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, September 14, 2026.

A meeting of the Senate of Acadia University occurred on Monday, September 14, 2026, beginning at 4:00 PM, with Chair A. Kiefte presiding. The meeting took place in a hybrid format in the Langley Classroom of the Divinity College and on Zoom.

Chair A. Kiefte called the meeting to order at 4:01 PM.

Approval of Agenda

A. Kiefte noted that Version 5 of the agenda, circulated earlier that day, was the version before Senate for approval.

Motion to approve the agenda. Moved by D. Benoit and seconded by J. Fowles.

There were no amendments to the agenda.

MOTION TO APPROVE THE AGENDA CARRIED.

Approval of Senate Meeting Minutes

A. Kiefte stated that the minutes of the June 17, 2026, meeting of Senate were initially circulated on July 29th and again on September 4th. She called for a motion to approve the minutes.

Motion to approve the Senate meeting minutes of June 17, 2026. Moved by J. Carlson and seconded by E. Boles.

There were no amendments or questions.

A. Kiefte noted no opposition or abstentions and clarified that abstentions from Senators who had not attended the meeting would be assumed and did not need to be formally recorded.

MOTION TO APPROVE THE MINUTES CARRIED

Other Business (Part 1)

Chair Announcements (Attendee Notifications)

A. Kiefte welcomed Melanie Coombs, Co-Chair of the Curriculum Committee, as a guest for item 3b), and noted that regrets had been received from Liesel Carlsson, Lauren Wilson-Finniss, and Nic D'Amato, and that Edith Callaghan would be departing early.

A. Kiefte stated that the meeting would follow the same approach used previously, with Senators typically limited to two speaking turns of up to two minutes per item.

Motions from the Curriculum Committee

A. Kiefte stated that each of the three motions from the Curriculum Committee would be considered separately. Following the motion being moved and seconded, the Co-Chair of the Curriculum Committee would be invited to speak to the motion, followed by the mover and seconder, and then other Senators.

Motion 1: That the wording of prerequisites previously described as eg. "second year standing" or "number of credit hours completed" be changed to use the language of academic level. This language change will be made by the Registrar's Office as part of cleaning up Calendar language. Units are encouraged to review their prerequisites and ensure they align with the change in language. Moved by M. Robertson and seconded by E. Curry.

M. Coombs explained that the proposed changes would standardize terminology in the Academic Calendar to improve clarity and consistency, without requiring individual curriculum change forms.

D. Seamone asked for clarification on the terminology that would replace references such as "second-year standing" in course descriptions.

M. Coombs stated that academic levels were defined by the number of credit hours completed, as outlined in the Academic Calendar.

E. Curry stated that year standing and academic levels are essentially equivalent and based on credit hours, with the proposed terminology aligning with language already used in student-facing systems.

K. Ashley asked whether references to "second-year standing" may be intended to indicate not only a certain number of completed credit hours, but also completion of specific first-year courses or prerequisites within a program.

M. Coombs clarified that year standing does not indicate completion of specific courses, but rather the number of credit hours completed. She noted that using defined academic levels would provide greater clarity, as a student's academic level may differ from the number of years they have attended.

A. Kiefte asked whether the recommendation for units to review their prerequisites was intended to identify cases where specific prerequisite courses, rather than academic level, are required.

M. Coombs stated that the Academic Calendar currently uses several different terms that appear to mean the same thing. She explained that the intent is to standardize this language and encouraged units to review whether existing prerequisites appropriately align with the defined academic levels.

E. Curry added that year-standing requirements often reflect an expected level of academic experience or maturity rather than completion of specific prerequisite courses.

MOTION CARRIED

Motion 2: That the Senate approves and endorses the following policy on course codes submitted by the Registrar: The reuse of a course code number by an academic

program is possible, but only after a minimum period of 10 years has passed. Additionally, when re-implementing a course code, the oldest inactive course code shall be used (in descending order) whenever possible. Moved by M. Robertson and seconded by E. Curry.

M. Coombs explained that the proposal arose because some units are running out of course numbers. The proposed approach to reusing course numbers reflects practices at other universities and is intended to minimize conflicts with student transcripts.

D. Benoit asked for clarification on the meaning of “whenever possible” and suggested using “normally” instead, noting that course numbering is often intentionally structured to reflect related courses, topics, and sequences.

M. Bishop clarified that “whenever possible” allows flexibility to reuse a more recently used course number where it better reflects course sequencing, pairing, or program structure.

J. Hayes asked whether special topics courses could continue using the same course code when the topic changes from year to year.

M. Bishop confirmed that the proposal would not normally affect special topics courses unless the course code had been deleted or made redundant and was later reintroduced.

E. Curry noted that units using special topics courses have generally avoided running out of course numbers and suggested this approach could be considered for courses offered infrequently.

MOTION CARRIED

Motion 3: That the curriculum proposals submitted for the creation of the Bachelor of Creative Arts by the faculties and reviewed and passed by the Senate Curriculum Committee be approved. Moved by C. Rushton and seconded by K. Pinder.

M. Coombs introduced the proposed Bachelor of Creative Arts, noting that it brings together elements of the Bachelor of Arts and Bachelor of Music to create a new interdisciplinary program.

C. Rushton thanked the Curriculum Committee and Senate for moving the proposal forward quickly and acknowledged the interdisciplinary team that developed the Bachelor of Creative Arts over nine months: Michael Devine, Susann Hudson, Susan Barrett, Judith Liedl, Mark Adam, Paula Rockwell, and facilitator Barb Anderson. She noted that the program was developed through broad consultation with students, alumni, and professionals and was intentionally designed as a distinct degree rather than combining existing programs. Courses were carefully selected based on existing expertise and resources, with no new hiring or budget required, and some courses will undergo further modifications to support the program. She added that timely approval would allow the proposal to proceed for external approval and support marketing for Fall 2027 admissions, noting that interest in the program has already been received. She also identified a minor adjustment to align the program’s minimum graduation requirements with those previously approved by Senate.

K. Pinder echoed the collaborative nature of the program’s development and acknowledged potential concerns about introducing a new degree while the Theatre degree is paused. She noted that all Theatre faculty were involved in the process and are supportive of and confident in the new program.

K. Ashley expressed support for the new degree and suggested considering three French courses as additional options or alternatives to the English reading and writing requirements. She also asked how experiential learning and connections with the local creative community would be incorporated to support students in becoming creative professionals.

C. Rushton explained that experiential and community-based learning is embedded throughout the degree. She highlighted the capstone project as an opportunity for students to choose to pursue an outward-facing creative project in the community, with proposals reviewed to ensure appropriate faculty expertise and supervision.

K. Pinder added that preparation for professional and community engagement begins in first year through a course focused on collaboration, building toward the independence and responsibility expected in the capstone experience.

J. Hennessy expressed support for the proposed degree and asked whether there had been any advance discussions with MPHEC to prepare for the proposal and help avoid potential delays in the approval process.

A. Cunsolo confirmed that there has been regular communication with MPHEC throughout the development process. She noted that MPHEC is aware of the proposal and timeline and has provided feedback incorporated into the latest draft, and that the documentation has been aligned with its requirements.

S. Fleckenstein expressed support for the program and asked whether similar initiatives are being pursued at other universities.

C. Rushton noted that she was not aware of a comparable Creative Arts program in Atlantic Canada, where programs tend to focus on fine arts or performing arts. She added that consultation with industry professionals indicated demand for the skills the program is designed to develop.

E. Curry expressed support for the program while raising broader concerns about increasing the number of degrees with differing admission and degree requirements. She encouraged greater consistency across programs to make it easier for students to navigate requirements and transfer between programs. She also suggested considering a Creative Arts minor for students in other programs.

J. Hayes expressed support for the program and asked whether a Creative Arts minor or Honours option would be available and, if so, whether sufficient faculty supervision would be available for Honours students.

K. Pinder acknowledged concerns about consistency and student mobility but noted that students entering comparable creative programs generally intend to remain in those areas. She confirmed that there is currently no minor, although one could be considered in the future, and explained that the degree does not include a separate Honours option because it is designed as a fully integrated program culminating in a capstone experience.

C. Rushton asked E. Curry whether she had identified anything in the proposal suggesting different admission requirements, noting that the program was intentionally designed without additional academic or GPA requirements, aside from a reference or résumé. She added that movement between programs had been considered and reiterated that, similar to the Bachelor

of Music, the capstone project serves as the culminating experience rather than a separate Honours option.

