

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, October 8, 2025.

A meeting of the Senate of Acadia University occurred on Wednesday, October 8, 2025, beginning at 4:02 PM, with Chair A. Kiefte presiding. The meeting took place virtually using Microsoft Teams.

Chair A. Kiefte noted that a quorum had been reached and called the meeting to order.

Approval of Agenda

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

MOTION TO APPROVE THE AGENDA CARRIED.

Approval of Senate Meeting Minutes

Motion to approve the Senate Meeting Minutes of September 8, 2025. Moved by D. Benoit and seconded by Y. Jawad.

The Chair noted one formal abstention.

MOTION TO APPROVE THE SENATE MEETING MINUTES CARRIED.

Approval of the Fall Graduands

Motion to approve the October 2025 list of Graduands. Moved by E. Callaghan and seconded by D. Benoit.

MOTION TO APPROVE THE OCTOBER 2025 LIST OF GRADUANDS CARRIED

Enabling Motion

A. Cunsolo read the Enabling Motion.

Motion to approve the Enabling Motion. Moved by A. Consolo and seconded by L. Carlsson.

L. Carlsson sought clarification on the timeline, noting the Enabling Motion mentioned April but the graduates in question would be participating in the October ceremony.

A. Kiefte clarified that the Enabling Motion always references April for the fall graduands and September for the spring one, since those correspond to the meetings right before the meeting dates in May and October when more complete graduand lists are normally approved by Senate. The motion allows the University to confer degrees outside those times when needed, for example, for licensure, Graduate school admission, or employment, with the understanding that any such conferrals are later reported to Senate.

L. Carlsson thanked A. Kiefte for the clarification.

A. Kiefte added that Acadia no longer holds a routine October convocation, which was discontinued around fifteen years ago. Approving graduand lists in October is traditionally linked to the October convocation, but we keep this graduand list approval for program cohorts and individuals who complete their degrees in the summer, particularly groups such as B.Ed. and graduate students. For this year, the upcoming ceremony is solely a celebration for 2020 and 2021 graduates who couldn't cross the stage due to COVID restrictions, not an official conferral of new degrees. She noted that a separate discussion about possibly reinstating a fall convocation will occur later in the agenda.

MOTION TO APPROVE THE ENABLING MOTION CARRIED

There was a round of applause, and congratulations were extended to the Graduates.

Consent Calendar Items

Motion to receive the Consent Calendar Items. Moved by Y. Jawad and seconded by O. Jacob.

Announcements and Communications

Chair

Chair A. Kiefte began by welcoming guests I. Beaton and S. Singleton, who attended to provide input on Committee matters related to their work. She also noted regrets from Z. Whitman, D. Kruisselbrink, H. Williams, A. Robbins, and S. Fleckenstein, and noted that L. Carlsson and J. Richard would leave early, while K. Brenton and N. D'Amato would be arriving late.

A. Kiefte noted that the Acadia University Faculty Association and the Board of Governors had reached a tentative Collective Agreement, pending final signing. She noted that several sections of the new Collective Agreement reference Senate committees, such as course and teaching assessment. She said that she would review the Collective Agreement and contact the relevant committee chairs to flag these responsibilities, and could provide a written update at the November meeting if desired. She invited any questions or concerns from Senators.

President And Vice-Chancellor Report to Senate

Summary of discussion:

- **Convocation & Homecoming:** A special convocation for 2020–2021 grads will be held during Homecoming, with 200 attendees expected. Faculty were encouraged to attend. A list of graduates will be shared.
- **Listening Sessions:** Two in-person sessions (Oct. 15 & 23) and one online session planned to gather community feedback on institutional change. Sessions will not be recorded but may have topic summaries. Promotion is underway.
- **Protest Policy:** The policy was withdrawn due to confusion and student concern, despite initial intentions to affirm protest rights. Other policies (e.g., safety, discrimination) remain in effect. Suggestions were made to issue a simple rights-affirming statement instead.

J. Hennessy reported that next week's Homecoming will include a Fall Convocation for students who graduated in 2020 and 2021 but didn't have a convocation ceremony due to the pandemic, with about 200 expected to return with their families. Faculty were invited to participate in the event. He added that a wall-breaking ceremony will mark the start of renovations to the Student Union Building. He also announced two upcoming in-person listening sessions, one on October 15 at 11:00 a.m. and one on October 23 at 1:00 p.m. in Fountain Commons, to gather community feedback on the pace of institutional change and to help maintain trust and engagement. An online session will follow for those unable to attend in person.

E. Curry raised a question from the Math and Statistics Department, asking if a detailed list of graduates attending convocation could be shared so they could confirm whether any of their students would be present.

J. Hennessy encouraged Faculty to attend the ceremony regardless of whether their own students were participating and noted that he did not have access to the graduate list. He deferred the question to the Registrar's Office and noted that D. Duke might also have relevant information.

D. Duke said the convocation program with all graduates' names had been finalized and could be shared publicly. He offered to post the list so departments could check whether their students are included, unless there was an objection from the Registrar.

M. Bishop confirmed that the convocation list could be shared.

A. Kieft thanked E. Curry for raising the question, noting that she had just emailed the President's Office with the same question about the convocation list on behalf of her own unit.

D. Seamone said she recalled hearing that there would be an online option for those unable to attend the in-person Listening Sessions and asked if any record or summary of

the discussions from all sessions would be shared so participants could stay informed about what was covered in the others.

J. Hennessy said the listening sessions will not be recorded or summarized, as they are intended to be open conversations and documenting them could limit discussion. He noted that an online session will be scheduled for those unable to attend in person.

D. Seamone suggested that even if the Listening Sessions aren't recorded, it would be helpful to share a simple list of discussion topics from each session so others can see what was covered.

Z. Cam asked whether the upcoming on-campus sessions were expected to attract more students, faculty, or staff, and whether the discussions would focus on casual student-life topics or take a more academic direction.

J. Hennessy explained that while he did not want to prejudge what topics people might raise, he anticipated that discussions might focus on current issues such as Bill 12, the bilateral agreement, Schedule H, and the One-Stop Shop, given the pace of change and resulting uncertainty. He noted that all topics were welcome and hoped many students would attend. The first session was set during Study Week to reduce class conflicts, with another planned for the following week. He added that these gatherings were meant to help him reconnect with students, faculty, and staff and better understand how people were feeling across the university community.

Y. Jawad asked whether there were plans to promote the sessions or advertise them in some way to ensure students were aware they would be taking place during Homecoming and the study week.

J. Hennessy confirmed that a communication was nearly finalized to promote the sessions. He explained that it would be an omnibus message including information about Study Week, Thanksgiving Monday, and Convocation, and noted that it was expected to be released soon.

D. Seamone raised a concern that the Faculty Council had received notice that the Protest Policy had been withdrawn. She acknowledged that the matter fell under the Faculty Council rather than Senate, but observed that it affected some academic programs focused on activism. She asked whether the withdrawal would be announced publicly so it could be shared more widely with students and the broader community.

J. Hennessy said he was still considering how to communicate the withdrawal of the Protest Policy, explaining that it had been intended to affirm the University's support for peaceful protest but was misunderstood and caused unnecessary concern among students. He noted that while the policy had been useful in protecting the University from external pressure to limit protests, it was ultimately rescinded because it was creating more confusion than benefit.

J. Sachs suggested that rather than withdrawing the Protest Policy entirely, the University could issue a brief statement affirming that protests are welcome and that students, faculty, and community members have the right to express themselves in accordance with the Charter. He noted that similar protections already appear in faculty collective agreements and proposed that a simple affirmation of Charter rights, with reasonable limitations for safety, might effectively address the issue.

J. Hennessy said the University's approach had aligned with J. Sachs's suggestion, explaining that the Protest Policy was created in response to 2024 campus demonstrations but later revised with input from the ASU to remove restrictive language. Despite these changes, the policy continued to cause confusion and concern, particularly among students and faculty, so it was ultimately withdrawn as it was seen to do more harm than good.

Z. Cam asked that if any official communication about the Protest Policy were shared, the ASU be informed in advance so they could post their own brief update, highlighting the policy's progress and acknowledging the previous year's student team for their work on the amendments.

J. Hennessy agreed that the ASU sharing the update would be an appropriate way to communicate the change. He praised the strength of the student advocacy behind the policy revisions, saying it demonstrated how student engagement could lead to real change, and added that it might be clearer and more effective for the ASU to share the message rather than issuing a formal University announcement.

M. Ramsay expressed concern that withdrawing the Protest Policy might create confusion about the scope of individual rights to protest on campus. He questioned whether the administration still supported the parameters outlined in the former policy or if its removal might lead people to believe they had broader rights than they actually did.

J. Hennessy explained that the original policy's limitations were already addressed through other policies, such as those on harassment, discrimination, safety and security, which remain in effect. Most restrictions, like limits on protest timing, had been removed after student feedback, leaving the policy largely affirming rather than restrictive. The policy mainly constrained his ability to intervene in protests, which he had no intention of doing, and noted that peaceful protest is part of the academic experience. While larger universities faced external pressure to disperse protests, Acadia had not encountered such issues and that small, occasional demonstrations on campus were welcome.

M. Ramsay observed that, given the remaining content overlapped with existing University Policies, it seemed that what was left of the Protest Policy had effectively become redundant.

J. Hennessy replied that the policy wasn't entirely redundant, as it had formally affirmed a value not protected by law. He noted that while Acadia still upholds this principle as a Charter-based value, it carries less weight now that it is no longer written into policy.

A. Kiefte reminded members that the agenda was full and suggested wrapping up the discussion on the President's announcements to allow time for other items.

K. Ashley agreed that the discussion should pause, noting it was occurring under the Consent Agenda. She suggested that if members wished to continue the conversation, it could be added as a separate item on a future Senate Agenda.

A. Kiefte proposed adding the topic to the November Senate agenda if follow-up was needed.

E. Curry supported deferring the discussion to November and suggested that if the ASU believed a policy would be useful, they could propose one. Acadia should not take a hands-off approach but instead work collaboratively with protest organizers to address any health or safety concerns, ensuring educational engagement rather than enforcement.

J. Hennessy clarified that while Senate could affirm the academic value of protest, operational policies like health and safety fall outside its scope. He added that Senate might instead pass a resolution supporting protest as part of the academic experience.

Provost and Vice-President Academic Report to Senate

Summary of discussion:

- The Academic Unit Reorganization Policy may come to Senate in November; Institutional Quality Assurance Policy is still in early development.
- Schedule H Review: Concerns were raised about limited faculty involvement and anonymity in the self-categorization process; It was noted that it is collaborative, with no top-down decisions being made.
- Any resulting academic changes will go through proper Senate channels like the Curriculum Committee or APRC.
- Changes will be unit-driven; the review committee will not impose outcomes.

A. Cunsolo stated she had no further updates besides what was sent in her report and wished everyone a Happy Mi'kmaw History Month.

E. Curry asked when the Academic Policy Review, including the Academic Unit Reorganization Policy, Institutional Quality Assurance Policies, and academic components of the overall policy framework, would be brought forward for review and approval.

K. Ashley explained that the Institutional Quality Assurance Policy would take six months to a year to complete and would not be ready in time for the MPHEC institutional review, though a draft outlining its direction might be available. She added that the Academic Unit Reorganization Policy had been reviewed twice by Senate Executive and would next undergo scenario testing before being presented to Senate, likely at the November meeting.

D. Seamone expressed concern that the academic self-categorization process under Schedule H included only administrators, questioning the confidentiality rationale for excluding faculty. She also objected to meeting solely with department heads, saying it created a more hierarchical process and that the lack of anonymity could undermine community building.

A. Cunsolo sought clarification on which aspect of the process D. Seamone felt was affected by the lack of anonymity.

D. Seamone explained that the anonymity of the Ideas Survey can weaken accountability and community, as open discussion requires individuals to stand by their views. She said speaking openly fosters genuine engagement, while anonymity can obscure responsibility and amplify other forms of power.

A. Cunsolo clarified that the Schedule H Review Committee was administrative, not solely for confidentiality reasons, but because it was inappropriate for faculty to evaluate other faculty's categorizations. Faculty had written the self-categorizations, were actively engaged through biweekly meetings with Heads and Directors, and would remain involved as the process evolved. Starting with Department Heads was appropriate, given their leadership roles and knowledge. She added that the review was ongoing and collaborative, with significant effort and care from the Deans and Administrative Team, noting Acadia's process was more connected than at many other universities. Regarding the ideas survey, anonymity was deliberately chosen to encourage open and creative input without fear of retribution, though participants could sign their names if they wished. Results would be shared transparently as ideas were developed and brought forward to Senate.

E. Curry noted that the academic program categorization process overlapped with work by Senate Committees, such as the APRC and the two Senate Curriculum Committees, which had held a joint meeting in the spring to discuss related topics. She asked how the categorization process connected to, overlapped with, or complemented the work of those Senate bodies.

A. Cunsolo explained that while the self-categorization discussions were occurring outside Senate Committee processes, any resulting outcomes would move through the appropriate Senate bodies, such as the Curriculum Committee or APRC, for review and approval.

J. Sachs asked for clarification on how the process would unfold, suggesting his understanding was that Administrators would review the self-categorization forms and then make recommendations to the relevant Senate Committees. He sought confirmation on whether those committees would receive only the recommendations rather than the underlying information provided by academic units.

A. Cunsolo clarified that no recommendations were being made to Senate Committees at this stage and that J. Sachs's understanding was missing key elements of the process. She

explained that the discussions with academic units were collaborative, aimed at strengthening programs and protecting them from potential government-imposed decisions under Schedule H. Each unit would determine its own path and timeline, and when ready, any proposed changes would proceed through the appropriate Senate processes. She noted that the current focus was on dialogue and collective problem-solving, not on producing formal recommendations.

J. Sachs acknowledged he had misunderstood the process and sought clarification, asking whether, following discussions between Administrators, Heads, and units, the units themselves would bring any proposed program changes or eliminations to the Curriculum Committee for consideration and action.

A. Cunsolo confirmed that this was partly correct, explaining that units choosing to propose curriculum changes or new programs would bring them to the Curriculum Committee, while other types of outcomes might follow different Senate pathways. She stated that the process was not linear and would vary by unit, with all actions proceeding through the appropriate Senate channels when ready.

J. Hennessy stressed that Acadia must submit a government report tied to significant funding under Schedule H and urged thoughtful participation to balance government expectations with Acadia's academic strengths. He said the priority was to protect the university's critical knowledge areas and warned that refusing to engage could invite government intervention.

E. Curry sought clarification on whether departments could be told that any changes arising from the current process would be unit-driven or externally imposed, and that the self-categorization committee itself would not be making recommendations for change.

A. Cunsolo clarified that the committee would not be making determinations but would engage units in discussions about their submissions, exploring possible pathways, opportunities, and concerns. She emphasized that some change is expected and that the process is iterative and collaborative, with ongoing dialogue aimed at preserving people and critical knowledge at Acadia as units continue to evolve their ideas.

E. Callaghan asked whether the government might still influence university decisions indirectly, citing residence capacity as an example. She recalled an earlier discussion where filling residence spaces was described as a key government metric affecting how much oversight Acadia might face and noted that recent reports showed residence occupancy had declined slightly from the previous year.

J. Hennessy explained that residence capacity falls under a separate part of the bilateral agreement, not Schedule H. The university must reach 90% occupancy or improve by about 5% within a year to avoid a funding holdback, though this requirement is unrelated to the academic review process.

A. Kiefte noted the time was now 5:05 p.m. and, unless there were any urgent questions for the Provost, she suggested moving on to the next agenda item.

E. Curry thanked A. Cunsolo for her earlier explanation and requested that the helpful breakdown of how various reports from her portfolio are organized be included in meeting materials each month as a reminder.

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 Student 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

A. Kiefte reminded everyone that the reports were part of the consent agenda, meaning they were to be reviewed in advance and not presented in full during the meeting. She explained that the purpose was to address any questions or clarifications.

Academic Planning Committee

J. Slights asked about the APC's plan to explore amalgamation with the Academic Program Review Committee. She expressed surprise at the proposal, noting that the

APRC was already working at full capacity and still managing a backlog from the previous year, and asked for clarification on how combining the two committees would be feasible.

A. Cunsolo explained that discussions about possibly merging the APC and the APRC were still preliminary and ongoing, with no decisions made. She said the goal was to explore ways to improve information flow, streamline processes, and address workload concerns, noting that while APRC handles extensive review work, greater coordination with APC could provide a fuller view of program development. She emphasized that both committees had agreed to continue the conversation, though no specific outcome was guaranteed.

J. Sachs pointed out a minor error in the report, noting that on page 26, item 4, the text stated the APRC would continue discussions “with APRC”, which he assumed should read “with APC,” and asked that the correction be made.

A. Kiefte confirmed with A. Cunsolo that she and S. Pineo could correct this in the agenda and minutes.

Academic Program Review Committee

There were no questions or comments.

Admissions & Academic Standing (Policy) Committee

There were no questions or comments.

Board of Open Acadia

There were no questions or comments.

Curriculum Committee (Administrative)

J. Sachs raised a question about the Curriculum Committee (Administrative) report, noting that the appendix listed several delivery modes, such as in-person, online (synchronous and asynchronous), hybrid, and HyFlex. He noted that not all of these formats are currently recognized under the Collective Agreement, which restricts online or hybrid teaching to certain conditions, such as Open Acadia offerings or approved accommodations. He suggested that Senate or its Committees might need to examine this issue further, as it could warrant future policy discussion or referral to the joint Committee of the Board and AUFA.

E. Curry clarified that the list of delivery modes in the policy was included only for definitional alignment with MPHEC terminology. She added that it did not imply Acadia currently uses or recognizes all those modes but simply ensured a consistent understanding of the terms.

Curriculum Committee (Policy)

There were no questions or comments.

Faculty Support Committee

There were no questions or comments.

Graduate Studies Committee

There were no questions or comments.

Honours Committee

There were no questions or comments.

Senate Research Committee

There were no questions or comments.

Scholarships, Prizes and Awards Committee

There were no questions or comments.

Timetable, Instruction Hours and Examination Committee

D. Duke shared a concern from a faculty member regarding students with accommodations for extended test time, noting that these extensions can overlap with other scheduled classes and cause attendance conflicts. He asked the Timetable, Instruction Hours and Examination Committee to consider this issue as part of its ongoing discussions about tests and major assignments in the final days of the term.

M. Bishop said he did not have an answer to the concern and asked whether the faculty member had suggested a possible solution.

D. Duke replied that the faculty member had proposed a solution but was mainly concerned about the broader issue, noting it appeared to be a recurring problem affecting multiple cases.

M. Bishop said that if the faculty member had a recommendation or proposed solution, they were welcome to share for consideration by the committee.

A. Kiefte suggested that M. Bishop and I. Beaton contact the Disability Policy Committee about this particular issue, noting that accommodations-related scheduling

concerns likely overlap with both the work of the Disability Policy Committee and the work of the Timetable, Instruction Hours and Examination Committee.

J. Fowles asked for clarification on whether D. Duke's concern referred to tests and accommodations during regular class time or to final exams.

D. Duke clarified that the concern involved tests held during the term, where students receiving extra time accommodations were missing subsequent classes.

