



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

Minutes of the Senate Meeting of Wednesday, May 6, 2026.

A meeting of the Senate of Acadia University occurred on Wednesday, May 6, 2026, beginning at 9:00 AM, with Chair A. Kieft presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kieft welcomed participants and called the meeting to order.

Approval of Agenda

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

A. Kieft noted that the Draft Minutes of April 13 meeting of Senate were distributed yesterday and asked whether Senators felt they had sufficient time to review.

It was agreed that approval of the April minutes would be removed from the agenda and deferred to the June meeting of Senate, giving Senators more time to review them.

MOTION TO APPROVE THE AGENDA AS AMENDED CARRIED.

Time Sensitive Items

Approval of the List of Graduands for the May 2026 Convocation. Moved by D. Benoit and seconded by J. Slights.

A. Kieft announced that the most recent graduand list had been circulated at 8:48 a.m. that morning and noted that it was the version being presented for approval.

M. Bishop shared an additional name that had been submitted for inclusion on the graduand list shortly before the meeting.

J. Sachs noted with sympathy that a graduating Politics student had recently passed away. He advised that they would still be recognized at Convocation in honour of their work and contributions.

M. Bishop advised that a Master of Education candidate would also be recognized posthumously at Convocation. He noted that both graduates would be honoured during their respective ceremonies.

D. Kruisselbrink noted a typographical error in a Kinesiology graduand list.

M. Bishop stated that students enter their own names but that he would look into this to ensure accuracy.

MOTION TO APPROVE THE AMENDED LIST OF GRADUANDS FOR THE MAY 2026 CONVOCATION CARRIED

Enabling Motion

A. Cunsolo read the enabling Motion.

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

MOTION TO APPROVE THE ENABLING MOTION CARRIED

Senate extended congratulations to all graduates and recognized the two graduates who would be honoured posthumously. There was a round of applause.

Consent Calendar Items

Motion to receive the Consent Calendar items. Moved by E. Callaghan and seconded by D. Benoit.

Announcements and Communications

Chair

A. Kiefert announced that a special meeting of Senate would be held on May 27 from 4:00 to 6:00 p.m. She stated that there had been no Senate Executive meetings since the previous Senate meeting. She noted that Anthony Tong was in attendance as a guest representative from Chemistry, and that Melanie Coombs would join later for the Senate Curriculum Committee items. Regrets were received from Matt Lukeman. Kelly Brenton would be departing early, and Eric Paul would be arriving late.

President And Vice-Chancellor Report to Senate

There were no further announcements or questions.

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

There were no announcements.

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 announcements.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no announcements.

Nominating Committee Report to Senate

There were no questions.

CONSENT CALENDAR ITEMS RECEIVED

Other Business

Elections and Acclamation of Senate Officers

A. Kiefte introduced the Election and Acclamation of Senate Officers, referring members to the Nominating Committee Report and the slate of nominees included in the agenda package. She described the process for calling additional nominations, noting that she would call three times for additional nominations from the floor. She noted that vacancies remained for the Senate Executive representatives from the Faculty of Arts and the Faculty of Professional Studies. She added that further nomination calls would be issued for those positions, while the remaining nominees would be acclaimed if no additional nominations were received. A call for additional nominations was then opened.

E. Curry nominated Donna Seamone for the position of Deputy Chair of Senate, noting her strong knowledge of Robert's Rules of Order and experience chairing meetings.

A. Kiefte asked whether D. Seamone accepted the nomination for Deputy Chair of Senate.

D. Seamone confirmed that she accepted the nomination.

A. Kiefte stated that there were now two nominations for the position of Deputy Chair of Senate and made two further calls for additional nominations for any of the positions, with none received. She noted that the secret ballot system had not been prepared in advance of this meeting and confirmed with Senators that they consented to election for Deputy Chair being conducted electronically following the meeting. She advised that she and S. Pineo would administer the process and noted that additional scrutineers could be requested if desired. She reminded Senators that nominations for the vacant Senate Executive positions for the Faculty of Arts and Faculty of Professional Studies should be submitted to Nic D'Amato. All other nominees listed on page 50 of the agenda package were acclaimed.

Motions from the Senate Bylaws Committee: Four motions pertaining to incorporation of Vice-Provost Research and Innovation into Senate and Senate Committees. Moved by J. Carlson and Seconded by M. Robertson.

J. Carlson presented the proposed Senate By-Laws amendments, noting that the rationale for each motion had been included with the notice of motion circulated at the previous meeting. He noted that several clarifying phrases had since been added by the committee, which primarily reflected the division of the former Associate Vice-President Research, Innovation, and Graduate Studies portfolio into two separate positions (Vice-Provost Academic Policy & Graduate Studies and Vice-Provost Research & Innovation) and updated committee memberships accordingly.

MOTIONS FROM THE SENATE BYLAWS COMMITTEE CARRIED

A. Kiefte noted that, while bylaw changes affecting Committees would normally take effect at the beginning of the academic year, the new Vice-Provost Research and Innovation position was already active. She proposed inviting the position holder to participate in Senate beginning at the next meeting, while implementing the related committee membership changes effective July 1 alongside the annual Committee membership updates.

Motion from the Senate Curriculum Committee: That all curriculum proposals submitted by the faculties and reviewed and passed by the Senate Curriculum Committee be approved. Moved by E. Curry and seconded by E. Callaghan.

A. Kiefte introduced the Senate Curriculum Committee Motions and noted that M. Coombs had joined the meeting for that portion of the agenda.

M. Coombs stated that the Senate Curriculum Committee was bringing forward an additional curriculum change form that had been reviewed by the committee in January but was inadvertently omitted from the summaries previously provided to Senate. She noted that the item was being presented at this meeting to allow the new Art course to be included in the upcoming timetable.

E. Callaghan commented positively on the proposed new Art course.

MOTION FROM THE SENATE CURRICULUM COMMITTEE CARRIED

Motion from the Faculty Support Committee: Motion that Senate approve revisions to The Syllabus/Course Outline section of the Academic Calendar to take effect beginning Fall 2026. Moved by L. Wilson Finnis and seconded by D. Benoit.

Summary of discussion

- The revisions focused on clarifying procedures for major syllabus changes, accessibility expectations, and use of anonymous online student voting through the university's approved learning management system.
- Discussion took place on how and when course changes can occur, including concerns about anonymity, timelines, emergency situations, modality changes, and alignment with the Collective Agreement and accessibility obligations.
- Two amendments were approved: one requiring anonymous online voting available for at least five business days, and another clarifying limits on changing meeting times, modality, and accreditation requirements.
- **The motion carried as amended with one formal opposition.**

L. Wilson Finness reviewed revisions made to the motion following feedback received at the April Senate meeting. Updates included a change to the name of Acadia's Accessibility Policy and revisions to the syllabus section to clarify the requirement for a two-thirds student vote, expectations for notice and participation opportunities, and exceptions for special circumstances such as weather or faculty illness. She noted that the Faculty Support Committee would continue work on a supporting template, which it intended to bring forward at the next Senate meeting.

D. Benoit supported the revised motion, noting that it struck an appropriate balance between allowing students to vote on major syllabus changes electronically while avoiding overly burdensome participation requirements for faculty.

J. Carlson asked for clarification regarding the wording "clear written communication" and "online vote," specifically whether email could satisfy both requirements or whether a separate online polling mechanism would be required.

L. Wilson Finness responded that the committee had intended for voting and communication to occur through Moodle but acknowledged that this was not explicitly stated in the wording. She noted that, as written, email could reasonably be interpreted as sufficient.

E. Callaghan raised concerns about student anonymity in the voting process, noting that students may prefer to vote without their identities being attached to their responses.

E. Curry expressed support for the intent of the motion but raised two points of clarification. She questioned whether the wording regarding changes to course meeting times, modality, and program requirements accurately reflected the committee's intent, noting that the wording could be interpreted ambiguously. She also asked what level of detail would be required for course evaluation schemes and assignment weightings in syllabi.

L. Wilson Finness clarified that the intent of the wording was to specify that items such as course meeting times, modality, calendar descriptions, and accreditation requirements could not be changed through student voting once a course had begun. She acknowledged that the wording could be revisited if it was not sufficiently clear. She also noted that the committee had intentionally left the language around evaluation schemes somewhat flexible to allow instructors discretion in adjusting assessments during the term when necessary.

J. Hayes asked for clarification regarding how student voting would be conducted, including whether votes would occur through surveys or email responses, and noted that the process and anonymity requirements should be more clearly specified.

M. Ramsay supported ensuring anonymity in the student voting process, noting concerns about potential pressure on students. He also suggested that the ambiguity identified in the wording could likely be resolved through a simple clarification of the language rather than requiring substantial additional committee work.

J. Sachs raised a potential concern that the proposed wording regarding emergency changes to course modality or meeting arrangements could conflict with provisions in the Collective Agreement. The Collective Agreement requires Heads or Directors to be notified of such changes, but not necessarily approve them, he suggested that the wording should be reviewed to avoid inconsistency between Senate Policy and the Collective Agreement.

L. Carlsson questioned the requirement for a five-day voting period, noting that decisions requiring student approval often arise quickly and may require a faster turnaround.

L. Wilson Finnis explained that the five-day voting period was intended to ensure students would have an opportunity to discuss proposed changes during class before voting.

E. Curry proposed an amendment to the wording of the paragraph that begins with “These provisions do not apply”, to ensure clarity.

Amendment: Motion to amend wording to read as follows: Changes may not be made to scheduled course meeting times, course modality, calendar descriptions, and accreditation, or approved program requirements. Except in emergency situations, such as severe weather or faculty illness, changes may be made with clear written communication to students, and with notification to the academic unit head. In such cases, the campus closure and cancellation policy is in effect. Moved by E. Curry and seconded by E. Callaghan.

J. Sachs stated that the proposed wording appeared contradictory, as the first sentence stated that no changes could be made, while the second outlined circumstances under which changes could occur. This could create confusion for students.

L. Carlsson suggested that the word “temporary” should be included in the proposed amendment to clarify that emergency changes would apply only to short-term adjustments, and not to permanent changes involving course schedules, calendar descriptions, or accreditation requirements.

J. Carlson agreed with points raised by L. Carlsson and suggested that the sentence regarding emergency situations should either be separated from the paragraph or removed if those circumstances were already addressed elsewhere, such as in the Collective Agreement.

J. Hooper expressed concern that the amended wording was too restrictive and could prevent necessary changes to course meeting times or modality in exceptional circumstances.

J. Slights spoke against the amendment and suggested referring the Motion back to Committee, proposing that the final paragraph be removed to avoid potential conflict with the Collective Agreement.

M. Ramsay stated that the amendment may have introduced some confusion but supported retaining language that clarified limits on changes to course meeting times and modality, noting that students may not be familiar with the protections provided by the Collective Agreement.

L. Wilson Finnis noted that emergency changes to online course delivery should include consideration of whether students have appropriate access to technology, internet connectivity, and suitable learning spaces, so that such changes do not create financial or accessibility barriers.

E. Curry stated that she would like to withdraw the amendment.

A. Kiefe confirmed that the amendment could be withdrawn with the consent of the Seconder, E. Callaghan.

AMENDMENT WITHDRAWN

E. Curry noted that the discussion had clarified the intent of the wording for her, while also highlighting that the issue was more complex than she had initially thought.

L. Chondoma stated that any process for changing course modality should also consider how existing student accommodations would continue to be supported, and suggested that this should be explicitly addressed in the process.

L. Wilson Finniss noted that the five-day timeline had also been intended to account for Accessible Learning processes, ensuring students would have sufficient time to arrange any required accommodations related to course changes or assessments.

E. Callaghan expressed appreciation for the Committee's work and emphasized the importance of clearly stated course outcomes in syllabi, particularly where presentations or similar activities are essential components of evaluation.

L. Wilson Finniss explained that the proposed syllabus requirements already included sections addressing course learning outcomes and essential course requirements that cannot be altered without compromising those outcomes. This language was drawn from Accessibility Directorate recommendations and forthcoming accessibility standards expected to be enacted in 2027. The Committee hopes to support units through templates and guidance on how to communicate these requirements appropriately in syllabi.

D. Benoit proposed an amendment in the first paragraph.

Amendment: Motion to amend wording in the first paragraph to read as follows: An anonymous online vote through Moodle, that remains accessible for at least five (5) days business days. Moved by D. Benoit and Seconded by M. Ramsay.

D. Benoit explained that the proposed amendment would ensure voting occurred through an anonymous Moodle process limited to students registered in the course, avoiding issues associated with email or in-class voting. He emphasized the importance of protecting students and noted that the language regarding limits on course changes was necessary in light of past situations where inappropriate changes to course meeting times had been proposed.

A. Kiefte asked whether the Academic Calendar specifically referenced Moodle or instead referred more generally to the university's learning management system.

M. Bishop responded that he was not aware of Moodle being specifically referenced in the Academic Calendar.

A. Kiefte asked whether D. Benoit would be comfortable revising the amendment to refer more generally to the university's learning management system rather than Moodle specifically, noting that any such system would likely include polling functionality at this stage.

D. Benoit suggested revising the amendment to refer either to the university's approved learning management system or its current learning management system.

A. Kiefte confirmed Senators' support for referring to the university's approved learning management system rather than a specific platform and confirmed that the Secunder was comfortable with the revised wording before opening discussion on the amendment.

Revised Amendment: Motion to amend wording in the first paragraph to read as follows: An anonymous online vote through the approved learning management system, that remains accessible for at least five (5) days business days. Moved by D. Benoit and Seconded by M. Ramsay.

C. Busse asked whether occasional meeting time changes identified in the syllabus would still be permissible, noting that some flexibility can support valuable shared learning opportunities across course sections.

L. Wilson Finniss responded that such flexibility would seem appropriate if it were clearly documented in the syllabus from the outset and if consideration were given to ensuring all students could access the learning opportunity.

AMENDMENT CARRIED

L. Wilson Finniss proposed an amendment to the final paragraph of Changes to the Syllabus section, noting that this approach would avoid duplicating provisions already addressed in the Collective Agreement.

Amendment: Motion to amend the text in the final paragraph of Changes to the Syllabus, to read as follows: These provisions cannot be used to change scheduled class meeting times, course modality, calendar descriptions, and accreditation-approved program requirements. In emergency weather situations, the campus closure and class cancellation policy is in effect. Moved by L. Wilson Finniss and seconded by D. Benoit.

E. Curry expressed support for the revised first sentence, noting that it was clearer. However, she suggested retaining broader language in the second sentence to encompass situations beyond weather emergencies, such as faculty illness, while acknowledging concerns previously raised regarding the requirement for approval from the academic unit head.

A. Kiefte asked whether L. Wilson Finniss wished to informally revise her amendment to incorporate the suggested wording changes.

L. Wilson Finniss indicated support for aligning the language with the Collective Agreement by referring to notification, rather than approval, of the Academic Unit Head.

A. Kiefte also noted the earlier suggestion to include faculty illness alongside weather emergencies.

L. Wilson Finniss clarified with E. Curry, that the intent was to retain the existing language while changing “approval” to “notification” in order to align with the collective agreement.

J. Slights asked for clarification on whether the amendment had been revised to reflect the changes suggested by E. Curry.

L. Wilson Finniss clarified that her proposed amendment would prohibit the provisions from being used to change scheduled course meeting times, course modality, calendar descriptions, or accreditation and approved program requirements. She noted that the reference to faculty illness had been intentionally removed because it was already addressed in the Collective Agreement, and that she had also removed the language regarding Academic Unit Head approval or notification, as she believed modality changes should involve broader discussion rather than simple notification.

J. Slights spoke in support of the revised amendment, noting that it clarified the distinction between the proposed provisions and those already covered by the collective agreement while also addressing concerns raised during the discussion.

M. Ramsay raised a minor wording clarification regarding the phrasing used in the first sentence of the amendment.

AMENDMENT CARRIED

The Chair noted that the amendment carried with one opposition.

J. Hooper asked whether the proposed wording should include protections for students whose academic progress could be negatively affected by syllabus changes, even if those changes were supported by a majority vote of the class.

D. Benoit acknowledged the concern that syllabus changes approved by a majority could negatively affect some students. He noted that, while he would support protections such as allowing students to retain the original grading scheme if it were more beneficial, the committee had not attempted to prescribe that level of detail in the proposed language.

A. Kieft asked L. Wilson Finnis whether she remained comfortable proceeding with the motion as amended or would prefer to return it to committee for further refinement before bringing it back in June.

L. Wilson Finnis indicated that she remained comfortable proceeding with the motion, noting that the two proposed amendments, regarding anonymous voting through the learning management system and the revised wording of the final paragraph, addressed the main concerns raised during discussion.

E. Curry cautioned against trying to address every possible scenario in the policy language and emphasized the importance of relying on faculty professionalism and existing departmental processes.

M. Ramsay expressed support for the motion, while acknowledging concerns about how syllabus changes could affect some students. He suggested the issue may need to be revisited in the future.

MOTION CARRIED AS AMENDED

The Chair noted that the Motion was carried with one formal opposition.

Motion from Academic Program Review Committee: Motion to receive the reports as submitted. Moved by A. Cunsolo and seconded by D. Duke

A. Cunsolo expressed appreciation to APRC for its work throughout the year and thanked the Departments of English, Theatre, and Biology for their thorough work in the program review process and responses to reviewer feedback. She noted that the submitted reports reflected serious and thoughtful consideration.

REPORTS RECEIVED AS SUBMITTED

Motion from the Admissions and Academic Standing (Policy) Committee: Motion that the amended and new policies contained within the Academic Calendar Policy Package be approved, including eight portions pertaining to the Grading System and Grade Point Averages (GPAs), Incomplete (INC), Individual Course Grade Repeal Policy, Academic Standings, Graduation Standing, Program Changes, Re-admission of Dismissed Students, and Overloads. Moved by A. Cunsolo and seconded by E. Curry.

Summary of discussion

- Senate approved revised Admissions and Academic Standing policy changes, including the new Academic Repeal (AR) notation and updated handling of INC grades.
- Discussion focused on how AR grades affect transcripts, GPA calculations, degree requirements, and overload regulations, with some concerns raised about implementation details.
- The motion carried with two formal abstentions
- Senators requested that the policy be reviewed after one year of implementation.

A. Cunsolo thanked M. Bishop, the AASP Committee, and Senate for their work and multiple discussions on the proposal. She noted that the latest revisions incorporated all previously discussed changes and expressed confidence that the strengthened package would benefit both students and the University.

E. Curry noted that, although she had not been involved in preparing the motion, it addressed issues that had arisen in the Senate Curriculum Committee.

J. Fowles asked for clarification regarding how the proposed AR grade notation would appear on transcripts, specifically whether the original grade would remain visible alongside the AR designation.

M. Bishop confirmed that the original grade would remain visible on the official transcript alongside the AR notation, similar to the way repeated courses are currently recorded with an "R" designation.

J. Fowles asked why eligibility for academic repeal was limited to grades of D+ and below, noting that some students avoid taking electives outside their field because grades below the A-range may affect applications to professional programs.

M. Bishop explained that the D+ threshold was chosen for consistency with other academic regulations that use C- as the minimum standard. He noted that grades below that threshold were considered the point at which students would typically seek academic repeal.

J. Fowles asked whether there would be any downside to allowing students to repeal higher grades, such as a B.

M. Bishop responded that allowing repeal of higher grades such as a B would have little practical impact on a student's GPA across a full degree program. He noted that the concern would largely be about the visual appearance of the grade, but emphasized that the original grade would still remain visible on the transcript alongside the AR notation.

L. Carlsson sought clarification on whether academic repeal would remove both the grade points and associated credit hours from GPA calculations, noting the importance of this distinction when advising students.

M. Bishop confirmed that both the grade points and associated credit hours would be removed from GPA calculations.

L. Carlsson asked for confirmation that students using academic repeal would need to replace the removed credits with other coursework in order to meet degree requirements.

A. Kiefert stated that she understood the Registrar's previous statement to mean that if a student completed 120 credit hours and then repealed a three-credit course, the student's total credited hours toward the degree would be reduced accordingly, to 117 credit hours, for example. As such, she understood that a student would subsequently need to take a 3 credit hour course in order to have 120 credit hours counted as completed.

M. Bishop confirmed this to be a correct.

D. Benoit raised concerns about the proposed overload regulations, noting that the wording appeared difficult to enforce in practice. He observed that the policy could allow first-year students to overload unevenly across terms and could also permit students to continue overloading despite poor performance in a previous term because of how GPA thresholds were structured. He suggested the regulations might work better if written on a per-term basis rather than an annual basis.

E. Curry acknowledged concerns raised about the proposal, including questions about GPA impacts and overload regulations, but expressed support for adopting the motion. She suggested that the committee monitor how the policy operates over the following year and revisit any issues that emerge in practice.

G. Gibson expressed support for the proposal and asked whether INC grades would have a time limit, noting concerns about unresolved grades in courses taught by per-course instructors or CLTs.

M. Bishop responded that the intent was to address this issue through guidance clarifying the use of temporary blank grades for cases where some limited extra time is needed for the student and the use of INC grades when it is evident that a student will not complete course requirements within an appropriate timeframe.

M. Bishop noted that the first-year overload language had not changed from the version previously approved by Senate and already included in the Academic Calendar. He acknowledged the concerns raised by D. Benoit and E. Curry and indicated that the committee could revisit the issue in the future if problems emerged in practice.

L. Rich asked for clarification regarding the proposed handling of INC grades, specifically how the completion process would work for students if unresolved INC grades were no longer automatically converted to F grades.

M. Bishop explained that the previous practice of automatically converting unresolved S grades to F grades had never been consistently implemented or formalized in policy. He noted that, under the proposed approach, faculty members could use temporary blank grades or INC grades while working with students to complete outstanding requirements, with final grades submitted once the work was completed or a grade change was processed.

MOTION CARRIED

The Chair noted two formal abstentions.

A. Kiefe noted the informal request made during discussion to monitor implementation of the new policy and revisit it after the following academic year if needed.

A. Kiefe also formally welcomed L. Rich and E. Bowles as the new ASU Vice-President Academic and External and ASU President, respectively, and thanked them for serving in those roles and participating in Senate.

Motion to approve the regular Senate meeting dates and regular Faculty Council meeting dates for September 2026 to June 2030. Moved by L. Chondoma and seconded by G. Gibson.

A. Kiefe explained that the motion had been brought forward because four dates for fall and spring Senate and Faculty Council meetings had inadvertently been omitted from recent Academic Calendar approvals. She noted that the dates had historically been included automatically and that the motion would formally restore them.

MOTION CARRIED

Discussion Item: Student Course Experience Survey

Summary of discussion

- Senate discussed development of a new standardized Student Course Experience Survey, with feedback focused on question design, survey length, and balancing core questions with course-specific flexibility.
- Concerns were raised about questions related to attendance, prerequisites, workload, and the interpretation of survey data, while also emphasizing the importance of including measures of student engagement, critical thinking, learning, and course value.
- Further discussion took place around survey customization, response rates, survey fatigue, and appropriate uses of survey results, with additional feedback invited before a motion is brought forward.

L. Wilson Finnis explained that the Faculty Support Committee had continued the work previously undertaken by the ad hoc Teaching Effectiveness Committee to develop a standard Student Course Experience Survey instrument. She noted that the committee hoped to bring a motion forward at the June Senate meeting and that the current discussion was intended to gather feedback from Senators before finalizing the proposal.

J. Hayes suggested revising the terminology in the preamble to avoid referring to the surveys as “course evaluations.” He also expressed support for the inclusion of student reflection and engagement questions, particularly regarding class attendance, but suggested revising the attendance question to better capture frequency of attendance rather than agreement through a Likert scale.

J. Fowles expressed support for the proposed survey questions and agreed with the importance of measuring student engagement and class attendance more effectively. He also suggested including a question addressing whether course content challenged students to think critically and analytically, noting that this was an important higher-order learning objective in many courses.

S. Duguay supported the previous comments regarding survey design and suggested looking to the National Survey of Student Engagement as a model for developing more measurable and quantifiable engagement questions.

L. Wilson Finniss noted that the committee had reviewed the National Survey of Student Engagement as part of its work in developing the survey instrument.

J. Sachs expressed appreciation for the committee's work and suggested that, in addition to measuring course mechanics and accessibility, the survey could also include questions addressing student learning, intellectual growth, inspiration, and progress toward their academic goals.

A. Kiefe suggested that the survey might include a question such as asking whether the course provided value to students in relation to their future plans and goals.

E. Curry recognized the challenge of developing a standard set of survey questions that would apply across all courses while still allowing instructors to include discipline- or course-specific questions. She emphasized the importance of keeping the core questions broadly applicable, but suggested that different standard question sets might be appropriate for different course types, such as lecture, lab, studio, or flipped-classroom courses.

S. Hewitt expressed support for the proposed survey but suggested revisiting the wording of the attendance question, noting that a neutral response on the Likert scale could be interpreted ambiguously. She also raised concerns about the prerequisite question, observing that many courses in her program do not have specified prerequisites.

J. Carlson asked whether there was data supporting the claim that the proposed platform would increase student participation in course surveys. He noted that his own experience suggested online surveys may actually receive lower response rates than in-person surveys, despite reducing administrative work.

L. Wilson Finniss explained that the expectation of increased participation related to features available through potential online survey platforms, such as Moodle integration, automated reminders to students who had not completed the survey, and simplified distribution and communication processes.

D. Kruisselbrink echoed earlier concerns about the prerequisite question, noting that it may only apply well to courses with scaffolded prerequisite structures. He suggested reframing the question more broadly to address students' sense of preparedness and level of challenge in the course.

L. Rich raised concerns about the specificity and interpretation of several survey questions, noting that attendance, participation, preparation, and study time may not accurately reflect student learning or success. She suggested that some of the proposed quantitative measures could be misleading given the wide variation in students' learning styles, circumstances, and experiences.

L. Carlsson expressed support for establishing a standard survey instrument and echoed earlier concerns about the attendance question, suggesting it focus more broadly on participation as defined by the syllabus. She questioned the placement and purpose of the question about hours spent on the course, noting potential redundancy and possible issues with duplicated data for courses with labs. She suggested adding a broader category that could capture questions related to critical thinking and other higher-level learning outcomes beyond course design and organization.

E. Callaghan suggested incorporating stronger connections between instructional practices and course learning objectives within the survey. She stated that some questions felt overly contractual and suggested including questions that better captured whether students felt supported and recognized by instructors. She noted the absence of questions regarding instructor availability outside class, such as office hours, and encouraged administering surveys during class time to improve response rates.

J. Slight questioned whether the survey was trying to accomplish too many objectives at once, suggesting that student self-reflection questions might be better separated from instructor and course evaluation questions. She also noted concerns about questions related to office hours and whether students were well positioned to judge the “appropriateness” of assignments and evaluations.

H. Moussa expressed concern about relying heavily on student surveys to evaluate teaching, noting that some students may not actively engage in class or may prioritize outside commitments over coursework. He cautioned that survey results should be interpreted carefully and not used inappropriately for faculty evaluation.

A. Kiefe suggested adopting a model used at another institution in which there was a minimum base common set of questions and then instructors could select a limited number of additional survey questions from a approved menu of other questions. She noted that this approach would maintain a consistent core survey while still allowing for discipline- or course-specific customization.

L. Wilson Finnis explained that the committee’s interest in selecting an appropriate survey platform was closely tied to the ability to customize surveys through vetted question banks. She noted that student course experience surveys may serve different purposes at different times, including curriculum review, assessment redesign, teaching awards, and career development processes, making flexibility and customization important alongside a consistent core set of questions.

L. Chondoma cautioned against over-surveying the university community, noting that students may be less likely to complete multiple surveys within a short period. She suggested considering how surveys across the institution might be better coordinated or sequenced to improve participation and response rates.

S. Fleckenstein recommended retaining the student reflection and engagement section, noting that it encourages students to consider their own role in the learning process.

K. Ashley expressed support for retaining the student reflection section and suggested that linking those questions more clearly to the remainder of the survey could provide useful information for course design and student support. She also raised concerns about the overall length of the survey and emphasized the need for questions to remain broadly applicable across different instructor roles and appointment types.

A. Kiefe noted that the allocated 30 minutes for the discussion had concluded and that additional comments could be sent directly to L. Wilson Finnis.

Academic Restructuring Proposal- Discussion and Feedback

Summary of discussion

- Senators expressed concerns about the compressed timeline, limited consultation with Academic Units, uncertainty about Senate's approval role, and the relationship between restructuring and the Schedule H process. Concerns were also raised about governance, preservation of departments and Academic Units.
- Senior Leadership clarified that the proposal would proceed through APC and APRC before returning to Senate for consideration. Senate's response would be an important factor for the Board. It was also noted that restructuring is intended to proactively address financial and external pressures tied to Schedule H and provincial oversight.

A. Kieft noted that approximately 40 minutes remained in the meeting and, with no additional items identified, the remaining time would be allocated to the Academic Restructuring Proposal discussion.

J. Carlson expressed concern that Senior Leadership had not clarified whether any Academic Restructuring Proposal would come to Senate or a Senate committee for substantive review and approval. He criticized Proposal 2, particularly the proposed grouping of Sociology, Psychology, and Women's and Gender Studies, arguing that it lacked meaningful consultation and did not appropriately support disciplinary integrity or interdisciplinarity. He further argued that academic restructuring should proceed through Senate processes and committees to ensure legitimacy and meaningful bicameral governance participation.

E. Curry supported J. Carlson's comments and noted similar concerns within Mathematics and Statistics. She emphasized that resistance during Senate deliberations often reflects concerns about whether members feel genuinely heard and able to influence outcomes. She argued that the restructuring process had bypassed normal Senate committee processes and had contributed to anxiety and distrust on campus. She urged Senators to approach the discussion with active listening, generosity, and compassion, particularly given broader pressures facing academic disciplines and higher education.

K. Ashley noted that the discussion questions on the agenda had originated from conversations within the Academic Planning Committee and were being shared with Senate for broader discussion and feedback.

J. Sachs stated that the discussion questions had originated from the Academic Planning Committee, which had been asked by the Provost to consider practical refinements and implementation strategies for the restructuring proposal rather than revisiting the need for restructuring itself.

E. Callaghan questioned the timeline and effectiveness of the consultation process, noting concerns that the restructuring proposal appeared likely to proceed to the Board of Governors soon regardless of the feedback being provided through APC and Senate discussions.

J. Sachs noted that he had pushed for the restructuring proposal to be discussed at APC because of the many unresolved questions surrounding it. He added that APC had only begun to engage with the issues and that it remained unclear how the committee's feedback would ultimately be communicated or used.

C. Haigh noted that her understanding from the APC meeting was that the Committee's discussion and feedback would be summarized and presented going forward.

J. Hennessy stated that feedback on both restructuring proposals had varied widely, ranging from support and relief to disappointment and strong opposition, and noted that all feedback continued to be considered. He confirmed that the proposal would proceed through the Academic Planning Committee and Academic Program Review Committee before being brought to Senate on May 27 for consideration. He also emphasized that there was no intention to bypass Senate and that Senate's response would form part of the information to be considered by the Board.

A. Kiefe asked for clarification regarding whether the intention was for Senate to formally approve the restructuring proposal at the May 27 meeting.

J. Hennessy responded that, if Senate wished, the proposal could come forward with an approval motion.

G. Gibson commented on the question regarding impacts on students, emphasizing the importance of implementing restructuring gradually and in carefully considered phases. Drawing on Biology's experience with curriculum renewal, she argued that incremental change allows issues to be identified and corrected before they create larger problems that could negatively affect programs or the student experience.

J. Fowles expressed uncertainty about the relationship between the Schedule H process and the proposed restructuring timeline. He questioned how the University could finalize a restructuring model before the completion of program reviews and outcomes assessments under Schedule H, suggesting that the restructuring process appeared dependent on the results of that work.

M. Ramsay also expressed concerns that the restructuring process was moving ahead of the Schedule H review process and argued that the outcomes of Schedule H should help inform restructuring decisions. He emphasized the heavy workload and stress being placed on Heads and Coordinators by overlapping deadlines and noted concerns about the loss of independent academic units within the proposed model.

J. Slights voiced concern about both the restructuring timeline and the implications for bicameral governance, arguing that Senate's role in academic decision-making was being sidelined. She also questioned why feedback supporting the preservation of departments did not appear to have been reflected in the revised restructuring proposal.

J. Hayes expressed discomfort with the possibility of Senate voting on a restructuring proposal within a few weeks when the final version had not yet been presented. He argued that Senators needed more time to review data, consider alternatives, and evaluate a finalized proposal before being asked to vote on it.

J. Colton expressed concern that the restructuring process was moving too quickly and lacked sufficient time for meaningful consultation and engagement. Drawing on his professional experience with organizational change, he argued that the process would benefit from a slower and more collaborative approach.

L. Carlsson supported the broader goals behind the restructuring discussions, particularly around interdisciplinary learning, but argued that the timeline was too compressed to allow for meaningful and thoughtful change. She suggested that the process would benefit from a slower and more collaborative approach.