E. Curry clarified that her concern about admission requirements was directed more broadly at the university rather than specifically at the proposed program. Drawing on the model used by some liberal arts institutions in the United States, she noted that common university-wide admission requirements can make it easier for students to move between programs. She also expressed interest in ensuring students can transfer into or participate in Creative Arts even if it is not their primary degree.

L. Rich thanked those involved in developing the program and asked how the ASU and students could help connect current and prospective students with information about the program and its admission process.

C. Rushton explained that, following Senate approval and submission to MPHEC, the next phase would focus on messaging and marketing the program through the ASU and relevant university websites. She added that information would also highlight Creative Arts courses available to students outside the degree and welcomed student involvement in promoting the program.

D. Seamone congratulated the team on the proposal and asked whether consideration had been given to combining the Creative Arts degree with an Education degree.

C. Rushton confirmed that combining the Creative Arts degree with Education has been discussed and is intended as a future step. She noted that the immediate priority was to establish the degree, particularly given current uncertainty around Education admission requirements and provincial direction.

With no further discussion, A. Kiefte called the question.

MOTION CARRIED

A. Kiefte extended congratulations to the team, followed by a round of applause from Senate.

Introductions of Senators for 2026-2027

A. Kiefte invited Senators to introduce themselves and identify the group they represent or position they hold, starting with the online participants and then moving to the in-person attendees.

Consent Calendar Items

Motion to receive the Consent Calendar items. Moved by L. Rich and seconded by S. Fleckenstein.

Announcements and Communications

A. Kiefte invited those who had submitted reports to provide any additional updates and Senators to raise questions related to the submitted reports.

President And Vice-Chancellor Report to Senate

There were no further announcements or questions.

Provost and Vice-President Academic Report to Senate

J. Slights asked, in relation to the academic restructuring, whether the proposed grouping of programs within schools and Faculties, along with the proposed names of those bodies, would be coming to Senate for discussion and debate.

A. Cunsolo responded that the proposed structure of two Faculties and six schools, including the program groupings outlined in Version 4, largely reflects feedback received through the consultation process. She noted that no further feedback proposing changes to the Version 4 groupings had yet been received, although some individuals may have additional suggestions. Following Board approval of the implementation process, further discussions with the academic units would begin, alongside more detailed work on naming and marketing.

K. Pinder asked for clarification on whether changes to the program groupings proposed in Version 4 could still be suggested and, if so, what process would be used to bring those suggestions forward.

A. Cunsolo clarified that Version 4 remains the basis for implementation, as its program groupings reflect feedback received from units and no further requests for changes have been submitted. She noted, however, that consultation and feedback can continue throughout the implementation period leading to July 1, 2027, with many details still to be worked through.

E. Curry stated that the motion approved by Senate in June did not specifically reference Version 4 of the restructuring proposal and suggested that future motions be more precise where a particular version is intended. She also raised concerns about implementation timelines, workload expectations, reporting structures, and the short timelines previously provided for faculty feedback. She requested that an implementation plan be brought to Senate, ideally in October, outlining timelines and responsibilities, how Acadia's academic mission and values will be maintained or enhanced, how data and feedback will inform implementation, and how the resulting changes will ultimately be assessed or reviewed.

A. Kiefte asked E. Curry to provide the wording of her request to herself and A. Cunsolo by e-mail.

E. Curry added that her request was intended to support workload and stress management among faculty and was not a reflection on A. Cunsolo's expertise or experience with academic reorganization.

D. Seamone supported E. Curry's comments and added that the relationship between the Academic Restructuring and proposed changes to Senate composition remains unclear, particularly as the internal reorganization has not yet been finalized. She also requested an update about the Risk Analysis Committee referenced during the earlier Senate discussion of the reorganization proposal, noting that little information about its work had been provided.

E. Beaudin reported that Ashley Doyle and a team have been developing an Enterprise Risk Management System through the Finance, Audit and Risk Committee, with significant work undertaken over the past year to prepare the framework. She noted that the Academic Restructuring will be one of the first initiatives considered through the new process, providing an opportunity to identify risks and develop a risk management plan at the outset, with ongoing support throughout the implementation year. She offered to provide Senate with regular updates and additional information about the committee and its work.

D. Seamone raised concerns about student uncertainty and anxiety related to the restructuring, particularly regarding the continuation of their programs. She emphasized the importance of providing Senators and faculty with sufficient information to respond to student questions and suggested that potential impacts on student retention be considered as part of the risk analysis.

K. Ashley noted that the committee would be meeting the following week and that an update could be provided at the next Senate meeting.

D. Seamone asked for an update on Schedule H, particularly what feedback is expected and how that information will be communicated to the university community.

A. Cunsolo reported that most Schedule H materials had been submitted, with the final submission due October 15. Government feedback is expected, although the timing remains unclear, and Acadia will have until February 15, 2027, to respond. Some units may receive further requests for revisions based on preliminary feedback from Advanced Education, while others may not require changes. She noted that the final submission will build on the extensive May 30 materials and include program templates, costing methodology, strategic priorities, and an overall summary, and that Acadia continues to coordinate with other Nova Scotia universities and Advanced Education.

D. Seamone asked whether the materials submitted by programs or units had been changed before submission and whether the final submissions would be available for faculty to review.

A. Cunsolo confirmed that units have access to the submitted materials. She noted that final edits were made for consistency, clarity, and institutional alignment, with units consulted where substantive changes were required. The final Schedule H submission will also be made available.

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

There were no announcements.

Associate Vice-President EDI-AR Report to Senate

There were no announcements.

Vice-Provost Curriculum & Planning Report to Senate

There were no announcements.

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

There were no announcements.

Vice-President Student Experience Report to Senate

M. Robertson asked about the declines in registration at Levels 2 and 4 and whether there were particular reasons for the decreases.

S. Duguay explained that some of the variation in registration by academic level was expected and reflected the size of student cohorts moving through the system, while other factors were not yet clear. He noted that overall registration was approximately 50 students lower across

full- and part-time enrolment, with incoming enrolment remaining stable and the declines concentrated primarily at Levels 2 and 4. He added that registration numbers had improved somewhat compared with the previous week due to differences in the timing of removing students who had not attended.

J. Fowles asked whether the improved registration numbers reflected additional students being identified or simply differences in the timing of removing students from the system.

S. Duguay explained that the numbers are now more comparable with the previous year, in part because some programs that had previously batch-registered students in the spring did not do so this year. As a result, this year's registration data contained fewer students who were registered but did not ultimately attend, providing a more accurate picture of enrolment. He invited Senators to share any trends or issues they were hearing from Level 2 and Level 4 students, including difficulties completing registration, so that these could be addressed.

A. Kiefte asked whether students who choose not to return are surveyed or invited to participate in an exit interview.

S. Duguay confirmed that there is an existing process for gathering information from students who leave, but noted that OneStop will allow for a more hands-on approach. He explained that staff will engage directly with students to better understand their reasons for leaving, beyond the broad categories currently collected, identify possible supports, and ensure students know they are welcome to return if their circumstances change.

J. Fowles noted that Kinesiology had significantly fewer students registered who did not ultimately attend this year, suggesting that changes to the registration process may have had a positive impact. He also asked if during orientation OneStop had helped students become settled and connected with supports earlier.

S. Duguay reported very positive feedback on the extended orientation period and noted that student participation was particularly strong, with some of the highest attendance seen at orientation events, from the commencement ceremony through the remainder of the week.

J. Fowles noted that Kinesiology had more students participating in orientation this year than at any point in the past 10 years.

S. Duguay noted that the strong participation in Welcome Week was encouraging for building students' sense of belonging and connections with faculty and peers. He emphasized the importance of the first six weeks for student retention and invited faculty to share any concerns or observations during that period. He added that OneStop had been very well received by students.

S. Fleckenstein expressed encouragement regarding the positive orientation experience and commended the student representatives for their contributions.

J. Sachs asked whether the decline in Level 2 and Level 4 students reflected a broader retention trend across universities or was specific to Acadia.

S. Duguay clarified that it is not yet known whether the decline represents a retention issue, noting that further data analysis is underway to better understand the numbers and their causes.

J. Sachs asked whether retention could be assessed by comparing the number of Level 3 students from the previous year with the number who progressed to Level 4 this year.

