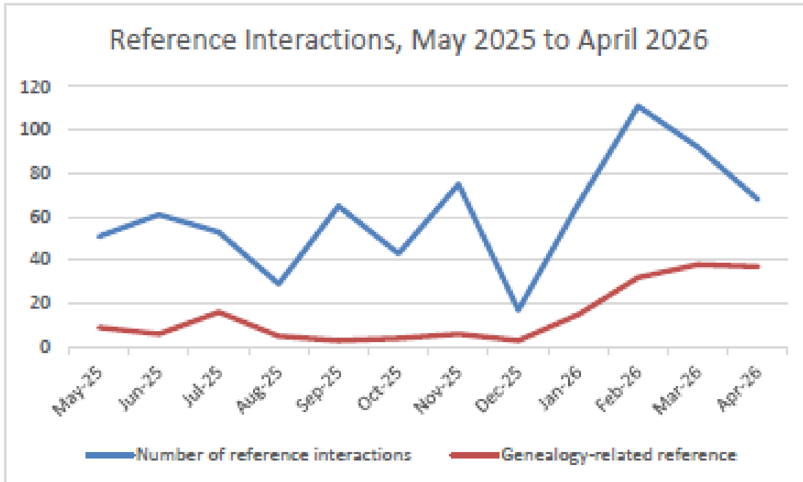
Reference and Outreach

From May 2025 to April 2026, the Archives recorded 731 reference interactions and 1,224 items from Special Collections were used in-house. Our researchers represent a wide range of patron types, from Acadia students and faculty to community members, genealogists, and visiting scholars.

Alumni	29
CBAC	10
Church researcher	59
Community member	140
Faculty	70
Genealogy	174
Staff	73
Student	105
Visiting Faculty	60
Visiting Student	11
Total Reference Interactions	**731**

The most significant trend this year was a sharp increase in genealogy requests, particularly from researchers in the United States. Following changes to Canadian citizenship requirements introduced by Bill C-3 in December 2025, many researchers have been seeking evidence of Canadian ancestry through church records. This is particularly challenging in Nova Scotia and New Brunswick, where births were not consistently recorded in civil registers around the turn of the 20th century. We have developed reference tools to help better connect researchers with our holdings, including an interactive Baptist church records map, which has received over 600 views so far in 2026 alone.

The Archives also supported several research projects and public lectures this year, including the 2026 Rawlyk Lecture at Acadia Divinity College, where Dr. Adam Jortner drew on sources for his talk "Cross Border: Henry Alline and Christian Nationalisms."



On social media, the Archives maintained an active presence throughout the year, with student digitization projects contributing posts and content as part of their work on the Young Canada Works projects.

Teaching and Engagement

Eleven courses incorporated archival material into their syllabus. While mostly used by History and Classics, the Research Room hosted classes including English, Kinesiology, Sociology, Earth and Environmental Studies, and Law & Society. A total of 504 students used archival material for their assignments.

Students who found inspiration in the collection returned to do directed study or draft thesis proposals for next year. For example, two students have been inspired by objects in the Archives and are using critical and creative research skills to investigate the origins of these objects.

Several open houses invited students, faculty, staff, and potential students with their parents to the Research Room. These visits gave us the opportunity to showcase many little-known and highly interesting artefacts, books, and documents in the collection.

Staff continue to work closely with the community, promoting local heritage. For example, the Archives works with the Wolfville Legion at various times during the year to support the Veterans. For another example, the Archives publishes regular short articles and notes using archivally sourced materials.

This year, the Digital Archivist developed a suite of four critical information literacy modules, offering faculty a new way to incorporate archival materials into their courses. The modules address core aspects of information literacy — how information systems are constructed, evaluating trustworthy evidence, formulating good research questions, and thinking critically about memory, ownership, and control over data. Each module is designed to be flexible across disciplines, class lengths, and student experience levels, and can be booked individually or combined across a semester. We are excited to make these available to faculty beginning in Fall 2026 and look forward to welcoming more classes into the Research Room.

Professional Service, Scholarship, and Community Engagement

In addition to core archival, teaching, reference, digitization, and preservation work, Archives and Special Collections archivists and staff contributed substantially to professional service, scholarship, campus governance, and community heritage initiatives in 2025–2026. This work strengthens Acadia's profile across archival, library, museum, Baptist history, and local heritage networks.

Staff held several significant external leadership and service roles. Catherine Fancy served as President of the Council of Nova Scotia Archives and chaired its Governance Review Working Group, while Wendy Robicheau served as President of Kings Hants Heritage Connection. Sarah Atkinson continued her community-based archival work as Archivist for the Wolfville Historical Society. Staff also contributed to the Baptist Historical Committee, CNSA committees and working groups, the LAMNS Conference Steering Committee, and internal university service through bodies including the Senate Archives Committee, Senate, ACBAS, AUFA, the Library Occupational Health and Safety Committee, the Acadia Spirit Team, and the Library Social Media Committee.

Staff also maintained active scholarly and public-facing profiles. Ciaran Purdome co-presented at the 2025 Association of Canadian Archivists Conference and prepared the forthcoming presentation "The Silences We Inherit: Baptist Settler Memory and the Making of a 'Regional' Archives." Wendy Robicheau published *Founded in Tragedy: The Calamity that Founded a College*, delivered community talks and book launches, and presented at the LAMNS Conference. Sarah Atkinson also presented at LAMNS on Kings Hants Heritage Connection's use of social media. Catherine Fancy served as a Young Canada Works project adjudicator and coordinated the Books & Beer exhibit and event with Andrew Steeves and Deb Hemming.

Catherine Fancy, Ciaran Purdome, and Jen Richard also co-authored "Treasures of Faith: Researching the Atlantic Baptist Archives at Acadia," forthcoming in the *Bulletin of the Canadian Baptist Historical Society* 5 (2026). Together, these activities demonstrate the breadth of staff contributions beyond daily operations and reinforce the Archives' role in research, teaching, community heritage, institutional memory, and professional leadership.

Awards Committee for Honorary Degrees and *Emeriti* Distinction
(Awards Committee) | Annual Report for 2025-2026
June 17, 2026
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Committee Members 2025-2026:

Jeff Hennessy, President and Vice-Chancellor (Chair)
Erin Patterson, Faculty of Arts Representative
Janet Dyment, Faculty of Professional Studies Representative
Deanne van Rooyen, Faculty of Pure and Applied Science Representative
Anna Robbins, Acadia Divinity College / Faculty of Theology Representative
Ann Smith, Librarian/Archivist Representative
Rob McGregor, Board of Governors Representative
Yas Jawad, Student Representative
Natalie Weekes, Recording Secretary

The purpose of the Committee is to:

1. Invite nominations for Honorary Doctorate degrees and Professors, Librarian, Archivists and Instructor *Emeriti* awards.
2. Adjudicate the nominations.
3. Recommend nominees thereon to Senate.

Meetings held 2025-2026:

One meeting was held virtually via Microsoft Teams. This meeting was held on February 3, 2026, to consider nominations for honorary degrees, and to consider the nominations for *Emeriti* status.

Summary of Committee Activities:

A call for Honorary Degree nominations was sent to the campus community *via* email on October 8, 2025, and a call for *Emeriti* distinction nominations was sent out on October 29, 2025. Following thorough review and discussion, the Committee recommended to Senate a total of five (5) Honorary Degree nominees. Five (5) candidates for Honorary Degrees were approved by secret ballot at an *in camera* special meeting of Senate on February 9, 2026. Two (2) nominations were received for *Emeritus/a* status and after thorough review and discussion, two (2) were recommended to Senate for approval. These two (2) *Emeritus/a* nominees were approved by secret ballot at an *in camera* session at the special meeting of Senate on February 9, 2026, and were recognized at the May 2026 Convocation ceremonies.

Respectfully submitted,

Jeffrey J. Hennessy, PhD
President and Vice-Chancellor
Chair, Senate Awards Committee

Board of Open Acadia Committee
End of Year Report
Meeting of the Senate

June 17, 2026

Membership:
Provost & VP Academic (Chair): Ashlee Cunsolo
Associate VP Finance and Treasurer: Vacant
Registrar: Mark Bishop
Dean, Faculty of Pure and Applied Science: Jeff Hooper
Dean, Faculty of Arts: David Duke
Dean, Faculty of Professional Studies: Corinne Haigh
Student Representative: Vacant
Director, Digital and Extended Learning, Jack Rice (Until March, 2026)
Vice Provost, Curriculum and Planning: Lauren Wilson Finniss (Guest until March 2026, filling the Director, Digital and Extended Learning after March 2026)

BOA Goals for 2025-2026:

- Put forward new guidelines for the provision on Non-Credit Learning Offered through Open Acadia to ensure consistency and compliance
- Socialize Open Acadia's new Course Merchant Platform to develop use cases for its implementation across campus and through community partnerships
- Complete a review of Intersession administration with a target date for implementation of Summer 2027.

Throughout the year, Open Acadia and the duties presented by the BOA were shaped by broader institutional restructuring, significant staffing changes, and the need to support continuity of academic programming while positioning Open Acadia for future sustainability and alignment with institutional priorities. This report has been framed around the most significant items to inform the Senate, while also addressing the goals identified for 2025-26.

Administrative Transitions

Master of Education Transition to the School of Education and School of Counselling

This year marked the completion of the transition of the Master of Education programs to the School of Education (M.Ed. Curriculum, M.Ed. Inclusive Education) and the School of Counselling (M.Ed. Counselling). Academic oversight and planning responsibilities had transitioned in the previous year, with budget administration completing its transition beginning the 2027 fiscal year. While financial coding of the GL will remain temporarily within Open Acadia pending broader academic reorganization, budget oversight now rests with the Dean of Professional Studies' Office. This transition did not impact the program's approved budget or allocated spending and supports stronger alignment with academic unit oversight and graduate program administration. This decision is also supported by external reviewers' recommendations in the Master of Education's 2021 cyclical academic program review. Open

Acadia will continue to administer the M.Ed online COIN courses, the Certificate in Math Teaching, Dal Tech Certificate Program, and TESOL.

Transition of Summer (Intersession) Administration

The Board of Open Acadia approved the transition of intersession course administration from Open Acadia to academic units with administrative coordination supported by the Registrar's Office to be implemented Summer 2027. This transition is intended to better align summer offerings with academic unit planning, improve visibility of course offerings for students earlier in the advising cycle, strengthen course planning continuity across the academic year, and reduce late cancellations that impact students and faculty. Transition planning is underway, with implementation discussions beginning immediately.

Programming Updates

Online, Continuous-Intake Courses (COIN)

Open Acadia currently offers 76 online, continuous-intake (asynchronous) courses. These consist of two pre-university courses (chemistry and math), 10 graduate Education courses (including three TESOL courses), and 64 undergraduate-level courses. Enrolment remains high consistently above 1600 over the last 3 years. Open Academic administered 1615 enrolments in the 2025 fiscal year.

Class Afloat

Open Acadia provides designated sections of online, continuous-intake courses for Class Afloat students through a long-standing partnership (2006) with West Island College each fall and winter semester. Typically, Open Acadia offers 5 courses in the fall term and 5 courses in the winter term, with this year reporting 37 course registrations. Class Afloat students are generally between the ages of 16-19, enrolled in their final two years of high school, or taking a gap year after high school or their first year of university. The course offerings selected are generally introductory-level courses that are easily transferred to any university, and Open Acadia provides additional course development support by packaging courses to be offered offline on the boat.

Certificate in Mathematics Teaching (Grades 5-9)

The Certificate in Mathematics Teaching (Grades 5-9) is a post-baccalaureate program designed primarily for educators who want to strengthen their mathematics knowledge and teaching skills. It is especially suited to teachers without a strong math background or those seeking professional development aligned with current curriculum standards. The program is recognized for teaching certification advancement in Nova Scotia, making it a practical pathway for career progression in education.

The program went through curriculum renewal and MPHEC approval in 2025, accepting a full cohort of over 20 students enrolled. Interest is high for fall 2027 with over 40 teachers having already expressed interest. There are two academic leads – one from the Math Department and one from School of Education.

Dalhousie's Certificate in Technology Education Program

Acadia provides two M.Ed courses for Dalhousie's Certificate in Technology Education program in an online, synchronous modality with 22 registrations across the two courses in 2025-2026. Fall 2026 will mark the 21st cohort of this program. Last year, we were able to modernize the enrolment process through data share/letter of permission process, greatly improving the student experience and creating efficiencies for both Acadia and Dalhousie. Open Acadia provides administration and works closely with the program lead at Dalhousie.

Certificate in Democratic Leadership

A new Certificate for Acadia offered through the Department of Politics, in partnership with Open Acadia and the Jarislowsky Chair in Trust and Political Leadership. This 15 credit-hour program can be completed as a stand-alone undergraduate certificate credential with the option to ladder into an Acadia degree. This program prioritizes student flexibility, offering students the option to complete required coursework all on campus, all online, or through a combination of both. The Certificate received MPHEC approval in 2025, is currently open to students in person and Open Acadia is supporting continuous-intake course development to be launched by Fall 2026.

Acadia issued its first Certificate in Democratic Leadership in June of 2026.

TESOL (Teaching English to Speakers of Other Languages) Program

Acadia's TESOL program Consists of Three Education credit courses and an optional off-site practicum leading to an Acadia TESOL record of Completion. Completion of the program qualifies learners to apply for the TESL Canada Standard One Provisional Certificate. Three of the TESOL courses are offered as online, continuous-intake courses. Two are also available in-person. All three courses are cross listed undergraduate (4000) and graduate-level (5000). There were 71 enrolments across the TESOL courses this past year.

Summer Courses (Intersession)

Summer 2026 is currently in progress. Open Acadia received 42 proposals for courses with 36 scheduled (34 with hired instructors, and 2 taught on load by current faculty).

Summer 1&2 – 18 courses between May 11 and June 19 (7 Cancelled)

Summer 3&4 – 10 courses currently scheduled to run between June 22 and July 31 (1 cancellation)

Summer "Other" - 1 course is schedule to begin in late August and will proceed.

Overall registration numbers have been relatively consistent for the past few years. This year's numbers are on track with these trends, but with a decrease in international student enrolments.

Current registration numbers for summer 2026 are 355 (DOMNS 195, DOMCA 108, INTL 52).

Non-Credit Programs

Acadia Lifelong Learning

Acadia supports a vibrant community of learners aged 50 plus known as Acadia Lifelong Learning (ALL). The group has an active Advisory Board of community members with strong leadership provided by the current chair, Richard Haworth. In 2024, following multiple leadership transitions, Open Acadia reinvested in the program and transitioned back to a defined paid membership of $40 which includes defined member benefits. Open Acadia now supports over 250 ALL members.

Acadia Lifelong Learning continues to provide the Friday afternoon ALLways Learning Series as a community service piece. This series remains free and accessible to everyone. New this year, several spots are reserved for 'Sabbatical Showcases', whereby faculty are invited to share their sabbatical research with the Acadia community. This year highlighted the work of Dr. Alex Marland, Dr. Dan Lametti, Dr. Kait Pinder, Dr. Chelsea Gardner, Dr. Rebecca Casey, and Dr. Paul Lauzon. We thank all of the faculty who participated and are excited to continue this meaningful initiative into the next academic year with spots already filling up. Open Acadia has also supported 8 ALL community mini-courses, with all proceeds going back into the ALL program.

Acadia Summer Music Academy

From July 6-12, 2025, 120 musicians congregated on campus for Acadia's summer music academy. Most students opted to stay in residence for the week, and all campers benefitted from a jam-packed week of specialized instrument instruction and activities. The week culminated win a final concert held at the Festival Theatre. Open Acadia supports the School of Music by providing administrative support including website maintenance, registration, payment, financial management, on-site registration support, etc. This is a legacy initiative for Open Acadia with the camp first initiated at Acadia in 1967. This year's camp will take place July 5-11, 2026 and registrations for this summer are tracking to result in the camp achieving a small profit.

English Language Centre

Following review of enrolment trends and long-term program sustainability, Acadia announced in November 2025 the closure of the English Language Centre, including the English for Academic Purposes and English for Professional Purposes non-credit programs. This decision reflected several sector-wide pressures, including declining international enrolment patterns, federal policy changes affecting international student permits, and increasing competition from private language providers.

Students already enrolled were supported to complete their programs as planned, with final cohort completion occurring by March 31, 2026. The BOA recognizes the important contributions of the English Language Centre over nearly 25 years in supporting language development, international recruitment pathways, newcomer integration, and community engagement, and acknowledges the significant legacy of the program within the Acadia community. TESOL programming continues under Open Acadia administration.

