

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

Minutes of the Senate Meeting of Monday, November 24, 2025.

A meeting of the Senate of Acadia University occurred on Monday, November 24, 2025, beginning at 4:01 PM, with Chair A. Kiefte presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kiefte called the meeting to order.

Approval of Agenda

Motion to approve the agenda. Moved by S. Fleckenstein and seconded by E. Callaghan.

The Chair noted that Version 5 of the agenda was circulated on Tuesday.

MOTION TO APPROVE THE AGENDA CARRIED.

Approval of Senate Meeting Minutes

Motion to approve the Senate Meeting Minutes of October 8, 2025. Moved by Y. Jawad and seconded by M. Robertson.

MOTION TO APPROVE THE SENATE MEETING MINUTES CARRIED.

Consent Calendar Items

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

Announcements and Communications

Chair

Chair A. Kiefte began by reminding Senators that the December meeting of Senate will take place in two weeks and asked that all agenda items be submitted within the next week. She noted that due to the short turnaround time, the minutes from the November meeting may not be ready for the December meeting, in which case both sets would be approved in January. Regrets were reported from M. Bishop, Z. Cam, and D. Zacharias. H. van Kroonenburg, Associate Registrar, was announced as a guest and was attending in place of M. Bishop. She noted that L. Chondoma 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

E. Curry raised a question concerning a recent email announcing the closure of the English Language Learning Program, asking if this falls under Senate's purview, noting she is still learning what matters belong to Senate.

A. Cunsolo responded that the matter falls under her portfolio, with L. Wilson Finniss responsible for the area. She indicated that the program operates as a separate unit and invited L. Wilson Finniss to provide further clarification.

L. Wilson Finniss explained that the English Language Centre offers non-credit programming, which falls under Open Acadia. As such, it is not an academic program and does not go through Senate curriculum processes.

E. Curry stated that her second question related to clarification regarding the student survey requirements for the semester. She noted that units have been handling surveys differently in recent years, with some making them optional and others administering them online rather than during class time. She asked how the recent guidance aligns with past practice and how it relates to the Memorandum of Agreement related to the Collective Agreement, provisions on student surveys.

A. Cunsolo explained that the revised student survey is not yet ready under the 17th Collective Agreement, as it is still moving through required processes and has not come to Senate. Because of this delay, units are to follow past practice: surveys may be done in person or online but should be administered within the final six credit hours of the course.

E. Curry stated that she has heard some confusion about how student surveys relate to the Memorandum of Agreement, noting different departmental practices on whether surveys must be completed and how results are routed. She asked for clarification on whether surveys are required and how their use is determined.

A. Cunsolo advised that questions about how student surveys relate to the 17th Collective Agreement and career development are best addressed with individual Deans or Unit Heads. Because the new survey has not been completed or approved by Senate, units should continue with past practice, which currently varies in different departments. The new agreement should bring greater consistency, but it is not in place yet.

E. Curry asked whether any Senate policy requires instructors to conduct student surveys. She noted that surveys remain optional until approved under the Collective Agreement and that they function both as part of collective agreement processes and as tools developed through Senate structures. She asked whether Senate has ever passed a motion requiring surveys, or whether completing them is solely at the discretion of individual instructors.

A. Kieft responded that this particular matter falls outside of Senate's authority. She noted that while the Faculty Support Committee, a committee of Senate, is working on the survey itself, the rules governing its use are tied to the Collective Agreement between AUFA and the Board of Governors rather than Senate policy.

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

There were no announcements or highlights.

Associate Vice-President EDI-AR Report to Senate

There were no announcements or highlights.

Vice-Provost Curriculum & Planning Report to Senate

There were no announcements or highlights.

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

There were no announcements or highlights.

Vice-President Student Experience Report to Senate

There were no further highlights or comments.

Acadia Students' Union Report to Senate

There were no announcements or highlights.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no further highlights or comments.

Other Announcements

There were no further announcements from the floor.

2025-2026 Reports from Senate Subcommittees

Academic Integrity Committee

There were no questions or comments.

Archives Committee

There were no questions or comments.

Awards Committee

There were no questions or comments.

By-Laws Committee

There were no questions or comments.

CONSENT CALENDAR ITEMS RECEIVED

New Business

Motion from the Faculty Support Committee: Motion to adopt the MPHEC Delivery Mode Definitions with Institutional Modification for Continuous-Intake Online Learning (Open Acadia Asynchronous Self-Paced Learning) as part of Acadia's institutional framework for Online and Technology-Supported Learning. Moved by L. Wilson Finniss and seconded by D. Benoit.

L. Wilson Finniss explained that the MPHEC has released standardized delivery-mode definitions for institutions, and the motion before Senate would formally adopt those definitions. She noted that the clarification is important because Acadia offers both scheduled online learning and continuous-intake online learning. Adopting the MPHEC terminology will support consistent language and ensure the university's systems are aligned with these definitions.

MOTION CARRIED

Motions from the Admissions and Academic Standing (Policy) Moved by A. Cunsolo and seconded by E. Curry.

- i. **Motion 1:** Motion that the description of grade point averages (GPAs) within the “Grading System” section of the Academic Calendar be amended.
- ii. **Motion 2:** Motion that the definition of Good Standing within the Academic Standing definitions for Undergraduate students be amended and that the associated section of the Academic Calendar be replaced.
- iii. **Motion 3:** Motion that for all non-Honours programs that indicate a minimum program GPA of 1.67 to be eligible to graduate, that this requirement description be changed to “A student must be in good academic standing (a GPA of 1.67 or higher) to be eligible to graduate.”.
- iv. **Motion 4:** Motion that the Program Changes section in the Academic Calendar and associated procedures pertaining to internal transfer between programs be amended.
- v. **Motion 5:** Motion that the Overloads section in the Academic Calendar and associated procedures be amended.

vi. **Motion 6:** Motion 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.

Summary of discussion

Concerns:

- CGPA includes all courses taken, including duplicates, electives, and anti-requisites, which could unfairly impact students.
- Returning students may be penalized by earlier grades from previous attempts, with no current policy allowing a GPA reset.
- CGPA could discourage students from academic exploration due to GPA risk in electives and negatively affect scholarships and postgrad applications.
- The Colleague system cannot currently calculate PGPA, but Senators emphasized that policy should not be dictated by system limitations.
- There is confusion across departments about how PGPA is defined and calculated.

Recommendations:

- Add formal exception processes, clarify definitions, and consider changes like GPA resets on readmission.
- Analyze how changes could affect scholarships and academic standing.

Motions withdrawn so that further discussion can occur at the committee level.

A. Kiefte stated she had received a request from a Senator to consider the six motions from the Admissions and Academic Standing (Policy) Committee together initially due to their connections. She agreed with this approach as the motions were interrelated. She proposed discussing the motions as a group, with the option to divide the question later if Senators wished to address any individually. The intention was simply to allow for an integrated discussion, not to alter the motions themselves.

A. Cunsolo thanked M. Bishop and the Registrar's Office for their extensive work on the revisions, noting that they had undergone multiple rounds of Committee review. She also thanked H. van Kroonenburg for her contributions.

D. Benoit expressed concern about replacing the Program GPA with a Cumulative GPA (CGPA) for graduation. Using a CGPA means courses outside the required 120 credit hours, including ineligible, anti-requisite, or cross-listed courses, could influence a student's ability to graduate, either positively or negatively. Additionally, students could take an anti-requisite or duplicate course as an overload and use its grade to raise their CGPA, even though it would not count toward their degree requirements. He also raised concerns about students who are dismissed and later return to complete a different degree. Because all earlier grades remain permanently in the CGPA, a returning student could complete an entire degree with acceptable grades but still fail to reach the required CGPA due to failures from their first attempt. He suggested that, without additional policies, such as the approach used at Dalhousie, where the CGPA resets when a student starts a new program, the proposed change could create inequities and unintended effects.

A. Kiefte asked H. van Kroonenburg whether a student who takes two anti-requisite courses that are considered equivalent in some cases can receive credit for both and whether both grades would count toward the student's GPA. She used the pairs of courses MATH 2013 and MATH 2023, and MATH 2753 and MATH 2723, as examples she was familiar with that are considered equivalent for some programs.

H. van Kroonenburg confirmed that both anti-requisite courses would be included in the CGPA calculation unless the Registrar's Office is notified and a manual override is applied.

A. Kiefte asked whether the system is capable of calculating a Program GPA (PGPA).

H. van Kroonenburg responded that it is not currently possible.

E. Curry raised concerns about shaping policy around system limitations and suggested that technical systems should be updated or created to support good policy. She proposed two potential solutions: treating anti-requisite courses as repeats so only the most recent grade counts and excluding pre-dismissal courses from the CGPA when students enter a new program. She noted a broader philosophical issue: emphasizing program GPA over cumulative GPA implies that only degree-specific coursework matters, aligning with a narrow, program-driven model rather than a broader liberal or liberal-arts approach that values cross-disciplinary learning and educational breadth.

M. Ramsay agreed with concerns about relying solely on the cumulative GPA, noting that returning students could be unfairly prevented from graduating if earlier poor grades permanently reduce their CGPA. He stated that prioritizing program GPA would avoid setting such students up for failure. He also noted that using CGPA discourages students from exploring courses outside their program, since doing poorly in an elective could harm their graduation prospects. Using program GPA better supports academic exploration by reducing the risk associated with taking courses in other disciplines.

H. van Kroonenburg noted that similar issues already arise each year when students remain in good standing throughout their program but fall below the 2.0 GPA required for graduation. These cases are handled individually to ensure eligible students can graduate. She suggested the same approach could be applied to returning students whose earlier grades bring their CGPA below 1.67 at graduation.

J. Fowles asked if there was a policy to guide these exceptions.

H. van Kroonenburg explained that decisions are typically made through discussions involving the Dean, the Registrar, and the relevant Unit Head, rather than through a written policy.

S. Bishop stated that, from the School of Engineering's perspective, a program GPA is preferable. Because Acadia's engineering program is structured in partnership with Dalhousie, where students transfer after second year, aligning graduation standards with Dalhousie's 2.0 GPA requirement is beneficial. A program GPA better reflects that alignment than a cumulative GPA.

E. Narinoglu stated that prioritizing program GPA over cumulative GPA would give students more freedom to explore courses outside their major without fear of harming their graduation prospects. He once struggled in a first-year history course but was fortunate that it did not jeopardize his academic standing. A single exploratory course should not drag down a student's overall GPA. He noted that the idea of encouraging academic exploration was discussed at a previous Senate meeting and was identified as a possible priority.

D. Seamone noted that while she appreciates Acadia's practice of allowing Deans, the Registrar, and Unit Heads to resolve exceptional graduation cases, such flexibility should be explicitly authorized in policy. She suggested adding language to the motions permitting this group to confer in special circumstances, similar to provisions found elsewhere in university policy. Leaving this out would be a mistake, even if the exact placement within the motions still needs to be determined.

A. Kiefte reminded Senators that, in addition to dividing the question, the motions may also be sent back to committee if more consultation or revisions are needed. Because policy and Academic Calendar changes take effect the following academic year, discussing them in November still allows time for further committee work in December or January if required.

D. Benoit raised additional concerns about relying on the cumulative GPA. Without numerical grades, CGPA determines scholarships, making it easier for students to boost their average by taking duplicate or easier courses. He also pointed out an issue in Motion 3: although a C- (1.67) is the minimum grade for most required courses, elective courses may be passed with a D, meaning a student could technically pass all courses yet still fall below the 1.67 graduation threshold. He asked whether the Registrar's Office had analyzed data from previous years to see how many students would be affected by the proposed change, whether the new policy would reduce or increase the number of students requiring manual review before graduation.

H. van Kroonenburg replied that she did not have data on how the proposed changes would affect graduation decisions but did have figures related to academic probation. If the probation threshold had been 1.67 rather than 1.5 this past May, 41 additional students would have been placed on probation. She noted this would be beneficial, as these students are currently considered in good standing despite not being on track to meet graduation requirements. If the standard were raised to 2.0, 131 additional students would have been placed on probation.

L. Wilson Finniss agreed, noting that the current standard, where students with a 1.5 GPA are considered in good standing does not clearly signal that they are not on track to graduate. The wording needs to change to better support students and align with common practices at other universities, where cumulative GPA is typically used. She suggested that concerns about first-year failures could be addressed through the standing appeal process by allowing options such as a GPA restart, rather than lowering graduation standards. This would give returning students a true fresh start earlier in their program rather than only at the point of graduation.

A. Kiefte clarified that the academic appeal process and the readmission process are distinct and should not be conflated, noting that some comments appeared to treat them as interchangeable.

J. Hayes stated that the proposed revisions are an improvement, particularly because the current system allows students to remain in good standing until graduation, only to discover they fall short of requirements. However, the concerns raised by D. Benoit are valid and if Senate is revising the policy, it would be ideal to incorporate solutions addressing those issues at the same time.

H. van Kroonenburg returned to S. Bishop's earlier comment, noted that Engineering is not the only program requiring exceptions to standard GPA rules. Programs with external accreditation, such as Nursing, also need flexibility, and such exceptions can be built in at the program level. She also addressed concerns about students taking risks in electives, pointing out that many programs already require a minimum grade of C- (1.67) in program courses. Requiring all electives to meet or exceed that threshold would mean electives must carry a student's GPA. She emphasized that allowing students to explore subjects outside their major, even if they might not excel, is an important part of learning.

K. Hillier noted that concerns about early academic struggles affecting graduation prospects may be mitigated by the option to retake courses, as only the most recent grade counts toward GPA calculations.

E. Curry stated that one of the institutions where she did her undergraduate degree excluded first-year courses from the cumulative GPA, and suggested that a similar approach, excluding pre-dismissal courses when a student is readmitted, would align with the idea of offering a true fresh start. Speaking from a Mathematics perspective, GPA requirements can discourage students from pursuing programs perceived as more difficult, even when those programs interest them. No policy can fully prevent students from gaming the system. Senate should focus on aligning GPA policy with the kind of educational model and philosophy the university wants to promote.

C. Rushton raised two questions to H. Van Kroonenburg. First, she asked how the term GPA (TGPA) would apply to year-long courses or courses that do not align with standard term boundaries, noting that several disciplines offer such formats. Second, she requested clarification on how the policy treats courses that are repeatable for credit, not retaken replacements, but courses intentionally designed to be taken multiple times.

H. van Kroonenburg explained that the TGPA terminology simply labels what already appears on transcripts. For year-long courses, if credit hours and a grade are assigned in the fall, they are included in the fall TGPA; if the credit is assigned in the winter, it is included in the winter TGPA. In cases where the fall portion carries zero credit hours, it does not affect the TGPA because no grade points are attached until credit is awarded.

C. Rushton noted that the current structure may disadvantage students who receive credit for a year-long course in the fall rather than in the winter, since the timing affects how the course contributes to term GPA.

H. van Kroonenburg asked whether C. Rushton was referring to issues related to course overloads in raising her concern about potential disadvantages for students in year-long courses.

C. Rushton clarified that her concern was about students receiving credit for a year-long course in different terms, which affects how clearly they can see their academic standing term-by-term. She then returned to her second question about how the policy applies to courses that are repeatable for credit.

H. Van Kroonenburg clarified that courses designated as repeatable for credit always count each time they are taken. Every attempt is included in the term GPA for the term in which it is completed, and all attempts are included in the cumulative GPA.

E. Narinoglu added that students also worry about how GPA policies affect scholarships. A poor grade in an elective outside one's program, especially in first year, could jeopardize funding, which is particularly concerning for international students. He also pointed out that graduate programs often have strict GPA requirements, sometimes based on all four years, creating additional pressure. As a result, heavy GPA penalties may discourage students from exploring courses outside their major.

S. Bishop asked for clarification on how overloads interact with the term GPA. He noted that first-year Engineering students already take an overload as part of their program and asked whether that existing exception would continue under the revised policy.