S. Duguay noted that broad comparisons can be made, but student movement between levels and transfer enrolment make the data more complex. He added that program-level dashboards are being developed to better determine whether the declines reflect retention issues or simply smaller cohorts.

Acadia Students' Union Report to Senate

K. Ashley asked the ASU Senators to provide insight from the Canadian Alliance of Student Associations Policy and Strategy Conference on discussions about work-integrated learning and connections between university degrees and the labour market.

L. Rich reported that work-integrated learning has been a longstanding priority for the Canadian Alliance of Student Associations, with the general view that existing opportunities are valuable but should be expanded.

E. Boles added that student advocacy has focused on the Canada Summer Jobs program and other work-integrated learning opportunities at both the federal and provincial levels. She noted that work-integrated learning remains a priority, although provincial advocacy is currently also focused on university funding formulas and upcoming bilateral agreements.

Acadia Divinity College and Faculty of Theology Report to Senate

There were no announcements.

Reports and Transition Reports from Senate Subcommittees

Senate Executive Committee

A. Kiefte reported that the ad hoc committee reviewing Senate and Senate Executive composition was a working group established to develop recommendations for the By-Laws Committee and had not made any decisions on behalf of Senate. She added that the recommendations were provided to the By-Laws Committee on August 18 and that any resulting changes to Senate would ultimately require Senate approval.

J. Slights requested clarification regarding the inclusion of the Vice-Provost, Academic Policy and Graduate Studies and General Counsel on Senate Executive, emphasizing that her questions concerned the roles rather than the individual. She asked whether Senate Executive had discussed or referred to the By-Laws Committee the implications of combining the General Counsel role with a voting seat on Senate, and whether comments from the General Counsel on legal matters during Senate debate should be understood as the views of a Senator or as legal advice to the University.

A. Kiefte explained that the current position evolved from earlier roles that already held seats on Senate and Senate Executive, and that the implications of the General Counsel responsibilities had not been specifically discussed by either body. She noted that, as a result, there had also been no discussion about how legal comments from the General Counsel should be understood during Senate debate.

K. Ashley clarified that she would not provide legal advice on the floor of Senate and participates in Senate in her Vice-Provost Academic Policy and Graduate Studies role. She

explained that, as General Counsel, her professional responsibility is to the University as an institution and noted that her legal work to date has largely involved operational matters rather than Senate business.

J. Hennessy noted that having in-house General Counsel reduces the need to outsource routine legal work, such as contract reviews and FOIPOP matters, while significant legal matters would continue to be handled externally. He noted that many universities employ in-house counsel and that this approach could reduce external legal costs.

J. Sachs suggested that committee reports list positions using the same titles identified in the Senate Constitution and committee structure, to provide consistency and clarity regarding the capacity in which members are serving. He noted that any changes to those titles could then be formally reflected as Senate updates its governing documents.

A. Kiefte stated that position titles have typically been updated as role titles change, but acknowledged that substantial changes to a portfolio may require clarification about which responsibilities are represented on Senate and Senate Executive. She suggested that Senate Executive, or a subset of the group, consider the matter further.

E. Curry emphasized the importance of maintaining clarity between positions and the individuals who hold them, noting that one person may hold multiple distinct roles. She suggested that greater clarity would help avoid confusion and unnecessary debate at Senate.

Academic Discipline Appeals Committee (Ad Hoc)

The committee did not meet last year, and it is only populated and activated when needed.

Academic Integrity Committee

Report not yet received.

Academic Planning Committee (APC)

There were no questions.

Academic Program Review Committee (APRC)

There were no questions.

Ad Hoc Nursing Program Steering Committee of Senate

Report not yet received.

Admissions and Academic Standing (Appeals) Committee

Report not yet received- will be received in November once all three rounds of 2026-2027 appeals are completed

Admissions and Academic Standing (Policy) Committee

There were no questions.

Archives Committee

Report not yet received.

Awards Committee

There were no questions.

Board of Open Acadia

There were no questions.

By-Laws Committee

There were no questions.

Curriculum Committee

There were no questions.

Disability Policy Committee

Report not yet received.

Faculty Support Committee

There were no questions.

Graduate Studies Committee

K. Pinder asked that the 2027–28 admissions and AGS/AGTA funding model be given greater priority, noting that late changes to the previous year's funding model disrupted admissions and enrolment. She also requested a clear timeline so programs know their funding packages before making admission offers.

K. Ashley stated that she would bring the concerns back to the Committee.

Honours Committee

There were no questions.

Research Committee

There were no questions.

Research Ethics Board

There were no questions.

Scholarships, Prizes, and Awards Committee

There were no questions.

Timetable, Instruction Hours, and Examinations Committee

There were no questions.

CONSENT CALENDAR ITEMS RECEIVED

Other Business (Part 2)

Motion from the Graduate Studies Committee: Motion to approve the Curriculum changes for the Master of Arts Politics program as submitted. Moved by E. Boles and seconded by L. Rich.

A. Kiefte introduced the first motion from the Graduate Studies Committee, to approve the submitted curriculum changes for the Master of Arts in Politics program.

K. Ashley noted that the proposed curriculum changes were part of a broader series of changes being implemented in Politics and had been approved by the Graduate Studies Committee on June 24.

E. Boles, a fourth-year Politics student, expressed support for the curriculum changes, noting that the proposed courses provide greater connections to potential career paths and additional opportunities for students in the Master of Arts in Politics program.

L. Rich echoed E. Boles's support and thanked the Politics Department for their engagement with students and responsiveness to the evolving field of Politics.

J. Sachs expressed support for the motion, noting that the proposed changes followed extensive consultation within the Politics Department, related disciplines in the Faculty of Arts, and Graduate Studies. He thanked Shawna Singleton, Theresa Starratt, and Kate Ashley for their assistance in developing the proposals and invited questions from Senators.

K. Pinder asked how the Political Leadership course, which is expected to be offered in alternate years, would align with the one-year Master of Arts in Politics program, particularly for funded students expected to take the course.

J. Sachs clarified that the Political Leadership course is not required for funded students or for completion of the degree, although it is considered beneficial. He noted that current faculty capacity does not allow the course to be offered annually.

E. Curry noted that the library resources section had not been completed and asked whether the library liaison had been consulted and whether any additional library acquisitions would be required.

J. Sachs confirmed that the library liaison had not been consulted, explaining that he had raised the same question with Dr. Marland in anticipation of Senate discussion. He noted that the course will primarily rely on existing journal articles and a new UBC digital resource series that is expected to be accessible through the library, so no additional library acquisitions or access issues are anticipated.

D. Kruisselbrink noted that, if the Political Leadership course proves particularly valuable, offering it only every two or three years may warrant reconsideration. He also asked whether the course would be open to students outside the Master of Arts in Politics program.

J. Sachs clarified that the Political Leadership course is a graduate-level course and is open to students outside the MA in Politics program.

L. Rich asked whether the graduate course would have a concurrent undergraduate-level course or would be offered only at the graduate level.

J. Sachs clarified that the course is currently designed only at the graduate level and that a separate undergraduate course would need to be created for fourth-year students.

J. Fowles asked about the proposed broader admission requirements and whether the changes were intended to accommodate a wider range of applicants across the program's research- and course-based streams.

J. Sachs explained that the admission requirements were revised to better reflect the range of applicants the program receives. The changes broaden eligibility to include students from cognate disciplines while clarifying the expectation of a four-year undergraduate degree, allowing the program to better assess applicants' preparation for graduate study.

E. Curry asked for clarification, noting that the documentation appeared to contain two new course proposals while the discussion had shifted to program requirements.

J. Sachs explained that the motion encompassed both the creation of the new Political Leadership course and separate changes to the Master of Arts in Politics program, which may have contributed to the confusion in the documentation.

K. Ashley clarified that the two course proposals form part of the broader ongoing revision of the degree program.

E. Curry sought clarification on whether the motion applied only to the two new course proposals included with the agenda or to broader program changes.

A. Kiefte clarified that the motion applied to the two forms submitted with the agenda and acknowledged that explicitly listing the proposed changes in the motion would have provided greater clarity.

A. Kiefte called the question.

MOTION CARRIED

Motion from the Graduate Studies Committee: Motion to approve the updated language to the Graduate Supervision policy on page 43 of the Academic Calendar. Moved by K. Ashley and seconded by M. Ramsay.