D. Benoit noted that Senate had discussed similar issues a few years earlier regarding exams held outside regular class times. He suggested the Committee review those past minutes, as they addressed concerns about how one student's accommodation in one course can inadvertently affect attendance and workload in another.

I. Beaton asked if D. Benoit could recall which year the previous Senate discussion on this issue took place to help locate the relevant minutes.

D. Benoit replied that the topic had come up over several meetings a few years ago but couldn't recall the exact dates. He said he would look for the relevant minutes and forward them to I. Beaton and D. Duke.

CONSENT CALENDAR ITEMS RECEIVED

New Business

Motions from Senate Graduate Studies Committee

Motion 1: Motion that the reinstatement of former graduate degree students policy be approved as submitted. Moved by E. Narinoglu and seconded by K. Ashley.

K. Ashley explained that the motion concerned readmission and reinstatement of Graduate students. She said the revised language aimed to reflect supervisors' increasing flexibility toward students who pause their studies for medical, personal, or family reasons. She emphasized that reinstatement would not be automatic and that students might still need to retake courses if significant time had passed.

A. Kiefte confirmed with K. Ashley that the proposed motion would fully replace the existing policy language on the readmission of former students with the new version.

M. Bishop asked about the university's obligations under the revised policy if a student were absent for up to three and a half years. He raised concerns about potential changes in supervision or faculty departures during that time and questioned whether the university would be required to provide continued support and maintain the student's program and IT access while they were away.

K. Ashley responded that a student's program would not remain active during an extended absence and that the university's obligations would depend on individual circumstances. She explained that if a supervisor retired and no suitable replacement were available, the student might not be eligible for reinstatement, emphasizing the importance of clearly communicating to students that reinstatement is not guaranteed when they choose to step away.

K. Hillier asked how the revised policy would apply to students who were withdrawn from their program for failing to produce an acceptable thesis, questioning whether it would allow such students to be readmitted after a period of time.

K. Ashley said that type of situation had not been specifically discussed in the context of this policy but clarified that the policy would not automatically apply. She explained that reinstatement in such cases would depend on the supervisor and department's decision regarding whether to readmit the student to the program.

J. Fowles noted that extending the readmission window from one semester to four years might create ambiguity about support and supervision for returning students. He suggested adding language to the policy to clarify expectations, such as ensuring an available supervisor and program capacity, so that the process is clear before a formal reapplication is required.

K. Ashley said she could bring the suggestion back to the committee but noted that some flexibility was intentional. She explained that the previous policy had been too rigid, particularly for students who withdrew for medical reasons, and the revised version aimed to better accommodate individual circumstances. She added that the policy would not apply to longer programs, such as the part-time MEd or PhD in Education, which already follow extended timelines.

MOTION CARRIED

Motion 2: Motion that the revisions to the Graduate Application Retention Policies be approved as submitted. Moved by K. Ashley and seconded by E. Bettenson.

K. Ashley explained that the motion concerned the retention of student information within Slate, the Graduate Admissions system, rather than student retention itself. She said the proposed changes simply clarified what personal data would be deleted and when, adding that the new language would supplement rather than replace the existing policy.

A. Kiefe asked whether the policy on data retention in Slate appeared in the academic calendar or was documented elsewhere, such as on the Graduate Studies website or in internal graduate studies materials.

K. Ashley replied that the policy was primarily located on the Graduate Studies website, as it governed how applicant data was stored and deleted. She noted that some related

information might also appear in the academic calendar but would need to confirm, since the discussion on this policy had occurred about a year earlier.

A. Kiefte confirmed that the motion added to rather than replaced existing language, and clarified that the updates would apply wherever the policy was currently documented.

MOTION CARRIED

Motions from the Academic Program Review Committee

1. Motion that Senate receive the APRC Response and Report to Senate for the Economics program.
2. Motion that Senate receive the APRC Response and Report to Senate for the Mathematics and Statistics program.
3. Motion that Senate receive the APRC Progress Report to Senate for the Chemistry program.

A. Kiefte proposed that Senate consider the three Motions from the Academic Program Review Committee together as a single motion rather than voting on each individually and asked if Senators were comfortable proceeding that way.

Motion: Motion to receive the three reports from the Academic Program Review Committee. Moved by Z. Cam and Seconded by J. Oliver.

A. Kiefte welcomed S. Singleton and invited her to speak on the reports.

S. Singleton stated that the APRC had reviewed and responded to each report individually. She said she was happy to answer any questions or consult with APRC Committee members if needed.

J. Slight said she wanted to confirm she had all the correct information, noting that the Chemistry report appeared to be missing an APRC comment and asking whether that was intentional or an oversight.

S. Singleton clarified that the APRC's feedback on the Chemistry report was provided as a summary comment at the end of the document rather than alongside individual sections.

A. Kiefte confirmed that the summary comments from the APRC could be found on pages 79 and 80 of the Senate materials.

E. Curry noted that her department, which was included in one of the reports, had discussed shared challenges related to limited resources and planning constraints. She said the issue would likely need to be revisited after Bill 12 is resolved and suggested it was something administrators should begin considering for future institutional planning.

K. Ashley commended the APRC for its essential role in supporting Senate's oversight of academic matters, noting that the review process was functioning effectively and

providing valuable feedback to units. She thanked S. Singleton, the APRC, and the reviewed departments for their thorough participation and for offering insight into both current challenges and future goals.

MOTION TO RECEIVE REPORTS CARRIED

Discussion item: Reactivation of Fall Convocation beginning in 2026. (Information/Rationale provided by TIE)

A. Kiefte introduced the next agenda item, a discussion on reactivating fall convocations starting in 2026, and noted that background information and rationale were included on page 52 of the TIE Committee's report. She welcomed I. Beaton, attending as a guest representing the committee, and invited him to speak to the item.

I. Beaton explained that the proposal to reinstate fall convocation stemmed from discussions in the TIE Committee, originally raised by the Registrar. He noted that Fall Convocation had been discontinued in 2009 but that there was now renewed demand, particularly with the first cohort of the Nursing Program and Education students expected to graduate in fall 2026. He added that a Fall ceremony could also help ease crowding at the May convocation, especially within the Faculty of Professional Studies. The plan envisioned a single fall ceremony for all faculties held in conjunction with Homecoming weekend.

M. Bishop explained that the idea originated from the Convocation Committee's post-event debrief, where members reviewed ways to improve future ceremonies. He noted that while Acadia had alternated between holding and discontinuing Fall Convocations in the past, the current situation was different because the number of fall graduates, now consistently between 250 and 300, was expected to remain stable. This included roughly 100 B.Ed. students, 40 Nursing graduates, and additional Undergraduate and Graduate students completing their programs between August and October. He said this steady demand provided a strong rationale for reinstating a permanent Fall Convocation, which was then brought to the TIE Committee for discussion.

A. Kiefte asked whether there had been any discussion or interest in allowing students graduating in May to choose between participating in the May or October convocation. She suggested this flexibility could benefit those with summer work commitments or for whom a fall celebration might be more convenient.

M. Bishop stated that students could be given the option to participate in either the May or October ceremony if Fall Convocation were reinstated, noting that fall graduates already have the choice to join the May ceremony.

Z. Cam expressed strong support for reinstating Fall Convocation, saying it was one of the best developments she had heard since starting her role. She noted that many students found it discouraging to wait until May to celebrate their fall graduation and that the change would help maintain their excitement and sense of accomplishment.

K. Hillier agreed there was clear demand for a Fall Convocation but asked how much it would cost the University and whether adding a second ceremony would significantly increase overall expenses.

J. Hennessy said holding an additional convocation would add some costs for staffing, catering, and honorary degrees, but not enough to be prohibitive. He supported the idea overall but noted timing would need careful consideration, as Homecoming currently overlaps with study week.

C. Haigh expressed strong support for reinstating fall convocation, noting that many students, especially in Professional Studies, complete their programs over the summer and currently wait months to celebrate formally. She said while some programs hold informal acknowledgments, a fall ceremony would offer a meaningful, university-wide opportunity for recognition.

J. Hayes asked about the original reasons for discontinuing fall convocation in 2009, wondering whether it had been due to low demand or if other factors had influenced the decision that might still be relevant today.

A. Kiefte noted that the meeting was nearly at its scheduled end and suggested either continuing the discussion briefly or revisiting it later.

M. Bishop responded that, according to the 2009 minutes, Fall Convocation had been discontinued primarily due to low participation from students and faculty, as the demand at that time did not justify holding a separate ceremony.

J. Hennessy agreed, noting that Fall Convocation was previously discontinued due to low attendance and cost concerns, but said the current circumstances, with higher and more consistent fall graduate numbers, made reinstating it more viable.

A. Kiefte noted the time and stated that the Fall Convocation topic was a discussion item only and, if it moved forward, it would return to Senate as a formal Motion within the Academic Calendar dates.

Other Business

There was no further business.

Adjournment

Motion to adjourn by J. Hayes.

A. Kiefte thanked everyone for attending and wished everyone a great week.

S. Pineo,
Recording Secretary of Senate and University Secretary

October 2025 Graduate List			
Chosen Last Name	Chosen First Name	Academic Program	Degree
Jardine	Harry	BA.ECON	Bachelor of Arts (Economics)
Nightingale	Graham	BA.ECON	Bachelor of Arts (Economics)
Marshall	Megan	BA.ENGL.COOP	Bachelor of Arts (English) with Cooperative Education
Sheppard	Karley	BA.ESST	Bachelor of Arts (Environmental and Sustainability Studies)
Shankle	Jai	BA.SOCI	Bachelor of Arts (Sociology)
Lecky	Wilson	BASC	Bachelor of Applied Science
Bhadana	Avdresh	BBA	Bachelor of Business Administration
Fougere	Collier	BBA	Bachelor of Business Administration
Wang	Yuanhao	BBA	Bachelor of Business Administration
Belliveau	David	BBA.BTM	Bachelor of Business Administration (Business Technology Management)
Kelleher	Ben	BBA.FINA	Bachelor of Business Administration (Finance)
Ennis	Ethan	BBA.FINA.COOP	Bachelor of Business Administration (Finance) with Cooperative Education
Mian	Becca	BCD.ESST.COOP	Bachelor of Community Development (Environmental and Sustainability Studies) with Cooperative Education
Sohail	Saim	BCS	Bachelor of Computer Science
Lakosha	Abdul	BED.SECO	Bachelor of Education (Secondary Education)
Roach	Sarah	BKIN	Bachelor of Kinesiology
Coventry	Abigail	BM	Bachelor of Music
Foulds	Kyra	BM	Bachelor of Music
Wheeler	Amelia	BM	Bachelor of Music
Downs	Zach	BSC.BIOL	Bachelor of Science (Biology)
Manifold	Naomi	BSC.BIOL	Bachelor of Science (Biology)
Pat-Ifon	Marita	BSC.BIOL	Bachelor of Science (Biology)
Nairn	Brea	BSC.CHEM	Bachelor of Science (Chemistry)
Sheel	Maggie	BSC.PSYC.COOP	Bachelor of Science (Psychology) with Cooperative Education
Campbell	Natalie	BSCH.BIOL	Bachelor of Science with Honours (Biology)
Hawamdeh	Salma	CAS.INDE	Certificate In Applied Science
Sanford	Finn	CAS.INDE	Certificate In Applied Science
Kaur	Anchalpreet	CCS	Cert. in Computer Science
Woodin	Jocelyne	MA.ENGL	Master of Arts (English)
Brown	Gillian	MA.POLS	Master of Arts (Political Science)
Bottomley-Hubbard	Mikayla	MAK.RSRCH	Master of Applied Kinesiology
Matthews	Nikki	MAK.RSRCH	Master of Applied Kinesiology

Reid	Stephanie	MAT	Master of Arts in Theology
Batstone	Don	ME.COUN	Master of Education (Counselling)
Brown	Leah	ME.COUN	Master of Education (Counselling)
Clark	Aimee	ME.COUN	Master of Education (Counselling)
Crossan	Mark	ME.COUN	Master of Education (Counselling)
Daniels	Christine	ME.COUN	Master of Education (Counselling)
Doyle	Kate	ME.COUN	Master of Education (Counselling)
Dunbar	Brendan	ME.COUN	Master of Education (Counselling)
Hughes	Heather	ME.COUN	Master of Education (Counselling)
Hunt	Mitchell	ME.COUN	Master of Education (Counselling)
Iafolla	Vanessa	ME.COUN	Master of Education (Counselling)
MacLean	Pamela	ME.COUN	Master of Education (Counselling)
Malloy	Shauna	ME.COUN	Master of Education (Counselling)
Mapplebeck	Kevin	ME.COUN	Master of Education (Counselling)
McKinnon	Chad	ME.COUN	Master of Education (Counselling)
Peyton	Livia	ME.COUN	Master of Education (Counselling)
Ramsay	Suzanne	ME.COUN	Master of Education (Counselling)
Rozon	Greg	ME.COUN	Master of Education (Counselling)
Tiniakos-Doran	Delaine	ME.COUN	Master of Education (Counselling)
Chabot	Rachel	ME.GCS	Master of Education (Curriculum Studies)
George	Sue-Marie	ME.GCS	Master of Education (Curriculum Studies)
Houston	Alexander	ME.GCS	Master of Education (Curriculum Studies)
Marfoh	Anita	ME.GCS	Master of Education (Curriculum Studies)
McDonald	Andrew	ME.GCS	Master of Education (Curriculum Studies)
Yeboah	Stephen	ME.GCS	Master of Education (Curriculum Studies)
Archibold	Kea	ME.GCS.DAL	Master of Education (Curriculum Studies)
Tran-Roop	Pauline	ME.GCS.DAL	Master of Education (Curriculum Studies)
DeLory	Nicole	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Doucette	Marie	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Elliott	Mike	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Lycan	Sam	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
MacPherson	Carla	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Mainwaring	Simon	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Molnar	Dave	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Muirhead	April	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Murray	Carrie	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Myra	Marina	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Pulsifer	Crystal	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Richard	Brad	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Scott	Angela	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Smith	Derick	ME.GCS.OUTDR	Master of Education (Curriculum Studies)
Carew	Michael	ME.INCL	Master of Education (Inclusive Education)
Cordoba	Andrea	ME.INCL	Master of Education (Inclusive Education)
Forman	Jessie	ME.INCL	Master of Education (Inclusive Education)
Frellick	Colleen	ME.INCL	Master of Education (Inclusive Education)

Hall	Marissa	ME.INCL	Master of Education (Inclusive Education)
Davidson	Tyler	ME.LEAD	Master of Education (Leadership)
Spares	Stephanie	ME.LEAD	Master of Education (Leadership)
Boyd	Nolan	MSC.BIOL	Master of Science (Biology)
Creaser	Leah	MSC.BIOL	Master of Science (Biology)
Grewal	Asha	MSC.BIOL	Master of Science (Biology)
Rawson	Gemma	MSC.BIOL	Master of Science (Biology)
Dyall	Kaylee	MSC.PSYC	Master of Science (Psychology)
Heyland	Lindsay	MSC.PSYC	Master of Science (Psychology)
Manhas	Muskan	MSC.PSYC	Master of Science (Psychology)

Bachelor of Education August 2025			
Chosen Last Name	Chosen First Name	Academic Program	Degree
Adams	Leah	BED.SECO	Bachelor of Education (Secondary Education)
Allen	Shae	BED.SECO	Bachelor of Education (Secondary Education)
Annesty	Miranda	BED.SECO	Bachelor of Education (Secondary Education)
Arseneau	Jillian	BED.ELEM	Bachelor of Education (Elementary Education)
Baxter	Madison	BED.SECO	Bachelor of Education (Secondary Education)
Beals	Jalisa	BED.ELEM	Bachelor of Education (Elementary Education)
Beatty	Haley	BED.SECO	Bachelor of Education (Secondary Education)
Berrigan	Sarah	BED.ELEM	Bachelor of Education (Elementary Education)
Bish	Callum	BED.SECO	Bachelor of Education (Secondary Education)
Boudreau	Melissa	BED.SECO	Bachelor of Education (Secondary Education)
Brown	Graham	BED.ELEM	Bachelor of Education (Elementary Education)
Buchanan	Alicia	BED.ELEM	Bachelor of Education (Elementary Education)
Candelora	Alyssa	BED.ELEM	Bachelor of Education (Elementary Education)
Carty	Grace	BED.ELEM	Bachelor of Education (Elementary Education)
Chappus	Kyle	BED.SECO	Bachelor of Education (Secondary Education)
Chisholm	Abby	BED.ELEM	Bachelor of Education (Elementary Education)
Chisholm	Ben	BED.SECO	Bachelor of Education (Secondary Education)
Ciccone	Adrianna	BED.SECO	Bachelor of Education (Secondary Education)
Coleman	Anna	BED.SECO	Bachelor of Education (Secondary Education)
Comeau-Ouellette	Hannah	BED.ELEM	Bachelor of Education (Elementary Education)
Crowell	Victoria	BED.SECO	Bachelor of Education (Secondary Education)
Davies	Koko	BED.ELEM	Bachelor of Education (Elementary Education)
De Vaal	Catherine	BED.ELEM	Bachelor of Education (Elementary Education)
Dorman	Chris	BED.ELEM	Bachelor of Education (Elementary Education)
Doucette	Caitlyn	BED.ELEM	Bachelor of Education (Elementary Education)
Douglas	Hannah	BED.SECO	Bachelor of Education (Secondary Education)
Dufour	Eric	BED.SECO	Bachelor of Education (Secondary Education)
Dunnett	Ethan	BED.SECO	Bachelor of Education (Secondary Education)
Durling	Grace	BED.ELEM	Bachelor of Education (Elementary Education)