H. Van Kroonenburg confirmed that the existing overload exception for first-year Engineering students would continue.

Y. Jawad asked whether a student who fails all courses in their first year, leaves Acadia, and later returns to apply to a new program would still have those failed courses permanently included in their cumulative GPA when they come back.

H. van Kroonenburg confirmed that under the current system, all courses taken at Acadia, including failed ones from a student's first attempt, remain part of the cumulative GPA if the student returns later to begin a new program.

Y. Jawad asked a follow-up question to confirm that a returning student would be at a disadvantage because their earlier failed courses would lower their cumulative GPA. It appeared to be the case that those students would need to perform better than the typical student in their new program in order to meet graduation requirements.

H. van Kroonenburg acknowledged that this concern is valid. She noted that the suggestion raised earlier, excluding previous failed courses at the point of readmission, is a separate issue that would require further consideration.

E. Curry stated that in her department's discussions, it was observed that program GPA does not currently appear to be formally defined in university policy and asked whether that understanding was correct.

H. van Kroonenburg responded that she was unsure whether program GPA is formally defined anywhere, but confirmed that it is not calculated by the system. If programs use it, they determine it manually, and there is no single, consistent PGPA calculation used across the university.

D. Benoit stated that under the current system, the PGPA is effectively calculated from the 120 credit hours required for graduation. Extra courses, anti-requisites, or ineligible courses, including duplicates, have always affected a student's cumulative GPA, but they did not impact graduation because PGPA, not CGPA, was used to determine eligibility. He explained that the proposed shift to using CGPA for graduation makes issues that previously did not matter suddenly consequential. For example, a student retaking an anti-requisite or taking a course that cannot be used for credit toward their degree would now see those grades influence whether they can graduate. As a long-serving Unit Head, he encounters such situations regularly and noted that these problems arise only when CGPA replaces PGPA in graduation decisions.

H. van Kroonenburg said that she appreciated the clarification of how PGPA has been understood, noting that she had assumed program GPA referred only to the credit hours required within the major not the full 120 credit hours needed for the degree. She noted that this indicates people may be using the term to mean different things, which explains earlier confusion about electives and their role in GPA calculations.

M. Ramsay noted that Saint Mary's uses definitions similar to those just described by H. van Kroonenburg. A degree GPA is based on the full set of credits required for graduation, and a separate program GPA is tied specifically to the major.

E. Curry said that this distinction had caused confusion in her department meeting, noting that colleagues were unclear about what program GPA was intended to mean.

D. Benoit stated that, regardless of how one defines program GPA, whether it includes only core requirements or both core requirements and electives, courses taken beyond the 120 credit hours for the degree were never included in the PGPA. Under the proposed shift to using CGPA, however, all courses taken at Acadia would count. This means a student completing a second degree would have every course from their first degree permanently included in their CGPA.

A. Kieft noted the time and the remaining items on the agenda. She asked whether, procedurally, the issues raised during the discussion should be sent back to the Admissions and Academic Standing (Policy) Committee for further work since there were quite a few substantive comments and clarifications sought.

H. van Kroonenburg said she is not a member of the committee but agreed that several points raised are valid and the topic should probably be referred back to the committee.

A. Cunsolo stated that the discussion raised several new and important points, especially around readmission and GPA treatment, that the committee had not previously considered. Because the motions are interrelated and there is time before the Academic

Calendar deadline, she recommended sending the whole package back to the committee to incorporate the feedback and make some revisions before bringing a motion back to Senate.

J. Hennessy asked whether Colleague can technically calculate a GPA based only on the 120 credit hours required for a degree, noting that if the system can generate that kind of program-specific GPA, it might resolve some of the concerns raised.

H. van Kroonenburg said she wasn't sure whether Colleague can calculate that type of GPA and would need to check with the technical support person responsible for this type of matter.

A. Kieft said that while it's useful to know the system's limits, policy shouldn't be driven by technical constraints. Data can always be exported and processed within other software packages if needed, so the focus should be on determining the right policy first and foremost.

K. Ashley suggested confirming whether Colleague truly can't calculate these GPAs or if Acadia just hasn't purchased the needed features. She also encouraged Senate to explore ways, such as limited pass/fail options, to let students try courses outside their major without risking their GPA.

A. Kieft asked whether the movers of the motion, A. Cunsolo and E. Curry, were comfortable withdrawing it and sending it back to Committee. She also asked if a January or February return with revisions seemed realistic at this stage.

A. Cunsolo said the Committee will aim for February, with a possibility of January.

E. Narinoglu suggested that when the Committee reassesses the policy, it would be useful to also analyze how the proposed changes might affect students' scholarships under both the current system and the new one.

A. Kieft noted that this point has been captured within the topics of discussion, along with additional items for follow-up. She added that if anyone thinks of further comments in the coming weeks, they are welcome to email the Chair of the Admissions and Academic Standing (Policy) Committee, A. Cunsolo, directly.

MOTIONS FROM THE ADMISSIONS AND ACADEMIC STANDING (POLICY) COMMITTEE WITHDRAWN

S. Fleckenstein said that from an enrolment perspective, it's important not to discourage students from taking another chance, and she was pleased the motions are being sent back to committee for further refinement.

Motions from Timetable, Instruction Hours, and Examinations Committee. Moved by C. Rushton and seconded by J. Slights.

- i. **Motion 1:** Motion that fall convocation at Acadia University be reactivated beginning in 2026 and scheduled as one ceremony for all faculties, normally on the Friday of Homecoming Weekend. (See Fall 2026-Summer 2031 Academic Dates).
- ii. **Motion 2:** Motion that the calendar dates for Fall 2030 - Summer 2031 be approved.

Summary of discussion

- The two Motions from the TIE Committee were considered together
- Concerns were raised about tying the Fall Convocation to Homecoming, since its date is set externally to Senate and could change.
- Motion 1 amended to add "normally" for flexibility. Fall Convocation will normally be held on the Friday of Homecoming Weekend.
- Discussion took place around ongoing concerns about Fall Reading Week timing and instructional day balance were acknowledged, with no ideal solution identified.

Motions Carried as amended

A. Kiefte whether the two motions from the from Timetable, Instruction Hours, and Examinations Committee should be considered together or separately.

C. Rushton stated that because the two motions are connected, they should be considered together.

C. Rushton noted that she and J. Slights are present as TIE Committee members and can answer any questions.

J. Hennessy supported reactivating Fall Convocation but noted that tying it to Homecoming may be problematic, since Homecoming, currently aligned with the end of Study Week, may shift in future due to concerns that students are away. He suggested removing the specific timing reference to keep the motion flexible.

A. Kiefte clarified that if Homecoming dates change in the future, Senate can simply update the Academic Calendar accordingly. Since Fall Convocation would still be tied to Homecoming weekend, no change to the motion is needed.

K. Ashley asked whether there is any need to specify Homecoming weekend at all, since Senate already approves calendar dates annually. She suggested simply adding Fall Convocation to the list of dates Senate reviews each year.

A. Kiefte agreed that omitting the Homecoming reference would still accomplish the goal. She suggested simplifying the motion to: "that Fall Convocation be reactivated beginning in 2026," noting that this would meet the needs raised without changing anything substantive.

E. Curry asked whether the intention is still to hold Fall Convocation during Homecoming. Since Homecoming dates are set externally, she asked when those dates are determined.

J. Hennessy said Homecoming is usually held the weekend after Thanksgiving by default, but there's ongoing discussion about asking the Alumni Association to consider a different date so more current students can attend.

E. Curry stated that if Homecoming dates change after Senate sets the calendar, Convocation could fall out of sync, and Senate might not have time to adjust the dates.

A. Kiefte asked how Senate would like to proceed: amend Motion 1 to end after 2026 while leaving Motion 2 as currently written, keep both motions as they are, or take another approach.

C. Rushton noted that there is important information after "2026" and advised against ending the sentence there.

A. Kiefte agreed that the motion should continue to specify a single ceremony for all faculties.

H. van Kroonenburg said "Homecoming weekend" was included because Fall Convocation isn't defined in the timetabling principles. If that wording is removed, the timetabling principles must be updated to specify when Fall Convocation should occur.

A. Kiefte noted the approach would work like other externally determined dates, and the TIE Committee could adjust the dates at Senate if needed.

J. Hennessy agreed, saying the principle is fine and the dates can stay as written, they may simply need to be revised later if Homecoming moves. The group then returned to the main discussion.

K. Ashley noted that reinstating Fall Convocation would help B.Ed. students, who currently miss the regular ceremony because they're often already working elsewhere by the following spring convocation.

E. Bettenson said that she supports the first motion but has concerns about the second, specifically the Fall Reading Week dates for 2030–31. She noted that students feel the current timing isn't academically helpful, since it comes after only about five weeks of classes, with seven weeks remaining afterward.

A. Kiefte replied that the Fall Reading Week has been moved around over the last decade or so since it had been introduced and in the past couple of years Senate had finally approved the timetabling principle of holding it in the week following Thanksgiving. There had been extra long weekend versions, versions where it was connected to Remembrance Day, versions where it was connected to Thanksgiving, and it was held in the last week of October halfway through the term. There have been many discussions at Senate about the timing, and none of the options had been found to be ideal.

C. Rushton stated that TIE has heard these concerns and it values the student voice. Many options have been explored for Fall Reading Week, and none are perfect, but the aim is to place it as close as possible to the six-week point.

Y. Jawad asked why Acadia doesn't align its Fall Reading Week with Dalhousie or StFX, which usually schedule theirs in early November, and whether there is a specific reason Acadia follows a different timing.

A. Kieft explained that Senate has reviewed other universities' Reading Week dates multiple times. TIE previously brought comparative data to Senate showing when other institutions schedule their breaks. Those discussions, documented in last year's Senate minutes, informed Acadia's decision, even though no option proved ideal.

J. Slights said TIE reviewed all comparator dates and campus surveys, which showed mixed views. The last move away from a November Reading Week was made because students said November felt too late. She stated that the committee hears the current concerns, but past student feedback pointed in the opposite direction.

A. Kieft added that Acadia moved away from a late-October Reading Week because too much instructional time was being lost once Truth and Reconciliation Day, Thanksgiving, and Remembrance Day were all factored into the Fall term. This was particularly impactful to labs and weekly 3-hour courses. One year, the University tried starting classes before Labour Day, which was an attempt to recoup instructional time, but this was very unpopular and it this was not attempted again.

J. Fowles asked whether the "Wednesday treated as a Friday" date added at the end of the fall term in prior years was intended to make up for a shortfall on Friday instructional hours, specifically, to increase the number of Friday classes from 10 to 11.

C. Rushton stated that the make-up day didn't work well in practice. Rebranding one weekday as another caused major issues for students' work, practicum, and transportation schedules. Although intended to add instructional time, it created more problems than it solved, so it isn't included in future calendars.

J. Fowles asked whether the make-up day was removed in later years because it wasn't effective, even though some years still end up with only 10 instructional days for certain weekdays.

J. Slights said 9 sessions is the minimum, and while scheduling can be adjusted to reach 10, trying to add an extra day causes more problems than it solves.

J. Fowles noted that losing Friday classes can be challenging, especially for 3-hour courses. However, he acknowledged that, like Fall Reading Week, there's no perfect solution.

S. Bishop explained that Engineering needs a minimum number of instructional hours for accreditation. Since winter often loses days to weather, having only 10 instructional days

is risky. In those cases, she would prefer using a “treat this day as a Friday/Wednesday” adjustment to maintain required hours.

D. Benoit stated that tying Fall Convocation to Homecoming is risky because, unlike fixed holidays, Homecoming is set by an external body and can be cancelled or moved. While he’s willing to proceed for now, he noted the potential for future complications.

E. Curry suggested amending Motion 1 so that Fall Convocation would normally be held for all faculties on the Friday of Homecoming weekend.

Motion: That Motion 1 be amended to include the word “normally”, so that it reads as follows: That Fall Convocation at Acadia University be reactivated beginning in 2026 and scheduled as one ceremony for all faculties, normally on the Friday of Homecoming Weekend. Moved by E. Curry. Seconded by E. Callaghan.

AMENDMENT CARRIED

A. Kiefte clarified that the proposed amendment would need to be reflected in the Senate’s principles for setting calendar dates. If TIE interprets it differently, they would need to return to Senate with a specific motion to clarify.

The Chair called for a vote. Two formal abstentions were noted.

MOTIONS FROM TIMETABLE, INSTRUCTION HOURS, AND EXAMINATIONS COMMITTEE CARRIED AS AMENDED

Notice of Motions from the Senate By-Laws Committee

- i. **Notice of Motion 1:** Motion to Recombine Senate Curriculum Committee (Policy) with Senate Curriculum Committee (Administrative)
- ii. **Notice of Motion 2:** Motion that the VP Curriculum and Planning be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee)
- iii. **Notice of Motion 3:** Motion that the Academic Programming, Quality Assurance, and Planning Coordinator be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee)

A. Kiefte asked if anyone had comments to raise before the three Motions from the Senate By-Laws Committee return for formal debate in December. Hearing none, she confirmed that, unless new issues arise, the motions will appear on the December Senate agenda.

Discussion Item: Academic Unit Reorganization Policy Development

- i. Academic Unit Reorganization at Acadia (“AURA”) Policy

Summary of discussion

- Two draft Academic Unit Reorganization policies were presented for discussion: one developed by K. Ashley as Vice-Provost, Academic Policy and Graduate Studies, reviewed by the Senate Executive and APC, and another submitted independently by a group of Senators and faculty.
- Discussion highlighted concerns over process, transparency, and collegiality, including disagreement about parallel policy development and the importance of faculty, student, and Senate involvement in shaping restructuring policy, especially when closures or mergers could affect departments.
- It was agreed that both draft policies will return as discussion items at the December Senate meeting, allowing further feedback and input before any motion is introduced. K. Ashley's draft will be refined further through consultation; the Senators' draft will be considered as input into the process.

A. Kieft introduced the discussion on developing an Academic Unit Reorganization Policy. Two documents were circulated in the Agenda: one from K. Ashley in her role as Vice-Provost, Academic Policy and Graduate Studies, and another submitted by a group of Senators and faculty. Neither is a motion at this stage. She opened the floor for comments on both documents and the broader policy issues they address.

E. Narinoglu said students need earlier transparency in program changes, as they often only learn about mergers or closures near the end of the process.

A. Kieft clarified that program closures follow the curriculum process and are separate from this discussion, which focuses only on structural changes to academic units, not on ending academic programs.

J. Slights said transparency and broad consultation are essential, and the draft policy is meant to create a clear, systematic process that centres the people most affected by unit closures.

K. Ashley raised a point of order, questioning the process, asking why a policy that has been reviewed by the Senate Executive and the Academic Planning Committee is being discussed together with one that has not.

A. Kieft explained that two different versions of an Academic Unit Reorganization Policy were developed in parallel, one from K. Ashley, which was developed in consultation with Senate Executive and APC and another submitted directly by a group of faculty members. Since she learned of the faculty members' version only days before the meeting, she felt it would be procedurally unfair for one to arrive as a notice of motion while the other had not been submitted to Senate for discussion yet. To ensure transparency, she placed both versions on the agenda as discussion item with the common theme of "Academic Unit Reorganization Policy Development".

K. Ashley noted she would speak to the draft already reviewed by Senate Executive and expressed surprise that another policy, not developed through Senate committees, was brought forward.

A. Kiefte clarified that while most Senate policies come through Senate committees, individual senators or groups can also bring motions. There is nothing in the bylaws preventing Senators from bringing notices of motion to the Senate. Both submitted documents were placed on the agenda as discussion items so everyone could provide input before any motion is brought forward. She noted that the group of faculty submitted their draft because they felt they needed a venue for input while the official draft was still under development.

K. Ashley said she finds it unusual and concerning that a second policy was brought forward independently while a formal draft was already progressing through Senate committees. She noted this bypasses normal collegial processes, risks undermining committee work, and signals a lack of trust in Senate's established policy-development structure.