H. Moussa stated that the restructuring process appeared to be driven primarily by financial pressures rather than educational quality. He emphasized that universities serve a broader public good, cautioned against top-down restructuring motivated by cost savings, and stressed that meaningful academic change requires time, consultation, and a focus on educational quality rather than finances alone.

C. Busse noted that the restructuring process had not involved sufficient engagement with academic units themselves. She stated that faculty within units are best positioned to understand their disciplines, collaborations, and student pathways, and suggested that more thoughtful and sustained consultation with units would strengthen the process and resulting proposals.

E. Curry stated that the guiding questions were important ones to ask about major institutional change, but they should have informed the development of the proposal from the outset rather than appearing late in the process. She emphasized the importance of transparent consultation, stakeholder involvement, and careful change management, cautioning against rushed or insufficiently collaborative processes that could undermine long-term institutional goals.

E. Callaghan stated that, alongside considering possible restructuring models, the university should also examine evidence about what aspects of the current system are not working well. She suggested that a clearer understanding of existing challenges and baseline conditions was necessary to determine whether major restructuring was the appropriate solution.

J. Carlson thanked Senior Leadership for their work during a difficult period and welcomed the clarification that the restructuring proposal would come to Senate for approval. He continued by questioning the lack of earlier clarity, raised concerns about uneven consultation with Academic Units and the compressed timeline, and argued that the university should first assess what aspects of the current structure are and are not working. He also expressed concern that the proposed changes could centralize managerial authority and reduce faculty involvement in academic governance and decision-making.

Motion to extend the meeting to 12:15 p.m. Moved by J. Sachs and Seconded M. Ramsay.

MOTION TO EXTEND THE MEETING CARRIED

J. Sachs stated that he wanted clarification on which administrative changes required under the April 21 restructuring proposal would require Senate approval, noting that he would list the changes and that simple yes-or-no answers would be sufficient. He remarked that understanding the scope of the Board's perceived authority was important in assessing the significance of Senate's role in the process.

J. Hennessy raised a point of order, stating that he understood the intent of the questions but did not believe it was appropriate to proceed through a back-and-forth exchange requiring simple yes-or-no answers.

J. Sachs outlined several major structural changes contemplated under the restructuring proposal, including the termination of existing departments, interdisciplinary programs, schools, and faculties, and the creation of a new faculty structure and eight new schools. He argued that Senate should be clearly informed, prior to any vote, about which changes would require Senate approval and what the practical implications of Senate approval or non-approval would be.

A. Kiefe clarified that J. Sachs was not seeking immediate off-the-cuff answers but rather asking that the issues he raised be taken into consideration moving forward, with the opportunity for further response at a later stage.

J. Hennessy acknowledged concerns about the compressed timeline and the pressures created by the Schedule H process, noting that the timelines had been imposed externally. He stated that part of the reason for moving ahead with restructuring before Schedule H was completed was to try to mitigate potentially more severe outcomes that could result from the government review process by demonstrating proactive institutional change. He emphasized that Senate was not being sidelined, noting that the proposal had already come before Senate and would also proceed through APC and APRC before returning to Senate for formal consideration. In response to questions about the significance of Senate approval, he stated that if Senate could not support a proposal by May 27, that outcome would be reported to the Board as important information. He further indicated that, while he believed the Board legally retained authority to proceed, he doubted the Board would wish to move ahead against the clear opposition of Senate and faculty. He cautioned, however, that failure to agree on a restructuring approach could result in more significant cuts, layoffs, or externally driven decisions arising from the Schedule H process or Bill 12.

A. Kiefe stated that the May 27 special meeting did not necessarily need to be limited to an approval motion and could instead be used for further discussion and input if additional meetings were needed before any formal decision.

M. Ramsay asked how restructuring would protect programs threatened by the Schedule H process, asking how reorganizing academic units would prevent programs from being cut if they were not supported through the Schedule H review.

J. Hennessy stated that, while restructuring might not preserve every individual program, it could help preserve disciplines and academic offerings through greater interdisciplinarity and collaboration. He added that his concern was that, without proactive institutional action, decisions arising from the Schedule H process could be driven primarily by cost considerations rather than academic priorities.

A. Kiefe noted that Senate and Faculty Council members were committed to engaging thoughtfully with the restructuring discussions and noted that additional special meetings could be scheduled if needed to support further deliberation.

J. Hennessy stated that the university did not have the luxury of a multi-year timeline given financial pressures and Schedule H deadlines. He expressed support for additional Senate meetings, including over the summer if necessary, to continue the discussions before the final Schedule H submission was due.

Motion to extend the meeting to 12:30 p.m. Moved by E. Curry and seconded by J. Sachs.

MOTION TO EXTEND THE MEETING NOT CARRIED

Other Business

There was no other business.

Adjournment

Motion to adjourn by J. Hayes at 12:16 p.m.

S. Pineo,
Recording Secretary of Senate and University Secretary

Approval of the List of Graduands for the May 2026 Convocation

May 2026 Graduate List

Faculty of Theology	Chosen Last Name	Chosen First Name	Fall 2025 Grad
Doctor of Ministry	Ng	Jeremy	
Master of Arts in Theology	Brattston	David	
Master of Arts in Theology	Chevalier	Martha	
Master of Arts in Theology	Gordon	Doug	
Master of Arts in Theology	Miller	Jenn	
Master of Arts in Theology	Murphy	Kathleen	
Master of Arts in Theology	Reid	Stephanie	*
Master of Arts in Theology	Samuel	Abosede	
Master of Arts in Theology	Steeves	Luke	
Master of Arts in Theology	Willis	Paula	
Master of Divinity	Callaghan	Wayne	
Master of Divinity	Flower	Daniel	
Master of Divinity	Hunt	Hannah	
Master of Divinity	Johndaniel Raja	Joshua Daniel	
Master of Divinity	Joseph	Vipin	
Master of Divinity	Kastler	Lisa	
Master of Divinity	Locke	Oliver	
Master of Divinity	Mensah	Margaret	
Master of Divinity	Njoroge	Stephen	
Master of Divinity	Olusipe	Olusegun	
Master of Divinity	Parr	Siobhán	
Master of Divinity	Poworoznyk	Mike	
Master of Divinity	Pursey	Angela	
Master of Divinity	Ross	Andrew	
Master of Divinity	Sketchley	Matthew	
Bachelor of Theology	Campbell	Hayley	
Bachelor of Theology	Culberson	Jackson	
Bachelor of Theology	Delbois	Gwladys	
Bachelor of Theology	Dixon	Reuben	
Bachelor of Theology	Gionet	Trish	
Bachelor of Theology	Hatchard	Aiden	
Bachelor of Theology	Hilhorst	Lise	
Bachelor of Theology	Howatt	Doug	
Bachelor of Theology	Jones	Nathaniel	
Bachelor of Theology	MacLaughlin	Ty	

Bachelor of Theology	Martin	Lydia
Bachelor of Theology	Mcdowell	Lexi
Bachelor of Theology	Palmer	Riley

Faculty of Arts	Chosen Last Name	Chosen First Name	Fall 2025 Grad
Master of Arts (English)	Pineo	Erika	
Master of Arts (English)	Woodin	Jocelyne	*
Master of Arts (Political Science)	Brown	Gillian	*
Master of Arts (Political Science)	Harrington	Ruby	
Master of Arts (Political Science)	Saunite Filho	Daniel	
Master of Arts (Social and Political Thought)	Harding	Anthony	
Bachelor of Arts with Honours (Classics)	Butler	Lexi	
Bachelor of Arts with Honours (Economics) and Environmental and Sustainability Studies	Walsh	Paige	
Bachelor of Arts with Honours (English)	Ferguson	Sara	
Bachelor of Arts with Honours (English)	Johnston	Remi	
Bachelor of Arts with Honours (English)	Percentie	Angel	
Bachelor of Arts with Honours (English)	Savio Fernandes	Velinka	
Bachelor of Arts with Honours (English) and Philosophy	Shenouda	Adam	
Bachelor of Arts with Honours (English) and Women's and Gender Studies	Lundrigan	Nick	
Bachelor of Arts with Honours (English) with Cooperative Education	Wilcox	Alexa	
Bachelor of Arts with Honours (Environmental and Sustainability Studies)	Jawad	Yas	
Bachelor of Arts with Honours (History)	Copas	Ava	
Bachelor of Arts with Honours (History)	Green	Courtney	
Bachelor of Arts with Honours (History)	Hamilton	Christa	
Bachelor of Arts with Honours (History)	Reyno	Cameron	
Bachelor of Arts with Honours (Law and Society)	Hesjedahl	Hannah	
Bachelor of Arts with Honours (Philosophy)	Gibson	Mallia	
Bachelor of Arts with Honours (Politics)	Cutcliffe Kymlicka	Nik	
Bachelor of Arts with Honours (Politics) and Philosophy	Law	Larque	
Bachelor of Arts with Honours (Psychology)	Augustine	Landon	
Bachelor of Arts with Honours (Psychology)	Siler	Charli	
Bachelor of Arts with Honours (Psychology) and Philosophy	Daley	Tegan	
Bachelor of Arts with Honours (Psychology) and Philosophy	Niazi	Kye	

Bachelor of Arts with Honours (Sociology)	McConnell	Lexy	
Bachelor of Arts with Honours (Sociology) and Women's and Gender Studies	Hayes	Katrina	
Bachelor of Arts with Honours (Women's and Gender Studies)	Cam	Zahide	
Second Major with Honours (Law and Society)	Hiltz	Brit	
Bachelor of Arts (Classics)	Mailman	Victoria	
Bachelor of Arts (Economics and Politics)	Miller	Robert	
Bachelor of Arts (Economics)	Jardine	Harry	*
Bachelor of Arts (Economics)	Larochelle Compton	Mederic	
Bachelor of Arts (Economics)	Lawson	Jamey	
Bachelor of Arts (Economics)	McHugh	Lillie	
Bachelor of Arts (Economics)	Nightingale	Graham	*
Bachelor of Arts (Economics)	Wickens	Nate	
Bachelor of Arts (English and History)	Gaudett	Maddy	
Bachelor of Arts (English and History)	Parfitt	Shannyn	
Bachelor of Arts (English and History)	Tredwell	Isaac	
Bachelor of Arts (English)	Burke	Samantha	
Bachelor of Arts (English)	Hill-Macmillan	Emma	
Bachelor of Arts (English)	Lascelle	Laura	
Bachelor of Arts (English)	Nickerson	Tanner	
Bachelor of Arts (English)	Pickard	Jordan	
Bachelor of Arts (English)	Potschka	Anika	
Bachelor of Arts (English)	Sexton	Mattea	
Bachelor of Arts (English)	Symonds	Jenna	
Bachelor of Arts (English)	Toole	Taylor	
Bachelor of Arts (English)	Webb	Chy	
Bachelor of Arts (English) with Cooperative Education	Marshall	Megan	*
Bachelor of Arts (Environmental and Sustainability Studies)	Drover	Taryn	
Bachelor of Arts (Environmental and Sustainability Studies)	Haslam	Amber	
Bachelor of Arts (Environmental and Sustainability Studies)	Horne	Abi	
Bachelor of Arts (Environmental and Sustainability Studies)	Kaur	Piram Noor	
Bachelor of Arts (Environmental and Sustainability Studies)	Khosla	Jasmine	
Bachelor of Arts (Environmental and Sustainability Studies)	Mckay	Cailin	
Bachelor of Arts (Environmental and Sustainability Studies)	Quinlan	Samuel	
Bachelor of Arts (Environmental and Sustainability Studies)	Roosen	Kate	

Bachelor of Arts (Environmental and Sustainability Studies)	Russell	Kayla	
Bachelor of Arts (Environmental and Sustainability Studies)	Sheppard	Karley	*
Bachelor of Arts (Environmental and Sustainability Studies)	Smith	Paige	
Bachelor of Arts (Environmental and Sustainability Studies)	Wride	Addison	
Bachelor of Arts (French and Sociology)	Smith	Grace	
Bachelor of Arts (History)	Brown	Matthew	
Bachelor of Arts (History)	Finigan	Brody	
Bachelor of Arts (History)	Hale	Cam	
Bachelor of Arts (History)	Leidl Wilson	Isobel	
Bachelor of Arts (History)	Moore	Amelia	
Bachelor of Arts (History)	Rovers	Hoogen	
Bachelor of Arts (History)	Tompkins	Caraline	
Bachelor of Arts (History)	Tubman	Gwyneth	
Bachelor of Arts (Law and Society and Politics)	Singh	Aryan	
Bachelor of Arts (Law and Society)	Castro	Valentina	
Bachelor of Arts (Law and Society)	Cowan	Shea	
Bachelor of Arts (Law and Society)	Dawson	Asja	
Bachelor of Arts (Law and Society)	Green	Jenna	
Bachelor of Arts (Law and Society)	Larkin	Grace	
Bachelor of Arts (Law and Society)	Richardson	Emily	
Bachelor of Arts (Philosophy)	Haight	Colum	
Bachelor of Arts (Philosophy)	Joudrey	Liam	
Bachelor of Arts (Philosophy)	Scaravelli	Eva	
Bachelor of Arts (Politics and Law and Society)	Elliott	Haley	
Bachelor of Arts (Politics and Law and Society)	Wilmot	Colten	
Bachelor of Arts (Politics)	Harper	Abigail	
Bachelor of Arts (Politics)	Sanche-Spencer	Denver	
Bachelor of Arts (Politics)	Shannon	Sterling	
Bachelor of Arts (Politics)	Smysniuk	Mikayla	
Bachelor of Arts (Politics)	Toney	Debbie	
Bachelor of Arts (Politics)	Uhlman	Esther	
Bachelor of Arts (Politics)	Walker	Sean	
Bachelor of Arts (Politics)	Wall	Myles	
Bachelor of Arts (Psychology and Law and Society) with Cooperative Education	Dulay	Danielle	
Bachelor of Arts (Psychology)	Acker	Paige	
Bachelor of Arts (Psychology)	Adler	Jorden	
Bachelor of Arts (Psychology)	Charland	Emma	
Bachelor of Arts (Psychology)	Clayton	Rachel	
Bachelor of Arts (Psychology)	Croft	Will	

Bachelor of Arts (Psychology)	Forbes	Deja	
Bachelor of Arts (Psychology)	Graves	Genna	
Bachelor of Arts (Psychology)	Matheson-Holmes	Trissa	
Bachelor of Arts (Psychology)	McLellan	Emily	
Bachelor of Arts (Psychology)	Melanson	Tess	
Bachelor of Arts (Psychology)	Murphy	Ava	
Bachelor of Arts (Psychology)	Murphy	Lily	
Bachelor of Arts (Psychology)	Noiles	Maddy	
Bachelor of Arts (Psychology)	Pulsifer	Nick	
Bachelor of Arts (Psychology)	Samson	Tyler	
Bachelor of Arts (Psychology)	Sauve	Abbie	
Bachelor of Arts (Psychology)	Schurman	Brea	
Bachelor of Arts (Psychology)	Simmons	Daniel	
Bachelor of Arts (Psychology)	Stillman	Ailise	
Bachelor of Arts (Psychology)	Stokes	Natalie	
Bachelor of Arts (Psychology)	Thibault	Arielle	
Bachelor of Arts (Psychology)	Vos	Keera	
Bachelor of Arts (Psychology) with Cooperative Education	Baggs	Taylor	
Bachelor of Arts (Sociology)	Armstrong	Ashley	
Bachelor of Arts (Sociology)	Baird	Nyobe	
Bachelor of Arts (Sociology)	Barteaux	Shaunessy	
Bachelor of Arts (Sociology)	Corkin	Aidan	
Bachelor of Arts (Sociology)	Day	Jazmine	
Bachelor of Arts (Sociology)	De Corte	Eli	
Bachelor of Arts (Sociology)	Dorman	Hilary	
Bachelor of Arts (Sociology)	Ernst	Jennifer	
Bachelor of Arts (Sociology)	Haliburton	Becca	
Bachelor of Arts (Sociology)	Hartlen	Logan	
Bachelor of Arts (Sociology)	Hill	Sarah	
Bachelor of Arts (Sociology)	Hiltz	Brit	
Bachelor of Arts (Sociology)	Logan	Shayla	
Bachelor of Arts (Sociology)	Marshall	Makenna	
Bachelor of Arts (Sociology)	Mattatall	Katie	
Bachelor of Arts (Sociology)	McDonald	Julia	
Bachelor of Arts (Sociology)	Mosca	Mary	
Bachelor of Arts (Sociology)	Priddle	Alec	
Bachelor of Arts (Sociology)	Redmond	Mary	
Bachelor of Arts (Sociology)	Rogers	Max	
Bachelor of Arts (Sociology)	Scott-Barter	Jaime	
Bachelor of Arts (Sociology)	Shankle	Jai	*
Bachelor of Arts (Sociology)	Snow	Gracie	
Bachelor of Arts (Sociology)	Taillon	Kate	
Bachelor of Arts (Sociology)	Taylor	Emma	
Bachelor of Arts (Sociology)	Wagner	Cameron	
Bachelor of Arts (Sociology)	Wilson	Cam	

Bachelor of Arts (Theatre Studies)	Bishop	Kira
Bachelor of Arts (Theatre Studies)	Campbell Prest	Amelia
Bachelor of Arts (Theatre Studies)	Delorey	Mary
Bachelor of Arts (Theatre Studies)	Edwards	Gabriel
Bachelor of Arts (Theatre Studies)	Henshaw	Grace
Bachelor of Arts (Theatre Studies)	Horton	Emily
Bachelor of Arts (Theatre Studies)	Miller	Max
Bachelor of Arts (Theatre Studies)	Nixon	Michael
Bachelor of Arts (Theatre Studies)	Riley	Brian
Bachelor of Arts (Women's and Gender Studies)	Rideout	Shelby

Faculty of Pure and Applied Science	Chosen Last Name	Chosen First Name	Fall 2025 Grad
Master of Science (Applied Geomatics)	Coyle	Lindi	
Master of Science (Applied Geomatics)	McGuinness	Sophie	
Master of Science (Applied Geomatics)	Watts	Deanne	
Master of Science (Biology)	Boyd	Nolan	*
Master of Science (Biology)	Creaser	Leah	*
Master of Science (Biology)	Grewal	Asha	*
Master of Science (Biology)	Henger	Benjamin	
Master of Science (Biology)	Hutchinson	Linda	
Master of Science (Biology)	Lauzon	Mia	
Master of Science (Biology)	Rawson	Gemma	*
Master of Science (Biology)	Schweighardt	Ruby	
Master of Science (Computer Science)	Aslam	Ibrahim	
Master of Science (Computer Science)	Hasan	Rafi	
Master of Science (Computer Science) with Cooperative Education	Muralidharan	Adarsh	
Master of Science (Geology)	Maracle	Mitch	
Master of Science (Geology)	McKeen	Dylan	
Master of Science (Mathematics)	Godon	Ben	
Master of Science (Psychology)	Dyall	Kaylee	*
Master of Science (Psychology)	Heyland	Lindsay	*
Master of Science (Psychology)	Manhas	Muskan	*
Master of Science (Psychology)	Pico	Emily	
Bachelor of Science with Honours (Biology)	Al Barghouthi	Qaysar	
Bachelor of Science with Honours (Biology)	Breen	Cali	
Bachelor of Science with Honours (Biology)	Broome	Scotia	
Bachelor of Science with Honours (Biology)	Bulger	Grace	
Bachelor of Science with Honours (Biology)	Campbell	Natalie	*

Bachelor of Science with Honours (Biology)	Carter	Ophelia
Bachelor of Science with Honours (Biology)	Danis	Abby
Bachelor of Science with Honours (Biology)	Delahunt	Jaclyn
Bachelor of Science with Honours (Biology)	Earle	Grace
Bachelor of Science with Honours (Biology)	Edgar	Sophie
Bachelor of Science with Honours (Biology)	Godbold-Smith	Mathieu
Bachelor of Science with Honours (Biology)	Haire	Alex
Bachelor of Science with Honours (Biology)	MacLean	Leah
Bachelor of Science with Honours (Biology)	MacLeod	Jenna
Bachelor of Science with Honours (Biology)	MacNeil	Madeline
Bachelor of Science with Honours (Biology)	McGinley	Ciara
Bachelor of Science with Honours (Biology)	Paliwal	Jai
Bachelor of Science with Honours (Biology)	Smith-Whetter	Ellie
Bachelor of Science with Honours (Biology)	St. Peters	Pascale
Bachelor of Science with Honours (Biology) and Chemistry	Cahill	Taylor
Bachelor of Science with Honours (Biology) and Chemistry	McMahon	Tegan
Bachelor of Science with Honours (Biology) and Chemistry	Simpson	Jenni
Bachelor of Science with Honours (Biology) and Environmental Science	Turner	Francesca
Bachelor of Science with Honours (Biology) and Psychology	Gouaillier	Louve
Bachelor of Science with Honours (Biology) and Psychology	Trombley	Morgan
Bachelor of Science with Honours (Biology) with Cooperative Education	Rutherford	Alina
Bachelor of Science with Honours (Biology) with Cooperative Education	Tucker	Sam
Bachelor of Science with Honours (Chemistry)	Deveau	Will
Bachelor of Science with Honours (Chemistry)	MacLean	Katie

Bachelor of Science with Honours (Chemistry)	Pickett	Jake
Bachelor of Science with Honours (Chemistry) and Mathematics	Fewster	Marisa
Bachelor of Science with Honours (Economics) and Mathematics	Akpala	Rumi
Bachelor of Science with Honours (Economics) and Mathematics	Bezanson	Thomas
Bachelor of Science with Honours (Environmental Geoscience) with Cooperative Education	Newell	Hayley
Bachelor of Science with Honours (Environmental Science)	Boyne	Lucy
Bachelor of Science with Honours (Environmental Science)	Hayes	Hannah
Bachelor of Science with Honours (Environmental Science)	Marino	Darcy
Bachelor of Science with Honours (Environmental Science)	Norrad	Rowan
Bachelor of Science with Honours (Environmental Science)	Pole	Eve
Bachelor of Science with Honours (Environmental Science) and Biology	Tracy	Amanda
Bachelor of Science with Honours (Environmental Science) with Cooperative Education	Doyle	Sarah
Bachelor of Science with Honours (Geology)	Brookman	Karen
Bachelor of Science with Honours (Geology)	Davies	Tiernan
Bachelor of Science with Honours (Geology)	Penner	Brook
Bachelor of Science with Honours (Mathematics)	Bajwa	Nimarjeet
Bachelor of Science with Honours (Mathematics)	Farina	Sophie
Bachelor of Science with Honours (Mathematics)	Kanabar	Taran
Bachelor of Science with Honours (Mathematics) and Education	Lukeman	Anna
Bachelor of Science with Honours (Physics)	Croney	Owen
Bachelor of Science with Honours (Psychology)	Acorn	Isabel
Bachelor of Science with Honours (Psychology)	Appleton	Jonah
Bachelor of Science with Honours (Psychology)	Cronhelm	Alex

Bachelor of Science with Honours (Psychology)	Fournier	Alexandra
Bachelor of Science with Honours (Psychology)	Gagne	Sara
Bachelor of Science with Honours (Psychology)	Godin	Sophie
Bachelor of Science with Honours (Psychology)	Hunt	Madison
Bachelor of Science with Honours (Psychology)	Jabbour	Mya
Bachelor of Science with Honours (Psychology)	Mcnally	Ella
Bachelor of Science with Honours (Psychology)	Peters	Anderson
Bachelor of Science with Honours (Psychology)	Reevey	Julia
Bachelor of Science with Honours (Psychology)	Sewell	Shay
Bachelor of Science with Honours (Psychology)	Stroud-Caules	Alexia
Bachelor of Science with Honours (Psychology) with Cooperative Education	Bautista	Megan
Bachelor of Science (Biology and Environmental and Sustainability Studies)	Lushman	Ocean
Bachelor of Science (Biology and Environmental and Sustainability Studies)	Nightingale	Georgia
Bachelor of Science (Biology and History)	MacDonell	Evan
Bachelor of Science (Biology and Nutrition)	Kirkbright	Rosie
Bachelor of Science (Biology and Psychology)	DeCoste	Rebecca
Bachelor of Science (Biology and Psychology)	Wheeler	Ileana
Bachelor of Science (Biology)	Al Rahhal	Ayat
Bachelor of Science (Biology)	Amoah-Gyekye	Nathan
Bachelor of Science (Biology)	Anderson	Molly
Bachelor of Science (Biology)	Aucoin	Abbey
Bachelor of Science (Biology)	Beach	Rachel
Bachelor of Science (Biology)	BECKLES	TAYLOR
Bachelor of Science (Biology)	Bethune	Jessica
Bachelor of Science (Biology)	Brown	Cole
Bachelor of Science (Biology)	Campbell	Connor
Bachelor of Science (Biology)	Carrier	Brett
Bachelor of Science (Biology)	Chapman	Ayden
Bachelor of Science (Biology)	Clarke	Aidan
Bachelor of Science (Biology)	Clarke	Audrey
Bachelor of Science (Biology)	Clarke	Brady

Bachelor of Science (Biology)	Clifford	Abigail	
Bachelor of Science (Biology)	Davis	Ashley	
Bachelor of Science (Biology)	Demone	Tia	
Bachelor of Science (Biology)	Derrick	Alexa	
Bachelor of Science (Biology)	Doucette	Kyann	
Bachelor of Science (Biology)	Downs	Zach	
Bachelor of Science (Biology)	Dunham	Annika	
Bachelor of Science (Biology)	Harnish	Sarah	
Bachelor of Science (Biology)	Hogan	Sarah	
Bachelor of Science (Biology)	Howe	Chloe	
Bachelor of Science (Biology)	Huntley	Ashley	
Bachelor of Science (Biology)	Ingo	Annie	
Bachelor of Science (Biology)	Keays	Olivia	
Bachelor of Science (Biology)	Kirk	Autumn	
Bachelor of Science (Biology)	Lake	Gavin	
Bachelor of Science (Biology)	MacDonald	Andrew	
Bachelor of Science (Biology)	MacDonald	Meghan	
Bachelor of Science (Biology)	Mackeen	Kirstie	
Bachelor of Science (Biology)	MacLaughlin	Rebecca	
Bachelor of Science (Biology)	Macumber	Caleb	
Bachelor of Science (Biology)	Mailman	Hope	
Bachelor of Science (Biology)	Manifold	Naomi	*
Bachelor of Science (Biology)	Matsukubo	Juliette	
Bachelor of Science (Biology)	Mclsaac	Jayme	
Bachelor of Science (Biology)	Myers	Jessica	
Bachelor of Science (Biology)	Newcombe	Julia	
Bachelor of Science (Biology)	Pat-Ifon	Marita	*
Bachelor of Science (Biology)	Perera	Senaya	
Bachelor of Science (Biology)	Petrie	Abigail	
Bachelor of Science (Biology)	Ranasinghe	Sandali	
Bachelor of Science (Biology)	Reynolds	Payton	
Bachelor of Science (Biology)	Roache	Emily	
Bachelor of Science (Biology)	Robbins	Rachel	
Bachelor of Science (Biology)	Roman	Ximena	
Bachelor of Science (Biology)	Rose	Tyler	
Bachelor of Science (Biology)	Scully	Stephanie	
Bachelor of Science (Biology)	Smith	Victoria	
Bachelor of Science (Biology)	Smyth	Victoria	
Bachelor of Science (Biology)	Stewart	Rory	
Bachelor of Science (Biology)	Thrush	Jillian	
Bachelor of Science (Biology)	Townshend	Rosslyn	
Bachelor of Science (Biology)	Veerababu	Pavithraa sai	
Bachelor of Science (Biology)	Vongsouneth-Ford	Hope	
Bachelor of Science (Biology)	Wagner	Luke	
Bachelor of Science (Biology)	Wile	Jenny	
Bachelor of Science (Biology)	Willoughby	Asya	

Bachelor of Science (Biology)	Winslow	Rieley
Bachelor of Science (Biology)	Wishart	Alison
Bachelor of Science (Biology) with Cooperative Education	Gunatillake Mestiyage Don	Amanda
Bachelor of Science (Chemistry and Economics)	Wentzell	Emily
Bachelor of Science (Chemistry)	King	Kaitlyn
Bachelor of Science (Chemistry)	Nairn	Brea *
Bachelor of Science (Chemistry)	Vanderwell	Amellia
Bachelor of Science (Chemistry) with Cooperative Education	Thotagamuwa	Vihanga
Bachelor of Science (Environmental Geoscience)	Simms	Shawn
Bachelor of Science (Environmental Science)	Amarasinghe	Vinura Jayowin
Bachelor of Science (Environmental Science)	Farquhar	Lauren
Bachelor of Science (Environmental Science)	Rose	Jada
Bachelor of Science (Environmental Science)	Whelton	Lauryn
Bachelor of Science (Environmental Science) with Cooperative Education	Liengme	Megan
Bachelor of Science (Environmental Science) with Cooperative Education	Nakamoto	Emi
Bachelor of Science (Geology)	Brown	Reid
Bachelor of Science (Geology) with Cooperative Education	Covey	Jason
Bachelor of Science (Mathematics and Education)	Currie	Ainsley
Bachelor of Science (Mathematics and Education)	Kersten	Cameron
Bachelor of Science (Mathematics and Education)	Murphy	Nicholas
Bachelor of Science (Mathematics and Education)	Stoodley	Mya
Bachelor of Science (Mathematics and Education)	Veinotte-Dorey	Vada
Bachelor of Science (Mathematics and Education)	Warford	Michael
Bachelor of Science (Mathematics)	Awongngi	Andrew
Bachelor of Science (Mathematics)	Clarke	Aidan
Bachelor of Science (Mathematics)	Thorsen	Annika
Bachelor of Science (Physics)	Zhang	Yuanhao
Bachelor of Science (Psychology and Biology)	King-Trahan	Aimee
Bachelor of Science (Psychology)	Allen	Sydnee
Bachelor of Science (Psychology)	Aptt	Summer

Bachelor of Science (Psychology)	Barro	Sydney	
Bachelor of Science (Psychology)	Boudreau	Emilee	
Bachelor of Science (Psychology)	Boudreau	Patrick	
Bachelor of Science (Psychology)	Brown	Sam	
Bachelor of Science (Psychology)	Clark	Rachel	
Bachelor of Science (Psychology)	Clarke	Thomas	
Bachelor of Science (Psychology)	Cooper	Elia	
Bachelor of Science (Psychology)	Crowell	Shaelyn	
Bachelor of Science (Psychology)	d'Entremont	Karine	
Bachelor of Science (Psychology)	Dixon	Maitlynn	
Bachelor of Science (Psychology)	Gaskins	Thomas	
Bachelor of Science (Psychology)	Girvan	Josie	
Bachelor of Science (Psychology)	Irving	Paula	
Bachelor of Science (Psychology)	Keddy	Dawson	
Bachelor of Science (Psychology)	MacDonald Pyke	Sara	
Bachelor of Science (Psychology)	Mumford	Kelsey	
Bachelor of Science (Psychology)	Patterson	Matt	
Bachelor of Science (Psychology)	Richard	Brianna	
Bachelor of Science (Psychology)	Sanford	Lily	
Bachelor of Science (Psychology)	Sharpe	Jai	
Bachelor of Science (Psychology)	Siriwardena	Ninuri	
Bachelor of Science (Psychology)	Spilman	Caroline	
Bachelor of Science (Psychology)	Taaffe	Connor	
Bachelor of Science (Psychology)	Teed	Renee	
Bachelor of Science (Psychology)	Wilson	Bailey	
Bachelor of Science (Psychology) with Cooperative Education	Felcitus	Ruth	
Bachelor of Science (Psychology) with Cooperative Education	Prajapati	Sudha	
Bachelor of Science (Psychology) with Cooperative Education	Saltzman	Allie	
Bachelor of Science (Psychology) with Cooperative Education	Sheel	Maggie	*
Bachelor of Computer Science with Honours	Adeyi	Joyce	
Bachelor of Computer Science with Honours	Dinn	Claire	
Bachelor of Computer Science with Honours	Haque	Mohammad	
Bachelor of Computer Science with Honours	Toscano	Brendan	
Bachelor of Computer Science with Honours with Cooperative Education	DeViller	Kylie	
Bachelor of Computer Science with Honours with Cooperative Education	Harunur Rashid	Ibrahim	
Bachelor of Computer Science with Honours with Cooperative Education	Raj	Yash	