Elliott	Kameren	BED.SECO	Bachelor of Education (Secondary Education)
Farella	Max	BED.SECO	Bachelor of Education (Secondary Education)
Fernandez	Victoria	BED.ELEM	Bachelor of Education (Elementary Education)
Fyfe	Emma	BED.ELEM	Bachelor of Education (Elementary Education)
Gaudet	Ashley	BED.ELEM	Bachelor of Education (Elementary Education)
George	Cassidy	BED.ELEM	Bachelor of Education (Elementary Education)
Gould	Emily	BED.ELEM	Bachelor of Education (Elementary Education)
Gould	Zack	BED.SECO	Bachelor of Education (Secondary Education)
Grace	Victoria	BED.ELEM	Bachelor of Education (Elementary Education)
Hartline	Keller	BED.ELEM	Bachelor of Education (Elementary Education)
Hindmarsh	Kathryn	BED.ELEM	Bachelor of Education (Elementary Education)
Hird	Lauren	BED.ELEM	Bachelor of Education (Elementary Education)
Hopewell	Madi	BED.ELEM	Bachelor of Education (Elementary Education)
Jodrey	Emma	BED.SECO	Bachelor of Education (Secondary Education)
Jodrey	Lauren	BED.ELEM	Bachelor of Education (Elementary Education)
Kaizer	Lee	BED.SECO	Bachelor of Education (Secondary Education)
Kendall MacKenzie	Cynthia	BED.SECO	Bachelor of Education (Secondary Education)
King	Karlee	BED.ELEM	Bachelor of Education (Elementary Education)
Kinsman	Owen	BED.SECO	Bachelor of Education (Secondary Education)
Kowalyk	Taylor	BED.ELEM	Bachelor of Education (Elementary Education)
Lamb	Phoebe	BED.SECO	Bachelor of Education (Secondary Education)
Lawrence	Sarah	BED.SECO	Bachelor of Education (Secondary Education)
Lin	Lin Yan	BED.ELEM	Bachelor of Education (Elementary Education)
MacAloney	Alex	BED.SECO	Bachelor of Education (Secondary Education)
MacDonald	Jenny	BED.ELEM	Bachelor of Education (Elementary Education)
MacDougall	Declan	BED.SECO	Bachelor of Education (Secondary Education)
MacNeil	Emily	BED.SECO	Bachelor of Education (Secondary Education)
Marchand	Clarey	BED.SECO	Bachelor of Education (Secondary Education)
Marnitz	Bailey	BED.SECO	Bachelor of Education (Secondary Education)
Mason	Bryce	BED.SECO	Bachelor of Education (Secondary Education)
Mayo	Adam	BED.SECO	Bachelor of Education (Secondary Education)
Mejologbe	Valentine Olakunle	BED.SECO	Bachelor of Education (Secondary Education)
Mollins	Serenity	BED.ELEM	Bachelor of Education (Elementary Education)
Morrow	Simon	BED.SECO	Bachelor of Education (Secondary Education)
Moulton	Gabby	BED.ELEM	Bachelor of Education (Elementary Education)
Nicholson	Kate	BED.ELEM	Bachelor of Education (Elementary Education)
Nielsen	Maddy	BED.SECO	Bachelor of Education (Secondary Education)
Norris	Allie	BED.ELEM	Bachelor of Education (Elementary Education)
O'Reilly	Teagan	BED.ELEM	Bachelor of Education (Elementary Education)
O'Toole	Katherine	BED.ELEM	Bachelor of Education (Elementary Education)
Patey	Braeden	BED.ELEM	Bachelor of Education (Elementary Education)
Petrie	Lindsay	BED.ELEM	Bachelor of Education (Elementary Education)
Pinsent	Alexander	BED.SECO	Bachelor of Education (Secondary Education)

Pittman	Natalie	BED.SECO	Bachelor of Education (Secondary Education)
Pollock-Jordan	Sarah	BED.SECO	Bachelor of Education (Secondary Education)
Rafuse	Erica	BED.ELEM	Bachelor of Education (Elementary Education)
Randell	Mark	BED.SECO	Bachelor of Education (Secondary Education)
Ransom	Brynn	BED.SECO	Bachelor of Education (Secondary Education)
Richard	Savannah	BED.ELEM	Bachelor of Education (Elementary Education)
Robarts	Kate	BED.ELEM	Bachelor of Education (Elementary Education)
Routledge	Seth	BED.SECO	Bachelor of Education (Secondary Education)
Rowsell	Emma	BED.ELEM	Bachelor of Education (Elementary Education)
Saulnier	Evan	BED.SECO	Bachelor of Education (Secondary Education)
Schenkey	Lauren	BED.SECO	Bachelor of Education (Secondary Education)
Schurman	Noah	BED.SECO	Bachelor of Education (Secondary Education)
Springate	Leah	BED.SECO	Bachelor of Education (Secondary Education)
Surette	Hallie	BED.ELEM	Bachelor of Education (Elementary Education)
Tolliver	Taylor	BED.ELEM	Bachelor of Education (Elementary Education)
Tracey	Cam	BED.SECO	Bachelor of Education (Secondary Education)
Treutner	Gina	BED.ELEM	Bachelor of Education (Elementary Education)
Turner	Jillian	BED.ELEM	Bachelor of Education (Elementary Education)
Urquhart	Jamieson	BED.SECO	Bachelor of Education (Secondary Education)
Veinot	Janelle	BED.ELEM	Bachelor of Education (Elementary Education)
Wadden	Ashley	BED.ELEM	Bachelor of Education (Elementary Education)
Walker	Sarah	BED.SECO	Bachelor of Education (Secondary Education)
Weagle	Morgan	BED.SECO	Bachelor of Education (Secondary Education)
Wisener	Ashton	BED.ELEM	Bachelor of Education (Elementary Education)
Youssef	Zein	BED.SECO	Bachelor of Education (Secondary Education)

CINDICO October 2025		
Last_name	First_Name	Degree
Adebayo	Julius Idowu	Bachelor of Theology
Adebisi	Olamilekan Isaac	Bachelor of Theology
Adegbile	Israel Oludele	Bachelor of Theology
Adeleye	Maria Titilope	Bachelor of Theology
Adesodun	Adebayo Isaac	Bachelor of Theology
Adetutu	Peter Kayode	Bachelor of Theology
Agboola	James Ayotunde	Bachelor of Theology
Ajaka	Felix Adekunle	Bachelor of Theology
Akanbi	Oladele Caleb	Bachelor of Theology
Akilapa	Temitope Peter	Bachelor of Theology
Akinsode	Akinwale Emmanuel	Bachelor of Theology
Akinwaleodun	Damilola Samuel	Bachelor of Theology
Akolade	Oluwatimileyin Israel	Bachelor of Theology
Awodokun	Shola Olaniyi	Bachelor of Theology
Ayantunji	David Kunle	Bachelor of Theology
Babatunde	Theophilus Moses	Bachelor of Theology
Dada	Grace Temitope	Bachelor of Theology

Effiong	Emmanuel Eyo	Bachelor of Theology
Felix	Kehinde Tomide	Bachelor of Theology
Ibikunle	David Olushola	Bachelor of Theology
Iwasanmi	Abiodun Samuel	Bachelor of Theology
Lawal	Olusegun Oyejide	Bachelor of Theology
Odelabi	Kehinde Oladayo	Bachelor of Theology
Ogiribo	Emmanuel	Bachelor of Theology
Ogundepo	Paul Siyanbola	Bachelor of Theology
Ojelakin	Meshach Adeola	Bachelor of Theology
Ojo	Moses Olusanya	Bachelor of Theology
Ojo	Olusola Oluwaseye	Bachelor of Theology
Okandeji	Daniel Adekunle	Bachelor of Theology
Olaoke	Paul Olufemi	Bachelor of Theology
Omowaye	Mariam Aderonke	Bachelor of Theology
Opaleye	Olatunde Samuel	Bachelor of Theology
Oyedeji	Reuben Bolaji	Bachelor of Theology
Oyeniya	Segun Ebenezer	Bachelor of Theology
Oyewumi	Olaniyan Gbenga	Bachelor of Theology
Sunday	Joshnson Abiodun	Bachelor of Theology
Temitope	Philip Blessing	Bachelor of Theology
Woye	Idowu Raphael	Bachelor of Theology
Yunusa	Bashir Odore	Bachelor of Theology

Enabling Motion:

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

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE – SEPTEMBER 2025

No announcements received as of October 8, 2025.

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

PVPA Updates

Happy October and Mi'kmaw History Month! The first month of the fall semester has flown by, and it's been great to see students back on campus again. I've been enjoying visiting classes, attending lectures and events, and cheering on the Axemen and Axewomen again!

Special recognition to Dr. Anna Redden, Dr. Richard Karsten, Dr. Mike Stokesbury, Dr. Angus Creech, and Nalani Perry for receiving [\\$2.6 million from NRCan](#) to pursue their tidal energy research in the Bay of Fundy, in partnership with FORCE. Anna and her team will conduct fish detection studies and develop fish movement models and monitoring to inform assessments of interactions between fish and tidal energy devices. Congratulations to the team!

Schedule H

Work continues in earnest on all things related to Schedule H and Strategic Academic Planning.

- **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.
- **The Alumni Story Campaign** has received over 200 responses so far! Thanks to Nancy Handrigan and Oonagh Proudfoot for their support in connecting widely with primarily GOLD (grads of the last decade) Alumni around the world. Responses will be shared with the relevant departments.
- **The Academic Program Self-Categorization Process** review continues by a review committee, including the Provost, Vice-Provost Academic Policy & Graduate Studies, Vice-Provost Curriculum & Planning, the Registrar, and all four Deans. Units will be notified in the coming weeks.
- **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** are beginning monthly in partnership with the ASU, creating opportunities for students to share ideas and ask questions. The September event took place in the BAC and was a creative night, where students could create art while talking about academic issues of importance to them. Thanks to Zahide Cam for organizing these events and to the entire ASU Team for supporting them!

Academic Policy Review

Under the lead of Dr. Kate Ashley, Vice-Provost Academic Policy and Graduate Studies, significant work is underway on a comprehensive institutional policy overhaul. To support this renewal, a Policy on Policies and Policy Framework are being created to clearly articulate how policies may be proposed, developed, reviewed, and maintained. Complementing this, the Library and Archives is leading the development of a centralized policy website and repository (thanks to Jennifer Richard and Joshua d'Entremont!), which will enhance accessibility, transparency, and consistency across the institution, while making it easier to track and update policies and facilitate consultation with members of the University community. The goal is to have a new policy website go live in January 2026. Several academic policies are currently in development and/or under review. These include an Academic Unit Reorganization Policy, establishing principles and procedures for structural changes within faculties, schools, and departments, and an Institutional Quality Assurance Policy, ensuring consistent standards and practices across academic programs.

Academic Reviews & Quality Assurance

Under the leadership of Dr. Lauren Wilson Finniss and Shawna Singleton, we are finalizing the report for the mandatory external Quality Assurance Review from the MPHEC, happening the week of November 17. Thanks to APRC for their valuable comments, suggestions, and edits on this report. This review examines all processes, policies, and practices related to quality assurance and our cyclical review process, and will make recommendations for strengthening our processes. Recommendations will be received by the end of December 2025, with the expectation that implementation will begin in 2026.

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

Department	Concurrent with Accreditation	Status
Biology	N/A	Site Visit: February 10-12, 2025. Site visit complete. External Reviewers: Dr. Jillian Detwiler, Associate Professor, Associate Head Graduate, Biological Sciences, University of Manitoba Dr. Andrea Morash, Associate Professor, Biology Department, Mount Allison University Internal Reviewers:

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

Library and Archives	N/A	Site visit: April 2-4, 2025. Site visit complete. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities Stage: Awaiting final report.
Mathematics and Statistics	N/A	Site Visit: October 21-23, 2024. Site visit complete. External Reviewers: Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University Internal Reviewers: Dr. Xiaoting Wang, Professor, Department of Economics Dr. Michael Robertson, Professor, Department of Physics Stage: APRC to motion for Senate to receive the response and report.
Philosophy	N/A	Stage: Deferred.
Sociology	N/A	Site Visit: March 12-14, 2025. Site visit complete. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Stage: Final report received. Department to prepare response.

Respectfully submitted,



Ashlee Cunsolo, PhD (she/her)

Provost and Vice-President Academic

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

No announcements received as of October 8, 2025.

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

No announcements received as of October 8, 2025.

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

No announcements received as of October 8, 2025.

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

No announcements received as of October 8, 2025.

VICE-PRESIDENT STUDENT EXPERIENCE – OCTOBER 2025

Vice-President Student Experience Update

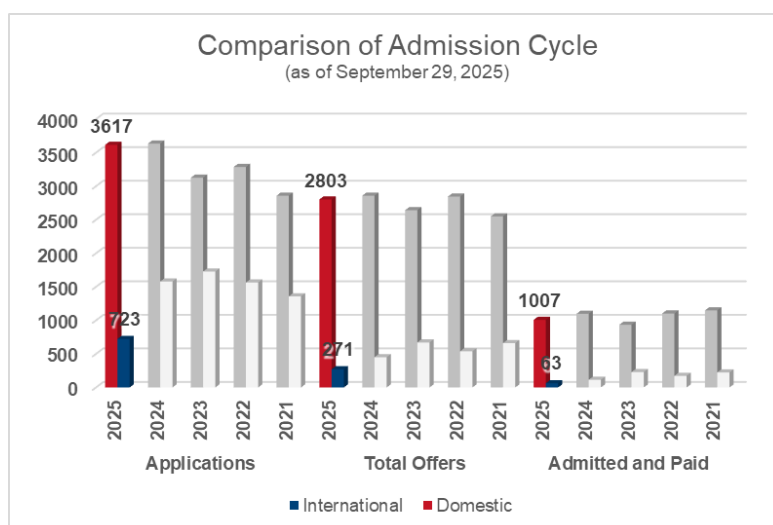
October 2025

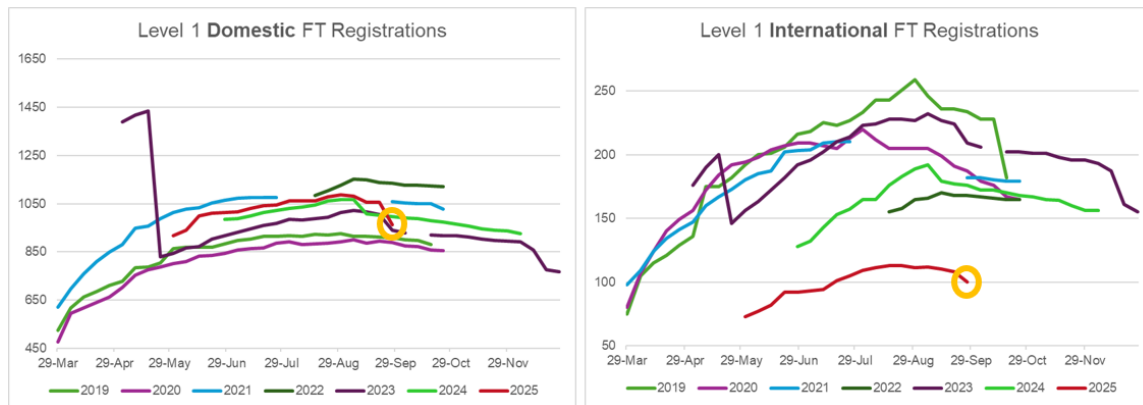
Enrolment Statistics

The 2024-25 recruitment campaign generated 3,617 domestic applications, marginally below (-0.5%) the previous 2023-24 cycle, however we saw increased interest in Nova Scotia and New Brunswick, which represent the biggest sections of our domestic market at 58.1% and 12.0% respectively.

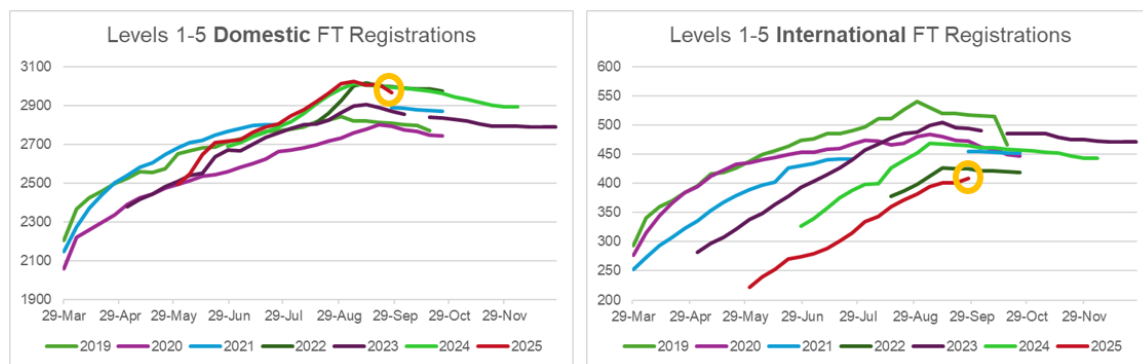
As anticipated with the 2024 IRCC announcements, international applications significantly declined to 723, a 58.2% decrease over the 2023-24 cycle.

Level 1 student registrations reached 1,062 by September 29th, 2025, a 9.3% decrease from last year. This decrease is largely driven by the 43.2% decrease in international registrations, but there has also been a 3.3% decrease in domestic registrations, which materialized over the last weeks of September.





Overall, there are 3,376 registered Level 1-5 full-time students and 104 registered Level 1-5 part-time students, for a total Fall 2025 registered student population of 3,480 students.



Recruitment (Canada)

- In May, the Student Recruitment team hosted New Student Kickoff and welcomed ~250 guests to campus. Students and their guests enjoyed lunch, registered for their first-year courses and were able to see their residence room. We also offered walking tours of Wolfville in partnership with Randall House Museum.
- Over the summer months, the team completed calls to all outstanding offered students in hopes of enrolling them for September. This resulted in many declines, but also several acceptances.
- Between May and August, we offered 125 campus tours, welcoming 250 prospective students to campus.
- The team spent the rest of the summer months preparing for their travel season with training exercises and planning sessions. They have been in schools since September 15.
- Our focus now switches to our first Open House on October 24.

Recruitment (Acadia International)

- Contract for Ozgun Kizilkaya ended August 31 and was not renewed (see Staffing Changes below). This money was used instead to hire an in-country representative for West Africa. This should represent a significant return on investment in what is expected to become the top region for student exports to Canada.
- We've shifted our market focus in response to IRCC policies and study permit trends. We're spending much more time in the US market, hoping to capitalize on dissatisfaction with government policies and present a safe and welcoming quality educational alternative in Canada. One recruiter spent much of September there, visiting a partner institution in California and working with local guidance counsellors.
- China will also receive considerable focus this year, particularly at Canadian curriculum schools and through work with our recruitment partners. Our other recruiter is doing school visits there now, following a week of partner visits in Sri Lanka.
- We've built a strong agent network and will need to collaborate closely with our partners to counteract Canada's negative image resulting from IRCC's policies. We need to make connections and generate interest in new markets, and agents are the local experts who can help us achieve this.

Marketing & Communications

- Deployed e-mail newsletters to incoming students over the summer to help them prepare for their arrival on campus. During this time, we shared information related to Orientation and Welcome week, residence move-in, meal plan selection, and more. These mailings were successful with high open and click rates.
- Worked with faculty across all programs to update the content within their program one-pagers for recruitment events, with the plan to have them ready for the first fall Open House in October.
- Reviewed and optimized all mailings currently being sent to prospective students in Slate with the plan to implement these changes for the 2025-2026 recruitment cycle.
- Refreshed various marketing materials ahead of the 2025-2026 recruitment cycle, including the viewbook, enrolment advisor booth set-up, and admissions package.
- Highlighting research that impacts our community:
 - Accessible health care for some of the most remote patients in the Maritimes is on the horizon with a new program through Acadia's School of Kinesiology. And the benefits are going both ways—the students are gaining insights and skills as well as the participants.
 - Dr. Carley O'Neill, Assistant Professor in the School of Kinesiology and a Clinical Exercise Physiologist, development of a pilot project this spring [offering virtual exercise training for people with chronic obstructive pulmonary disease \(COPD\) who live in rural Nova Scotia.](#)

- Remedying injustices in justice for the 2SLGBTQIA+ with Dr. Emily Lockhart and Allison Smith. Lockhart and Smith's new Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grant (PEG) funded project they will investigate how technology-facilitated sexual and gender-based violence impacts 2SLGBTQIA+ youth. In partnership with the [Legal Information Society of Nova Scotia](#), they are exploring ways to improve supports and access to justice for victim-survivors.
- Acadia University partners with Red Spruce Mental Health Centre to offer Outdoor-Based Therapy training at the Harriet Irving Botanical Gardens.
- Acadia University is one of the first three recipients of funding from the Nova Scotia Lighthouse Project, receiving \$320,643 to create a self-sustaining farm-to-school initiative with Northeast Kings Education Centre (NKEC) in Canning.
- Highlighting our student accomplishments, Enactus Acadia's recent success nationally and our newly awarded Arthur L Irving Family Scholars.