Non-Credit Learning Framework

The BOA has identified the importance of a university-wide, Senate approved, framework for non-credit learning as a strategic priority. This work remains underway and will continue through the Summer 2026, with anticipated consultation and recommendations to come forward to Senate in Fall 2026. This work is expected to provide greater institutional clarity around non-credit programming, micro credentials, quality assurance expectations, and administrative oversight models.

Online Learning and Continuous Intake (COIN) Course Model Review

Over the last several academic years, Open Acadia leadership and the Board of Open Acadia have prioritized increased data collection and evaluation of the Continuous Intake (COIN) online course model in how it serves our campus and how operational efficiencies can be achieved. This review became increasingly urgent in light of significant staffing reductions, institutional system constraints, collective agreement changes, advancements in artificial intelligence, student service considerations, and the university's broader commitment to sustainable and high-quality flexible learning opportunities.

The review has reaffirmed that flexible online learning remains an important part of Acadia students' learning experience and that students value access to asynchronous course options that support degree progression and alternative learning pathways. The review also has provided important data that has highlighted structural limitations that make the existing continuous-intake open enrolment delivery model unsustainable for the unit to continue to support. These findings also align closely with the *Acadia Students' Union's March 2026 Policy Position* on Digital Learning Opportunities Through Online Course Offerings, which supports the continued expansion of flexible online learning opportunities for students while emphasizing equitable access to student supports, sustainable staffing and infrastructure, academic quality, student-faculty engagement, and student-centred design.

A formal analysis of COIN student enrolment and completion rates was completed by Duane Currie in October 2023, with this review identifying that on average 71% of COIN learners have an identified Acadia degree program listed on their student account. The last 5 years in the report demonstrated increasing amounts annually up to 77%. An informal review of enrolments reports completed in January 2026 by the Vice-Provost, Curriculum and Planning confirms that these trends have remained consistent with a range between 70-75% of learners with an Acadia degree program listed. These results demonstrate that the COIN course offerings are primarily serving internal student flexibility needs rather than functioning principally as an external revenue-generating model. The findings also confirmed that students value these courses and are generally successful in earning credit; however, the current 6-month open enrolment administrative model creates barriers to learners, including challenges related to student financial aid eligibility, enrolment verification, tuition and fee misunderstandings, access limitations for some international students, and administrative complexity that separates these learners from standard academic systems and support processes.

The review has further identified that the continuous-intake model operates outside standard academic term structures and requires extensive manual administrative processes impacting units across campus in addition to the Open Acadia team, including the Registrar's Office, Student Accounts, and Human Resources. Individualized start and end dates, manual registration and course provisioning, separate reporting structures, payroll verification, taxation (T2202A) impacts, student loan and international study permit implications, as well as student record workarounds have created a staffing-intensive model that relies on significant manual administrative processes to maintain service of 2000+ registrations. While these workarounds were previously supported through unit staffing capacity, recent position eliminations have made continuation of the model in its current form unsustainable and have required resources to be redirected away from other strategic institutional priorities in order to maintain service continuity in the short-term.

Importantly, this review does not signal a reduction in Acadia's commitment to flexible online learning, or the ability to support asynchronous self-paced options. Rather, the direction under review supports a transition from the current continuous-intake model to a term-aligned model that would maintain asynchronous and self-paced learning opportunities while aligning course start dates with the academic calendar, improving student access to financial supports, reducing administrative complexity, strengthening integration with university systems, and supporting a more sustainable long-term model for online learning delivery.

In recognition of these findings, the Board of Open Acadia voted on June 8, 2026, to support a transition to a term-aligned online learning model beginning in Fall 2027, with the 2026-2027 academic year serving as a transition and consultation period. Open Acadia is committed to engaging academic unit heads, faculty, Senate committees, ASU, and AUFA throughout this process, with further updates provided to Senate as planning progresses. The Board further notes that Senate Curriculum Committee has introduced a discussion regarding the implications of the 17th Collective Agreement for scheduled online learning and its impacts on the boarder online delivery model. As future changes to online learning delivery may have implications for faculty workload and contracting, discussion and collaboration with AUFA will be required. Collectively, these factors highlight the need for a broader institutional online learning strategy that supports academic quality, operational sustainability, and equitable student access to flexible learning opportunities.

COIN Course Extensions and Alignment with Academic Policy

For the 2025-2026 academic year, Open Acadia implemented a revised standardized administrative process for continuous intake course extensions. The change was originally introduced to address concerns that the previous process required students to disclose personal circumstances through methods that were not appropriately supported within an administrative unit and created potential privacy, equity, and human rights concerns. Following one year of implementation of the new process, Open Acadia has reviewed the effectiveness of it and received feedback from faculty and staff regarding administrative burden, process complexity, and impacts on faculty. The business model of allowing paid extensions on credit courses does not follow a consistent standard to Acadia's in-person delivery within the Academic Calendar. In the 2025-2026 academic year, Open Acadia processed a minimum of

276 extensions (fees waived extensions not included), which could infer based on enrolments around 15 percent of enrolments.

At its June 8, 2026 meeting, the Board of Open Acadia approved the discontinuation of course extensions for continuous intake courses effective September 1, 2026. This decision was largely influenced by recent Senate-approved revisions to Academic Calendar policies related to grading and the use of Incomplete (INC) grades, approved by Senate in May 2026. The removal of course extensions in Open Acadia will create further consistency with university policy and grading practices. Moving forward, requests for additional time to complete course requirements will be addressed through existing institutional academic processes and instructor discretion.

Open Acadia will share this information with COIN instructors and collect feedback during June/July 2026, and the change will be communicated to students prior to implementation in early August. Students who enroll in continuous intake courses before September 1, 2026 will continue to be supported under the existing extension process in alignment with the 2025-2026 Academic Calendar.

Staff Reductions and Operational Continuity

Open Acadia was significantly affected by the university's institutional staff reductions in March 2026, with the elimination of five positions within the unit. These changes occurred within the broader context of a necessary university-wide staff reduction due to increased and sustained financial pressure impacting the university.

Despite these reductions, Open Acadia and the resources within the Office of the Vice-Provost, Curriculum and Planning have implemented a transition staffing model drawing on seconded expertise and cross-unit collaboration to maintain continuity of programming, online learning support, learning technology support, exam coordination, and student support for the 2026-27 academic year. This continuity work has required significant flexibility and collaboration by staff across the university.

While emergency measures have allowed programming of Open Acadia to remain in place, the BOA recognizes that the impact of staffing reductions still requires further considerations of priorities and further review of the current business model of Open Acadia. The BOA wishes to acknowledge the leadership, professionalism, and adaptability of staff who have seamlessly transitioned into the new model while maintaining high quality support for students, faculty, and academic programming through a year of significant transition and institutional constraint.

Learning Technology, Exam Support, and Platform Updates

Explore Platform and ANCHOR Non-Credit Moodle Instance

Open Acadia is pleased to report the successful launch of the *Explore* platform, Acadia's new Course Merchant e-commerce solution designed to strengthen access to non-credit and community-facing learning opportunities. The platform provides a more streamlined registration and payment experience for external learners and supports the university's ability to expand flexible non-credit programming in a way that is administratively sustainable.

The implementation of *Explore* has also supported the creation of ANCHOR, a dedicated non-credit Moodle environment that allows external learners to access Acadia learning opportunities without requiring the creation of full university student infrastructure. Prior to this implementation, the Open Acadia unit did not have the ability to enroll external learners into non-credit programming without significant manual workarounds. This model creates a more accessible pathway for community and professional learners to engage with Acadia through a secure account and online payment process. This is an important step in providing Acadia with the opportunity to enter the non-credit learning space and to build capacity for creating new pathways for community engagement and future revenue diversification.

Current offerings on the platform include Adult Lifelong Learning programming, School of Counselling seminar offerings, and Music Summer Camp programming. This platform also allowed for the university to share the *Introduction to AI Literacy Course (developed by Dr. Dan Lametti and Dr. Lauren Wilson Finniss)* to external learners, reaching upwards of 6500 registrations across 36+ countries including all provinces and territories in Canada, and issuing 1441 completion certificates as of June 8, 2026. The course continues to see daily enrolments by community members, high school students, public service professionals, and industry professionals.

Exam Coordination, Respondus LockDown, and Assessment Support

Open Acadia has completed privacy and security testing to procure Respondus Lockdown to replace the university's current Safe Exam Browser application. It was evaluated that the Safe Exam Browser was not serving our academic community effectively resulting in significant service support by the Open Acadia staff in particular during exam periods requiring overtime and increased after-hour support by key academic technology positions. Respondus Lockdown should enhance the experience for students and faculty while minimizing the after-hour services provided by our academic technology staff.

Respondus, as part of the license for Lockdown, provides 200 free Monitor licenses, a virtual proctoring solution. In response to the policy position document provided by ASU, which directly identifies that online courses should be student-centered and "free from unnecessary in-person requirements". Open Acadia is looking to pilot an opt-in option for virtual proctoring within COIN courses. ASU has advocated for students' ability to complete online courses completely online, reducing barriers for students required to find an external proctor to support exam writing. Open Acadia leadership strongly supports the full ASU online learning policy position and will continue to work with their leadership to implement changes as resources allow.

This virtual proctoring pilot would allow for faculty to opt-in to having virtual proctoring options available to students for test-taking and would allow students to opt-out of the virtual proctoring option to select in-person proctoring if that better aligns with their learning preferences. COIN faculty will be contacted directly to opt-in to the pilot. Open Acadia intends this technology to remain optional if a pilot is successful, with a requirement for feedback to be collected from faculty and students, and to be reported at the conclusion of the pilot.

Moodle

Open Acadia continued to support the campus with the Moodle learning environment, including routine system maintenance, course lifecycle management, technology integrations, support for faculty and students, and planning for future platform updates and design improvements. Work is underway to introduce updated course templates, review theme and accessibility enhancements, in addition to preparing for a major long-term supported Moodle upgrade scheduled for Spring 2027.

Recent staffing reductions also prompted review of institutional resilience and continuity in academic technology operations, particularly given Moodle's critical role as a campus-wide academic system. Additional backup capacity and cross-unit support arrangements are currently in progress to ensure operational continuity and reduce reliance on single-point staffing dependencies. The BOA recognizes the importance of continued investment in our Moodle learning environment and the critical role it plays in course delivery. As such, the university will begin evaluating the feasibility and cost implications of transitioning to an externally hosted Moodle environment as a means of reducing institutional risk, strengthening operational continuity, and ensuring long-term sustainability of this critical academic system.

Final Remarks

The 2025–2026 academic year was a period of significant transition for Open Acadia and for the university more broadly. Under the leadership of the Board of Open Acadia, Open Acadia has focused its work on ensuring continuity of academic programming, supporting learners and faculty through institutional change, and identifying pathways toward more sustainable, aligned, and student-centred models of online and extended learning.

The BOA recognizes that the university's financial realities and staffing changes have required difficult decisions across multiple areas. For Open Acadia, these changes have underscored the importance of aligned academic planning and collegial consultation in shaping the future of Open Acadia's role in supporting credit and non-credit learning opportunities at Acadia. The BOA looks forward to continued engagement with Senate and the broader academic community as this work advances in 2026–2027.

Respectfully Submitted,

Lauren Wilson Finniss
Vice-Provost, Curriculum and Planning

On behalf of the Chair, Board of Open Acadia

Senate Bylaws Committee Activity Year End Report (2025-2026)
Submitted June 9, 2026

Committee Membership:
Jesse Carlson (Faculty of Arts) (Chair)
Kelly Brenton (Faculty of Professional Studies)
Holger Teismann (Faculty of Pure and Applied Sciences)
Danny Zacharias (Faculty of Theology)

Summary of Activities:
The Senate Bylaws Committee began communicating by email in September 2025. Jesse Carlson was elected to the Chair role. The first meeting occurred on October 23, 2025. The Committee completed most of its work via email, this year. There have been two main items of business, this year.
Main work completed:

- Merger of the Senate Curriculum Committee (Administrative) with the Senate Curriculum Committee (Policy).
    - Notices of Motion: November meeting of Senate; Vote on the motions: December 2025 meeting of Senate (motions passed)
    - The merger included the addition of two non-voting ex officio members of the recombined committee (passed as separate motions), the VP Curriculum and Planning and the Academic Programming, Quality Assurance, and Planning Coordinator
- Changes to committee membership to reflect the change in titles and role of the Associate Vice-President Research, Innovation, and Graduate Studies, now divided into the two positions and portfolios of Vice-Provost, Academic Policy and Graduate Studies and Vice- Provost Research and Innovation.
    - Notices of Motion: April meeting of Senate; vote on the motions: May meeting of Senate (all motions passed)
    - There were four motions: two to remove the AVP RIGS from Senate Research Committee and Senate Research Ethics Board, replaced by V-P Research and Innovation (as ex officio member and chair of the Research Committee); one added V-P Research and Innovation to Senate as a non-voting (ex officio) member; one added V-P Research and Innovation to Senate EDI committee.

This report is submitted on behalf of the Senate Bylaws Committee,
Jesse Carlson
(Senator, Faculty of Arts and Chair of the Senate Bylaws Committee)

Senate Curriculum Committee (SCC)
Year-end Report to Senate
June 8th 2026

Committee Members: Melanie Coombs (Committee co-Chair 2025-2026, FPAS), Jeff Torbert (co-Chair SCC Policy, Prof. St.), Mark Bishop (Registrar), Hayley van Kroonenburg (Associate Registrar), Eva Curry (FPAS, and secretary), Jennifer Richard (Dean, Libraries & Archives), Sonia Hewitt (FA), Liam Swiss (FA), Chris Killacky (Theology), Andy Mitchell (FPAS), Zahide Cam/Lily Rich (Student Reps), Shawna Singleton (Academic Program Development, Quality Assurance, and Planning Coordinator), Lauren Wilson Finniss (Vice-Provost, Curriculum and Planning)

Overview
This year the SCC Admin and Policy committees joined into one committee and found it advantageous to address course form and submission processes/policies during curriculum reviews, which was only possible because of the new combined committee structure.

Activities:
- Creation of templates and acceptance of bulk course change submissions.
- Senate approved the re-combining of the Administrative and Policy Curriculum Committees in December 2025, and the two committees worked together to ensure a seamless transition.
- New MPHEC program guidelines were released in 2025-2026, and the Committee began the process of ensuring alignment for programs.
- 328 curriculum changes were reviewed and approved. Here is a table with an outline of the curriculum change forms reviewed by the committee this past academic year:

	Faculty															
Type of Proposal	**Arts**					**Pure & Applied Science**					**Professional Studies**					**Total**
Submitted to Senate	Dec	Feb	Mar	Apr	May	Dec	Feb	Mar	Apr	May	Dec	Feb	Mar	Apr	May	
New Course	0	9	6	0	1	0	10	2	0	0	24	2	3	3	0	60
Course Deletion	0	5	7	1	0	0	0	0	0	0	0	12	6	3	0	34
Course Modification	0	105	16	3	0	0	10	4	0	0	0	42	7	2	0	189
Program Modification	0	8	2	0	0	0	16	0	1	0	2	5	7	2	0	43
New Program	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Program Deletion	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Totals:	0	127	31	4	1	0	38	6	1	0	26	61	23	10	0	328

Upcoming plans/projects:
- Updated curriculum change forms will be available in early September.
- We plan to accept applications for the 2027-2028 curriculum changes until Dec 11, 2026. Prior to submission, they should have been approved by the appropriate units and Faculty councils. Any submission involving a program curriculum change will need to contact Shawna Singleton prior to unit approval.
- Proposing a motion to Senate for re-use of old course code numbers.
- Work on a course modalities policy for curriculum submissions.
- Increasing clarity in the Academic Calendar for cross-listed and cross-level courses, as well as prerequisite consistency.

Report of the Senate Disability Policy Committee
June 2026

Committee Members:

Marissa McIsaac	Manager, Accessible Learning Services (ex-officio)
Stephanie Ziolkowski	Accessibility Resource Facilitator (ex-officio) Hayley van
Hayley van Kroonenburg	Registrar (ex-officio)
Rebecca Casey	Arts
Shelley Price	Professional Studies
Richard Karsten	Pure and Applied Science (Chair)
Shawna Peverill	Theology
Vacant	Student

Committee Duties:

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

Committee's Activities 2025-26

- The Committee met twice on October 9, 2025 and November 27, 2025 (via Teams). Minutes from both meeting are included below.
- At the November meeting Accessible Learning Services submitted their data report
- At the November meeting, the committee committed to drafting recommendations for Senate addressing accessibility-related academic issues

Committee's Plans for 2026-27

- As the committee was unable to carry out most of its agenda this year, the SDPC 25-26 plan should constitute a basis for the agenda of the 26-27 committee.