Bachelor of Computer Science	Ahmed Somir	Rashel
Bachelor of Computer Science	Armstrong	Jared
Bachelor of Computer Science	Bender	Cameron
Bachelor of Computer Science	Bizimana Uwase	Melina
Bachelor of Computer Science	Campbell	Isaac
Bachelor of Computer Science	Christie	Tariq Ricardo
Bachelor of Computer Science	Doherty	Michael
Bachelor of Computer Science	Gahlot	Yash
Bachelor of Computer Science	Kumar	Dev
Bachelor of Computer Science	Lupin	Ben
Bachelor of Computer Science	Mishra	Alina
Bachelor of Computer Science	Mu	Zihao
Bachelor of Computer Science	Norris	Geoff
Bachelor of Computer Science	Onyena	David
Bachelor of Computer Science	Patel	Manavkumar
Bachelor of Computer Science	Purcell	Neil
Bachelor of Computer Science	Singh	Shahbaz
Bachelor of Computer Science	Smith	Kaylee
Bachelor of Computer Science	Sohail	Saim *
Bachelor of Computer Science	Stiles	Nathan
Bachelor of Computer Science	Welikada	Nipun
Bachelor of Computer Science with Cooperative Education	Brownell	Daniel
Bachelor of Computer Science with Cooperative Education	Miskin	Saif
Bachelor of Computer Science with Cooperative Education	Starratt	Ben
Bachelor of Computer Science with Specialization	Ho	Teng
Bachelor of Applied Computer Science (Game Development)	Mailman	Selina
Bachelor of Applied Computer Science (Game Development)	Mombourquette	Kayla
Bachelor of Applied Computer Science (History)	Bailey	Henry
Bachelor of Applied Computer Science (Interdisciplinary Studies)	Moorcroft	Kayla
Bachelor of Applied Computer Science (Mathematics)	Benoit	Anna
Bachelor of Applied Computer Science (Philosophy)	Kelly	Amanda
Bachelor of Applied Computer Science (Software Development)	Ahamed Basheer	Zaid
Bachelor of Applied Computer Science (Software Development)	Codrington	Jurrell
Bachelor of Applied Computer Science (Software Development)	Gunatillake Mestiyage Don	Tashal

Bachelor of Applied Computer Science (Software Development)	Harewood	Azario
Bachelor of Applied Computer Science (Software Development)	King	Austin
Bachelor of Applied Computer Science (Software Development)	Malwatthage	Sasindu Srimal Peiris
Bachelor of Applied Computer Science (Software Development)	Prakash	Eshaan
Bachelor of Applied Computer Science (Software Development) with Cooperative Education	Nofal	Abdallah
Bachelor of Science in Nutrition with Honours	Adams	Zach
Bachelor of Science in Nutrition	Amaro	Kayla
Bachelor of Science in Nutrition	Andrews	Hayley
Bachelor of Science in Nutrition	Arora	Diya
Bachelor of Science in Nutrition	Black	Emma
Bachelor of Science in Nutrition	Boudreau	Caroline
Bachelor of Science in Nutrition	Crooks	Kate
Bachelor of Science in Nutrition	Follett	Olivia
Bachelor of Science in Nutrition	Gamble	Avery
Bachelor of Science in Nutrition	Gutiérrez Fares	Mateo
Bachelor of Science in Nutrition	Hopper	Victoria
Bachelor of Science in Nutrition	Kelly	Bria
Bachelor of Science in Nutrition	Kopko	Jamie
Bachelor of Science in Nutrition	LaFosse	Brianna
Bachelor of Science in Nutrition	Locke	Amber
Bachelor of Science in Nutrition	Marsh	Anna
Bachelor of Science in Nutrition	Molina	Christian
Bachelor of Science in Nutrition	Peters	Hayley
Bachelor of Science in Nutrition	Pontalti	Adrianna
Bachelor of Science in Nutrition	Power	Brianna
Bachelor of Science in Nutrition	Quick	Rayne
Bachelor of Science in Nutrition	Ramirez	Milena
Bachelor of Science in Nutrition	Sloan	Gabrielle
Bachelor of Science in Nutrition	Smith	Brooklyn
Bachelor of Science in Nutrition	Stevens	Grace
Bachelor of Science in Nutrition	Thibault	Zack
Bachelor of Science in Nutrition	Winters	Maria
Bachelor of Science in Nutrition	Young	Melissa
Bachelor of Science in Nutrition (Psychology)	Arseneault	Julie
Bachelor of Science in Nutrition with Cooperative Education	David	Ranchana
Bachelor of Applied Science	Astorquiza	Layla
Bachelor of Applied Science	Girard	Eva
Bachelor of Applied Science	Glenn	Alex

Bachelor of Applied Science	Height	Benton	
Bachelor of Applied Science	Jordan	Elian	
Bachelor of Applied Science	Lecky	Wilson	*
Bachelor of Applied Science	Litt	Rory	
Bachelor of Applied Science	Lockhart	Quinn	
Bachelor of Applied Science	MacDonald	Ava	
Bachelor of Applied Science	MacEwan	Aidan	
Bachelor of Applied Science	Mandevere	Adonai	
Bachelor of Applied Science	McCrossin	Callum	
Bachelor of Applied Science	Moorcroft	Kayla	
Bachelor of Applied Science	Morgan	Leland	
Bachelor of Applied Science	Noiles	Keaghan	
Bachelor of Applied Science	Odogbo	King	
Bachelor of Applied Science	O'Driscoll	Jake	
Bachelor of Applied Science	Penney	Katie	
Bachelor of Applied Science	Ramirez	Pablo	
Bachelor of Applied Science	Saha	Teertha	
Bachelor of Applied Science	Sanford	Mason	
Bachelor of Applied Science	Shand	Quade	
Bachelor of Applied Science	Shaw	Jack	
Bachelor of Applied Science	Stokesbury-Price	Eliza	
Bachelor of Applied Science	Veigas	Vernus Neil	
Certificate in Computer Science	Kaur	Anchalpreet	*
Certificate In Applied Science	Astorquiza	Layla	
Certificate In Applied Science	Boudreau	Mckenzi	
Certificate In Applied Science	Cull	Noah	
Certificate In Applied Science	Gallagher	Jordan	
Certificate In Applied Science	Gerhardt	Jacob	
Certificate In Applied Science	Girard	Eva	
Certificate In Applied Science	Glenn	Alex	
Certificate In Applied Science	Hartnell	William	
Certificate In Applied Science	Hatcher	Vance	
Certificate In Applied Science	Hawamdeh	Salma	*
Certificate In Applied Science	Height	Benton	
Certificate In Applied Science	Hogan	Hunter	
Certificate In Applied Science	Jensen	Bryan	
Certificate In Applied Science	Jordan	Elian	
Certificate In Applied Science	Kadiri	Praise	
Certificate In Applied Science	Lecky	Wilson	
Certificate In Applied Science	Litt	Rory	
Certificate In Applied Science	Lockhart	Quinn	
Certificate In Applied Science	MacDonald	Ava	
Certificate In Applied Science	MacEwan	Aidan	
Certificate In Applied Science	Mandevere	Adonai	
Certificate In Applied Science	Marsh	Eryn	
Certificate In Applied Science	McCrossin	Callum	

Certificate In Applied Science	Menard	Alaisha	
Certificate In Applied Science	Morgan	Leland	
Certificate In Applied Science	Noiles	Keaghan	
Certificate In Applied Science	Odogbo	King	
Certificate In Applied Science	O'Driscoll	Jake	
Certificate In Applied Science	Penney	Katie	
Certificate In Applied Science	Ramirez	Pablo	
Certificate In Applied Science	Richards	Parker	
Certificate In Applied Science	Samson	Justin	
Certificate In Applied Science	Sanford	Finn	*
Certificate In Applied Science	Sanford	Mason	
Certificate In Applied Science	Shand	Quade	
Certificate In Applied Science	Shaw	Jack	
Certificate In Applied Science	Singh	Armann	
Certificate In Applied Science	Smith	Josh	
Certificate In Applied Science	Stokesbury-Price	Eliza	
Certificate In Applied Science	Thibault	Reid	
Certificate In Applied Science	Vanhelden	Havelie	
Certificate In Applied Science	Veigas	Vernus Neil	
Certificate In Applied Science	Verner	Alex	
Certificate In Applied Science	Walsh	Cam	
Honours Conversion Certificat (Nutrition)	LeBlanc	Kayla	
Honours Conversion Certificat (Nutrition)	Swinimer	Abbie	
Honours Conversion Certificat (Nutrition)	Watson	Mikayla	

Faculty of Professional Studies	Chosen Last Name	Chosen First Name	Fall 2025 Grad
Master Community Development	Grant	Shasta	
Master Community Development	Laing	Spencer	
Master Community Development	Spooner	Jessica	
Master of Applied Kinesiology	Bottomley-Hubbard	Mikayla	*
Master of Applied Kinesiology	Cameron	Sarah	
Master of Applied Kinesiology	Cruikshank	Courtney	
Master of Applied Kinesiology	LeBlanc	Juliana	
Master of Applied Kinesiology	Matthews	Nikki	*
Master of Education (Counselling)	Batstone	Don	*
Master of Education (Counselling)	Beaudoin	Dani	
Master of Education (Counselling)	Brown	Leah	*
Master of Education (Counselling)	Cameron	Mary	
Master of Education (Counselling)	Christie	Breagh	
Master of Education (Counselling)	Clark	Aimee	*
Master of Education (Counselling)	Crossan	Mark	*
Master of Education (Counselling)	Daniels	Christine	*
Master of Education (Counselling)	Decaillet	Marine	
Master of Education (Counselling)	Denton	Kaleigh	
Master of Education (Counselling)	Doyle	Kate	*

Master of Education (Counselling)	Dunbar	Brendan	*
Master of Education (Counselling)	Farmer	Allison	
Master of Education (Counselling)	George	Brittany	
Master of Education (Counselling)	Grandberg	Melissa	
Master of Education (Counselling)	Hooke	Kathryn	
Master of Education (Counselling)	Hughes	Heather	*
Master of Education (Counselling)	Hunt	Mitchell	*
Master of Education (Counselling)	Iafolla	Vanessa	*
Master of Education (Counselling)	Irvin	Nicola	
Master of Education (Counselling)	Kiss	Ana	
Master of Education (Counselling)	MacDonald	Vaunda	
Master of Education (Counselling)	MacLean	Pamela	*
Master of Education (Counselling)	Malloy	Shauna	*
Master of Education (Counselling)	Mapplebeck	Kevin	*
Master of Education (Counselling)	McKinnon	Chad	*
Master of Education (Counselling)	Oliver	Stephanie	
Master of Education (Counselling)	Peyton	Livia	*
Master of Education (Counselling)	Ramsay	Suzanne	*
Master of Education (Counselling)	Rozon	Greg	*
Master of Education (Counselling)	Schwarz	Esther	
Master of Education (Counselling)	Scoten	Benjamin	
Master of Education (Counselling)	Thompson	Kassie	
Master of Education (Counselling)	Tiniakos-Doran	Delaine	*
Master of Education (Counselling)	Wagner	Hayley	
Master of Education (Curriculum Studies)	Akindele	Bukky	
Master of Education (Curriculum Studies)	Archibold	Kea	*
Master of Education (Curriculum Studies)	Armstrong	Dawn	
Master of Education (Curriculum Studies)	Bally	Josanne	
Master of Education (Curriculum Studies)	Billard	Taylor	
Master of Education (Curriculum Studies)	Burns	Lindsay	
Master of Education (Curriculum Studies)	Cameron	Amy	
Master of Education (Curriculum Studies)	Chabot	Rachel	*
Master of Education (Curriculum Studies)	Cormier	Kimberly	
Master of Education (Curriculum Studies)	DeLory	Nicole	*
Master of Education (Curriculum Studies)	Deneault	Niki	
Master of Education (Curriculum Studies)	Doucette	Marie	*
Master of Education (Curriculum Studies)	Elliott	Mike	*
Master of Education (Curriculum Studies)	Englehutt	Megan	
Master of Education (Curriculum Studies)	George	Sue-Marie	*
Master of Education (Curriculum Studies)	Gould	Katrina	
Master of Education (Curriculum Studies)	Grant	Ian	
Master of Education (Curriculum Studies)	Henderson	Luke	
Master of Education (Curriculum Studies)	Houston	Alexander	*
Master of Education (Curriculum Studies)	Kiselyk	Colleen	
Master of Education (Curriculum Studies)	Lawrence	Jules	
Master of Education (Curriculum Studies)	Leader	Holly	

Master of Education (Curriculum Studies)	Lycan	Sam	*
Master of Education (Curriculum Studies)	MacEachern	Tara	
Master of Education (Curriculum Studies)	MacKay	Angela	
Master of Education (Curriculum Studies)	MacLeod	Melanie	
Master of Education (Curriculum Studies)	MacPherson	Carla	*
Master of Education (Curriculum Studies)	Mainwaring	Simon	*
Master of Education (Curriculum Studies)	Mallon	Mary	
Master of Education (Curriculum Studies)	Marfoh	Anita	*
Master of Education (Curriculum Studies)	Martell	Emily	
Master of Education (Curriculum Studies)	McDonald	Andrew	*
Master of Education (Curriculum Studies)	Meldrum	Jennifer	
Master of Education (Curriculum Studies)	Middleton	Stephen	
Master of Education (Curriculum Studies)	Molnar	Dave	*
Master of Education (Curriculum Studies)	Morrow-DeCoste	Lisa	
Master of Education (Curriculum Studies)	Muirhead	April	*
Master of Education (Curriculum Studies)	Murray	Carrie	*
Master of Education (Curriculum Studies)	Myra	Marina	*
Master of Education (Curriculum Studies)	O'Neill	Lori	
Master of Education (Curriculum Studies)	Pulsifer	Crystal	*
Master of Education (Curriculum Studies)	Richard	Brad	*
Master of Education (Curriculum Studies)	Scott	Angela	*
Master of Education (Curriculum Studies)	Smith	Derick	*
Master of Education (Curriculum Studies)	Smith	Luke	
Master of Education (Curriculum Studies)	Sutherland	Laycie	
Master of Education (Curriculum Studies)	Thahira Asharaf	Femina	
Master of Education (Curriculum Studies)	Trac	Christine	
Master of Education (Curriculum Studies)	Tran-Roop	Pauline	*
Master of Education (Curriculum Studies)	Tweedale	Tim	
Master of Education (Curriculum Studies)	Vermeersch	Illyana	
Master of Education (Curriculum Studies)	Weisner	Jennie	
Master of Education (Curriculum Studies)	Workman	Mandy	
Master of Education (Curriculum Studies)	Yeboah	Stephen	*
Master of Education (Inclusive Education)	Carew	Michael	*
Master of Education (Inclusive Education)	Cordoba	Andrea	*
Master of Education (Inclusive Education)	Draper	Emily	
Master of Education (Inclusive Education)	Forman	Jessie	*
Master of Education (Inclusive Education)	Frellick	Colleen	*
Master of Education (Inclusive Education)	Hall	Marissa	*
Master of Education (Inclusive Education)	MacMillan	Donna	
Master of Education (Inclusive Education)	Smereka	Colleen	
Master of Education (Leadership)	Alguire	Chris	
Master of Education (Leadership)	Davidson	Tyler	*
Master of Education (Leadership)	Jones	Nova	
Master of Education (Leadership)	Spares	Stephanie	*
Access Certificate in Interdisciplinary Studies	Bures	Alexander	

Access Certificate in Interdisciplinary Studies	MacDonald	Anna
Bachelor of Business Administration with Honours	Christie	Ella
Bachelor of Business Administration with Honours	Helmig	Bianca
Bachelor of Business Administration with Honours	Hickey	Ella
Bachelor of Business Administration with Honours	Nelson	Madelynn
Bachelor of Business Administration with Honours (Accounting)	Clarke	Ashton
Bachelor of Business Administration with Honours (Accounting)	Gillis	Ashley
Bachelor of Business Administration with Honours (Entrepreneurship and Innovation)	Acharya	Sujit
Bachelor of Business Administration with Honours with Cooperative Education	Madapatha	Stephni
Bachelor of Business Administration	Ahmad Fhamy	Naqiah
Bachelor of Business Administration	Allbright	Zack
Bachelor of Business Administration	Azagbaesuweli	Azuka
Bachelor of Business Administration	Bagnell	Kate
Bachelor of Business Administration	Baker	Reilly
Bachelor of Business Administration	Bhadana	Avdhesh *
Bachelor of Business Administration	Boult	Isabelle
Bachelor of Business Administration	Bower	Dan
Bachelor of Business Administration	Caldwell	Mitch
Bachelor of Business Administration	Couture	Thomas
Bachelor of Business Administration	Daigle	Brooke
Bachelor of Business Administration	Deraspe	Mathis
Bachelor of Business Administration	Deveaux	Taeyon
Bachelor of Business Administration	Dunham	Joshua
Bachelor of Business Administration	Etson	Nash
Bachelor of Business Administration	Fairweather	Jodie
Bachelor of Business Administration	Fougere	Collier *
Bachelor of Business Administration	Gibson	TaNyah
Bachelor of Business Administration	Girard	Abigail
Bachelor of Business Administration	Hossain	Md Jaiman
Bachelor of Business Administration	Johnston	Jack
Bachelor of Business Administration	Kaluluma	Abraham
Bachelor of Business Administration	Khan	Rafay
Bachelor of Business Administration	MacPherson	Nolan
Bachelor of Business Administration	McAdoo	MacKenzie
Bachelor of Business Administration	Moore	Liam
Bachelor of Business Administration	Neilson	Keigan
Bachelor of Business Administration	Nkwitcheu	Marc

Bachelor of Business Administration	Oickle	Cameron
Bachelor of Business Administration	Oloriz	Charlize
Bachelor of Business Administration	Ozon	Darian
Bachelor of Business Administration	Randhawa	Prateesh
Bachelor of Business Administration	Schurman	Nathan
Bachelor of Business Administration	Sweet	Malcolm
Bachelor of Business Administration	Tabacu	Dante
Bachelor of Business Administration	Thomson	Isaac
Bachelor of Business Administration	Wang	Yuanhao *
Bachelor of Business Administration	Wilson	Zack
Bachelor of Business Administration (Accounting)	Arseneau	Nicole
Bachelor of Business Administration (Accounting)	Axell	Jenna
Bachelor of Business Administration (Accounting)	Burke	Jewlia
Bachelor of Business Administration (Accounting)	Coffin	Holly
Bachelor of Business Administration (Accounting)	Connor	Ben
Bachelor of Business Administration (Accounting)	Duncanson	Atavia
Bachelor of Business Administration (Accounting)	Fougere	Nathan
Bachelor of Business Administration (Accounting)	Humphrey	Jack
Bachelor of Business Administration (Accounting)	Johnson	Sanchez
Bachelor of Business Administration (Accounting)	Kent	Drew
Bachelor of Business Administration (Accounting)	Kubik	Janita
Bachelor of Business Administration (Accounting)	MacDonald	Maddy
Bachelor of Business Administration (Accounting)	McKinnon	Matthew
Bachelor of Business Administration (Accounting)	Meel	Rajani
Bachelor of Business Administration (Accounting)	Mohammed	Mohammed
Bachelor of Business Administration (Accounting)	Pinder	Breanna
Bachelor of Business Administration (Accounting)	Polsfut	Rebecca
Bachelor of Business Administration (Accounting)	Raval	Tanishka Kalpeshkumar
Bachelor of Business Administration (Accounting)	Rooney	Sophie

Bachelor of Business Administration (Accounting)	Rosvold	Mel	
Bachelor of Business Administration (Accounting)	Stevens	Spencer	
Bachelor of Business Administration (Accounting)	Sturruv	Summer	
Bachelor of Business Administration (Accounting)	Watts	Kate	
Bachelor of Business Administration (Accounting) with Cooperative Education	Carpenter	Sophia	
Bachelor of Business Administration (Accounting) with Cooperative Education	Corscadden	Taylor	
Bachelor of Business Administration (Accounting) with Cooperative Education	Cutten	Miranda	
Bachelor of Business Administration (Accounting) with Cooperative Education	Ellingwood	Liam	
Bachelor of Business Administration (Accounting) with Cooperative Education	Goss	Gregory	
Bachelor of Business Administration (Accounting) with Cooperative Education	Hennigar	Allie	
Bachelor of Business Administration (Accounting) with Cooperative Education	Hutt	Kate	
Bachelor of Business Administration (Accounting) with Cooperative Education	Mann	Pat	
Bachelor of Business Administration (Accounting) with Cooperative Education	Mckeigan	Cole	
Bachelor of Business Administration (Accounting) with Cooperative Education	Pick	Abby	
Bachelor of Business Administration (Accounting) with Cooperative Education	Sachdeva	Pearl	
Bachelor of Business Administration (Accounting) with Cooperative Education	Stienburg	Leah	
Bachelor of Business Administration (Accounting) with Cooperative Education	Troop	Ally	
Bachelor of Business Administration (Accounting) with Cooperative Education	Wilson	Aidan	
Bachelor of Business Administration (Accounting) with Cooperative Education	Wood	Maddie	
Bachelor of Business Administration (Business Technology Management)	Adil	Muhammad	
Bachelor of Business Administration (Business Technology Management)	Belliveau	David	*
Bachelor of Business Administration (Business Technology Management)	Sachdeva	Riya	
Bachelor of Business Administration (Business Technology Management)	Singh	Karan Bir	

Bachelor of Business Administration (Employment Relations and Law and Society)	Wilson	Ashley	
Bachelor of Business Administration (Employment Relations)	Hingley	Olivia	
Bachelor of Business Administration (Employment Relations)	Kidney	Liam	
Bachelor of Business Administration (Employment Relations)	Talbot	Catherine	
Bachelor of Business Administration (Employment Relations)	Thorpe	Brooke	
Bachelor of Business Administration (Employment Relations) with Cooperative Education	Brown	Amber	
Bachelor of Business Administration (Entrepreneurship and Innovation)	Gavin	Jack	
Bachelor of Business Administration (Entrepreneurship and Innovation)	Law	Catherine	
Bachelor of Business Administration (Entrepreneurship and Innovation)	McCulloch	Dawson	
Bachelor of Business Administration (Entrepreneurship and Innovation)	O'Brien	Evan	
Bachelor of Business Administration (Entrepreneurship and Innovation)	Ovington	Justin	
Bachelor of Business Administration (Entrepreneurship and Innovation)	Peters	Tyson	
Bachelor of Business Administration (Entrepreneurship and Innovation)	van der Weegen	Mitch	
Bachelor of Business Administration (Entrepreneurship and Innovation) with Cooperative Education	Dulay	Alex	
Bachelor of Business Administration (Finance)	Brousseau	Abby	
Bachelor of Business Administration (Finance)	Brouwer	Mitchell	
Bachelor of Business Administration (Finance)	Chipudhla	Akuzike	
Bachelor of Business Administration (Finance)	Hamlyn	Emma	
Bachelor of Business Administration (Finance)	Hopwo	Corson	
Bachelor of Business Administration (Finance)	Kelleher	Ben	*
Bachelor of Business Administration (Finance)	Kelly	Griffin	
Bachelor of Business Administration (Finance)	McDonough	Lauchlan	

Bachelor of Business Administration (Finance)	McTavish	Myles	
Bachelor of Business Administration (Finance)	Miller	Jett	
Bachelor of Business Administration (Finance)	Muhigi	Chris	
Bachelor of Business Administration (Finance)	Naug	Jake	
Bachelor of Business Administration (Finance)	Penny	Lawson	
Bachelor of Business Administration (Finance)	Quigley	Ryley	
Bachelor of Business Administration (Finance)	Russell	Sami	
Bachelor of Business Administration (Finance)	Waterbury	Ben	
Bachelor of Business Administration (Finance)	Woolfitt	Jewel	
Bachelor of Business Administration (Finance) with Cooperative Education	Ennis	Ethan	*
Bachelor of Business Administration (Finance) with Cooperative Education	Lewis	Tyrone	
Bachelor of Business Administration (Finance) with Cooperative Education	Tomilson	Brendan	
Bachelor of Business Administration (Marketing)	Angole	Maya	
Bachelor of Business Administration (Marketing)	Das	Misti	
Bachelor of Business Administration (Marketing)	Lewis	Jake	
Bachelor of Business Administration (Marketing)	Lobo	Andril	
Bachelor of Business Administration (Marketing) with Cooperative Education	Kennie	Nathan	
Bachelor of Business Administration (Marketing) with Cooperative Education	Lowthers	Tori	
Bachelor of Business Administration (Marketing) with Cooperative Education	McCarthy	Matt	
Bachelor of Business Administration with Cooperative Education	Ahmed	Shayan	
Bachelor of Business Administration with Cooperative Education	Akande	Saheed	
Bachelor of Business Administration with Cooperative Education	Chibuoke	Shirley	
Bachelor of Business Administration with Cooperative Education	Galloway	Emily	
Bachelor of Business Administration with Cooperative Education	Hafez	Ahmed	

Bachelor of Business Administration with Cooperative Education	Hashem	Peter
Bachelor of Business Administration with Cooperative Education	Hossain	Jassim
Bachelor of Business Administration with Cooperative Education	Rorabeck	Matt
Bachelor of Community Development with Honours	Diverty	Emily
Bachelor of Community Development with Honours (Environmental and Sustainability Studies)	Hull	Lily
Bachelor of Community Development with Honours (Environmental and Sustainability Studies)	Veitch	Adam
Bachelor of Community Development	Allen	Sophie
Bachelor of Community Development	Bennett	Kailey
Bachelor of Community Development	Brawn	Kennedy
Bachelor of Community Development	Bullen	Camryn
Bachelor of Community Development	Callan	Cooper
Bachelor of Community Development	Carroll	Matthew
Bachelor of Community Development	Carver	Dallas
Bachelor of Community Development	Cormier	Quintin
Bachelor of Community Development	Currie Hazel	Brooke
Bachelor of Community Development	Dearman	Robyn
Bachelor of Community Development	Faucher	Maya
Bachelor of Community Development	Flecknell	Anna
Bachelor of Community Development	Giroux	Maria
Bachelor of Community Development	Glasgow	Megan
Bachelor of Community Development	Hanninen	Connor
Bachelor of Community Development	Hobbs	Grace
Bachelor of Community Development	Kanewske	Ryder
Bachelor of Community Development	MacLeod	Tyler
Bachelor of Community Development	Manning	Dylan
Bachelor of Community Development	Meagher	Devin
Bachelor of Community Development	Messom	Sophie
Bachelor of Community Development	Moore	Ryan
Bachelor of Community Development	Murray	Jessica
Bachelor of Community Development	Peach	Bailey
Bachelor of Community Development	Reid	Hillary
Bachelor of Community Development	Robertson	Tyler
Bachelor of Community Development	Robichaud	Chloe
Bachelor of Community Development	Seaman	Harrison
Bachelor of Community Development	Vidito	Nick
Bachelor of Community Development	Wall	Austin
Bachelor of Community Development	Williston	Sarah
Bachelor of Community Development	Zazula	Luke

Bachelor of Community Development (Environmental and Sustainability Studies)	Deal	Lauren	
Bachelor of Community Development (Environmental and Sustainability Studies) with Cooperative Education	Mian	Becca	*
Bachelor of Community Development with Cooperative Education	Cosman	Kaitlyn	
Bachelor of Education (Elementary Education)	Arseneau	Jillian	*
Bachelor of Education (Elementary Education)	Beals	Jalisa	*
Bachelor of Education (Elementary Education)	Berrigan	Sarah	*
Bachelor of Education (Elementary Education)	Brown	Graham	*
Bachelor of Education (Elementary Education)	Buchanan	Alicia	*
Bachelor of Education (Elementary Education)	Candelora	Alyssa	*
Bachelor of Education (Elementary Education)	Cargill	Taelyn	
Bachelor of Education (Elementary Education)	Carty	Grace	*
Bachelor of Education (Elementary Education)	Chisholm	Abby	*
Bachelor of Education (Elementary Education)	Comeau-Ouellette	Hannah	*
Bachelor of Education (Elementary Education)	Davies	Koko	*
Bachelor of Education (Elementary Education)	De Vaal	Catherine	*
Bachelor of Education (Elementary Education)	Dorman	Chris	*
Bachelor of Education (Elementary Education)	Doucette	Caitlyn	*
Bachelor of Education (Elementary Education)	Durling	Grace	*
Bachelor of Education (Elementary Education)	Fernandez	Victoria	*
Bachelor of Education (Elementary Education)	Fyfe	Emma	*
Bachelor of Education (Elementary Education)	Gaudet	Ashley	*
Bachelor of Education (Elementary Education)	George	Cassidy	*
Bachelor of Education (Elementary Education)	Gould	Emily	*

Bachelor of Education (Elementary Education)	Grace	Victoria	*
Bachelor of Education (Elementary Education)	Hartline	Keller	*
Bachelor of Education (Elementary Education)	Hindmarsh	Kathryn	*
Bachelor of Education (Elementary Education)	Hird	Lauren	*
Bachelor of Education (Elementary Education)	Hopewell	Madi	*
Bachelor of Education (Elementary Education)	Jodrey	Lauren	*
Bachelor of Education (Elementary Education)	King	Karlee	*
Bachelor of Education (Elementary Education)	Kowalyk	Taylor	*
Bachelor of Education (Elementary Education)	Lin	Yan	*
Bachelor of Education (Elementary Education)	MacDonald	Jenny	*
Bachelor of Education (Elementary Education)	Mollins	Serenity	*
Bachelor of Education (Elementary Education)	Moulton	Gabby	*
Bachelor of Education (Elementary Education)	Nicholson	Kate	*
Bachelor of Education (Elementary Education)	Norris	Allie	*
Bachelor of Education (Elementary Education)	O'Reilly	Teagan	*
Bachelor of Education (Elementary Education)	O'Toole	Katherine	*
Bachelor of Education (Elementary Education)	Patey	Braeden	*
Bachelor of Education (Elementary Education)	Petrie	Lindsay	*
Bachelor of Education (Elementary Education)	Rafuse	Erica	*
Bachelor of Education (Elementary Education)	Richard	Savannah	*
Bachelor of Education (Elementary Education)	Robarts	Kate	*
Bachelor of Education (Elementary Education)	Rowsell	Emma	*
Bachelor of Education (Elementary Education)	Surette	Hallie	*
Bachelor of Education (Elementary Education)	Tolliver	Taylor	*

Bachelor of Education (Elementary Education)	Treutner	Gina	*
Bachelor of Education (Elementary Education)	Turner	Jillian	*
Bachelor of Education (Elementary Education)	Veinot	Janelle	*
Bachelor of Education (Elementary Education)	Wadden	Ashley	*
Bachelor of Education (Elementary Education)	Wisener	Ashton	*
Bachelor of Education (Secondary Education)	Adams	Leah	*
Bachelor of Education (Secondary Education)	Allen	Shae	*
Bachelor of Education (Secondary Education)	Annesty	Miranda	*
Bachelor of Education (Secondary Education)	Baxter	Madison	*
Bachelor of Education (Secondary Education)	Beatty	Haley	*
Bachelor of Education (Secondary Education)	Bish	Callum	*
Bachelor of Education (Secondary Education)	Boudreau	Melissa	*
Bachelor of Education (Secondary Education)	Chappus	Kyle	*
Bachelor of Education (Secondary Education)	Chisholm	Ben	*
Bachelor of Education (Secondary Education)	Ciccione	Adrianna	*
Bachelor of Education (Secondary Education)	Coleman	Anna	*
Bachelor of Education (Secondary Education)	Crowell	Victoria	*
Bachelor of Education (Secondary Education)	Doncaster	Gray	*
Bachelor of Education (Secondary Education)	Douglas	Hannah	*
Bachelor of Education (Secondary Education)	Dufour	Eric	*
Bachelor of Education (Secondary Education)	Dunnett	Ethan	*
Bachelor of Education (Secondary Education)	Elliott	Kameren	*
Bachelor of Education (Secondary Education)	Farella	Max	*
Bachelor of Education (Secondary Education)	Gould	Zack	*

Bachelor of Education (Secondary Education)	Horne	Emma	
Bachelor of Education (Secondary Education)	Hughes	Erin	
Bachelor of Education (Secondary Education)	Jodrey	Emma	*
Bachelor of Education (Secondary Education)	Kaizer	Lee	*
Bachelor of Education (Secondary Education)	Kendall MacKenzie	Cynthia	*
Bachelor of Education (Secondary Education)	Kinsman	Owen	*
Bachelor of Education (Secondary Education)	Lakosha	Abdul	*
Bachelor of Education (Secondary Education)	Lamb	Phoebe	*
Bachelor of Education (Secondary Education)	Lawrence	Sarah	*
Bachelor of Education (Secondary Education)	MacAloney	Alex	*
Bachelor of Education (Secondary Education)	MacDonald	Callum	
Bachelor of Education (Secondary Education)	MacDougall	Declan	*
Bachelor of Education (Secondary Education)	MacNeil	Emily	*
Bachelor of Education (Secondary Education)	Marchand	Clarey	*
Bachelor of Education (Secondary Education)	Marnitz	Bailey	*
Bachelor of Education (Secondary Education)	Mason	Bryce	*
Bachelor of Education (Secondary Education)	Mayo	Adam	*
Bachelor of Education (Secondary Education)	McCorriston	William	
Bachelor of Education (Secondary Education)	Mejologbe	Valentine Olakunle	*
Bachelor of Education (Secondary Education)	Morrow	Simon	*
Bachelor of Education (Secondary Education)	Nielsen	Maddy	*
Bachelor of Education (Secondary Education)	Olmstead	Ashley	
Bachelor of Education (Secondary Education)	Pinsent	Alexander	*
Bachelor of Education (Secondary Education)	Pittman	Natalie	*