A. Kiefte clarified that the intention was not to undermine Committee work or the policy development already underway. Allowing both documents as discussion items was intended to ensure that all perspectives could be heard before any formal motion were to come forward. She acknowledged that parallel processes are not ideal.

K. Ashley said she appreciated the clarification and has a proposed solution but wants to let others speak first. She noted that the draft policy has already gone to Senate Executive twice and to the APC and is meant to return to Senate Executive soon before being brought to Senate. The emergence of an alternative policy has delayed planned consultations with the Board, Heads and Directors, and the wider campus, and that while the alternate version may be well-intended, it has created procedural complications.

E. Curry stated that a comparable situation happened when Senate dissolved the Ad Hoc Committee on Course and Teaching Effectiveness without consulting its members, delaying that committee's work on new student survey forms. She understands the frustration about parallel processes, though she is still unclear on how a second policy delays work on the first.

J. Slights said she wants to focus on developing clear policy for creating, restructuring, or closing academic units. She objected to the suggestion that bringing an issue to Senate undermines collegial governance. As a Senator, she sees it as her responsibility to initiate policy discussions. While the university can assign an administrator to draft policy, that does not replace Senate's authority or obligation to debate and create academic policy.

F. Mohammadi said the intention was not to undermine anyone's work. The goal in bringing the alternative draft forward was simply to ensure Senators, faculty, and students had a voice in shaping a policy that will significantly affect them. She emphasized the need for collegial, transparent consultation, noting that faculty insight and student impact must be considered. The intention was to promote collaboration and help shape a policy that supports Acadia's values and future, not to disrupt the existing process.

A. Cunsolo said she is struggling with the situation. She noted that K. Ashley, a full professor, scholar, lawyer, policy expert, and the person tasked with developing this policy has been transparent and collegial in her work, bringing drafts to Senate Executive

twice, referencing it at Senate meetings, and planning broader consultation when the draft was ready. She explained that the alternative policy did not follow the same collegial process, was not shared with K. Ashley in advance, and arrived suddenly as a competing draft. She expressed concern that this approach undermines Senate's established policy-development processes and the collaborative work already underway.

K. Ashley said she wanted to clarify that Senate had been told the policy work was underway, and no one objected or asked to be involved at the time. The work was being done transparently through Senate Executive and APC. She noted that the emergence of a second, parallel policy has now created a procedural problem.

A. Kieft said she recognizes the situation is procedurally messy, and her goal in making this a discussion item was to reduce confusion, not create more. She added that she could not simply refuse to place the second submission on the agenda, because doing so would have caused its own problems.

K. Ashley said the discussion has become procedurally messy and suggested setting aside those issues for now so she can speak directly to the policy under development.

E. Curry asked, for the benefit of new Senators, when it had been reported to Senate that this policy work was underway.

A. Kieft noted that policy work was reported to Senate in both the September and October meetings of Senate.

M. Ramsay said that this policy is different from others because it could lead to dissolving academic units, which will have serious consequences for some departments. He stressed that difficult decisions are coming, and some faculty expect to be directly affected. His intention is not to offend anyone, but to note that the stakes are very high for those who may be on the sharp edge of the eventual policy.

K. Ashley, speaking to the policy, explained that the need for an Academic Unit Reorganization Policy has become increasingly evident, noting past structural changes such as departmental mergers, the creation of the School of Nursing, and the restructuring of Counselling. She consulted with Dalhousie University, whose policy helped highlight the importance of allowing smaller subunits to bring forward proposals without being blocked by majority voting at higher levels. She outlined how the draft policy was developed and why it was taken to Senate Executive, which she viewed as the closest equivalent to a Governance Committee. Senate Executive reviewed the policy in August and October and members participated in scenario testing to refine the framework. As revised, the policy proposes a two-stage process beginning with a concept review at Senate Executive, followed by a full proposal reviewed by the Academic Planning Committee before coming to Senate. The model allows proposals to move forward even without majority support at department or faculty levels, if endorsed by a Dean or the Provost, recognizing circumstances where new units or reorganizations may not have a natural originating body. She emphasized that an appeal mechanism is included and expressed interest in feedback on that component. She agreed with the Chair that the alternate version submitted by Senators could be treated as input that may help refine the current policy under development.

A. Kiefte noted that it was now 6:02 p.m. and that, if the discussion were to continue, a motion would be required; otherwise, the remaining agenda items would be carried forward to the next meeting, scheduled for two weeks from now.

S. Fleckenstein suggested that the items be carried forward to the next meeting.

D. Seamone asked for clarification, asking if the items would return as discussion items at the December meeting.

A. Kiefte asked K. Ashley, who had suggested seeking feedback, whether she anticipated the items returning as motions or as continued discussion items.

K. Ashley stated that the item she had been working on would eventually return as a motion. She explained that she had paused the process upon seeing the Senate agenda and wished to bring the item back to Senate Executive for further discussion before sending it out for broader consultation, noting that additional time would be needed before finalizing a motion.

A. Kiefte noted that the intention for the other submitted document had originally been to bring it forward as a Notice of Motion for the next meeting. She asked whether the presenters would be comfortable with the item returning in its current form for further discussion as input into the broader document.

Motion to extend the meeting to 6:15 p.m. Moved by D. Seamone

MOTION TO EXTEND THE MEETING TO 6:15 P.M. CARRIED

J. Sachs stated that, in light of the discussion, he would like to make a motion that the other policy could also be brought to the December meeting as a discussion item.

A. Kiefte sought clarification as to whether the intention was to bring the item forward as a motion, noting that if Senate agreed simply to continue the discussion in its current form, this would guide how the matter proceeds.

J. Sachs clarified that his comment was intended only to address the specific question that had been raised and apologized for any confusion and stated he would be comfortable with the item appearing on the December agenda in the same manner as it does now.

D. Seamone expressed concern that the Senators' proposed policy had not received substantive consideration and that the alternative draft appeared to mix Senate and Board authority. She stated that Senate Executive should review both proposals seriously and noted her unease that the alternative policy might proceed without incorporating this input.

A. Kiefte clarified that K. Ashley had indicated the Senators' document would be considered as feedback and that nothing in the discussion suggested their work was being set aside.

D. Seamone stated that her concern was that the alternative policy might continue through the outlined process as if the Senators' input had not occurred, returning to Senate Executive and then proceeding to other committees as a standalone item.

A. Kieft stated that the discussion was beginning to mix procedural issues with content and explained that the extension of time had been granted primarily to clarify next steps.

J. Slights stated her understanding that K. Ashley did not intend to advance the alternative policy at this time and that it would instead be brought to Senate for discussion.

K. Ashley stated that the policy she had been developing was not ready for public release, as it still required consultation with the Senate Executive, APC, Board, other committees, and further scenario testing.

A. Kieft reiterated that the policy had not yet come to Senate because, as previously noted by K. Ashley, it was not ready for full consideration.

K. Ashley emphasized her desire to ensure the policy was done correctly, noting the significant implications associated with it. She clarified that both versions of the policy include provisions related to academic unit closure, which differ from program closure and follow a separate process. She stressed that the policy is also intended to support the creation or restructuring of academic units, citing examples such as Counselling, Music, and Nursing. She noted that while several units have been created in the past decade, none have been closed, and the policy is meant to account for both growth and structural change. Speaking as someone from a unit potentially affected by provincial program decisions, she underscored the value of such a policy in supporting the university's future planning.

J. Fowles sought clarification, asking whether K. Ashley intended to treat the Senators' draft policy as feedback for her ongoing work and report back at the next meeting, or whether the two documents would be discussed separately.

K. Ashley responded that she had offered that approach as a possible solution but was not committing to it at this time, noting that it would require further consideration before the next meeting.

A. Kieft clarified that as it currently stands, both items would appear on the next agenda in their current form, with no changes expected in the interim.

J. Hennessy noted that the Senators' proposal involved creating a new standing committee, which would first require a By-Laws review and therefore could not properly come forward as a Notice of Motion.

J. Slights supported the proposed approach, noting the value of a full discussion of the different models for creating, modifying, or potentially closing academic units. She expressed hope that those who developed the Senators' proposal would have an opportunity at the next meeting to speak to it, as K. Ashley had spoken to her draft. She

hoped that key differences could be highlighted and the discussion of policy content could progress more efficiently.

E. Narinoglu noted that the practical implications of applying either proposed model, such as the consequences of consolidating or discontinuing programs, should also be discussed. Considering these functional impacts, including smaller program-level effects, would help in comparing the two approaches.

The Chair once again clarified that these policies pertain to Unit reorganization, rather than program changes and closures, which fall under existing curriculum change processes.

Other Business

There was no further business.

Adjournment

Motion to adjourn by D. Benoit a 6:15 p.m.

S. Pineo,
Recording Secretary of Senate and University Secretary

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – NOVEMBER 2025

President's Report to Senate November 2025 Budget 2025 and International Students

The most recent Federal budget set new study permit limits for international students. Universities Canada met with government officials during the budget lockup and confirmed the following: The study permit limit is set at 155,000 per year for next year and 150,000 for the following two years. This number represents **net new study permits only** and does not include study permit extensions.

This is a decrease from the previous number 305,900 but in reality, Canada is on track to approve only about 80,000 new permits this year so **if 155,000 permits were to actually be approved next year it would nearly double the amount from 2025**. The permit cap also no longer applies to graduate students, which is particularly good news for the Divinity College as well as some of our other graduate programs.

So, this is not the terrible news it appears to be. That said, our biggest concern remains the processing time for permit approval, the high rate of permit denial, and the overall negative public messaging on Canada as an international study destination. We will continue to work with Universities Canada, the AAU, and the province to advocate for universities like Acadia that were not and never would be the “bad actors” the government is protecting against.

Bilateral Agreement with Government

I am pleased to report that we have met our requirements for this year under the Bilateral Funding Agreement. Specifically, we have met all our reporting deadlines and have satisfied the payments terms for 2025-26. Specifically, we have complied with Schedule K - Health Program Utilization and Schedule G – Acadia University Strategic Alignment Actions. Together, these two requirements were tied to \$1,696,864 in operating grant funding holdbacks.

In 2026-27, \$3,807,741 in funding will be withheld subject to meeting requirements under Schedule K – Health Program Utilization, Schedule H – Academic Program Review, Schedule E – Student Housing Requirements, and Schedule G – Strategic Alignment Actions. Note that under Schedule E, Acadia did not meet the target of a maximum 5% vacancy rate as of October 15, 2025 and will therefore need to improve our vacancy rate by 25% on or before February 15, 2027 to release funds tied to that Schedule.

Listening Sessions

I held open “listening sessions” on October 15th and 23rd to discuss a range of topics including Bill 12, Schedule H, the One Stop project, financial sustainability, and the

degree and scope of change happening this year. Sessions were well-attended and engaging. Next steps will be to plan an online session followed by more thematic sessions in the New Year. Senators are encouraged to attend these as they are very helpful in surfacing concerns and ideas.

Respectfully Submitted,



Jeffrey J. Hennessy, Ph.D.
President and Vice Chancellor

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

PVPA Updates

October was a very busy month for the PVPA portfolio and all academic leaders, with extensive work conducted on Schedule H and Academic Program Review and Planning (see below). November marks the almost-halfway point on the timeline for Schedule H (December is officially halfway) as mandated in the provincial bilateral agreements for all Nova Scotia Universities, and Acadia is making strong progress towards conducting and completing the required reviews of all undergraduate and graduate degrees, diplomas, and certificates. We have not yet received the templates for the October 2026 report, but have been notified universities will receive them by the end of December, 2025. At this point, we will have a better sense of what the government will require in the templates and for the final report.

Throughout the many and ongoing meetings, I am continually impressed and inspired by the hard work, creativity, innovation, and plans that are emerging from individual units, and faculties across the campus to strengthen existing programs, consider new pedagogical strategies and curriculum, and discuss and design new program opportunities. While this work is unexpected, extensive, and challenging, the diverse ways in which individuals and units are embracing what needs to be done and finding ways to make Acadia a stronger academic institution, which supports rich, meaningful, and lasting student learning while preparing them for future success, are something to commend and recognize. I appreciate all the work that Senators and your units are doing, and I look forward to seeing the curriculum changes and new programming come through Senate as units continue their work, make decisions, and move through the various approval processes.

Schedule H & Academic Program Review and Planning

Work continues in earnest on all things related to Schedule H and Strategic Academic Planning, including:

- **One-on-One and/or Small Group meetings** with unit heads happened throughout October. Twenty-five of these meetings were held. These meetings are part of an ongoing and evolving process of continuing to support units in their curriculum review and/or development processes. Please note: no decisions have been made about program closures, and programs.
- **Meetings with Faculty-Level Heads/Directors/Coordinators** are beginning this month, designed to talk through faculty-level ideas and opportunities.
- **Bi-weekly large-group meetings** with Heads, Directors, Coordinators, Deans, AVPs, and Vice-Provosts are continuing through the Fall and Winter semester to work on Schedule H, share resources and ideas, and go through key training/information-sharing sessions. A retreat with all Academic leaders is planned for December 11, 2025.
- **Graduating Student Core Competencies** work continues, under the leadership of Dr. Lauren Wilson Finniss. Several sessions have been held to date to garner ideas and input, and a working group of students, staff, and faculty has been created to start to hone these ideas (Members include: Lauren Wilson Finniss, David Duke, Alicia Noreiga-Mundaroy, Jennifer McDonald, Jennifer Kershaw, Deb Hemming, Lerato Chondoma, Adam Daniels, Brent LeGrow, and ASU Student rep). Additional feedback sessions with students, staff, and faculty are planned for the coming months.
- **Program Outcomes** are being developed and/or refined for all academic programs on campus. The goal is to have these completed for all programs by December 2025.
- **The Alumni Story Campaign** has received over 200 responses from grads of the last decade. These responses are currently being collated and will be shared with the relevant departments.
- **The Ideas Survey** is still open and being shared with Heads/Directors/Deans at the bi-weekly meetings for continued discussions among that group and in the academic units.
- **Student Events** continue to tie in student feedback and increase student engagement. An upcoming session with the ASU and Residence Life is being planned for November 25, 2025 in the library. Thanks to Zahide Cam for organizing these events and to the entire ASU Team for supporting them!

Academic Policy Review & Creation

Dr. Kate Ashley's extensive work on a comprehensive institutional policy overhaul continues. The following activities and milestones have been achieved:

- A Policy Website has been created and is officially launching in mid-November. This website is a centralized repository of all policies across Acadia, including related procedures documents. This centralization will enhance transparency, organization, and will ensure that policies are regularly reviewed and updated, and where policies

under review can be publicly posted. Special thanks to Josh d'Entremont and Jennifer Richard for their incredible work on this website and policy repository.

- A Policy on Policies and related Policy Framework, which clearly articulates how policies may be proposed, developed, reviewed, and maintained, has been created. The Policy on Policies will be available for community consultation on the policy website.
- Several academic policies are currently in development and/or under review. These include: 1) an Academic Unit Reorganization policy, which establishes principles and procedures for structural changes within faculties, schools, and departments, has been under development since August and going through multiple rounds of review and consultation (and is on the November Senate agenda for discussion); 2) an Institutional Quality Assurance Policy, ensuring consistent standards and practices across academic programs; 3) an Honorarium Policy.

Academic Reviews & Quality Assurance

External MPHEC Quality Assurance Review

The self-study report for the mandatory external Quality Assurance Review from the MPHEC has been finalized and submitted, and preparations are underway for the virtual site visit November 19-21, 2025. Acadia's external reviewers are Dr. Ronald Bond (Alberta) and Dr. Neil Boburn (British Columbia), both of whom have extensive experience working with provincial quality assurance organizations and conducting external reviews.