Admissions

- **PLAR (Prior Learning Assessment and Recognition)** - Promote PLAR as a pathway for mature and non-traditional students to gain credit for prior learning and reduce time to completion.
- Nursing
 - Transitioning the nursing admissions process and decision making from Cape Breton University to Acadia University.
 - Working with partners on campus to ensure that we work toward our Black Nova Scotia and Indigenous targets for the nursing program.
- Continuing to create a stronger alignment with the Transfer Credit Coordinator to enhance the admissions process for transfer students.
- Continuing to maintain a two-business day maximum turn around on all completed admission applications.
- Completed an analysis of competitive university entrance requirements.
- Working with colleagues in the Marketing and Communications department to create a competitive admissions package to go to offered students.
- More focused and comprehensive Slate communications will be implemented in September with the support of the Marcom team.
- Completed a pilot reorganization in the admissions office to better align with needs and efficiencies and in turn enhance the student experience.

- Creating an enhanced and comprehensive international admission website to better support our international applicants through the entire process.

Scholarships & Financial Aid

- Shared the Acadia bursary and awards applications with all current students on the first day of classes. As of September 9, 2025, over 100 students have completed the bursary application and almost 500 students have completed the awards application. Bursary applications are being assessed daily and the first deadline for the awards app is October 20th. Award funds for current students will start to be given out by the end of October.
- There is a bursary application help session scheduled for October 2nd between 2 and 4pm in the Alumni Boardroom. We also offer one on one in person or Teams sessions with students.
- Application and help session information was shared by email, in the student newsletter and in Campus News.
- In the next few days, residence scholarships will be removed from entrance scholarship offers. Students with a current residence scholarship can still potentially renew if they remain in residence and meet the required GPA, but no new students will be awarded this scholarship.

Residence & Student Life

- Residence occupancy is down 2% when compared to the last two academic years and there are currently 1345 students living in residence. The difference can primarily be explained by the lower number of new and second year international students. To offset potential lost revenue, a number of double rooms have been converted to more desirable super single rooms and rented at a higher fee.
- Residence applications for 2026-27 are scheduled to launch on October 1, 2025.
- New Student Orientation for the Fall 2025 cohort was a huge success, with over 750 students in attendance. The orientation program ran from August 27 to August 31, followed by Welcome Week for all students from September 1 to 6. Highlights included:
 - A Welcome Barbecue for all faculty, staff, and students in collaboration with the President's Office.
 - A new session on anti-racism developed by Lerato Chondoma (AVP, EDI-AR) and Itai Kuwodza (PhD Student).
 - The return of critical learning sessions such as the Health and Wellbeing Fair, Queer 101, and Sexual Health and Consent.

- A new “Getting the Right Start” academic preparation session that was one of the most attended of the week.
- The return of fan favourite social activities such as Drag Show, Acadia’s Got Talent, Student Meet and Mix, and Silent Disco.
- The 4th annual Welcome to Wolfville Street Fair in collaboration with the Town of Wolfville.
- As of the start of the Fall 2025 term, Residence Life has fully launched a new curricular approach to student affairs. Through this new model, students will be engaged in intentional learning and growth opportunities throughout their time in residence. During the month of September, this includes initiatives such as:
 - Workshops on topics such as healthy eating, laundry, dining, living with roommates, getting involved, harm reduction, and organization.
 - RA led study nights.
 - Weekly journaling exercises focused on goal setting, personal reflection, and academic success.
 - Naloxone training and emergency cabinets in each building.
 - Passive prompts to promote healthy and active living, financial literacy, and sustainability.
 - Various activities led by RAs to increase social engagement and build strong connections.
- In October, the curricular approach in residence will focus on Mi’kmaw History Month and harm reduction approaches surrounding Homecoming.

Office of L’nu Affairs and Indigenization

- Recruitment: Darlene Peters Copeland attended pow wows and community events (e.g., Mi’kmaq Summer Games) to strengthen community relations.
- Youth Sports:
 - Athletics supported Mi’kmaq youth multi-sport camp (July 2).
 - Shout-out to Kim Wallace, Liam Heelis, and Igor Stjepanovic.
 - Athletics provides consistent support (gear, food, swag) despite tight budgets – recognized as a campus best practice.
- Indigenous Student Events & Annual Planning:

- Monthly calendar and budget for Indigenous student events created.
- Key upcoming events:
 - September 30 – National Day for Truth and Reconciliation (campus closed, encourage attendance at Shubenacadie or Glooscap Landing events; orange shirts on Sept 29).
 - October 1 – Treaty Day.
 - October 4 – Sisters-in-Spirit.
 - October – Mi'kmaq History Month.
- Units encouraged to share how they're engaging with Mi'kmaq history and reconciliation.
- Indigenous Recruitment Strategy:
 - Research underway on recruitment strategy, including student experience, academic planning, and financial supports.
 - Discussions ongoing with MINES re: nursing recruitment and admissions.
 - Fall session planned to advance strategy.
- Student Supports, Recruitment & Admissions: Ongoing response and support for Indigenous student inquiries.
- Indigenous Student Navigator (Nikamawti'ket): Position posted end of July; closes Sept 2. Advertised widely (Mi'kmaq Maliseet Nation News, social media). Goal: hire and onboard in September.
- Indigenous Resource Centre: Alumni Association donation funded upgrades (furniture, table, TV, kitchenware, books, crafting materials) and was assembled in August by community volunteers and Acadia staff.
- Financial Aid:
 - June discussions with Mi'kmaq education experts on funding limitations/policies.
 - Comparative analysis of Indigenous student funding across Canada completed.
 - Goal: introduce financial aid supports for Mi'kmaw students next year.

Student Services & Health, Counselling & Accessible Learning

- The Director of Health, Counselling & Accessible Learning has retired. This position will not be refilled, instead it will be overseen by James Sanford (Executive Director, Student Services) until further notice.
- David MacPhee will be transitioning into a specific case management role within the Counselling Centre.

- Acadia's substance-free programming, Nights Away, is now underway and will run Thursday to Saturday throughout the semester.
- Residence Life (to Eaton House) and Counselling (to Willett) have been relocated to accommodate the launch of the Student Centre renovation project.
- Both the Black and Indigenous Student Lounges have been refreshed for the Fall term.

Acadia International

- Loss of Manager, International Student Affairs in July and Coordinator, Programming and Events in August (in Staffing Changes below)
- Fall arrival and orientation was a success once again, in spite of being short-staffed. Our arrival numbers were quite low as a result of the ongoing fallout from IRCC's policy changes and unprecedented study permit processing backlogs and wait times (late arrivals continue to trickle in). The new students were very engaged, however, and participation and enthusiasm were both high. Overall, feedback from students was very positive.
- In an effort to make better use of resources, improve internationalization efforts, and create a greater sense of community and belonging among our international students, we're developing an interdepartmental programming team. This will involve greater collaboration between the Wong International Centre programming staff and the programming staff that works with Residence and Student Life, thereby encouraging a holistic approach to student programming rather than separating international from domestic. This also represents the very early stages of transition of services away from the Wong International Centre in preparation for the opening of the One-Stop Shop.

Ongoing Projects

One-Stop Shop: Work toward Acadia's new One-Stop Shop (OSS) for delivery of service to students has advanced significantly in recent months. The concept has been endorsed by senior leadership, and the necessary project plan is currently in development. Weekly project meetings are underway, focusing on identifying key deliverables, developing a shared understanding of service expectations, and establishing timelines for staged implementation.

The exact launch schedule has yet to be decided as the project team works through many considerations related to staffing, physical space, online aspects, platforms enhancements, and process improvements. As these elements come together, a finalized schedule will be agreed upon. The OSS is an exciting initiative for Acadia. The development and launch of this impressive endeavour will be a massive improvement in how the university offers service to students.

Staffing Changes

- Cassidy Collins – Enrolment Advisor, Student Recruitment (Canada) started on July 7, 2025
- Leah Reardon – Manager, Student Recruitment (Canada) returning from parental leave on September 10, 2025
- Ozgun Kizilkaya – Contract Recruiter, Acadia International; employment ended 31 August 2025
- Diana Joanes – Manager, International Student Affairs, Acadia International; employment ended 02 July 2025
- Roudraksh Jankee – Coordinator, Programming and Events, Acadia International; employment ended 25 August 2025

ACADIA STUDENTS' UNION – OCTOBER 2025

No announcements received as of October 8, 2025.

ACADIA DIVINITY COLLEGE AND FACULTY OF THEOLOGY – OCTOBER 2025

Abel Boanerges, Seidel: “Parenting Apologetics: Teaching Children (5-12 Years) to Appreciate Faith in Secular Society” in *Sacrum Testamentum*, Vol 4: A Theology of the Child, 2025.

Anderson, Lennett: Provided some training with the Chignecto Central Regional School Board for bus drivers on creating inclusive environments, receiving children from diverse cultural backgrounds well, and making it a safe place for all.

Au, Grace: Reviewed “Christ the Gift and the Giver: Paul's Portrait of Jesus as the Supreme Royal Benefactor in Romans 5:1-11,” by Enoch O. Okode. *Review of Biblical Literature*, 09. Sep, 2025.

Murphy, Joel: Successfully completed his PhD in Educational Studies at Mount Saint Vincent University. His dissertation was *Learning from Nova Scotia Career Development Professionals: Futures-Oriented Theoretical Framework Developed through a Critical Realist Approach*.

Robbins, Anna: September 24-25 - Presented (online) at the Theological Conference “Woven: Threads of Baptist Identity” for the European Baptist Federation Council 2025, Amman, Jordan.

Robbins, Anna: September 28 - Visited affiliated college, La Faculté de Théologie Évangélique (FTE), Montréal.

Robbins, Anna, and Joel Murphy: September 28-29 - Presented “Prophetic Innovation” at the Innovation and Future Church Forum: Envisioning the Future Church in Canada Together, Montréal.

Robbins, Anna, and Joel Murphy: October 4 - Presented “The Future of the Church” and “Delivering Tomorrow’s Solutions Today: Following God’s Melody into the Future” at District of Columbia Baptist Convention (DCBC) Annual Gathering, Forest Glen, Maryland.

Academic Planning Committee

Transition Report 2025

Meeting of the Senate

October 8, 2025

Academic Planning Committee Mandate & Duties

The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

2025-2026 Membership

1. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
2. AVP-RIGS: Kate Ashley
3. Dean, Faculty of Arts: David Duke
4. Dean, Faculty of Professional Studies: Corinne Haigh
5. Dean, Faculty of Pure and Applied Science: Jeff Hooper
6. Dean, Library and Archives: Jennifer Richard
7. Faculty, Faculty of Arts: Jeff Sachs
8. Faculty, Faculty of Professional Studies: Janna Wentzell
9. Faculty, Faculty of Pure and Applied Science: Jeff Banks
10. IDST Prog: VACANT
11. Student: Zahide Cam

Meeting Dates/Frequency for 2025-2026

The APC will meet monthly.

Meeting Modalities for 2025-2026

Virtual, via Teams

APC Goals for 2025-2026

- Examine the role of APC in the context of Schedule H, strategic academic planning, tenure track allocation, etc.

- Examine the structures, roles, and functions of other similar Senate committees at Atlantic Canadian and Maple League universities
- Continue conversations with APRC around potential opportunities to connect and/or unify the committees

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Ashlee Cunsolo', written in a cursive style.

Ashlee Cunsolo, PhD

Provost & Vice-President Academic

Academic Program Review Committee Chair

Academic Program Review Committee

Transition Report 2025

Meeting of the Senate

October 8, 2025

Academic Program Review Committee Mandate & Duties

- i. to determine policy and procedures for conducting program reviews;
- ii. to determine annually which academic units are to be reviewed;
- iii. to select the members of each unit review committee;
- iv. to oversee the process of review in each case;
- v. to make recommendations to Senate on the basis of the findings of each unit review committee;
- vi. to deal with such matters as Senate may from time to time entrust to the Committee.

2025-2026 Membership

Provost and Vice-President Academic (Chair): Ashlee Cunsolo

Governor: Vacant

Register: Mark Bishop

Vice-Provost, Curriculum and Planning: Lauren Wilson Finniss

Dean, Faculty of Arts: David Duke

Dean, Faculty of Professional Studies: Corinne Haigh

Dean, Faculty of Pure and Applied Science: Jeff Hooper

Dean, Library and Archives: Jennifer Richard

Faculty, Faculty of Arts: Kevin Whetter

Faculty, Faculty of Professional Studies: Krissy Keech

Faculty, Faculty of Pure and Applied Science: Craig Bennett

Student: TBD

Academic Program Development, Quality Assurance, and Planning Coordinator: Shawna Singleton

Meeting Dates/Frequency for 2025-2026

The APRC will meet monthly, on the 3rd Monday of each month from 2:30-4:00 p.m.

Meeting Modalities for 2025-2026

Virtual, via Teams

APRC Goals for 2025-2026

1. Complete the review requirements for in-progress reviews.

Unit	
Biology	Prepare APRC Response and Report to Senate
Community Development	Meet with Code; prepare APRC Response and Report to Senate
Computer Science	Submit Self-Study to CIPS for Accreditation
Economics	Motion to Senate to receive the APRC Response and Report to Senate
English and Theatre	Meet with English and Theatre; prepare APRC Response and Report to Senate
Graduate Studies	Meet with Grad Studies; prepare APRC Response and Report to Senate
Kinesiology	Submit Self-Study to CCUPEKA
Library and Archives	Meet with the Library and Archives; prepare APRC Response and Report to Senate
Mathematics and Statistics	Motion to Senate to receive the APRC Response and Report to Senate
Sociology	Meet with Sociology; prepare APRC Response and Report to Senate

NOTE:

Program reviews scheduled for 2025-2026 have been put on hold during Schedule H processes, except for external accreditation requirements. Reviews will resume after this pause.

2. Undergo the MPHEC 2nd Cycle Quality Assurance Monitoring assessment.

Submit Institutional Progress Report	September 2025
Host virtual site visit	Week of November 17, 2025
Receive MPHEC Report	December 2025
Respond to MPHEC Recommendations	2026

3. Enhance quality assurance processes for academic program review and renewal.
4. Continue discussions with APRC around potential opportunities to connect and/or unify the committees

APRC Updates from 2024-2025

1. Status of Program Reviews Conducted in 2024-2025

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

		Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology Stage: Final report received. Grad Studies to prepare response.
Languages and Literatures	N/A	Stage: Deferred.
Library and Archives	N/A	Site visit: April 2-4, 2025. Site visit complete. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities Stage: Awaiting final report.
Mathematics and Statistics	N/A	Site Visit: October 21-23, 2024. Site visit complete. External Reviewers: Dr. Christian Léger, Professor, Department of Mathematics and Statistics, Université de Montréal Dr. Sara Faridi, Professor, Department of Mathematics and Statistics, Dalhousie University Internal Reviewers: Dr. Xiaoting Wang, Professor, Department of Economics Dr. Michael Robertson, Professor, Department of Physics Stage: APRC to motion for Senate to receive the response and report.
Philosophy	N/A	Stage: Deferred.
Sociology	N/A	Site Visit: March 12-14, 2025. Site visit complete. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Stage: Final report received. Department to prepare response.

2. Program Review Mid-Point Follow-Ups Received in 2024-2025

Department	Status	Date
Chemistry	Response and report accepted by APRC.	October 21, 2024

3. Supporting Documentation Approved by APRC in 2024-2025

Forms/Templates	Status	Notes
Form 1A Program Review Academic Unit Self-Study	Approved. February 5, 2024.	Self-Study template for academic units.
Form 1B Program Review Support Unit Self-Study	Approved. August 13, 2024.	Self-Study template for support units.
Form 1C Program Review Information Requirements for Programs Subject to Accreditation	Approved. August 13, 2024.	Information requirements for programs subject to accreditation. Includes procedures.
Form 2A Program Review Reviewer Nomination Form	Approved. April 16, 2024.	Reviewer nomination form.
Form 2B Program Review Reviewer Conflict of Interest Declaration	Approved. April 16, 2024.	Conflict of interest declaration form for reviewers.
Form 3A Program Review Terms of Reference and Review Committee Report for Academic Units	Approved. July 24, 2024.	Terms of reference and reviewer report template – academic units.
Form 3B Program Review Terms of Reference and Review Committee Report for Support Units	Approved. August 13, 2024.	Terms of reference for reviewers and reviewer report template – support units.

Form 4A Program Review Unit Response to Review	Approved. August 13, 2024.	Form for units to use when responding to program review reports and recommendations.
Form 4B Program Review APRC Response and Report to Senate	Approved. December 11, 2023.	Form used by the APRC to report to Senate.
Form 5A Program Review Unit Progress Report	Approved. December 11, 2023.	Form to be used by units for mid-point progress reports.
Form 5B Program Review APRC Progress Report to Senate	Approved. July 24, 2024.	Form to be used by the APRC to report to Senate after the mid-point follow up with unit.
Form 6 Program Review Deferral Request Form	Approved. July 24, 2024.	Form to be used by units when requesting a deferral.
Surveys		
Current Student	Approved. August 13, 2024.	Base question set available to units for self-study preparation.
Graduate Student	Approved. October 21, 2024.	Base question set available to units for self-study preparation.

Respectfully submitted,



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

Admissions & Academic Standing (Policy) Committee

Transition Report 2025

Meeting of the Senate

October 8, 2025

Admissions and Academic Standing (Policy) Committee Mandate & Duties

To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations.

2025-2026 Membership

12. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
13. Registrar: Mark Bishop
14. Dean, Faculty of Arts: David Duke
15. Dean, Faculty of Professional Studies: Corinne Haigh
16. Dean, Faculty of Pure and Applied Science: Jeff Hooper
17. Director, Digital and Extended Learning: Jack Rice
18. Arts (Head or Director): VACANT
19. Arts: VACANT
20. Professional Studies (Head or Director): Darren Kruisselbrink
21. Professional Studies: VACANT
22. Pure & Applied Science (Head or Director): Richard Karsten
23. Pure and Applied Science: Paul Arnold
24. Theology: Matthew Walsh
25. Student: Zahide Cam

Meeting Dates/Frequency for 2025-2026

The A&AS(P) will meet monthly.

Meeting Modalities for 2025-2026

Virtual, via Teams

A&AS(P) Goals for 2025-2026

- Put forward new GPA regulations to Senate to ensure consistency throughout the University
- Put forward new Transfer Credits regulations to Senate
- Examine the Academic All-Canadian eligibility

- Examine the opportunity to create an INC Category for Acadia
- Discuss and consider implications and opportunities for Pass/Fail courses/years
- Examine the role of continuous intake courses
- Examine the ‘course count’ processes at Acadia (i.e. how many times the same course can count towards majors, minors, certificates, etc.)

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Ashlee Cunsolo', with a stylized flourish at the end.

Ashlee Cunsolo, PhD

Provost & Vice-President Academic

Academic Program Review Committee Chair

Board of Open Acadia Committee

Transition Report 2025

Meeting of the Senate

October 8, 2025

Board of Open Acadia Committee Mandate & Duties

To govern and support the activities of Open Acadia.