Respectfully submitted,
Richard Karsten

Chair, Senate Disability Policy Committee

Minutes October 9th

Meeting Date: October 9, 2025
Chair: Richard Karsten (Interim Chair)

Attendance:

- Richard Karsten (Faculty of Pure and Applied Science, Interim Chair)
- Marissa McIsaac (Manager, Accessible Learning Services)
- Shelley Price (Faculty of Professional Studies)
- Stephanie Ziolkowski (Accessibility Resource Facilitator)
- Rebecca Casey (Faculty of Arts)
- Shawna Peverill (Faculty of Theology, admin)
- Hayley van Kroonenburg (Associate Registrar) – ex officio

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1. Approval of Agenda
Motion to approve: Shelley
Seconded: Shawna
Approved.

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2. Election of Secretary
Shawna Peverill volunteered.
Approved.

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3. Election of Chair
Richard Karsten volunteered to serve as Chair for the 2025–26 academic year.
Approved.

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4. Presenter for SDPC Report at November Senate Meeting

- Marissa noted Accessible Learning Services is currently short-staffed, delaying the generation and distribution of reports.
- Reports will be available later this term.
- Richard noted that the committee still requires a student representative. He will contact the Senate Secretary for recommendations.

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5. Committee Membership Updates

- Shawna Peverill: Term until 2026
- Richard Karsten: Term until 2027
- Rebecca Casey & Shelley Price: Terms until 2028

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6. Review of SDPC Mandate

- Richard shared the SDPC policy on screen and will upload it to a Teams folder for future reference.

- He noted this is an appropriate time to review the policy in light of new government accessibility requirements.
- The original SDPC action plan outlined several objectives, but engagement with the plan has varied over time. The committee has not been formally approached to implement many of the actions.
- Richard suggested the university may be aware of physical improvements (e.g., ramps), but less so of other areas (e.g., in-class accommodations).
- The committee should clarify its role in the implementation of the action plan and ensure the SDPC's policy is integrated into Acadia's 10-year strategic plan.

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7. Meeting Schedule and Modality for 2025–26 Academic Year

- General plan: Two meetings per term.
- Next meeting: **November 27, 2025**
- Winter term: Meetings to occur early and late in the term.
- All meetings to be held via **Microsoft Teams**.

Proposed Timeline (from previous year):

- **October:** Establish goals
- **November:** Share feedback/data; define objectives and action plan
- **February:** Review and propose revisions to the Disability Policy
- **April:** Review progress and set future goals

---

8. General Goals for 2025–26 Academic Year

a) Monitor Implementation of Accommodate

- First year of full implementation was 2024–25.
- Marissa and Stephanie confirmed Accessible Learning Services will provide data (e.g., number of student requests) by the end of October.
- Feedback from summer is already available.

b) Lecture Recording Policy

- Issue raised last year due to faculty concerns.
- No progress has been made.
- Richard suggested revisiting once feedback is received from faculty.

c) Test/Exam Accommodation Process

- Students must apply for accommodations 7 days in advance; faculty are notified via an accommodation letter and the Accommodate portal.
- Some confusion persists about faculty responsibilities.
- Stephanie noted it would be useful to gather feedback from both students and faculty.
- Marissa confirmed a survey is in development and is expected to be implemented by summer 2026.

d) Feedback Collection Strategy

- Richard received limited faculty feedback; plans to request input again.
- Marissa noted some faculty reached out directly regarding Accommodate.
- Simplicity (the parent company of Accommodate) welcomes system feedback.

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9. Other Business

- **Campus Accessibility Concerns:**
  - Rebecca observed accessibility issues at the BAC coffee shop.
  - Shelley expressed concerns about the general inaccessibility of campus facilities and pathways.
- **Student Use of Accommodations:**
  - Shelley noted that many students eligible for accommodations are not using them and seek support only after challenges arise.
  - Stephanie explained some students choose not to use accommodations to prove self-sufficiency.
  - Emphasized the importance of faculty communicating options clearly.
  - Suggested faculty training and collaboration would be beneficial.
  - Richard proposed planning a faculty training session in **August 2026**, especially for new hires.
  - A survey could help identify areas where training is most needed.
- **Exam Timing Practices:**
  - Richard shared a case where a faculty member received pre-approval from Accessibility Services to extend exam time for all students, aiming to provide universal accommodation.
  - Shelley raised concerns that even if a faculty received pre-approval to accommodate time, we should maintain options for students to receive their accommodations for extra time with the Accessible Learning Service Centre.
  - Richard questioned whether a formal policy is needed for such accommodations to ensure consistency across faculties.
- **Guest Speaker Proposal:**
  - Richard proposed inviting **Meghan Swanburg** to provide an update (topic TBD). He will follow up with her.
- **Universal Design for Instruction (UDI):**
  - Briefly mentioned; no formal discussion recorded.

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10. Adjournment
Meeting adjourned.

Action Items / Follow-Up

Item	Responsible Party	Deadline / Notes
Upload SDPC policy to Teams folder	Richard	Before next meeting
Contact Senate Secretary re: student rep	Richard	This month
Compile & share Accommodate usage data	Marissa / Stephanie	End of October
Re-circulate faculty feedback request	Richard	Before November meeting
Plan summer survey on accommodations	Marissa	Summer 2026
Propose August 2026 faculty training	Committee	To be discussed
Invite Meghan Swanburg	Richard	Before next meeting?

Minutes November 27th

Senate Disability Policy Committee (SDPC)
Meeting Minutes
Date: November 27, 2025
Chair: Richard Karsten (Interim Chair)

1. Attendance

- **Richard Karsten** (Faculty of Pure & Applied Science, Interim Chair)
- **Rebecca Casey** (Faculty of Arts)
- **Kate Johnstone** (Accessible Learning Support Advisor)
- **Marissa McIsaac** (Manager, Accessible Learning Services)
- **Shawna Peverill** (Faculty of Theology, administrative representative)
- **Shelley Price** (Faculty of Professional Studies)
- **Hayley van Kroonenburg** (Associate Registrar, ex officio)

Note: Marissa informed the committee that **Stephanie Ziolkowski** is no longer with Accessible Learning Services. **Kate Johnstone** will serve on the committee in her place.

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2. Approval of Agenda

Motion: To approve the agenda.
Moved by: Shelley Price
Seconded by: Rebecca Casey
Result: Approved

3. Approval of Minutes (October 2025 Meeting)

Motion: To approve the minutes from the October meeting.
Moved by: Shelley Price
Seconded by: Marissa McIsaac
Result: Approved

4. Business Arising from the Minutes

- Richard is preparing a report to Senate regarding committee changes decided at the October meeting. He hopes a student representative will be appointed before the report is submitted.
- Richard will review a survey intended to gather faculty feedback.
- Richard asked about the faculty training plan. Marissa noted that training will not be ready until next term.
- Discussion highlighted an urgent need for faculty to understand expectations regarding accessibility, as many know they must participate but lack training.
- Goal: Establish a faculty training framework before **September 2026**.
- Committee discussed collaboration with other campus groups/committees to develop training.
- Lerato Chondona is reviewing training needed to meet government accessibility requirements. She has been involved with the Accessibility Advisory Committee (next meeting December 10, 2025). Lerato is open to speaking with Richard; Kate confirmed an intention to include someone from SDPC in that process.
- Richard noted he had planned to meet with Meghan Swanburg, who is now on medical leave, and asked who is covering her responsibilities.

ACTION ITEM: Contact **Lerato Chondona** to establish a communication path and arrange regular agenda items for ongoing collaboration.

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5. Report from Accessible Learning Services (ALS)

Data Overview (as presented):

Semester Testing & Exam Volumes

Semester	Total	Tests	Final Exams
2022 Fall	2717	1647	1070
2023 Fall	3000	1864	1136
2024 Fall	3268	1981	1287
2025 Winter	3041	1902	1139
2025 Fall	3396	1987	1409*

Winter 2025 Details

- **Tests:** 1902
- **Students:** 367
- **Courses:** 265
- **Final Exams:** 1139 (representing 423 students across 219 courses)

Student Numbers

- **Fall 2024:** 913 active / 1015 eligible (89.9%)
- **Winter 2025:** 926 active / 959 eligible (96.6%)
- **Fall 2025:** 827 active / 943 eligible (87.7%) with **1563 open case files**

Discussion Highlights

- Kate noted that while use of academic support workshops may decrease, overall student need remains high.
- Marissa explained that students applying after the November 10 deadline were manually added to the system and included in reported totals.
- Richard observed a clear increase in demand since Fall 2023; Marissa and Kate agreed.
- Marissa reported that high demand has required booking an average of 5–6 additional rooms per day.
- Proctoring team is the strongest in recent years; strong communication and attentiveness to student stress were noted.
- Shelley asked whether the budget has increased to match demand—Marissa confirmed it has not. Funding remains a challenge.
- Proctor pay has not increased, leading to retention challenges.
- Committee discussed the role of policy in addressing systemic issues; Kate noted future government standards may help, but SDPC policies would be beneficial.

Discussion on Course Outlines & In-Class Exam Adjustments

- Shelley expressed concerns about in-class exam time adjustments.
- Kate noted ongoing confusion among faculty about how much extra time to provide.
- Committee emphasized the need for clearer guidance in Senate policy.

ACTION ITEM:
Richard requested **Rebecca** and **Shelley** meet to draft recommendations for Senate addressing accessibility-related academic issues (e.g., exam timing, expectations for faculty).

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6. New Business

Extra Time for Tests During Class Time

- Rebecca raised issues with professors scheduling tests outside regular class hours, causing conflicts with other classes.
- Committee discussed whether policy wording should address overlaps and professor responsibilities.
- Hayley was asked where current practices are published.
  Kate shared the existing Midterm & Exam Conflict Form.
- Richard reiterated that professors must accommodate students when scheduling assessments outside class time.
- Reference was made to existing guidance on page 46 of the University Calendar; policy amendments may help formalize expectations.
- Discussion on inviting someone from Curriculum & Planning (possibly “Lauren”) to attend a future meeting.

- Committee reaffirmed need to shift the burden of coordination from students to faculty.
- Richard committed to circulating minutes to Rebecca and Shelley to support drafting a policy paragraph for Senate consideration.

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7. Next Meeting

- **January 2026**, likely the third week.

Meeting adjourned.

Faculty Support Committee
End of Year Report
08 June 2026

Faculty Support Committee Mandate and Duties

To contribute to the success and development of Acadia University Faculty in teaching, use of academic technologies, and overall professional development

The duties of the committee are:

I) to advocate for teaching and learning resources for faculty
II) to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
III) to collect faculty ideas and develop suggestions to meet faculty development needs
IV) to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
V) to consider matters as Senate may from time to time entrust to the Committee

Meeting Structure, Frequency, and Modality

The Faculty Support Committee was scheduled to meet monthly with additional meetings, and working sessions added to support fulfilling its mandate. Lauren Wilson Finniss served as Chair. Meetings took place in a hyflex format with members attending both in person and online.

Membership

1 Vice Provost, Curriculum and Planning (or designate)(ex-officio)	Lauren Wilson Finniss
1 Association of Atlantic Universities FDC Rep (ex-officio)	Lauren Wilson Finniss
1 Coordinator of Academic Technologies (or designate) (ex-officio)	Sharon Churchill-Roe
1 Arts	Anna Wilks
1 Professional Studies	Michelle Boyd (Sept-Dec) Paul Lauzon (Jan-June)
1 Pure and Applied Science	Darcy Benoit
1 Theology	Steven Porter
1 Librarian/Archivist	Agnieszka Hayes
1 Student	Zahide Cam (Sept-April) Lily Rich (May-June)

Reporting on Faculty Support Committee Goals for 2025-2026:

1. Online and Technology Supported Learning Framework

On November 13, 2023, Senate approved a motion directing the Faculty Support Committee (FSC) to develop recommendations for an institutional framework on online and technology-supported learning, as required by the MPHEC. Following extensive consultation and working group work, a preliminary draft of the framework has been completed. MPHEC gave permission for institutions to defer this project while Schedule H program review work is underway. This priority will continue for the 2026-2027 academic year with the committee's priority to review and update the current draft against the current landscape of online and technology-supported learning at Acadia.

2. Student Course Experience Surveys

Since the February 2026 update to Senate, the Faculty Support Committee has continued its work on the Student Course Experience Survey mandate through an evidence-informed review process that included examination of the previous Ad Hoc Committee's work, consultation with peer institutions, and consideration of research related to student course experience surveys and teaching effectiveness. The Committee developed a draft institutional survey instrument and pursued consultations with Faculty Council, the Acadia Student Union, and Senate. Feedback received during these consultations informed revisions to the survey, including streamlining questions, strengthening the focus on student learning and the student experience, improving alignment between student reflection questions and survey items, and emphasizing observable instructional practices rather than personal characteristics. The resulting survey instrument reflects both community input and the requirements of the 17th Collective Agreement.

The Committee has also advanced work related to survey administration and technology platforms. Following consultation with Technology Services, the FSC recommended that the University undertake a formal review of available survey solutions through the institutional procurement process. The Committee is currently participating in discussions with prospective vendors and will continue to provide advice throughout the platform selection process.

The proposed Student Course Experience Survey instrument has been brought forward to Senate for approval at its June 17, 2026 meeting.

3. Educational Technology at Acadia Survey and Recommendations

Last year, in alignment with duties #1, #2, and #3, the FSC completed its goal of developing and distributing a comprehensive Educational Technology at Acadia Survey. While the Committee had intended to report on the survey results and bring forward recommendations, this work was deferred as the FSC assumed responsibility for the Student Course Experience Survey mandate and prioritized the development of a common institutional survey instrument. Nevertheless, the results of the Educational Technology Survey have continued to inform the Committee's discussions and recommendations and will remain an important resource as this work progresses.

4. Additional items brought to Senate as a result of the Online and Tech-Supported Framework and/or the Educational Technology Survey results

The FSC advanced several initiatives related to teaching, learning, and academic technologies during the 2025–2026 academic year. Building on work initiated in previous years, the Committee completed and brought forward to Senate a recommendation to adopt the Maritime Provinces Higher Education Commission (MPHEC) Delivery Mode Definitions, including an Acadia-specific modification for continuous-intake online learning. This work contributes to the development of a clearer institutional framework for online and technology-supported learning and supports consistency in program and course delivery terminology across the University.

The FSC also developed Faculty Guidance for the Use of Generative Artificial Intelligence in Courses. The guidance document was shared with Senate and the broader teaching community to support faculty in making informed pedagogical decisions regarding AI use in teaching and learning. Senate discussions provided valuable feedback regarding the role, governance, and future stewardship of the document, which is intended to serve as a living resource as AI technologies continue to evolve.

In March, the Committee brought forward and subsequently approved revisions to the Academic Calendar section on Syllabus/Course Outlines. These revisions were designed to provide greater clarity and consistency in course information provided to students, while also reflecting emerging institutional priorities and expectations, including communication regarding the use of artificial intelligence tools in courses. The FSC's work throughout the year continued to support Senate's responsibilities related to teaching quality, academic technologies, and faculty development.

The Faculty Support Committee had a productive year, advancing a number of initiatives. I would like to thank all committee members for their commitment, thoughtful contributions, and collegial engagement throughout the year. Their dedication to maintaining a strong student-centred perspective was instrumental in the Committee’s work and accomplishments.