Bachelor of Education (Secondary Education)	Pollock-Jordan	Sarah	*
Bachelor of Education (Secondary Education)	Randell	Mark	*
Bachelor of Education (Secondary Education)	Ransom	Brynn	*
Bachelor of Education (Secondary Education)	Rigby	Madison	
Bachelor of Education (Secondary Education)	Routledge	Seth	*
Bachelor of Education (Secondary Education)	Saulnier	Evan	*
Bachelor of Education (Secondary Education)	Schenkey	Lauren	*
Bachelor of Education (Secondary Education)	Schurman	Noah	*
Bachelor of Education (Secondary Education)	Springate	Leah	*
Bachelor of Education (Secondary Education)	Sypher	Ryan	
Bachelor of Education (Secondary Education)	Tracey	Cam	*
Bachelor of Education (Secondary Education)	Urquhart	Jamieson	*
Bachelor of Education (Secondary Education)	Walker	Sarah	*
Bachelor of Education (Secondary Education)	Weagle	Morgan	*
Bachelor of Education (Secondary Education)	Youssef	Zein	*
Bachelor of Kinesiology with Honours	Bemrose	Kate	
Bachelor of Kinesiology with Honours	Dancey	Abigail	
Bachelor of Kinesiology with Honours	Dauphinee	Will	
Bachelor of Kinesiology with Honours	McCarthy	Natasha	
Bachelor of Kinesiology with Honours	Mombourquette	Keara	
Bachelor of Kinesiology with Honours	Nielsen	Grace	
Bachelor of Kinesiology	Armstrong	Maddie	
Bachelor of Kinesiology	Baxter	Haley	
Bachelor of Kinesiology	Bennett	Sara	
Bachelor of Kinesiology	Blakey	Aaron	
Bachelor of Kinesiology	Bodnar	Isaac	
Bachelor of Kinesiology	Buchanan	Paris	
Bachelor of Kinesiology	Butters	Mac	
Bachelor of Kinesiology	Cain	Jacey	
Bachelor of Kinesiology	Caldwell	Lucy	
Bachelor of Kinesiology	Campbell	Liam	
Bachelor of Kinesiology	Clarke	Carissa	

Bachelor of Kinesiology	Clements	Dorian
Bachelor of Kinesiology	Collins	Ella
Bachelor of Kinesiology	Collins	Mckensie
Bachelor of Kinesiology	Corkum	Michael
Bachelor of Kinesiology	DeLong	Michael
Bachelor of Kinesiology	Deng	Jabu
Bachelor of Kinesiology	diplock	Jayden
Bachelor of Kinesiology	Dominie	Chloe
Bachelor of Kinesiology	Doucette	Cameron
Bachelor of Kinesiology	Duda	Shianna
Bachelor of Kinesiology	Frail	Brianna
Bachelor of Kinesiology	Francoeur	Vincent
Bachelor of Kinesiology	Frappier	Mimi
Bachelor of Kinesiology	Gallant	Landon
Bachelor of Kinesiology	Gidman	Jack
Bachelor of Kinesiology	Godreau	Dominick
Bachelor of Kinesiology	Graham	Eva
Bachelor of Kinesiology	Gray	Jonathan
Bachelor of Kinesiology	Griffiths	Nelson
Bachelor of Kinesiology	Halpin	Eddy
Bachelor of Kinesiology	Harrison	Kailan
Bachelor of Kinesiology	Hayden	Erik
Bachelor of Kinesiology	Hazzard	Taylor
Bachelor of Kinesiology	Hebb	Dash
Bachelor of Kinesiology	Hooper-Dixon	Taya
Bachelor of Kinesiology	Jackson	Alicia
Bachelor of Kinesiology	Jordan	Melissa
Bachelor of Kinesiology	Joseph	Charline
Bachelor of Kinesiology	Josey	Marshall
Bachelor of Kinesiology	Keller	Ailie
Bachelor of Kinesiology	Keller	Reesa
Bachelor of Kinesiology	Knox	Devan
Bachelor of Kinesiology	Lackie	Daxon
Bachelor of Kinesiology	Lawrence	Nick
Bachelor of Kinesiology	Machacynski	Hayden
Bachelor of Kinesiology	Maclellan	Chiara
Bachelor of Kinesiology	MacVicar	Kaj
Bachelor of Kinesiology	Marcil	Rowan
Bachelor of Kinesiology	Martin	Josh
Bachelor of Kinesiology	McCarthy	Ben
Bachelor of Kinesiology	McCracken	Jeffrey
Bachelor of Kinesiology	McLaughlin	Jenna
Bachelor of Kinesiology	Morgan	Amy
Bachelor of Kinesiology	Morin	Emma
Bachelor of Kinesiology	Murray	Kaitlyn
Bachelor of Kinesiology	Nauss	Livia

Bachelor of Kinesiology	Nesbitt	Myeth	
Bachelor of Kinesiology	Newton	Parker	
Bachelor of Kinesiology	O'Connell	Cameron	
Bachelor of Kinesiology	Oickle	Julia	
Bachelor of Kinesiology	O'Neal	Hannah	
Bachelor of Kinesiology	Pearson	Emma	
Bachelor of Kinesiology	Peers	Griffin	
Bachelor of Kinesiology	Perry	Alyssa	
Bachelor of Kinesiology	Phillips	Grace	
Bachelor of Kinesiology	Porter	Kalle	
Bachelor of Kinesiology	Power	Kendall	
Bachelor of Kinesiology	Reid	Brooke	
Bachelor of Kinesiology	Roach	Sarah	*
Bachelor of Kinesiology	Rosenberger	Adam	
Bachelor of Kinesiology	Ross	Alisa	
Bachelor of Kinesiology	Savoie	Olivia	
Bachelor of Kinesiology	Seymour	Max	
Bachelor of Kinesiology	Sgambati	Theo	
Bachelor of Kinesiology	Slaunwhite	Meghan	
Bachelor of Kinesiology	Smith	Ellie	
Bachelor of Kinesiology	Snook	Jonah	
Bachelor of Kinesiology	Spink	Noelan	
Bachelor of Kinesiology	Sweet	Mariah	
Bachelor of Kinesiology	Therault	Hannah	
Bachelor of Kinesiology	Vertanness	Sophie	
Bachelor of Kinesiology	Vincent	Shane	
Bachelor of Kinesiology	White	Micah	
Bachelor of Kinesiology	Woodworth	Laurel	
Bachelor of Kinesiology	Zwicker	Emma	
Bachelor of Kinesiology (Biology)	Guy	Jenna	
Bachelor of Kinesiology (Biology)	Lemay-Evans	Alexia	
Bachelor of Kinesiology (Biology)	Matthews	Vea	
Bachelor of Music	Bagshaw	Dakota	
Bachelor of Music	Black	Amy	
Bachelor of Music	Coventry	Abigail	*
Bachelor of Music	Fairweather	Gail	
Bachelor of Music	Foulds	Kyra	*
Bachelor of Music	Garde	Emma	
Bachelor of Music	Kirkpatrick	Payton	
Bachelor of Music	Lalonde	Gerald	
Bachelor of Music	Lester	Kendall	
Bachelor of Music	Marshall	Hermione	
Bachelor of Music	McCarron	Cian	
Bachelor of Music	Miller	Anneka	
Bachelor of Music	Penney	Sara	
Bachelor of Music	Pringle	Bailey	

Bachelor of Music	Proctor	Emma
Bachelor of Music	Sampson	Elliot
Bachelor of Music	Wheeler	Amelia *
Bachelor of Music	Young	Rebecca
Bachelor of Music Therapy	Bach	Jane
Bachelor of Music Therapy	Brown-Sweet	Jessi
Bachelor of Music Therapy	Jones	Liv
Bachelor of Music Therapy	Letcher	Lauren
Bachelor of Music Therapy	MacDonald	Martin
Bachelor of Music Therapy	MacKillop	Emilie
Certificate in Music Therapy	Chrétien	Lisandre

Affiliated Colleges—Divinity

FACULTÉ DE THÉOLOGIE ÉVANGÉLIQUE (FTE), Montréal

Maîtrise en Divinité

MATHIEU, Nichker J.

SABBAT, Louis

Maîtrise ès Arts (Théologie),

ANANI, Mawuko

DUVERLUS, Isaac

JEAN-NOEL, Marc

VITAL, Jonas

Maîtrise en Théologie

GOMEZ, Rémi

Maîtrise en Théologie Pratique

CALIXTE, Léon

Baccalauréat en Théologie

CHARLES Marc Daniel

DUPONT, Jérémie

HENRY, Obed

JEAN-LOUIS, Kedny

CHRIST INTERNATIONAL DIVINITY COLLEGE (CINDICO)

Bachelor of Theology

ABORISADE, Olusuyi Samuel

ABRAHAM, Olufemi Thomas

ADARABIERIN, Olusola Mercy

ADARAMODU, Mary Aina

ADEAGBO, Emmanuel Adekunle

ADEBAYO, Yemisi Ayoni
ADEDEJI, Taiwo Ezekiel
ADEGBOLA, Akinpelu Moses
ADEGBORO, Ojo James
ADEGBOYE, Olusola Samuel
ADEGORUSI, Stephen Iluyomade
ADELOWO, Lydia Damilola
ADEOLA, Clement Oluwasegun
ADEOLU, Kehinde Marcus
ADERINOLA, Dayo
ADETOYESE, Adeniyi Iyiola
ADETOYI, Ademiju Samuel
AFOLAYAN, Gideon Temitope
AJAYI, James Olugbenga
AJAYI, Olubunmi Oluwatoyin
AJAYI, Tope Samson
AJIBOYE, Joy Opeyimika
AJIBUA, Ibukun James
AKANMU, Samson Sunday
AKEJU, Damilola Joseph
AKEJU, Oluwafemi David
AKEJU, Segun Russell
AKINFOLARIN, Robert Lordson
AKINMUSERE, Sunday Temidire
AKINROTIMI, Emmanuel Gilbert
AKINWOTU, Olufisayo David
ALADE, Femi
ALADE, Joseph Oluwagbamigbe
ALO, Kayode Stephen
AMUSAN, Ojo Abiodun Daniel
APANISILE, Olabisi Samuel
AROWOSOLA, Segun Adetunji
ARUWAYO, Yemi Elizabeth
ASEGBELOVIN, Temitope Samuel
AWELEWA, Babatope Ebenezer
AYINDE, Oluwatobiloba Daniel
AYODELE, Olatomiwa Joshua Joseph
BABATUNDE, Michael Sola
BABAYOMI, Taiwo Oluwaniyi
BAMIGBOSE, Oluseye Amos
DADA, Olusola Samuel
DAHUNSI, Joseph Pelumi
FABIYI, Folorunso Austin
FADARE, Timothy Ayokunle
FAMOYE, Funmilayo Rachael
FARUNA, Julius Oluwaniyi

JACOB, Stella Oluwayemisi
KILANI, Oluleke David
MORENIKEJI, Ademola Olukunle
OGUNLEYE, Samuel Obayemi
OGUNMOYERO, Robert O.
OGUNNODI, Oluwaseun Michael
OGUNREMI, Samuel Oluwamuyiwa
OGUNTUASE, Ebenezer Rotimi
OJUOLAPE, Olusegun John
OKUNOLA, Joseph Dare
OLADAPO, Ebenezer Makanjuola
OLADAPO, Joshua Olabanjo
OLADEJI, Busayo Samuel
OLADELE, Benjamin Ayobami
OLADIPUPO, Femi Emmanuel
OLAGUNJU, Ilelabayo Kazeem
OLAJIDE, Folorunso Bukola
OLALEYE, Grace Bukola
OLAMIJU, Sanmi Daniel
OLATUNDE, Olawatosin
OLAWALE, Joseph Oyelami
OLORUNDARE, Oluwaseun David
OLORUNTOBA, Falake Eunice
OLOWOFOYEKU, Kayode Ebenezer
OLUMOMI, Clement Olakitan
OLUSOLA, Kehinde Funmilayo
OLUWAFEMI, Abiodun Israel
OLUWAROTIMI, Gideon Temitope
OLUWATOLA, Fadeji Olu
OMOLEYE, Abiola Esther
ONI, Moradeke Racheal
OYEWO, Isalah Olaoluwa
PETER, Dare Adungba
PETER, Paul Oyedele
POPOOLA, Stephen Oladiran
SOLADOYE, Temitope Odunola
SOLAWON, Taiwo Aroundeko
TAIWO, Gbenga Augustine
TEMILADE, Joel Adeoye
TEMITAYO, Oyewole Samson
TIMEHIN, Adekunle Oladele
WAHAB, Soliu Abayomi

Enabling Motion:

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

SENATE CHAIR—MAY 2026

Regrets, late arrivals, early departures, and guests will be announced verbally at the meeting.

There have been no Senate Executive meetings since the last Senate meeting.

There will be a Special Senate Meeting on Wednesday, May 27, 2026, 4:00-6:00 pm regarding Academic Restructuring.

Respectfully submitted,
Anna Kiefte, Chair of Senate

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE—MAY 2026

President's Report to Senate May 6, 2026

Bill 12 – UBGA

We have received no official updates on the status of reforms to the composition of the Board of Governors under the University Board Governance Act (Bill 12). Informally, we have heard that the provincial budget and recent sitting of the legislature have stalled this matter, but that action will resume now that the House of Assembly has adjourned. Efforts through CONSUP and individual university presidents and Board Chairs have primarily focused on the need to reduce the percentage of government appointments to the Boards.

Change in Deputy Minister

The Department of Advanced Education will be assigned a new Deputy Minister (the fourth in my tenure as President). Deputy Karen Gatien will be redeployed from the Department of Energy to Advanced Education, while Deputy Tracey Barbrick will retain her role in Education and Early Childhood Development. Hon. Brendan Maguire will remain the Minister of both Departments. We have received no word of any other changes to the staff in the Department and are assuming status quo.

14 Wing CFB Greenwood

We have had some early conversations with the staff and leadership at 14 Wing CFB Greenwood about Acadia as an education destination for CAF members and families. The base will see a substantial expansion of members and infrastructure over the next few years as part of the federal government's defence spending increase. Serving and releasing members have access to federal funds to support furthering their education, and university courses, certificates, and degrees are considered valuable both for professional development and career advancement, and for retraining after release. Dr. David Duke and Dr. Lauren Wilson Finnis have been working with staff on the base and in Veterans Affairs Canada on logistical and administrative matters. Faculty who might be interested in working on these

academic opportunities are encouraged to contact them. This shows great promise for enrolment growth and learner diversification.

Respectfully Submitted,

Jeffrey J. Hennessy, Ph.D.

President and Vice Chancellor

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

Report to Senate May 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 two draft proposals (April 6 and April 21, respectively), we have had the following feedback points (with more forthcoming):

- 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)

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.

We are currently receiving feedback on proposal number two around proposed clusterings, embedded supports, and additional ideas. Feedback is due by May 8, 2026 to inform the next draft. We look forward to receiving and incorporating this feedback.

We will do further engagement after the next version, and have also requested a special meeting of Senate for the end of May, and will continue discussions with APC and engage APRC.

Schedule H & Academic Program Review and Planning

Work continues in earnest on 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. Thank you to everyone involved for all your hard work and efforts as we go through this process.

- **May 30, 2026:** Program Costing Analysis (Template 2) and Templates for Modernization (3), Revitalization (4), Rationalization (5), No Program Change (6)

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 – May 2026

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers: Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science Dr. Daniel Blustein, Associate Professor, Psychology Stage: APRC report submitted to Senate, May 2026.
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.
English and Theatre	N/A	Site Visit: February 5-7, 2025. External Reviewers: Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University Internal Reviewers: Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures Paula Rockwell, Instructor, School of Music Stage: APRC reports submitted to Senate, May 2026.
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	CCUPEK A 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

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

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—
MAY 2026**

No announcements received as of May 4, 2026.

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

No announcements received as of May 4, 2026.

VICE-PROVOST CURRICULUM & PLANNING—MAY 2026

No announcements received as of May 4, 2026.

VICE-PROVOST ACADEMIC PLANNING AND GRADUATE STUDIES—MAY 2026

No announcements received as of May 4, 2026.

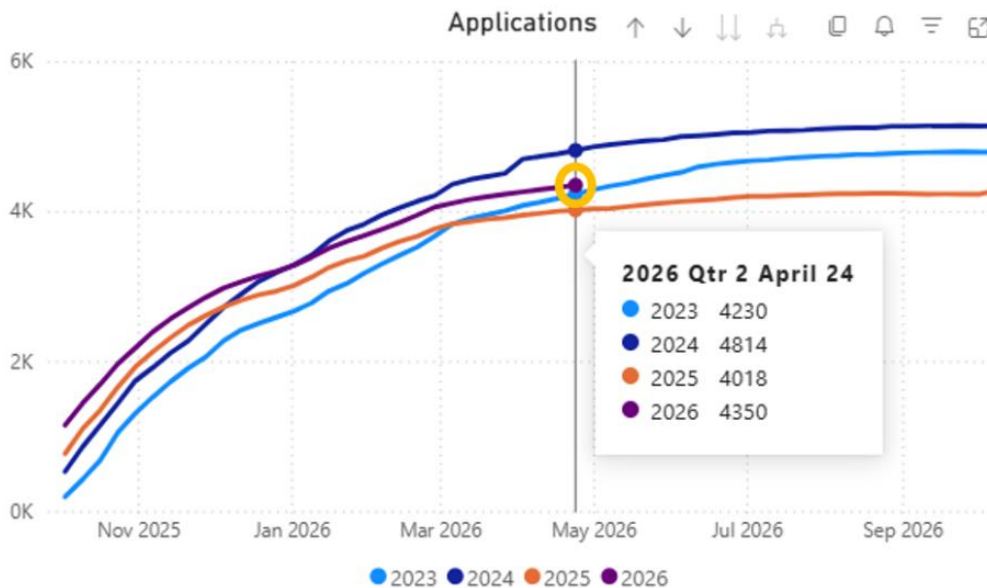
VICE-PRESIDENT STUDENT EXPERIENCE—MAY 2026

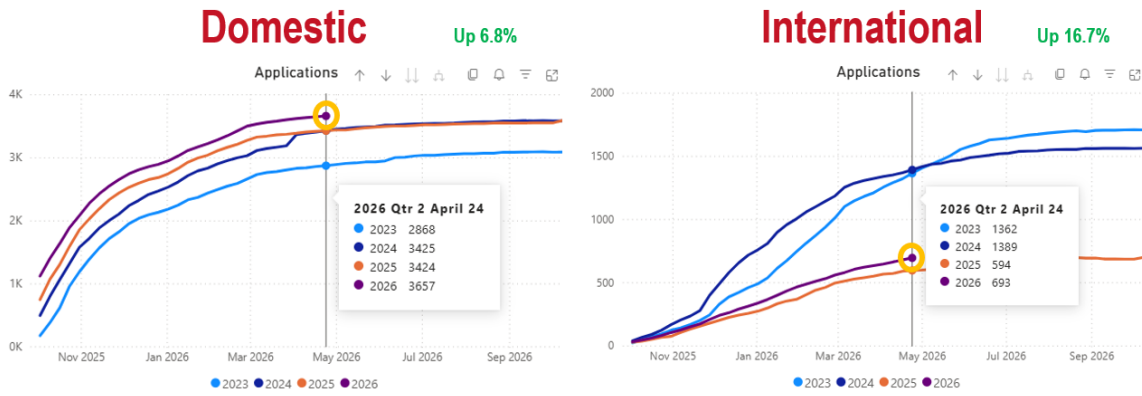
Level-1 Enrolment Update

April 2026

Applications

As of April 24, 2026, our Fall 2026 applications are up 8.3% over last cycle, driven by a 6.8% increase in domestic applications and a 16.7% increase in international applications.



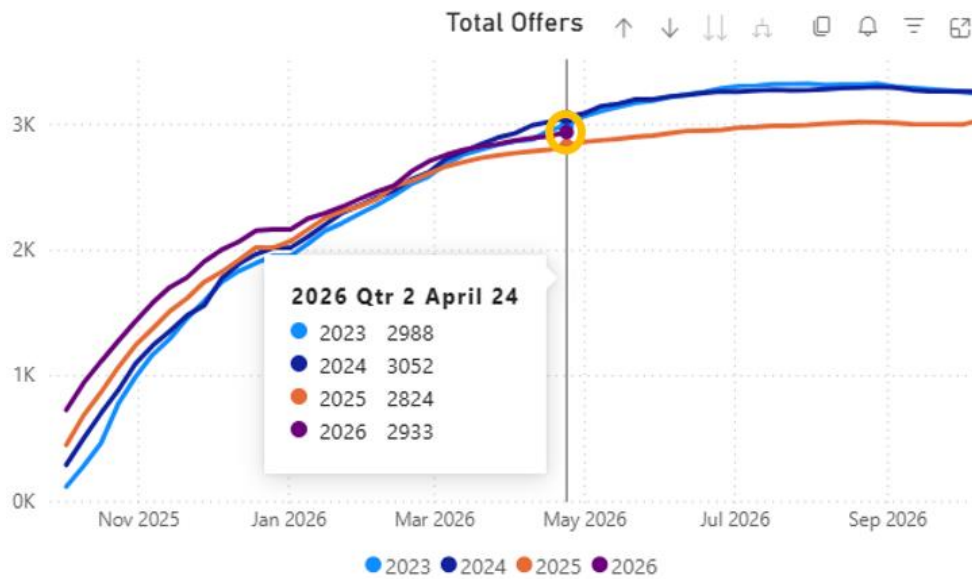


Of our domestic applications, we have seen increases (10%+) this year in applications from Nova Scotia, Prince Edward Island, Alberta, Manitoba, Quebec and Saskatchewan. We have seen decreases (-10%+) this year from New Brunswick, British Columbia and Ontario.

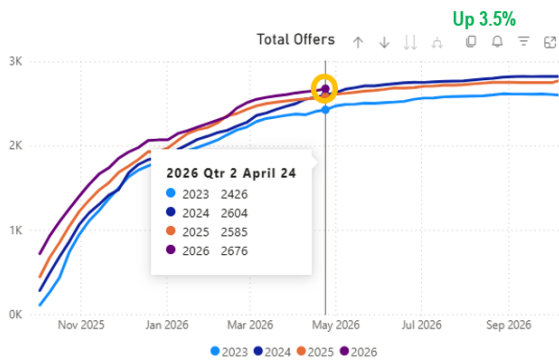
PROVINCE	2026 Applications	2026 vs 2025 % Change	2026 vs 2024 % Change	2026 vs 2023 % Change
Nova Scotia	2,339	16.7%	21.9%	49.0%
New Brunswick	374	-12.4%	1.6%	12.0%
Newfoundland and Labrador	160	-1.2%	-23.1%	3.2%
Prince Edward Island	159	28.2%	1.3%	23.3%
Alberta	173	6.1%	13.1%	26.3%
British Columbia	97	-37.4%	-35.3%	-25.4%
Manitoba	16	60.0%	0.0%	-15.8%
Northwest Territories	2	-50.0%	100.0%	-33.3%
Nunavut	2	100.0%	-60.0%	0.0%
Ontario	314	-18.9%	-26.8%	-14.7%
Quebec	22	22.2%	-4.3%	29.4%
Saskatchewan	16	45.5%	33.3%	100.0%
Yukon	4	-20.0%	n/a	-60.0%
	3,678	6.0% ↑	6.9% ↑	27.6% ↑

Offers

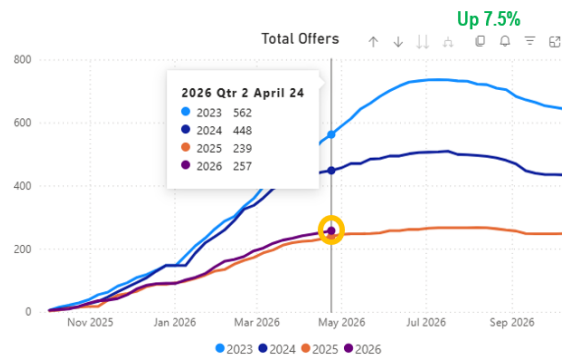
Offers to applicants are up 3.9% overall over last cycle, with a domestic increase of 3.5% and international increase of 7.5%.



Domestic

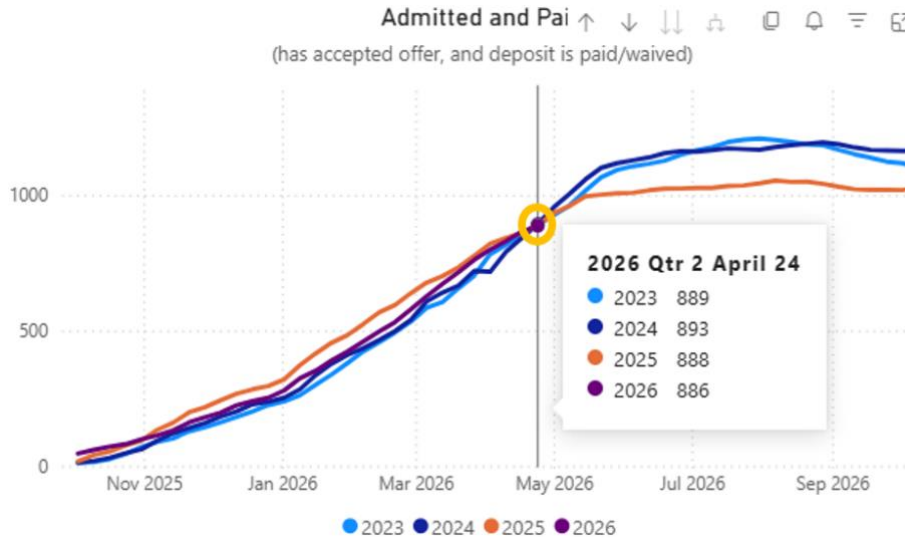


International



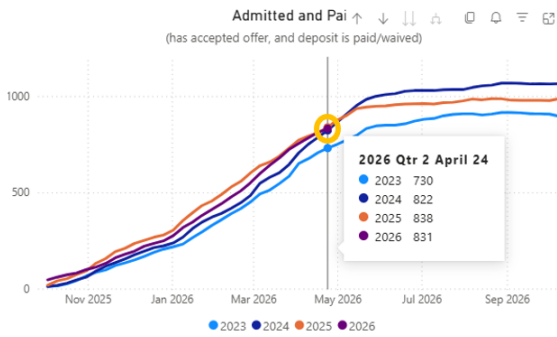
Admitted & Paid

Our admitted & paid students are marginally down at 0.2%. Domestically we are marginally down by 0.8%, however international students are up 10.0% over last cycle.



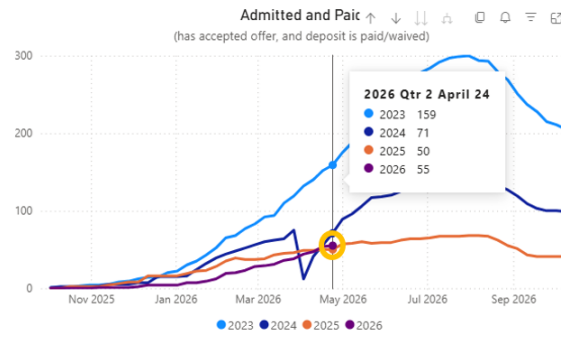
Domestic

Down 0.8%



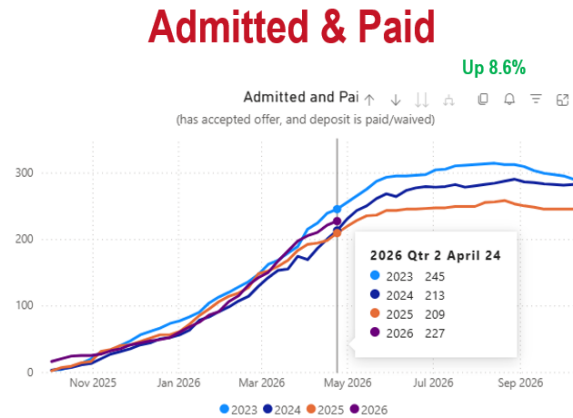
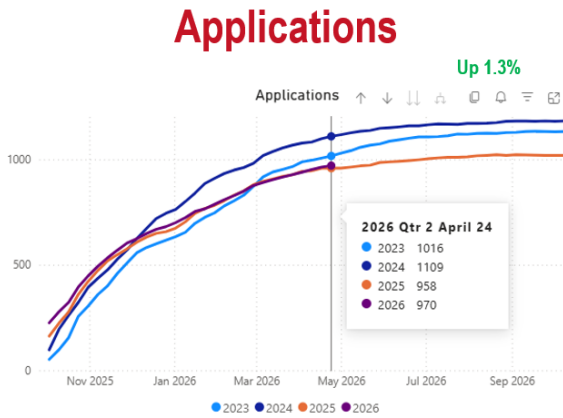
International

Up 10.0%

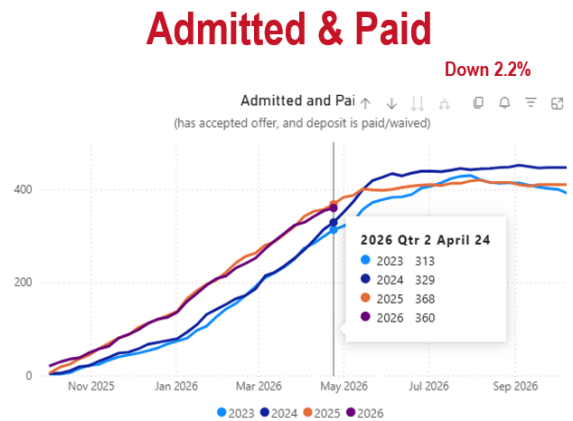
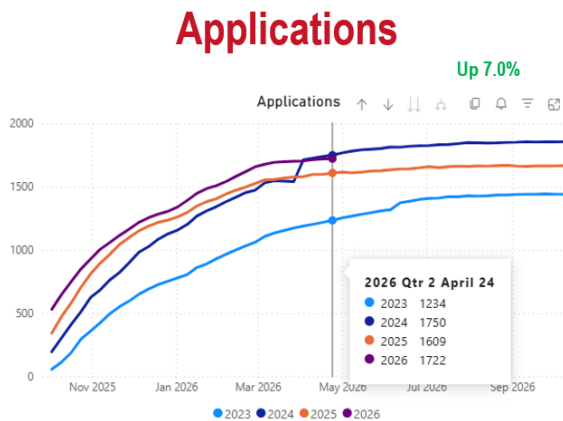


Faculty Applications and Admitted & Paid Update

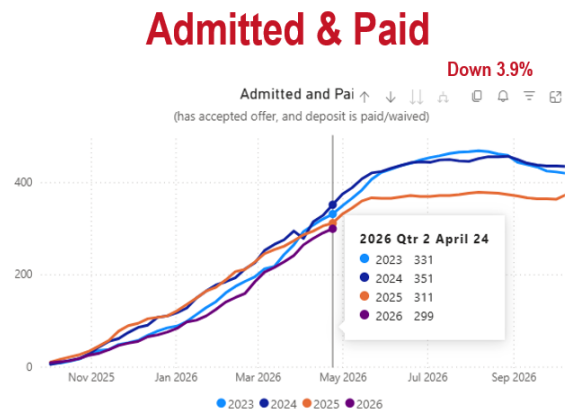
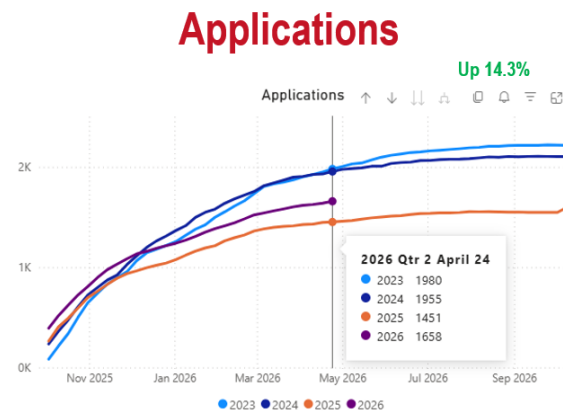
Arts applications are up 1.3% and their admitted & paid students are up 8.6% over last cycle.



Professional Studies applications are up 7.0% but are down 2.2% on admitted & paid students.



Science applications are up 14.3% but are down 3.9% on admitted & paid students.



ACADIA STUDENTS' UNION REPORT TO SENATE—MAY 2026

Acadia Students' Union May Senate Update

Prepared by:

Emma Boles – President, Acadia Students' Union

Lily Rich – 2026–2027 VP Academic and External, Acadia Students' Union

Zahide Cam – 2025-2026 VP Academic and External, Acadia Students' Union

Academic Updates:

- The ASU participated in feedback collection at the library about academic restructure

Advocacy Updates:

- Lily (VP Academic & External) and Emma (President) completed their preliminary transitioning with the Canadian Alliance of Students Associations (CASA) home office staff.
- Lily and Emma will be attending Canadian Alliance of Students Association Foundations conference from May 25th to May 29th.
- Students' Nova Scotia's first board meeting will be held next week.
- We've got some advocacy wins with the 2026 Spring Economic Update from the federal Government, and more. Some recent Federal Advocacy wins include:
 - A) ASU advocated for an extension on federal grant and loan maximums through the Canada Student Financial Assistance Program.
 - B) We saw the removal of the requirement for international students to obtain a co-op work permit (in addition to their study permits) for work placements that are required as part of their academic program (effective April 1st 2026). This was in our advocacy priorities for the previous fall as students were facing unnecessary wait times.
 - C) A federal investment of one million in funding to support French-language research.
 - D) A creation of over one hundred thousand federally funded student jobs across Canada.