2025-2026 Membership

- 26. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
- 27. Registrar: Mark Bishop
- 28. Dean, Faculty of Arts: David Duke
- 29. Dean, Faculty of Professional Studies: Corinne Haigh
- 30. Dean, Faculty of Pure and Applied Science: Jeff Hooper
- 31. Director, Digital and Extended Learning: Jack Rice

Meeting Dates/Frequency for 2025-2026

The BOA will meet monthly.

Meeting Modalities for 2025-2026

Virtual, via Teams

BOA Goals for 2025-2026

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

Respectfully submitted,

Jack Rice, MBA

Director, Digital and Extended Learning

Senate Curriculum Committee (SCC) - Administrative
Transition Report to Senate – September 30, 2025

Committee Membership:

Chair of Curr. Comm. (Policy) - Jeff Torbert
Registrar or Delegate (Non-vote) - Mark Bishop
Associate Registrar or Delegate - Hayley van Kroonenburg
Dean of Libraries and Archives - Jennifer Richard
Arts - Sonia Hewitt
Arts - VACANT
Prof. St. - VACANT
Prof. St. - VACANT
P&A Sc. Melanie Coombs (Chair)
P&A Sc. - VACANT
Theology - Christopher Killacky
Student - Zahide Cam

Duties:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) to collaborate with the Registrar's office to produce the programs of study and course listings sections of the annual Calendar.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

The Committee met on September 12th, 2025 on TEAMS at 1:30 pm with the SCC-Policy (Present from SCC-Admin: Jeff, Mark, Hayley, Sonia, Melanie, and Zahide). Melanie Coombs acted as transition chair.

The Committee elected Melanie Coombs as Chair, and there is no Recording Secretary as of yet given the vacancies on the committee and the potential joining of the Admin and Policy committee.

The Committee confirmed that TEAMS was the mode for monthly meetings and that it would be the repository for materials. January 7 – 9th, 2026, were suggested as meeting days to review submitted curriculum change forms.

The following motions were made during a joint-meeting with the SCC-Admin to confirm the curriculum submission process for the current cycle:

MOTION: That the new curriculum form be approved as circulated for the 2025-2026 cycle.
Approved unanimously.

MOTION: Submissions are accepted on a rolling basis but have a cut off for the following year of Dec 19th, 2025. Approved unanimously.

MOTION: The SCC will require a summary of all curriculum changes from each unit. A template will be sent out to units. Approved unanimously.

MOTION: The SCC will accept bulk submissions of curriculum changes that all stem from a common change. Approved unanimously.

Additional motion for Senate:

MOTION: That Senate adopt the MPHEC course modality definitions (released by MPHEC in September 2025 and included as Appendix I below). Approved unanimously.

The following motions regarding the combining of the two curriculum committees were discussed, voted on, and approved during previous SCC-Policy meetings and then submitted to the Senate By-Laws Committee for consideration, included here for reference:

May 20th, 2025

MOTION: We move to request recombination of the SCC (Policy) and SCC (Admin) committees that would include a larger, combined membership; would have two co-chairs each responsible for roughly the work of the two current committees; and would be paired with some other suggested changes for the curriculum review process. We will consult with the SCC (Admin) and other impacted parties, and produce a proposal for re-combined committee mandate and structure for Senate. Approved unanimously.

June 9th, 2025

This meeting took place after the May 20th motion had subsequently been voted on and approved by the SCC-Admin Committee. The chair of the By-Laws Committee joined this meeting to further refine the motion that the By-Laws Committee would discuss and eventually bring to Senate.

MOTION: Discussed and approved unanimously (This is DRAFT language, to be further amended by the By-Laws Committee):

Proposal

We move to request recombination of the SCC (Policy) and SCC (Admin) committees that would include a larger, combined membership; 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. 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. We anticipate having more representatives from each Faculty could help alleviate difficulty in having representation from each faculty during meetings, as well as better equip the committee to deal with the predicted increase in curriculum changes in the future. We have consulted with the SCC (Admin), and the committee approved the proposed change.

Additional Rationale

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.

The duties of the two committees are intrinsically interdependent: policy development is informed by administrative practice, and curricular decisions must reflect Senate-approved

policies. Currently, the workflow between these two bodies is often circuitous, requiring parallel discussion and iterative approval processes that consume valuable time and resources.

Former Duties

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

- 1) 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.
- 2) 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.
- 3) 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.
- 4) to collaborate with the Registrar's office to produce the programs of study and course listings sections of the annual Calendar.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

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

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

Proposed Duties of the Senate Curriculum Committee

The SCC will have the following responsibilities, combining and refining the mandates of the current committees:

- 1) 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.
- 2) To consider all proposed changes in undergraduate courses from departments, schools, or individual faculty members, ensuring alignment with institutional priorities and Senate-approved policies.
- 3) To develop and recommend policies to ensure that the undergraduate curriculum is delivered and administered consistently across all faculties.
- 4) To investigate and support innovative and alternative methods of curriculum delivery and make policy recommendations to Senate accordingly.
- 5) To evaluate, revise, and support the implementation of Senate-approved curriculum policies in a coherent and coordinated manner.
- 6) To identify and address issues arising from curriculum proposals or policy changes, referring matters to relevant bodies when necessary.
- 7) To collaborate with the Registrar's Office in the production and review of the annual Calendar, including program of study and course listing sections.
- 8) To consider and act on such matters as may be referred to the Committee by Senate.

Proposed Membership – smaller committee

1 Registrar (ex officio)

1 Associate Registrar (ex officio)
1 Dean of Libraries and Archives (ex officio)
2 Arts
2 Prof. Studies
2 P&A Sc.
1 Theology
1 Student
-Co-chairs elected from faculty reps (one each primarily responsible for admin/policy issues respectively)

Proposed Membership – larger committee

1 Registrar (ex officio)
1 Associate Registrar (ex officio)
1 Dean of Libraries and Archives (ex officio)
3 Arts
3 Prof. Studies
3 P&A Sc.
2 Theology
2 Students
-Co-chairs elected from faculty reps (one each primarily responsible for admin/policy issues respectively)

MOTION for By-Laws Committee: That the VP Curriculum and Planning be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee). Approved unanimously.

MOTION for By-Laws Committee: 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). Approved unanimously.

Submitted,
Jeff Torbert, Chair

Appendix I

Delivery Modes

- ☐ In-person learning - all instruction takes place in an in-person setting
- ☐ Online learning - all instruction is fully online and is:
 - ☐ Synchronous
 - ☐ Asynchronous
 - ☐ Both synchronous and asynchronous
 - ☐ 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.
 - ☐ 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.

Tip: The definitions of the delivery modes focus on the instruction, i.e., the direct teaching provided by faculty and other instructional staff (or equivalent, such as an industry mentor). 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. ***Offering online sections of some courses in a program does not typically affect the delivery mode of the entire program.*** However, if the in-person sections of the same courses were eliminated and those courses were required (not elective) for a program, then that program would become de facto hybrid, as students would be required to complete some components online and others in person. If online courses are optional, the program, as a whole, is still considered an in-person program by design. Even with a gradual increase in online course offerings, an in-person program would only become a fully ***online*** program, and, in most cases, be a program with an in-person and an online version, if/when all the required components (e.g., core courses, select electives, and enough general electives) are provided online. (*The Guidelines for Online and Technology-Supported Learning* requires institutions to ensure each program has appropriate academic oversight to regularly review the appropriateness of the mode of delivery and its impact upon the pathways for students, considering how incremental changes might gradually affect the program overall). Another example of a ***hybrid*** program is one that requires students to complete online courses and an in-person practicum or residency. A ***hyflex*** program would offer two or three different delivery modes simultaneously (i.e., in-person and online synchronous and/or online asynchronous). Hyflex programs are quite rare, partly because of the technology and development required as support and the increased workload and training required of faculty and staff.

Senate Curriculum Committee (Policy)
Transition Report to Senate – September 30, 2025

Committee Membership:

Registrar – Mark Bishop
Dean of Libraries and Archives – Jennifer Richard
Divinity College – Christopher Killacky
Arts – Kait Pinder
Prof. Studies – Jeff Torbert (Chair)
Pure and Applied Science – Eva Curry
Chair of SCC (Admin) – Melanie Coombs
Student – Zahide Cam

Duties:

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

The Committee met on September 12th, 2025 on TEAMS.

The Committee elected Jeff Torbert as Chair, and Eva Curry as Recording Secretary.

The Committee confirmed that TEAMS was the mode for monthly meetings and that it would be the repository for materials.

The following motions were made during a joint-meeting with the SCC-Admin to confirm the curriculum submission process for the current cycle:

MOTION: That the new curriculum form be approved as circulated for the 2025-2026 cycle.

Approved unanimously.

MOTION: Submissions are accepted on a rolling basis but have a cut off for the following year of Dec 19th, 2025. Approved unanimously.

MOTION: The SCC will require a summary of all curriculum changes from each unit. A template will be sent out to units. Approved unanimously.

MOTION: The SCC will accept bulk submissions of curriculum changes that all stem from a common change. Approved unanimously.

Additional motion for Senate:

MOTION: That Senate adopt the MPHEC course modality definitions (released by MPHEC in September 2025 and included as Appendix I below). Approved unanimously.

The following motions regarding the combining of the two curriculum committees were discussed, voted on, and approved during previous SCC-Policy meetings and then submitted to the Senate By-Laws Committee for consideration, included here for reference:

May 20th, 2025

MOTION: We move to request recombination of the SCC (Policy) and SCC (Admin) committees that would include a larger, combined membership; would have two co-chairs each responsible for roughly the work of the two current committees; and would be paired with some other suggested changes for the curriculum review process. We will consult with the SCC (Admin) and other impacted parties, and produce a proposal for re-combined committee mandate and structure for Senate. Approved unanimously.

June 9th, 2025

This meeting took place after the May 20th motion had subsequently been voted on and approved by the SCC-Admin Committee. The chair of the By-Laws Committee joined this meeting to further refine the motion that the By-Laws Committee would discuss and eventually bring to Senate.

MOTION: Discussed and approved unanimously (This is DRAFT language, to be further amended by the By-Laws Committee):

Proposal

We move to request recombination of the SCC (Policy) and SCC (Admin) committees that would include a larger, combined membership; 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. 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. We anticipate having more representatives from each Faculty could help alleviate difficulty in having representation from each faculty during meetings, as well as better equip the committee to deal with the predicted increase in curriculum changes in the future. We have consulted with the SCC (Admin), and the committee approved the proposed change.

Additional Rationale

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.

The duties of the two committees are intrinsically interdependent: policy development is informed by administrative practice, and curricular decisions must reflect Senate-approved policies. Currently, the workflow between these two bodies is often circuitous, requiring parallel discussion and iterative approval processes that consume valuable time and resources.

Former Duties

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

- 1) 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.
- 2) 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.

- 3) 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.
- 4) to collaborate with the Registrar's office to produce the programs of study and course listings sections of the annual Calendar.
- 5) to consider such matters as Senate may from time to time entrust to the Committee.

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

Proposed Duties of the Senate Curriculum Committee

The SCC will have the following responsibilities, combining and refining the mandates of the current committees:

- 9) 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.
- 10) To consider all proposed changes in undergraduate courses from departments, schools, or individual faculty members, ensuring alignment with institutional priorities and Senate-approved policies.
- 11) To develop and recommend policies to ensure that the undergraduate curriculum is delivered and administered consistently across all faculties.
- 12) To investigate and support innovative and alternative methods of curriculum delivery and make policy recommendations to Senate accordingly.
- 13) To evaluate, revise, and support the implementation of Senate-approved curriculum policies in a coherent and coordinated manner.
- 14) To identify and address issues arising from curriculum proposals or policy changes, referring matters to relevant bodies when necessary.
- 15) To collaborate with the Registrar's Office in the production and review of the annual Calendar, including program of study and course listing sections.
- 16) To consider and act on such matters as may be referred to the Committee by Senate.

Proposed Membership – smaller committee

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- 1 Dean of Libraries and Archives (ex officio)
- 2 Arts
- 2 Prof. Studies
- 2 P&A Sc.
- 1 Theology
- 1 Student
- Co-chairs elected from faculty reps (one each primarily responsible for admin/policy issues respectively)

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MOTION for By-Laws Committee: That the VP Curriculum and Planning be added as an ex officio (non-voting) member (to SCC-Policy or new combined committee). Approved unanimously.

MOTION for By-Laws Committee: 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). Approved unanimously.

Submitted,
Jeff Torbert, Chair

Appendix I

Delivery Modes

- ☐ In-person learning - all instruction takes place in an in-person setting
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Tip: The definitions of the delivery modes focus on the instruction, i.e., the direct teaching provided by faculty and other instructional staff (or equivalent, such as an industry mentor). 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. ***Offering online sections of some courses in a program does not typically affect the delivery mode of the entire program.*** However, if the in-person sections of the same courses were eliminated and those courses were required (not elective) for a program, then that program would become de facto hybrid, as students would be required to complete some components online and others in person. If online courses are optional, the program, as a whole, is still considered an in-person program by design. Even with a gradual increase in online course offerings, an in-person program would only become a fully **online** program, and, in most cases, be a program with an in-person and an online version, if/when all the required components (e.g., core courses, select electives, and

enough general electives) are provided online. (*The Guidelines for Online and Technology-Supported Learning* requires institutions to ensure each program has appropriate academic oversight to regularly review the appropriateness of the mode of delivery and its impact upon the pathways for students, considering how incremental changes might gradually affect the program overall). Another example of a **hybrid** program is one that requires students to complete online courses and an in-person practicum or residency. A **hyflex** program would offer two or three different delivery modes simultaneously (i.e., in-person and online synchronous and/or online asynchronous). Hyflex programs are quite rare, partly because of the technology and development required as support and the increased workload and training required of faculty and staff.

**Faculty Support Committee
Transition Report
26 September 2025**

Faculty Support Committee Mandate and Duties

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

The duties of the committee are:

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

Meeting Structure, Frequency, and Modality

The Faculty Support Committee met on September 19, 2025, from 2pm to 3pm to discuss the meeting frequencies and modalities, and to set goals for the 2025-2026 year. Lauren Wilson Finnis served as Transition Chair for the meeting and was voted in to serve as Chair for the year. No Secretary was assigned; meetings will be recorded to create a transcript with videos held from September to September while that committee is in place and deleted prior to new members being added for the new year. The committee agreed to meet monthly in a hyflex modality (In-person and on Teams) to increase access to all committee members.

Membership

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

Sharon Churchill-Roe, Manager, Learning Innovations, Open Acadia, was voted in to serve in the ex-officio seat for Coordinator of Academic Technologies as a replacement for Shelly Vaughan, Manager, LTID, Open Acadia who retired in June 2025. The committee is still pursuing a designate for the Vice-Provost, Curriculum and Planning as Lauren Wilson Finnis currently holds 2 seats on the committee.

Faculty Support Committee Goals for 2025-2026

The Faculty Support Committee will establish and support working groups in the completion of three central goals:

1. Online and Technology Supported Learning Framework

On November 13, 2023, Senate approved a motion directing the Faculty Support Committee (FSC) to develop recommendations for an institutional framework on online and technology-supported learning, as required by the MPHEC. Following extensive consultation, a working group has completed a preliminary draft of the framework. This year, the group's mandate is to finalize the framework, collaborate with the relevant Senate bodies to review and update associated policies and practices, and secure Senate approval by May 2026. The working group will seek new members for the 2025-2026 year to complete these activities.

2. Student Course Experience Surveys

On September 8, 2025, Senate approved a motion to dissolve the Course and Teaching Effectiveness Ad Hoc Committee, transferring its responsibilities to the Faculty Support Committee (FSC). The FSC will review the work completed to date, establish a Working Group with Terms of Reference for 2025-2026, and provide a progress update to Senate in December 2025.

3. Educational Technology at Acadia Survey and Recommendations

Last year, in alignment with duties #1, #2, and #3, the FSC completed its goal of developing and distributing a comprehensive *Educational Technology at Acadia Survey*. The Committee looks to continue its work this year by reporting on the results and providing recommendations for improvements.

The committee also discussed a priority of supporting faculty as the Nova Scotia Accessibility Directorate's Education Accessibility Standards move from Recommendations to Standards in 2026, with a stronger alignment between the Faculty Support Committee and the Accessibility Advisory Committee.

The FSC will meet in October to discuss the formation and administration of the working groups to ensure the outlined goals are achieved this year.

Submitted by: Lauren Wilson Finnis (Chair)

**Senate Graduate Studies Committee
Transition Report
October 2025**

Membership (23, including coordinators for 17 Graduate Programs)

1 Program Coordinator (Psychology) Anne Sophie Champod
1 Program Coordinator (Biology) Mark Mallory
1 Program Coordinator (Comp Sci) Elhadi Shakshuki
1 Program Coordinator (English) Nandini Thiyagarajan
1 Program Coordinator (Education) Deborah Toope
1 Program Coordinator (Educational Studies, PhD) Jennifer Tinkham
1 Program Coordinator (Politics) Jeffrey Sachs
1 Program Coordinator (Comm. Dev) Gabrielle Donnelly
1 Program Coordinator (Sociology) Sarah Rudrum
1 Program Coordinator (Math/ Stats) Franklin Mendivil
1 Program Coordinator (Geology) Deanne van Rooyen
1 Program Coordinator (Enviro. Sci) Nelson O'Driscoll
1 Program Coordinator (Chemistry) Anthony Tong
1 Program Coordinator (Theology) Steven Porter
1 Program Coordinator (Applied Geomatics) Ian Spooner
1 Program Coordinator (Social & Political Thought) Jesse Carlson
1 Program Coordinator (Applied Kinesiology) Matthew Vierimaa
1 Graduate Student (Arts) Mads Murray 1
1 Graduate Student (Prof. St.) TBA
1 Graduate Student (P&A Sc.) Nola Morey
1 Graduate Student (Theology) Lalitha Prasad
1 Graduate Studies Officer (non-voting) Theresa Starratt
1 Chair: Assoc. VP Research, Innovation & Graduate Studies (Interim) – Kate Ashley ex-officio

The Senate Graduate Studies Committee (SGSC) met on October 7, 2025, to review the tasks assigned to it by the Senate of Acadia University.

Chair: Kate Ashley, Vice-Provost – Academic Policy and Graduate Studies

Secretary: Theresa Starratt

Meeting dates for upcoming year: The SGSC will meet once/term, and as needed.

Meeting modalities for the upcoming year: MS Teams.

The SGSC's mandate is:

- a. To develop policy on all matters regarding programs beyond the Bachelor's degree at Acadia University including but not limited to admission and graduation requirements, and to recommend such policy to Senate.
- b. To consider graduate curriculum submissions from Departments, Schools and Faculties and to make recommendations to Senate. Such submissions include changes in existing programs, courses and degree requirements and proposals for new courses, degree requirements and programs.

- c. To provide assistance to the Academic Program Review Committee in the review of graduate programs and by addressing recommendations resulting from those reviews.
- d. To establish policies to governing the allocation of University funds to graduate students (Faculty of Theology committee members and governance of Faculty of Theology excluded)/
- e. To establish and oversee the internal adjudication process for Acadia's applicants to external scholarship funds.
- f. To identify needs and provide for educational opportunities for graduate students beyond specific degree programs.
- g. To make recommendations to the Research Committee to enhance research programs and opportunities for graduate students.
- h. To consider and respond to graduate program matters referred to it by graduate students, faculty members, Departments, Schools, Faculties, the VP Academic or by the Senate of Acadia University.
- i. To recommend to Faculty and Senate the granting of graduate degrees, diplomas and certificates to students who have satisfactorily completed program requirements.
- j. To consider any other matter of policy relating to graduate studies, and any other matters referred to it by Faculty, Provost and Vice-President Academic, Senate, or Board of Governors.