Submitted by: Lauren Wilson Finniss (Chair)

Senate Graduate Studies Committee
Report – June 2026

Members:
Vice-Provost Academic Policy and Graduate Studies: Kate Ashley
Graduate Studies Officer: Theresa Starratt
Program Coordinator (Psychology): Anne Sophie Champod
Program Coordinator (Biology): Mark Mallory
Program Coordinator (Comp Sc): Sazia Mahfuz (Fall); Elhadi Shakshuki (Winter)
Program Coordinator (English): Nandini Thiyagarajan
Program Coordinator (Educ PhD): Jennifer Tinkham (Fall); Ahlam Rahal (Winter)
Program Coordinator (Education): Debbie Toope
Program Coordinator (Kine): Matt Vieremaa
Program Coordinator (Politics): Jeffrey Sachs
Program Coordinator (Comm Dev): Gabrielle Donnelly
Program Coordinator (Sociology): Sarah Rudrum
Program Coordinator (Math/ Stats): Franklin Mendivil
Program Coordinator (Envs): Nelson O'Driscoll
Program Coordinator (Geology): Deanne van Rooyen
Program Coordinator (Chemistry): Anthony Tong
Program Coordinator (Theology): Steven Porter
Program Coordinator (Applied Geomatics): Ian Spooner
Program Coordinator (Social & Political Thought): Jesse Carlson
Graduate Student (Arts): Mads Murray
Graduate Student (Prof. St.): Vacant
Graduate Student (P&A Sc.): Nola Morey
Graduate Student (Theology): Lalitha Prasad

The Senate Graduate Studies Committee (SGSC) met on 7 October 2025 and 6 November 2025 to deal with regular business, and also had an emergency meeting on 27 February 2026 to discuss the Provincial Government's announcement to discontinue funding for graduate and PhD programs and the impact this would have on internal University funding allocations.

The following progress was made on the Committee's goals for the year:

Goal: To update application retention and graduate student reinstatement policies.

- Revisions to the retention policies for SLATE were approved by the SGSC and then approved by Senate in October 2025. The retention policies were developed in SLATE in Spring 2026 and have since been completed for admission cycles up to and including 2024-25. Removing five years of applicable data in SLATE will improve the speed at which the system runs.

- The Re-Admission of Former Students policy was updated to become a Reinstatement of Former Graduate Degree Students policy. The policy will be included in the upcoming Academic Calendar edition. The need for this change arose from the increased number of students absent from their degree due to personal reasons (e.g., medical, parental, employment). The new policy allows for more leniency when dealing with requests from students to complete a degree.

Goal: To continue work on responding to the Graduate Studies review.

- "Form 4A: Program Review – Unit Response to Review Report" was submitted to the APRC in January 2026 in response to the Graduate Studies Review that took place from March 3-4, 2025. On March 16th, Graduate Studies met with the APRC to discuss work completed, work underway, and potential next steps to address the recommendations.

- The next step is the preparation of the APRC Response and Report to Senate (Form 4B).

Goal: To review and make recommendations on the membership of the SGSC and its role.

- This topic was discussed at the November meeting, as a continuation of discussions from the previous year. The consensus was a recommendation that the SGSC should be restructured and contain a smaller number of members representing the various faculties, the Graduate Studies Office, as well as the graduate student body. This smaller Committee would be chaired by the Vice-Provost Academic Policy and Graduate Studies (or equivalent, depending on the GS structure in place), while a larger committee composed of all Graduate Studies program coordinators and staff from the Graduate Studies Office would still exist, but be more of an administrative body rather than a planning or strategic one. There was strong support from the SGSC to restructure the Committee and revise its Terms of Reference, but moving forward with the proposal depends on the outcome of Schedule H work and the institutional response to recommendations in the Graduate Studies Review.

Goal: To provide input on the restructuring of Graduate Studies.

- There has been limited progress on this goal so far, since it depends on Schedule H and the institutional response to the Graduate Studies review recommendations about designing a new organizational structure for Graduate Studies.

Goal: To develop a graduate student supervision policy.

- Our current policy states: Every candidate registered in a thesis-based Master's program must prepare a thesis under the primary direction of an Acadia University supervisor, who must be a current faculty member or emeritus professor. An appointed external supervisor (normally with an adjunct appointment) can only serve as a co-supervisor.

- A new policy is being discussed to clearly define if a person without a PhD can supervise or co-supervise a student. We also need to take into consideration who is eligible to supervise Master's and PhD students and what criteria need to be met.

Curriculum Changes were submitted and approved for the following programs:

- Master of Applied Kinesiology
- Master of Arts (Social & Political Thought)
- Master of Arts (Political Science)

Senate Honours Committee Report

June 2026

Committee Members 2025/2026

Associate VP RIGS:	Kate Ashley
Associate Registrar:	Hayley van Kroonenburg
Arts:	Katie Mazer
Professional Studies:	Michelle Boyd
Professional Studies:	Lauren Lattimer (Chair, Winter 2027)
Pure & Applied Sciences:	Zoë Migicovsky
Pure & Applied Sciences:	Lydia Bouzar-Benlabiod

Vacant Positions:

1 Arts Faculty Representative
3 Honours Students (1 from each of Arts, Professional Studies, and Pure & Applied Sciences)

Summary Report

Jennifer MacDonald was Chair of the Committee for the Fall 2026 term.

One meeting took place on September 25, 2026. However, no further meetings or action was taken.

A dedicated Honours Programs website was created in 2025/26. This centralized platform provides a clearer institutional profile of honours opportunities and strengthens pathways between undergraduate research and graduate studies.

2025-26 Honours Theses

A total of 112 Honours theses were submitted during the 2025-26 academic year.

2026 Honours Summer Research Awards (HSRA)

Applications:

55 HSRA applications were submitted for funding. Of these, 9 received an NSERC Undergraduate Summer Research Award (USRA) and were thus withdrawn from the HSRA competition, leaving 46 students to be considered. Two further applications were withdrawn at the applicant's request.

Applications considered by faculty:

- 5 from the Faculty of Arts
- 3 from the Faculty of Professional Studies
- 19 from the Faculty of Pure and Applied Sciences

Funding Available:

Through donor funding (Acadia's Advancement Team – Nancy Handrigan, Vicki MacCrimmon, and James Tremblay), the following was awarded (total $98,049):

- Six (6) Webster awards – each valued at $8,000. The Webster Undergraduate Research Awards, made possible through the generous support of the *R. Howard Webster Foundation*, are designed to support the engagement of Acadia's ***most***

promising 3rd year undergraduate Honours students in unique research of their own design. **The top two (2) ranked students from each of the Faculties of Arts, Science, and Professional Studies** were chosen based on their academic record and the quality of their research grant application.

- One (1) Walker Science Research Award, valued at $5,000 – The award is designed to support the unique research work of Acadia's most promising undergraduate Honours students ***in Science***. It was awarded during the summer prior to the final year in recognition of a student's research proposal for the BSc Honours BIOLOGY.
- Two (2) Trudell Research Awards – each valued at $8,000. The award is designed to support the unique research work of Acadia's **most promising** undergraduate Honours students **in Chemistry, Physics or Biology, with a preference for Chemistry.** It was awarded during the summer prior to the final honours year in recognition of the recipient's thesis proposal. **The two (2) top-ranked applicants in Chemistry and Biology, were chosen as the 2026 recipients.**
- Two (2) MacNeily Economics Research Awards, each valued at $5,683 - The award is designed to support the unique research work of Acadia's **most promising** undergraduate Honours students **in Economics**. It will be awarded during the summer prior to the final honours year in recognition of the recipient's Economics thesis proposal.
- One (1) Doris Fraser Hiltz Chemistry Research Award, valued at $5,683. The award is designed to support the unique research work of Acadia's **most promising** undergraduate Honours students **in Chemistry**. It will be awarded during the summer prior to the final honours year in recognition of the recipient's Chemistry thesis proposal.
- One (1) Donald & Evelyn Hall Science Research Award, valued at $8,000. The award will be provided to the **top-ranked** undergraduate Honours student **in Mathematics**
- The Dan Toews Research Award and Dr. Jason Williams will also provide funds in support of summer honours research at Acadia. The amount, $2,000 each, will be used as **TOP-UP for a general HSRA award for 2-top ranked applicants – 1 in BIOL, and 1 in any research field (KINES for Summer 2026)**.

Also, through the Advancement Office $60,683 was provided for general HSRA awards (open criteria). An additional $14,000 was contributed by the Provost's Office.

Results:

44 Apps Considered / 27 Apps funded

Award Comparison

ARTS	5	19%
PROF.ST	3	11%
SCI	19	70%

# of apps considered (after USRA competition) compared to success

ARTS	10	5	50%
PROF. ST	5	3	60%
SCI	29	19	66%

Senate Research Committee
Report – June 2026

Members:

Liam Swiss (Arts)
Iain Beaton (Pure and Applied Science)
Ann Smith (Librarian)
Nola Morey (Graduate Student)
Honours Student: vacant

René Murphy (Professional Studies)
Spencer Boersma (Theology)
Mark Mallory (Canada Research Chair)
Kate Ashley (Vice-Provost Academic Policy and GS)
Director of a Research Centre: vacant

Peter Ludlow (Vice-Provost, Research and Innovation)

The Senate Research Committee (SRC) met on 2 October 2025, 4 November 2025, and 10 February 2026.

The SRC continues to discuss its mandate to receive annual reports from Research Centres and Institutes, with the aim of developing a process for doing so.

The SRC met with the Director of the proposed Health and Wellness Institute to review the proposal, and the SRC supported the creation of the Institute. The SRC was satisfied that the interdisciplinary Health and Wellness Institute meaningfully advances one of Acadia's core strategic research pillars – Health and Wellness – while also aligning with Acadia's five research principles, including the promotion of diverse research methodologies; a strong commitment to equity, diversity, inclusion and accessibility (EDIA); robust student engagement; and demonstrable real-world impact. To ensure long-term viability, the committee recommended that a comprehensive 5–7-year budget and a process for appointing and renewing the director be developed.

At its 7 May 2026 meeting, Senate voted to replace the Associate Vice-President Research, Innovation, and Graduate Studies with the Vice-Provost Research and Innovation as an ex officio member and Chair of the Senate Research Committee. This change takes effect immediately.

RESEARCH ETHICS BOARD ANNUAL REPORT, 2025–2026

For the period 1 May 2025 to 30 April 2026:

Committee membership: Steven Van Zoost (Professional Studies, 1 Jan 2026 – 30 June 2026), Stephanie Jones (Pure and Applied Science, Chair), Michael Jeffrey (Community), Ryan MacNeil (Professional Studies, 1 May 2025 – 31 December 2025), Melody Maxwell (Theology, 1 May 2025 – 30 June 2025 and 1 Jan 2026 until present), Grace Au (Theology, 1 July 2025 – 31 December 2025), Cheri Killam (Community), Shon Whitney (Community), Rachel Brickner (Arts, since 1 July 2025), Liam Swiss (Arts, February – June 2025), Bella McQuarrie* (Graduate Student Representative, since 1 July 2025), Tristan Murray* (Graduate Student Representative, until June 2025), Peter Ludlow* (RIGS, *ex officio*).

* non-voting

Meetings and review of applications: The Research Ethics Board (REB) met monthly through Microsoft Teams and/or in-person on 12 occasions and reviewed 96 new formal applications for ethics approval. The Chair (Stephanie Jones) also reviewed no less than 64 formal requests from researchers to approve changes to previously approved research and/or extend the term of approval of already approved research and/or assess research proposals for REB review exemption. The Chair (Stephanie Jones) also independently assessed 12 proposals for secondary analysis of already collected data.

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

Training of members: Each newly appointed REB member receives a detailed written and oral orientation from the REB Chair describing the new member's responsibilities and the REB's procedures. The Chair also provides further consultation (e.g., meetings, discussion), where requested, by any REB member at any time during their service on the REB. Between 1 May 2025 and 30 April 2026, three members were oriented to the REB.

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

Appeals: None

Matters out of the ordinary: None

Transitional Chair for the summer: Stephanie Jones

Other comments: None

Submitted by Stephanie Jones, Research Ethics Board Chair

ACADIA UNIVERSITY

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

REPORT DATE: June 10, 2026

SPAC COMMITTEE MEMBERS

Membership	July 1, 2025 - June 30, 2026
Arts	Can Mutlu
	Marina Davidson
	Student Rep: Mads Murray
Professional Studies	Chris Shields
	Wenxia Guo
	Student Rep: Sophia Carpenter
Pure & Applied Science	Jennie Rand (Committee Chair September 2025 -present)
	Iain Beaton
	Student Rep: Muhammad Ali
Registrar or Delegate	Kim Rhymes, Manager, Scholarships and Financial Aid
Financial Aid Counselor	Candace Bird (Committee Secretary) until March 11, 2026

PURPOSE AND DUTIES OF COMMITTEE

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

MEETINGS DATES

Committee meetings were held during 2025-2026 on the following dates:

October 1, 2025, via Microsoft Teams
November 20, 2025, via Microsoft Teams
February 9, 2026, via Microsoft Teams
April 27, 2026, via Microsoft Teams

Acadia's Student Assistance Program (ASAP) assisted 171 students in the 2025-2026 academic year and had a budget of $250,000.

<u>AGENDAS, DISCUSSIONS and CONCLUSIONS</u>

The following represents the main agenda topics:

1. Awarding of 2026 Entrance Scholarships
Through the entrance scholarship process, 2049 prospective students were offered entrance scholarships or scholar-bursaries for the 2026-27 academic year as of the date of this report. This included renewable entrance merit-based scholarships to all incoming students (in their first undergraduate degree) with a scholarship average of 80% or above.

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

Three Chancellor's Scholarships each valued at $10,000 renewable
Three Board of Governors' Scholarships each valued at $8,000 renewable
Three President's Scholarships each valued at $7,000 renewable

The academic requirements for the 2026-2027 grade-based entrance scholarship program criteria did not change from the previous year. The scholarship program uses a combined average – a weighted average using grade 11 and grade 12 to calculate a scholarship average provided the grade 12 average is 80% or above.

As part of the entrance scholarship application process the Committee again used a standardized group score spreadsheet. The top 132 files were reviewed (all students with 95% and above). The Committee had some discussion on reference letters. It was decided that instructions will be changed to indicate that references may attach a letter or answer the questions. Only one is needed.

2. Review of Committee Mandate
The Committee duties were reviewed. No changes were made.

3. Bursary Program Process:
No changes were made.

4. Scholarship Renewability:
No changes were made.

5. Entrance Scholarship Timeline:
The process ran smoothly.

Respectfully submitted,

Kim Rhymes
Delegate (pending new Secretary)

Jennie Rand
Chair

Report of Timetable, Instruction and Examination Committee – June 2026

Committee Membership:
Registrar – Mark Bishop
Senior Director Student Affairs – James Sanford
Arts – Jessica Slights
Prof. Studies – Christianne Rushton
Pure and Applied Science – Iain Beaton (Chair)
Student - Emma Boles
Student – Tove Biskop
Guest - Hayley van Kroonenburg

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

Meetings:

The committee met on September 22, 2025, November 14, 2025, February 18, 2026, and May 19, 2026.

Summary of activities:

1. Preparation and review of suggested Senate motions:

    a. Motion: That fall convocation at Acadia University be reactivated beginning in 2026 and scheduled as one ceremony for all faculties on the Friday of Homecoming Weekend. (amended and Passed at Nov. 24 Senate meeting)
    b. Motion: That the calendar dates for Fall 2030 - Summer 2031 be approved. (Passed at Nov. 24 Senate meeting)
    c. Motion: That the winter 2026 Add/Drop date be moved from Tuesday, January 20 to Wednesday, January 28. (Pass at Dec. 15 Senate meeting)

2. Other Issues discussed:

a) Exam environment in the Gym: There was a longstanding policy where students were only permitted to use one single-use bathroom while writing in the gym. This limited the risk of academic integrity issues. However, limiting hundreds of students to one bathroom has subsequently caused distress for students needing to use the bathroom during their exam. This issue was brought to the TIE committee, and we ultimately decided that allowing the use of more than one bathroom was appropriate. This was implemented for the December and April Exams and no issues were reported.

b) End-of-term Assessments: In our last meeting we revived a discussion from 2023 regarding assessments during the last week of class. The committee plans to put out a suggested change of language for feedback.

c) Multiple snow days on Mondays: Three storm closures fell on Mondays in the winter semester. Classes which were held on Mondays, especially those with 3hr classes on Mondays, were significantly impacted by this. The committee discussed the realities of this specific term. The committee did try (through thr Feb. 18 meeting and a series of email exchanges) to formulate ideas and solutions for this term. It became clear that we did not have an easy or fair way to solve this unfortunate reality.

   This was discussed in our May 19 meeting the hope that we could create perimeters for this situation and discuss possibilities for future years. We discussed:

   - best-practices from other institutions
   - reserving a ‘flex-day’ at the end of term
   - extending the exam period to add extra days for teaching
   - using a study day as a flex day
   - incorporating Sundays more consistently
   - moving online

   Each of these solutions illuminated the following problems:

   - there were no clear best-practices
   - realities of living situations for professor and student don’t allow for online
   - technology, accessibility, privacy are barriers to quick modality changes
   - equitable solutions for ‘flex-days’ do not exist
   - scheduling another day impacts personal lives/jobs/travel/religion etc.