Overview of the MPHEC Quality Assurance Monitoring Process (From the MPHEC)

Universities are responsible for ensuring the ongoing quality of the programs and services they provide to students. This is largely accomplished through cyclical internal and external reviews managed independently by each university. The MPHEC's primary role is to confirm that such reviews are taking place and to validate the extent to which institutional quality assurance (QA) frameworks meet agreed-upon regional standards, while at the same time providing advice and assistance to institutions. The process includes the following steps:

1. Submission by the institution of its QAM progress report
2. Analysis of all pertinent documentation by the Review Panel
3. Site visit
4. Preparation of the Review Panel's report
5. Submission by the institution of a follow-up action plan
6. Monitoring of the institutional follow-up action plan
7. Regional-level analysis on the state of institutional QAM Frameworks

Program Reviews Tracking – November 2025

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

Department	Concurrent with Accreditation	Status

Biology	N/A	<p>Site Visit: February 10-12, 2025.</p> <p>External Reviewers:</p> <p>Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba</p> <p>Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University</p> <p>Internal Reviewers:</p> <p>Dr. Deanne van Rooyen, Associate Professor, Assistant Department Head, Earth and Environmental Science</p> <p>Dr. Daniel Blustein, Associate Professor, Psychology</p> <p>Stage: APRC to prepare Report to Senate.</p>
Community Development	N/A	<p>Site Visit: March 19-21, 2025.</p> <p>External Reviewers:</p> <p>Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University</p> <p>Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University</p> <p>Internal Reviewers:</p> <p>Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics</p> <p>Dr. Chris Shields, Professor, School of Kinesiology</p> <p>Stage: Department met with APRC on October 20, 2025. APRC to prepare Report to Senate.</p>
Computer Science	Yes	<p>Request for accreditation review submitted to CIPS.</p> <p>Stage: Department working on CIPS Self-study.</p>
Economics	N/A	<p>Site Visit: September 25-27, 2024.</p> <p>External Reviewers:</p> <p>Dr. John Galbraith, Professor, Department of Economics, McGill University</p> <p>Dr. Jonathan Rosborough, Associate Professor, Department of Economics, St. Francis Xavier University</p> <p>Internal Reviewers:</p> <p>Dr. Andrew Biro, Professor, Department of Politics</p> <p>Dr. Peter Williams, Professor, Department of Physics</p> <p>Stage: Follow-up - 2027.</p>
Bachelor of Education	Yes	<p>Site Visit: April 1-3, 2025.</p> <p>External Reviewers:</p> <p>Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia</p> <p>Dr. Kirk Anderson, Professor, Memorial University</p> <p>Dr. Glen Jones, Professor, OISE, University of Toronto</p> <p>Observers:</p> <p>Paula Evans, Executive Director, CEAW</p> <p>Andy Thompson, MPHEC</p> <p>Stage: APRC to meet with Director, November 17, 2025.</p>
English and Theatre	N/A	<p>Site Visit: February 5-7, 2025.</p> <p>External Reviewers:</p> <p>Dr. Siobhain Bly Calkin, Associate Professor, Department of English Language and Literature, Carleton University</p> <p>Dr. Roberta Barker, Carnegie Professor, University of King's College, Professor of Theatre Studies, Dalhousie University</p> <p>Internal Reviewers:</p> <p>Dr. Michael Dennis, Professor, History and Classics Department, Interim Head, Languages and Literatures</p> <p>Paula Rockwell, Instructor, School of Music</p> <p>Stage: Stage: Department met with APRC on October 20, 2025. APRC to prepare Report to Senate.</p>
Graduate Studies	N/A	<p>Site Visit: March 3-5, 2025.</p> <p>External Reviewers:</p> <p>Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia</p> <p>Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton</p> <p>Internal Reviewers:</p> <p>Dr. John Colton, Professor and Head, Department of Community Development</p> <p>Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology</p> <p>Stage: Final report received. Grad Studies to prepare response. Tentatively scheduled to meet with the APRC – January 2026.</p>
Library and Archives	N/A	<p>Site visit: April 2-4, 2025.</p>

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

Respectfully submitted,



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

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

No announcements received as of November 13, 2025.

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

No announcements received as of November 13, 2025.

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

No announcements received as of November 13, 2025.

VICE-PROVOST, ACADEMIC POLICY AND GRADUATE STUDIES – NOVEMBER 2025

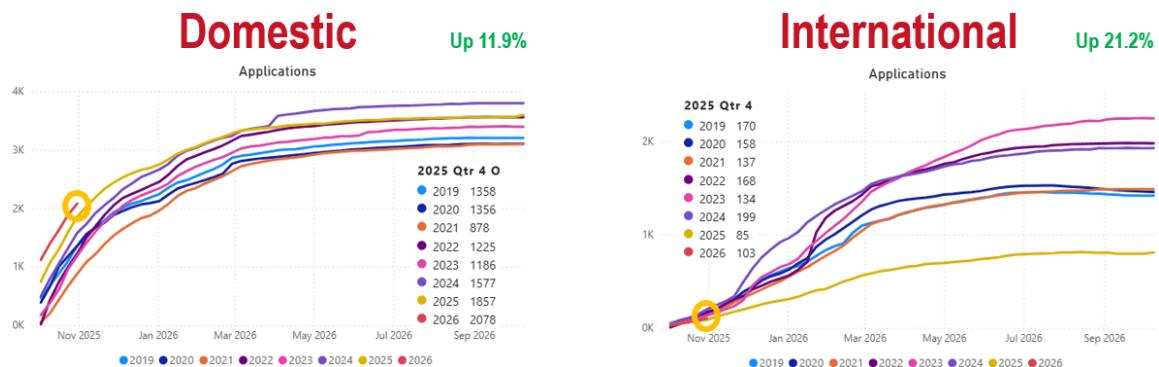
No announcements received as of November 13, 2025.

VICE-PRESIDENT STUDENT EXPERIENCE – NOVEMBER 2025

Vice-President Student Experience Update

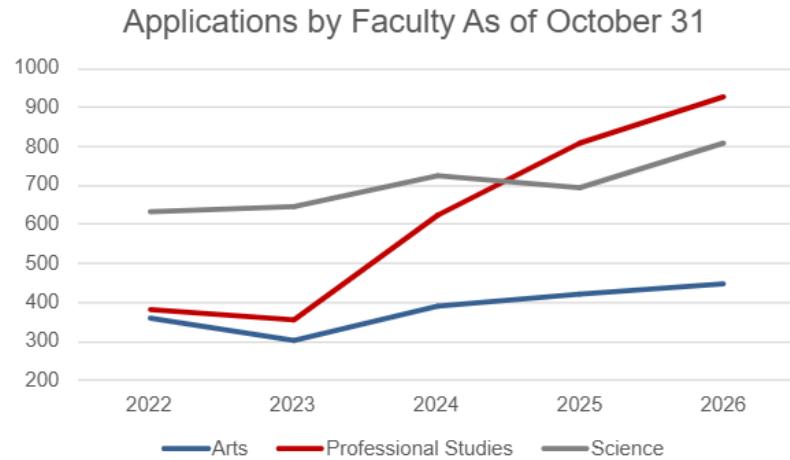
For 2025-2026, the VPSE office will provide a full report in line with the Board of Governor reports on a quarterly basis. Given this Senate meeting falls between Board meetings, here is a quick update on Fall 2026 recruitment.

November 2025



The Fall 2026 recruitment cycle is off to a strong start with an overall 12.3% increase in applications in comparison to the same time last year. Although International applications are still lower than pre-IRCC announcement rates, we have seen a 21.2% increase over last year.

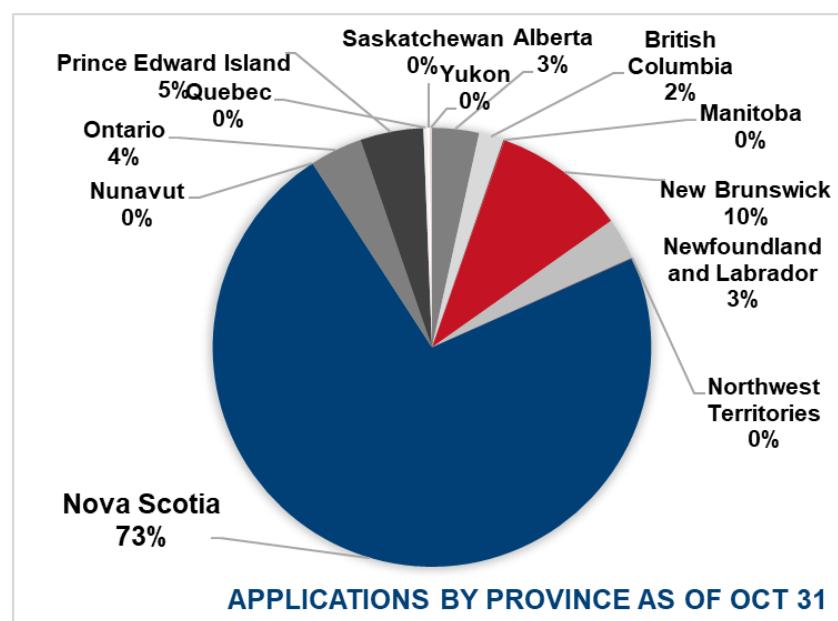
Applications as of October 31 are up over the previous recruitment cycle in all faculties: Arts (6.2%), Professional Studies (14.4%) & Science (15.9%). See table below for program specific change.



Applications By Program

	Up ($\geq 10\%$)	Comparable	Down ($\leq -10\%$)
Arts	ECON FREN MATH PHIL POLS PSYCH WGST	CDNS CLAS ENGL ESST LAWS SOCI	HIST THEA
Professional Studies	BCD – ESST BKIN BSCN – ADV BSCN – LPN BSCN MUSI	BBA	BCD
Science	BAC – BIOL BSC – ECON BSC – ENVS BSC – PSYC BSN	BASC BSC – ABIO CAS CCS	BACS BCS BSC – CHEM BSC – ENGO BSC – GEOL BSC – MATH BSC - PHYS

Provincially, 72.5% of applications to date have come from NS, 9.8% from NB, 4.7% from PEI and 3.9% from Ontario.

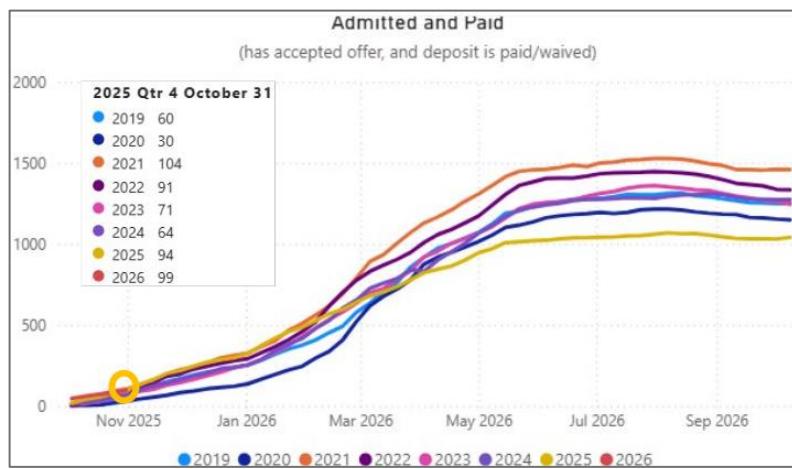




Total offers are up 15.4% over the same time last year.



Outstanding offers are up 15.4%.



Admitted & paid are up 5.3%.

ACADIA STUDENTS' UNION – NOVEMBER 2025

No announcements received as of November 13, 2025.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY – NOVEMBER 2025

The ADC Board of Trustees approved the promotion of **Dr. Matthew Walsh** to the rank of Full Professor, effective July 1, 2026, in recognition of his excellence in teaching and contributions to the academy particularly in the field of biblical studies. He also serves as Dean of Students.

Dr. Grace Au was approved for a six-month sabbatical between January 1, 2027, and June 30, 2027.

Dr. Joel Murphy, Director of Futures Research, recently graduated with his PhD in Educational Studies at Mount Saint Vincent University and gave the Valedictorian Address on October 19. <https://www.msvu.ca/meet-valedictorian-joel-murphy/> Later in October he was appointed as the Director of the Andrew D. MacRae Centre for Christian Faith and Culture effective November 1, 2025. <https://acadiadiv.ca/joel-murphy-director-macrae/>

Dr. Lennett Anderson was the keynote speaker for the Canadian Baptists of Western Canada Pastors and Spouses Conference in Banff, November 10-13. Theme was Faith in Motion: Steadfast Discipleship in a Shifting World. <https://cbwc.ca/bpc/>

Dr. Mark Jefferson was a workshop leader at the annual Lester Randall Preaching Fellowship at Yorkminster Park Baptist Church in Toronto, October 26-28. The theme was “The Strength of our Words”. <https://www.lesterrandall.com/>

Academic Integrity Committee (AIC)
Senate Transition Report
2025-Oct-29

Membership:

Registrar: Mark Bishop

1 Arts: Johannes Wheeldon

1 Professional Studies: Mark Adam

1 Pure and Applied Science: Darcy Benoit (chair)

1 Dean of Libraries and Archives or delegate: Jennifer Richard

1 Student: Elizabeth Bettenson

The AIC met on October 29th via MS Teams and reviewed the tasks assigned by the Senate for the transition meeting as well as the duties of the committee.

The committee agreed that Darcy Benoit will serve as chair of the committee. The committee agreed to crowdsource meeting notes in lieu of electing a secretary.

The AIC's mandate:

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

The AIC agreed to **meet via MS Teams once per month.**

The AIC agreed on the following goals for the year:

- Review the Academic Integrity Survey results and determine actions needed based on the feedback received.
- Consider the issues associated with generative AI. In particular:

- Determine which policies currently exist on campus
- Determine which policies exist at other institutions
- Consider bringing together a larger group on campus to discuss issues
- Review the Academic Integrity Policy on campus in light of the survey and other information to determine if changes are needed.

Respectfully submitted,

Darcy Benoit (Chair)

Senate Archives Committee Transition Report

October 20, 2025

Committee members: Ciaran Purdome, Wendy Robicheau, Jennifer Richard, Julia Rombough, Jon Saklofske, Marina Davidson, Alicia Noreiga-Mundaroy, Peter Williams, Catherine Fancy

Chair for 2025-2026: Marina Davidson

Secretary: Kelly Bennett

The first meeting of Senate Archives Committee for 2025-2026 took place on Microsoft Teams at 11:00 am on October 20, 2025.

Meeting dates and frequency plans: The committee will meet monthly during term. The January meeting will take place in person in the Archives. Additional meetings will take place over Teams.

Goals of the committee for the year: The committee will focus on its fifth mandate: to support academic activity. The committee will work on outreach strategies for archival pedagogy on campus to highlight the archives as a resource for teaching and research across disciplines. The committee will settle on a 2025-2026 project at the November meeting. Some ideas included collaborating with Marketing to create an outreach video, curating an exhibit on how archival sources are used by students and faculty, and determining strategies for reaching out to new and mid-career faculty on services offered by the archives.

Vacancies: Alumni Appointee, Theology, Canadian Baptists of Atlantic Canada, Student (Graduate or Honours)

Submitted by: Ciaran Purdome (Transition Chair)

TO: Anna Kieft, Chair of Senate
FROM: Dr. Jeff Hennessy, President and Vice-Chancellor
SUBJECT: Awards Committee – Transition Report
DATE: October 30, 2025

Dear Senators,

The Awards Committee operates on a regular cycle of soliciting nominations for honorary degrees and Emeriti distinction, followed by evaluation of the nominees and finally, providing recommendations to Senate.

The 2025-2026 Awards Committee membership is as follows:

- Jeff Hennessy (President)
- Erin Patterson (Faculty of Arts)
- Janet Dyment (Faculty of Professional Studies)
- Deanne van Rooyen (Faculty of Pure and Applied Science)
- Anna Robbins (Faculty of Theology)
- Ann Smith (Librarian/Archivist)
- Rob McGregor (Governor or Senator)
- Yas Jawad (Student)

A public call for honorary degree nominations was sent to the Acadia community on October 8, 2025. The deadline for submissions is November 15, 2025.