K. Ashley stated that the revised language addresses situations where a thesis-based graduate student loses access to a supervisor after admission but before classes begin. The change extends the existing process to this period, allowing Graduate Studies and the program to work with the student to identify alternative supervision or other appropriate arrangements.

K. Ashley proposed an amendment to the revised wording.

Motion to Amend: To replace "a student may be dismissed from the graduate program in which they are accepted to or enrolled in" with "a student may be dismissed from the

graduate program to which they have been accepted, or in which they are enrolled." Moved by K. Ashley and seconded by M. Ramsay.

K. Ashley explained that the amendment was intended to provide clarity on the proposed wording.

AMENDMENT CARRIED

C. Purdome asked for clarification on how the externally referenced Thesis Supervision Guidelines might be updated or changed and how that document relates to the proposed policy wording.

K. Ashley indicated that the link could be removed if necessary and noted that she believed the Thesis Supervision Guidelines had previously been approved by Senate.

A. Kiefte confirmed that the content of the Thesis Supervision Guidelines had been approved by Senate. She suggested that the motion should reference the title of the document rather than including a link to the document.

Motion to Amend: Remove the link to the Thesis Supervision Guidelines, leaving only the title of the document. Moved by C. Purdome and seconded by D. Benoit.

J. Carlson asked whether the formal title of the document should be used rather than "Thesis Supervision Guidelines."

A. Kiefte noted that the Senate records should probably be reviewed to confirm the title under which the document had originally been approved.

K. Ashley stated that she believed the wording reflected the document's formal title and agreed that the link could be removed.

A. Kiefte asked K. Ashley to clarify the formal title of the document.

K. Ashley referred to the document as the "Thesis Supervision Guidelines."

A. Kiefte noted that the posted document was titled Graduate Thesis Supervision Responsibilities of Faculty, Students, and Administrators and questioned whether that formal title should instead be used, subject to confirmation of the title originally approved by Senate.

M. Ramsay suggested confirming the title under which the document had been approved by Senate and inserting that title once verified.

E. Boles opposed removing the link, noting that university documents can be difficult for students to locate and that retaining the link would make the referenced guidelines more accessible.

A. Kiefte noted that the proposed wording would appear in the Academic Calendar and asked M. Bishop whether links are normally included in the Academic Calendar.

M. Bishop confirmed that links are not usually included in the Academic Calendar.

A. Kiefte suggested that it may be prudent to withdraw the motion and bring it back to Senate in October with more consistent or clearer wording and references to distinguish the Academic

Calendar language from related Graduate Studies documents. She asked whether this item was time sensitive.

K. Ashley stated that it was not particularly time sensitive and withdrew the motion, with the agreement of the seconder, M. Ramsay.

MOTION WITHDRAWN

Other Business

E. Curry asked the Graduate Studies Committee whether graduate students who are discontinued or dismissed after paying tuition would be entitled to a refund. She also asked the TIE Committee about contingency plans for weather-related cancellations given the compressed academic schedule. She noted that both questions could be addressed at the next meeting.

A. Kiefte confirmed that the relevant committee representatives had noted E. Curry's questions for follow-up.

Adjournment

Motion to adjourn by D. Benoit at 6:00 PM.

S. Pineo,
Recording Secretary of Senate and University Secretary

Motions from Curriculum Committee

Motion 3: *That the curriculum proposals submitted for the creation of the Bachelor of Creative Arts by the faculties and reviewed and passed by the Senate Curriculum Committee be approved.*

Supporting Document: Sample Academic Calendar Section

Creative Arts

School of Education and Creative Communities
Ph: (902) 585-XXXX; XXXX@acadiau.ca

The Bachelor of Creative Arts degree prepares students to become leaders who shape the future of creative industries. The program combines foundational training in music, theatre, and visual art, while allowing students to specialize in one of these areas as they progress through their degree. Working with industry professionals at every stage, students engage in coursework that combines critical thinking, collaboration, and cross-disciplinary experiential learning. Hands-on training in the creative arts is complemented by academic courses that help students to deepen their critical perspectives and strengthen their artistic vision and purpose. Through the program's emphasis on collaboration, cross-disciplinarity, and creativity students acquire a broader ability to blend and utilize different arts in creating social impact. Graduates of the Bachelor of Creative Arts degree will have transferrable skills, individual perspectives, and a creative voice ready to thrive in any artistic environment.

Program Offered: Bachelor of Creative Arts

BACHELOR OF CREATIVE ARTS

Graduation Requirements

Students must complete a minimum of 120 credit hours (120h) including the program requirements outlined below. Additionally, students must be in good academic standing to be eligible to graduate.

Bachelor of Creative Arts Program Requirements

1. All of the following: (36h) BUSI 1703, ART 2013, ART 3013, CART 1013, ENGL 1413, ENGL 1423, MUSI 1063, MUSI 1253, MUSI 3713, THEA 1483, THEA 2823, THEA 2753.
2. 15h from:
    a. 9hr of: THEA 3313, THEA 4833, THEA PD03.
    b. 3hr from: THEA 4843, THEA 2833, THEA 3863, THEA 3133.
    c. 3hr from: THEA 2853, THEA 2863, THEA 3853.
3. 6h from: ART 2053, ART 3023, ART 3033, ART 3053.
4. 12h from: MUSI 2003, MUSI 2013, MUSI 2083, MUSI 2163, MUSI 3223, MUSI 3263, MUSI 3683, MUSI 4283, MUSI 1663/MUSI 2663.
5. An additional 30h from the ART, MUSI, THEA electives above (2, 3, 4).
6. 18h courses in Critical Cultural, Science and Social Knowledges (general university electives, advising required).
7. 3h of: CART 4243.
8. At least 18h in ART, CART, MUSI, or THEA must be at the 3000-4000 level.

SENATE CHAIR — JUNE 2026

Announcements of guests, regrets received, late arrivals, and early departures will be given verbally at the meeting. See the Senate Executive Report for other updates.

PRESIDENT AND VICE-CHANCELLOR REPORT TO SENATE — SEPTEMBER 2026

Happy start to the Fall term. This will be a consequential year where we implement a new academic structure as determined by Senate. I look forward to your cooperation as we operationalize our new structure by July 1, 2027. This will also be an active year in our work with government as we come to the end of the current bilateral funding agreement and will submit several required reports, including the Schedule H - Academic Program Review report. Thank you to Dr. Cunsolo and the academic leadership team for their excellent work to date on this review. We have not received any communication yet on the next funding agreement or the revision to the funding formula as mandated by the Auditor General. We are also still waiting on official word from government on the implementation of regulations under the new University Board Governance Act.

Acadia has formally requested an exemption from the student residence occupancy-related funding holdback under Schedule E of the bilateral funding agreement. The agreement requires Acadia to demonstrate a 25% year-over-year increase in residence occupancy by January 2027; at current enrolment levels, meeting this target is unlikely, putting approximately $1.04 million in current-year funding at risk. We have made a strong case that Acadia has maintained excess residence capacity for many years and that increased housing supply in the Town of Wolfville, together with changing student housing needs, has reduced demand for campus accommodation. We have also demonstrated that our residences support a range of regional accommodation needs throughout the year. The Department has requested additional residence-usage data before deciding on the exemption. Based on the strength of our submission, I am confident that the exemption is well supported.

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

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

PVPA Updates

Welcome back to another Fall semester! It’s such a generative and rejuvenating time of year to welcome the students back, connect with their families, and celebrate and support their aspirations and goals. Wishing you all a wonderful semester and start to the 2026-2027 academic year.

Academic Restructuring Process Update

July and August were focused on developing an implementation framework for the academic sector restructuring, as well as the broader university changes that will accompany and support the academic restructure. This implementation plan is due to the Board of Governors on September 14, 2026. Once the Board has approved the plan, it will be shared with the university community. Work has already begun in many areas across the university to prepare for this transition, and there will be many opportunities for input and feedback throughout this process.

Schedule H & Academic Program Review and Planning

Work continues on the provincially-mandated Academic Program Review process. As shared in my June 2026 Senate report, Workstream B (Program Costing Analysis: Template 2) and Workstream C (Program Categorizations: Templates 3, 4, 5, 6, and 8) were submitted on June 1, 2026.

Template 7: Strategic Prioritization and Implementation Planning was submitted on August 31, 2026 And work is beginning on Template 9: Final Report, which is due on October 15, 2026. This report includes final revised versions of Templates 1-8, plus a final summary template.