   The committee took this conversation seriously and with the intention of creating solutions, as all agreed loss of teaching days and academic content is difficult. However, all solutions were flawed, inequitable, and created more problems.

Respectfully Submitted,
Iain Beaton, Chair

Acadia University Senate Curriculum Committee (Administrative) 2025-2026

Form 3: Proposed Modification to an Existing Course

Department or School:	Social and Political Thought
Presented to Faculty Council?	At future meeting
Date presented (or will be) to Faculty Council:	TBA

Type of modifications (check all that apply)
☐ *change in course number or title within same year
☐ change in course number or title not in same year
☒ change in calendar description
☐ change in course weight (credit hours)
☐ change in prerequisite(s)
☐ change in course level
☐ other. Please explain: Click or tap here to enter text.
(* Request may go directly to Senate. Does not require curriculum committee approval)

Modified Course Information	
Course code - discipline & number (e.g. HIST 2223):	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?	Choose an item.
Proposed course title:	SOPT 5113 Social and Political Thought Colloquium
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	SOPT 5113 Social/Polit Thought Colloq.
Provide Calendar description for the course below: (MAXIMUM 60 words) This professional development course serves as an introduction to graduate school and a forum for discussing interdisciplinary inquiry as well as thesis topics and procedures. Among other requirements, a thesis proposal is required to be presented and discussed. The course meets on designated weeks throughout the Fall and Winter semesters. Incoming SPT students must also attend the SPT Speaker Series.	
Prerequisites:	None
Corequisites:	Students must enrol in both SOPT 5113 F and SOPT 5113 W
Antirequisites:	None
Current Course Information	
Course code – discipline & number:	SOPT 5113
Course Title:	SOPT 5113 Social and Political Thought Colloquium
Calendar description: (MAXIMUM 60 words) This course will serve as an introductory course. In this course, we will examine foundational and current debates in social and political thought, the nature of interdisciplinary inquiry, and the contested relationships between theory and practice.	
Prerequisites:	Click or tap here to enter text.
Corequisites:	Click or tap here to enter text.

Antirequisites:	Click or tap here to enter text.
Briefly state the reason for requesting this modification. Please be specific. The colloquium is being narrowed in scope in order to provide a more general introduction to graduate studies and thesis planning seminar.	

Anticipated Impacts & Consultations	
Will the modified course serve the same purpose as the existing course with respect to other courses or programs in your Department/School or those in other Departments/Schools?	No
If you chose 'No', please explain. While it will continue to serve as an introduction to graduate studies and as a structured support for preparing and presenting a thesis proposal, the SPT Speaker Series will take on part of the purpose of specifically introducing SPT students to Social and Political Thought as an interdisciplinary field and to specific SPT topics and debates	
Will this modification alter, in any substantive way, the way the course is currently delivered?	Yes **If you chose 'No', you may skip the rest of this section.**
Briefly state how the modification will change the delivery of the course. There will be some changes in the scope of what the colloquium covers.	
Has the proposed modification been discussed with students?	Yes
If you chose 'Yes', do students approve of the modification?	Yes
If you answered 'No' for either of the two questions above, please explain. Click or tap here to enter text.	

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

Library Resources (as applicable)	
Have you consulted with the department's library liaison regarding acquisition of materials for the proposed course?	N/A
Provide a list of available materials in the library that would be suitable for use in this course. Click or tap here to enter text.	
Provide a list of desirable materials for acquisition by the library. Click or tap here to enter text.	

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	N/A
What technological resources or assistance, if any, will be required? Click or tap here to enter text.	

Additional Information

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

Acadia University Senate Curriculum Committee (Administrative) 2025-2026

Form 2: Proposed Course Deletion

Department or School:	Social and Political Thought
Presented to Faculty Council?	At future meeting
Date presented (or will be) to Faculty Council:	TBA

Course Information & Rationale	
Course code to be deleted – discipline & number:	SOPT 5110
Title of course to be deleted:	COLLOQUIUM CONTINUANCE
Reasons for requesting the deletion. Please be specific. This requirement was intended to ensure SPT students beyond their first year remained involved in the activity of the graduate programme. It is bureaucratically unwieldy and is being replaced by a combination of formal and informal processes. In addition, the colloquium is being narrowed, in scope, to provide a more general introduction to graduate studies and thesis writing seminar. SPT students beyond first year will still be encouraged to be involved in the colloquium at relevant points, especially in a mentoring role.	

Anticipated Impacts & Consultations	
Was the course a requirement for a major?	Yes
Is the course currently cross-listed?	No
Has the proposed deletion been discussed with the concerned programs or departments?	Yes
What is the effect of deleting the course on other courses and programs of the department/school or of other departments/schools? Simplification of registration processes	
Has the deletion been discussed with students of the department/school?	Yes
If yes, to what extent and what was the response? Informal discussions with several students. Students are in favour of the change.	
Will any resources be made available by this deletion?	No
If yes, how will these be used? Click or tap here to enter text.	

Related Changes	
Are any new courses being added in conjunction with this course deletion?	No If yes, please complete the corresponding Form 1 (New Course Proposal)
Is this part of an extended change in a program?	Yes
If yes, please explain. It is accompanied by a change in the course description for SOPT 5113 and relevant changes in the Calendar description	

Additional Information

Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below.

Click or tap here to enter text.

Acadia University Senate Curriculum Committee (Administrative) 2025-2026

Form 4: Proposed Modification to a Program

Department/School:	Social and Political Thought
Presented to Faculty Council?	At future meeting
Date presented to Faculty Council:	TBA

Program / Rationale	
Program being modified:	Social and Political Thought
Briefly (in one paragraph) outline the nature of the changes you are requesting to your program. Modification of the introductory colloquium requirement which requires a minor change to the calendar description.	
Briefly state the reason for requesting this modification. Please be specific. Simplification of registration, narrowing of focus, and adopting a new strategy for supporting student progress and engagement with the program.	

Anticipated Impacts & Consultations	
Will this modification alter, in any substantive way, the way your program is currently delivered?	Yes **If you chose 'No', you may skip the rest of this section.**
If you chose 'Yes', briefly state how the modification will change the nature of your program below. While the introductory colloquium (SOPT 5113) will continue to serve as an introduction to graduate studies and as a structured support for preparing and presenting a thesis proposal, the SOPT Speaker Series will take on part of the purpose of specifically introducing SPT students to Social and Political Thought as an interdisciplinary field and to specific SPT topics and debates	
Are the effects of this program restricted to your own Department/School?	No
Has the proposed modification been discussed with students?	Yes
Do students approve of the modification?	Yes
If you answered 'No' to any of the last three questions, please explain. This modification is expected to increase the value of the colloquium to Politics MA students, who also attend the colloquium	

New Calendar Description
Please provide the updated program description as it should appear in the University Calendar. Please include the program and graduation requirements. Program Coordinator: Dr. Jesse Carlson Beveridge Arts Centre, Room 311 Ph: 902.585.1432; http://spt.acadiau.ca Admission Requirements We are interested in admitting a diversity of students with a common motivation and ability to pursue interdisciplinary, graduate-level theoretical work on society and/or politics. We encourage applications from interested students graduating from relevant disciplinary (e.g.,

Philosophy, Political Science, Sociology, English) and interdisciplinary (e.g., Communication and Cultural Studies, Environmental Studies, Women and Gender Studies) programs, as well as from those with relevant work or life experience beyond their undergraduate degree. All applications will be considered on an individual basis. Your application must include at least two letters of reference, curriculum vitae, undergraduate university transcript, sample of your recent written work, statement of research interest, and the application fee as required by Acadia University. Program Requirements Students admitted to the MA in Social and Political Thought are required to take 18h of courses, normally during the first eight months after their admission (fall and winter term). Students take six courses (for full-time students, normally three in each of the Fall and Winter terms). There are four required courses: SOPT 5113, PHIL 5113, POLS5043 and SOCI 5113. The remaining two courses (6h) can be any two 5000-level courses taught by members of the SOPT Program (subject to approval by the SOPT Graduate Coordinator). The Social and Political Thought program is organized around the SOPT 5113 Colloquium and the annual SOPT Speaker Series. Over the duration of the program, students will be introduced to diverse and interdisciplinary voices, topics and approaches from inside and outside the SOPT faculty. Students also have the opportunity to develop their skills in the SOPT graduate student journal and the biennial graduate student conference. Students in the program also write a master's thesis (SOPT 5960), under the guidance of a thesis supervisor and second reader - two program faculty members from different departments. Students are expected to complete the thesis within one year of completing their course work. Accordingly, students are advised to choose a thesis supervisor and second reader early.

Impacts on Courses	
Will this program change result in the **addition** of any new courses?	No
If you chose 'Yes', please list all new course numbers below, and fill out a **Form 1 New Course Proposal** for each. Click or tap here to enter text.	
Will this program change result in the **deletion** of any existing courses?	Yes
If you chose 'Yes', please list all deleted course numbers below, and fill out **Form 2 Proposed Course Deletion** for each. SOPT 5110	
Will this program change result in **substantive modifications** to any existing courses?	Yes
If you chose 'Yes', please list all the affected course numbers below, and fill out **Form 3 Proposed Course Modification** for each. SOPT 5113	

Additional Information
Give any additional information that you feel may be useful to the Curriculum Committee in its deliberation.

This change reflects moderate changes in the delivery of the SOPT 5113 Colloquium and the inclusion of a specific reference to the annual SOPT Speaker Series in the calendar description.

FORM 4B: Program Review

APRC Response and Report to Senate

School/Department/Unit Name	Vaughan Memorial Library and Esther Clark Wright Archives
Program(s)	Library and Archives
Director/Department Head/Program Coordinator(s)	Jennifer Richard, Dean of Libraries and Archives Mike Beazley, Head of Research Services Jason Levy, Manager of Library Services
Date(s) of Review	April 2-4, 2025
Reviewers	External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, Acting University Archivist & Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, 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
Date of meeting to receive and discuss response to Program Review with Director/Department Head/Program Coordinator(s)	December 15, 2025
Date(s) of APRC meetings to discuss APRC response	May 25, 2026

APRC Comments
The APRC endorses the Library and Archives' revised prioritization of the program review recommendations and the corresponding response priority levels and implementation timelines.

Dean's Comments
Jennifer Richard – May 18, 2026 I am writing to affirm my full support for the reprioritized Academic Planning Review response developed by the Library and Archives. The revised prioritization reflects a thoughtful, transparent, and collective internal process that meaningfully engaged librarians, archivists, and staff. The use of a structured "dotmocracy" exercise allowed us to

align the original 26 recommendations with our operational capacity, current institutional context, and strategic direction in a way that is both realistic and forward-looking.

The resulting priorities demonstrate a strong balance between immediate operational needs and longer-term strategic development. They also reflect areas where the Library and Archives had already begun work prior to the review, reinforcing that the recommendations were, in many cases, well aligned with our existing goals and trajectory.

Several high-priority areas have already seen significant progress.

Most notably, the extension of the Digital Collections Technician position (Priority 1) represents an important step toward stabilizing and sustaining our digital collections infrastructure. While this role is not yet permanent, the two-year extension allows us to maintain continuity in digitization workflows and access to unique institutional materials, and we will continue to advocate for permanent funding.

Work on space optimization and collections assessment (Priority 2) is actively underway. The renovation of the 6th floor will improve usability, and we plan to begin a more systematic assessment of the print collection this summer. This work is being carried out carefully and in alignment with our Collections Development Policy, ensuring that decisions remain academically driven.

Progress is also evident in the formalization of information literacy (Priority 3). Librarians are increasingly embedded in curriculum planning processes, and we hope that stronger language in curriculum forms supports more consistent engagement. This work is already strengthening the integration of library instruction into academic programs.

The review and refinement of our discovery layer (Priority 4) has been largely completed. Changes to the Primo interface, including the removal of the bento-style search, were implemented based on professional expertise and feedback.

Our institutional repository, Acadia Scholar (Priority 5), is undergoing a strategic relaunch focused on increasing full-text content and improving deposit workflows. This work aligns with broader Canadian practices and is supported by ongoing evaluation and promotion efforts.

We are working on meaningful progress in clarifying roles and responsibilities within the Systems team (Priority 6), and developing a Library and Archives Action Plan is on hold while the university works through Schedule H and restructuring (Priority 7). Advancing a culture of assessment (Priority 8) has been actioned through the posting of a new librarian position to coordinate assessment activities. In addition, we've held our first feedback loop with students during the Fall term. While these areas remain in progress, foundational work, such as mapping responsibilities, identifying assessment needs, and establishing planning frameworks, is already well underway.

In addition, improvements to internal processes (Priority 10), communication (Priority 12), and IT project management (Priority 15) are being actively developed through the Library Management Team and Research Services, with an emphasis on documentation, transparency, and shared understanding across units.

Several priorities reflect ongoing advocacy efforts that extend beyond the direct authority of the Library and Archives. These include the creation of a Records Management Program

(Priority 13), enhancements to digital infrastructure (Priority 16), and aspects of organizational alignment (Priority 9). In these cases, we have made substantive progress where possible and will continue to work collaboratively with senior leadership and other university units to advance these initiatives.

It is also important to note that a number of recommendations identified in the original report have already been completed, substantially addressed, or fall outside the Library and Archives' direct control. These have been appropriately categorized in the reprioritized response, allowing us to focus our efforts where they will have the greatest impact.

Overall, the reprioritized plan provides a clear and actionable roadmap for the Library and Archives. It reflects both the realities of our current environment, including financial constraints and staffing, and our ongoing commitment to service excellence, innovation, and alignment with the academic mission of the university.

I am confident that this approach positions the Library and Archives to make meaningful and measurable progress over the coming years, and I look forward to continuing to report on our achievements.

January, 2026

Reprioritized Academic Planning Review Response – Library and Archives

INTRODUCTION

In response to the 26 recommendations, the Library and Archives undertook a focused internal reprioritization exercise informed by an in-person "dotmocracy" activity held in December 2025. This process engaged librarians, archivists, and staff across the unit and provided a structured and transparent mechanism for identifying shared priorities and aligning the recommendations with operational capacity, strategic objectives, and the current institutional context.

The responses that follow reflect the outcomes of this collective exercise and identify current status, priority level, and anticipated timelines where appropriate. The Library Management Team will retain these priorities as a standing agenda item throughout the coming year to ensure continued attention, accountability, and progress.

Beyond the specific responses provided, we recognize the importance of strengthening assessment practices, improving documentation, and enhancing internal organization and communication across the Library and Archives. These areas are central to long-term sustainability and transparency as we navigate ongoing institutional change and increasing external pressures facing the higher education sector in Nova Scotia and across Canada.

REPRIORITIZED RECOMMENDATIONS AND RESPONSES

Priority 1 (formerly Recommendation 10)

Convert term Digital Collections Technician position to a permanent role.

Priority: High
Timeline: By 2027
Status: Temporary extension in place

A two-year extension of this position has been granted. Continued advocacy for a permanent position is planned, as this role is critical to sustaining digital collections, digitization workflows, and access to unique institutional materials.

Priority 2 (formerly Recommendation 17)

Ensure the best use of existing space through evidence-based print collection assessment and weeding.

Priority: High
Timeline: Ongoing through 2027
Status: In progress

Space reconfiguration has occurred on the 6th floor. Further assessment will continue, especially for microformats and reference materials on the 3rd (main) floor, as well as urgent assessment needs on the 2nd floor. Collection assessment will continue in alignment with the Collections Development Policy.

Priority 3 (formerly Recommendation 5)

Formalize Library and Information Literacy instruction within the Academic Plan.

Priority: High
Timeline: 2025–26
Status: In progress

Priority 4 (formerly Recommendation 12)

Review Primo search implementation using student and faculty feedback and usability testing.

Priority: Medium
Timeline: Start in 2025–26
Status: Underway, partially completed

Priority 5 (formerly Recommendation 9)

Increase the number of faculty works in Acadia Scholar.

Priority: Medium
Timeline: 2025–27
Status: In progress

Priority 6 (formerly Recommendation 7)

Review Systems team duties to ensure appropriate classification.

Priority: High
Timeline: 2025–26
Status: Active

Priority 7 (formerly Recommendation 4)
Leverage academic planning and develop a Library and Archives Action Plan.