A public call for Emeriti distinction nominations was sent to the Acadia community on October 29, 2025. The deadline for submissions is January 31, 2026.

The Committee will meet early in the new year to review the submissions, with the goal of Senate receiving recommendations for honorary degree recipients and Emeriti nominations at the February 2025 meeting.

Respectfully,



Jeffrey J. Hennessy, Ph.D.
President and Vice-Chancellor
Acadia University

**Senate By-Laws Committee
Transition Report to Senate of Acadia University
November 5, 2025**

Membership:

Faculty of Arts: Jesse Carlson

Faculty of Professional Studies: Kelly Brenton

Faculty of Pure and Applied Sciences: Holger Teismann

Faculty of Theology: Danny Zacharias

The Committee met on October 23rd 2025. Jesse Carlson has been elected to the Chair role. The Committee plans to meet regularly, throughout the term, normally in the week following monthly Senate meetings, either in person or via Teams, as needed. Additional meetings will be scheduled to meet emergent tasks.

We have taken up business arising from the previous year, the proposal to merge the Senate Curriculum Committee (Administrative) with the Senate Curriculum Committee (Policy). This proposal, divided into three motions, is expected to be forwarded to Senate in time to appear as notices of motion in the agenda for the November 2025 meeting of the Senate.

Respectfully submitted,
Jesse Carlson

Motion from the Faculty Support Committee: Motion to adopt the MPHEC Delivery Mode Definitions with Institutional Modification for Continuous-Intake Online Learning (Open Acadia Asynchronous Self-Paced Learning) as part of Acadia's institutional framework for Online and Technology-Supported Learning.

Rationale:

The Maritime Provinces Higher Education Commission (MPHEC) requires all Maritime universities to develop and submit an institutional framework for Online and Technology-Supported Learning with Senate approval by May 2026, aligned with its *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*. Adopting the MPHEC delivery mode definitions at this stage is an essential first step towards institutional compliance, transparency, and consistency in communication with students, faculty, and external partners. It does not change anything in practice, but it establishes a clear foundation upon which further internal policy and governance updates can be considered by Senate.

A minor modification to the MPHEC definitions is recommended to ensure alignment with the 17th Collective Agreement (Article 44), which defines specific course modalities – Intersession, Extension, Continuous-Intake Online, and Scheduled Online – that must be reflected in Acadia's institutional framework. These modalities, particularly for online learning, include provisions related to quality assurance, instructional design standards, and faculty workload that must be preserved alongside MPHEC's regional standards.

Accordingly, the definition of *Online Learning* is subdivided into two categories to reflect Acadia's established institutional practice and collective agreement provisions:

1. Scheduled Online Learning: Defined as online courses with a defined start and end date, which may be delivered synchronously or asynchronously; and
2. Continuous-Intake Online Learning: Defined as online courses that are self-paced, delivered asynchronously, and allow learners to begin and complete coursework on a flexible schedule.

As Acadia does not have a Senate-approved process for delivery mode change requests, this adoption represents a foundational compliance step. Further work would be required to seek Senate approval for a course or program modality change process beyond what has already been established for Open Acadia under Article 44 of the 17th Collective Agreement, should such work be undertaken.

The MPHEC does not require that universities offer courses or programs in online or mixed modalities. However, because Acadia already offers courses across all modalities identified by MPHEC, it is essential that the University formally adopt these definitions to demonstrate compliance and ensure consistency in how course delivery and the learning experience are described, documented, and supported.

MPHEC Modality Definitions and Institutional Modifications

MPHEC Delivery Mode Definition	Institutional Course Delivery Mode Definition
Online Learning All instruction and interaction is fully online and is: <ul style="list-style-type: none"> • Synchronous • Asynchronous • Both 	Scheduled Online Learning Courses delivered fully online with a defined start and end date; may include synchronous and asynchronous components; Continuous-Intake Online Learning Courses delivered fully online as self-paced, asynchronous learning with a flexible enrolment and completion date.
Hybrid Learning A required combination of online (synchronous or asynchronous) and in-person instruction. All students in a hybrid program are expected to undergo the same combination of online and in-person activities.	Adopt the MPHEC Definition.
Hyflex Learning Instruction is available simultaneously online (synchronous and/or asynchronous) and in-person. Students can decide which modality to use to access the program components and can make that decision on an ongoing basis.	Adopt the MPHEC Definition.
In-Person Learning All instruction takes place in an in-person setting.	Adopt MPHEC definition.
Synchronous Learning Instruction take place in real-time and requires student presence.	Adopt MPHEC Definition.
Asynchronous Learning Instruction is available for students to access at a time that works best for them.	Adopt MPHEC Definition.

Tip: The definitions of the delivery modes focus on the instruction. An in-person course or program may also include technology as support both inside and outside of the classroom (e.g., online learning spaces for collaboration, communication, and access to course materials; simulations and virtual laboratories; assistive technology, etc.), but the instruction is provided in person and student presence is required.

Motion 1: Motion that the description of grade point averages (GPAs) within the “Grading System” section of the Academic Calendar be amended.

Current Section of Academic Calendar (page 44)

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.

[Table with Alpha grade to GPA value definitions.]

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.

Proposed New Section of Academic Calendar (2026-2027)

Grading System

The grade point average (GPA) is the weighted sum of the grade points earned divided by the number of courses attempted. Incomplete courses, and courses with a notation of “W” or “P” are not included in the GPA. Only the most recent grade in repeated courses will be included in any 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.

[Table with Alpha grade to GPA value definitions.]

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.

Motion 2: Motion that the definition of Good Standing within the Academic Standing definitions for Undergraduate students be amended and that the associated section of the Academic Calendar be replaced.

Current Section of Academic Calendar (page 42)

Academic Standing

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.

Proposed New Section of Academic Calendar (2026-2027)

Academic Standing

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 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.

Rationale:

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 needs 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.

University	Good Standing. Graduation Standing.
Mount Saint Vincent	Good academic standing is a Cumulative Grade Point Average (CGPA) of 1.7 or higher. Students require a CGPA of 1.7 to graduate.
Cape Breton	Students in good academic standing (65%) have met the minimum standard required for continued, unrestricted study at CBU. Meeting this minimum standard may NOT be sufficient to satisfy the graduation requirements of their program.
Saint Francis Xavier	To be considered in good academic standing at the end of the academic year, students are required to earn a year end average of 55 or better. Graduation standards are by program. 55 or better.
University of King's College	A cumulative GPA of 2.00 is required for good standing. A minimum cumulative GPA of 2.00 is required for the awarding of an undergraduate degree
St. Mary's University	A student is in Good Standing if their CGPA is 1.70 or above. To qualify for a Bachelor's degree a student must achieve a minimum degree grade point average (DGPA) of 2.00.
Dalhousie	A cumulative GPA of 2.00 is required. A minimum cumulative GPA of 2.00 is required for the awarding of an undergraduate degree (Graduation Standing).
UPEI	Students are deemed to be in good academic standing if they have achieved a CGPA of 1.70 or higher. A minimum (CGPA) of 1.7 is required to graduate.
MUN	Continuance: to have obtained a cumulative average of at least 55%. Particular to program. 60%+ seems to be norm.
Mount Allison	Good academic standing is a SGPA and CGPA of at least 1.5. Students must be in Good Standing (1.5) to be eligible to graduate
UNB	Students must achieve an assessment g.p.a of at least 2.0. Students whose g.p.a. is such that they would normally be placed on AP or RTW from the University, will be allowed to graduate if all other requirements have been met.
Bishop's University	Good academic standing is a minimum cumulative average of 55%. Students with a failing cumulative average (i.e. below 50%) will not be eligible to graduate).
McGill	Satisfactory standing: must have a CGPA of 2.00 or greater. The minimum CGPA required to graduate is 2.0.
McMaster	Good Standing A student who satisfies the minimum requirements (3.5) to continue in their program without restriction. Minimum CGPAs required to graduate by program 3.5-6.0.
Waterloo	Satisfactory standing: cumulative average MUST equal 60% or higher. Program and major dependent. 60%+.
University of Toronto	Good standing: a cumulative GPA of 1.60 or higher. A student whose cumulative grade point average (CGPA) is at least 1.60 may request to graduate.
Trent University	Students are in Good Standing if their cumulative average is at least 60%. No special average requirements listed for graduation.
University of Manitoba	A student with a TGPA of 2.00 or higher is in <i>Good Academic Standing</i> . Same for graduation.

University of Winnipeg	Good standing GPA is based upon # of credits completed in increasing scale 1.4 (18-30ch) -1.65+ (90+ ch). 2.0 Graduation GPA required. 60% satisfactory standing for continuance and graduation.
University of Saskatchewan	60% satisfactory standing for continuance and graduation.
University of Regina	60% satisfactory standing for continuance and graduation.
University of Calgary	Achieve a GPA of at least 2.00 for good standing and graduation.
University of Alberta	A grade point average of 2.0 or above is satisfactory standing. Graduation GPA: normal minimum graduation grade point average is 2.0.
UBC	Pass a minimum of 60% of credits attempted and have a standing average of 60% or greater for good standing. 55%+ for graduation.
University of Victoria	A sessional GPA of at least 2.0 is required for good academic standing. Hold a graduating grade point average of at least 2.0.
Simon Fraser	Maintain a minimum 2.00 CGPA for continuance and graduation.
Boston	Maintain a cumulative GPA of at least 2.00 for good standing. A cumulative grade point average (GPA) of 2.0 (C) is required for graduation.
University	
University of Maine	Good standing: GPA 2.0 or higher. Achieve a cumulative grade point average of not less than 2.0 for graduation.

Motion 3: Motion that for all non-Honours programs that indicate a minimum program GPA of 1.67 to be eligible to graduate, that this requirement description be changed to “A student must be in good academic standing (a GPA of 1.67 or higher) to be eligible to graduate.”.

Graduation Standing

It is proposed that for all non-Honours programs that indicate a minimum program GPA of 1.67 to be eligible to graduate, that this be changed to “A student must be in good academic standing (a GPA of 1.67 or higher) to be eligible to graduate.”

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 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.

Motion 4: Motion that the Program Changes section in the Academic Calendar and associated procedures pertaining to internal transfer between programs be amended.

Current Section of Academic Calendar (page 37)

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.

Proposed New Section of Academic Calendar (2026-2027)

Program Changes

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.

Rationale:

Program Changes – Update to page 37 Academic Calendar

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).

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 a standing 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 transferring 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 considering previous performance in courses similar to those in the desired new program, this situation can be alleviated.

Motion 5: Motion that the Overloads section in the Academic Calendar and associated procedures be amended.

Current Section of Academic Calendar (page 33)

Overloads

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.

Proposed New Section of Academic Calendar (2026-2027)

Overloads

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 18 credit hours (18h) for the next term. First-year students may register in no more than 15 credit hours (15h) in their initial term. 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 6: Motion 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.

Re-admission of dismissed students

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 enrols 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.

Motions from Timetable, Instruction Hours, and Examinations Committee:

Motion 1: That fall convocation at Acadia University be reactivated beginning in 2026 and scheduled as one ceremony for all faculties on the Friday of Homecoming Weekend. (See Fall 2026-Summer 2031 Academic Dates)

Motion 2: That the calendar dates for Fall 2030 - Summer 2031 be approved.

Rationale (from TIE committee): Acadia had a formal Fall Convocation ceremony until 2009. Lower graduation numbers in October coupled with the resources associated with putting on such an event prompted its pause.

Since then, the number of Fall graduates has increased, largely due to Education students, international students due to delays in initial visa issuance, as well as Acadia students finishing in the Fall – both at the UG and GR levels. In addition, starting in Fall of 2026 the CBU Nursing program hosted on the Acadia campus (soon to be transitioning to our own stand-alone program) will also be graduating their first class.

This will likely result in approximately 300 students graduating in the Fall. Rather than simply giving these graduates the option of participating in the May ceremony, it is proposed that the number of potential grads now warrants re-instating the Fall ceremony to properly recognize these individuals when they actually complete their program requirements.

The re-instatement of this ceremony will also have the added benefit of reducing the number of students at the May ceremony, which particularly for Professional Studies has had to limit tickets issued to grads and their families given the large size of that class.

The proposed dates proposed dates for Fall Convocation in the Fall 2026-Summer 2031 Academic Dates are

- *Friday, October 16, 2026*
- *Friday, October 15, 2027*
- *Friday, October 13, 2028*
- *Friday, October 12, 2029*
- *Friday, October 18, 2030*

The Fall 2030-Summer 2031 dates were prepared according to the Senate approved principles for the preparation of academic dates.

2026-2027 Academic Dates

Fall 2026																
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 11 Thursdays – 12 Fridays – 12								
Sept. 9 (W)	Sept. 17 (Th)	Oct. 12-16	Nov. 27 (F)	Dec. 9 (W)	Dec. 10 (Th)	Dec. 11 (F)	Dec. 20 (Su)									
Winter 2027																
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11								
Jan. 11 (M)	Jan. 19 (T)	Feb. 15-19	Mar. 26 (F)	Apr. 9 (F)	Apr. 10-11 (S-Su)	Apr. 12 (M)	Apr. 21 (W)									
Summer 2027																
Session	Classes Start		Last Day to Add		Last Day to Withdraw		Classes End/Final Exams									
Summer 1	May 10 (M)		May 12 (W)		May 19 (W)		May 28 (F)									
Summer 2	May 31 (M)		June 2 (W)		June 9 (W)		June 18 (F)									
Summer 3	June 21 (M)		June 23 (W)		June 30 (W)		July 9 (F)									
Summer 4	July 12 (M)		July 14 (W)		July 21 (W)		July 30 (F)									
Key Dates 2026-2027																
Labour Day: Monday, September 7, 2026. No classes scheduled. National Day for Truth and Reconciliation: Wednesday, September 30, 2026. No classes scheduled. Thanksgiving: Monday, October 12, 2026. No classes scheduled. Fall Convocation: Friday, October 16, 2026. Remembrance Day: Wednesday, November 11, 2026. No classes scheduled. Nova Scotia Heritage Day: Monday, February 15, 2027. No classes scheduled. Good Friday and Easter: Friday-Sunday, March 26-28, 2027. No classes scheduled. Spring Convocation: Thursday-Friday May 20-21, 2027. Victoria Day: Monday, May 24, 2027. No classes scheduled. Canada Day: Thursday, July 1, 2027. No classes scheduled.																

2027-2028 Academic Dates

Fall 2027																
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 11 Tuesdays – 12 Wednesdays – 12 Thursdays – 11 Fridays – 12								
Sept. 8 (W)	Sept. 17 (F)	Oct. 11-15	Nov. 26 (F)	Dec. 8 (W) is treated as a Thursday	Dec. 9 (Th)	Dec. 10 (F)	Dec. 20 (M)									
Winter 2028																
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 12								
Jan. 10 (M)	Jan. 18 (T)	Feb. 21-25	Mar. 24 (F)	April 7 (F)	Apr. 8-9 (S-Su)	Apr. 10 (M)	Apr. 21 (F)									
Summer 2028																
Session	Classes Start		Last Day to Add		Last Day to Withdraw		Classes End/Final Exams									
Summer 1	May 8 (M)		May 10 (W)		May 17 (W)		May 26 (F)									
Summer 2	May 29 (M)		May 31 (W)		June 7 (W)		June 16 (F)									
Summer 3	June 19 (M)		June 21 (W)		June 28 (W)		July 7 (F)									
Summer 4	July 10 (M)		July 12 (W)		July 19 (W)		July 28 (F)									
Key Dates 2027-2028																
Labour Day: Monday, September 6, 2027. No classes scheduled. National Day for Truth and Reconciliation: Thursday, September 30, 2027. No classes scheduled. Thanksgiving: Monday, October 11, 2027. No classes scheduled. Fall Convocation: Friday, October 15, 2027. Remembrance Day: Thursday, November 11, 2027. No classes scheduled. Nova Scotia Heritage Day: Monday, February 21, 2028. No classes scheduled. Good Friday and Easter: Friday-Sunday, April 14-16, 2028. No exams scheduled. Spring Convocation: Thursday-Friday, May 18-19, 2028. Victoria Day: Monday, May 22, 2028. No classes scheduled. Canada Day: Saturday, July 1, 2028. Observed on Monday, July 3, 2028, no classes scheduled.																