Other Updates:

- The 2026-2027 ASU executive team began taking work on May 4th, 2026, and had begun preliminary transitions prior to first day in office.
- The 2026-2027 ASU executive team have now moved into 55 University Avenue and will be conducting office hours there for the remainder of the summer.
- The ASU completed final hirings for Internal Organizations Coordinators (such as Pride Centre, The ATH, Women's Centre, Axe radio).

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

No announcements received as of May 4, 2026.

A REPORT FROM SENATORS REPRESENTING THE FACULTY OF PURE AND APPLIED SCIENCE

On May 1st, FPAS Senators met to share their views—as well as the views of faculty in their units—on the proposed restructuring plan. While our perspectives were not completely aligned, our discussion revealed broad areas of consensus. The purpose of this report is to summarize and communicate these areas of consensus to the broader Senate community.

All FPAS Senators in attendance expressed openness to supporting structural change at Acadia University. We also appreciate the opportunity to provide feedback to shape the final plan. Accordingly, we have the following recommendations:

1. **Consider the Evidence.** As academics and particularly as scientists, we feel strongly that big changes require careful consideration and an abundance of evidence. Given that the primary driver of the restructuring plan is financial need, prior to feedback on the next iteration, we wish to see costing data that clearly articulates where money will be saved and the magnitude of these savings. Similarly, prior reference comparisons from other universities that have undergone similar restructuring would offer additional evidence that should be carefully considered before committing to a new academic structure.
2. **Adjust the Timeline.** We are concerned about the timing of the restructuring process, as well as the restricted timeframe. We have already been working hard to meet rapidly approaching Schedule H deadlines on top of the usual heavy workload that comes with end-of-semester grading and planning for Convocation. Extending the timeline would allow faculty to more fully engage with the restructuring plan and to give it the careful consideration that it requires, and would enable us to fulfill to our preferred standard our responsibility as Senators for the stewardship of the educational policy of Acadia. Moreover, an extended timeline would allow for the gathering and analysis of much-needed data (see Recommendation 1).
3. **Preserve Current Strengths.** Faculty members in each of the academic units we represent see our units as collegial and constructive working environments that we highly value. Our meeting as science Senators typified this dynamic: we had a plurality of not immediately commensurate concerns, but engaged in constructive dialogue to find common ground and agreement on how to support each other while recognizing our differences. We are concerned that the current process for discussion and revision of the restructuring proposal has not yet adequately identified what is working well at Acadia in terms of administration of our academic units, interdisciplinary efforts, and integration of academic supports, which needs to be protected and carried forward.
4. **Implement With Assessment and Adjustment.** We recommend that the restructuring plan includes an implementation plan to ensure that change proceeds in a manner that both preserves existing strengths (Recommendation 3) and allows for ongoing assessment of outcomes (Recommendation 1) and corresponding adjustments. As one option, a smaller pilot implementation grouping some willing units together would allow us to learn about what works and what does not, and would mitigate risks to enrolment or negative impacts of unexpected costs that may arise during implementation.

Respectfully Submitted,

FPAS Senators of Acadia University

Glenys Gibson (Biology)

Matthew Lukeman (Chemistry)

Ian Spooner (Earth and Environmental Science)

Eva Curry (Math and Stats)

Liesel Carlsson (Nutrition and Dietetics)

Michael Robertson (Physics)

Joseph Hayes (Psychology)

Senate Nominating Committee

Members: Martin Tango, Nicholas D’Amato, Jeff Hennessey, Matt Lukeman, Hassouna Moussa, Paul Doerr

Report to Senate

May 6, 2026

Position	Nomination
Chair of Senate	Anna Kiefte
Deputy Chair of Senate	Christianne Rushton
Senate Executive member from FA	<i>none</i>
Senate Executive member from FPS	<i>none</i>
Senate Executive member from FPAS	Darcy Benoit
Faculty Elections Officer	Paul Arnold

We thank these nominees for their continued service to the Senate at Acadia.

Respectfully submitted,

Nicholas D’Amato, Chair
On behalf of the Senate Nominating Committee

Motion from the Senate Bylaws Committee:

Motion 1: Motion to remove The Associate Vice-President Research, Innovation, and Graduate Studies from membership on the Senate Research Committee, to be replaced by the Vice-Provost Research and Innovation **as an ex officio member and Chair of the committee.**

Rationale: this is to reflect the change in titles and role of the Associate Vice-President Research, Innovation, and Graduate Studies, which is now divided into the two positions and portfolios of Vice-Provost, Academic Policy and Graduate Studies and Vice-Provost Research and Innovation.

Motion 2: Motion to remove The Associate Vice-President Research, Innovation, and Graduate Studies from membership on the Senate Research Ethics Board, to be replaced by the Vice-Provost Research and Innovation, **as an ex officio member**, in a non-voting role, and who will take on the role of acting “as liaison to the Senate **Research Committee, the Senate Graduate Studies Committee, and Senate**”

Rationale: this is to reflect the change in titles and role of the Associate Vice-President Research, Innovation, and Graduate Studies, which is now divided into the two positions and portfolios of Vice-Provost, Academic Policy and Graduate Studies and Vice-Provost Research and Innovation.

Motion 3: Motion to add the Vice-Provost Research and Innovation to Senate, as **an ex officio** non-voting member.

Rationale: this is to align with the position’s addition to the membership of the Senate Research Ethics Board, in which role the Vice-Provost Research and Innovation will be tasked with acting “as liaison to the Senate **Research Committee, the Senate Graduate Studies Committee, and Senate.**”

Motion 4: Motion to add the Vice-Provost Research and Innovation to the Senate Equity, Diversity, and Inclusion Committee **as an ex officio member.**

Rationale: EDI is relevant to research and innovation and therefore the Vice-Provost Research and Innovation should be on this committee. **See EDI Committee Duties for reference:**

“Duties:

a) to address, with campus partners, recommendations outlined in the “Senate Ad Hoc Diversity and Inclusion Committee Final Report” (October, 2018);

b) to help elevate the voice of under-represented and marginalized communities at Acadia University Senate meetings;

c) to advocate for best practices surrounding equity, diversity and inclusion in an academic setting;

- d) to engage in ongoing consultation with groups, programs, departments, committees, and individuals across the campus who have a unique stake in the equity, diversity and inclusiveness of the Acadia University community;***
- e) to collect further recommendations on equity, diversity and inclusion initiatives on campus and oversee their coordination;***
- f) to consider national and international trends in equity, diversity and inclusion policy development;***
- g) and to support efforts on campus to develop and implement policies that further equity, diversity and inclusion at Acadia University."***

Senate Curriculum Committee
2026-2027 Curriculum Change Proposals
Report to Senate
April 27th 2026

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

Overview

This report includes a summary of a form that was voted on by the Senate Curriculum Committee when we met on Jan 9th, 2026, but was mistakenly missed in the summaries sent to Senate. The number of current curriculum proposals approved by faculties and the Senate Curriculum Committee, included in this report (for the May meeting), are summarized below:

Type of Proposal	Faculty			Total
	Arts	Pure & Applied Science	Professional Studies	
New Course	1	0	0	1
Course Deletion	0	0	0	0
Course Modification	0	0	0	0
Program Modification	0	0	0	0
New Program	0	0	0	0
Program Deletion	0	0	0	0
Totals:	1	0	0	1

Note, so far this year, we have reviewed the following total number of curriculum changes:

Type of Proposal	Faculty															Total
	Arts					Pure & Applied Science					Professional Studies					
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	10 5	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	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Deletion																	
Totals*:	0	12	7	31	4	1	0	38	6	1	0	26	61	23	10	0	328

The co-Chair (Admin) will continue to work with the Associate Registrar to ensure any edits to the original proposals arising from these consultations are reflected in the 2026/27 Academic Calendar and within Colleague.

Motion

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

Summary Listing; Additional Proposals for Curriculum Changes 2026/27

Faculty of Arts

ART

#	Program or Course Number & Title	Modification	Rationale
1.	ART 3053	New Course	The course is a standalone but can connect to the Sustainable Fashion initiatives being developed in the School of Business. Students in the course may convert their work into wearable products using a online Canadian fine art platform, which will allow them to develop income streams from their creative work.

**Acadia University Senate Curriculum Committee (Administration) 2024-2025
Form 1: New Course Proposal**

Department or School:	Art Program	
Presented to Faculty Council?	Yes	
Date presented (or will be) to Faculty Council	TBA	

Proposed Course Information & Rationale		
Course code - discipline & number (e.g. HIST 2223):	ART 3053	
<i>Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?</i>	Yes	
Proposed course title:	Design for Nature-Based Fashion	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Nature-Based Fashion	
Provide Calendar description for the course below. (MAXIMUM 60 words)		
<p>This course will focus on drawing, designing and painting nature-based art, emphasizing the exploration of native plants at the Harriet Irving Botanical Gardens, as well as Nova Scotia wildlife and accompanying habitat. Form, structure, texture, and shading will be key technical elements developed in the course. There will be an opportunity for students to produce wearable art from their designs.</p> <p>Click or tap here to enter text.</p>		
Prerequisites:	ART 2013, 2023 or Permission of the Instructor	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Requirement for a major?	No	
Open to non-majors?	Yes	
Can the course be repeated more than once for credit (e.g. special topics courses)?	No	
If you chose 'Yes', please explain. Click or tap here to enter text.		
Provide a brief description of the course below.		
<p>ART 3053 is an experiential course that brings Acadia Art students into the field to explore the nature that surrounds us, to learn to draw and then design and paint what they see. Foundational and intermediate techniques of nature art will be the focus of the course. Students will have the opportunity to convert their work into functional wearable art and fashion items.</p> <p>Click or tap here to enter text.</p>		
<p>Explain the rationale for proposing this course below. Please be specific. Students enrolled in Art continue to express strong interest in courses that connect to the environment. The course is a standalone but can connect to the Sustainable Fashion initiatives being developed in the School of Business. Students in the course may convert their work into wearable products using a online Canadian fine art platform, which will allow them to develop income streams from their creative work.</p>		

Is a course with similar content offered at other universities?	Choose an item.No, although there are some that focus on sustainable fashion.
If you chose 'Yes', at which universities, and at what level? Click or tap here to enter text.	

Enrolment	
Estimated Enrolment:	14 to 16
Will the enrolment be limited?	Yes
Enrolment is capped on all Art courses due to their experiential, hands-on nature, and in consequence of limitations on Studio Art space.	

Course Deletions?	
Are any courses being deleted in conjunction with the proposed addition of a course?	No If you chose 'Yes', please complete the corresponding Form 2 (Proposed Course Deletion) for each.
If you chose 'No', please provide justification for this imbalance.	

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	Yes
If you chose 'Yes', to what extent and what was the response? The response was, across the board, positive. In particular Art students are interested in exploring ways to convert their creativity into income streams.	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. This course will augment and enrich the Art Program. Although the course can be offered as a standalone, it can also connect with initiatives in sustainable fashion emanating from the School of Business and the ESST program.	
Has the proposal been discussed with other appropriate units?	Yes
If you chose 'Yes', to what extent and what was the response? Positive.	

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Judith Leidl
Indicate the academic sessions in which the course will usually be offered?	<input checked="" type="checkbox"/> Fall/Winter <input type="checkbox"/> Intersession <input type="checkbox"/> Online (continuous intake) <input type="checkbox"/> Other: Click or tap here to enter text.

Frequency of offering:	<input checked="" type="checkbox"/> Every year <input type="checkbox"/> Alternate years <input type="checkbox"/> Other: 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?	Yes
Provide a list of available materials in the library that would be suitable for use in this course. Fashion: A Canadian Perspective by Palmer, Alexandra: Fashionality: Dress and Identity in Contemporary Canadian Art, Myzelev, Alla.	
Provide a list of desirable materials for acquisition by the library. 100 Years of Fashion, by Blackman, Cally Drawing Nature for the Absolute Beginner, Willenbrink, Mark and Mary Watercolour Nature Unleashed by Betteridge, Jane	

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? N/A	

Additional Information
I consulted with Edith Callaghan who was supportive of the ideas and made some excellent suggestions which I implemented. Dr. Callaghan indicated that she was sure some ESST, CODE and possibly BUSI students will be interested in this course as and elective. .

Academic Calendar – pg. 45 – The Syllabus/Course Outline

Motion: That Senate approve revisions to The Syllabus/Course Outline section of the Academic Calendar to take effect beginning Fall 2026.

Rationale:

The Faculty Support Committee proposes revisions to The Syllabus/Course Outline section of the Academic Calendar (pg. 45) to strengthen student clarity and accessibility, and ensure alignment with evolving external requirements and institutional priorities. The syllabus is a foundational academic document that establishes expectations, communicates essential requirements, and defines the basis for evaluation. Updating this section will promote consistency across courses, support student success, and strengthen institutional accountability.

Alignment with the MPHEC Online and Technology-Supported Learning Framework Guidelines

The Maritime Provinces Higher Education Commission (MPHEC) has established guidelines for Online and Technology-Supported Learning that emphasize transparency in course delivery and technology expectations. These guidelines highlight the importance of clearly communicating course modality and required technology to ensure students are adequately prepared to engage in their learning environment.

The proposed revisions respond to these expectations by requiring syllabi to clearly identify course delivery modes (e.g. in-person, hybrid, synchronous, or asynchronous online), required technologies and platforms, and any associated access considerations or costs. These additions support student preparedness, reduce barriers, and enhance the quality and consistency of learning experiences across courses. They also improve transparency, reduce barriers to participation, and support equitable access to learning across diverse instructional formats.

Alignment with Nova Scotia Accessibility and Human Rights Requirements

In alignment with Nova Scotia's *Accessibility Act (2017)* and obligations under the *Human Rights Act*, post-secondary institutions are expected to proactively identify, prevent, and remove barriers to learning, while ensuring that reasonable accommodations are available to students.

The revised syllabus requirements support these obligations by requiring faculty to clearly articulate the learning outcomes and essential course requirements. Additionally, directing students to Accessible Learning Services within the syllabus promotes awareness of available supports and fosters a more inclusive learning environment. Embedding this information

consistently across all courses strengthens institutional compliance while advancing equitable access to education.

The proposed revisions support Acadia's ongoing efforts to align with the requirements of the Nova Scotia Accessibility Directorate and to prepare for forthcoming accessibility standards in education expected to be enacted into law in 2027.

Alignment with MPHEC 2nd Cycle Quality Assurance Review Recommendations

The institution's second-cycle quality assurance review by MPHEC identified the need for clearer articulation of learning outcomes and stronger alignment between course expectations, instructional activities, and assessment practices. The proposed updates reinforce these recommendations by emphasizing the role of the syllabus in communicating course expectations and essential requirements, thereby supporting constructive alignment and academic coherence across programs.

The Faculty Support Committee proposes these revisions to ensure that the Academic Calendar remains current, supports high-quality teaching and learning, and aligns institutional practices with provincial and regional expectations.

Current Academic Calendar Language

The Syllabus/Course Outline

At the beginning of each course, instructors are required to indicate in writing the elements for the course, including tentative dates and values of all assignments, attendance requirements, and the value of examinations. Once a course is underway, major alterations to the syllabus/course outline can be made by the instructor providing they have the consent of registered students.

Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this Calendar.

No credit is given for a course unless all requirements have been completed.

Proposed NEW Academic Calendar Language

The Syllabus/Course Outline

Instructors must provide a written syllabus/course outline at the beginning of each course. The syllabus is a foundational academic document that communicates expectations, essential requirements, and methods of evaluation. The syllabus must be clear, accessible, and consistent with institutional policies. The syllabus must include:

1. Course and Delivery Information

- a. Course description, instructor contact information, and availability.
- b. Course modality (e.g., in-person, hybrid, online synchronous/asynchronous).

- c. Technology, equipment, and platform requirements (include any required software or equipment to meet the learning outcomes of the course, information on how students may access required technology, and any additional costs associated with technologies).

2. Course Expectations and Essential Requirements

- a. A description of the central learning expectations or outcomes of the course, including the knowledge, skills, or competencies students are expected to develop.
- b. The essential course requirements that are fundamental to the course and cannot be altered without compromising the identified learning outcomes.
- c. A statement directing students to the Accessibility Office for academic accommodations.
- d. A statement directing students to Acadia's Policy Regarding Support and Accommodation for Students with Disabilities.

3. Assessment and Evaluation

- a. All assignments, assessments, and examinations, with grade values and tentative dates.
- b. Attendance or participation expectations and any grading implications.
- c. Explanation of how final grades will be calculated.
- d. A statement directing students to Acadia's Academic Integrity policy.
- e. A statement on the use of artificial intelligence tools in the course.

4. Course Materials

- a. Required texts, readings, supplies, and any additional costs.

Changes to the Syllabus

After a course has begun, major changes to the syllabus may only be made with clear written communication and the consent of two-thirds of students registered in the class who vote. Students should be informed of the proposed changes both in person and in writing, followed by an online vote that remains accessible for at least five (5) business days after the announcement has been made. Students who do not participate in the online vote will be considered to have abstained.

Minor changes that do not affect workload or overall evaluation weightings may be made with reasonable notice. In all cases, when making changes to the syllabus, instructors must take into consideration the requirements and timelines of students registered with Accessible Learning Services.

These provisions do not apply to changes to scheduled course meeting times, course modality, calendar descriptions, and accreditation or approved program requirements. In emergency situations, such as severe weather or faculty illness, changes may be made with clear written communication to students and with the approval of the academic unit head; in such cases, the Campus Closure and Class Cancellation Policy is in effect.

Evaluation and Completion

Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall indicate clearly how students' marks will be calculated and how those marks will be used to form the aggregate grade for the course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this Calendar.

Credit will be awarded only when students have completed all requirements, unless alternative accommodations have been formally agreed to by both the student and faculty member.

FORM 4B: PROGRAM REVIEW
APRC RESPONSE AND REPORT TO SENATE

School/Department/Unit Name	English and Theatre (Response to English Report)
Program(s)	Bachelor of Arts, Major in English Honours Bachelor of Arts, Major in English Various Double Major, Double Honours, or Major and Minor Options Co-operative Education with an English Major Master of Arts, English
Director/Department Head/Program Coordinator(s)	Dr. Kevin Whetter (during the site-visit and drafting the response) Dr. Kait Pinder from 1 July 2025
Review Panel	External Reviewer 1 - Dr. Roberta Barker, Dalhousie University External Reviewer 2 – Dr. Siobhain Bly Calkin, Carleton University Internal Reviewer 1 - Dr. Michael Dennis from History and Classics Internal Reviewer 2 - Paula Rockwell from Acadia’s School of Music.
Date(s) of Review	February 5-7, 2025 Interviews – February 6-7, 2025
Date of meeting to receive and discuss response to Program Review with Director/Department Head/Program Coordinator(s)	October 20, 2025
Date(s) of APCR meetings to discuss APCR response	November 17, 2025

After consideration of the Review Report, the Unit Response, and a discussion with the Director/Department Head/Program Coordinator(s), the APCR offers the following comments and prioritized responses to the Academic Program Review recommendations.

General Comments
<p>Dean’s Comments (Dr. David Duke, Dean of Arts), November 2025</p> <p>The review team offered 8 recommendations in their review of the English program within the Department of English and Theatre, following their February 2025 site visit to Acadia.</p> <p>Recommendation 1 is the most structurally significant for the unit. It recommends the separation of the English and Theatre programs, and to explore the future location of Theatre programming. The review committee suggested a possible union with the School of Music, however the departmental response to this highlights some of the challenges in creating and offering programming from such a unit. It is clear, however, that the Theatre program cannot continue in</p>

its present form and so in my view one of the key tasks set out by the program review is to re-develop and re-launch Theatre programming in a way that meets the needs of our students and enhances their learning opportunities at Acadia as well as their career pathways after graduation. As Dean of Arts I will support the unit in its planning in this area.

Recommendation 2 concerns funding models for the MA program in English. I fully endorse this recommendation and commend the Department for its advocacy on this issue. The disparity between Acadia's strong research profile in the Arts and its STEM-influenced graduate funding model is a challenge that we must work to rebalance. I will work with Kate Ashley in her capacity as Vice-Provost, Academic Policy & Graduate Studies, and with the Office of Advancement, to explore endowed scholarships and other funding mechanisms to support MA students in English.

Recommendation 3 identified apparent challenges with the English program's first-year course offerings. The unit's clarification regarding existing prerequisites is helpful. However, I think it's clear that the review team identified challenges with the English program's first-year offerings, especially around streamlining offerings (the existence of essentially identical 1413/1423 and 1483/1493 pairings, for primarily administrative purposes, remains a problem), and I encourage continued reflection on how first-year course sequencing can be better communicated and structured to support student progression. Enhanced marketing and advising materials could help clarify pathways and learning outcomes. I support the unit's plan to revisit this in upcoming meetings and curriculum discussions.

Recommendation 4 called upon the English unit to consider adding further pathways for students to complete an English BA Honours degree. In its unit response it was noted that the faculty have already embarked on building these pathways, and it is excellent to see that the Department has already acted on this recommendation. The addition of a one-semester Major Research Project and the revision of the Theory and Methods course demonstrate proactive curriculum development. I look forward to supporting the implementation of these changes through the curriculum approval process in the 2025–26 cycle.

Recommendation 5 proposes additional interdisciplinary course options for senior undergraduates and for graduate students. relates to supports, particularly the Economics Support Centre, and how to raise their profile more effectively. The unit's existing interdisciplinary engagements are commendable and reflect a strong culture of collaboration, especially with other units in the Faculty of Arts. I encourage continued exploration of new partnerships, particularly with Languages and Literatures, WGST, and History. While maintaining disciplinary depth is essential, interdisciplinary offerings can enhance student experiences and program visibility and can situate English as a foundational part of faculty-wide Arts offerings. I will support efforts to identify strategic opportunities for cross-listed courses and joint initiatives, and to develop new degree pathways on the basis of those developments.

Recommendation 6 supports a scan of English MA thesis norms across Canada and proposes the creation of a Creative Writing MA. The unit's 3–5-year cyclical reviews of MA thesis norms is a strong practice that maintains the currency and particular character of an Acadia English MA. Based on these reviews successive graduate coordinators have evolved the MA program iteratively across a long timeframe. I support further exploration of thesis length adjustments and the potential for a Creative Writing MA. However, I recognize the resource implications and the need for MPHEC approval. I will work with the unit and with Kate Ashley to assess feasibility, including faculty capacity and external benchmarking, and to identify potential funding or staffing solutions.

Recommendation 7 calls for a series of curriculum retreats to occur under Dr. Pinder's leadership. I strongly support the recommendation for curriculum analysis and development via

retreats, as part of the ongoing work surrounding Schedule H of the provincial legislation contained in Bill 12. This planning and development will provide valuable space for strategic reflection on first-year sequencing, interdisciplinarity, postcolonial and Indigenous literature, and graduate program development. I encourage the Department to align these discussions especially with Faculty-wide initiatives underway, including the Arts Core revision and Schedule H modernization. I am happy to provide logistical and financial support for these retreats.

Recommendation 8 refers to the physical situation in the Beveridge Arts Centre. While there is no doubt that the building could benefit from some focused maintenance to enhance its appearance, the critical issue identified by the review team and powerfully confirmed by the unit response, concern the working conditions in the building, which can be especially problematic in the summer. The Joint Occupational Safety and Health Committee is monitoring the heat situation and we are rapidly approaching the limits of acceptable working conditions in the building on a seasonal basis. I fully concur that we must prioritise maintenance and climate control upgrades to the BAC. Faculty, staff, and student well-being must be central to our infrastructure planning.

Recommendations and Responses

Overall, the Department of English is gratified to have such a strong external ratification of our teaching and research successes. It is also reassuring to see that most of the recommendations made by the Review Team align with our own plans for the Department.

As noted at the outset of the External Review, it is “the opinion of the review panel [that] English at Acadia is functioning at a high level and is successfully meeting the goals of the unit and of the university.” This positive conclusion is important in terms of the MPHEC Review of the Department of English and Theatre, but it is worth emphasizing the extent to which the questions asked and data gathered during the External Review also answer the questions demanded by Bill 12 and Schedule H. For instance, the Department of English emphasizes that each member of the Department regularly revises and updates her or his courses at both the undergraduate and graduate levels. Second, the entire Departmental curriculum has just been re-examined by the Department and its examiners during the MPHEC Review process. We will continue to assess our curriculum and goals going forward, but it is worth emphasizing that we have already completed all of the Schedule H Program Modernization processes during this review:

1. Engage with a diverse group of contributors, including faculty, students, alumni, employers, regulators, and industry experts, to gather insights and feedback on current program strengths and areas for improvement. [This engagement has already been done as part of the Academic Program Review, with input gathered from current students and alumni, internal and external faculty review, and our own Department Self-Study. We will continue this process in coming months as we continue to reflect upon our curriculum, but the conclusion of the External Review is that the Department of English is doing excellent work.]
2. Curriculum Analysis: Schedule H mandates “a thorough review of the existing curriculum to identify outdated content and pedagogical approaches ... and ... enhance learning outcomes.” Again, such a review has already been done as part of the MPHEC Review. The Review Team notes that Acadia’s Department of English is highly successful both in its pedagogy and its breadth of courses. Equally importantly, our current structure, with the combination of courses from the English Core and English Electives, gives our Majors something that *no other university of our size does as well as do we*. Acadia’s Department of English is producing well-educated, capable, and successful young people who have entered the labour market in a variety of key areas: to name a handful of important examples:

teaching at all levels, primary and secondary and post-secondary; librarians or working in libraries; law; marketing; television; poetry and fiction authors.

3. Benchmarking and Differentiation: again, part of the Department Self-Study and the external review includes comparing Acadia's Department of English to "similar offerings at leading institutions to identify best practices and areas where the program can be differentiated or improved." The Review concludes that we offer a greater breadth of material and a more rigorous Honours and Master's programme than other departments of our size. Our programme is regularly modernized, as evidenced by the fact that we began incorporating Creative Writing as an integral part of the undergraduate English Electives long before this became common practice in English programmes across North America. We look forward to continuing to lead our field in this way. We are also unique amongst competitor institutions in allowing students to produce a creative writing Honours thesis. More recently, our postcolonial courses are currently being revived, and we modified our Core offerings to introduce Indigenous Literature – to great success, based on recent student feedback. The Department of English thus regularly self-analyses and revitalizes its courses and pedagogy, ensuring that we offer a fully modernized curriculum.

4. Faculty Development: this, too, has been already been done as part of the Review process but faculty regularly hone their pedagogic and research craft through workshops, conferences, publications, self-reflection, annual review, and research.

5. Implementation and Monitoring: the Review Team and our own Self-Study already identify numerous ways in which "the program remains current and effective." Details of such effectiveness have been identified in the previous four points.

Acadia's Department of English has thus passed the MPHEC Review with flying colours and has already done what is mandated by the provincial government's Schedule H "Program Modernization" instructions. Having emphasized our pedagogic and research successes, the Department draws attention to the significant fact that as of 5 May 2025 the Canadian Association of University Teachers (CAUT) officially "condemns the Province of Nova Scotia's omnibus Bill 12." This opposition is supported by the Acadia University Faculty Association.

Recommendation 1: We recommend that the English and Theatre programs at Acadia be separated and no longer form a single organizational unit. Our recommendation is that English should form its own Department within the Faculty of Arts, and that Acadia consider bringing Theatre into the Faculty of Professional Studies.

Unit Response to Recommendation: The recommendation to separate English and Theatre is more complex than the Review Team realizes. The Department of English and Theatre is willing to explore the proposed change, but many of our Theatre graduates go into teaching and can use Theatre as an Arts teaching credit. Moving Theatre to Professional Studies, where Music currently resides, is bad marketing: no other Theatre programme in the country lives in Professional Studies and so moving faculties will confuse incoming students. It is also difficult to ignore the conclusion that Music's own plummeting enrollment over the last half-decade is linked not only to Covid and the effects that Covid has had on high-school music classes but, more specifically, to the fact that Music is usually considered an Art. In contrast to Music, Theatre's enrollment has remained constant. Theatre is open to discussing a merger with Music, but it is imperative that Theatre be allowed to offer a Bachelor of Theatre that could count as an Arts degree for teaching purposes. Schedule H mandates marketing strategies and employability: Theatre Majors are marketable as Arts teachers, so any separation of English and Theatre must allow this pattern to continue.

The Programme Review also notes the crucial need to hire two new tenure-track Theatre faculty and a second technical instructor in Theatre: the current 2025-26 model, wherein Theatre is kept alive with nearly a dozen per-course stand-ins, is impractical and unsustainable. If we are to grow the Theatre programme and take it in new directions, whether as part of the Department of English and Theatre or as part of a merger of Music and Theatre, or perhaps as part of a new Centre, it is more sensible to include these new faculty members in the revitalization and modernization of Theatre.

It is likewise imperative that the forthcoming retirements of several key English faculty be replaced with tenured positions if the Department is to maintain the high-quality curriculum which the Review Team praises.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Given the uncertainties and difficulties created by both Schedule H and Bill 12, it is difficult, if not impossible, to implement any of the decisions or make long- or short-term prioritization.

Recommendation 2: We strongly urge Acadia to consider an alternative funding model or models for the MA in English, such as endowed scholarships, in order to allow this excellent Department to attract and retain more MA students.

Unit Response to Recommendation: The Department of English has long mandated a need for greater funding at the graduate level; we repeated this plea for greater funding in our Self-Study. We thus fully support the Review Team's recommendation that *Acadia* explore funding options for the English MA. The Department particularly draws attention to these comments by the Review Team: "the MA program appears to be chronically underfunded compared to competitor universities" and "We were surprised to learn that a liberal arts university such as Acadia, which has such a strong arts faculty research profile (as evidenced by the English Dept CVs) . . . has a graduate funding model that appears shaped solely by STEM practices."

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Given the uncertainties and difficulties created by both Schedule H and Bill 12, it is difficult, if not impossible, to implement any of the decisions or make long- or short-term prioritization.

Recommendation 3: We recommend that English consider developing a more defined sequence of first-year classes with established pre-requisites in order to establish a stronger arc of learning outcomes from one class to the next.

Unit Response to Recommendation: In discussion, the majority of the Department disagreed with this recommendation, which seems to be a consequence of the understandable need to try to review a large programme in 36 hours. It is simply untrue that English "classes often contain both students who have one 1000-level English class under their belt and students who are in their first 1000-level English class." No upper-level English course can be taken without first taking six hours of introductory, 1,000-level English. These English pre-requisites are clearly outlined in the Acadia Calendar and on our Department website. It is true that occasionally students can take Engl 1423 without first having taken 1413, but students cannot enroll in upper-level English classes without completing six credit-hours of 1,000-level English. The Department is, however, quite willing better to market the first-year courses and their differences and

continuities. We will also continue to explore and fine-tune these options during Department meetings and discussion over the coming months.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 4: We recommend the addition of further options to fulfill the Honours Thesis/Project requirement in the English Honours degree, in order to help to meet the needs of an increasingly diverse student body. These options might include a shorter (article-length) major research project (MRP) or work in research-creation, in addition to the existing two options.

Unit Response to Recommendation: The Department of English is *already* implementing these options, so we are happy to have our additions to the Honours programme endorsed by the Review Team. English spent much of the last fifteen months assessing and discussing the Honours programme and we have *already* agreed to add a one-semester Major Research Project to the two existing Honours streams of *either* four Honours seminars plus a Theory and Methods class *or* the Thesis stream of a year-long Honours Thesis plus two seminars and the Theory and Methods classes. We have likewise *already* agreed to modify the Honours Theory class to bring it more explicitly in-line with the advanced research and writing needs required of an Honours Thesis or the new Major Research Project. The Department thus agrees with this recommendation but have already done it: the only remaining steps are that we need to wait until the Autumn 2025-26 curriculum change cycle before implementing the paperwork to finalize these changes to the Honours programme.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 5: We recommend that English engage with other departments at Acadia to establish further interdisciplinary course options for MA and 4th-year students, in order to diversify MA and 4th-year course offerings.

Unit Response to Recommendation: The Department partly disagrees with this recommendation. As noted in our Self-Study, English trains students in theory and cultural understanding, texts and contexts: such cultural, theoretical, or contextual understanding is innately interdisciplinary. Most faculty are interdisciplinary in both our teaching and research, attentive to the care of the whole student through ongoing mentorship. Our courses serve not only our English Majors but students from across campus. Our curriculum requirements are flexible and provide students with relative autonomy once they have met the first-year course requirement. Even within the requirements of the English Core, English Majors can take courses at various levels without having to follow an overly rigid path of course selections; English Minors have even more choice. The Arts Core, required of all English Majors, also provides students with an interdisciplinary grounding for their studies.