Priority: High
Timeline: 2025–27
Status: In progress

Priority 8 (formerly Recommendation 1)
Create a culture of library assessment.

Priority: Medium
Timeline: 2025–26 onward
Status: Underway

Priority 9 (formerly Recommendation 2)
Align Library organization with the Academic/Strategic Plan.

Priority: High
Timeline: 2025–27
Status: Monitoring

Priority 10 (formerly Recommendation 3)
Review processes and procedures throughout the Library and Archives.

Priority: Medium
Timeline: 2025–26
Status: Active

Priority 11 (formerly Recommendation 22)
Ensure ongoing funding support for student positions in Archives and Special Collections.

Priority: High
Timeline: Ongoing
Status: In budget

Priority 12 (formerly Recommendation 23)
Improve communication and shared understanding within the Library and Archives.

Priority: Medium
Timeline: 2025–26
Status: In development

Priority 13 (formerly Recommendation 24)
Create and staff a Records Management Program.

Priority: High
Timeline: 2025–28
Status: Advocacy ongoing

Priority 14 (formerly Recommendation 6)
Implement performance management measures and review HR practices.

Priority: Medium
Timeline: 2025–26
Status: Active

Priority 15 (formerly Recommendation 15)
Create processes for Library and Archives IT-related projects.

Priority: Medium
Timeline: 2025–26
Status: Active

Priority 16 (formerly Recommendation 16)
Invest in digital infrastructure and preservation policies and processes.

Priority: High
Timeline: 2025–26
Status: Active

Completed or Beyond Direct Library Control

The following recommendations are acknowledged but considered completed, substantially underway, or beyond the Library and Archives' direct control: 8, 11, 13, 14, 18, 19, 20, 21, 25, 26.

Original Response to Review – September 2025

General Comments
We appreciated the opportunity to participate in the Academic Planning Review process and found the engagement thoughtful, respectful, and constructive. It provided a welcome moment for reflection on the Library and Archives' operations, services, and strategic direction. While some recommendations might have benefited from more specificity, we have responded to all 26 with attention to current status, priority level, and timelines where appropriate. We would also like to correct a few factual inaccuracies in the report: the Writing Centre is already located within the Library; our relationship with University Facilities is generally positive and collaborative; and the number of vacation days listed for a staff member was incorrect. With those clarifications noted, we thank the reviewers for their feedback, which we view as supportive of our ongoing work and strategic goals. In addition to the specific responses provided, we recognize the importance of strengthening assessment practices, improving documentation, and enhancing internal organization and communication across the Library and Archives. These areas are critical to supporting long-term

sustainability and transparency, especially as we navigate ongoing changes within the university and the broader academic landscape. We are proud of the dedication and expertise of our employees, whose work continues to demonstrate a strong commitment to service, innovation, and collaboration. Many of the recommendations align with our own strategic goals, and we look forward to implementing them thoughtfully over time. We are grateful to the reviewers for their supportive and constructive feedback, especially as we continue this work amid mounting financial pressures and government demands in the higher education sector in Nova Scotia and across Canada.

Recommendations and Responses

Recommendation 1: Create a Culture of Library Assessment. The Library and Archives should gather and communicate evidence of effectiveness or library assessment.

Unit Response to Recommendation:

Priority: Medium (long-term with short-term actions)
Timeline: Immediate steps in 2025–26, ongoing thereafter
Status: Underway

We have begun reviewing the quantitative data we collect and are discussing what is essential for future decision-making. We plan to implement student feedback loops once per term or academic year (starting 2025–26) and are reviewing options for new usability testing of the website and services. Decisions regarding data retention and collection will be documented collaboratively across units (RS, ILL, etc.). We also plan to develop documentation to better track and inform all library and archives employees on project work. We plan to do a full assessment of electronic resources this year.

We will reflect on the kinds of quantitative and qualitative data we wish to collect. Data collection should be in service of clear goals, so we will begin determining specific assessment goals and the kinds of data we need. We recognize that quantitative and qualitative data are both essential to understanding our needs within the library and the needs of our patrons. We recognize that the Archives already regularly document and report their progress.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 2: Align the Library Organization with the Academic/Strategic Plan. The Library and Archives should consider a library reorganization. More details and suggestions are provided in Appendix 2.

Unit Response to Recommendation:

Priority: High
Timeline: Dependent on institutional developments (2025–27)
Status: Monitoring

Organizational structure will be reviewed in response to Schedule H and institutional changes. Librarians, Archivists, and the Dean remain actively involved in Senate committees, ensuring that we are well informed on upcoming changes to the University's programmes and structures. A likely recommendation for structural change is establishing the Archives as an independent academic unit, distinct from Research

Services. These types of changes may require approval from Senate, and adjustments in Collective Agreement language.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 3: Review Processes and Procedures throughout the Library.

Unit Response to Recommendation:
Priority: Medium
Timeline: 2025–26 with ongoing pattern of review
Status: Active

A policy review is in progress, led by the Library Management Team (LMT). Decision trees and improved communication frameworks will be developed to streamline workflows within the library and archives. This review aligns with university policy work and will be sustained through structured check-ins. A review timeline will form part of each new policy adopted by the library and archives.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 4: Leverage Academic Planning and Develop an Action Plan. The Library and Archives should participate actively in academic planning and follow up by developing a Library-and Archives-specific Action Plan.

Unit Response to Recommendation:
Priority: High
Timeline: 2025–27
Status: In progress

Librarians, Archivists, and the Dean are engaged in Senate and academic planning. The next step will be developing a Library and Archives-specific Action Plan aligned with institutional directions. An action plan will provide much needed direction. This plan must be inclusive and communicated well. Leadership on the action plan needs to come from all employees in the library and archives.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 5: Library and Information Literacy instruction to be formalized in the Academic Plan.

Unit Response to Recommendation:
Priority: High
Timeline: 2025–26
Status: In progress

Active advocacy is underway through participation in curriculum mapping and Teaching and Learning sessions. We will continue to foster and build a strong relationship with the Curriculum and Planning Unit. Curriculum forms have stronger language to insure active participation with the liaison librarians.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 6: Implement performance management measures and review HR practices. Ensure that all job descriptions are current, and that the performance management system is robust.[6] This might require additional training for managers.

Unit Response to Recommendation:
Priority: Medium
Timeline: 2025-2026
Status: Active

Job descriptions are reviewed each year, but further performance management work awaits support from Human Resources and/or changes to the SEIU collective agreement. Concerns and needs will be communicated to Human Resources. The Library Management Team will work with HR to address this recommendation. The Library Management Team will also work to formalize professional opportunities for staff.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 7: Review the duties of the Systems team to ensure they are classified appropriately. (see also 6).

Unit Response to Recommendation:
Priority: High
Timeline: 2025–26
Status: Active

Current responsibilities are being mapped. Capacity for new projects is under assessment, and project management templates will be developed to track participation in project work. Human Resources will be consulted on reclassification.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 8: Assign a Librarian liaison role to Research, Innovation, and Graduate Studies and the Office of Industry and Community Engagement.

Unit Response to Recommendation:
Priority: High
Timeline: Immediate
Status: In progress

Ann Smith will take on this work as a coordinating responsibility. The most recent review of Research, Innovation, and Graduate Studies reinforces mutual benefit of a dedicated point of contact within the library and archives.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 9: Increase the number of faculty works in Acadia Scholar.

Unit Response to Recommendation:

Priority: Medium
Timeline: 2025-27, Possibly multi-year.
Status: In progress

We welcome the reviewers' input, which aligns with Acadia's current strategy for Acadia Scholar. The repository is being relaunched to emphasize full-text/media content and partially mediated deposits, with harvesting via OpenAlex. These steps, common across Canadian institutions, are supported by local research and ongoing evaluation. Promotion of partial mediation for direct faculty uploading and cross-promotion with Borealis is ongoing.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 10: Convert term Digital Collections Technician position to a permanent role.

Unit Response to Recommendation:
Priority: High
Timeline: By 2027
Status: Temporary extension in place

A two-year extension of this position has been granted. Continued advocacy for a permanent position is planned.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 11: Assign a Special Collections Librarian. As part of a Library organizational review, create a portfolio for the management, assessment, and promotion of the Special Collections.

Unit Response to Recommendation:
Priority: Medium
Timeline: 2025
Status: Completed

Organizational work is underway to establish this portfolio. This coordination has recently sat with the Digital Archivist but has now been assigned to Anthony Pash.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 12: Review how the Primo search has been implemented on the web site and make changes based on student and faculty feedback and usability.

Unit Response to Recommendation:

Priority: Medium
Timeline: Start in 2025–26
Status: Underway, partially completed.

The bento box has been removed on the recommendation of Research Services prior to the fall 2025 term. A legacy search option remains on the website for those that preferred the bento box-style results for a period of adjustment. Usability testing can be created using open-source tools. Usability testing of the website without the bento box and the Primo search interface will be conducted with students and faculty in the coming years.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 13: Replace Relais software. Work with Novanet and CAAL-CBPA peers to replace Relais.

Unit Response to Recommendation:
Priority: High
Timeline: 2025–26
Status: In progress

Peer-to-peer lending via Alma, the library's integrated library system, is expanding across the country. We plan to end our subscription to the Relais document delivery platform this fiscal year. We are testing, creating documentation, and investigating alternate document delivery request systems with the support of the Novanet Office. We have received notification from OCLC that the company is discontinuing Relais and the library has been offered a replacement subscription to their new product called Tipasa. Staff will consider the offer and make a decision on how to proceed.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 14: Review supported platforms, services, and applications and prioritize support and impact. For example, review the local room booking and digital signage applications to see whether there are supported alternatives available.

Unit Response to Recommendation:
Priority: Low
Timeline: Ongoing
Status: Active

System reviews are routine. Documentation of decisions will be improved. Rialto, the system that manages our monograph acquisitions, is undergoing significant changes in 2026, which is prompting a review of acquisitions processes. The review of the acquisitions will be completed by 2026 and may result in the adoption of an alternate acquisitions platform.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 15: Create processes related to Libraries and Archive's projects that utilize information technology.

Unit Response to Recommendation:
Priority: Medium
Timeline: Framework in 2025–26
Status: Active

Project documentation practices are improving. A priority-setting mechanism for IT projects via the Library Management Team is being developed, including project management templates and improved communication mechanisms. A committee with representation from all areas of the library and archives will be established to develop and recommend processes to LMT.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 16: Invest in digital infrastructure and preservation policies and processes.

Unit Response to Recommendation:
Priority: High
Timeline: 2025–26
Status: Active

The digital archives lab is operational and was funded over the last two years. Azure cloud storage has been approved for preservation of digitized and born-digital documents, and services are being expanded. Plans for further expansion should be submitted prior to budget processes each year. Deadlines for budget submission will be clearly communicated. Policies and workflows will be created to reflect the lab's expansion.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 17: Ensure the best use of existing space. Embark on an evidence-based print collection assessment and weeding project, perhaps starting with the reference collection, to create additional space for strategic priorities.

Unit Response to Recommendation:
Priority: High
Timeline: Ongoing through 2027
Status: In progress

Space reconfiguration has occurred on the 6th floor. Further assessment will continue, especially for microformats and reference materials on the 3rd (main) floor. There is also an urgent need to assess materials on the 2nd floor. The library's Collections Development Policy indicates that library materials shall not be removed in service of freeing up physical space, so assessment will continue in service of maintaining a high-quality collection that serves the needs of academic programmes on campus.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 18: Shhh: Enforcing the Library's silent spaces. Consider finding a better location for the quiet study space and post a text or chat number (or virtual chat option on the library's main page) that students can utilize to report noise to staff.

Unit Response to Recommendation:

Priority: Low
Timeline: Review in 2025–26
Status: Monitoring
The 400 and 500 levels of the library are considered quiet study spaces.

Careful consideration of library signage will occur in the fall. We will renew communication with patrons on the location of quiet spaces within the library and archives. Text/chat tools could be considered to facilitate noise complaint reporting. Email reporting options are also being explored and would be easier to implement.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 19: Reassess Staffing for Extended Hours. Evaluate alternative staffing options for late night, for example, by partnering with campus security.

Unit Response to Recommendation:
Priority: Low
Timeline: Review in 2025–26
Status: Under discussion

Use of senior student assistants and consistent staffing is preferred. The library has considered and tried other evening staffing options in the past. Our current staffing model aligns with our values: we believe the sense of safety in the library and lack of vandalism, damage, and mischief speaks to the success of our current staffing strategy. Having security patrolling the library could damage the sense of inclusivity and mutual trust between students and the library and archives, and it is unlikely that there would be any financial benefit to replacing current staff with security guards.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 20: Address ongoing environmental concerns in Archives and Special Collections storage areas.

Unit Response to Recommendation:

Priority: High
Timeline: Monitoring through 2025
Status: Active

A humidity monitoring project is underway on the 100 and 200 level of the library and archives. The Dean will continue advocacy with University Facilities to address all environmental concerns. Deferred maintenance funding is required to make meaningful improvements. A new HVAC system has been in the works for the Archives and Special Collections Research Room, but Facilities and Engineering consultants have not been able to establish a system that will work in the space.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 21: Investigate the creation of learning commons to be located in and led by the library.

Unit Response to Recommendation:

Priority: Low
Timeline: Linked to 600-level renovation
Status: In progress

This recommendation is financially impractical for the university right now. The hope is that the planned 600-level classroom and improved, varied, accessible seating and space can address this recommendation. Long-term planning for a new library remains a strategic aspiration. A learning commons space has been explored at Acadia in the past, unsuccessfully.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 22: Ensure ongoing funding support for student positions in Archives and Special Collections.

Unit Response to Recommendation:
Priority: High
Timeline: Ongoing
Status: In budget

Funding has been secured for 2 positions this year. Continued advocacy for sustainability is planned. The archives have a tremendous record of success in receiving Young Canada Works grants, which cover half of student salaries, so it would be unfortunate if we were unable to capitalize on these grants going forward.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 23: Improve Communication and Shared Understanding by Establishing a Library Council. Establishing a Library Council will result in increased transparency and improved communication between library units and community partners.

Unit Response to Recommendation:
Priority: Medium
Timeline: Launch in 2025–26
Status: In development

A term-based all-staff meeting and improved project and library activity communication are planned, and we believe that these measures will be a more effective solution than forming a new body within the library and archives. We will nonetheless seek input from Human Resources on strategies for improved communication and staff training opportunities.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 24: Create and staff a Records Management Program.

Unit Response to Recommendation:
Priority: High
Timeline: 2025–28 (dependent on funding and approval of SLT)
Status: Advocacy ongoing

Longstanding advocacy continues. Funding and institutional support are required to properly implement campus-wide records management. The library and archives are eager to participate in and benefit from improved records management processes on campus, but this work must be centralized in the university administration.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 25: Consider reconstituting/creating an inclusive Senate Library and Archives Committee to ensure Library and Archives can both benefit from recommendations from Senate.

Unit Response to Recommendation:
Priority: Low
Timeline: No action planned
Status: Not endorsed

The library and archives have a strong Senate presence; no further committee is deemed necessary.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Recommendation 26: Investigate Opportunities for Improved Communication with Campus Facilities.

Unit Response to Recommendation:
Priority: Low
Timeline: No further action
Status: Not endorsed

Communication has improved over time between the library and archives and university facilities. There are fewer outstanding work orders than in previous years. Broader issues lie in campus-wide culture and staffing limitations beyond the library's control.

APRC Comment and Priority: Click or tap here to enter text.

☐Immediate Priority ☐Medium-Term Priority ☐Long-Term Priority

Motion from the Faculty Support Committee: Motion that Senate approve the proposed core institutional Student Course Experience Survey instrument, as described in this report and outlined in Appendix A, for implementation beginning in the 2026-2027 academic year, subject to minor editorial revisions required for implementation.

STUDENT COURSE EXPERIENCE SURVEY

Date: June 8, 2026

To: Senate

From: Faculty Support Committee

Re: Student Course Experience Survey Recommendation

Background and Mandate

At its meeting on September 8, 2025, Senate approved the dissolution of the Course and Teaching Effectiveness Ad Hoc Committee and transferred its mandate to the Faculty Support Committee (FSC).

In assuming this responsibility, the FSC has advanced the following duties on behalf of Senate, including:

- Reviewing prior work completed by the Ad Hoc Committee;
- Recommending a common institutional student course experience survey instrument;
- Exploring and recommending an institutional platform to support the delivery of surveys in alignment with the 17th Collective Agreement.