I continue to meet regular with the APR Teams across Nova Scotia Universities, as well as members of Advanced Education, throughout this process.

Ad Hoc Committee on Senate Composition

The *Ad Hoc* Committee on Senate and Senate Executive Composition was established to develop recommendations for revising Senate composition in light of the academic restructuring of Acadia University. In carrying out this work, the Committee sought to protect continuity, maintain fair and effective representation, and ensure the composition of Senate and Senate Executive is aligned with the university's new academic model.

The transition of the academic sector from three Faculties and 28 units to two Faculties and six Schools, to be implemented July 1, 2027, requires corresponding changes to Senate processes, policies, and committees, and the composition of Senate and Senate Executive.

During Senate deliberations on academic restructuring, including at the June 17, 2026, meeting, concerns were raised about the implications of academic restructuring for the composition of Senate. In response, and in recognition of the importance and urgency of this work, Senate Executive established the A*d Hoc* Committee on Senate and Senate Executive Composition at the June 24, 2026 meeting. The Committee was mandated to develop recommendations for the future composition of Senate and Senate Executive, and to advance those recommendations through the By-Laws Committee to Senate for final approval.

The membership of the *Ad Hoc* Committee was approved by Senate Executive. Members were appointed through several ways: 1) by virtue of their position; 2) by appointment from the President (1 Dean and 1 non-Senate member of faculty); 3) by appointment from the ASU (1 student); and 4) through a call for Senator representatives issued by the Chair of Senate.

- **Chair:** Provost and Vice President Academic: **Ashlee Cunsolo**
- Deputy Chair of Senate: **Christianne Rushton**
- Registrar and Senate Secretary: **Mark Bishop**
- Vice-Provost, Academic Policy and Graduate Studies: **Kate Ashley**

- One Dean appointed by the President: **Corinne Haigh**
- 3 Senators, one from each current Faculty:
    - **Mary Sweatman (Faculty of Professional Studies);**
    - **Darcy Benoit (Faculty of Pure & Applied Sciences); *and***
    - **Marc Ramsay (Faculty of Arts)**
- One non-Senate member of the Faculty appointed by the President: **Erin Crandall**
- One Senate representative from the Acadia Divinity College: **Danny Zacharias**
- One Student appointed by the ASU: **Lily Rich**

Terms of Reference: The *Ad Hoc* Committee was established with the following terms of reference:

1. The *Ad Hoc* Committee shall report regularly to both the Chair of Senate and the President on the committee progress;
2. The *Ad Hoc* Committee shall consult the wider Acadia community in determining a preferred structure for Senate and Senate Executive composition;
3. The *Ad Hoc* Committee shall review other University Senate structures;
4. The *Ad Hoc* Committee shall recommend new Senate and Senate Executive structures. A proposal will be drafted by July 31, 2026 to circulate for feedback from faculty and current Senators. A final proposal will be submitted to the By-Laws Committee for review mid-August, 2026.

Meetings & Activities: The *Ad Hoc* Committee conducted the following activities:

- Committee Meeting on July 14
- Committee Meeting on July 22
- Update to Senate Executive on July 27
- Meeting on July 30
- Meeting on July 31
- Feedback survey sent out to all faculty and all current Senate members on August 1
- Feedback survey results received on August 10
- Update to Senate Executive on August 12
- Meeting on August 12
- Finalized proposal, with feedback incorporated, submitted to By-Laws Committee on August 18

Academic Reviews & Quality Assurance

Program Reviews Tracking – As of June 2026

APRC did not meet as a committee in July and August 2026 and, as such, the tracking table submitted at the June 2026 meeting remains the same.

Department	Concurrent with Accreditation	Status
Community Development	N/A	Site Visit: March 19-21, 2025. External Reviewers: Dr. Tim O'Connell, Professor, and Chair, Department of Recreation and Leisure Studies, Brock University Dr. Erin Austen, Professor and Chair, Psychology Department, St. Francis Xavier University

		Internal Reviewers: Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics Dr. Chris Shields, Professor, School of Kinesiology **Stage: APRC to prepare Report to Senate.**
Computer Science	CIPS Accreditation	Site visit: March 2-3, 2026. Accreditation Reviewers: Karen Lopez, Industry Representative Gerald Caissy, Director of Accreditation, CIPS Dr. Christian Blouin, Dalhousie University, Professor and Associate Dean, Academic, Faculty of Computer Science **Stage: Site visit complete. Awaiting Reviewer's Report.**
Bachelor of Education	Yes	Site Visit: April 1-3, 2025. External Reviewers: Dr. Wendy Carr, Professor of Teaching, Emerita, University of British Columbia Dr. Kirk Anderson, Professor, Memorial University Dr. Glen Jones, Professor, OISE, University of Toronto Observers: Paula Evans, Executive Director, CEAW Andy Thompson, MPHEC **Stage: APRC to prepare Report to Senate.**
Graduate Studies	N/A	Site Visit: March 3-5, 2025. External Reviewers: Dr. Katerina Standish, Vice-Provost, Graduate and Post-Doctoral Studies, University of Northern British Columbia Dr. Francis LeBlanc, Vice-recteur adjoint à la recherche et doyen, Université de Moncton Internal Reviewers: Dr. John Colton, Professor and Head, Department of Community Development Dr. Emily Bremer, Professor and Canada Research Chair, School of Kinesiology **Stage: APRC to prepare Report to Senate.**
Kinesiology	CCUPEKA Accreditation	Site Visit: March 25-26, 2026 External Reviewers: Dr. Glen Bergeron, Professor/Athletic Therapist, Gupta Faculty of Kinesiology and Applied Health, University of Winnipeg Dr. Gabriela Tymowski-Gionet, Associate Professor, Faculty of Kinesiology, University of New Brunswick (Fredericton) **Stage: Site visit complete. Awaiting Reviewer's Report.**
Library and Archives	N/A	Site visit: April 2-4, 2025. External Reviewers: Karen Keiller, Dean of the Library, MacEwan University Donald Moses, University Librarian, University of Prince Edward Island Juanita Rossiter, University Archivist and Acting Special Collections Librarian Internal Reviewers: Dr. Mo Snyder, Assistant Professor, Department of Earth and Environmental Science Dr. Juan Carlos López, Instructor II Biology, Assistant Dean EDI Faculty of Science, Director of Teaching and Learning Maple League of Universities **Stage: APRC report submitted to Senate – June 17, 2026.**
Sociology	N/A	Site Visit: March 12-14, 2025. External Reviewers: Dr. Nahla Abdo, Chancellor's Professor, Department of Sociology and Anthropology, Carleton University

		Dr. Cathy Holtmann, Professor and Chair, Department of Sociology, University of New Brunswick Internal Reviewers: Dr. Marianne Clark, Assistant Professor, School of Kinesiology Dr. Jamie Sedgewick, Associate Professor and Interim Head, History and Classics **Stage: APRC to prepare Report to Senate.**

Mid-Point Follow-Up Schedule

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

Respectfully submitted,



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

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

No report received as of September 14, 2026.

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

No report received as of September 14, 2026.

VICE-PROVOST CURRICULUM & PLANNING — SEPTEMBER 2026

No report received as of September 14, 2026.

VICE-PROVOST ACADEMIC PLANNING AND GRADUATE STUDIES — SEPTEMBER 2026

No report received as of September 14, 2026.

VICE-PRESIDENT STUDENT EXPERIENCE — SEPTEMBER 2026

Enrolment Update

September 2026

As we move into the Fall season and welcome our newest class, registrations are on par with this time last year. While applications and deposits were up throughout the summer, and incoming student registrations have also increased, returning student registrations are down overall. We will continue to monitor registrations over the coming days.

Applications

Rounding out the end of the cycle, as of August 28, 2026, our Fall 2026 applications are up 8.2% over last cycle, driven by a 6.9% increase in domestic applications and a 14.8% increase in international applications.