The Department is willing to explore further interdisciplinary cooperation outside the bounds of the Department, but again, this is already happening. The Department has a long-established history of interdisciplinary cooperation: several English faculty are already members of WGST, which is innately interdisciplinary, and Dr Anne Quéma is returning to the position of WGST Coordinator; several of our courses are cross-listed with the Canadian Studies Minor; several Honours and Master's theses have had enough History in them to warrant a Second Reader from the History Department; and several English faculty are heavily involved in the Social and Political Thought MA programme. Indeed, two different English professors – first Jon Saklofske, and more recently Kait Pinder – in the last half-decade have coordinated the Social and Political

Thought Programme. The long-defunct but interdisciplinary Humanities Hypermedia Centre also originated in our Department nearly 20 years ago. Thus the Department has a long and rich history of “interdisciplinary collaborations with other units.” We are certainly open to exploring further collaboration with “languages and cultural studies” amongst others, and the Arts Core revamp and Schedule H both allow for further interdisciplinary cooperation – from the small-scale literary-historical-cultural thesis cooperation we already do to something like new interdisciplinary Minors. It must, however, be recognized that for all the benefits of interdisciplinary study, there are certain aspects of advanced literary study that need to happen in-house at the departmental level – especially at the Honours’ and graduate levels. Since “The reviewers were especially impressed by the comprehensive coverage of the field offered” by our Department, it is worth emphasizing that such disciplinary comprehensiveness would suffer if we were to focus on courses outside the field.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 6: We recommend a scan of current English MA programs in Canada, especially at smaller universities and regional comparators, to consider current norms for MA theses in English and perhaps to modify the thesis length requirements for Acadia’s English MA accordingly.

Unit Response to Recommendation: The Department agrees; indeed, we undertake precisely such a comparison every three to five years or so, usually whenever a new English Graduate Coordinator takes over; we thus stand by the rigour and success of the existing MA programme, a programme based both on regular comparison with, and deliberate distinction from, what is offered elsewhere. As part of the continual self-reflection that occurs in the programme, however, the incoming Graduate Coordinator and the Graduate Committee are happy to explore possible Master’s thesis changes going forward – changes that would need approval by the Department.

The Review Team suggested the possibility of a Creative Writing MA. Certainly, there is considerable demand and excitement, but the Creative Writing faculty are currently too overburdened with Honours supervisions and regular teaching to take it on. Adding Creative Writing faculty would be a great first step as a response to the significant interest at Acadia in Creative Writing at all levels. The need for MPHEC approval for the addition of a Creative Stream to our existing MA and the survey of other similar programs to ensure appealing and effective programming would require considerable work, making the Review Team’s suggestion more complicated than it first appears. We will explore this suggestion further since the Department, as our course offerings and Honours theses illustrate, has long supported Creative Writing. The enthusiasm is there, but additional faculty and resources would likely be needed to make it feasible.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 7: We recommend that the English faculty engage in one or more curriculum retreats in the year(s) to come under their incoming Chair, Dr. Kait Pinder. We suggest that the following topics might be among those discussed: a) First-Year Course Sequencing; b) Interdisciplinarity and the building of further interdisciplinary options for BA and MA English students at Acadia; c) the structural role of program requirements relating to postcolonial and Indigenous literatures; d) MA Program Support and Development (please see Section 4.2, above, for more details).

Unit Response to Recommendation: Most of these issues have already been addressed to some extent in previous answers, but the Department will continue its self-reflection and curriculum assessment. Potential retreats or separate meetings to discuss such important issues as First-Year courses and the Arts Core are already in-progress as part of the reassessment of the Acadia Arts Core, but the Department will continue to reflect upon, engage with, and build upon our existing courses and current successes. Postcolonial and Indigenous literatures are already options within the English Core, but the Department is happy to explore the possibility of mandating one or the other of these courses, perhaps by adding one more Core category with only these courses and reducing the amount of Electives. Doing so would, however, restrict that very comprehensive coverage and variety that the Review Team elsewhere praises. The Department fully supports the university increasing funding at the Master's level.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 8: We recommend that Acadia University complete maintenance to the Beveridge Arts Centre that will support optimum working and learning conditions.

Unit Response to Recommendation: The Department concurs wholeheartedly with this recommendation – particularly since this unit response is being written in June-July, when the fourth floor of the BAC is often literally uninhabitable due to excessive and unhealthy heat.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

FORM 4B: PROGRAM REVIEW
APRC RESPONSE AND REPORT TO SENATE

School/Department/Unit Name	Department of Biology
Program(s)	BSc Biology, BScH Biology, BSc Biology with Co-operative Education, BSc double majors (Biology as the first or second major), BSc Biology-Chemistry, BSc Biology-Nutrition, BSc Biology with Minor in Kinesiology, Biology Minor, MSc Biology
Director/Department Head/Program Coordinator(s)	Dr. Glenys Gibson
Date(s) of Review	February 10-12, 2025
Reviewers	Dr. Jillian Detwiler, Biological Sciences, University of Manitoba Dr. Andrea Morash, Biology, Mount Allison University Dr. Deanne van Rooyen, Earth and Environmental Science, Acadia University Dr. Daniel Blustein, Psychology, Acadia University
Date of meeting to receive and discuss response to Program Review with Director/Department Head/Program Coordinator(s)	June 16, 2025
Date(s) of APRC meetings to discuss APRC response	

After consideration of the Review Report, the Unit Response, and a discussion with the Director/Department Head/Program Coordinator(s), the APRC offers the following comments and prioritized responses to the Academic Program Review recommendations.

General Comments

Dean's Comments

During the past decade Acadia's Biology Department has become a leader in FPAS in curriculum planning and development. They were one of the first to implement a full curriculum mapping process and this has been evolving for several years.

Based on this work, the Department had wide input into the crafting of the Biology Review Self-Study. In their General Comments section below, the Department has carefully and thoughtfully provided an analysis of the review report and a plan for implementing changes. This is laid out in a pair of tables identifying the recommendations they can address and which fall outside their ability to address on their own, as well as a cross-listing of priority level (high-to-low) and their planned timeframe to address these.

To address the various recommendations in the review report, several working groups have been established and active. These are identified throughout this Departmental Response to the Review.

General Comments from Unit

In a Department debrief after the site visit, the general consensus was that we appreciated the opportunity to talk with the Review Panel and that conversations were wide-ranging.

For future program reviews, we recommend:

- 1) Longer meetings and a chance for individual department members to provide written answers, if they would like to do so. Biology is a large and complicated unit. For us, the meeting times were too short and many staff and faculty felt they did not have an opportunity to participate in the discussion.
- 2) A reminder to reviewers to provide context for their questions. Faculty were concerned that the reviewers focused on problems rather than the opportunities that are emerging from recent hires, new research programs, and on-going curriculum renewal. Many of us felt this was missed by the reviewers.
- 3) A de-brief at the end of the site visit with the key players who created the Self Study document (for us, this was the Department Planning Committee, with input from the Department including students, faculty and staff). Some of the recommendations are things we are already working on and we would have welcomed an opportunity to have a constructive conversation with the review panel, based on the broad feedback they gained during the site visit, to help us better work towards those goals.

After we received the report from the Review Panel, we discussed the 26 recommendations at a Department Retreat (May 9) and identified which ones aligned with our goals, and which fall, partially or entirely, outside our capacity or role as a department.

Recommendations that align with our program goals.	1, 4, 5, 6, 11, 12, 14, 16, 22, 25
Recommendations that are already in progress.	2, 3, 15, 17, 18, 19, 20, 24
Recommendations that fall to other units or offices on campus	1, 2, 3, 6, 7, 8, 10, 12, 13, 14, 15, 16, 21, 23, 26

We next prioritized and regrouped the recommendations to make them easier to address during this review cycle (below). Note these are re-numbered sequentially from the original recommendations. Working groups were established to develop an initial action plan. The action plans were based on discussions and carousel-activities that included all faculty and staff in attendance at the retreat (designed to allow all members to participate), were further developed by the working groups after the retreat and re-assessed at a department meeting (June 3). As we worked on a draft of this response, it was made available to all faculty and staff on Teams. The action plans below are intended to serve as a starting place for follow-up work over the next 3 to 5 years.

The Recommendations and Responses part of this document includes our responses to the regrouped recommendations. Our responses to individual recommendations are at the end of this document, where needed.

Recommendations and Responses
Response to Regrouped Recommendations

Priorities and timeline

Priority	Short Term (6 mo)*	Medium Term (on-going to 2 yr)**	Long Term (on-going to 3-5 yr)
High	Cell Bio Instructor (B)	Instructor- continuing position (B)	
	Animal Care Tech (0.5; F)		
	Curriculum map (C)	Skills/ core competencies map (C)	
	Facilitated workshop & respectful workplace (E)	On-going	
		SEIU professional development (D, E)	On-going
		Cell Bio teaching lab (B)	
Medium	Dialogue and communication in animal care (F)		
	Clarify technician role in teaching (B)		
		Quantitative Core (B)	
	Grad student action plan (G)	Grad- required courses, etc. (G)	
		Dept. policy on teaching release (A)	Work with RIGS (A)
	Website updates (H)	Annual review	
		Health Sciences courses (B)	
Low	See ranking of recommendations (above). Some are important but fall outside our role as a Department.		

* November, 2025 check-in with the Department

** February/ March 2026 check-in with the Department

A. Recommendations 1, 14: Teaching Release

Recommendation 1: Ensure all faculty (except CRCs) teach a full load unless formally granted a university- mandated release, clearly articulated through transparent planning.

Recommendation 14: Establish clear and transparent policies around course releases and workload distributions.

Working Group: Brian Wilson, Mike Stokesbury, Kirk Hillier, and Todd Smith

Unit Response to Recommendation:

The goal of this working group is to develop clearer, fairer, and more transparent departmental policies for granting teaching release, particularly in relation to administrative service at Acadia, service to regulatory (etc.) bodies outside the university, major research commitments, or where warranted for EDIAR considerations, with the overarching objective of fostering accountability, reducing resentment, and promoting fairness.

Some teaching releases (e.g., NSERC chairs, CCAC) are strongly “encouraged” by the federal agencies, others (e.g., buy-outs for major grants) are part of faculty retention and research excellence strategies, and others (e.g., Directors of facilities) keep the facilities functional and are essential for building capacity for teaching, research and outreach. These should remain flexible. The majority of teaching releases are determined and assigned outside the unit, with little to no consultation with the Head. Part of our response will be to work with RIGS and other offices on campus on transparency and making sure that the Head is kept in the loop.

The first action will be to make a list of the duties/roles which have teaching release in Biology. For each, the working group will codify the various roles and responsibilities within the department or in service to other activities. This will promote transparency on activities and related time commitment granted in teaching release. This document will be brought back to the department for discussion and approval to create a process for future teaching release assignments, accountability and review.

Ideally, this document would form the basis of a proposal to lobby Acadia administration to develop a formal policy addressing teaching release.

This initiative is timely, aligns with the Biology program review recommendations, and is a concrete demonstration of the department’s efforts to improve equity and transparency in teaching workload management.

In terms of workload distribution, the Department Head currently creates and presents a list of faculty teaching loads and teaching releases each year to the department at a department meeting (often when the timetable is being put together) or at our annual retreat. For teaching loads, we work on the model that Professors should share the load of teaching in the first and second year core and have upper-level, smaller courses in priority areas and in their area of expertise. This is not always possible to achieve. Teaching loads for Instructors vary with position. Some Instructors teach labs in core courses, some may additionally lecture, and one is dedicated to service teaching (lecture and lab).

APRC Comment and Priority: Biology has been a leader in FPAS in planning and development. As can be seen, to address the various recommendations several working groups have been established and active. This has been identified as a medium-term priority mainly because there are numerous more immediate ones, but the working group has been progressing and has plans to develop transparent policies around these items. Note that some of this may be absorbed into a wider university policy should one be developed.

Immediate Priority Medium-Term Priority Long-Term Priority

B. Recommendations 3, 4, 5, 6, 9: Curriculum Development

Recommendation 3: Collaborate with the administration to identify dedicated space for microbiology and cell biology labs so they can run weekly (e.g. in the new nursing building). If unavailable, revise biweekly tutorials to better meet Program Learning Objectives and consider expanding technician roles to include lab delivery responsibilities.

Recommendation 4: Improve student feedback quality while managing instructor workload (e.g., by exploring peer review tools like Peerceptiv where appropriate).

Recommendation 5: Review upper-level courses and associated learning outcomes to ensure clear learning progression differentiating 3rd and 4th years and increased presentation opportunities.

Recommendation 6: Add a calculus requirement and integrate computational thinking into first- and second- year courses. (Note: the Review Panel also suggested in the document that we require Biology Majors to take Physics as a way to address this goal).

Recommendation 9: Consider increasing health-related content in undergraduate and graduate curricula.

Unit Response to Recommendation:

The goal for the Curriculum Development (general) working group is to consider current pedagogical, structural, and cultural challenges in the department with the aim of improving course alignment, technician engagement, and the overall student experience. A second working group is working on Academic Integrity (including use of AI), and a third working group on curriculum and skills mapping (Recommendation C, below).

Curriculum Development (general)

Working Group: Glenys Gibson, Kirk Hillier and Melanie Coombs

Following the recommendations from the Review Panel and our on-going curriculum renewal process, we prioritized the following:

Expansion of Health-Related Course Offerings-develop a concrete action plan to introduce new Health Sciences courses and/or revise existing offerings to meet current and projected needs, try to ensure existing health- related courses are offered annually, consider future faculty hiring in Health Sciences to support this need for students. This may better able us to support HS programming in other units, such as Nursing, Nutrition and Chemistry.

- **Importantly- we need a continuing Instructor to teach the labs for BIOL 2013 Cell & Molecular Biology, a recent need related to staffing-changes associated with the Nursing Program.**
- **The Instructor would also teach labs in Animal Physiology and Neuroscience, a recent staffing need associated with an existing TT position moving into a cross-appointment between Biology and**

Applied Bioscience.

- **We support both of these initiatives but they have led to a loss of teaching capacity in Biology, and we currently struggle to meet student demand for our courses.**

The MSc BIOL program has always been heavily focused on ecology. We will see what we can do to try to make it more inclusive of non-ecologists.

Quantitative Core - develop and, with discussion and approval of the department, implement a 12h Quantitative Core requirement for BSc BIOL and BScH BIOL students, drawn from selected Math, Computer Science, and Physics courses. This would include 6h of courses that are already required (Math 1253, MATH 2243) and the increased requirement would be 6h. This program change would be developed in consultation with impacted units in FPAS and the Dean FPAS.

- Potential language for a future program change form is: MATH 1253/2243 ~~MATH 1253/2243 or MATH 1253/2253 or MATH 2233/2243~~, and any two of PHYS 1053, PHYS 1063, MATH 1013, MATH 1023, MATH 1323, any MATH at the 2/3/4000 level, COMP 1113, COMP 1123, COMP 2853 or COMP 2863, each completed with a minimum grade of C-.
- These courses were selected in consultations with the Head or Director of Physics, Math & Stats, and Computer Science.

Lab Space and Infrastructure- investigate opportunities for **dedicated Cell and Molecular Biology lab space**, recognizing existing constraints in shared environments; acknowledge limits to scaling up labs with current staffing levels and teaching equipment.

Technician Roles & Guidelines- consult with the Biology Technicians and SEIU in creating guidelines for technicians who would like to more fully support lab and field teaching (optional and at their discretion) and set boundaries on expectations to protect their workload.

Curriculum Progression and Mapping- work with the Curriculum Mapping working group (below) to review course sequencing and progression from the 3rd to 4th year courses.

Academic Integrity

Working Group: Zoe Panchen, Kendra Sampson, Russell Easy, and Wasundara Fernando.

The goal for the Academic Integrity working group is to explore the need for a department level policy on Academic Integrity and the use of AI in teaching and learning, and to bring recommendations to the department for discussion in the upcoming academic year. We will review existing university and other department policies and procedures related to academic integrity and the use of AI in courses. During the review, we will identify any gaps and/or items that are relevant to the Department of Biology. We will recommend whether a department level policy is needed above and beyond Acadia policies and/or what should be included in that policy. We will work to understand the current impact of AI and recommend ways on how to work with AI in teaching and learning. We will also recommend to the department what steps should be taken to ensure existing university policies are

followed.

APRC Comment and Priority: The Department has established multiple working groups to address the recommendations and are proceeding with these. There are some immediate priority items, such as technician roles in teaching, as well as medium-term items focused on wider curriculum work and unit policies.

Immediate Priority Medium-Term Priority Long-Term Priority

C. Recommendation 5: Curriculum & Skills Mapping

Recommendation 5: Review upper-level courses and associated learning outcomes to ensure clear learning progression differentiating 3rd and 4th years and increased presentation opportunities.

Recommendation 8: Offer a biology-specific statistics course and collaborate with Mathematics and Statistics to expand upper-level stats offerings.

Working Group: Garrett Allen, Hélène d'Entremont, Jen Kershaw, Matt Hazel, Trevor Avery, Zoë Migicovsky, and Zoe Panchen.

Unit Response to Recommendation:

Following departmental review of the 2025 Biology Program Review, this Working Group was established to address panelist recommendations surrounding the topics of curriculum mapping, course progression, presentation skills and numeracy. The output of this Working Group is also expected to be of use in responding to Schedule H of Bill 12, given the anticipation that units will be required to submit a curriculum map as well as evidence of stand-out traits/uniqueness across the program (e.g., skill maps).

In response to recommendation #5 by the panelists, the Working Group has circulated a request to department members to update an existing Biology Course Curriculum Map excel file that serves to document the depth and proficiency of program learning outcomes (PLOs) and sub-outcomes (PSOs) of the biology course catalog. This information will be used to visualize the progression of PLOs/PSOs/skills across the program, highlighting areas of clear (i.e., linear) or abnormal (i.e., non-linear) progression. This is expected to provide evidence of whether there is clear learning progression differentiation across the program (rather than solely the 3rd and 4th year courses recommended by the panelists) as well as opportunities for students to develop experiential, presentation, and other marketable skills.

In response to recommendation #8, the Working Group will meet with the Mathematics and Statistics Head to discuss a 'Biology Statistics' course series that has improved elements over the existing 'Life Science Statistics' series as well as a 'Calculus for Biology Students' course, the latter aligning with panelist recommendation #6. We also will consider how best to structure pre-requisites for the advanced quantitative courses.

APRC Comment and Priority: Again this is a mix of immediate and medium-term priorities. As elsewhere, a working group has been established and focus has been on curriculum mapping (an immediate priority) and work has begun on medium-term

goals outlined above in response to recommendations 5 and 8.

Immediate Priority Medium-Term Priority Long-Term Priority

D. Recommendations 3, 25: Technicians Roles and Opportunities

Recommendation 3: Collaborate with the administration to identify dedicated space for microbiology and cell biology labs so they can run weekly (e.g. in the new nursing building). If unavailable, revise biweekly tutorials to better meet Program Learning Objectives and consider expanding technician roles to include lab delivery responsibilities.

Recommendation 25: Review the roles of technicians, consider appropriate role expansions, and ensure their inclusion in departmental communications and planning.

Working Group: Alanna Maynard, Dawn Miner, Glenys Gibson, Heather Elliot, Kirk Hillier, Lisa Taul, Sarah Adams and Tanya Morse-Outhouse.

Unit Response to Recommendation:

All SEIU staff have met with the Department Head to start to identify steps we can take to better include staff in department matters. Currently, staff are included in general communications (email, etc.) and are invited to Department Meetings, but most feel these are not relevant to their work, that meetings are scheduled at a time that works best for faculty, and that they don't feel welcome. We will continue these discussions and the Head will do her best to support the staff. One suggestion is that the staff and Head have a monthly meeting; we plan to start that in June.

Some staff find and take training specific to their jobs, but training opportunities can be harder to find in some areas despite interest and need (e.g., safe handling of chemicals). We will continue to **try to find training opportunities that are of interest to staff, and the Head will try to find appropriate financial support.**

A pressing need is training from Acadia on new software and initiatives on campus, and to make sure that staff have what they need (e.g., laptops) to stay current in their jobs. The Thrive Conference was wonderful- everyone enjoyed it and felt that we were part of a community. **We need training on existing and emerging software and university policies.** It is very frustrating (and this note is coming from the Head) to be asked to do things without this training.

Additional considerations are included in E, below.

APRC Comment and Priority: The Department identified these items as medium-term mainly because of numerous other more immediate priorities. The training, however, should be seen as more immediate in order for staff and faculty to be productive. Some of this is outside of the Department's purview. It should be noted that more of this has been being offered recently and is much-appreciated.

Immediate Priority Medium-Term Priority Long-Term Priority

E. Recommendations 12, 13, 15: Department Culture- Becoming a Respectful and Inclusive Work Environment

Recommendation 12: Engage external facilitators to support respectful intradepartmental interactions and cooperation.

Recommendation 13: Provide workplace equity and inclusion training for all faculty and staff beyond generic university wide offerings.

Recommendation 15: Offer professional development, recognition, and extradepartmental networking opportunities for staff and instructors.

Working Group: Allison Walker, Anna Redden, Glenys Gibson, Kirk Hillier, and Laura Ferguson

Unit Response to Recommendation:

We support the idea of an externally facilitated workshop on harassment and conflict resolution as a mandatory workshop for faculty and optional for staff. The Nova Scotia Human Rights Commission has workshops that may be suitable to help us re-frame dynamics in the department so that all employees feel welcome and supported. Workshops/ training offered through NS Health & Safety may also be appropriate.

The Department of Biology has a much more diverse faculty than we did even 10 years ago, and we have taken an active role in becoming a more equitable workplace. We recognize that EDIAR is a journey, not a destination, and we will continue to develop and prioritize EDIAR in our programs and in the department overall.

We strongly encourage the Associate Vice-President, Inclusion, Diversity, Equity, and Accessibility to provide EDIAR training and support for SEIU members. "Inclusion" should not only involve faculty. As staff have very full work lives, we recommend that this be optional but also, offered regularly to increase the opportunity to participate.

Instructors in Biology already regularly participate in professional development, including attending and presenting at the annual ABLE conference, speciality courses and other training opportunities.

We agree that staff should be supported in professional development and would extend this to include all staff in FPAS. Biology staff have been invited by the Head to find training opportunities with her commitment of trying to find funding. Dawn & Tanya regularly take online training. We will work on increasing inter- departmental recognition for staff. Staff and the department head have had initial conversations on how to improve internal communication.

APRC Comment and Priority: Again this is a mix of priorities, and some of this falls outside of the unit's purview. The working group has been engaging with this work, and the Dean's office has been working to support wider professional development opportunities for all staff in the faculty.

Immediate Priority Medium-Term Priority Long-Term Priority

F. Recommendation 16: Animal Care

Recommendation 16: Address strained animal care staffing by facilitating dialogue and cooperation among all involved in animal care and adding staffing resources to align with increasing workloads, which could include an ongoing co-op student hire to support technicians.

Working Group: Working Group: Dawn Miner, Don Stewart, Glenys Gibson, Laura Ferguson, Tanya Morse- Outhouse, Todd Smith

Unit Response to Recommendation:

The recent review appropriately recognized (1) that we work towards facilitating dialogue among all animal users, and (2) address the need for additional support for the animal care staff (animal care technician and animal care coordinator). Accordingly, a working group consisting of Dawn Miner, Don Stewart, Glenys Gibson, Laura Ferguson, Tanya Morse-Outhouse, Todd Smith met to come up with a strategy for addressing these needs.

1. We have initiated increased dialogue amongst all animal care users by creating a document that contains detailed outlines of the roles of all people on the compliance and operations ends of animal use at Acadia, especially with turnover in leadership roles of the Committee and Facility (timeline: completed). We will also establish clearer communications with all facility users by sending a three- times yearly e-mail to the Department outlining procedures with submitting animal care protocols and guidelines of using the Facility, including expectations on respectful interactions with facility staff and use of the facility (timeline: short-term; will begin in September).
2. With respect to the need for additional support, the Animal Care Team (Dawn, Tanya, Todd – outgoing Director and incoming Chair, Laura – incoming Director, and Don – outgoing Chair) discussed various options for improving staffing challenges. We are proposing that (i) Dawn increase her hours by 3.5 hrs/week as an animal care *technician*, (ii) that 3.5 hours from Tanya's current animal care *technician* duties be re-allocated to animal care *coordinator duties*, and (iii) that we seek an additional half time animal care technician position (17.5 hrs/week) to help with expanding animal care needs. These reflect increased use of the Animal Care Facility by recent and existing faculty and the necessity of providing essential, CCAC-mandated animal care (e.g., performing welfare checks on the animals) and facilities management (e.g., water quality testing) on weekends and holidays. Timeline: approach VPA Kate Ashley by June 13. Intent is to implement these changes as soon as budget allows; ideally within six months.

Changes in staffing, including new hires, will follow the processes outlined in the applicable AUFA and SEIU Collective Agreements.

APRC Comment and Priority: Although there are priority items here these fall outside of the Department's ability to address on their own. Requests have been made for increased support but this will need to be done over time because of budget pressures.

Immediate Priority Medium-Term Priority Long-Term Priority

G. Recommendations 20, 21, 22: MSc BIOL program

Recommendation 20: Consider reducing the number of required graduate courses to two but be aware of resulting skill gaps and mitigate through mentorship and training.

Recommendation 21: Provide writing support to students through peer writing groups and formal help.

Recommendation 22: Encourage on-time graduations by implementing intermediate writing deadlines throughout the degree, consider increasing fees or capping timelines but be aware that it could raise equity concerns.

Working Group: Trevor Avery, Allison Walker, Mark Mallory, Mike Stokesbury, and Zoë Migicovsky

Unit Response to Recommendation:

After receiving the Biology Program Review, and specific to the Biology MSc Program comments, we formed a Working Group to address the suggestions both for the necessary response, and for developing long-lasting adaptations of the program to meet future needs. From our initial review, some of the comments levelled at the Biology MSc program seem more appropriately dealt with by a different Department, notably Research, Innovation and Graduate Studies, as the comments are not Biology-specific but in fact campus-wide issues (e.g., student cost of living needs compared to stipend support). Consequently, those are best addressed with a consistent, universal approach on campus rather than just by Biology (however, Biology will provide recommendations through the Graduate Co-ordinator [Mallory]). For the other comments and suggestions, our Working Group will meet monthly (in person or virtual), with email contact between those times, to develop an Action Plan which will provide practical solutions (if possible) to the suggestions. Note that this draft Plan has already been initiated. We have also already solicited Department-wide comments on increasing student stipends, and have initiated discussion on reducing required course numbers.

APRC Comment and Priority: A working group has been formed to look into this and will provide suggestions to RIGS, but some of the suggestions will be being addressed as part of the RIGS external review process.

Immediate Priority Medium-Term Priority Long-Term Priority

H. Recommendation 24: Department Website

Recommendation 24: Update the department website regularly to ensure accurate and up-to-date information.

Working Group: Glenys Gibson, H el ene d'Entremont, Jen Kershaw, Kendra Sampson, and Laura Ferguson.

Unit Response to Recommendation:

The working group has already started revising material. Earlier this winter, we created a Land Acknowledgement (with help from Zabrina Whitman), an EDIAR statement and updated information needed for undergraduate registration.

Priorities for upcoming revisions include updating the website to be more visually appealing, with concise content and new images of students in learning and research environments. An important addition will be a link to the Bio Society Instagram, to better support them and to broadly advertise department activities and highlights. We plan to reorganize tabs and dropdowns including a new tab for Future Students with information on *why study biology at Acadia* and information on career paths, as well as re-organized tabs for current students with dropdowns for each year level for undergrads and links to course syllabi.

Timeline- material for incoming and current students by end of summer, course syllabi uploaded at the beginning of each term, and update the remaining/revised tabs throughout the academic year.

APRC Comment and Priority: Progress has been made by the working group but there is more to do, and some of the revisions will be made over time.

Immediate Priority Medium-Term Priority Long-Term Priority

Response to Original Recommendations

Note- these are renumbered (sequentially) from the original list from the Review Panel. The Reviewers numbers are given in parentheses, below.

Teaching and Curriculum

Recommendation 1 (Review Panel number 1 i): Ensure all faculty (except CRCs) teach a full load unless formally granted a university-mandated release, clearly articulated through transparent planning.

Unit Response to Recommendation: see grouped Recommendation A, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 2 (1 ii): Invest in Biology to enable continued service teaching for other programs without compromising core Biology offerings and enrollment.

Unit Response to Recommendation:

Biology works very hard to be as supportive of other units as we can. We teach more non-majors (~ 550) than majors, and we are grateful for the hard work that other units do to support Biology majors. We remain committed to supporting other programs on campus, including our on-going practice of prioritizing new faculty hires and maintaining and developing courses that are solely dedicated to service teaching where it is possible for us to do so. Further steps require support from the University administration. We will continue to work towards this but we know there are many important and competing priorities.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 3 (1 iii): Collaborate with the administration to identify dedicated space for microbiology and cell biology labs so they can run weekly (e.g. in the new nursing building). If unavailable, revise biweekly tutorials to better meet Program Learning Objectives and consider expanding technician roles to include lab delivery responsibilities.

Unit Response to Recommendation:

We have successfully worked on the first part of this recommendation for some time, and recent changes in space for teaching labs have been game changers. As stated in the Self-Study document, Dean Hooper has given us access to a new teaching lab (HSH 049), arranged for key renovations, and helped to create a wonderful teaching space that we use five days a week (both terms). The School of Nutrition has generously offered us use of one of their teaching labs (for the BIOL 1853/ 1863 Applied Human Biology 1/ 2 courses; service teaching for KINE with ~ 150 students each term), in addition to their long-term commitment to letting us use the food lab for BIOL 3573 *Applied and Environmental Microbiology*.

It would be helpful to have one more wet lab, especially a dedicated Cell & Molecular Biology lab. This would be far less expensive than a second Microbiology lab, and would allow us move some courses out of the room shared with Microbiology and take a lot of pressure off the lab schedule.

In terms of having weekly Microbiology and Cell Biology labs, the Department made a decision some years ago to have biweekly labs in the second year core courses. A major reason for this was lack of space. We discovered, however, the biweekly labs in the second year core courses make things much easier for students in a content-heavy year. We explored tutorials in BIOL 2013 Cell & Molecular Biology in the 2024-25 academic year. While they were successful, overall, the consensus is that the gain was not worth the extra time at least for now.

Expanding technician time to include lab delivery is a matter for SEIU. Some Biology techs provide a lot of lab support, but it is not their job to teach the lab.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 4 (1 iv): Improve student feedback quality while managing instructor workload (e.g., by exploring peerreview tools like Peerceptiv where appropriate).

Unit Response to Recommendation:

We will explore use of software to do this and also, discuss options with the creative staff of LTID. What we need, however, is smaller classes, which would help us address the learning of individual students, and not just default to generic grading.

We value different ways of learning and knowing and we want to maintain that in our program.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 5 (1 v) : Review upper-level courses and associated learning outcomes to ensure clear learning progression differentiating 3rd and 4th years and increased presentation opportunities.

Unit Response to Recommendation: see grouped Recommendation C, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 6 (1 vi): Add a calculus requirement and integrate computational thinking into first- and second-year courses. (Note: the Review Panel also suggested in the document that we require Biology Majors to take Physics as a way to address this goal).

Unit Response to Recommendation: see grouped Recommendation B, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 7 (1 vii): Explore student demand for a GIS course (in collaboration with Earth and Environmental Science) and offer it if warranted.

Unit Response to Recommendation:

We don't have capacity for this but we recognize there is a lot of interest in the ecology-theme students. We are in full support of ENV5 or CODE developing this course, especially if it could be made available to majors outside their programs.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 8 (1 viii): Offer a biology-specific statistics course and collaborate with Mathematics and Statistics to expand upper-level stats offerings.

Unit Response to Recommendation: See grouped Recommendation C, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 9 (1 ix): Consider increasing health-related content in undergraduate and graduate curricula.

Unit Response to Recommendation: See grouped Recommendation B, above

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 10 (1 x): Support interdisciplinary study and collaboration by adapting scheduling practices university-wide to support cross-disciplinary minors and by sharing events and networking opportunities between all units on campus.

Unit Response to Recommendation:

Cross-campus scheduling reform is out of Biology's direct control. Note that Biology is planning to offer 53 courses in the 2025-25 academic year (26FA, 27WI), and there are six generally useful time slots for lectures. We also offer 74 lab sections (3FA, 3WI), with only six teaching labs.

Conflicts are inevitable, as is the case in other units on campus.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 11 (1 xi): Engage in collaborative planning for field station use with other departments, the community, not-for-profits, and Indigenous groups.

Unit Response to Recommendation:

We were already in the process of reimagining use of the Evelyn and Morrill Richardson Field Station before the review.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Departmental Culture and Equity

Recommendation 12 (2 i): Engage external facilitators to support respectful intradepartmental interactions and cooperation.