This work aligns with the broader mandate of the FSC to support faculty development in teaching, academic technologies, and policy recommendations related to teaching and learning.

Committee's Work to Date

Since January 2026, the FSC met eight times to prioritize the student course experience survey mandate following an evidence-informed approach including undertaking a review of prior work of the Ad hoc Committee, examining practices at peer institutions, and considering research related to student course experience surveys and teaching effectiveness. Building on the work of the Ad Hoc Committee, the FSC developed a draft institutional survey instrument and sought feedback from Faculty Council, Acadia Student Union, and Senate.

The consultation process generated valuable discussion regarding:

- The purpose and scope of student course experience surveys;
- The role of student reflection questions;
- The distinction between course design and instructional practices;
- Survey length and student response rates;
- Opportunities and value of tools that support future customization through an instructional question bank; and
- Alignment with the requirements of the 17th Collective Agreement.

The revised survey instrument seeks to incorporate community feedback and the Committee’s efforts to:

- Streamline survey questions;
- Strengthen the focus on student learning and the student experience;
- Improve alignment between the student reflection questions and the subsequent survey items;
- Emphasize observable instructional practices rather than personal characteristics;
- Support meaningful and actionable feedback for instructors, and
- Preserve the intention of future opportunities for institutional and disciplinary customization.

The resulting proposed survey instrument is provided in Appendix A and reflects the Committee's review, consultation, and revisions arising from this work.

Structure of the Proposed Survey Instrument

The committee recognizes that student course experience surveys serve multiple purposes, including supporting reflective teaching practice, informing program-level quality assurance processes, and contributing where appropriate to career development processes including tenure and promotion and teaching awards.

In response, the committee recommends a balanced approach that establishes a common set of institutional core questions that aligns with the requirements within the 17th Collective Agreement while preserving flexibility for optional disciplinary and individual teaching considerations.

Based on reviewed best practice and the prior work of the ad hoc committee, the common standardized questions have been organized into four sections:

1. **Student Reflection and Engagement**: These questions are not intended to evaluate student performance. Rather, they encourage students to consider their own engagement in the learning process before reflecting on course design and instructional practices. The FSC believes this approach reinforces

the shared responsibility for learning while helping situate student feedback within the context of their own learning experience.

2. **Course Design and Learning Experience**: Focuses on course expectations, learning activities, assessment design and opportunities for critical thinking and intellectual engagement.

3. **Faculty Instructional Practice and Communication**: Focuses on instructional methods, communication, feedback, and the creation of a learning environment that supports student success.

4. **Qualitative Feedback**: Open-ended responses to support meaningful reflection and improvement.

The complete set of proposed core institutional questions is provided in Appendix A. The Committee recommends implementation of the standardized core questions for the 2026–2027 academic year, with the development of an optional question bank for Senate approval in 2027–2028.

Alignment with the 17th Collective Agreement

The committee has given careful consideration to the requirements outlined in Article 15.55(c) of the 17th Collective Agreement:

> *“The student surveys and any peer review report shall be discussed with the Professor or Instructor as part of the Career Development Meeting as stated in Article 15.60. The purpose of the survey is to provide an indicator of the Employee’s attention and responsiveness to students’ needs and feedback. The purpose of the peer review report is to provide a basis for discussion of the Employee’s classroom teaching with the Head. The surveys and peer review reports belong to the Employee.”*

For the purposes of this survey, the committee has interpreted an instructor's attention and responsiveness to students' needs and feedback as being reflected in instructional practices that support student learning, including clear communication, effective course organization, meaningful opportunities for engagement, timely and constructive feedback, responsiveness to student questions, and availability to students. The survey questions have been designed to gather student perspectives on these aspects of the teaching and learning experience as indicators of an instructor's attention and responsiveness.

The proposed approach supports the key provisions of the 17th Collective Agreement, including:

- That student surveys are conducted in each course and section;

- That the University provides an appropriate online platform for survey delivery;
- That only registered students participate in the surveys;
- That anonymity and confidentiality are preserved;
- That survey results are released only after the final grades are submitted; and
- That the survey instrument is subject to the approval of Senate.

The proposed survey instrument reflects these requirements by emphasizing student reflection, focusing on observable instructional practices, and avoiding language that invites evaluation of personal characteristics. In doing so, it ensures alignment with both the intent and the explicit provisions of the 17th Collective Agreement.

Survey Platform Recommendation

As part of its mandate, to advocate for teaching and learning resources, collect stakeholder input, and develop recommendations regarding academic technologies, the Faculty Support Committee has explored potential approaches to the administration of Student Course Experience Surveys for the purpose of making recommendations.

Following consultation with Technology Services and consideration of institutional requirements, the Committee has recommended to the Vice-Provost, Curriculum and Planning and Technology Services that the university undertake a formal review of available survey solutions through the University's established procurement processes. The RFP process will allow the University to evaluate available solutions, including Explorance Blue, Qualtrics, and internally developed Technology Services options, against criteria related to functionality, accessibility, reporting, privacy, integration, and alignment with the 17th Collective Agreement. Members of the Faculty Support Committee have been invited to participate in this process and have attended meetings with prospective vendors.

The Committee will continue to provide advice throughout the process to selection to help ensure alignment with Senate's approved Student Course Experience Survey instrument, the requirements of the 17th Collective Agreement, and institutional priorities related to teaching and learning.

To support moving forward with this request, the Vice-Provost and Technology Services are currently collaborating on an audit of centrally funded learning technologies to identify annual cost savings that may be reallocated to support this procurement. No new funds are being requested to acquire the software. The Vice-Provost and the committee acknowledge and thank faculty members, academic unit heads, and Deans who have provided timely and supportive feedback in reviewing these technologies.

Review and Future Development

The FSC will review the core institutional survey questions within two years of implementation and bring forward any recommended revisions to Senate for approval.

The FSC will also develop and bring forward recommendations to Senate during the upcoming academic year regarding an optional institutional question bank. Proposed questions may be submitted by the University teaching community through a process that will launch in Winter 2027 and will be reviewed by the FSC to ensure alignment with the purpose of the Student Course Experience Survey and the requirements of the Collective Agreement. The question bank could support subject area, pedagogical, and modality-specific customization while maintaining the integrity of the approved core institutional survey. Recognizing the diversity of teaching and learning environments across the University, the FSC will also consider how the student course experience survey supports options designed to capture student experiences in contexts that extend beyond the traditional classroom setting.

Motion

That Senate approve the proposed core institutional Student Course Experience Survey instrument, as described in this report and outlined in Appendix A, for implementation beginning in the 2026–2027 academic year, subject to minor editorial revisions required for implementation.

Appendix A

Proposed Core Institutional Student Course Experience Survey

Preamble:

As part of Acadia University's commitment to high-quality teaching and learning, you are invited to provide honest, thoughtful, and constructive feedback about your experience in this course.

Student Course Experience Surveys help instructors reflect on course design, instructional practices, and the learning environment, while also providing information that supports the continuous improvement of teaching and learning across the University.

Your responses are anonymous and confidential. The results of this survey are not released to your instructor until after final course grades have been submitted to the Registrar’s Office.

Please focus your comments on your learning experience, the course design, and instructional practices. Respectful feedback is expected. Personal, discriminatory, or inappropriate comments are not suitable for Student Course Experience Surveys.

Instructions: Please consider your experience throughout the entire course and select the response that best reflects your level of agreement with each statement.

Response Scale (unless otherwise indicated):

1-Strongly Disagree; 2-Disagree; 3-Neither Agree nor Disagree; 4-Agree; 5-Strongly Agree; No Answer/Not applicable

CORE INSTITUTIONAL QUESTIONS:

STUDENT

Purpose: To prompt you to reflect on your own engagement in the learning process and your contribution to your experience in the course.

1. What percentage of classes did you attend in this course?: Less than 50%, 50%-75%, More than 75%.
2. Throughout this course, I regularly engaged in the learning activities expected of me (e.g., attending, preparing, participating, completing assigned work).

COURSE

Purpose: To gather your feedback on course materials, learning activities, assessments, and other aspects of course design that supported your learning experience. The course learning outcomes would be stated in the course syllabus.

3. The course materials (e.g., textbooks, readings, audiovisual materials, lab manuals, websites, or technology) helped me achieve the course learning outcomes.
4. The learning activities (e.g., lectures, discussions, assignments, exercises, and presentations) helped me achieve the course learning outcomes.
5. The evaluation methods (e.g., tests, assignments) were clearly communicated and provided me with opportunities to demonstrate my learning.

INSTRUCTOR

Purpose: To gather your feedback on instructional practices, feedback, and communication that supported your learning in the course.

6. The instructor presented course material in a clear, well-organized, and logical manner.
7. The instructor’s teaching methods furthered my understanding of the course content.

8. The instructor created a learning environment that encouraged student engagement and participation.
9. The instructor's feedback was timely and provided guidance on how to improve my learning and performance.
10. The instructor demonstrated the ability to respond effectively to student questions.
11. The instructor made themselves available according to what is stated in the syllabus.

ADDITIONAL COMMENTS

Purpose: Instructors find your written comments the most valuable part of the survey. The following questions are an opportunity for you to share more about your experience. This is also an opportunity to expand upon any of your above answers.

12. What specific aspects of the course contributed positively to your learning experience?
13. In what specific ways could your learning experience in this course be improved?
14. Is there anything else you would like to share about your experience in this course?

Maintaining Faculty Representation on Senate
Edith Callaghan
Jesse Carlson
Eva Curry
Sonia Hewitt
Darren Kruisselbrink
Marc Ramsay
Jeffrey Sachs
Donna Seamone
Jessica Slights

Whereas the June 17, 2026 motion “Academic Restructuring Motion 1” would, if passed by Senate, lead to a significant restructuring of Acadia’s academic sector;

And whereas Senate recognizes the importance of collegial governance at Acadia University, which includes the equitable representation of non-administrative faculty members on Senate;

Therefore Senate affirms that, because the motion would significantly change the composition of Senate, Senate shall recommend to the Board that the number of non-administrative faculty Senators be no less in proportion to the total number of Senators than is currently the case.

Academic Restructuring Motions

<u>Rationale for the Motions</u>

The purpose of Motion 1 is to seek Senate's approval of a new academic structure consisting of two faculties and six schools. Approval of the structure establishes the academic framework within which detailed implementation planning can occur.

The motion concerns the academic organization of the University. It does not seek approval of staffing models, position allocations, budgets, or other operational, administrative, or financial matters that fall within the authority of the Board and/or the administration and will be addressed through a comprehensive implementation plan.

Because implementation planning depends on the structure ultimately approved, a detailed implementation plan cannot be finalized in advance. Once the academic structure is determined, implementation work will address governance, academic, operational, administrative, financial, human resource, and communications considerations through further analysis and consultation.

The implementation plan will identify those matters that fall within Senate's authority and those that are administrative or operational in nature. Matters requiring Senate approval will be brought forward through the appropriate Senate committees and governance processes. Other implementation activities will proceed through the administrative authorities responsible for those functions.

Motion 2 is intended to ensure that Senate remains informed and engaged in implementation planning and has the opportunity to consider, through its established processes, any academic governance matters arising from the restructuring.

<u>Motions</u>

Motion 1: That Senate approve the establishment of the following academic structure, to take effect on July 1, 2027, with the understanding that the names of faculties and schools may be refined during implementation:

Faculty of Health, Sciences, and Technologies comprising:
- School of Applied and Integrative Health
- School of Behavioural and Life Sciences
- School of Physical Sciences and Engineering

Faculty of Business, Education, Society, and Cultures, comprising:
- School of Business and Economics
- School of Education and Creative Communities
- School of Humanities and Social Sciences

Motion 2: That a draft implementation plan be presented to Senate in September 2026 for information and discussion, and that any elements of the implementation plan requiring Senate deliberation or approval be referred through the appropriate Senate committees and governance processes for consideration and recommendation to Senate.

Dear Acadia Community,

Since the release of the Restructuring Proposal #3 on May 20, 2026, we have continued to receive rich, diverse, and helpful feedback from students, staff, and faculty, focused on strengthening and refining the structure. We appreciate the continued engagement during the challenging times and the commitment to ensuring a more financially sustainable future for Acadia.

During this round of engagement, we have completed the following feedback sessions to date:

- **May 21:** Special Meeting of Faculty Council
- **May 21:** Board of Governors Drop-In Question & Answer (virtual)
- **May 22:** Board of Governors Drop-In Question & Answer (in-person)
- **May 23:** Acadia Alumni Association Board Retreat (in person)
- **May 25:** Indigenous Education Advisory Committee Session
- **May 25:** Academic Program Review Committee (APRC) of Senate Meeting
- **May 27:** Special Meeting of Senate
- **May 29:** Academic Planning Committee (APC) of Senate Meeting
- **June 1:** In-Person Student Session
- **June 1:** Virtual Student Session
- **June 1:** Town & Gown Committee
- **June 2:** In-Person Student Session
- **June 2:** Virtual Student Session
- **June 4:** Board of Governors Executive Meeting
- **June 8:** Virtual Student Session

We have also received 18 emails with feedback, ideas, refinements, and suggestions about implementation. Building on these engagement sessions and feedback, we are pleased to share the Restructuring Proposal #4.

Version 4 includes a model with:

- 2 Faculties (with embedded supports) led by 2 Deans;
- 6 Schools led by a combination of 6 Directors; *and*
- 9 Assistant Directors, reporting to the Director, to support large and/or accredited programs.

This model realizes the following changes in academic leadership:

- 3 Faculty Deans reduced to 2 (reduction of 1)
- 9 Directors reduced to 6 Directors (reduction of 3)
- 15 Heads to 0 (reduction of 15)
- 4 Coordinators to 0 (reduction of 4)

- 1 Assistant Dean to 0 (reduction of 1)
- 9 Assistant Directors (increase of 9)

Total Change: A total reduction of 15 Academic Leadership Positions

As with version 3, this model provides a much more cost-effective, sustainable, streamlined, nimble, and responsive structure that will reduce bureaucracy, allow for the more equitable allocation of resources, improve oversight, enhance accountability, and maintain disciplinary cohesion in a form that is recognizable and already existing at Acadia.

Proposal #4: The Proposed Faculties and Schools

Faculty of Health, Sciences & Technology[1]

School	Students	Faculty	Ratio	Notes
School of Applied & Integrative Health – Director				This School has remained the same since Version 3.
Programs				
Kinesiology *(Assistant Director)*	434	17	25.5	
Nutrition and Dietetics *(Assistant Director)*	79/4	7.5	11.1	
Nursing *(Assistant Director)*	143	11	13	
Counselling *(Assistant Director)*	96	2.5	38.4	
TOTAL	**756**	**38**	**19.9**	
School of Behavioural and Life Sciences – Director				This School responds to requests for Psychology to connect back with the Health & Sciences Schools, and creates a Life & Behavioural Sciences Cluster
Programs				
Biology *(Assistant Director)*	389	20	19.5	
Psychology *(Assistant Director)*	360	12	30	
TOTAL	**749**	**32**	**23.4**	
School of Physical Sciences & Engineering – Director				This School responds to requests to keep Physical Sciences and Engineering connected.
Programs				
Applied Bioscience	11	0.5	22	
Chemistry	64	11	5.8	
Computer Science *(Assistant Director)*	222	8.5	26.1	
Engineering *(Assistant Director)*	145	7	20.7	
ENVS/Geology/ENV Geoscience	85	7.5	11.3	
Mathematics & Statistics	64	13.5	4.7	
Physics	20	5	4.0	
TOTAL	**611**	**53**	**11.5**	
FACULTY TOTALS	**2,116**	**123**	**17.2**	

[1] **Note:** Student numbers are from December 1, 2025, and include first majors only. Faculty numbers reflect full-time continuing faculty and instructors in complement as of January 1, 2026. CLTs and PCAs are not included. Some minor variations may apply to current numbers.