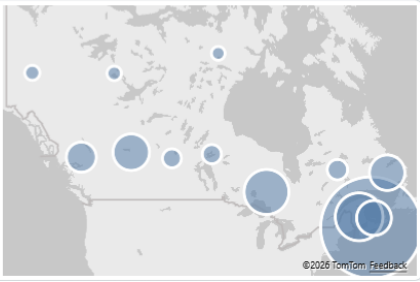
Of our domestic applications, we have seen increased interest (≥10%) from Nova Scotia, Alberta, Manitoba, Nunavut, Prince Edward Island, and Saskatchewan. We have seen decreased interest (≤10%) from British Columbia, New Brunswick, Northwest Territories, Ontario, and Yukon. As indicated on the map below, our applicants are predmoniantly from Atlantic Canada.

Total Applications % Change By Province

Province/Territory	2026 vs 2025 % Change	2026 vs 2024 % Change	2026 vs 2023 % Change
Alberta	10.8 %	15.6 %	24.2 %
British Columbia	-34.8 %	-34.4 %	-25.7 %
Manitoba	70.0 %	6.3 %	-15.0 %
New Brunswick	-10.1 %	2.9 %	14.3 %
Newfoundland and Labrador	-1.7 %	-22.1 %	1.8 %
Northwest Territories	-25.0 %	50.0 %	0.0 %
Nova Scotia	15.4 %	18.5 %	40.8 %
Nunavut	100.0 %	-60.0 %	0.0 %
Ontario	-18.0 %	-25.1 %	-17.4 %
Prince Edward Island	29.8 %	0.0 %	19.3 %
Quebec	0.0 %	-17.9 %	9.5 %
Saskatchewan	23.1 %	33.3 %	77.8 %
Yukon	-20.0 %	300.0 %	-60.0 %

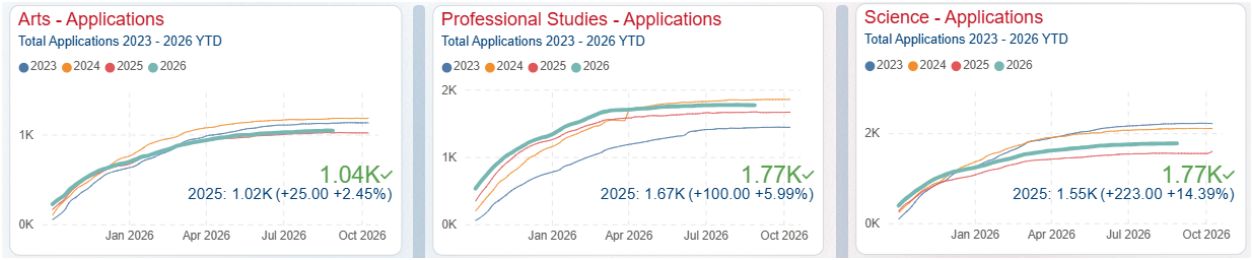
Total Applications YTD

Province/Territory	Applications
Alberta	185
British Columbia	101
Manitoba	17
New Brunswick	391
Newfoundland and Labrador	169
Northwest Territories	3
Nova Scotia	2429
Nunavut	2
Ontario	332
Prince Edward Island	161
Quebec	23
Saskatchewan	16
Yukon	4



Applications by Faculty

Across the board, applications for each faculty were up over last cycle: Arts up 2.5%, Professional Studies up 6.0%, and Science up 14.4%.



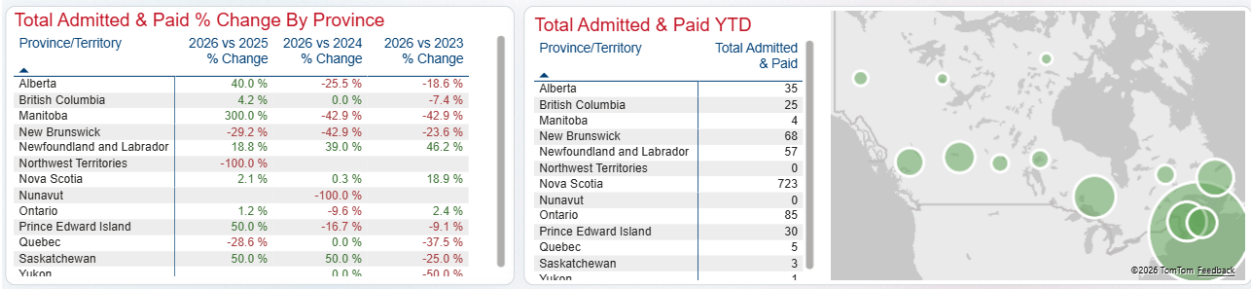
Admitted & Paid

Our admitted & paid students are up 3.6% over last cycle. Domestically we are up 2.7%, while international is up 18.2%.



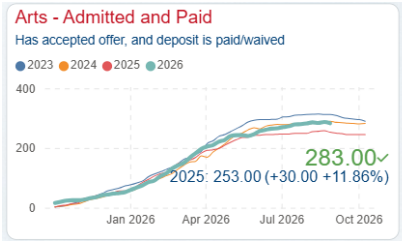
Admitted & Paid by Province

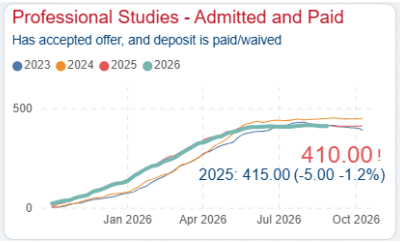
Of our domestic admitted & paid students, we have seen an increase (≥10%) in students from Alberta, Manitoba, Newfoundland & Labrador, Prince Edward Island, and Saskatchewan. We have seen a decrease (≤10%) in students from New Brunswick, Northwest Territories and Quebec.

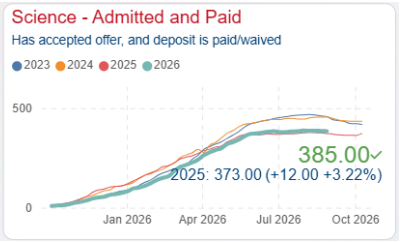


Admitted & Paid by Faculty

Arts saw an 11.9% increase in admitted & paid students and Science saw a 3.2% increase. Professional studies saw a 1.2% decrease.







Registrations

Registration By Faculty



Registration By Class Level

Class Level	Previous Registrations 2025	Current Registrations 2026	Difference 2026 vs 2025
Level 1	1153	1151	-2
Level 2	924	870	-54
Level 3	738	752	14
Level 4	645	562	-83
Level 5	54	47	-7
Total	**3514**	**3382**	**-132**

Registration By Residency

Residency	Previous Registrations 2025	Current Registrations 2026	Difference 2026 vs 2025
DOMNS	2074	2028	-46
DOMCA	995	977	-18
INTL	440	376	-64
	5	1	-4
Total	**3514**	**3382**	**-132**

Student Experience Updates

OneStop

Our brand-new OneStop service centre is open in BAC112! We have integrated the Registrar, Student Accounts, and other student supports into a central hub so that students can get all their services in one place.

Students can come to OneStop for:

- Tuition fee payments and student loan assistance
- Official document request help (e.g., transcripts, verification of enrolment)
- Acadia Student Union (ASU) health plan inquiries
- Receive immigration advising
- Basic technology troubleshooting
- Receive admissions and enrolment support
- Meeting with a Student Success & Support Manager
- Orientation details, wayfinding help, and general inquiries

We welcome everyone to come by and learn more about the space. For any questions feel free to reach out to onestop@acadiau.ca.