2028-2029 Academic Dates

Fall 2028															
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11							
Sept. 6 (W)	Sept. 15 (F)	Oct. 9-13	Nov. 24 (F)	Dec. 6 (W) is treated as a Friday	Dec. 7-8 (Th-F)	Dec. 9 (S)	Dec. 20 (W)								
Winter 2029															
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 11							
Jan. 8 (M)	Jan. 17 (W)	Feb. 19-23	March 23 (F)	April 6 (F)	April 7-8 (S-Su)	April 9 (M)	April 19 (Th)								
Summer 2029															
Session	Classes Start	Last Day to Add		Last Day to Withdraw		Classes End/Final Exams									
Summer 1	May 7 (M)	May 9 (W)		May 16 (W)		May 25 (F)									
Summer 2	May 28 (M)	May 30 (W)		June 6 (W)		June 15 (F)									
Summer 3	June 18 (M)	June 20 (W)		June 27 (W)		July 6 (F)									
Summer 4	July 9 (M)	July 11 (W)		July 18 (W)		July 27 (F)									
Key Dates 2028-2029															
Labour Day: Monday, September 4, 2028. No classes scheduled. National Day for Truth and Reconciliation: Saturday, September 30, 2028. Observed on Friday, September 29, no classes scheduled. Thanksgiving: Monday, October 9, 2028. No classes scheduled. Fall Convocation: Friday, October 13, 2028. Remembrance Day: Saturday, November 11, 2028. Observed on Friday, November 10, no classes scheduled. Nova Scotia Heritage Day: Monday, February 19, 2029. No classes scheduled. Good Friday and Easter: Friday-Sunday, March 30-April 1, 2029. No classes scheduled. Spring Convocation: Thursday-Friday, May 17-18, 2029 Victoria Day: Monday, May 21, 2029. No classes scheduled. Canada Day: Sunday, July 1, 2029. Observed on Monday, July 2, 2029, no classes scheduled.															

2029-2030 Academic Dates

Fall 2029															
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 10							
Sept. 5 (W)	Sept. 14 (F)	Oct. 8-12	Nov. 23 (F)	Dec. 4 (T)	Dec. 5-6 (W-Th)	Dec. 7 (F)	Dec. 18 (T)								
Winter 2030															
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 12							
Jan. 7 (M)	Jan. 16 (W)	Feb. 18-22	Mar. 22 (F)	Apr. 5 (F)	Apr. 6-7 (S-Su)	Apr. 8 (M)	Apr. 18 (Th)								
Summer 2030															
Session	Classes Start	Last Day to Add		Last Day to Withdraw		Classes End/Final Exams									
Summer 1	May 13 (M)	May 15 (W)		May 22 (W)		May 31 (F)									
Summer 2	June 3 (M)	June 5 (W)		June 12 (W)		June 21 (F)									
Summer 3	June 24 (M)	June 26 (W)		July 3 (W)		July 12 (F)									
Summer 4	July 15 (M)	July 17 (W)		July 24 (W)		August 2 (F)									
Key Dates 2029-2030															
Labour Day: Monday, September 3, 2029. No classes scheduled. National Day for Truth and Reconciliation: Sunday, September 30, 2029. Observed on Friday, September 28, no classes scheduled. Thanksgiving: Monday, October 8, 2029. No classes scheduled. Fall Convocation: Friday, October 12, 2029. Remembrance Day: Sunday, November 11, 2029. Observed on Friday, November 9, no classes scheduled. Nova Scotia Heritage Day: Monday, February 18, 2030. No classes scheduled. Good Friday and Easter: Friday-Sunday, April 19-21, 2030. No classes scheduled. Spring Convocation: Thursday-Friday, May 16-17, 2030. Victoria Day: Monday, May 20, 2030. No classes scheduled. Canada Day: Monday, July 1, 2030. No classes scheduled.															

2030-2031 Academic Dates

Fall 2030															
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 10 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 12							
Sept. 4 (W)	Sept. 13 (F)	Oct. 14-18	Nov. 22 (F)	Dec. 3 (T)	Dec. 4-5 (W-Th)	Dec. 6 (F)	Dec. 17 (T)								
Winter 2031															
Classes Start	Last Day to Add	Reading Week	Last Day to Withdraw	Classes End	Study Day(s)	Exams Begin	Exams End	Mondays – 12 Tuesdays – 12 Wednesdays – 12 Thursdays – 12 Fridays – 12							
Jan. 6 (M)	Jan. 15 (W)	Feb. 17-21	Mar. 21 (F)	Apr. 4 (F)	Apr. 5-6 (S-Su)	Apr. 7 (M)	Apr. 19 (S)								
Summer 2031															
Session	Classes Start	Last Day to Add		Last Day to Withdraw		Classes End/Final Exams									
Summer 1	May 12 (M)	May 14 (W)		May 21 (W)		May 30 (F)									
Summer 2	June 2 (M)	June 4 (W)		June 11 (W)		June 20 (F)									
Summer 3	June 23 (M)	June 25 (W)		July 2 (W)		July 11 (F)									
Summer 4	July 14 (M)	July 16 (W)		July 23 (W)		August 1 (F)									
Key Dates 2030-2031															
Labour Day: Monday, September 2, 2030. No classes scheduled. National Day for Truth and Reconciliation: Monday, September 30, 2030. No classes scheduled. Thanksgiving: Monday, October 14, 2030. No classes scheduled. Fall Convocation: Friday, October 18, 2030. Remembrance Day: Monday, November 11, 2030. No classes scheduled. Nova Scotia Heritage Day: Monday, February 17, 2031. No classes scheduled. Good Friday and Easter: Friday-Sunday, April 11-13, 2031. No exams scheduled. Spring Convocation: Thursday-Friday, May 15-16, 2031. Victoria Day: Monday, May 19, 2031. No classes scheduled. Canada Day: Tuesday, July 1, 2031. No classes scheduled.															

Notice of Motions from By-Laws Committee:

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

The motion proposes to recombine the SCC (Policy) and SCC (Admin) committees.

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

Rationale

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

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

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

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

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

Proposed New Duties and Committee Membership:

Proposed Recombined Committee Membership

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

The Registrar or Delegate (non-voting)

The Associate Registrar (non-voting)

The Dean of Libraries and Archives or delegate

Two Members of the Faculty of Arts

Two Members of the Faculty of Professional Studies

Two Members of the Faculty of Pure and Applied Science

One Member of the Faculty of Theology

One Student (undergraduate)

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

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

The Duties of the Senate Curriculum Committee Will Be:

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

[identical to former SCC Admin Duty a]

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

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

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

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

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

[SCC Policy Duty a; minor alteration]

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

[shortened version of SCC Policy Duty c]

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

[shortened version of SCC Admin Duty b]

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

[SCC Admin Duty d: minor modifications]

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

[SCC Admin Duty e and SCC Policy Duty e]

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

Curriculum Committee (Administrative)

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

Chair of Curriculum Committee (Policy) *

The Registrar or delegate (non-voting)

The Associate Registrar (non-voting) ®

Dean of Libraries and Archives or delegate ®®

Two members of the Faculty of Arts

Two members of the Faculty of Professional Studies

Two members of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

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

Curriculum Committee (Policy)

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

Chair of Curriculum Committee (Administrative) *

The Registrar or delegate (non-voting)

Dean of Libraries and Archives or delegate ®®

One member of the Faculty of Arts

One member of the Faculty of Professional Studies

One member of the Faculty of Pure and Applied Science

One member of the Faculty of Theology

One student

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

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

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

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

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

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

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

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

a) to investigate innovative and alternative methods of provision of undergraduate curriculum, and to make recommendations to Senate concerning such methods.

b) to develop policies to ensure that undergraduate curriculum is consistently provided and administered across faculties and to make recommendations to Senate concerning such policies.

c) to ensure that the implementation of Senate approved policies for undergraduate curriculum is managed, revised, evaluated and disseminated in a coherent and coordinated fashion.

- d) to collaborate with the Curriculum Committee (Administrative) to ensure the maintenance of an appropriate structure for the consideration of curricular changes.
- e) to consider such matters as Senate may from time to time entrust to the Committee.

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

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

Rationale for Motions 2 and 3:

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

i) Academic Unit Reorganization at Acadia (“AURA”) Policy

This draft of the Academic Unit Reorganization at Acadia (“AURA”) Policy is coming to Senate at this stage even though it is not yet fully finalized because there is value in providing clarity now. Work has been underway since August, and Senate was advised at its September and October meetings that development of this policy was in progress. The Policy was discussed by Senate Executive at its August and October meetings. It is now before the Academic Planning Committee for discussion, since this committee may have responsibilities under the policy. The draft is based on a policy at Dalhousie (“AUCRETT” – Academic Unit Consolidation, Renaming, Establishment, Termination and Transfer), and I have consulted with Dalhousie to understand how their approach has worked in practice and what lessons they learned during implementation. However, rumour and speculation about the scope and purpose of Acadia’s policy are circulating, and there is a real risk that misunderstanding will grow and that Senate’s authority will be undermined if the draft is not shared more broadly until every detail is resolved. Bringing the draft forward now allows Senate to see what is actually within scope, to understand the framing assumptions, and to offer informed guidance before the draft takes final form.

Policy:	Academic Unit Reorganization at Acadia
Policy Number:	<i>Assigned by University Secretariat/Records Manager</i>
Approving Authority:	Senate and Board of Governors
Responsible Office:	University Secretariat
Last Updated:	November 2025
Next Review:	November 2028

1.0 Purpose

This Academic Unit Reorganization at Acadia (“AURA”) Policy establishes a framework for guiding the organizational evolution of Departments, Schools, Faculties and other Academic Units of the University. Specifically, it addresses the creation, consolidation, transfer, renaming and closure of these bodies.

Modifications to our organizational structure can achieve desirable outcomes in advancing Acadia’s academic mission. They may also be initiated to respond to external requirements for organizational restructuring. This Policy is a guide for those submitting proposals for Academic Unit reorganization and for the relevant assessment and approval bodies. It outlines the process and information requirements for reorganization. Proposals will be assessed in accordance with the statements in Form F of this Policy and the principle of inclusive excellence.

This policy deals with the *organizational structure* of Academic Units. Creating or modifying an academic program is a separate process, governed by procedures established by the Senate Curriculum Committee: [Curriculum - Registrar](#).

2.0 Scope

This Policy applies where a Proposal for reorganization is being initiated and prepared in accordance with the Procedures in Appendix A. Proposals not prepared in accordance with the Procedures will not be considered.

- 2.1 Proposals shall normally be initiated by a program or within a Department, School or Faculty, and be brought forward to the Dean(s) of the relevant Faculty(ies) for endorsement, typically with support from faculty members, Heads/Directors/Coordinators, and students.
- 2.2 Proposals may be initiated by other stakeholder groups within a Department, School or Faculty, and be brought forward to the Dean(s) of the relevant Faculty(ies) for endorsement, typically with support from faculty members, Heads/Directors/Coordinators, and students.
- 2.3 Proposals may also be initiated by a Dean, Vice-Provost, or the Provost and Vice-President Academic, on behalf of other academic stakeholder groups or as a sole

proponent, particularly where there is no pre-existing Department, School or Faculty.

- 2.4 Proposals shall be processed according to the timelines in this Policy, and all parties shall be heard. Emphasis is placed on transparency and accountability in decision-making.
- 2.5 This Policy excludes proposals for philanthropic or honorific naming or renaming.

3.0 Definitions

Academic Unit:	Any unit of activity within the University that has authority over academic programs and student progression, characterized by a common purpose and normally associated with distinctive degrees or other academic credentials. Includes, but is not limited to, Interdisciplinary Programs, Departments, Schools, and Faculties.
Consolidation:	Combining two or more Academic Units to form a new unified unit.
Renaming:	Renaming an Academic Unit to reflect its primary functional purpose.
Creation:	Creating a new Academic Unit (includes an existing academic sub-unit becoming a new Department, School, Faculty, or other standalone Academic Unit).
Closure:	Eliminating an Academic Unit.
Transfer:	Moving an Academic Unit into another one that subsumes it.

4.0 Policy

Proposals for Academic Unit reorganization will be developed in consultation with relevant constituents and assessed in accordance with the statements in this Policy. The most compelling arguments for reorganization will be based on Acadia's strategic directions and values at the time of the proposal and be supported by administrative, financial, and operational arguments.

Policy statements are grouped into three logical categories based on the change being sought: (1) Creation, Consolidation or Transfer; (2) Renaming, and (3) Closure.

4.1 Creation, Consolidation or Transfer of an Academic Unit

- A. *Alignment with Acadia's strategic directions and values:* New or modified Academic Units must have an appropriate fit with the academic mission and strategic goals of the University. A compelling argument will demonstrate an increased potential for

the proposed Academic Unit to deliver its academic mission, reinforce strategic goals and support external engagement through a clearer narrative about Acadia's educational value and/or specialization.

- B. *Impacts on Programs and Students:* There must be a well-justified plan for academic program continuity and student support, particularly for students from underrepresented and marginalized groups.
- C. *Impacts on Academic Unit Staff and Faculty:* The implications of modifying the Academic Unit for staff and faculty must be addressed. It is advisable to consult with Human Resources as well as relevant union and employee groups representing employees of the University (AUFA, SEIU, AUPAT).
- D. *Impacts on Other Stakeholders:* The implications of modifying an Academic Unit for alumni, past and potential donors, community partners, and other stakeholders must be considered.
- E. *Inclusive Excellence and Core Values:* The new or modified Academic Unit should remain committed to enhancing the equity, diversity, inclusion, and anti-racism goals of the Academic Unit and the University, particularly in relation to engagement with communities.
- F. *Unit Cohesion:* Academic Units share similar or common educational goals, and, at least to some extent, are interdependent and mutually reinforcing in the achievement of their respective goals, as well as the overall goals and academic mission of the University. Creating or modifying an Academic Unit should not create duplications, inefficiencies, or a lack of organizational clarity.
- G. *Governance:* Academic Units should be of a size and complexity that permit efficiency and effectiveness in collegial governance. Academic Units should be involved in a meaningful way in governance through transparent decision-making. The effectiveness of an Academic Unit's participation at the institutional level is also an important consideration.
- H. *Financial Viability:* The budgetary implications of creating or modifying an Academic Unit must be carefully considered and estimated. Any new or reconstituted Academic Unit must be demonstrably financially viable for the foreseeable future.
- I. *Decisional Balance:* Proposals should clearly articulate how the proposed model will address or resolve any precipitating factors and consider the benefits and drawbacks of various approaches (i.e., retaining the status quo versus the proposed model or potential alternatives).

4.2 Renaming an Academic Unit

- A. *Rationale:* The names of Academic Units will normally be reflective of the primary functional purpose of the Academic Unit. Well-justified name changes will typically reflect accepted changes in the nomenclature of an academic field or discipline,

updated terminology, or changes to the organizational makeup or membership of an Academic Unit.

B. *Impacts:* The implications of renaming an Academic Unit for the Department, School, Faculty and/or University must be carefully considered (e.g., academic, budgetary, reputational, community relations and partnerships, legal, donor relations, HR, etc.).

4.3 Closure of an Academic Unit

A. *Rationale:* The closure of an Academic Unit may be related to the closure of one or more academic programs or the transfer/consolidation of interrelated or constituent Academic Units. Financial viability or organizational efficiency can also be potential reasons for considering closure of a unit.

B. *Impact on Programs and Students:* There must be a well-justified plan for academic program continuity and student support, particularly for students from underrepresented and marginalized groups, where programs are not being closed.