The SGSC's goals for the coming year are:

- 1. To update application retention and graduate student reinstatement policies.
- 2. To continue work on responding to the Graduate Studies review.
- 3. To review and make recommendations on the membership of the SGSC and its role.
- 4. To provide input on the restructuring of Graduate Studies.
- 5. To develop a graduate student supervision policy.

Respectfully submitted,
Kate Ashley, Chair

Senate Honours Committee
Transition Report
October 2025

Committee Members for 2025/2026:

Dean of Research & Graduate Studies: Kate Ashley, ex-officio

Registrar: Hayley van Kroonenburg, ex-officio

Arts: Jennifer MacDonald

Arts: Kevin Whetter (sabbatical leave January – June 2026)

Prof. Studies: Michelle Boyd

Prof. Studies: Lauren Lattimer

P&A Science: Matthew McSweeney (on leave until February 2026)

P&A Science: Lydia Bouzar-Benlabiod

Honours Student (Arts): vacant

Honours Student (Prof. Studies): vacant

Honours Student (P&A Science): vacant

Chair: Jennifer MacDonald

Secretary: Kevin Whetter (Autumn term)

Lauren Latimer (Winter term)

The committee met on September 25 at 9 am, under transition chair, Jennifer MacDonald. Note: as transition chair, MacDonald asked about the student representative and was told that they were to be appointed by the ASU.

In the first order of business, MacDonald was chosen chair of the committee for the year, with Kevin Whetter as secretary in the autumn, and Lauren Latimer taking over in the winter when Whetter is on sabbatical.

Mandate

The committee reviewed the terms of reference and mandate, which are as follows:

1. to review policies governing Honours theses regularly and to recommend changes to senate as necessary;
2. to establish and oversee the process of evaluation for Honours theses;
3. to establish and oversee the internal adjudication process for Acadia's in-course Honours student applications to external scholarship funds, summer research awards;
4. to establish and oversee the adjudication process for Acadia University's awards to Honour students;
5. to make recommendations to the research committee to enhance research programs and opportunities for undergraduate students;
6. to consider Honours program applications not routinely accepted by the Registrar (i.e. special cases, appeals);

7. to consider and respond to Honours program matters referred to it by undergraduate students, faculty members, Departments, Schools, Faculties, the VP academic or by the Senate of Acadia University;
8. to make recommendations to Senate for modification of the regulations respecting Honours programs;
9. to consider such matters as Senate may from time to time in trust to the committee; do identify needs and provide for educational opportunities for Honour students beyond specific degree programs.

Preliminary Goals for 2025-6

The committee determined the following as priorities in the upcoming year:

- Review and clarify the relationship with RIGS, given the restructuring there
- Review, amend (as needed), and process the updates and changes to policies and procedures which were worked on last year and not brought to the full committee for approval
- Discuss other potential updates to the Honours Regulations
- Adjudicate the HRSA and any other awards which are sent to the committee.
Note: the committee asked the chair to consult with RIGS before the adjudication process in relation to funding levels and numbers of awards to be adjudicated.
- Provide advice, as requested, on best policies and practices for Honours programs.

Upcoming Meetings

The committee will meet two or three times this year, with a preference for in-person meetings when possible.

Respectfully submitted,
Jennifer MacDonald

**Senate Research Committee
Transition Report
October 2025**

Members:

Liam Swiss (Arts)	René Murphy (Professional Studies)
Iain Beaton (Pure and Applied Science)	Spencer Boersma (Theology)
Ann Smith (Librarian)	Mark Mallory (Canada Research Chair)
Nola Morey (Graduate Student)	Kate Ashley (AVP-RIGS)
Honours Student: vacant	Director of a Research Centre: vacant

Guest: Peter Ludlow (Vice-Provost, Research and Innovation)

The Senate Research Committee (SRC) met on October 2, 2025, to review the tasks assigned to it by the Senate of Acadia University.

Chair: Kate Ashley, Vice-Provost, Academic Policy and Graduate Studies

Secretary: Liam Swiss

Meeting dates for the upcoming year: The SRC will meet twice a year and as needed.

Meeting modalities for the upcoming year: Teams.

The SRC's mandate is:

1. To develop policies and programs that encourage and support faculty, graduate, and undergraduate research at Acadia University.
2. To establish and oversee the adjudication process for Acadia University's internal research funds, excluding the University Research Fund (Article 25.55).
3. To establish, propose to Senate for approval and subsequently to implement a consultative process for regular reviews of the Acadia University Strategic Research Plan.
4. To encourage and facilitate interaction among Acadia's researchers, community members, community organizations, government and industry in order to expand and enhance research collaboration and dissemination.
5. To consider and respond to research matters referred to it by graduate students, faculty members, Departments, Schools, Faculties, the VP Academic or by the Senate of Acadia University.
6. To receive the annual reports of Research Centres for submission to Senate.
7. To consider any other matters of policy relating to research, and any other matters referred to it by Faculty, Vice-President (Academic), Senate, or Board of Governors.

The SRC's goals for the coming year are:

1. To review the membership and terms of reference of the committee.
2. To develop policies and procedures relating to Research Centres and Institutes.
3. To develop recommendations regarding the Research Support Fund.

Respectfully submitted,
Kate Ashley, Chair

ACADIA UNIVERSITY

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

REPORT DATE: October 1, 2025

SPAC COMMITTEE CHAIR

Jennie Rand will chair the committee to 2026.

MEETINGS DATES

The committee will meet remotely via Teams.

The committee met via Teams on October 1, 2025

Additional meetings for the 2025-2026 year are expected to be held in:

November 2025

February 2026

March 2026

April 2026

The Appeals Sub-Committee of SPAC will also meet remotely, as needed.

PURPOSE AND DUTIES OF COMMITTEE

The committee reviewed the purpose and duties below. No changes were made.

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

Respectfully submitted,

Candace Bird
Secretary

Jennie Rand
Chair

Timetable, Instruction Hours and Examination Committee
Transition Report to Senate – October, 2024

Committee Membership:

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

Duties:

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

The Committee met on September 22, 2025 on TEAMS.

The Committee elected Iain Beaton as Chair, and Christianne Rushton as Recording Secretary.

The Committee confirmed that TEAMS was the mode for meetings and that it would be the repository for materials.

In addition to the above duties, the Committee will

- continue to consider food insecurities due to lack of time in student schedules.
- continue discussion around tests/major assignments in the last days of term.
- open discussion of policies for Open Acadia examination.

Submitted,
Iain Beaton, Chair

Discussion item from Timetable, Instruction Hours, and Examination Committee:

Discussion item: That fall convocation at Acadia University be reactivated beginning in 2026 and be scheduled as one ceremony for all faculties in conjunction with Homecoming Weekend.

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.

Revisions to the Graduate Application Retention Policies.

These revisions were approved by the Senate Graduate Studies Committee. The rationale for the changes is to ensure:

1. We do not keep personal data in SLATE once an **unsubmitted** application is deleted from SLATE; and
2. We do not keep an application and personal data for more than 2 years when an applicant was admitted but either choose not to come to Acadia, or registers, and then leaves prior to the add/drop date noted in the University calendar (e.g. courses are deleted from record as if the student was never registered at all). This change reflects previous practice when we were in Acadia Central and dealing with paper files.

The revisions are in RED.

Graduate Application Retention Policies

1. Documents submitted in support of an application for admission are retained by the University and are not returned to the applicant.
2. Applications that go unsubmitted will be deleted from our system, **including personal data**, when the deadline has passed for program consideration.
3. Submitted applications that are missing required supporting documentation and/or applicable application fee will be withdrawn when the deadline has passed for program consideration.
4. Applications requiring an Acadia supervisor's approval that are not submitted within 30 days of being started, will be deleted from our system **along with personal data**.
5. Two (2) years after the start of the application year, any applicant not admitted to a program, will have their application and all personal data deleted from our system. **This includes applicants who were admitted but never registered for a course.**
6. Those applicants that are admitted to a graduate program, **and registered in courses**, will have their application and personal data deleted from our system eight (8) years after being admitted.

Reinstatement of former graduate degree students

The below policy was approved by the Senate Graduate Studies Committee.

The rationale for this policy is we are encountering more students who are not maintaining their enrollment in our programs each semester due to personal reasons (e.g., medical, parental, employment). Coordinators/supervisors are being more lenient in reinstating them when the student wishes to return to studies. However, at some point we do have to think about when is the right time to request a re-application --- when has a student been absent too long. This is the policy that was drafted and approved.

Current wording on page 15 of the Univ Calendar:

Re-Admission of Former Students

All graduate students (excluding MEd students) who have been absent from the University for one semester, or who have graduated from the program of studies to which they were admitted, or who were subject to academic dismissal, and who wish to return for further studies, must re-apply for admission and complete the required application form. PLEASE NOTE that re-admission to a program is not guaranteed.

Current wording on page 34 of the Univ Calendar:

Any graduate student (excluding MEd students) who is absent from the University for one semester, and who wishes to return for further studies, must re-apply for admission and complete the required application form. PLEASE NOTE that re-admission to a program is not guaranteed.

New Policy:

Reinstatement of former graduate degree students

Any graduate student (excluding M.Ed., PhD, and MAK Part time Coaching students) who is not enrolled at the University for a period of four academic years or more, and who wishes to return to their original degree program, must re-apply for admission by completing the required admissions application form. PLEASE NOTE that re-admission to a program is not guaranteed. Students will be required to pay the current University tuition rate (e.g., 1-yr or 2-yr program fee, or per course fee) depending on the applicable degree program.

If the absence was due to a documented illness, parental leave, or other extenuating circumstance, a re-application for admission may not be required if supervision is still available within the graduate program. The student is recommended to reach out to their faculty dept/school to discuss their options.

When a student has been away for a prolonged period (e.g., more than four years), the student may be required to re-take courses needed for the degree program or take additional courses if the program requirements have changed since the previous

enrollment took place. Decisions as to which earned course credits may be retained will be made by the graduate program.

Time limits of curriculum will pick up where a degree program was left off for those students who are reinstated to the program with no admissions application required.

Graduate students who have graduated from the program of studies to which they were admitted, or who were subject to academic dismissal, and who wish to return for further studies, must re-apply for admission, and complete the required application form. PLEASE NOTE that re-admission to a program is not guaranteed.

APRC Motions

October 2025

Motions

1. Motion that Senate receive the [APRC Response and Report to Senate for the Economics](#) program.
2. Motion that Senate receive the [APRC Response and Report to Senate for the Math and Stats](#) program.
3. Motion that Senate receive the [APRC Progress Report to Senate for the Chemistry](#) program.

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

School/Department/Unit Name	Department of Economics
Program(s)	Bachelor of Arts with Honours in Economics Bachelor of Arts with Major in Economics Bachelor of Arts with Honours with Double Major in Economics Bachelor of Arts with Double Major in Economics Bachelor of Arts with Honours in Economics with Business Administration Bachelor of Arts in Economics with Business Administration Bachelor of Science with Honours in Economics Bachelor of Science with Major in Economics Bachelor of Science with Double Major in Economics Bachelor of Science with Honours in Economics and a Second Major Minor in Economics Co-op is available to Arts and Science students majoring in Economics.
Director/Department Head/Program Coordinator(s)	Dr. Andrew Davis
Date(s) of Review Site Visit	September 26-27, 2024
Dates of meeting to received and discuss response to Program Review with Director/Department Head/Program Coordinator(s)	February 10, 2025
Date(s) of APRC meeting to discuss APRC response	March 17, 2025

General Comments

Dean of Arts Comments – Dr. David Duke

The review team offered 11 recommendations in their review of the Economics program, following their September 2024 site visit to Acadia.

Recommendations 1 and 2 dealt with unit faculty numbers. Both the unit and the review team concurred that the unit is “right-sized” for its mission. Both noted that the unit is facing retirements, and the review team encourages the unit to begin active planning for next hires and to do so with an EDI-AR priority for future hires to diversify the unit’s faculty composition. The review team also recommends the unit consider in its planning a possible application for a Canada Research Chair. As Dean of Arts, I concur with this position and will support the unit in its planning in this area. I support exploring the possibility of applying for a CRC also.

Recommendation 3 addressed an ongoing concern emanating from the unit: how can ECON work effectively to coordinate curriculum changes in partner programs such as MATH and BUSI? The unit notes in its response that several of the coordination challenges have been addressed, but also commits to maintaining strong communication to maintain integrity within and between the programs.

Recommendation 4 addressed curricular questions internal to the ECON unit, in particular delivery modes, course caps, and flexibility and greater breadth of elective options. I agree with the unit response that a deeper understanding of the ECON curriculum shows that there’s no pent-up demand for breadth of offerings but there is for impactful delivery modes (such as collaboration with external partners such as the Port of Halifax, with which Burc Kayahan has been working, to investigate the economics of their activities). The unit has committed to continue to explore novel delivery modes as appropriate.

Recommendation 5 relates to supports, particularly the Economics Support Centre, and how to raise their profile more effectively. I commit to working with the unit to raise awareness of this important support in place for Economics students. The faculty continues to re-vamp the space allocations in the BAC, with particular emphasis on providing more student study / “hang-out” spaces that will encourage them to remain in the BAC-Atrium-Library area, and so will work with the ECON unit on providing a dedicated space for Economics students. I will also work with the unit to explore outreach activities, especially in local and regional high schools. I see this as especially important, because ECON is not a subject which is commonly taught in high school, and so it is important for HS students to be made aware of the discipline through, for example, site visits to local schools.

Recommendation 6 queries the unit’s current policies and procedures concerning the B.A. ECON / B.Sc. ECON pair. I think the unit’s response to the review team is sensible and takes account of the particular, longer-term history of the provision of ECON at Acadia, and the impact of the introduction of the B.Sc. ECON degree on that history. I agree with the unit’s perspective that there is flexibility in the two paths, and one is not seen as particularly superior to the other by students, except with the possible exception of avoiding Arts Core requirements.

Recommendation 7 deals with student supervision and equitable course distribution among instructors. It is clear from my perspective that this is something that the unit is very aware of and makes every effort to respond to; the introduction of limited team-teaching is one such response. The unit understands that some faculty are drawing more senior students than others, but at present does not see this as a particularly intractable problem. I concur: the ECON unit is very careful in its allocation of teaching assignments, conscientiously so, and I agree that the ECON unit is addressing the matter as effectively as possible within the constraints in which all units operate.

Recommendation 8 refers to a change in the remuneration for overload teaching. As the unit responds, this is a CA question.

Recommendation 9 calls upon the unit to develop a plan for software package employment in courses. They note that some harmonization in this area would be beneficial to students and may lead to lower costs also. The dean’s perspective is that we need to re-visit our software licensing and

acquisition policies at an institutional level, because the greatest savings through harmonization should be achievable at a pan-institutional level.

Recommendation 10 relates to course evaluation processes. The unit's response echoes the review team's call for a standard evaluation process in which *all* members of the unit participate. The provision of course surveys is proving to be a challenging aspect of the current CA and will be examined during the negotiation process leading to the next CA.

Recommendation 11 relates to raising the unit's profile through public events involving high-profile, invited speakers. The unit notes in its response that it has very little in the way of resources capable of attracting such individuals, and its largest partner in such ventures, the School of Business, is "relatively uninterested" in this area.

As dean I would commit to working with the ECON unit to begin the development of one-off lectures leading to a series. This should include connecting with Advancement and potentially with alumni to publicise the initiative and to seek support for its growth.

Overall, I see the ECON department as an example of ideal, collegial, realistic and mission-focused leadership and management by the unit's faculty members. Challenges that may be addressed internally are discussed and plans developed to deal with them. The work of the ECON department is clear to those involved in it. I am delighted to conclude my comments by saying what a pleasure it is to work with the ECON department on a daily basis; I wish the entire institution was as well-run as Economics is, and has been, for a long time.

Recommendations and Responses

Recommendation 1: The department currently has seven full-time tenured/tenure-track faculty. Department members expressed the view that the department is the right size and the review committee concurs with this. Two members are now nearing retirement, and it is important that retiring members be replaced expeditiously (or better, in advance) so that the department size does not fall below seven full-time faculty.

Unit Response to Recommendation:

The unit agrees that seven is an appropriate size for the department that balances the constant tension of institutional resource allocation with program needs. Six is a tenuous existence given the degree of service required and difficulty of staffing per course appointments within Economics.

The unit would be most appreciative of any support for replacing faculty in advance of retirements, but is aware that the APC process is competitive.

APRC Comment and Priority:

Retirements should be replaced as a matter of course because we have a right-sized unit at present. The complement should be planned within the context of Bill 12 academic planning processes.

☐ Immediate Priority ☐ **Medium-Term Priority (1-2 years)** ☐ Long-Term Priority

Recommendation 2: In line with this, we encourage the department to start actively planning for next hires. In particular, we encourage the consideration of EDI-AR as a priority for future hires (e.g. six of seven current faculty are male). The committee also feels that the department is well positioned to consider putting in an application for a Canada Research Chair position, and/or similar endowed chair.

Unit Response to Recommendation:

The Department agrees with this suggestion. Acadia's current efforts around faculty diversity and inclusion are focused on black and indigenous hiring. We are not currently aware of any university initiatives that support female hiring, but fully agree that gender diversity is a priority for the unit, especially in terms of mentoring, representation, advising, etc. We have stressed during the academic planning process before that allowing Economics to issue relatively

unspecific and open calls allows us to broaden the pool of women who might apply, though asking for an open call can be difficult when highlighting specific needs can often carry weight in allocating positions.

The Department engaged robustly with the recent cluster hire process, but two candidates linked to Economics that had been shortlisted for interviews withdrew.

The presence of large external hiring forces within the discipline prioritizing female hiring, particularly the Bank of Canada and various other government branches and agencies, create a different hiring dynamic within economics that may not be mirrored elsewhere. Economics is a competitive discipline. Very few women have applied to tenure-track openings posted by the Department, possibly due to concerns such as location, wages, etc, that are beyond our control. With respect to a Canada Research Chair, this is admittedly not something the unit has thought deeply about. We will investigate this internally, but given our relative ignorance cannot say much at this juncture.

One issue that did arise during our last hiring process is that the Collective Agreement stipulates that “Canadians and permanent residents shall be given priority” but that equity requirements prevent hiring committees from inquiring as to whether applicants are such. Economics is a very international discipline. We were unable to get a straight answer here last time we hired, and clarifying under what circumstances units can pursue the hiring of international candidates would be useful.

APRC Comment and Priority:

The APRC notes the challenges of ECON hiring pools (competition from the private sector and fed and prov gov't's). They have requested clarification around international vs Canadian / perm resident hires – this needs to be provided as part of the process.