Wong Centre Refresh

This summer the Wong International Centre underwent a much-needed refresh. Following initial plumbing repairs that saw the centre closed for the beginning of summer, team members from across campus volunteered their time, energy and surplus furniture to spruce up the space to reestablish Wong as a “home away from home”. Serving as a place of community and comfort, students can visit the Wong Centre for:

- Wellness programming
- Gathering space
- Kitchen space to cook their own meals
- Study spaces

Orientation Schedule

August 31st saw the arrival of our first Fall 2026 students on campus, launching the beginning of Orientation. The student experience team collaborated with departments across campus to arrange 10 days of welcome events, activities, and learnings, with highlights including:

- Future Alumni Welcome Ceremony with Elders, leaders, and classmates
- Academic faculty sessions & program introductions
- Garden Grooves concert in the K.C. Irving Gardens
- Parent & supporter welcome and Q&A session
- Whole campus welcome BBQ
- Affinity group socials
- Rugby tailgate, soccer friendly, yoga, and intramurals
- Scavenger hunts and geocaching
- Silent disco, drag show, talent show, and paint nights
- Learnings on time management, sexual health, queerness, and EDI

ACADIA STUDENTS' UNION REPORT TO SENATE — SEPTEMBER 2026

Academic update

- Met with various areas on campus to discuss vision and changes regarding academic restructuring. This includes:
    - Meeting with the registrar's office to discuss the structure of academic advising
    - Meeting with the Dean's Council, which will continue into the school year
    - Continued meetings with the VPA and President
- Began drafting a micro-credentials policy with consultation from the Vice Provost Curriculum and Planning
    - Discussed core learning competencies model and academic opportunities
- Met with the Academic Standing and Appeals Committee twice through the summer
- Sent out a student-wide timetable reading week survey
- The Curriculum Committee began meeting again in August

Advocacy Update

- Lily and Emma attended the Canadian Alliance of Student Associations Policy and Strategy Conference; this conference worked to finalize CASA's priorities and gain national feedback on issues of AI, Canadian Dental Care plans, Work Integrated Learning, the Post-Secondary Student Support Program, and Canada Student Grants and Loans
- The ASU met with Mitch Archibald, Director of Student Housing Nova Scotia to discuss the DASH fund and housing needs at Acadia
- The ASU sent out a priorities survey to understand student concerns, shape advocacy priorities and understand the needs on campus
- The ASU Met with MLA Julie Vanexan in July of 2026, where the we discussed increasing mental health support funding across Nova Scotia, healthcare access for International Students, and affordability

- The ASU President and Students' Nova Scotia Executive Director met with MLA Ian Rankin in July of 2026
- Attended the State of the Province Luncheon in July of 2026
- The ASU attended Students Nova Scotia's Annual Planning Conference, where the Board members discussed yearly priorities and advocacy approaches
- Met with Kody Blois in August of 2026 to discuss increasing Canada Student Grants, protecting interest-free student loans and how to best support Acadia's campus
- The ASU submitted a pre-budget submission to the Liberal Youth Caucus discussing Acadia's local concerns and how that interfaces with national priorities
- Lily and Emma attended a roundtable with student unions across Canada hosted by the Liberal Youth Caucus.

Other Updates

- The VP Student Life, Sam, has met with staff and administration throughout the summer to discuss campus events, clubs, and services on campus
- Our VP Events and Promotions has been working through the summer to plan Orientation week and homecoming events
- The ASU is planning political literacy events, including a "know your rights when you protest" workshop
  Students' Representative Council (SRC) is resuming, with Council Training Occuring on September 12
- The VP Academic and External has been working with Senate Committee chairs to understand committee responsibilities for students, and is creating a form to go out to the student body regarding committee participation
- Preparing to hire student directors to support executive portfolios—an excellent opportunity for student engagement and employment.

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

No report received as of September 14, 2026.

Senate Executive Report

September 3, 2026

Since the June Senate meeting, the Senate Executive Committee has met on the following dates.

- June 24, 2026
- June 30, 2026
- July 13, 2026
- July 27, 2026
- August 12, 2026
- August 28, 2026 (this meeting did not meet quorum, so after a brief information update conversation among those present, the meeting was cancelled)

Prior to these meetings, the last Senate Executive meeting was on March 25, 2026 and the Chair's Announcements from the April 13, 2026 Senate meeting contained a report about that meeting.

The following business was discussed or carried out by Senate Executive during this period/at these meetings:

- Identifying the overarching pieces of work from the Academic Restructuring implementation that fall within Senate's purview. Overarching topics identified were: constitution and by-laws of Senate, Senate and Senate Executive composition, review of Senate committees, new Faculty constitutions, curriculum changes, Academic Calendar changes. The committees and bodies involved for each topic and timelines were discussed.
- An MS Team "Senate-related Academic Restructuring July 2027" was set up with Channels associated with Senate-related tasks. People are being added to channels as work is initiated and carried out.
- Creation of the Ad Hoc Committee on Senate and Senate Executive Composition on June 24, 2026. This committee created a proposal for Senate and Senate and Senate Executive composition, conducted a survey to seek input from Senate and Faculty members, and sent their proposal to the By-Laws Committee on August 18. Mandate will likely be extended to help with implementation later this year, once By-Laws has completed its work and Senate has approved a new structure.
- Discussion of remaining vacancies for Senate, Senate Committees, and Senate-related positions.
- Approval of meeting dates for Senate Executive for 2026-2027. Once approved, they were posted on the Senate website.
- Creation of Senate Committees Review process. Each Committee has been asked to reflect on their Terms of Reference and Membership/Committee Structure, with a deadline of October 15. Documentation was sent to Chairs and Transition Chairs, and Chairs and Transition Chairs were added to their Committee's channel on MS Teams.

The Senate Executive membership for 2026-2027 is as follows:

- Chair of Senate: Anna Kiefte
- Deputy Chair of Senate: Christianne Rushton
- President and Vice-Chancellor: Jeff Hennessy
- Provost & Vice-President Academic: Ashlee Cunsolo
- Dean of Arts: David Duke
- Dean of Science: Jeff Hooper
- Dean of Professional Studies: Corinne Haigh
- Vice-Provost Academic Policy and Graduate Studies: Kate Ashley
- Dean of Library and Archives: Jennifer Richard
- Registrar (non-voting): Mark Bishop
- President of the Acadia Divinity College and Dean of Theology: Anna Robbins
- Vice-President Academic-External of the Acadia Student Union: Lily Rich
- Faculty Senator (Arts): Marc Ramsay
- Faculty Senator (Science): Darcy Benoit
- Faculty Senator (Professional Studies): Edith Callaghan

Respectfully submitted,

Anna Kiefte, Chair of Senate

Academic Planning Committee
Transition Report 2026

Note: the APC has not yet met for the 2026-2027 academic year, and will convene once APRC completes the next step of the merger work.

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.

2026-2027 Membership

1. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
2. Vice-Provost Academic Policy & Grad Studies: 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. ASU Vice-President Academic and External: Lily Rich
11. IDST Prog: VACANT

Meeting Dates/Frequency for 2026-2027

APC meetings are currently on hold while work continues on the merger of APC and APRC.

Meeting Modalities for 2026-2027

Virtual, via Teams

APC Goals for 2026-2027

- Continue conversations with APRC to unify the committees

Respectfully submitted,



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

Academic Program Review Committee Transition Report 2026

Note: the APRC has not yet met for the 2026-2027 academic year. The APRC goals for 2026-2027 may shift after the first meeting.

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.

2026-2027 Membership

Provost and Vice-President Academic (Chair): Ashlee Cunsolo
Academic Program Development, Quality Planning Assurance and Planning Coordinator (non-voting): Shawna Singleton
Vice-Provost Curriculum and Planning: Lauren Wilson Finniss
Registrar: Mark Bishop
Dean, Faculty of Arts: David Duke
Dean, Faculty of Professional Studies: Corinne Haigh
Dean, Faculty of Pure and Applied Science: Jeff Hooper
Faculty, Faculty of Arts: Kevin Whetter
Faculty, Faculty of Professional Studies: Krissy Keech
Faculty, Faculty of Pure and Applied Science: Craig Bennett
Board of Governors: Tracy McGillivray
ASU Vice-President Academic and External: Lily Rich

Meeting Dates/Frequency for 2026-2027

The APRC will meet monthly.

Meeting Modalities for 2026-2027

Virtual, via Teams

APRC Goals for 2026-2027

1. Complete the review requirements for in-progress reviews.
2. Continue the work emergent from the MPHEC 2nd Cycle Quality Assurance Monitoring assessment.
3. Enhance quality assurance processes for academic program review and renewal.
4. Continue work on combined Terms of Reference and recommendations for new membership of a combined APC and APRC (this work is currently with APRC).

5. Analyze the impacts of academic restructuring on APRC-related duties, and make required changes and recommendations for alignment (if applicable)

Respectfully submitted,



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

Admissions & Academic Standing (Policy) Committee
Transition Report 2026

Note: the AAS(P) has not yet met for the 2026-2027 academic year. The AAS(P) goals for 2026-2027 may shift after the first meeting.

Admissions and Academic Standing (Policy) Committee Mandate & Duties

The Admissions and Academic Standing (Policy) Committee shall make recommendations to Senate on matters relating to the Registrar. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The AAS(P) shall report regularly to Senate, no less than two times per year.