Faculty of Business, Education, Society, and Cultures[2]

Suggested Schools/Groupings	Students	Faculty	Ratio	Notes
School of Business & Economics – Director				This School has remained the same since Version 3.
Programs				
Business	532	20	26.6	
Economics	19	7	2.7	
TOTAL	**551**	**27**	**20.4**	
School of Education & Creative Communities - Director				This School reflects the cluster proposed in Version 3 plus the addition of Education to reflect received feedback.
Programs				
CODE	115	6	19.2	
Education *(Assistant Director)*	141	6.5	21.7	
Music	50	11.5	4.3	
Theatre Profs	14	2	7	
Art Prof	N/A	1	N/A	
Creative Arts (new program forthcoming)	N/A	N/A	N/A	
TOTAL	**320**	**27**	**11.9**	
School of Humanities & Social Sciences - Director				This School responds to requests to keep the Humanities and Social Sciences together.
Programs				
English	101	16	6.3	
ESST	38	1.5	25.3	
History & Classics (includes CREL)	63/12	12.5	6	
Languages & Literatures	5	4.5	1.1	
Law & Society	103	1	N/A	
Philosophy	10	4	2.5	
Politics	38	8.5	4.5	
Sociology	124	8	15.5	
WGST	9	1.5	6	
TOTAL	**503**	**57.5**	**8.7**	
FACULTY TOTALS	**1,374**	**111.5**	**12.3**	

Names of the Faculties and Schools are placeholders and will be co-created by members of each unit and market-tested with students and recruitment professionals across the country to ensure applicability and desirability for current and incoming students. Names remain subject to change.

[2] **Note:** Student numbers are from December 1, 2025, and include first majors only. Faculty numbers reflect full-time continuing faculty and instructors in complement as of January 1, 2026. CLTs and PCAs are not included. Some minor variations may apply to current numbers.

Faculty Leadership & Staffing

Academic Leadership for the Faculties

- 2 Deans (each responsible for one Faculty), reporting to the Provost and Vice-President Academic.
- 6 Directors (each responsible for one of the 6 Schools), reporting to a Dean
- 9 Assistant Directors (each responsible for one of the accredited and/or large Programs within Schools), reporting to a Director.

Administrative Leadership & Staffing Supports

- 2 Managers of Operations (1 for each Faculty), reporting to the Dean. The Executive Assistant roles will be re-evaluated and rescoped to a Manager of Operations to fulfill expanded responsibilities, including managerial and logistical support for the Faculty, logistics, budgeting, data and record keeping, building management, project management, and overseeing the Administrative Assistant's in the Dean's Office and throughout the Schools in each Faculty.
- 2 Administrative Assistants (1 for each Faculty), located in the Dean's Office, reporting to the Manager of Operations, and supporting the Dean and Faculty operations
- Administrative Assistants (distributed throughout the Schools), reporting to the Directors and overseen by the Manager of Operations. These positions will directly support the Directors and Assistant Directors (as applicable) and be responsible for specific roles connected to individual programs, as well as School-wide administration.
- Program-Specific Critical Support Staff will continue to be linked to programs and centralized to each School and Faculty (e.g. placement leads, technicians, etc.).

Faculty Mobility

Throughout this process, we have also received questions about opportunities for individuals to transfer from current units/programs of appointment into other Schools, based on individual research and teaching expertise. Articles 31.51 and 31.52 of the 17th Collective Agreement provide avenues through which individuals can request to transfer their employment to another unit. We recognize there may be individuals on this campus who choose to make this request moving forward, and we are supportive of these discussions.

Embedded Staffing Supports

As we have been proposing since Version 1, we will develop embedded staffing supports to accompany this new structure. These embedded supports will strategically integrate positions directly into each Faculty to support the critical work of recruitment, teaching and curriculum planning, career and experiential learning, student life and accessible learning, external relations, and research, information literacy, and knowledge preservation while maintaining the centralized teams for institutional consistency and strategic planning.

As we move into the implementation stage, we will continue to work with portfolios and units across campus on the embedded staffing supports, and continue discussions with SEIU, AUPAT, Human Resources, and impacted units before we finalize the model fully.

Key areas that will be more fully integrated into the Two-Faculty model include:

The University Library, Research Services, and Archives

The University Library, Research Services, and Archives remain essential to Acadia and are deeply embedded in the intellectual, teaching, research, and scholarly life of the university. Librarians and archivists are faculty members that support student success, faculty research, information literacy, knowledge preservation, scholarly communication, and community engagement across every discipline and program. Led by the Dean of Library and Archives, a senior academic and information professional position, the Library and Archives provide institution-wide leadership and coordination that is foundational to the university's academic mission. This work is further supported by the critical contributions of library and archives staff whose expertise and daily operational work sustain core university functions, including public service and access, interlibrary loan and document delivery, library systems, cataloguing and metadata management, digitization initiatives, collection maintenance, displays and promotions, and the preservation of both physical and digital collections. As the university moves through its broader academic restructuring process, the Library and Archives will continue to maintain a strong and integrated presence within the academic structure of the university, with librarians and archivists remaining closely connected and responsive to the evolving needs of the new faculties and schools. Given the cross-institutional nature of library, archival, and research support services, careful consideration must be given to how these areas are best positioned within the future academic framework. As such, the specific organizational placement and alignment of the Library and Archives will be addressed as a subsequent phase of the restructuring process, following the completion of the broader Faculty and School restructuring work currently underway.

Research, Industry, and Community Relations

As this academic structure solidifies, Dr. Peter Ludlow (Vice-Provost Research & Innovation) and Leigh Huestis (Executive Director Industry and Community Engagement) will be working to consider how research services can further connect with the new Faculties and Schools and continue to support and grow research needs at Acadia. This restructuring process will allow for strategic investment in infrastructure, collaborations, and partnerships, and increase opportunities to grow our Tri-Council funding (and therefore our Research Support Funds amounts) and government funding.

Additionally, as with Version 3, within this refined structure, we will continue to encourage research collaborations and suggestions around the creation of research and learning Institutes (e.g. like the Health and Wellness Institute), which can bring people from across both Faculties to focus on areas of importance to the university and society (suggested examples have included Food and Climate Change to date). These Institutes can support research clusters, accelerate innovation, encourage new potential programming, support student interests and training, and attract community and industry partnerships. We encourage these discussions to continue and welcome additional ideas and suggestions from across campus.

Student Experience, Recruitment & Enrolment

Scott Duguay (Vice-President Student Experience) and his teams are working to ensure the new academic structure is fully student-centred, and that non-academic support services within the two-Faculty, six-School structure will be better embedded and connected. Core services, such as student recruitment and admissions, marketing and communications, student services, financial aid, international student support, student mental health, accessible learning, L'nu Affairs, Black student support, and OneStop will have clearly identified team members who are directly connected to each Faculty's organizational structure and personally working with the Deans, Directors, and support staff to align with, and respond to the needs of each School's students and programming. While integrated into the Schools and Faculty, these positions will also remain centrally located to preserve consistency, professional standards, and efficiency across both Faculties and the institution. This new approach will allow for a better integration of people and services, creating bi-directional knowledge sharing, strategic planning, and action.

Each School will have a regular Student Success Table or equivalent forum where academic leaders, faculty representatives, student representatives, and student support partners review recruitment trends, retention risks, advising issues, student service concerns, mental health and wellness themes, and barriers to student progression. These tables will allow Acadia to develop School-specific, integrated student recruitment and persistence plans, identify challenges earlier, coordinate interventions more effectively, and ensure that student support is embedded in the day-to-day work of academic units. These tables will also connect directly with, respond to, and shape Faculty-level needs and priorities.

Overall accountability for student recruitment and persistence will be shared between academic and non-academic leaders. A new Student Journey Council will be created, co-chaired by the Vice-President Student Experience and the Provost and Vice-President Academic or designate, bringing together the two Faculties and six Schools, Registrar, Student

Experience teams, and student representatives. This group will focus on establishing institution-wide enrolment management goals, identifying barriers, supporting enterprise systems and training, designing solutions for specific issues, and helping prioritize student support resources.

Additionally, in this integrated model, OneStop and other central services will serve as clear front doors for support, while strong back-end relationships with Schools will ensure timely referrals, issue resolution, and academic follow-through. Specific areas of student need, such as mental health and wellness support, will be embedded through consultation, training, referral pathways, and escalation processes that build better institutional-wide capacity.

Overall, this approach ensures a more coordinated, accountable, and sustainable student support model directly integrated into the new academic structure and focused on student recruitment, belonging, progression, and graduation.

Curriculum, Planning, and Teaching and Learning

The Office of the Vice-Provost, Curriculum and Planning advances teaching excellence, curriculum innovation, experiential learning, and extended learning as partners with Faculty and academic leaders across the university. The services within this portfolio span educational development, online and flexible learning design, academic technology, career and experiential education, curriculum development, and quality assurance, and are positioned not as a separate service layer but as collaborators and support resources in the academic work of the Faculties and Schools. Like the Library, these services will be embedded in the teaching, curricular, and scholarly life of the university, supporting faculty in their pedagogical growth, advancing evidence-informed and accessible approaches to learning, and working alongside academic leaders on planning and institutional priorities. As the university moves through its restructuring, this portfolio is also increasingly a central resource for Faculties and Schools seeking to extend their programs and expertise to new audiences through flexible and online delivery, bringing extended learning fully within academic planning and governance rather than operating as a separate unit.

Within this model, educational development/instructional design professionals will serve as dedicated connectors embedded within each Faculty and working directly with the Schools, collaborating with academic leaders and faculty members on pedagogical support, accessible and mixed-modality course and program design, new program development, curriculum development processes, and cyclical program reviews. These specialists will also work together as a central hub to advance institution-wide priorities including building communities of practice, supporting faculty development initiatives, and responding to provincial accessibility standards legal standards ensuring that what is learned through embedded faculty partnerships strengthens the teaching community across the whole institution.

Extended learning support will follow the same approach: rather than setting competing priorities, extended learning resources will serve as a centralized hub that advances the extended learning directions that each Faculty and School identifies for itself, fully integrated into academic planning at every level.

Career and Experiential Learning Coordinators will be embedded within each Faculty, building on existing co-op and experiential learning structures to deepen the connection between career development, work-integrated learning, and the academic experience of each program. Central coordination will support embedded coordinators on systems, data and reporting, grants, and operational continuity. Career and Experiential Learning Coordinators will be integral participants in each School's Student Success Table, ensuring that experiential learning and career development are woven into the coordinated, student-centred support that anchors the new academic structure.

External Relations

Nancy Handrigan (Vice-President External Relations) and her team are working on strategies to connect directly with the Faculties to share information, support engagement with alumni and donors, and align external partnerships with Faculty priorities through strategic communications, programming and relationship building. While external relations will be centrally coordinated, embedded supports will be clearly identified for each School and Faculty. These connectors will work with the Dean and other academic leaders on alumni and donor communications and engagement programs, and prospecting, cultivating, soliciting and stewarding donors. Activities and bi-directional relationships will also inform centralized alumni programming and fundraising campaigns.

Timelines

We are continuing with the same timeline proposed in Version 3.

- **May 27: Special Meeting of Senate:** This session will be for *discussion only* of Proposal 3 only, and not for a vote. ***Completed***
- **June 17: Regular June Meeting of Senate:** Proposal 4 to Senate for *approval vote*.
- **June 18-19: Board Retreat:** We will bring Proposal 4 to the Board for *discussion only*.
- **July: Special Board Meeting:** We will call a special meeting of the Board of Governors for final vote and approval of Proposal 4.
- **August 30: Schedule H submission of institutional priorities and strategic plans**
- **October 15: Final Schedule H submission**
- **August 2026-June 2027: Preparing for Implementation:** This includes working through all details related to budget, structure, governance, staffing, and programming, ensuring that students and the student experience are centred in the decision-making.

- **July 1, 2027: New Faculty and School structure in place**
- **2027-2029: Continual Review Period & Finalization:** Continue to review the structures, staffing, and processes via regular check-ins and continue to address any challenges that arise due to these changes. This will include regular check-ins on student experience, and the impacts on budget, recruitment, retention, fundraising, staff, and students, and make needed adjustments along the way. Finalize all structures by July 1, 2029.
- **2029 Onwards: Establish a Structure of Continued Institutional Review:** Moving forward, adopt a formal review process of the institution every five years for continued improvement.

Next Steps: Development of an Implementation Plan

We recognize there are many questions about the operationalization of the proposed restructure, which will come in the next phase or planning and preparing for implementation. Over the next year as we move towards July 1, 2027, we will be working with the campus community on preparing for the transition.

Key items of consideration include, but are not limited to:

- **Senate:** Working with the Senate Chair and members of Senate, key work will need to be done on the following items: Senate will need to consider how to allocate membership in the new model; Senate committees will need to examine processes and activities within the new structure; and Senate committees will need to update their membership distribution and criteria (including opportunities for strong student membership).
- **School and Faculty Processes and Committees:** Members of the new Faculties and each of the new Schools will need to work together and with academic leadership to analyze processes and activities, and consider what can be streamlined or reduced and what needs to be created, as well as consider what committees will be needed and their related mandates. This includes consideration for the role of students and throughout decision-making processes and enhancing student experiences.
- **Leadership Roles:** The scope, duties, and responsibilities of the Director and Assistant Directors need to be clarified and identified;
- **Staffing**: Embedded supports and staffing need to be finalized; job fact sheets need to be updated to encompass new structures and responsibilities (as applicable); training and orientation needs to be developed; reporting lines need to be clarified; and staff transitions finalized;

- **Academic Calendar**: Working with the Registrar's Office and Senate, the Academic Calendar will need to be updated and adjusted;
- **Budgets & Financial Processes:** Working with the Finance Team, budget processes, policies, and GL's will be refined and updated;
- **University Website, Communications, and Recruitment Materials:** Working with Marketing and Communications and Recruitment, materials will need to be updated to reflect the new Faculties and new Schools.
- **Student Supports, Societies, and Leadership Opportunities:** Last but not least, working with the Acadia Student Union, and students across Campus, student supports need to be clearly identified and developed in the new Schools and Faculties to ensure student-centred approaches. This includes curriculum design and development, embedded supports planning, and School and Faculty decision-making. Incorporating student voices into leadership and decision-making processes and committees will be essential. Working with Student Societies to transition to the new Schools and Faculties (noting that Student Societies will continue to be connected to programs, and the funding for these societies, which currently come from units, will continue in this new model).

Version 4 Costing

Version 4 has been fully costed, focusing on savings that will be realized July 1, 2027, when the restructure is fully implemented. This costing model considers **only the impacts of the changes to the academic Faculties and Schools listed above** and has not yet factored in additional savings that will evolve with the development of the embedded supports model, retirements, attrition, and portfolio adjustments across the university moving forward.

This version realizes an operating cost-savings of $1.34 million dollars annually (see next page for detailed budget table).

Item		Jul 2027- Jun 2028 Ongoing		One-time
3 Faculties to 2				
Dean Stipend Reduction	$	(15,000)	$	-
Shift to Complement	$	(121,641)	$	(17,984)
CLTR Reduction	$	(128,969)	$	-
Add 1 PCA	$	10,430	$	-
Less 1 Executive Assistant	$	(84,566)	$	-
Non-Salary Net Change	$	-	$	-
9 Directors to 6				
Director Stipends	$	(22,500)	$	-
Shift to Complement	$	(364,924)	$	(53,952)
PCA Reduction	$	(125,162)	$	-
Non-Salary Net Change	$	-	$	-
Reduction 19 Heads/Coordinators to 0				
Head Stipends	$	(87,499)	$	-
Head PCA Impact	$	(333,766)	$	-
Coordinator Stipends	$	(17,125)	$	-
Coordinator PCA Impact	$	(62,581)	$	-
1 Assistant Dean to 9 Assistant Directors				
Less 1 Assistant Dean Stipend	$	(4,000)	$	-
PCA Impact (Asst Dean)	$	(20,860)	$	-
Add 9 Assistant Director stipends	$	36,000	$	-
PCA Impact (Asst Directors)	$	281,615	$	-
2 Executive Assistants/Operations Managers				
EA Supervisory Role Change	$	49,328	$	-
Non-Salary Support (EA to MoO)	$	-	$	-
Administrative Support (2)	$	130,353	$	-
Non-Salary (Admin Support)	$	-	$	4,000
School Administrative Assistants				
Change number from 21 to 14	$	(456,235)	$	-
Transition Costs (one time costs)				
Physical signage	$	-	$	30,000
Moving Costs	$	-	$	7,000
Print & brand materials	$	-	$	25,000
Digital & web rebranding	$	-	$	20,000
Communications & change mgmt	$	-	$	10,000
Financial Services	$	-	$	15,000
HR & admin transition	$	-	$	15,000
IT systems & data	$	-	$	15,000
Ongoing Operating Cost Impact	**$**	**(1,337,103)**		
One-Time Costs			$	69,064

We continue to thank you for your continued commitment, insight, and courage as we shape Acadia's future, together.

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