☐ Immediate Priority ☐ Medium-Term Priority (1-2 years) ☐ Long-Term Priority

Recommendation 3: Develop mechanisms to coordinate curriculum changes between Business, Math and Stats and Economics. Specific issues were raised relating to Math courses that essentially duplicate offerings in Economics and their treatment as pre-/anti-requisites in the School of Business. Coordination on such issues can be improved in many cases by enhanced communication between department chairs.

Unit Response to Recommendation:

We completely agree with this. Economics does most of its curriculum work outside the Arts and the faculty model of curriculum development doesn't fit that particularly well. This is something we are working on, and will pursue immediately after Math finishes their own review process.

Since the review, the Math department has revisited its view on the compatibility of ECON 2613 and MATH 1253, and we hope this problem will be mostly solved in the near future (Economics may just need to tweak ECON 2613 a little to ensure students can progress cleanly from ECON 2613 to second-year mathematical statistics).

In general, communication has been quite good with the new Head of Math, and we will continue to pursue better communication going forward.

APRC Comment and Priority:

The APRC recommends that fresh discussions between units/programs are undertaken within the context of Bill 12 to determine efficient and effective cross-disciplinary programming. Discussions should also encompass the needs identified in (1) and (2) above.

☒ Immediate Priority (<1y) ☐ Medium-Term Priority ☐ Long-Term Priority

Recommendation 4: Consider the balance between the number of first-year sections and upper-level course rotations. Faculty in the Department have not indicated any dissatisfaction with the current balance, but it may be worthwhile considering a slight reduction in the number of introductory sections to focus on program development in the second year and beyond. Some avenues to consider would be:

- a. Development of a “signature teaching experience” at the second year or higher that builds on the success of the team-taught topics course currently taught.
- b. A broadening of elective offerings in areas that students have indicated interest in such as Game Theory and Financial Economics.
- c. Potentially developing a rotation in duties teaching larger introductory sections among faculty members to allow for more research time and to eliminate the need for pro-bono teaching of upper-year courses.

Unit Response to Recommendation:

a. The unit is unsure what this might look like. The team-taught ECON 2883 is still pretty new, and we have had discussions about extending this approach to a 3000-level course based around “doing economics”. But we’ve also been trying to push more outside the traditional classroom activities, such as through the recent collaboration with the Port of Halifax and the inaugural Atlantic Undergraduate Policy Case Competition. We might also just make a “collab” course that responds to opportunities that present themselves, but this is difficult in terms of planning – we can’t predict well in advance what things might pop up.

Overall, the unit agrees that distinctive and impactful teaching experiences are important and is committed to developing more of them.

b. Obviously the Department likes more electives, but the unit has mixed feeling about this. There is definitely a tradeoff here between smaller class sizes and expanded elective offerings, and the Department is cognizant of its role as a service hub. Within the last year (and the hiring of Dr. Barry Watson to bring the faculty complement to 7), the Department has pushed down its intro offerings from the 80-90 level to the 65-75 level. Note that many BAC classrooms are capped at 68, and this has had some university-wide value in terms of class scheduling.

A number of instructors have also expressed that they both enjoy and feel more effective with smaller class sizes for principles and statistics.

If there was massive latent demand for electives, the Department would allocate more resources towards them and allow first-year classes to grow again, but based on our internal feel of corresponding with students we’re not sure that leaning more towards electives is the right tradeoff.

c. Again we view tradeoffs here. Yes, in any given semester, freeing one faculty from teaching intro courses increases the time they can allocate to research, but that implies some other faculty has less. And if this burden is to be equitably shared, any “easier” terms will need to be counterbalanced by “harder” terms for no net gain.

We agree that, unfortunately, the Department has been forced into offering courses as independent studies in a way that does not compensate instructors meaningfully for the work they do, e.g. Advanced Macroeconomic Theory and Industrial Organization II in 2024-2025. However, we feel it is unlikely the university would support putting electives on the books with such small enrollments, especially at the cost of dramatically increasing first-year class sizes.

APRC Comment and Priority:

The APRC recommends that the ECON unit consider program balance as it explores academic programming within the Bill 12 response and more general academic strategic planning processes now ongoing, and to incorporate principles of programming balance as they see fit.

☐ Immediate Priority ☒ **Medium-Term Priority (1-2y)** ☐ Long-Term Priority

Recommendation 5: Strengths of the department include its commitment to service teaching (particularly for the School of Business) and its preparation of high-level (e.g. Honours) students for graduate study. Where there is room for growth is in the number of majors. Doing so would boost enrolments in upper-year courses and would provide more opportunities to develop student cohesion in the program. Some mechanisms that might be considered for doing so include:

- a. Students should be actively encouraged to reactivate the Acadia Economics Society
- b. The university should provide a dedicated space for Economics students and the drop-in Economics Help Centre
- c. The department should more actively publicize the existence of the Economics Help Centre. (Some of the students that we spoke to were not aware of its existence.)
- d. The department should consider providing some community outreach (e.g. connecting with local high schools) and/or meeting with staff in the recruitment office.

Unit Response to Recommendation:

Overall, the unit definitely agrees that we could support more majors at low marginal cost, and that increasing the number of majors would be beneficial for the student experience in upper-year courses and electives. This remains something the Department thinks about on a regular basis.

- a. **The unit is actively trying to resuscitate the society, but so far without student interest. The department has made efforts to increase the number of student activities over the last two years but there remains significant student hesitancy to “get involved”. For example, the Department offers to buy lunch for any majors interested in meeting with visiting speakers to discuss graduate school, honours research, etc – zero students have responded positively to the last two such invitations (both of which happened this semester). The Department has also offered several students money to organize events and attempted to hire a student as a teaching assistant to run the society, without takers. Ultimately, a faculty member may need to start organizing social events directly, but we view this as less than optimal.**
- b. **The unit would love this. The unit has been organizing the Economics & Business help centre for the last two years. Business then provides half the financial support as a passive partner. This could also serve as an informal location for the Economics Society.**
- c. **This is a good suggestion and we will try to do so. Currently all faculty are encouraged to link the help centre on Moodle and raise it in class. All majors are also reminded via email. We are unsure to what extent Business publicizes the centre, but we will keep pushing it. The lack of a permanent home does not help in raising awareness.**
- d. **The unit head did meet with student recruitment approximately two years ago to discuss the economics program; student recruitment ended the meeting after 11 minutes. Our understanding is that there are limitations on what faculty are allowed to do in this sort of role, but this is something we will clarify with recruitment and are happy to participate in their initiatives.**

APRC Comment and Priority:

The APRC recommends that ECON work with the Dean of Arts / BAC Building Manager to obtain a dedicated space for the ECON Help Centre and also dedicated space for an ECON Students' Society. Very important to grow student engagement to establish a stronger ECON community "core" of majors and faculty, with good connectivity between them.

☒ Immediate Priority (<1y) ☐ Medium-Term Priority ☐ Long-Term Priority

Recommendation 6: The introduction of the B.Sc. degree has been very successful. However, it largely had the impact of siphoning students from the BA degree to the BSc stream rather than increasing the number of Economics majors overall. Students indicated that this was related to the attractiveness of the BSc degree and trying to avoid the Arts Core. However, we also heard the sentiment expressed that this was unfortunate as there would be fewer Economics graduates with broader exposure to the humanities and social sciences. Can the Department consider mechanisms to address this?

Unit Response to Recommendation:

To begin, we agree there is substantial traffic between the BA and BSc. But giving students choice about the kind of economics degree they want is not a bad thing. We are unsure that BSc enrollment is majority driven by cannibalization, and even if it was that's not bad if it reflects students opting into a degree they like. Generally speaking, first-year enrollment remains dominated by the BA, but the BSc picks up a majority of the internal transfers in from other disciplines, e.g. we have a number of BSc students who transferred from Biology.

We also agree that some BSc enrollment is definitely driven by avoidance of the Arts Core. We could add additional Arts requirements to the BSc degree, but we are hesitant to when other Science majors do not, especially since it would make things more difficult for transfer students who might then find the BSc impossible to complete on a normal four-year schedule.

We are a bit unsure here. Along first principles, we are in the business of providing students the education they want and find desirable. It's not clear the Department should have strong preferences over whether, say, 80% of students want an economics major with a lot of humanities and social science versus a more quantitative degree, or whether the split is 50-50. We do not think one option is better than the other.

APRC Comment and Priority:

The Arts Core is an impediment to the recruitment of BA ECON majors, as it imposes higher requirements in comparison to the B.Sc. ECON. This is not unique – similar situation occurs in BA PSYC vs B.Sc. PSYC.

The APRC recommends that this be addressed via the Faculty of Arts academic planning processes, via which Arts faculty members are considering the current Arts Core and possible alternatives.

☐ Immediate Priority ☒ Medium-Term Priority (1-2y) ☐ Long-Term Priority

Recommendation 7: While pains are taken to evenly distribute regular course teaching, supervision of advanced students seems to be concentrated amongst a subset of the faculty. While this may be working in the short term, it may not be sustainable over the longer term. The team-taught second-year course that exposes students to the research of a number of faculty in the department is a positive step to try to address this imbalance. The department might consider the development of other mechanisms to ensure a more equitable distribution of student supervision.

Unit Response to Recommendation:

The Department introduced the team-taught survey course in part to address specifically this. We note that COVID dramatically disrupted the normal soft mechanisms by which students sorted into honours, e.g. through informal hallway conversations, office hours, research

assistant hiring, etc. We're thus not quite ready to judge the post-COVID distribution of advising given the lag between enrollment and honours. If significant inequalities in advising remain going forward, we will try to deploy additional mechanisms. We fully agree with the spirit of this suggestion and will keep pursuing this absent concrete suggestions.

APRC Comment and Priority:

This is not an issue that can be easily addressed through processes that maintain the high levels of student choice that we promise. It is a very common occurrence in units across campus and so is not new.

The APRC recommends that the ECON unit continues to be attentive to the issue of teaching load / supervisory load equity in the unit and notes that it is available to support any changes that would require MPHEC approval.

☐ Immediate Priority ☐ Medium-Term Priority ☒ Long-Term Priority (>2y)

Recommendation 8: Some department members engage in pro bono (unpaid overload) teaching. While this is admirable to ensure students are well served, it is not sustainable. This could be addressed with a modest increase in per-course financial allocations so that overload teaching is appropriately compensated, and/or by revisiting the balance between first-year and upper-year course sections, as noted above.

Unit Response to Recommendation:

This is a Collective Agreement question. In general, it's not uncommon for instructors to offer independent studies, which are occasionally not reported to the Dean's office for compensation. That said, the compensation for low-enrollment independent studies does not reflect the effort, and faculty would not offer them absent a feeling that they're required for our students.

Yes, we could ensure that every upper-year student can take the electives they want, especially the ones going to graduate school, but offering that degree of service would be exceptionally expensive at the first-year level. If the university wants to support that degree of service, we would be absolutely thrilled, but we do not expect it.

APRC Comment and Priority:

The ECON unit, like others on campus who routinely offer specialised courses to small groups of students, has a robust and well-established unit culture and policy framework for these kinds of offerings, and the APRC recognises that the ECON unit has this well in hand.

☐ Immediate Priority ☐ Medium-Term Priority ☒ Long-Term Priority (>2y)

Recommendation 9: Because of the linkages with the School of Business and the Department of Mathematics and Statistics, students are required to master a number of different software packages that perform similar functions, notably MS-Excel, R and E-views are all used in different required courses. This could be reviewed to see if there can be some harmonization and reduction of the number of packages students are required to use. Foremost in this consideration should be the utility of the selected software beyond the Economics program at Acadia.

Unit Response to Recommendation:

We completely agree that the utility of software beyond Acadia is the key concern, which is why we teach ECON 2613 out of Microsoft Excel on the request of the School of Business. We would

only change this if the School of Business specifically requested otherwise, which we believe is very unlikely given the prevalence of Excel in the business world.

However, introducing students to numerous different software packages is not necessarily bad, either. There is a tradeoff between a general sense of “software sophistication” and “specific software skills”.

The Department tries to keep its quantitative/technological pedagogy current, and has invested in Stata for students, introduced Python into several courses, etc. A review of software/technology use is something we will carry out.

APRC Comment and Priority:

Per Recommendation 3, the APRC strongly recommends that ECON, together with MATH/STATS and BUSI, create a software compatibility element in their cross-disciplinary program planning processes, with mechanisms to ensure pedagogical currency across a range of platforms as the units see fit.

☒ Immediate Priority (<1y) ☐ Medium-Term Priority ☐ Long-Term Priority

Recommendation 10: For the most part, the department appears to provide a very good pedagogical experience for their students. Nevertheless, consistent teaching evaluation, including student surveys, and career development is important to maintain high quality teaching across the board. Efforts should be made to ensure that all department members participate in teaching evaluation and related activities.

Unit Response to Recommendation:

We completely agree. Monitoring the student experience is important, particularly at an institution like Acadia. This is difficult to do at the Department level. Student surveys are decided upon by a committee of Senate, and the method of their distribution by administration. This is not something the unit can control.

It is possible that the Department could design and distribute its own student survey instrument, but at the Department level this could only be recommended to faculty, not imposed, which de facto returns us to the current regime. We will try to be more insistent, but there are limits to what we can do here until the administration and Senate can come to terms on a new student survey regime.

APRC Comment and Priority:

The APRC concurs that teaching evaluations and student surveys are key parts of ongoing programming and more general programming or individual reviews. We expect that a robust process will emerge from the negotiations for the *Seventeenth Collective Agreement* and that they will be operationalised through the life of that CA by all academic units on campus.

☒ Immediate Priority (<1y) ☐ Medium-Term Priority ☐ Long-Term Priority

Recommendation 11: There is a relatively generously endowed BMO Lecture Series that has been dormant for some time. Along with the department’s Scholarly Activities (Article 25.56) funds, this could be used to fund events that would raise the profile of the department on campus and provide discipline-related extra-curricular opportunities for students in the department. The department is encouraged to work on reviving the series.

Unit Response to Recommendation:

We fully agree. This said, the series has been relatively active in recent years (Peter Mackay, Arlene Dickinson, Bill Morneau), with Chief Terry Richardson scheduled for February 2025. There is a small tension between the use of the series for academic/intellectual purposes and for advancement purposes, and in general the School of Business remains relatively uninterested.

However, since Economics does not control any of the money here, our ability is limited to petitioning the provost to consider intellectuals in economics.

APRC Comment and Priority:

The APRC also concurs with this relatively straightforward but potentially extremely impactful recommendation. Resources are available, as identified by the reviewers, and can be supplemented by other sources such as the Dean of Arts office, the Office of the Provost, or the Office of the President, and the unit is encouraged to engage those resources in their planning for these kinds of events and profile-raising initiatives.

☒ **Immediate Priority (<1y)** ☐ Medium-Term Priority ☐ Long-Term Priority

FORM 4B: PROGRAM REVIEW

APRC RESPONSE AND REPORT TO SENATE

School/Department/Unit Name	Department of Mathematics and Statistics
Program(s)	BSc Math Honours with Science Minor BSc Math Honours with non-Science Minor BSc Math with Science Minor BSc Math with non-Science Minor BA Math BSc Math Honours with Education BSc Math with Education BSc Math with Applied Science BSc Math with Business BSc Math with Computer Science BSc Math with Economics BSc Math with Music BSc Math with Other Second Major BSc Math with Data Analytics Option BSc Math with Actuarial Science Option Integrated BSc/BEd program MSc Math
Director/Department Head/Program Coordinator(s)	Dr. Richard Karsten
Date(s) of Review	October 21-23, 2024 Welcome Dinner – October 21 Interviews – October 22-23
Date of meeting to receive and discuss response to Program Review with Director/Department Head/Program Coordinator(s)	March 17, 2025
Date(s) of APRC meetings to discuss APRC response	March 17, 2025

General Comments
Recommendations and Responses
Recommendation 1:

Prepare a comprehensive hiring plan to proactively prepare for the large number of forthcoming faculty retirements and address the delicate equilibrium that needs to be maintained between service teaching and the different options for the specialized teaching.

Unit Response to Recommendation:

We agree with the recommendation; a long-term department hiring plan is a great idea. We do regularly review our faculty and teaching resources in the short term, for example through the APC and budgetary processes. Long term planning presents a challenge, in that specific action cannot be undertaken until faculty make commitments to retire. In the case of a regular retirement, there may be little advance notice. And through the current APC process there is no guaranteed timeline for hiring a replacement. Phased-in retirements can address these issues, gives a longer horizon of 1-5 years to hire a replacement. But these positions must be authorized. Finally, in several places in the report, the point is made that it will be challenging to recruit faculty, given the expectations of faculty (teaching, research) and demand for qualified individuals.

However, this challenge should not prevent the department from establishing a plan, particularly in terms of identifying the key faculty positions that are required to maintain the “delicate equilibrium... between service teaching and the different options for the specialized teaching.” We will work on a plan this summer, and the plan will be part of all department submissions to APC, Budget, Strategic Planning, etc. in the coming years.

APRC Comment and Priority:

The APRC supports this recommendation.

The Department plans to begin a hiring plan this summer, but they have a few years to get this in place.

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

Recommendation 2:

Immediately open a position to replace Hugh Chipman, including the possibility of hiring at the associate or full professor level.

Unit Response to Recommendation:

Once again, the department agrees with the recommendation. As with our response to general hiring, the challenge is in the details.

It is important to recall the serendipitous circumstances that allowed Hugh to be hired at Acadia. First, the department was able to advertise a Canada Research Chair (CRC) position. Second, the department was able to target a candidate who not only had a stellar career but had very strong ties to the department, the university and the community.

The best opportunity to hire someone to replace Hugh would likely be through the CRC program. The department will submit an application for a CRC at the next opportunity. But when this opportunity becomes available it will no doubt be very competitive.

Recognizing that finding an ideal candidate will be difficult, we will also be asking that Hugh’s position be replaced before he retires so that this process can be started as early as possible.

Additionally, we will ask for the ability to advertise for an experienced candidate. Ideally, we would hire a new faculty member before Hugh retires so that there would be a better transition.

APRC Comment and Priority:

The APRC supports this recommendation.

The Department plans to take all of the steps that are within its power to respond to the recommendation, though of course final decisions are not theirs to make. The APRC has identified this as a medium-term priority because Dr. Chipman will only be on phased-in retirement until 2028 and because there must be the opportunity at the University to fill a position in this way.

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

Recommendation 3:

With the numerous upcoming retirements, the Department cannot be expected to function with a smaller number of tenure-stream professors or instructors.

Unit Response to Recommendation:

Of course, the department agrees with the recommendation. As mentioned in the response to recommendation #1, we will be developing a hiring plan to ensure we are prepared for retirements. However, such plans can only be successful if the university, as a whole, recognizes the importance of faculty renewal and adapts its procedures accordingly.

APRC Comment and Priority:

The APRC supports this recommendation.

As the Department notes, they plan to address this recommendation through developing a hiring plan. As with several other recommendations from the review team, fully addressing this will involve decisions made outside the Department.

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

Recommendation 4:

Develop adequate plans for course delivery, especially in actuarial science and in statistics service teaching.

Unit Response to Recommendation:

Again, the department agrees with the recommendation.

As the report identifies, actuarial science has the potential to attract a good number of students to the program. However, adequate delivery for the actuarial science courses will likely involve having another faculty member who can teach these courses. This will be part of the department's long-term hiring plan. In the short term, we are building our relationship with local actuaries, including alumni. They have shown an interest in participating in our course offerings and we hope we can have them teach some of our actuarial courses.