Unit Response to Recommendation: see grouped Recommendation E, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 13 (2 ii): Provide workplace equity and inclusion training for all faculty and staff beyond generic universitywide offerings.

Unit Response to Recommendation: see grouped Recommendation E, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 14 (2 iii): Establish clear and transparent policies around course releases and workload distributions.

Unit Response to Recommendation: See grouped Recommendation A, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 15 (2 iv): Offer professional development, recognition, and extradepartmental networking opportunities for staff and instructors.

Unit Response to Recommendation: see grouped Recommendation E, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 16 (2 v): Address strained animal care staffing by facilitating dialogue and cooperation among all involved in animal care and adding staffing resources to align with increasing workloads, which could include an ongoing co-op student hire to support technicians.

Unit Response to Recommendation: see grouped Recommendation F, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Undergraduate Student Engagement

Recommendation 17 (3 i): Encourage faculty and staff to announce and participate in Biology Society events, especially in 1st and 2nd year classes, to support student engagement.

Unit Response to Recommendation:

We do this already in 1st and 2nd year courses, plus some upper level course. We promote events on the TV outside the teaching labs (they cycle through and are updated on an on-going basis). Many faculty also offer a bonus point to students in their courses if they go to a Bio Society event. Some faculty attend the events, especially the very popular Bio Banquet, and we will encourage faculty to attend more events. The Bio Society has a Faculty Liaison who attends department meetings and monthly, provides faculty and staff with an update on Bio Society events.

The Website working group has proposed adding the Bio Society Instagram feed to the Biology homepage, which will take us a step forward in addressing this recommendation.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 18 (3 ii): Develop a plan to intentionally inform and mentor first-year students about the co-op option and its requirements.

Unit Response to Recommendation:

We do this already. Co-op pathways are already well advertised; individual mentoring is more impactful than blanket announcements. Beth MacKenzie (Co-operative Education) already comes in to the first year courses to promote the Co-op program.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 19 (3 iii): Obtain data on international student experiences and encourage participation in study abroad programs.

Unit Response to Recommendation:

We left this section blank as the role of International Students at Acadia is in flux, and most of this falls outside the role of our unit. Acadia has some very well developed programs to support [International Students](#).

Biology supports both several inbound and outbound students in the Study Abroad program. The process for outbound students has been clarified in recent years, but the process we are to follow for inbound students remains a mystery. It's hard to advise students when we have no information on their academic background. This is not just a matter of content but also, lab skills and workplace safety.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Graduate Program Support

Recommendation 20 (4 i): Consider reducing the number of required graduate courses to two but be aware of resulting skill gaps and mitigate through mentorship and training.

Unit Response to Recommendation: see grouped Recommendation G, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 21 (4 ii): Provide writing support to students through peer writing groups and formal help.

Unit Response to Recommendation: see Grouped Recommendation G, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 22 (4 iii): Encourage on-time graduations by implementing intermediate writing deadlines throughout the degree, consider increasing fees or capping timelines but be aware that it could raise equity concerns.

Unit Response to Recommendation: see grouped Recommendation G, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 23 (4 iv): Collect and analyze data on the cost of living for graduate students to evaluate the adequacy of current stipend levels.

Unit Response to Recommendation:

This falls outside the role of our Department. We believe that RIGS has already done this work.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Communication and Transparency

Recommendation 24 (5 i): Update the department website regularly to ensure accurate and up-to-date information.

Unit Response to Recommendation: see grouped Recommendation H, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 25 (5 ii): Review the roles of technicians, consider appropriate role expansions, and ensure their inclusion in departmental communications and planning.

Unit Response to Recommendation: see grouped Recommendation D, above.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 26 (5 iii): Make student advising and the graduation clearance process more efficient or provide additional support during peak periods of demand for administrative staff/chair of the department

Unit Response to Recommendation:

Yes! But again, **this falls outside what we can do as a Department.**

Many of the current issues for the Pot Grad list seem to arise from the Minors not populating properly. Fixing that would save a lot of time, and presumably, for all units.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

FORM 4B: PROGRAM REVIEW
APRC RESPONSE AND REPORT TO SENATE

School/Department/Unit Name	English and Theatre (Response to Theatre Report)
Program(s)	Bachelor of Arts, Major in Theatre Production Bachelor of Arts, Major in Theatre Performance Various Double Major, Double Honours, or Major and Minor Options
Director/Department Head/Program Coordinator(s)	Dr. Kevin Whetter (during the site-visit and the drafting of this response) Dr. Kait Pinder is Department Head as of 1 July 2025
Review Panel	External Reviewer 1 - Dr. Roberta Barker, Dalhousie University External Reviewer 2 – Dr. Siobhain Bly Calkin, Carleton University Internal Reviewer 1 - Dr. Michael Dennis from History and Classics Internal Reviewer 2 - Paula Rockwell from Acadia’s School of Music.
Date(s) of Review	February 5-7, 2025 Interviews – February 6-7, 2025
Date of meeting to receive and discuss response to Program Review with Director/Department Head/Program Coordinator(s)	October 20, 2025
Date(s) of APRC meetings to discuss APRC response	November 17, 2025

After consideration of the Review Report, the Unit Response, and a discussion with the Director/Department Head/Program Coordinator(s), the APRC offers the following comments and prioritized responses to the Academic Program Review recommendations.

General Comments
<p>Dean’s Comments (Dr. David Duke, Dean of Arts), November 2025</p> <p><i>Note:</i> The review process for the ENGL and THEA programs has proceeded against the backdrop of Schedule H and Bill 12, and these have generated significant and ongoing discussions involving the THEA program and the School of Music, together with other interested parties such as faculty responsible for ART offerings. These discussions are informed by the recommendations of the THEA review team, but it is anticipated that the outcome of the planning process ongoing will lead to novel structures for both the THEA program and for the School of Music. However, the review team offered 16 recommendations in their review of the THEA program within the Department of English and Theatre, following their February 2025 site visit to Acadia. They are listed below, as well as my responses to the recommendations.</p> <p>Recommendation 1 is the most significant for the unit. It recommends the continuation of programming options in Theatre at Acadia. I fully support the continuation of Theatre studies at Acadia. The program’s contributions to the university, local community, and provincial arts ecosystem are significant. The university’s academic administrative leaders and the Faculty of</p>

Arts remains committed to sustaining and revitalizing Theatre as a core academic and creative discipline.

Recommendation 2 concerns the pausing of enrolments into the Theatre program for 2025 and 2026. While the decision to pause enrolment has already been implemented, I acknowledge the unit's concerns about its impact on pedagogy, production, and student experience. I will work closely with the Office of the Provost and with the unit to mitigate these effects and ensure that current students receive robust educational and production opportunities during this transitional period.

Recommendation 3 recommends the separation of the ENGL and THEA programs and the latter's re-housing in a new unit. I recognize the complexity of this recommendation and appreciate the unit's thoughtful analysis. Any structural change must preserve Theatre's identity as a discipline of the arts and protect pathways to teaching and graduate studies. I support further consultation to explore models that enhance collaboration and visibility without compromising academic integrity or student outcomes.

Recommendation 4 called for the appointment of an external Head of Unit to lead the revisioning process for the Theatre program. Unfortunately I cannot support this recommendation, for several reasons. One is that the THEA faculty who continue to lead the program have begun the development of very promising new directions for Theatrical studies at Acadia. Those individuals have the internal expertise and, most importantly, the lived context upon which to base their planning, which an external appointee would not possess. I commit to working with the Office of the Provost to support them logistically and administratively in their work.

Recommendations 5 and 6 relate to the resourcing for the THEA program. Recommendation 5 calls for the appointment of two new tenure-track faculty in the Theatre program, and Recommendation 6 advocates the appointment of a second Technical Instructor in the program. I recognize that, with the departure of two of its three tenured faculty the Theatre program faces a significant structural deficit that cannot be maintained for more than a year or two given the program's current offerings and degree pathways. However, the Schedule H revisioning process promises to clarify the structural requirements of novel Theatre programming, and the university is committed to supporting and resourcing new, innovative programming that responds to student desires and provincial requirements.

Recommendation 7 calls for a review of health and safety concerns associated with the Lower Denton rehearsal and performance space. This issue requires immediate attention. I will work with Facilities and with the Building Manager of Denton Hall (Dr. Christianne Rushton) to ensure that Lower Denton meets health and safety standards and receives appropriate custodial care. The space must support safe and effective learning and performance.

Recommendation 8 calls for the THEA program to undertake extensive curricular revision. I support the comprehensive curricular review which members of the THEA program have begun in response to the requirements of Schedule H, and I commend their openness to renewal and willingness to engage the process. Through the leadership of the Office of the Provost I will continue to provide support for retreats and planning sessions undertaken within the Schedule H process.

Recommendation 9 advises that program review and revitalisation should focus on student-centric learning outcomes. The definition of such learning outcomes is an essential first step in any major planning of this sort, and so I encourage the THEA program to engage students

through surveys and consultations, while balancing feedback with disciplinary expertise. I will support efforts to align outcomes with contemporary pedagogical standards.

Recommendation 10 calls for a reconsideration of the program's show selection process. As the unit noted, in the face of some questionable choices in recent years, it has re-vamped its selection process to engage students much more effectively and to give them significantly enhanced freedom in the selection process overall. I support increased transparency and student input in show selection, recognizing the logistical constraints involved. I encourage the unit to formalize consultation processes and establish clear timelines for devised works to support student involvement in the planning of new performances.

Recommendation 11 strongly advises the mapping of the THEA curriculum to ensure comprehensive and up-to-date programming. I concur: curriculum mapping is a valuable tool for ensuring coherence and currency. I support this initiative and agree that it must involve the full faculty complement. The Office of the Vice-Provost, Curriculum and Planning, has developed a suite of tools to support such mapping, and I commit to working with the THEA program in their efforts to comprehensively map a new curriculum in light of the Schedule H provincial requirements.

Recommendation 12 calls for THEA planners to explore contemporary teaching and assessment practices, and to incorporate them into the program going forward. There is no doubt that one of the challenges faced by the program in the recent past is the overly-traditional pedagogical forms used to instruct classes. Some of these are no longer fit for purpose, and some were utterly incompatible with contemporary teaching practices and philosophy. I am delighted that the unit intends to engage this recommendation fully and without reservation, and I will support the work in this area in any way I can.

Recommendation 13 calls for expanded support for student-led initiatives like Mini-Fest. I concur with the unit's reservations in this area: although such initiatives are student-driven, they are nevertheless resource-intensive, especially in terms of faculty support. I am delighted, however, that the unit is exploring the possibility of expanding student engagement in this area and to the extent that my office can support them in this endeavour it will do so.

Recommendation 14 advocates for closer programming development and collaboration with other units within the university, particularly the Music program, in order to facilitate the sharing of classes, performance spaces (and performances themselves), skills and expertise. We have a critical mass of performing-arts talent and skill on campus, and it is clear that, in the face of the requirements of Schedule H, interdisciplinary collaboration must be a strategic priority institutionally. I support efforts to deepen ties with Music and other units, and will facilitate discussions around shared courses, spaces, and initiatives, including the proposed merger.

Recommendation 15 advises that any planning processes engage with professional and community theatre organizations for their input, particularly concerning community engagement initiatives that could enhance the long-term activities of the Theatre program. I do concur with the unit's expressed concerns that the planning must be an internal process; I do not doubt that only through THEA leadership will we be able to re-establish theatre programming and support it for the long term. But I also think that one key element of Theatre's long-term sustainability will be via community engagement initiatives and connections with, for example, the School of Education, which will allow us to develop new programming, and to emphasise our already-extant programming, which is particularly attractive to students from a broad range of backgrounds. I can also imagine deploying THEA expertise – *especially* from the student body – to support and enhance the activities of community theatre organisations (especially in schools), as something that will be especially powerful element of the renewed THEA programming going forward.

Recommendation 16 calls for an improvement in the marketing of THEA productions and activities more generally. Almost all of this is currently handled by the Department of English and Theatre, and it does not have the capacity to continue to do so effectively. Whilst marketing is vital to the future of THEA productions, it is also resource-intensive. However, given the development of Acadia’s institutional marketing and communication division, and given the generally “standard” (i.e., repeating) nature of THEA marketing requirements, it is feasible to create a policy and practice environment where THEA marketing can be operationalised at the institutional level. I will explore options for institutional support, including partnerships with marketing and communications, to reduce the burden on faculty and students and enhance audience engagement.

Recommendations and Responses

The Department of Theatre wholeheartedly agrees with the Review Team’s recommendation to continue Theatre studies at Acadia and that, in order to maintain Theatre, the university hire two new tenure-track Theatre professors and a second technical instructor.

It is also worth emphasizing the extent to which the questions asked and data gathered during the External Review also answer the questions demanded by Bill 12 and Schedule H. All Theatre faculty regularly revise and update their courses and the Department regularly assesses and modifies its curriculum during its annual retreat. We will continue to assess our curriculum and goals going forward, but it is worth emphasizing that we have already begun all of the Schedule H Program Modernization processes during this review:

1. Engage with a diverse group of contributors, including faculty, students, alumni, employers, regulators, and industry experts, to gather insights and feedback on current program strengths and areas for improvement. [This engagement has already been done as part of the Academic Program Review, with input gathered from current students and alumni, internal and external faculty review, and our own Department Self-Study. We will continue this process in coming months as we continue to reflect upon our curriculum, but the conclusion of the External Review is that we are doing excellent work, even if the Review also suggests some substantial modifications to Theatre’s overall structure.]
2. Curriculum Analysis: again, “a thorough review of the existing curriculum to identify outdated content and pedagogical approaches ... and ... enhance learning outcomes” has already been done as part of the MPHEC Review. The Review Team notes that Acadia’s Department of Theatre has been an important and vibrant element of both the university and community, and advocates changes that will build on the successful traditions of the Department whilst updating its delivery. Our graduates are successful in a variety of professions, from acting or production to teaching to artisanal crafts.
3. Benchmarking and Differentiation: again, part of the Department Self-Study and the External Review includes comparing Acadia’s Theatre Program to “similar offerings at leading institutions to identify best practices and areas where the program can be differentiated or improved.” The External Review recommends that we do the same thing, so the Department is already, or soon will be, exploring such a curricular revision.
4. Faculty Development: Theatre faculty regularly hone their pedagogic, artistic, and research craft through workshops, conferences, publications, self-reflection, annual review, and performance- or research-related projects.

5. Finally, the Department draws attention to the significant fact that as of 5 May 2025 the Canadian Association of University Teachers (CAUT) officially “condemns the Province of Nova Scotia's omnibus Bill 12.” This opposition was seconded by the Acadia University Faculty Association.

Note: Given the aforementioned ongoing discussions involving the THEA program and the School of Music, responding to the Bill 12 and Schedule H processes required by the provincial government, the APRC cannot assign implementation priorities to the THEA program review team's recommendations at this time. Such priorities as the committee could assign may not align with the planning directions being discussed and may even hinder them.

Recommendation 1: We strongly recommend that Theatre degree options should continue to exist at Acadia University, due to the importance of Theatre to the university, the surrounding community, and the wider Performing Arts ecosystem of Nova Scotia.

Unit Response to Recommendation: The Theatre Unit in what is, at the moment, the Department of English and Theatre obviously agrees with this endorsement of its pedagogic, artistic, and communal importance. Given that the University has already acted on Recommendation 2, to pause enrollment, we emphasize all the more strongly that Recommendation 1 is to maintain and support Theatre at Acadia.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 2: We recommend that Acadia place entries to the program on hiatus for 1-2 years to allow time for program and curricular revisioning, while supporting students currently in the program to complete it.

Unit Response to Recommendation: The Theatre Unit and the Department of English and Theatre oppose this decision but recognizes that it has already been implemented by the Senior Administration. Please note that our opposition is not merely performative: pausing enrollment means reducing the number of Majors, which means we have an ever-decreasing number of students in the programme. Part of the Theatre programme is two productions per year, productions which are part of the core curriculum of Theatre: everything studied in the classroom is then reinforced in the experiential learning process that takes place during the productions. It is going to be increasingly difficult to put on a show without new students in the programme. We need both acting students and production students behind-the-scenes to help with sets, lights, music, and all the other elements of production without which a show would flounder. The decision to pause enrollment negatively impacts all current students in the programme, who accordingly receive a less encompassing education. The impact of an empty cohort (of paused enrollment) will have repercussions on the program for *four years* as the empty cohort moves through their degree. A team of people working at production elements would on average number 20, to support a cast of actors numbering 6-10. Theatre *requires* a group of people working together to do the work in each production department. For example, pedagogically, four students working on a set or costumes learn more than only two students working because the larger team will accomplish a greater and more varied body of work and therefore receive a wider amount of knowledge and skills in the time we have. The acting students in turn gain the experience of working with what the production students produce and through the process interact with the production students as they would in a professional setting. Another example is having multiple costume fittings or having something in rehearsals to work with and then giving feedback so the production students can then adapt an item moving forward; the synergy between production and performance is part of everyone's education.

The External Review also notes the crucial need to hire two new tenure-track Theatre faculty and a second Technical Instructor in Theatre: the current 2025-26 model, wherein Theatre is kept alive with nearly a dozen per-course stand-ins, is impractical and unsustainable. (This unsustainability was true *before* the July announcement to claw back 5% of each unit's budget.) This situation of precarious and contingent labour means the programme is unable to grow but is forced to remain in a state of crisis. If we are to grow the Theatre programme and take it in new directions, as both the Programme Review and Schedule H ask, then it is necessary to include these new faculty members in the revitalization and modernization of Theatre. These new faculty and new voices need to be part of the conversation as soon as possible, regardless of whether the outcome is for Theatre to remain joined with the Department of English or become one part of a new Centre or merge to form a Department of Music and Theatre. It was never the intention of the Review Team to leave the Department in crisis and shorthanded while trying to restructure a whole program. On the contrary, Recommendation 5 stipulates that Theatre be allocated "two new tenure-track appointments," both to "replac[e] the instructors who have recently departed, [and] to ensure multiple voices and perspectives in the revisioning process." Recommendation 6 says the same thing about hiring a second technical instructor and having this person's "new voic[e] join in] the revisioning conversation." When the university acts on pausing enrollment but not on hiring the needed faculty it puts an unsustainable amount of work on the shoulders of the three faculty currently standing: one tenured faculty member, one instructor, and one part-time lecturer. Extra work will have to be done by everyone to make up for what the current students will be lacking by their missing cohort and reduced faculty, and in turn the three remaining instructors in the program will have to do additional work and be in additional meetings to restructure the program and every other meeting that restructuring and planning entails. This is an untenable amount of work for three overburdened individuals.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 3: We recommend that Acadia separate Theatre from English and rehouse it within another unit, such as the Faculty of Professional Studies, that can offer it new collaborations and supports.

Unit Response to Recommendation: The recommendation to separate English and Theatre is arguably more complex than the Review Team realizes. The Department of English and Theatre is absolutely willing to explore the proposed change. Theatre has much in common with English; it also has much in common – or could have much in common – with Music, especially with Musical Theatre. However, many of our Theatre graduates go into teaching and can use Theatre as an Arts teaching credit. Letters and conversations with graduates from the programme repeatedly reinforce the conclusion that students came here specifically because they could take Theatre as a Major, Minor, or Double Major and do their teaching degree or further Master's degrees in related fields of interest. Two-thirds of our graduates become teachers or go on to a Master's in a related field. Without the Bachelor of Arts degree that Theatre students currently receive, these graduates would have looked elsewhere for their undergraduate degrees. Moving Theatre to Professional Studies, where Music currently resides, is bad marketing. No other Theatre programme in the country lives in Professional Studies: they are all in the Faculty of Arts or Fine Arts programs. Having Theatre move faculties will confuse incoming students and discourage future students. It is hard to imagine that serious young musician-artists would see themselves as Professional Studies students. The same is true for Theatre: diminishing the students' artistic accomplishment and training negatively affects programme (and university) publicity. Separating Theatre (and Music) from the Arts fundamentally misunderstands and misrepresents what the Arts are. Decisions that diminish potential Faculty of Arts student numbers overall are a disservice to the entire Faculty of Arts. Theatre students have highly

transferrable skills across many areas of employment. In these ways, from the outside, at least, it certainly appears that Music's move to Professional Studies has harmed Music's own vitality and student numbers. Theatre is open to discussing a merger with Music, but it is imperative that we be allowed to offer a Bachelor of Theatre that still counts as an Arts degree for teaching and further education purposes. Schedule H mandates marketing strategies and employability: Theatre Majors are marketable as Arts teachers among many other professions, so any separation of English and Theatre must allow this pattern to continue. There is a great misunderstanding of what Arts degrees can lead to in future employment; the political reasoning behind Bill 12 is built on such misunderstanding.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 4: We recommend that Acadia appoint an external Chair/Director of the Theatre program, from within the Acadia community in the first instance, under the supervision of the Dean of Arts and possibly others from within the Faculty of Professional Studies or other units at Acadia, to help guide its program revisioning process.

Unit Response to Recommendation: Theatre is amenable to this suggestion provided that the programme is not swallowed up or ignored. Any such External Chair or Director needs to be someone who understands Theatre; we are quite concerned that someone from Professional Studies would not have the necessary background or expertise to do so. Theatre cannot be ignored or outvoted by a larger faculty of a different discipline. If a merger with Music is happening, would Music be amenable to making the new Chair or Director one of the new tenure-track Theatre hires? Article 16.08 of Acadia's Collective Agreement offers some guidance here: "When a search [for a Head] is to be undertaken the Dean shall inquire of the Provost whether the search is to be internal or both internal and external. If a tenure-track position is available the President may authorize an internal and external search." Regardless of how exactly the Head is appointed, both the Review Team and the Department are trusting the University to follow the Review Team's recommendations and do the right thing by Theatre – this is a lot to take on faith.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 5: We recommend that Acadia make two new tenure-track appointments in Theatre, replacing the instructors who have recently departed, to ensure multiple voices and perspectives in the revisioning process, and to help ensure that Theatre classes can continue to be offered to the Acadia student body as a whole. This will create a supportive environment for departmental growth and forward planning.

Unit Response to Recommendation: The Department of Theatre agrees wholeheartedly with these recommendations – both that the recent faculty retirements be replaced and that such replacements occur soon enough to be involved in "the revisioning process, and to ... ensure that Theatre classes can continue." As was noted in the English and Theatre Self-Study, Theatre has "no means of fulfilling our program content if tenure-track positions go unfilled." As noted throughout this Department Response, it is much more sensible for such replacements to be part of the rebuilding process. The current teaching and planning complement, where everything is on the shoulders of one Tenured faculty member, one instructor, and one part-time lecturer, is untenable. To ensure that we continue to meet best current practices in this field and best meet the needs of the students, new faculty are necessary to be part of the revitalization process.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 6: We recommend that Acadia consider the permanent appointment, even on a part-time basis, of a second technical theatre staff or instructor member (e.g., in costumes, props, etc) to help alleviate the burden on the Technical Director and bring further new voices into the revisioning conversation.

Unit Response to Recommendation: Again, the Theatre Unit in the Department of English and Theatre fully endorses this recommendation. We already noted in the English and Theatre Self-Study that “there is a demonstrated need for a second Instructor position, in order to offer dedicated classes in aspects of Production such as Lighting, Sound, Set, Props, Projections and Stage Management, and to share the workload in producing Theatre shows.” No one professional in Theatre trains in all of these skills. It would be prudent to have an instructor with a complementary set of skills to the ones the current Technical Director was trained in. The External Review reinforces our position, urging that “The Technical Director, Susann Hudson, is currently carrying a workload associated with at least 2-5 separate faculty members in other Canadian theatre programs, a situation that appears to us unsustainable.”

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 7: We urge Acadia to take seriously concerns about ventilation, and other aspects of health and safety in Lower Denton Hall in order to ensure a safe working environment for students and instructors.

Unit Response to Recommendation: Lower Denton works well as a performance space; indeed, as a theatre, it is actually better suited to the Department’s needs than are either Upper Denton or the Festival Theatre, both of which offer inflexible staging, lacking the equipment necessary to a working theatre and thus limiting creative opportunities. They are also larger spaces than one or even two production instructors can safely manage with students. But greater care needs to be taken to resource Lower Denton in keeping with Health and Safety standards. There is also an ongoing problem with a lack of custodial cleaning and care. The space is ignored and regularly the building manager and head of custodial services are contacted about the neglect to clean floors and the bathroom. Most weeks the only thing that happens is the garbage being taken out every couple days: nothing else.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 8: We recommend that Theatre at Acadia should engage in an extensive program of curricular revision, which should focus upon points 9-15 below.

Unit Response to Recommendation: The Department is willing to work on this, and in fact has always revised its curriculum. We do wish to emphasize the Review Team’s statement that “Acadia’s Theatre programs are unique within the region and offer something exciting, important, and valuable to a community with a thriving theatre culture,” so it is important to keep in mind that such revitalization is designed to rebuild and maintain a recognizably worthwhile programme. We also reiterate the importance of being able to include the advocated new hires in this rebuilding process. As the Review Team urges, any revisioning of the programme “cannot unfold effectively without faculty renewal; hence, we urge Acadia to invest in new hires in Theatre to bring new energy and vision *into this [rebuilding] conversation*” (our emphasis).

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 9: We recommend that Acadia work to ensure that the Theatre program's learning outcomes are clearly defined in ways that are student-centric, emphasize student safety, and respond to the needs and feedback of the current generation. We urge Acadia's faculty and administration to begin the process of curricular renewal by reaching out to students (for instance, via anonymous surveys) for their feedback about how best to define learning outcomes and match them to curricular strategies that are supportive and safe for students.

Unit Response to Recommendation: The Department is happy to respond to student feedback in the revising of the curriculum, but such feedback needs to be balanced by the experience and professional knowledge of faculty and disciplinary norms. Building the programme exclusively around the needs or ideas of one cohort of students – which is what the Review Team's information is necessarily based on – is likely to cause problems when that cohort is no longer the dominant voice in the programme. No other Theatre program does this. The students who spoke to the Review Team had particular issues which were directly related to faculty who have now retired. It is important to meet identified student needs, but the students are not always best equipped to understand how those needs fit into industry standards and disciplinary norms. It must also be emphasized that recent CLT-instructors and per-course hires were easily able to meet student needs over the last fifteen months. The need for clear learning outcomes was emphasized during the recent spate of per-course Theatre hires, and would obviously be highlighted again in any future hires.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 10: We recommend that Acadia reconsider the process of show selection for its Theatre seasons. Consultation with students about their needs and suggestions should form part of the play selection process. A range of styles, themes, and performance challenges should form part of the season. In the case of new or devised scripts, clear timelines should be in place for the creation of final texts/performance scores in order to help the production unfold smoothly for students who have a range of academic commitments.

Unit Response to Recommendation: The Department is happy to increase transparency for how student input on the plays has been considered. That said, what shows are *possible* also depend on the limitations of space and personnel, something which the current students understand better now that it has been explained to them; unfortunately this explanation occurred after the Review. The question of scripts, new or devised or otherwise, is also something about which the Department is happy to consult further with students.

Recommendation 11: We recommend that Acadia more fully maps its Theatre curriculum to ensure comprehensive and up-to-date content.

Unit Response to Recommendation: The Department is happy to do this, and will do so moving forward; but, again, any such full-scale overhauling of the curriculum needs to involve the complete faculty, not just the current skeleton crew. It is imperative to hire the new faculty and assistant technical director now so that these new voices can be part of the curricular revitalization.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 12: We urge Theatre faculty at Acadia to explore teaching methods and assessment approaches at other Canadian Theatre training institutions; to build on those that appear to them most up-to-date, clear, and fair; and to ensure that expectations and assessment practices are always clear and well-defined for students.

Unit Response to Recommendation: The Department is happy to work on such exploration going forward. Again, part of the solution has already occurred with the recent retirement of two faculty whose approaches may not have been fully in-line with contemporary thinking. Hiring faculty who are aware of and trained in current professional and academic practices is a necessity to aid in meeting this recommendation.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 13: We recommend that Acadia should draw upon current faculty and student strengths to create opportunities for student-led initiatives (such as Mini-Fest) to help foster healthy community and keep theatre alive at Acadia during the program's hiatus. We encourage Acadia's faculty to consider supportable ways in which student-led projects and creative initiatives can form part of the curricular and/or extra-curricular life of Acadia.

Unit Response to Recommendation: Mini-Fest had always been a regular aspect of Acadia's Theatre productions in the past as a non-graded, student-led initiative. Having the students choose and direct the plays is, however, a lot of work, so much so that lack of student participation or willingness to do the necessary work to mount Mini-Fest led to putting Mini-Fest on hiatus for a few years. Crucially, we have already started to implement further student-driven small performances, and both 2025-26 productions are being led by the Theatre Majors. Both productions will be graded.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 14: We recommend that Theatre at Acadia should work to develop more effective collaborations with other units within the university, particularly the Music programs, in order to facilitate sharing of classes, performance, spaces, skills, and expertise.

Unit Response to Recommendation: The Department has frequently cross-listed courses with Music in the past, has several courses cross-listed with English, and is happy to explore fruitful collaborations going forward. Collaborations with other units, or at least with Music, are an integral part of the proposed merger of Music and Theatre.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 15: We recommend that Theatre at Acadia should work hard to forge collaborations with local professional and community theatre organizations, and invite appropriate representatives from these organizations to give input into the revisioning of the program.

Unit Response to Recommendation: The Department is willing to explore such collaborations but emphasizes caution. There are several professional actors, directors, designers and production professionals in Nova Scotia who instruct at other university theatre programs around Canada. Their insight could be very useful to understand how other universities deliver their programs and what they see lacking in Theatre graduates in general that we can try to address at

Acadia. Many of these local professionals are known to one or more of the remaining Acadia Theatre faculty, but their voices must not replace those of the recommended two new tenure-track positions and the second technical instructor. It is current and future Acadia Theatre personnel, not local professionals, who will have to enact the revised curriculum and programme. We note, moreover, that community theatres are by definition non-professional entities with varying levels of expertise and they operate in a sector of arts that is related to, but distinct from, professional theatre. Inviting community theatre members as advisors into a process with professionals trained in both academic and professional theatre risks damaging the integrity of the university programme.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Recommendation 16: We recommend that Theatre at Acadia should work hard to forge collaborations within and beyond Acadia to support more effective marketing of theatre productions, alleviating the burden on Theatre students and faculty, attracting more audience members to student shows, and providing students from other Acadia programs with valuable experiential learning opportunities to develop professional marketing skills.

Unit Response to Recommendation: The Department already works hard to incorporate itself into the community, particularly with the two productions per year, both of which are open to the public for a very modest fee. Marketing, however, is complicated: it *is* a burden on faculty and students, especially when such students and faculty are also involved with the production. Large theatre programs thus have a dedicated person on staff who undertakes all of the marketing and publicity; we cannot afford this approach. We have also tried to collaborate with Business to have Business students handle marketing for us, but frequently such external marketing fails when the students from other programmes realize how much work is involved in marketing a show. We will continue to explore options.

APRC Comment and Priority:

Immediate Priority Medium-Term Priority Long-Term Priority

Academic Calendar Policy Package for Consideration by Senate

The suite of proposed policy updates approved by the A&ASP Committee represents a coordinated effort to amend academic regulations through a student-centered lens, while improving clarity and consistency across the academic calendar. The package includes previously submitted update proposals to GPA definitions, academic standing, graduation standing, and internal transfer standing, as well as overload considerations. While most of these have been reviewed and discussed in the November Senate meeting, Senate had requested that A&ASP consider the addition of accompanying companion policies to further support student progression. To that end the A&ASP Committee is including the introduction of an Individual Course Grade Forgiveness policy and the transition in the official grading system from an “S” grade to an “INC” (Incomplete) grade. These changes are intentionally designed and presented as an integrated whole as per the request of Senate.

At its core, the package establishes a more coherent and aligned GPA framework, ensuring that how academic performance is calculated and applied is consistent across progression, transfer, mobility, and graduation decisions. The revisions to standing policies are built directly on this shared foundation, creating a more transparent and predictable system for students while eliminating inconsistencies that currently exist across the academic calendar. Within this structure, the introduction of Individual Course Grade Forgiveness and the shift to an INC grade provide targeted improvements that enhance both flexibility and clarity. Individual Course Grade Forgiveness allows for limited, structured flexibility, supporting equitable student-led recovery without compromising academic standards or being unwieldy to operationalize. It demonstrates Senate’s commitment to accessibility and supported academic risk. The move to an INC grade ensures a clearer and more accurate representation of incomplete coursework, enabling more timely and consistent academic standing and graduation assessments, as well as academic record accuracy.

Senate has previously engaged in strong discussions on many aspects of this work, and the package has been refined, strengthening the overall framework and directly addressing earlier Senate feedback, especially with the addition of the Individual Course Grade Forgiveness policy.

Taken as a whole, this package improves transparency, fairness, and flexibility for students, while creating a more efficient, accurate and internally consistent set of academic regulations. As these elements are interdependent, approval as a unified set of changes is essential to ensure full alignment across policies and to realize their intended impact

Grading System

Proposed

The grade point average (GPA) is the weighted sum of the grade points earned divided by the number of courses attempted. Courses without an assigned grade, and courses with a notation of “W” or “P” are not included in the GPA.