C. *Impacts on Unit Staff and Faculty:* The implications of the closure of the Academic Unit for staff and faculty must be addressed. It is advisable to consult with Human Resources as well as relevant union and employee groups representing employees of the University (AUFA, SEIU, AUPAT).

D. *Impacts on Other Stakeholders:* The implications of the closure of the Academic Unit for alumni, past and potential donors, community partners, and other external stakeholders must be considered.

E. *Decisional Balance:* Proposals should clearly articulate how the proposed model will address or resolve any precipitating factors and consider the benefits and drawbacks of various approaches (i.e., retaining the status quo versus the proposed model or potential alternatives).

5.0 Administrative Structure

5.1 This Policy falls under the authorities of Senate and the Board and is administered by the Provost and Vice-President Academic and supported by the University Secretary. The Provost may designate any responsibilities under this Policy to the Vice-Provost Academic Policy and Graduate Studies.

5.2 Responsibilities under this Policy are as follows:

- Senate Executive shall be responsible for considering and making decisions concerning concepts for creation, consolidation, transfer, renaming, and closure of Academic Units. Senate Executive will provide an annual report to Senate on the concepts for Academic Unit reorganization that it reviewed.
- The Senate Academic Planning Committee (or successor body) shall be responsible for considering and making recommendations to Senate concerning proposals for

creation, consolidation, transfer, renaming, and closure of Academic Units. The Academic Planning Committee will provide an annual report to Senate on the status of proposals for Academic Unit reorganization.

- The Board will provide an annual report to Senate on the status of Academic Unit reorganization proposals which were referred to it by Senate.
- The record keeping pertaining to this Policy will be the responsibility of the University Secretary.

6.0 Review

This Policy will be reviewed every three (3) years.

Appendix A: **Procedures for Academic Unit** **Creation, Consolidation, Transfer, Renaming, and Closure**

A. Concept Phase

For Academic Unit creation, consolidation, transfer or closure, proponents must submit *Form A – Intent to Submit an AURA Proposal (Pre-Proposal Planning Document)* to Senate Executive prior to the development of a Proposal. Stand-alone proposals for renaming may proceed directly to the Full Proposal stage. Senate Executive will review the concept within 60 days of receipt of the concept.

Two or more interrelated changes may be captured as part of a single Proposal (e.g., renaming and transfer/consolidation) where it is logical and results in clarity in the documentation/proposal to do so.

B. Full Proposal Phase

Once a concept has been recommended by Senate Executive, proponents may proceed to developing a Proposal for Academic Unit reorganization. Stand-alone proposals for renaming may proceed directly to a Full Proposal.

Two or more interrelated changes may be captured as part of a single Proposal (e.g., renaming and transfer/consolidation) where it is logical and results in clarity in the documentation/proposal to do so.

Step 1:

Complete the appropriate AURA Proposal Form for complete information requirements:

- *Form B – Proposal to Create, Consolidate or Transfer an Academic Unit*
- *Form C – Proposal to Close an Academic Unit*
- *Form D – Proposal to Rename an Academic Unit*

Step 2:

Department/School and Faculty-level review, including:

- a. Evidence of review by appropriate governance bodies. In the case of Academic Unit consolidation or transfer, the Proposal must be reviewed by all impacted Academic Units (e.g., current host Department/Faculty and proposed host Department/Faculty) and relevant administrative units (Financial, Human and other resources) and applicable Head(s)/Director(s)/Coordinator(s)/Dean(s). All feedback and previous decisions, including rationale, should be documented and included with the Proposal package as it proceeds through the steps outlined below.

b. Academic Units should use the following tools as part of their review process (to be included in the package):

- *Form E – Decisional Balance Worksheet*
- *Form F – Proposal Assessment Grid*

Step 3: Approval and Submission Pathway

- Proposal is recommended by School(s)/Department(s) and corresponding Head(s)/Director(s)/Coordinator(s).*
- Proposal is recommended by Faculty(ies) and corresponding Dean(s).*
- Proposal package is submitted to the University Secretary for consideration by the Academic Planning Committee.
- The proponent, Dean(s) and representatives of all impacted Academic and Administrative Units will be invited to meet and submit written documentation to the Academic Planning Committee to discuss the proposal.
- The Academic Planning Committee makes a recommendation to Senate.
- Senate makes a recommendation to the Board of Governors.
- Board of Governors approves or denies the Proposal. In cases of denial, the Board shall provide a rationale to Senate.
- The Provost, Vice-Provost(s) and Dean(s) are accountable for implementation, delegating where necessary.

*In lieu of these steps, a Proposal may be recommended by a Dean, Vice-Provost, or the Provost and Vice-President Academic on behalf of other academic stakeholder groups or as the sole proponent, particularly where there is no pre-existing Department, School or Faculty.

Appeal Process: Petition and Reconciliation

To ensure transparency in decision-making and in keeping with the principle that all parties should be heard, there is an appeal avenue available to those submitting Proposals.

Appeals from equity-deserving stakeholder groups of students or faculty members identified under the University's employment equity policies may request administrative support through the Provost's Office.

Appeal – Stage 1:

1. A proponent must submit their intent to appeal in writing within 14 calendar days of the original decision, to the appropriate governance body (see scenarios below).
2. A proponent may request an appeal for any reason but must stipulate the rationale in their notice of appeal, referencing the relevant part of the AURA policy upon which the appeal is based.
3. A proponent can only appeal one level up, under scenario A, B or C.

Scenarios:	If:	Then:
A	Proposal not recommended by the School(s)/Department(s) governance body	The proponent may approach the appropriate Faculty-level governance body for a decision
B	Proposal not recommended by appropriate Faculty-level governance body	The proponent may approach the Academic Planning Committee for a decision
C	Proposal not recommended by the Academic Planning Committee	The proponent may approach the Senate for a decision

Appeal – Stage 2

1. The committee being approached will meet within 45 days of receiving the petition to consider the appeal.
2. If, after considering the case outlined in the petition, the relevant committee agrees to move forward with an attempt at reconciliation, the committee shall establish an ad hoc reconciliation committee, appointed according to the terms of reference outlined in c and d below, to conduct the appeal process.
3. The ad hoc reconciliation committee membership excludes anyone impacted directly by the change and has the same expectations to hear all stakeholders and to avoid conflicts of interest. The committee should have members who have expertise on the primary source of disagreement, whether it be financial, human resources, discipline, etc.
4. The ad hoc reconciliation committee shall have a membership which includes:
 - Equity, Diversity, Inclusion, and Accessibility representation;
 - At least one person with expertise (financial, etc.) on the primary source of disagreement;
 - At least one senator from the affected Faculty;
 - At least one faculty member;
 - At least one student currently enrolled (where possible) in the affected Academic Unit, or one alumni member;
 - A Dean;
 - An academic leader with expertise in organizational change similar to that under consideration.
5. The petitioned committee shall invite the proponent(s) to provide input on the members appointed to the ad hoc reconciliation committee, respecting any reasonable objection.
6. The ad hoc reconciliation committee will review the appeal package; meet with or obtain written submissions from the proponent, impacted units and their senior

leaders; consult or engage external reviewers if deemed necessary, and with any others who would provide an informed perspective.

7. The ad hoc reconciliation committee shall submit its recommendation within 12 weeks to the body that created it.

AURA FORM A

Intent to Submit an AURA Proposal (Pre-Proposal Planning Document)

1. Proposal Title and Type

1.1 Proposed Change Type:

Creation Consolidation Closure Transfer

1.2 Academic Units Involved:

2. Proponent Details

2.1 Name(s) of Proponent(s):

2.2 Position(s) and Unit(s):

2.3 Contact Information (email):

2.4 Date of Submission:

3. High-Level Rationale

Provide a brief overview of why this change is being considered (academic goals, strategic alignment, resource optimization, EDI enhancements, etc.). (~250 words)

4. Preliminary Scope and Options Considered

Briefly outline the possible changes or configurations being explored (e.g., combining Units A & B, creating Unit C, transferring unit A to unit C, closing unit D). (~250 words)

5. Preliminary Consultation Plan

Describe how consultations will be conducted with key stakeholders.

5.1 Internal: faculty, staff, students, Deans, administrative units

5.2 External (if relevant): community partners, accrediting bodies, etc.

6. Potential Impacts and Considerations

Summarize possible effects on the following. (~200 words each)

6.1 Academic mission and program delivery:

6.2 Governance and EDI-AR:

6.3 Resources (Finance, HR, Facilities, Registrar, IT, etc.):

7. Next Steps and Timeline

7.1 Outline the process that will lead to a full proposal (~200 words):

7.2 Proposed consultation dates:

7.3 Planning and drafting period:

7.4 Target date to submit full proposal to Senate Executive:

8. For Senate Executive / University Secretary Use Only

Item	Date/Details
Date Received by University Secretariat	_____
Date Sent to Senate Executive	_____
Senate Executive Decision Deadline (60 calendar days from date sent)	_____
Senate Executive Decision:	
<input type="checkbox"/> Proceed to Proposal development	
<input type="checkbox"/> Do not proceed with Proposal development	
<input type="checkbox"/> Address specific recommendations/concerns and resubmit Intent to Submit Form	
Comments / Recommendations (if applicable):	_____
_____	_____
_____	_____

Signature (University Secretary or Delegate): _____

Date: _____

AURA FORM B

Proposal to Create, Consolidate or Transfer an Academic Unit

All proposals for Academic Unit creation, consolidation and transfer should follow the complete Procedures in Appendix A, including use of this Form.

This Form is only for the *organizational structure* of Academic Units. Creating or modifying an academic program is a separate process, governed by procedures established by the Senate Curriculum Committee: [Curriculum - Registrar](#).

1. Proposal: New Academic Unit Academic Unit Consolidation Academic Unit Transfer

2. Current Academic Unit Name/Host Faculty (if applicable):

3. Proposed Academic Unit Name/Host Faculty: *name of the new or transferred/consolidated Academic Unit*

4. Proposal Contact: *name, relationship to Academic Unit, and contact information.*

5. Structure: Please describe in detail and attach documentation as appropriate (e.g. organizational charts) the proposed governance and administrative structure of the new or transferred/consolidated Academic Unit. (~250 words)

6. Rationale

Please describe why the new or reconstituted Academic Unit is being proposed. What are the objectives of the unit? Please include discussion of each of the Policy statements below. (~250 words each)

6.1 Alignment with Acadia's strategic direction and values.

New or modified Academic Units must have an appropriate fit with the academic mission and strategic goals of the university. A compelling argument will demonstrate an increased potential for the proposed Academic Unit to deliver on the academic mission, reinforce strategic goals and support external engagement through a clearer narrative about Acadia.

6.2 Inclusive Excellence and Core Values

The new or modified Academic Unit should remain committed to enhancing the equity, diversity and inclusion goals of the University, particularly in relation to engagement with communities.

6.3 Unit Cohesion Academic Units share similar or common educational goals, and at least to some extent are interdependent and mutually reinforcing in the achievement of their respective goals, as well as the overall goals and academic mission of the University.

Creating or modifying an Academic Unit should not create duplications, inefficiencies, or a lack of organizational clarity.

6.4 Governance *Academic Units should be of a size and complexity that permit efficiency and effectiveness in collegial governance. Academic Units should be involved in a meaningful way in governance through transparent decision-making. The effectiveness and equity of an Academic Unit's participation at the institutional level is also an important consideration.*

6.5 Financial Viability *The budgetary implications of creating or modifying an Academic Unit must be carefully considered and estimated. Any new or reconstituted Academic Unit must be demonstrably financially viable for the foreseeable future.*

6.6 Decisional Balance (attach Decisional Balance Worksheet) *Proposals should clearly articulate how the proposed model will address or resolve any precipitating factors and consider the benefits and drawbacks of various approaches or options.*

7. Impacts

Please discuss the impacts of creating, consolidating or transferring the Academic Unit on each of the following groups, as applicable. Include or attach evidence of consultation and plans to address the needs of each group. (~250 words each)

7.1 Programs and Students *There must be a well-justified plan for academic program continuity and student support, particularly for students from underrepresented and marginalized groups, where programs are not being terminated.*

7.2 Unit Staff and Faculty *The implications for the working conditions of staff and faculty must be addressed. It is advisable to consult with Human Resources as well as relevant union and employee groups representing employees of the University (AUFA, SEIU, AUPAT).*

7.3 Impacts on Other Stakeholders *The implications of changing an Academic Unit for alumni, past and potential donors, community partners, and other external stakeholders must be considered.*

8. Resources

Please discuss the resources required for the new or transferred/reconstituted Academic Unit, including identification of required full-time and possibly part-time academic and support staff and space for the new or reconstituted unit (~250 words). This should be accompanied by a detailed budget estimate.

In the case of Academic Unit consolidation or transfer, the Proposal must be reviewed by all impacted Academic Units (i.e. current host Department/School/Faculty and proposed host Department/School/Faculty). Please add entries below as applicable.

Date of Review by Department/School:

- Include any supporting documents related to discussion/decision

Date of Review by Faculty:

- Include any supporting documents related to discussion/decision

Date of Submission to University Secretariat:

Attachments - Required

- Motions and supporting documents from non-Senate decision-making bodies
- Most recent Program Reviews for all programs that are directly impacted by the proposal
- Evidence of consultation/feedback from impacted internal stakeholders and equity groups
- Statements from Head(s)/Director(s)/Coordinator(s) and Dean(s)
- Budget estimates by Financial Services
- Organizational chart for new or transferred/consolidated unit
- Decision Balance Matrix

Attachments – Optional

- Evidence from Strategic Planning sessions
- Reports by consultants or other neutral, third parties
- Assessments from external community-based organizations
- Other:

AURA FORM C

Proposal to Close an Academic Unit

All proposals for Academic Unit closure should follow the complete Procedures in Appendix A, including use of this Form.

This Form is only for the *organizational structure* of Academic Units. Closing or modifying an academic program is a separate process, governed by procedures established by the Senate Curriculum Committee: [Curriculum - Registrar](#).

1. Academic Unit Name/Host Faculty: name of the Academic Unit to be closed.

2. Proposal Contact: name, relationship to Academic Unit, and contact information.

3. Rationale: Briefly justify why the academic unit should be closed. (~250 words)

The closure of an Academic Unit may be related to the closure of one or more academic programs or the transfer/consolidation of interrelated or constituent Academic Units.

Financial viability or efficiency can also be potential reasons for considering closure of a unit.

Decisional Balance (attach Decisional Balance Worksheet). Briefly describe the potential impacts and possible alternatives to the proposed closure. (~250 words)

Proposals should clearly articulate how the proposed model will address or resolve any precipitating factors and consider the benefits and drawbacks of various approaches or options.

4. Summary of Impacts

Please discuss the impacts of closing the Academic Unit, as well as plans being considered to address the needs of each of the following groups, where applicable. (~250 words each)

4.1 Programs and Students *There must be a well-justified plan for academic program continuity and student support, particularly for students from underrepresented and marginalized groups, where programs are not being closed.*

4.2 Unit Staff and Faculty *The implications for the working conditions of staff and faculty must be addressed. It is advisable to consult with Acadia Human Resources as well as relevant union and employee groups representing employees of the University (AUFA, SEIU, AUPAT).*

4.3 Other Stakeholders

The implications of closing an Academic Unit for alumni, past and potential donors, community partners, and other external stakeholders must be considered.

Date of Review by Department/School:

- Include any supporting documents related to discussion/decision

Date of Review by Faculty:

- Include any supporting documents related to discussion/decision

Date of Submission to University Secretariat:**Attachments - Required**

- Motions and supporting documents from non-Senate decision-making bodies
- Most recent Program Reviews for all programs that are directly impacted by the proposal
- Evidence of consultation/feedback from impacted internal stakeholders and equity groups
- Statements from Head(s)/Director(s)/Coordinator(s) and Dean(s)
- Decisional Balance Worksheet
- Financial impact assessment from Financial Services

Attachments – Optional

- Evidence from Strategic Planning sessions
- Reports by consultants or other neutral, third parties
- Assessments from external community-based organizations
- Other:

AURA FORM D

Proposal to Rename an Academic Unit

All proposals for Academic Unit renaming should follow the complete Procedures in Appendix A, including use of this Form.