In terms of the statistics service courses, we are working continuously to ensure we have sufficient resources to support these courses and maintain reasonable class sizes. We recently hired a new instructor, Danielle Quinn, which has allowed us to reduce the statistics labs to a reasonable size. Our class sizes, though larger than we would like, are manageable. Maintaining this situation with the phased-in retirement of Hugh Chipman will require additional resources and are part of our hiring plan discussed above.

APRC Comment and Priority:

The APRC supports this recommendation.

This is an immediate priority for the Department, and is one of the initial steps in planning to address Recommendations 1-3. The APRC notes that the plans might call for resources from the University for its implementation.

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

Recommendation 5:

Develop a Data Science program with the Computer Science Department.

Unit Response to Recommendation:

We agree with the recommendation. Data Science is a program that could be offered without additional hires, beyond the retirement replacements discussed above. While the current statistics faculty can teach all the stats courses such a program would require, hiring a CRC in Data Science would be an obvious way to jump start such a program. Partnering with Computer Science would strengthen the program. In our view, data scientists must be strong in coding/computing as well as statistics. There are other opportunities to partner with the School of Business on Data Analytics and with other Science Departments (Biology, Psychology, Physics, etc.) on more applied Data Science.

In the short term, we have proposed multi-disciplinary minors in Data Science and Data Analytics. These minors will allow us to attract students to data science and develop the new courses such a program requires.

Longer term, we will look at developing a full program. It must be noted that we would be joining a crowded field, as there have been many data science programs developed recently. Designing a Data Science program that fits into our strategic plan and builds on Acadia's strengths will take some work.

APRC Comment and Priority:

The APRC supports this recommendation.

The Department plans to have further discussions, both within the unit and with affiliated units, this spring and summer.

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

Recommendation 6

Generate incentives for faculty members to obtain external research funding, in particular offer a course release to faculty members preparing their NSERC application.

Unit Response to Recommendation:

We agree that offering incentives for faculty to obtain external research funding is desirable, and that course releases can be a good way to support research. Encouraging external funding is important for the department in so many ways, not the least of which is how external support for research is recognized for promotion and tenure.

We also recognize the difficulty in giving faculty course releases when we are already strained to meet our teaching requirements. Given that the course releases we can offer will be limited, we would need to ensure that they are used effectively, that any course release has the maximum impact on faculty research and success in applying for funding.

As a department, we will review what we can do to better support researchers, in terms of course release, when possible, but also through better course scheduling, support for HQP and EDI contributions, and supporting research travel. However, there is only so much we can do with our current resources. This is an Acadia wide issue. The university must recognize the challenging problem and provide resources to address it.

APRC Comment and Priority:

The APRC supports this recommendation.

As the Department notes in its response, this needs to be part of a wider University discussion.

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

Recommendation 7:

Improve institutional resources to support student research.

Unit Response to Recommendation:

We completely agree with this recommendation. Acadia needs to allocate more funds to support HQPs, both at the undergraduate and graduate levels. The funding we provide students has not increased for decades and is far below the cost of living.

The department is working on the funding issue using our recently developed Infinity Fund. But even if this is wildly successful, it would only be able to supplement what should be appropriate institutional funding.

APRC Comment and Priority:

The APRC supports this recommendation.

As the Department notes in its response, this also needs to be part of a wider University discussion, but this is an important priority to address.

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

Recommendation 8:

Improve student recruitment through outreach programs.

Unit Response to Recommendation:

We agree that we need to continually work on our recruitment. Many of our outreach programs target elementary school students. Some of our programs that target high school students were discontinued during Covid. In the past, one of our most successful recruiting tools was the Atlantic Canada Math contest.

We are reaching out in a number of ways: local high school students have started to volunteer in our junior summer camp; this could be further encouraged in our advertising; We run a Math Buffet, but this could be combined with math contests into a more frequently recurring event. Faculty have been visiting high schools talking to students, teachers and guidance counselors. We are also working with recruiting to produce better information about our programs to distribute at recruiting events, Open Houses and our outreach events. But such events require resources. We have been successful in getting funding for outreach, but the scarcest resource is time. Recruiting students to Math and Stats (and Physics, Chemistry, ...) is a difficult problem for all universities. Outreach activities are important but often see a limited return on the investment of time.

Once again, this is an issue where the department will review its activities, but a university-wide approach is also needed.

APRC Comment and Priority:

The APRC supports this recommendation.

This also needs to be part of an institutional discussion, but the Department will review its activities and seek to collaborate with Acadia's recruiters.

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

Recommendation 9:

Prepare a Strategic Plan to accomplish the above recommendations.

Unit Response to Recommendation:

On this last recommendation we agree, but any strategic planning done must be done within a larger context. The department is continually in a planning process: yearly plans on timetables, hiring, budgets, etc.; faculty- and university- wide plans on everything, strategic or otherwise. Of course, having a well thought-out and strategic long-term plan to address all our challenges would be great. But the reality is that our time and resources are limited, while our circumstances are changing rapidly.

For example, our integrated Math and Education program has been universally recognized as a successful program. But we cannot make long term plans about it because it is dependent on the School of Education's programs which in turn is dependent on the whims of the provincial government.

As described above, we have plans to address all of the recommendations made by the review panel. But all of these plans depend on the University's plans and the resources we are given. So, we do not see the benefit of immediately combining everything together into a Strategic Plan.

APRC Comment and Priority:

The APRC supports the Department's postponement of this while the current university-wide strategic direction discussion is ongoing. However, a number of strategic components can continue to be planned and worked on while the wider university planning is in process.

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

FORM 5B: PROGRAM REVIEW

APRC PROGRESS REPORT TO SENATE

School/Department/Unit Name	Chemistry
Program(s)	Bachelor of Science (Honours) in Chemistry Bachelor of Science in Chemistry Bachelor of Science Double Major
Director/Department Head/Program Coordinator(s)	Dr. Vlad Zamlynny
Date(s) of Academic Review	February 14-15, 2019
Date Recommendation Submitted to Senate	February 14, 2020

Recommendations and Responses
<p>Recommendation 1: With the recent hiring of a tenure-track biochemist, the Chemistry Department should immediately consider adding additional biochemistry course offerings.</p> <p>Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Progress: What specific actions have been taken?</p> <p>New Biochemistry courses added: CHEM 4773 Natural Products Chemistry. New course added. Cross-listed with Biology. Offered regularly. CHEM 4733 Food Chemistry and Biochemistry. Existing course re-developed. Offered regularly. CHEM 3783 Chemical Ecology. Cross-listed course with Biology. To be offered in the future.</p> <p>Next steps (if applicable): What actions remain to be taken?</p> <p>Expansion of Biochemistry offerings and development of Biotechnology Programs. Hiring new TT faculty split 60/40 between Chemistry and Biotechnology programs to deliver some Biochemistry courses that we currently have no resources to offer.</p> <p>Additional comments: <i>If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.</i></p> <p>New Biotechnology programs have just been approved by MPHEC with the condition that the required TT positions are filled in near future.</p> <div style="background-color: #cccccc; padding: 5px; margin-top: 10px;"> APRC Comment: </div>
<p>Recommendation 2: The Chemistry Department should revise the math requirements for B.Sc. Majors and B.Sc. Honours chemists to reflect the requirements from the Canadian Society for Chemistry (SCS) Accreditation Committee.</p> <p>Completed: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>

Progress: What specific actions have been taken?

MATH requirements have been changed **from [2018-19]:**

B.Sc.H: MATH 1013 and 1023; one of 2013 or 2753; one of 2023 or 2723

B.Sc.: MATH 1013 and 1023; one of 2013 or 2753; 3h MATH elective

CHEM as the 1st Major: MATH 1013 and 1023

CHEM as the 2nd Major: 6h from: MATH 1013/1023 or MATH 1213/1223 or MATH 2233/2243

to [2023-24]:

CHEM Majors (both B.Sc.H and B.Sc.): MATH 1013 and 1023; 6h from: MATH 2013 or 2753, MATH 2023 or 2723, 1253, 2243, 2253 2213, 2223, 1323 or 1333, 2313, MATH at the 3000- or 4000-level; COMP 1113, 1123; PHYS at the 2000-, 3000- or 4000 levels.

CHEM Double Majors (both the 1st and 2nd): 6h from MATH 1013, 1023 or 1253, 2243 or 1253, 2253

This change significantly opens the spectrum of MATH choices including rigorous, math-intensive COMP and PHYS upper levels electives, aiding students with more flexibility in scheduling and simplifying course selection.

Next steps (if applicable): What actions remain to be taken?

None

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

As documented in the recent townhall meeting between Head and students [2024], some CHEM Major students would recommend taking MATH 2013 Advanced Calculus to improve learning experience and outcomes of CHEM 2103 Physical Chemistry 1 Chemical Thermodynamics. This may be implemented either via academic advising or adjustments in the MATH requirements in the future.

APRC Comment:

Recommendation 3: The Chemistry Department should engage in a formal and comprehensive curriculum mapping and renewal exercise for its B.Sc. Chemistry programs.

Completed: ☐ Yes ☐ No ☒ Partially

Progress: What specific actions have been taken?

Curriculum mapping has been discussed and initiated. Many course syllabi have been updated to conform to the expected standards.

Next steps (if applicable): What actions remain to be taken?

A faculty member has volunteered to lead this undertaking as part of their Departmental responsibilities and has already started the process.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

Original plans were delayed due to the recent COVID, change in leadership and lack of experience in dealing with extensive curriculum development exercises.

APRC Comment:

Recommendation 4: The Chemistry Department should formalize its curriculum review procedures through the establishment (or re-establishment) of a Departmental Curriculum Committee.

Completed: ☐ Yes ☐ No ☒ Partially

Progress: What specific actions have been taken?

As mentioned above, a faculty member has undertaken the lead on this. Right now, the Department will act as the curriculum committee. As we progress through the process a more formal committee may be established if we think that will accelerate the process of curriculum mapping and renewal.

Next steps (if applicable): What actions remain to be taken?

See above.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

APRC Comment:

Recommendation 5: The Chemistry Department should make a concerted effort to research and implement innovative, evidence-based teaching and assessment methods across the undergraduate curriculum.

Completed: ☐ Yes ☐ No ☒ Partially

Progress: What specific actions have been taken?

As the result of the recent COVID restrictions, all faculty had to adapt their previous delivery mode to include on-line and recorded content as well as on-line and remote testing. It was decided that we shall make the best effort to keep the traditional in-person delivery methods whenever possible but also incorporate innovative elements that offer advantage to students.

We currently deliver many assignments, as well as examinations, in an on-line format via Moodle. Many faculty have built a suite of recorded lectures, and these are now offered as supplemental material hosted either via YouTube or other hosting sites.

Many upper year, advanced courses have incorporated additional hands-on elements, such as independent research projects and oral presentations.

Next steps (if applicable): What actions remain to be taken?

This recommendation is open-ended and there is always some progress possible in this field.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

The Department observed a noticeable recent decline in students' interest in printed materials and textbooks and even interpersonal communications to some extent. Perhaps, we can find ways to reverse or at least reduce this negative trend that might exclude students from vast pool of knowledge stored in printed form. Some faculty are starting to utilize OER materials such as Open Textbooks.

APRC Comment:

Recommendation 6: The Chemistry Department should initiate conversations with the Acadia administration regarding long-term plans to secure space for future growth in student enrolments and faculty complement.

Completed: ☐ Yes ☐ No ☒ Partially

Progress: What specific actions have been taken?

As part of Academic Planning process, we regularly update and report to Acadia administration our strategic plans and short-term goals which include TT requests, TA and equipment budget allocations as well as many other aspects of our annual needs.

Next steps (if applicable): What actions remain to be taken?

Continue dialogue with administration highlighting that our requests are based on our needs and are often dictated by safety standard and accreditation requirements.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

The recent change in senior Administration leadership resulted in some loss of communication and decline in implementation of our plans. We are confident that improvements are coming and happy to see some early signs of that (e.g. recent budget allocation for TA support).

APRC Comment:

Recommendation 7: Faculty members should continue to make concerted, strategic efforts to become successful in their Discovery Grant Proposal applications to NSERC.

Completed: ☐ Yes ☐ No ☒ Partially

Progress: What specific actions have been taken?

Newly hired faculty have been successful in obtaining external funding from the national granting agencies.

Established faculty are quite successful in attracting funding from other sources including industry and governmental partnerships. Re-establishing NSERC Discovery Grant funding for those researchers who lost it as a result of restructuring of NSERC appears to be unrealistic in practice despite significant effort of active research groups.

Next steps (if applicable): What actions remain to be taken?

Past significant loss of NSERC research funding support to Chemistry faculty at small, primarily undergraduate Universities such as Acadia prompted NSERC to review their strategies and it is hoped that newly-hired TT faculty will have a better success in external funding of their research activities from the National agencies in the future.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

Harper era cuts to research funding and odd strategy of the Chemistry segment which was rewarding the larger Universities at the expense of the smaller essentially wiped out funding of the entire generation of active scientists in this field. That strategy made an irreversible damage to the RND efforts in Chemistry and wasted significant talent in that field.

APRC Comment:

Recommendation 8: Honours thesis work should become incorporated into the two semester (Fall and Winter) fourth year Honours Thesis course(s), and all research work for the Honours degree should occur during these two semesters, as opposed to as paid summer research work. The Department should consider increasing the CHEM 4996 Honours Thesis from a 6h to 9h (or 12h) course credit to increase emphasis on experiential learning and career related skills.

Completed: ☒ Yes ☐ No ☐ Partially

Progress: What specific actions have been taken?

This recommendation was implemented in full. CHEM 407T Honours Thesis 1 and 408T Honours Thesis 2 are the fall and winter parts of the Thesis courses, respectively. In addition, Honours

students take CHEM 4993 Honours Research Methods, thus augmenting the time spent on thesis work by additional 3h.

Next steps (if applicable): What actions remain to be taken?

None

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

While many students are still employed by faculty members as Summer students, their work is now considered as part of their employment and not counted towards Honours project credit which is done during the active academic season.

APRC Comment:

Recommendation 9: The Chemistry Department should explore ways to grow its Masters program, increasing the number of graduate student and the number of faculty involved in supervising graduate students.

Completed: ☐Yes ☒No ☐Partially

Progress: What specific actions have been taken?

None

Next steps (if applicable): What actions remain to be taken?

We were able to sustain our MS program at the previous level. New TT faculty shall be hired who will be more successful in attracting the external funding, thus potentially growing our MS program.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

Due to the lack of significant external funding (i.e. NSERC) it is very difficult to grow MS program, especially considering that Acadia is a small University with majority resources geared towards development of undergraduate programs.

APRC Comment:

Recommendation 10: The Chemistry Department should do an inventory of teaching instruments which need to be replaced, prioritize, and find ways to secure budget to upgrade these instruments on an ongoing basis.

Completed: ☐Yes ☐No ☒Partially

Progress: What specific actions have been taken?

We use very limited residual funding to purchase parts and provide service for our existing equipment as well as to replace some small items such as analytical balances, pH meters, digital thermometers and used but still in good order small UV-Vis photometers.

Next steps (if applicable): What actions remain to be taken?

We regularly request additional funds to follow this recommendation via annual Academic Plans and budget template submissions. But virtually no progress is made.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

Sometimes it feels that nobody actually reads our budgetary requests and all our best efforts are just a waste of time. Note from current Head – I realize the complexities of funding at Acadia. But I felt it important to leave this comment unedited as it does convey the perception held by many faculty.

APRC Comment:

[See final comments.](#)

Recommendation 11: The Chemistry Department, in collaboration with the University Recruiting Office, should expand its efforts to recruit students both locally and internationally.

Completed: ☐Yes ☐No ☒Partially

Progress: What specific actions have been taken?

We engaged the University Recruiting Office in finding better ways for us to be attractive to new students from regional, national and international locations. Successful strategies have been identified. Except for the last year's "glitch", our enrollment numbers appear healthy and display a steady improvement.

Next steps (if applicable): What actions remain to be taken?

We shall establish on-going contact with the recruitment office and continue our efforts in engaging students from local schools as well as improve our visibility and attractiveness via the on-line resources.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

Recent COVID restrictions had a double-edged effect on our enrollments. On a positive side, our successful handling of the pandemic due to small size and remote location made our Department attractive for new students. On the other side, our primarily in-person activities might have had the

opposite effect lately on students that become increasingly used to more on-line interactions in schools during the recent years.

APRC Comment:

Recommendation 12: The Chemistry Department should consider the development of new interdisciplinary programs attractive to science students.

Completed: ☒Yes ☐No ☐Partially

Progress: What specific actions have been taken?

Dr. Matt Lukeman was appointed as an Assistant Dean and charged with the development of new interdisciplinary programs. In consultation with Biology and other academic Units, 2 new Biotechnology (BIOT) Programs were developed: Science and Business of Beverage and Science and Business of Biopharma. Recently, both programs have been approved by the MPHEC.

Next steps (if applicable): What actions remain to be taken?

The MPHEC approval is conditional on hiring 2 new TT faculty to deliver courses dedicated to the new BIOT programs. We are actively collaborating with BIOL Department and BOT program on proposals for new TT hires. The first TT hire is proposed for the upcoming cycle and the next in near future.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to S enate concerning this recommendation.*

Students are excited about the development of these new options which are geared to supporting local industries.

APRC Comment:

Recommendation 13: The Chemistry Department should secure a position for a faculty member formally trained in Chemistry Education.

Completed: ☐Yes ☒No ☐Partially

Progress: What specific actions have been taken?

None

Next steps (if applicable): What actions remain to be taken?

We shall follow this recommendation at the next opportunity on hiring new TT faculty.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

We did not have any TT hires since the last Senate Review/ CIC Accreditation in 2019 (i.e. before this recommendation was made).

APRC Comment:

Recommendation 14: The University should extend the contracts of the 9.5 month instructor and 9 month lab technician to 12 months.

Completed: ☐Yes ☒No ☐Partially

Progress: What specific actions have been taken?

None

Next steps (if applicable): What actions remain to be taken?

Discussions with senior admin as to what would be needed to make this happen.

Additional comments: *If applicable, explain any circumstances that have altered the original implementation plan and/or report on anything else you believe is appropriate to bring to Senate concerning this recommendation.*

Due to the recent COVID and the change in Departmental leadership this recommendation has not been implemented yet.

APRC Comment:

APRC Summary Comments

The Chemistry Department has been very thorough and has attempted to address all recommendations since their review in 2019. Given that in this time frame there was a global pandemic and a faculty strike, this says a lot about the department.

Although the APRC has no control over resources, the committee acknowledges the following response by the unit in Recommendation 10:

"Sometimes it feels that nobody actually reads our budgetary requests and all our best efforts are just a waste of time. Note from current Head – I realize the complexities of funding at Acadia. But I felt it important to leave this comment unedited as it does convey the perception held by many faculty."

The APRC encourages the university to find ways to secure budget to upgrade teaching instruments and equipment on an ongoing basis.

Based on this report and the reflections of the Chemistry Department, it is the APRC's judgement that the process is working well for the unit, and that despite some identified challenges, they are comfortable with where they are.

The APRC thanks the Chemistry department for completing the progress report and wants to acknowledge that they are the first unit to do so in many years.