- The term grade point average (TGPA) refers to the GPA calculated in a particular term. Terms include the Fall term (Sept-Dec.), Winter term (Jan-Apr.), and Summer term (May-Aug). Term GPA is included on the official transcript.
- The standing grade point average (SGPA) refers to the GPA calculated in the Spring each year to assign a student’s official academic standing. Academic standing will be assessed in the Spring for all students that have completed 18ch or more since the last assessment. SGPA does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.

Current

The grade point average is the weighted sum of the grade points earned divided by the number of courses attempted. Courses with a notation of ‘W’ are not included in the GPA.

- The sessional grade point average (SGPA) refers to a particular session.
- The program grade point average is calculated on courses offered towards a degree program and is used to determine a students’ eligibility to graduate. It does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.

INC Grade proposal

It is proposed to introduce a grade of **INC** which would replace the current “S” grade.

Rationale: The "INC" has a clearer interpretation, and clarifies that the course has not been completed, which is more accurate and clearer than the current S grade is. It also is intended to resolve issues of S grade clarification, as well as S grades converting to F grades during periodic clean up processes by the RO. This would be of value for both on campus as well as Open Acadia continuous intake offerings. Linger S grades also currently delay standings and assessments. Inputting an INC would allow for those to run in a timely manner.

Grading System

The grade point average is the weighted sum of the grade points earned divided by the number of courses attempted. Courses with a notation of 'W' are not included in the GPA.

- The sessional grade point average (SGPA) refers to a particular session.
- The program grade point average is calculated on courses offered towards a degree program and is used to determine a students' eligibility to graduate. It does not appear on the official transcript.
- The cumulative grade point average (CGPA) is calculated on all courses taken and does appear on the official transcript.
- Only the most recent grade in repeated courses will be included in any GPA.
- Courses with a grade of INC (Incomplete) count as a course attempt and towards calculated GPAs.
- Courses with a note of AR beside the grade, means the grade has been repealed and do not count towards calculated GPAs or as a course attempt.

Alpha grade	GPA value	Rating
A+	4.33	
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Average
C-	1.67	
D+	1.33	
D	1.00	Pass
D-	0.67	
F	0.00	Failure
INC	0.00	Incomplete
W		Withdrew

Some courses have a Pass/Fail marking scheme. This is not counted in the GPA. Previous courses repeated are marked as duplicate. Only the result and credit hours of the most recent attempt is calculated in the GPA and towards the total of completed credit hours.

- Please note that the S grade would stay on the historical grading scheme on the reverse of the official transcript.

Individual Course Grade Repeal Policy

The Individual Course Grade Repeal Policy allows undergraduate students to request that **up to four** individual courses be excluded from their term(s) and cumulative GPA calculations.

Eligibility

Students may apply for Individual Course Grade Repeal if they meet **all** of the following criteria:

- They are currently active in an undergraduate, degree-seeking program, and have not graduated
- They have completed at least 18ch
- Course(s) selected are outside of specified requirements for the student's Major(s)

Regulations and Guidelines

Only grades of D+ and below are eligible for repeal. The courses and original grades will remain on the transcript with an "AR" notation; however, the grade points and attempted credits will be removed from the calculation of both TGPA and CGPA.

Individual Course Grade Repeal cannot be applied to any course that has been repeated.

Once an AR notation has been applied to a course, it is permanent and may not be removed or reassigned to another course.

Academic Standings will not be reassessed retroactively, even if the application of repeal changes the GPA used in the most recent assessment.

- Changes to Academic Standings, if any, will occur only at the next scheduled assessment.
- Students placed on Academic Probation and registered in the Academic Success and Support Program (ASSP) or Academic Dismissal will remain in that status until the next assessment.

Grades assigned due academic integrity violations will not be repealed and will remain included the TGPA and CGPA calculations.

External awards, scholarships, or other programs with their own GPA rules are not bound by this policy.

Procedure

Students must inform the Registrar's Office of the course(s) they wish to have repealed. The Registrar's Office will apply the forgiveness, track usage to ensure the four-course maximum is not exceeded and recalculate the TGPA and CGPA accordingly.

Academic Standings Proposal

It is proposed to bring alignment of minimally acceptable course grades (C- or 1.67) with Academic Good Standing, Internal Program Transfers and Graduation requirements.

Currently most Acadia undergraduate programs have a minimal acceptable grade requirement of C- (except for Honours). This is also true for external transfer grades to count towards an Acadia program - including those taken on letter of permission.

However, Acadia's current Good Academic Standing requirement is set at an assessment GPA of 1.5 which is below this standard of the courses needed to achieve it.

In contrast, the GPA standard for graduation for most programs is set at 2.0. There are situations that occur each year where a student that is in Academic Good Standing and that has met all of their degree and program requirements need special permission to graduate due to this difference.

This 2.0 standard is also used as the basis for internal and external program transfer. Acadia students wishing to transfer into a different undergraduate degree program and that are in Academic Good Standing, as currently defined at least, are excluded from doing so.

These differences in standards are inconsistent with each other and not the norm. A scan of many Canadian institutions shows that there is usual alignment with Good Standing and standing to graduate and that while there are differences in GPA or grade equivalent systems that most are in the C- to C range.

Aligning Acadia's Academic Good Standing and Graduation standing requirement with a C- or 1.67 would be in keeping with this principle at other institutions and bring consistency across our own minimal requirements.

Undergraduate (Proposed)

Academic Standing is the status of a student based on their grade point average. Academic Standing will be assessed in the spring for all students who have attempted 18 credit hours (18ch) or more since the last assessment. As a result of that assessment, students will find themselves in one of three situations:

1. Good Standing

Any student who obtains a standing grade point average of at least **1.67** is considered to be in good academic standing and will be permitted to proceed on a full-time basis.

2. Academic Probation

Any student who obtains a standing grade point average of at least 1.00 and less than **1.67**, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP).

Academic Success and Support (ASSP) Program

All students placed on probation are required to participate in the Academic Success and Support Program. The Academic Success and Support Program enables students on academic probation to return to Acadia and develop the skills required to be successful. The ASSP requires students to attend classes, as well as to work with advisors and other support staff in order to improve their academic standing.

3. Academic Dismissal

a. Any student who obtains a standing grade point average less than 1.00 will be placed on dismissal.

b. Any student placed on probation and registered in more than 15h in the succeeding fall/winter session who obtains a standing grade point average less than 1.67 will be placed on dismissal.

During the subsequent twelve-month period after incurring dismissal, students may not register for any course offered by Acadia University, nor receive credit for any course taken elsewhere. At the end of the period of academic dismissal, students may apply for readmission and, if accepted, will be placed on academic probation. Students registered in Summer or online courses prior to receiving a notice of probation or dismissal will be permitted to complete these courses.

Current

Undergraduate Academic Standing is the status of a student based on their grade point average. Academic Standing will be assessed in the spring for all students who have attempted 18 credit hours (18h) or more since the last assessment. As a result of that assessment, students will find themselves in one of three situations:

1. Good Standing

Any student who obtains a sessional grade point average of at least 1.50 is considered to be in good academic standing and will be permitted to proceed on a full-time basis.

2. Academic Probation Any student who obtains a sessional grade point average of at least 1.00 and less than 1.50, and who has not already incurred probation, will be placed on academic probation, but is eligible to re-register. Students on probation may be placed on a reduced course load and are required to participate in the Academic Success and Support Program (ASSP). Academic Success and Support (ASSP) Program All students placed on probation are required to participate in the Academic Success and Support Program. The Academic Success and Support Program enables students on academic probation to return to Acadia and develop the skills required to be successful. The ASSP requires students to attend classes, as well as to work with advisors and other support staff in order to improve their academic standing.

3. Academic Dismissal

a. Any student who obtains a sessional grade point average less than 1.00 will be placed on dismissal.

b. Any student placed on probation and registered in more than 15h in the succeeding fall/winter session who obtains a standing grade point average less than 1.50 will be placed on dismissal.

During the subsequent twelve-month period after incurring dismissal, students may not register for any course offered by Acadia University, nor receive credit for any course taken elsewhere. At the end of the period of academic dismissal, students may apply for readmission and, if accepted, will be placed on academic probation. Students registered in Summer or online courses prior to receiving a notice of probation or dismissal will be permitted to complete these courses.

Graduation Standing

It is proposed that for all non-Honours programs that indicate a minimum program GPA of 2.0 to be eligible to graduate, that this be changed to “A student must be in good academic standing (minimum CGPA of 1.67) to be eligible to graduate.” This CGPA requirement may be higher as specified for certain programs such as Honours or those with accreditation requirements.

Rationale:

Currently Acadia’s academic Good Standing and Graduation program standing based upon GPAs are not aligned. Academic standings are calculated once per year. To be considered in Good Standing students require an assessed standing GPA of 1.67. Graduation Program GPAs (which are not automatically calculated) however are set at a minimum of 2.0.

Situations occur each year where students who are in academically good standing and have met all program requirements are deemed ineligible to graduate given this difference. In addition, given the volume of courses most students will have attempted completing a 120ch degree, achieving this 2.0 standard could mean considerable additional coursework as well as substantial cost and time.

This misalignment is also at odds with most universities in Canada, where graduation GPAs and good standing GPAs are the same.

This change, which would be incorporated as part of the Senate Curriculum work for 2025/26 would be enacted for and appear in the 2026/2027 Academic Calendar.

Program Changes - Proposed

It is proposed that to internally transfer to all non-Honours, non-limited capacity undergraduate programs, that to be eligible to transfer, a student should be in good academic standing - or receive approval from the program Head/Chair/Director.

When considering their approval for internal transfer from any students that may have had academic challenges at Acadia, Head/Chair/Directors may consider applicable courses completed during previously completed education (high school and/or university).

Rationale:

Currently Acadia's academic good standing and eligibility to transfer standing based upon GPAs are not aligned. Academic standings are calculated once per year. To be considered in Good Standing students require an assessment GPA of 1.5. To be automatically eligible to transfer however is set at a minimum of 2.0.

Situations occur each year where students who are in academically good standing and have met all program requirements are deemed ineligible to transfer to a new program. This can lead to confusion, delays in transfer to a better fit program or hinder academic self-exploration, and ultimately increase attrition.

In addition, students who struggle in a program that is an ill fit may get stuck in a loop of inability to transfer out to a better fit program. By taking into account previous performance in courses similar to the desired new program, this situation can be alleviated.

Calendar Copy - Proposed

Students who wish to transfer from one program to another should normally be in good academic standing, and/or have the change approved by the School Director, Department Head, or Program Coordinator for the program they wish to enter. Students who wish to enter an Honours program should normally have a CGPA of 3.0 or higher.

Current

Program Changes

Students who wish to transfer from one program to another must have the change approved by the School Director, Department Head, or Program Coordinator for the program they wish to enter, and by the Registrar's Office. Normally students must have a GPA of at least 2.00 to enter a program and a GPA of 3.00 to enter an Honours program.

Re-admission of dismissed students – proposed practice

That the basis of re-admission to Acadia University for a dismissed student looking to return to Acadia, but study under a different program than what they were dismissed from, be made upon the initial basis of admission to Acadia – while taking into consideration previously attempted aligned courses, where applicable. Students that are re-admitted must attend an advising session with the general academic advisor as part of their re-admission.

Rationale

As per Academic Standing regulations (pg. 42 Calendar, 2025/26 ed.) students that have an academic standing of dismissed are required to take at least a twelve-month period away from study. This period is intended to have dismissed students reflect on their academic experience, what may have gone awry and how to address those issues, to introspect on motivations for studying at Acadia, and to consider whether their desired program is an academic fit.

In many cases students recognize that academic program choice may have been a primary or contributing factor in their academic performance and subsequently desire to choose another program in their re-application.

Currently this is not directly possible, as unless they receive special permission from the desired new program, students if successful in their re-application, are reactivated in their previous program that they were dismissed from. In addition to this being in direct contradiction of what they were asked to reflect and decide upon, this can limit course selection, divert students to program courses that are no longer applicable and have students re-consider re-enrolling. It also often leads to program shadowing where a student simply enrolls in courses towards the path of a new degree while still technically listed as a Major in another program. This skews data, can impact program decision making and is not accurate.

This new proposed practice aligns expectations and advice with operations and allows dismissed students a more supportive and direct path on their attempt to right their academic journey.

Overloads

Proposed

Students who have achieved a term grade point average (TGPA) of 2.50 in the previous academic term (minimum 9ch attempted) may register for up to 33 credit hours (33h) over the next two terms. Those who have achieved a term grade point average of 3.00 in the previous academic term (minimum 9ch attempted) may register for 36 credit hours over the next two terms. First-year students may register in no more than 30 credit hours (30h). No student may register for more than 18 credit hours (18h) in any term. For information on taking online, continuous-intake courses as overload, refer to the Online Course Load section. Please refer to the Fees section for information about overload fees.

Overloads - Current

Students who have achieved a sessional grade point average of 2.50 in the previous academic year may register for 33 credit hours (33h). Those who have achieved a sessional grade point average of 3.00 in the previous academic year may register for 36 credit hours (36h). First-year students may register in no more than 30 credit hours (30h). No student may register for more than 18 credit hours (18h) in any term. For information on taking online, continuous-intake courses as overload, refer to the Online Course Load section. Please refer to the Fees section for information about overload fees.

Motion to approve the regular Senate meeting dates and regular Faculty Council meeting dates for September 2026 to June 2030.

Senate Meetings:

2026-2027

Monday, September 14th, 2026 4:00-6:00 p.m.
Wednesday, October 7th, 2026 4:00-6:00 p.m.**
Monday, November 9th, 2026 4:00-6:00 p.m.
Monday, December 14th, 2026 9:00-11:00 a.m.
Monday, January 18th, 2027 4:00-6:00 p.m.
Monday, February 8th, 2027 4:00-6:00 p.m.
Monday, March 8th, 2027 4:00-6:00 p.m.
Monday, April 12th, 2027 9:00-11:00 a.m.
Wednesday, May 12th, 2027 9:00 a.m.-12:00 p.m.**
Wednesday, June 16th, 2027 9:00 a.m.-12:00 p.m.

2027-2028

Monday, September 13th, 2027 4:00-6:00 p.m.
Wednesday, October 6th, 2027 4:00-6:00 p.m.**
Monday, November 8th, 2027 4:00-6:00 p.m.
Monday, December 13th, 2027 9:00-11:00 a.m.
Monday, January 17th, 2028 4:00-6:00 p.m.
Monday, February 14th, 2028 4:00-6:00 p.m.
Monday, March 13th, 2028 4:00-6:00 p.m.
Monday, April 10th, 2028 9:00-11:00 a.m.
Wednesday, May 10th, 2028 9:00 a.m.-12:00 p.m.**
Wednesday, June 19th, 2028 9:00 a.m.-12:00 p.m.

2028-2029

Monday, September 11th, 2028 4:00-6:00 p.m.
Wednesday, October 4th, 2028 4:00-6:00 p.m.**
Monday, November 20th, 2028 4:00-6:00 p.m.
Monday, December 11th, 2028 9:00-11:00 a.m.
Monday, January 15th, 2029 4:00-6:00 p.m.
Monday, February 12th, 2029 4:00-6:00 p.m.
Monday, March 12th, 2029 4:00-6:00 p.m.
Monday, April 9th, 2029 9:00-11:00 a.m.
Wednesday, May 9th, 2029 9:00 a.m.-12:00 p.m.**
Wednesday, June 20th, 2029 9:00 a.m.-12:00 p.m.

2029-2030

Monday, September 10th, 2029 4:00-6:00 p.m.
Wednesday, October 3rd, 2029 4:00-6:00 p.m.**
Monday, November 19th, 2029 4:00-6:00 p.m.
Monday, December 10th, 2029 9:00-11:00 a.m.
Monday, January 14th, 2030 4:00-6:00 p.m.
Monday, February 11th, 2030 4:00-6:00 p.m.
Monday, March 11th, 2030 4:00-6:00 p.m.
Monday, April 8th, 2030 9:00-11:00 a.m.
Wednesday, May 8th, 2030 9:00 a.m.-12:00 p.m.**
Wednesday, June 19th, 2030 9:00 a.m.-12:00 p.m.

Faculty Council Meetings:

2026-2027

Tuesday, October 6th, 2026 4:00-6:00 p.m.**

Tuesday, May 11th, 2027 10:00 a.m.-12:00 p.m.**

2027-2028

Tuesday, October 5th, 2027 4:00-6:00 p.m.**

Tuesday, May 9th, 2028 10:00 a.m.-12:00 p.m.**

2028-2029

Tuesday, October 3rd, 2028 4:00-6:00 p.m.**

Tuesday, May 8th, 2029 10:00 a.m.-12:00 p.m.**

2029-2030

Tuesday, October 2nd, 2029 4:00-6:00 p.m.**

Tuesday, May 7th, 2030 10:00 a.m.-12:00 p.m.**

**If Academic Calendar dates change as a result of policy or other changes, these dates may be modified in future, with Senate approval.*

***These dates will be published in the Academic Calendar dates and are the dates when graduand lists for Fall and Spring convocations are approved.*

STUDENT COURSE EXPERIENCE SURVEY

Senate Feedback Document

Date: April 23, 2026

To: Senate

From: Faculty Support Committee

Re: Student Course Experience Survey Instrument and Survey Platform 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 to Senate.

Committee's Work to Date

Since January 2026, the FSC met five times to prioritize the student course experience survey mandate following an evidence-informed approach:

1. **Review the Existing Work of the Ad hoc Committee** - The committee reviewed documentation, focus group summaries, and reports developed by the former Ad Hoc Committee and invited former members to present to ensure continuity and the continuation of institutional knowledge.

2. **Exploration of Survey Platforms** – The committee consulted with Technology Services and peer institutions and evaluated platforms capable of supporting institution-wide survey administration including integration with institutional systems and compliance with the 17th Collective Agreement requirements.

3. **Development of a Core Institutional Survey Instrument**
Drawing on prior work and an environmental scan of Canadian peer institutions, the committee developed a draft set of common, required institutional questions for Senate consideration.

Survey Platform Recommendation

Following a review of potential survey platform solutions, the FSC has recommended to the Vice-Provost, Curriculum and Planning and Technology Services that Acadia pursue the procurement of *Explorance Blue* as the institutional platform for student course experience survey administration. An RFP process will need to be followed.

Explorance Blue is a platform designed specifically for higher education and offers several advantages over general purpose survey tools. In summary, the platform will:

- Reduce administrative effort through automation;
- Improve accuracy and integrity of survey distribution;
- Support the complexity of academic programming;
- Increase student participation through accessible and integrated delivery;
- Provide timely and useful feedback through streamlined reporting and analysis tools;
- Balance consistency and flexibility, allowing for both standard institutional questions and optional customization;
- Ensure accessibility, privacy, and compliance in alignment with institutional and Collective Agreement requirements.

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 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.

Alignment with the 17th Collective Agreement

The committee has given careful consideration to the requirements outlined in Article 15.55 of the 17th Collective Agreement.

Student course experience surveys are intended to provide an indicator of an instructor's attention and responsiveness to students' needs and feedback. The proposed survey instrument has been designed to align with this defined purpose while also supporting reflective teaching practice and instructional quality enhancement.

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.

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, 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 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:** Focuses on students' own behaviour and engagement in the course.
2. **Course Design and Organization:** Focuses on course structure, materials, and assessment design.

3. **Faculty Instructional Practice and Communication:** Focuses on faculty clarity, responsiveness, and the learning environment.
4. **Qualitative Feedback:** Open-ended responses to support meaningful reflection and improvement.

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.

Draft Motion

That Senate approve the proposed core institutional Student Course Experience Survey questions for implementation beginning in the 2026-2027 academic year, subject to:

- The adoption of an appropriate institutional survey platform by the administration; and
- Minor editorial revisions required for clarity and implementation

Draft Survey Instrument for Community Feedback

Preamble:

As part of Acadia University's commitment to high-quality teaching and learning, you are invited to share your experience in this course. Your feedback is an important part of the learning process and helps instructors reflect on their teaching and make improvements to their courses.

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.

You are encouraged to provide thoughtful and constructive feedback that focuses on pedagogy, course content, course materials, and your learning experience. Please ensure that all comments are respectful and focused on the course and the learning environment. Discriminatory or personal remarks are not appropriate in course evaluations.

Instructions: Review the following questions and statements and select the response that best reflects your experience throughout the course.

Questions will be answered using the following response options:

1-Strongly Disagree; 2-Disagree; 3-Neither Agree No Disagree; 4-Agree; 5-Strongly Agree

STUDENT REFLECTION AND ENGAGEMENT

1. I attended most of the scheduled classes in this course.
2. I prepared adequately for tests, assignments, and examinations in this course.
3. The prerequisites provided me with the background needed to succeed in this course.

COURSE DESIGN AND ORGANIZATION

4. The learning activities and assessments improved my understanding of the course material.
5. The evaluation methods (e.g., tests, assignments) were appropriate for demonstrating achievement of the course objectives.
6. The course materials (e.g., textbooks, readings, audiovisual materials, lab manuals, websites, or technology) supported my achievement of the course objectives.
7. On average, how many hours per week did you spend on this course (including class and lab time)? [Options: 0-3, 4-6, 7-9, 10-13, 14+]

INSTRUCTIONAL PRACTICE AND COMMUNICATION

8. The instructor clearly articulated the learning objectives or outcomes of the course.
9. The instructor provided a syllabus, and the essential elements were followed; any changes or modifications were communicated appropriately.
10. The instructor presented course material in a clear, well-organized, and logical manner.
11. The instructor clearly communicated the criteria used to assess assignments and class participation.
12. The instructor provided opportunities for students to participate in class and responded effectively to students' questions.
13. The feedback I received in this course was timely and provided guidance on how to improve my learning and performance.
14. The instructor fostered a respectful and inclusive learning environment.

QUALITATIVE FEEDBACK

15. What specific aspects of the course contributed positively to your learning experience?
16. In what specific ways could your learning experience in this course be improved?

Academic Restructuring Proposal- Discussion and Feedback

Guiding/Reflection Questions

Note: These questions are not meant to be exhaustive; they are prompts for discussion.

1. Alignment with Academic Mission and Principles

- In what ways does the proposed restructuring strengthen alignment with the academic mission and strategic directions of Acadia University, and how could this alignment be made more explicit?
- What academic principles (e.g., interdisciplinarity, disciplinary integrity, liberal education, research intensity) are explicitly or implicitly prioritized in this model? How could the proposal make things more explicit to strengthen the final version?
- Are any core academic values put at risk by the restructuring and how will these be monitored?
- Where unit cohesion or organizational clarity could be improved, what refinements would reduce duplication and strengthen complementarity across units?

2. Impact on Students and Programs

- How will this restructuring affect the coherence, quality, and accessibility of academic programs?
- How can the restructuring be optimized to ensure continuity of programs and strong student support, particularly during transition?
- What specific adjustments would enhance accessibility, advising, and clarity of academic pathways?

3. Disciplinary Integrity and Interdisciplinarity

- Does the proposed structure appropriately balance disciplinary depth with interdisciplinary collaboration?
- What mechanisms will support meaningful interdisciplinary teaching and research beyond structural change?

4. Academic Governance and Decision-Making

- How will the restructuring affect Senate structures (committees, faculty councils)?
- Does the new structure clarify or complicate academic decision-making authority?
- How should responsibilities for curriculum and program review be structured and clarified?
- Are units of an appropriate size and scope to enable meaningful participation in decision-making? If not, what adjustments would improve this?

5. Equity, Inclusion, and Indigeneity

- Could any units or programs serving marginalized communities be disproportionately impacted?
- What opportunities exist to enhance EDI-AR and Indigenization through curriculum and structures?

6. Implementation and Risk

- What are the biggest academic risks associated with our current structure?
- What strategies could mitigate the most significant implementation challenges (academic, cultural, operational) with the proposed new structure?
- How should implementation be phased to ensure continuity and minimize disruption for students, faculty, and staff?
- What transition supports are essential to success for faculty, staff, students, and academic leaders?

7. Measures of Success and Accountability

- What indicators could demonstrate progress on strategic alignment, student support, unit cohesion, and inclusive excellence?
- When and how should the new structure be reviewed and adjusted?



Dear Acadia Community,

Over the past two weeks since we released the initial draft proposal for a structural re-organization of the academic sector on April 6, we have engaged with and heard from hundreds of faculty, staff, and students through Town Halls, Working Sessions, surveys, emails, and meetings.

We recognize these are difficult, stressful, and uncertain times, with multiple financial, internal, and external stressors driving tight timelines, and that the speed with which these changes are happening is hard. Despite these challenges, we have been heartened by the level of engagement, dialogue, feedback, and ideas that have emerged from students, staff, faculty, and community. Since the release of the draft proposal, we have had the following **virtual and in-person sessions**:

- 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

It was encouraging to see so many people from our community come out and engage, many of you in multiple sessions.

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



What We Heard

Through all these feedback points, we have heard some very clear themes and concerns:

1. The challenging financial circumstances and external stressors are widely recognized and understood, and most people see the need for change and accept that we are in a critical moment for the University;
2. Very few people like the proposed names of the Colleges;
3. The term 'College' is causing some concern regarding a lack of understanding in Nova Scotia of the difference between a university college and a community college. Others are supportive and intrigued by the concept, particularly when it comes to the structures and ideas that would create and promote more embedded resources and a stronger sense of community;
4. The proposal to eliminate discrete academic units does not have wide support, and is causing a lot of stress and concern; yet there is also a recognition that our current structures have limitations;
5. The embedded support model has widespread support, and there is excitement that we can break down silos and create a stronger sense of community among students, faculty, and staff – and that there is need for further clarity about roles, scope, responsibility, structure, etc. as stress around job loss and role change is high;
6. There is support for creating more structures that allow students to get more involved in academic decision-making;
7. There is a lot of interest in creating structures and opportunities to enhance creative partnerships and encourage different ways of thinking and collaboration;
8. We have also heard that even having two Colleges/Faculties/Entities as an organizational structure could still create siloing and may still be too much for a university of our size, and that the divisions would either be too artificial or would result in a distortion of numbers of people across the two entities;
9. Some people were excited about the concept of creating two academic learning communities each with embedded Schools that support a common theme. Ideas emerged about naming these communities with respect to place and space and adopting Mi'kmaw names. Others found this idea confusing and even risky; *and*
10. The introduction of a new administrative role – Associate Dean – has presented some confusion and concern about administrative bloat and integration into the existing AUFA Collective Agreement.

The Next Proposal

We have taken your extensive feedback seriously, and feel this next iteration puts forward a



structure that reflects the voices, ideas, and concerns we have been hearing. This proposal is still open for feedback, and we look forward to continued engagement on these ideas.

In response, we are proposing to create a model with 1 Faculty of Acadia University, with 8 Schools led by 8 Directors, embedded within the overarching Faculty.

While the concept of dividing into two Colleges/Faculties/Academic communities has merit and opens intriguing possibilities around a more collegial learning environment, we have heard that this moment calls for more simplification and clarity. We agree with the many voices who articulated excitement around the creation of two collegial communities and that this possibility merits further discussion and study; yet we recognize that the short timelines do not allow the idea to be fully conceptualized.

One Faculty with 8 Schools 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.

The Proposed Schools

We propose the following 8 Schools, based on feedback from the working sessions, surveys, and additional conversations. The disciplinary groupings in each were frequently proposed. We have also considered the student and faculty numbers in these proposed Schools, with an aim to create a better balance and distribution of both.

These proposed Schools are listed in no particular order and are purposely not named, as each School will work with us to determine appropriate names. We continue to be open to further conversations around School composition.

While some viewed the introduction of the role of Associate Dean as being appropriate to the administrative roles for each School (with one unit wanting its own Dean) – and while we were excited about an academic leadership role with an expanded scope that better reflects the workload – many were anxious about creating a new and undefined role. We are therefore proposing to retain the title of Director for each School for this proposal.

In proposing these Schools, we recognize that this more traditional approach may be disappointing to some who voiced excitement around a more creative structure and identified opportunities for more diverse clusters. We encourage colleagues within and between the Schools to continue discussions around more inter- and multi-disciplinary partnerships and to explore ideas for program creations and partnership, and we hope that this structure creates an environment in which we can continue to evolve as a university.

**Business, Economics, and Math & Stats**

- Business Programs (Undergrad)
- Economics Program (Undergrad)
- Math & Stats Programs (Undergrad + Grad)
~615 Students¹
~43 Faculty

Nursing and Counselling

- Nursing Program (Undergrad)
- Counselling Program (Grad)
~243 Students
~17 Faculty

**English Literature, History & Classics,
Languages & Literatures, Law & Society,
Philosophy, and Politics**

- English Programs (Undergrad + Grad)
- History Program (Undergrad)
- Classics Program (Undergrad)
- Languages & Literatures Programs (Undergrad)
- Law & Society Program (Undergrad)
- Philosophy Program (Undergrad)
- Politics Programs (Undergrad + Grad)
- Social and Political Thought (Grad)
~344 Students
~46.5 Faculty

**Community Development, Creative Writing²,
Education, Environmental & Sustainability
Studies, Music, Art, and Theatre**

- CODE Programs (Undergrad + Grad)
- Education Programs (Post-grad + Grad)
- ESST Program (Undergrad)
- Music Programs (Undergrad)
- + Theatre, Art, and Creative Writing courses
~480 Students
~34.5 Faculty

Biology, Chemistry, and Applied Bioscience

- Biology Programs (Undergrad + Grad)
- Chemistry Programs (Undergrad + Grad)
- Applied Bioscience (Undergrad)
~495 Students
~37 Faculty

Kinesiology and Nutrition & Dietetics

- Kinesiology Programs (Undergrad + Grad)
- Nutrition & Dietetics (Undergrad)
~524 Students
~28 Faculty

**Computer Science, Engineering, Environmental
Geoscience, Environmental Science, Geology,
Physics**

- Computer Science Programs (Undergrad + Grad)
- Engineering Program (Undergrad)
- Environmental Geoscience Program (Undergrad)
- Environmental Science Programs (Undergrad + Grad)
- Geology Program (Undergrad + Grad)
- Physics Programs (Undergrad)
~434 Students
~27 Faculty

**Psychology, Sociology, and Women & Gender
Studies**

- Psychology Programs (Undergrad + Grad)
- Sociology Programs (Undergrad + Grad)
- Women & Gender Studies Program (Undergrad)
~497 Students
~26 Faculty

¹ Student numbers are from December 1, 2025; Faculty numbers were pulled on March 31, 2026, and include all faculty/instructors in each program/unit at that time.

² This would necessitate redeploying Creative Writing faculty members out of the rest of the English program, but only with their consent and interest.



Proposed Governing Structure

To support the academic administration of the 8 Schools, we propose the following governing structure.



This structure will reduce and streamline academic administrative leadership and provide the Directors and the Vice-Provost Academic and Dean of the Faculty with the scope and authority to lead, as well as the supports to ensure their continued success.

The Vice-Provost Academic and Dean of the Faculty will be supported by two critical staff roles: Director of Operations and an Executive Assistant.

The position of Director of Operations will support and maintain the financial, project management, and logistical needs for the Vice-Provost Academic and Dean of the Faculty Office, as well as providing support and guidance to the additional embedded supports throughout the Schools. While the embedded supports/staffing model is still forthcoming, we remain committed to creating deeper and more integrated connections across staff, faculty, and students at Acadia, and will be incorporating all the feedback received to date. We also remain committed to working with SEIU, AUPAT, and staff across the university on these



discussions. The Executive Assistant will support the Office of the Vice-Provost Academic and Dean of the Faculty, as well as provide oversights and supports for the embedded Academic Administrative Assistants in each of the Schools. We envision at least two Academic Administrative Assistants in each School, to maintain the high level of support for programs, students, and faculty that these important roles offer.

Each School will have a School Council, responsible for academic decision-making at the School level. Each program within the Schools can create and operate a Program Committee, which will be responsible for the curricular and academic decisions related to each program, feeding up to the School Council.

Next Steps

We would like to arrange **engagement sessions with members of each of the 8 proposed Schools as well as cross-School groups** over the next few weeks to get feedback on this second draft proposal. We will continue to evolve this work.

We will also continue to work on creating a more detailed staffing plan for the embedded support model, integrating the feedback we have received and clarifying roles and responsibilities. This will be released in the coming weeks.

The Academic Planning Committee (APC) and Academic Program Review Committee (APRC) of Senate will also be engaged in preparation for this proposal to be discussed at Senate in May, which may also require an additional special meeting to accommodate the proposal prior to submission to the Board in June.

Finally, the entire proposal will need to be costed to determine the magnitude of immediate savings. This will also be shared in detail with the community.

Again, we thank you for your continued commitment, insight, and courage as we shape Acadia's future, together.

Jeffrey J. Hennessy, PhD
President and Vice-Chancellor

Ashlee Cunsolo, PhD
Provost and Vice-President Academic