For the purposes of Academic Unit reorganization, “renaming” refers to functional renaming of Academic Units. This form/process should not be used for honorific/philanthropic renaming or name changes to academic programs.

1. Current Academic Unit Name/Host Faculty: current name of the Academic Unit

2. Proposed Academic Unit Name:

3. Proposal Contact: name, relationship to Academic Unit, and contact information.

4. Rationale: Briefly justify why the Academic Unit should be renamed. (~250 words)

The names of Academic Units will normally be reflective of the primary functional purpose of the Academic Unit. Name changes may be sought to accommodate accepted changes in the nomenclature of an academic field or disciplines, updated terminology, or changes to the organizational makeup or membership of an Academic Unit.

5. Summary of Impacts: What are the implications of renaming the Academic Unit?

Responses should be evidence based and supported by the outcome of consultations or additional documentation. (~250 words)

The implications of renaming an Academic Unit for the Department, School, Faculty and/or University must be carefully considered (e.g., academic, budgetary, reputational, community relations and partnerships, legal, donor relations, etc.).

Date of Approval by Department/School (for Department or School name changes only):

- Include any supporting documents related to discussion/decision

Date of Approval by Faculty Council:

- Include any supporting documents related to discussion/decision

Date of Submission to University Secretariat:

Attachments - Required

- Motions and supporting documents from non-Senate decision making bodies
- Evidence of consultation/feedback from:

- Department/School/Faculty (students, faculty, staff, alumni)
- University (open forums for other departments/faculties to provide feedback as appropriate (e.g. Deans Council, Provost Council, etc.) – only required for Faculty-level name change proposal
- External stakeholders, as appropriate
- Advancement (impacts on giving, scholarships and awards, reputation)
- Vice-Provost Academic Policy and Graduate Studies and/or external counsel (legalities and implementation of change)

Attachments – Optional

- Other:

AURA FORM E

DECISIONAL BALANCE WORKSHEET

Proponents should properly consider alternative approaches to the proposed reorganization, and especially the impact of *not* creating, consolidating or transferring the Academic Unit(s) in question. For example, are there drawbacks to *not* making a change? Will the drivers of the change (i.e. the issue that precipitated the need for change) be properly addressed in the proposed model? The worksheet below may help you fully consider the advantages and drawbacks. **It is most effective to undertake this activity in a facilitated or group setting with a broad array of stakeholders.**

	Advantages	Drawbacks
AURA	•	•
Current Structure	•	•

AURA FORM F

PROPOSAL ASSESSMENT GRID

Proposals are scored according to the following distribution:

Academic merit and inclusive excellence – unit cohesion; mission and vision; senate principles and values; strategic priorities; equity, diversity and inclusion (40%).

The Proposal articulates an appropriate fit with the academic mission and strategic goals of the University, increases potential for the proposed Academic Unit to deliver on the academic mission, supports external engagement through a clearer narrative about Acadia, enhances equity, diversity and inclusion, as well as engagement with external communities. The Proposal leads to Academic Units that share similar or common educational goals, and that at least to some extent are interdependent and mutually reinforcing in the achievement of their respective goals – as evidenced by overlaps in teaching and/or research. The Proposal does not create duplications, inefficiencies, or a lack of organizational clarity.

Alternatives to AURA (20%).

The Proposal clearly articulates how the proposed model will address or resolve any precipitating factors and consider the benefits and drawbacks of various approaches (i.e. status quo, proposed model, alternatives).

Long-term financial viability (20%).

Resource allocations are supported by Financial Services projections; appropriate justification is provided where academic merit and/or EDI goals outweigh financial viability arguments.

Impact on stakeholders (20%).

The proponents provide a well-justified plan for academic program continuity and student support, particularly for underrepresented and marginalized groups; the proponents have carefully considered and estimated (appropriate to the concept vs full proposal) the impact on faculty, staff, students, alumni and external relations, community partners, underrepresented and marginalized groups, and revenue.

Scoring

- 10 - Does not address the criteria.
- 30 - Addresses some of the elements of the criteria.
- 50 - Adequately addresses most of the elements of the criteria.
- 70 - Effectively addresses all elements of the criteria.

Concepts must score at least 60 to be approved by Senate Executive for development of a full proposal.

Full proposals must score at least 70 to be approved by the Academic Planning Committee for consideration by Senate.

ii) Draft Senate Policy on Academic Unit Creation, Consolidation, Closure, or Transfer

Note: This proposed policy anticipates the creation of a new standing committee of Senate, the Academic Unit Creation, Consolidation, Closure, and Transfer Committee (AUCCCTC). A description of this committee, including its composition and duties, can be found below the proposed policy itself.

Senate Policy on Academic Unit Creation, Consolidation, Closure, or Transfer

Definitions:

Academic Unit: An organizational structure within the university in which a faculty member may hold an academic appointment.

Academic Program: A course of study offered by the university that may lead to a diploma, certificate, or degree.

Approval: A decision by Senate to formally adopt the proposed creation, consolidation, closure, or transfer of an Academic Unit or Units(s).

Closure: Eliminating an Academic Unit.

Consolidation: Combining two or more Academic Units into a single Unit.

Creation: Establishing an Academic Unit. Creation includes splitting an existing Academic Unit into two or more Units.

Decision-Making Body: An academic body tasked with issuing a recommendation on a proposal to create, consolidate, or close an Academic Unit. For the purposes of this policy, Academic Units, Faculty councils (i.e. the Faculty of Arts Council, the Faculty of Professional Studies Council, and the Faculty of Pure and Applied Sciences Council), the AUCCCC, and Senate constitute Decision-Making Bodies.

Proponent: A faculty member with a continuing appointment at Acadia University who is advancing the proposal for Academic Unit creation, consolidation, closure, or transfer.

Recommend: An indication of support by a Decision-Making Body that allows a proposal to advance to a superior Decision-Making Body.

Transfer: The transfer of an Academic Unit from one Faculty to another.

Principles for Proposal Construction

1. A single proposal may propose multiple changes provided for under this policy, e.g. to close an existing Academic Unit and create a new Academic Unit. The same proposal may not be proposed more than once in a single academic year.
2. The proposal must offer a compelling justification that takes account of the following considerations:
 - a. Academic Excellence: The proposal should support the University's mission of achieving excellence in research and education. To the extent possible, this should be demonstrated in a transparent and data-driven manner. Due consideration should be given to examples from comparator institutions, faculty and student experiences, feedback from external bodies (e.g. accreditors, community groups, businesses), and other current or potential interest holders.
 - b. Unit and/or Program Cohesion: Though each Academic Unit has its own unique scholarly purpose, many share similar or common scholarly purposes, and at least to some extent are inter-dependent and mutually reinforcing in the achievement of their respective purposes, as well as the overall purpose and academic mission of the university. A proposed change should not create excessive duplications or a lack of organizational clarity, nor should it create undue obstacles for other Academic Units in pursuit of their scholarly purposes.
 - c. Financial Implications: The budgetary implications of any proposed change must be carefully considered and estimated, and any increases in costs justified with demonstrable benefits. Evidence presented for these purposes must be transparent and comprehensive, and due consideration should be given to the financial implications for other Academic Units.
 - d. Other Possibilities Considered: Proposals should provide a brief overview of other possibilities explored or considered, including maintenance of the status quo, and compare their benefits and drawbacks to the approach proposed.
 - e. Where a decline in student enrolment is cited in support of a proposal for Academic Unit consolidation or closure, the proposal should explain why the decline is unlikely to reverse in the coming years. If student admissions into an Academic Program offered in substantive part by the Unit has been suspended at any time in the last five (5) years, a decline in student enrolment may not be cited in support of the proposal.
3. The proposal must address the following considerations:
 - a. Impacts on Programs and Students: There must be a clear implementation plan for the proposed change(s), including Academic Program continuity and student support.
 - b. Impacts on Staff: Expected changes to the working conditions of staff must be described.
 - c. Impacts on Faculty: Expected changes to the working conditions of faculty must be described.
 - d. Impacts on Other Interest Holders: These may include alumni, past and potential donors, employer partners, community partners, and others.

- e. Proponents should be particularly attentive to disparities in power among the interest holders consulted when developing the proposal, including (but not limited to) dissenting opinions, the impacts on equity-deserving groups, and the effects of structural authority.

Academic Unit Creation/Consolidation/Closure/Transfer Process

Step 1: The proposal is recommended at the Unit level.

1. Academic Unit Creation: A proposal to create an Academic Unit is recommended by a faculty member with a continuing appointment.
2. Academic Unit Consolidation, Closure, or Transfer: A proposal to consolidate, close, or transfer an Academic Unit(s) is recommended by a majority of the faculty holding continuing appointments in that Unit(s).

Step 2: The proposal is recommended by the relevant Faculty council.

Note: Where the proposal is to consolidate or close a Faculty, the process shall begin here.

1. The proposal is submitted as an agenda item for consideration by the relevant Faculty council at its next meeting. Where two or more Faculty councils are implicated by the proposal (e.g. a consolidation of two Units housed in different Faculties), the proposal shall be considered by all councils implicated. The Proponent shall be invited to speak at the meeting.
2. Where the proposal is recommended by a majority of members present at the meeting, it shall advance to the AUCCCTC.

Step 3: The proposal is recommended by the AUCCCTC.

1. The proposal is submitted as an agenda item for consideration by the AUCCCTC at its next meeting. The Proponent shall be invited to speak at the meeting.
2. Where the proposal is recommended by a majority of members, it shall advance to the Senate.

Step 4: The proposal is approved by Senate.

1. The proposal is submitted as a motion before Senate. Notice of the motion shall be given at the meeting prior to the meeting where the motion will be considered. The Proponent shall be invited to speak in favor of the motion.
2. Where the motion is to create or transfer an Academic Unit, approval shall require a simple majority of Senate. Where the motion is to consolidate or close an Academic Unit, approval shall require a two-thirds majority of Senate.
3. Where the motion is approved, it shall be submitted to the Board of Governors.

Step 5: The proposal is submitted to the Board of Governors.

1. For Information: If the proposal does not require additional finances or facilities, the Board of Governors will be notified of Senate's decision.
2. For Approval: If the proposal requires additional finances or facilities, the full proposal will be submitted to the Board of Governors for approval.

Notes on Process:

1. In making its recommendation, the AUCCCTC shall consult with the Proponent, faculty, staff, and students of relevant Academic Units and Programs, the Chairs of relevant Curriculum Committees (both at the Faculty Council and Senate levels), as well as any other bodies or individuals it deems necessary. This may include the Acadia Student Union, the Acadia University Faculty Association, and alumni groups.
2. When a Decision-Making Body recommends a proposal, it may provide a full rationale. When a Decision-Making Body declines to recommend a proposal, it shall provide a full rationale. These rationales shall be public and reviewable by all members of the university.

Appeals Process

1. Where either the Academic Unit or the relevant Faculty council declines to recommend a proposal, the Proponent shall have thirty (30) days following receipt of the Body's rationale to make an appeal.
2. This appeal shall be made to the Academic Program Review Committee for consideration at its next scheduled meeting. The APRC shall follow the same voting process it uses in its evaluation of Academic Program reviews. Only the dean in whose Faculty the Academic Unit(s) is housed may participate in the vote.
3. In reaching its decision, the APRC shall solicit comment from the Proponent and the Body that declined to recommend the proposal.
4. If at least forty (40%) percent of the voting members of the APRC vote to uphold the appeal, the proposal shall advance for consideration by the Decision-Making Body immediately superior to the Body that declined to recommend the proposal.
5. The APRC shall provide a full rationale for its decision, which it shall provide to the Proponent, the Body that declined to recommend the proposal, and the superior Body before which the proposal now sits.
6. No more than one appeal of a proposal may be filed. Should two Decision-Making Bodies decline to recommend a proposal, the proposal shall be deemed rejected. Decisions of the AUCCCTC and Senate may not be appealed.

Academic Unit Creation, Consolidation, Closure, and Transfer Committee (AUCCCTC)

Type: Standing

Duties: To make recommendations to Senate on the creation, consolidation, closure, and transfer of Academic Units. The AUCCCTC shall keep a full record of its deliberations, which it shall provide to the Senate as part of its annual report.

Membership: (14)

1. Two FA faculty
2. Two FPAS faculty
3. Two Prof. St. faculty
4. One Librarian/Archivist faculty
5. One IDST faculty
6. Deans x 4 (ex officio)

7. VPA/Provost (ex officio)

8. One student

The Committee shall elect its own Chair.

Quorum: 11 members. Quorum shall include at least one faculty representative from each of the three Faculties.

Procedures for appointment of faculty: Nominated and elected from within each faculty.

Procedures for appointment of student: Appointed by the Student Representative Council.

Draft Senate Policy on Suspension of Student Admissions

Suspension of student admissions into an Academic Program, or any other measures designed to limit the acceptance of new students into an Academic Program other than those imposed at the request of the Head of the Academic Unit that offers the Program, requires the approval of Senate. Suspension may be for a period of up to twelve (12) months and is renewable.

As part of its annual report to Senate, the Admissions and Academic Standing (Policy) Committee, shall provide a list of all Programs into which student admissions are currently suspended, as well as the date when each suspension is scheduled to expire.

A proposal to suspend admissions and similar measures may be made by any faculty member with a continuing appointment. Proposals may be made on an emergency basis and a non-emergency basis. Emergency suspensions shall be for a bona fide emergency only, such as for the safety and security of students or employees, damage or threat of damage to university facilities, loss of Program accreditation, or some similar reason.

Senate rules on the academic standards required for admission into a Program, such as a minimum GPA, does not fall under this policy.

Principles of Proposal Construction

The proposal must include the following information:

- a. A description of the suspension, including how admissions will be limited, any caps on overall student numbers, etc.
- b. The start date and end date (if known) of the proposed suspension.
- c. A compelling justification for the suspension.
- d. The process of consultation undertaken by the Proponent with respect to affected students, faculty, staff, employer partners, community partners, and others. Where an affected party was not consulted, this should be noted and justified in the proposal.
- e. A plan for communicating the suspension to affected parties.

The justification must take account all of the following considerations:

- a. Impacts on Students: There must be a clear implementation plan to support existing students within the Program, as well as a plan to support new students admitted into the Program once the suspension is terminated.
- b. Impacts on Faculty: There must be a clear implementation plan to support existing faculty who contribute to the Program.

- c. Impacts on Other Programs and Units: There must be a description of how the suspension will affect other Academic Programs and Units and what steps, if any, will be taken to mitigate its negative impact.
- d. Other Possibilities Considered: There must be a description of other possibilities explored or considered, as well as a comparison of their benefits and drawbacks to the approach proposed.
- e. Proponents should be particularly attentive to disparities in power among the interest holders consulted when developing the proposal, including (but not limited to) dissenting opinions, the impacts on equity-deserving groups, and the effects of structural authority.

Suspension of Student Admissions Process (non-emergency)

- Step 1. The proposal is recommended by a majority of the Admissions and Academic Standing (Policy) Committee. The Proponent shall be invited to speak in favor of the proposal. The Committee shall provide a rationale for its recommendation to Senate.
- Step 2. The proposal is submitted as a motion before Senate. Notice of the motion shall be given at the meeting prior to the one where the motion will be considered.
- Step 3. The motion is approved by a majority of Senators.

Suspension of Student Admissions Process (emergency)

- Step 1. A majority of members of the Senate Executive Committee, acting on an emergency basis and without the approval of Senate, votes to suspend student admissions into an Academic Program for a period of up to sixty (60) days or until the next meeting of Senate, which ever comes first.
- Step 2. Notice of the suspension, as well as a rationale by the Committee, shall be given at the next meeting of Senate. Where any individual wishes to continue the suspension, they must follow the non-emergency process outlined above.