2026-2027 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, Faculty of Professional Studies: Darren Kruisselbrink
18. Faculty of Professional Studies: Ayman Aljarrah
19. Head, Faculty of Arts: Can Mutlu
20. Faculty, Faculty of Arts: Stephen Ahern
21. Head, Faculty of Pure and Applied Science: Richard Karsten
22. Faculty, Faculty of Pure and Applied Science: Paul Arnold
23. Theology: VACANT
24. ASU Vice-President Academic and External: Lily Rich

Meeting Dates/Frequency for 2026-2027

The AASP will meet monthly.

Meeting Modalities for 2026-2027

Virtual, via Teams

AAS(P) Goals for 2026-2027

- Continue to work on academic policies and procedures work from 2025-2026, including: deferral policy for admissions, double counting of courses, and minors.
- Consider impacts of the academic restructure on academic policies and procedures, and make required changes and recommendations for alignment (if applicable)

Respectfully submitted,



Ashlee Cunsolo, PhD
Provost & Vice-President Academic
AAS(P) Chair

TO: Anna Kiefte, Chair of Senate

FROM: Dr. Jeff Hennessy, President and Vice-Chancellor

SUBJECT: Awards Committee – Transition Report

DATE: September 2, 2026

Dear Senators,

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

The 2026-2027 Awards Committee membership is as follows:

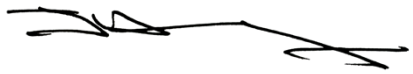
- Jeff Hennessy (President)
- Erin Patterson (Faculty of Arts)
- Janet Dyment (Faculty of Professional Studies)
- Deanne van Rooyen (Faculty of Pure and Applied Science)
- *Vacant* (Faculty of Theology)
- Ann Smith (Librarian/Archivist)
- Rob McGregor (Governor or Senator)
- *Vacant* (Student)

A public call for honorary degree nominations will be sent to the Acadia community on September 9, 2026. The deadline for submissions is November 15, 2026.

A public call for Emeriti distinction nominations will be sent to the Acadia community on September 22, 2026. The deadline for submissions is January 31, 2027.

The Committee will meet early in the new year to review the submissions, with the goal of Senate receiving recommendations for honorary degree recipients and Emeriti nominations at the February 2026 meeting.

Respectfully,



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

Board of Open Acadia Committee
Transition Report 2026

Note: the BOA has not yet met for the 2026-2027 academic year. The BOA goals for 2026-2027 may shift after the first meeting.

Board of Open Acadia Committee Mandate & Duties

To govern and support the activities of Open Acadia.

Membership

25. Provost and Vice-President Academic (Chair): Ashlee Cunsolo
26. Registrar: Mark Bishop
27. Dean, Faculty of Arts: David Duke
28. Dean, Faculty of Professional Studies: Corinne Haigh
29. Dean, Faculty of Pure and Applied Science: Jeff Hooper
30. Director of Open Acadia: Lauren Wilson Finniss
31. ASU Vice-President Academic and External: Lily Rich

Meeting Dates/Frequency for 2026-2027

The BOA will meet monthly.

Meeting Modalities for 2026-2027

Virtual, via Teams

BOA Goals for 2026-2027

- Intersession transition
- COIN Model transition
- Online course development planning and development processes
- Review and analysis of Adult Lifelong Learning and community learning opportunities
- Consider opportunities for Open Acadia within the academic restructure

Respectfully submitted,
Ashlee Cunsolo, PhD
Provost & Vice-President Academic
BOA Chair

Senate By-Laws Committee
Transition Report to Senate of Acadia University
September 2026

Membership:
Faculty of Arts: Jesse Carlson
Faculty of Professional Studies: Ayman Aljarrah
Faculty of Pure and Applied Sciences: Eva Curry
Faculty of Theology: Danny Zacharias

The Committee met on September 1st 2026. Jesse Carlson has been elected to the Chair role. The Committee plans to meet regularly, throughout the year, normally in the week following monthly Senate meetings, either in person or via Teams, as needed. Additional meetings will be scheduled to meet emergent tasks.

The Bylaws Committee has begun reviewing the proposal on Senate recomposition forwarded, on August 18th, by the ad hoc sub-committee struck, in July, by the Senate Executive Committee. The Bylaws Committee awaits Senate's approval or modification of the Senate Executive decision to strike the ad hoc committee as well as the approval of the minutes from the June 17th meeting of Senate. Bylaws Committee members plan to consult with their respective Faculties in order to solicit additional feedback on the proposal, with a goal of completing the committee's review of the proposal in time to bring a 30 day notice of motion at the October meeting, to be voted on at the November meeting of Senate. The Bylaws Committee welcomes feedback and input from Senators on the proposal for Senate recomposition.

The Bylaws Committee has been asked to participate in a Senate Committees Review and to provide feedback by October 15th. It plans to do so.

Respectfully submitted on behalf of the Senate By-Laws Committee,
Jesse Carlson

Senate Curriculum Committee
Transition Report to Senate
Sep 11, 2026

Committee Membership:
Registrar – Mark Bishop (non-voting)
Associate Registrar – Hayley van Kroonenburg (non-voting)
Vice-Provost Curriculum and Planning – Lauren Wilson Finniss (non-voting)
Academic Programming, Quality Assurance, and Planning Coordinator – Shawna Singleton (non-voting)
Dean of Libraries and Archives – Jennifer Richard
Arts – Liam Swiss
Arts – VACANT
Prof. Studies – Jeff Torbert (co-Chair)
Prof. Studies – VACANT
Pure and Applied Science – Eva Curry (Secretary)
Pure and Applied Science – Melanie Coombs (co-Chair)
Pure and Applied Science – Andy Mitchell
Theology – Christopher Killacky
Student – Lily Rich

Duties:
The duties of the Curriculum Committee shall be:
a) To oversee and coordinate all proposed changes in undergraduate degree, certificate, and diploma requirements, including interaction with originators, and to make recommendations to Senate concerning such changes.
b) To consider all proposed changes in undergraduate courses from all departments, schools, or individual faculty members, including interaction with the originators, and to make recommendations to Senate concerning such changes.
c) To develop and recommend policies to ensure that the undergraduate curriculum is delivered and administered consistently across all faculties.
d) To investigate and support innovative and alternative methods of curriculum delivery and make policy recommendations to Senate accordingly.
e) To evaluate, revise, and support the implementation of Senate-approved curriculum policies in a coherent and coordinated manner.
f) To identify and address issues arising from curriculum proposals or policy changes, referring matters to relevant bodies when necessary.
g) To collaborate with the Registrar's Office in the production and review of the annual Calendar, including program of study and course listing sections.
h) To consider and act on such matters as may be referred to the Committee by Senate.

The Committee met on August 19th and September 2nd, 2026 on TEAMS.

The Committee elected Melanie Coombs and Jeff Torbert as co-Chairs, and Eva Curry as Recording Secretary.

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

The SCC asks that the Senate consider the motions at the September Senate Meeting:

Motion 1: That the wording of prerequisites previously described as eg. "second year standing" or "number of credit hours completed" be changed to use the language of academic level. This language change will be made by the Registrar's Office as part of cleaning up

Calendar language. Units are encouraged to review their prerequisites and ensure they align with the change in language.

Rationale: Academic Level is the only language used in the Academic Calendar (pg 31) and other forms of 'year' or 'standing' lead to confusion for students and advisors (for example, students' year of study often differ from their academic level). In rare exceptional cases, units should work directly with the Registrar's Office on prerequisite language.

Motion 2: That the Senate approves and endorses the following policy on course codes submitted by the Registrar: The reuse of a course code number by an academic program is possible, but only after a minimum period of 10 years has passed. Additionally, when re-implementing a course code, the oldest inactive course code shall be used (in descending order) whenever possible.

Rationale: Some programs have begun running out of course codes, and this policy mirrors similar policies at several other institutions.

Motion 3: That the curriculum proposals submitted for the creation of the Bachelor of Creative Arts by the faculties and reviewed and passed by the Senate Curriculum Committee be approved.

The SCC received a curriculum proposal regarding a new Bachelor of Creative Arts degree and met to discuss them on Sep 2, 2026. The SCC sent questions to those submitting the documents and received feedback on Sep 3, 2026. The feedback was sent to the SCC on Sep 3, 2026. The SCC was notified of approval from the faculties. The SCC voted over email to approve the creation of a new Bachelor of Creative Arts degree. The below table outlines the nature of the curriculum changes.

#	Program or Course Number & Title	Modification (Type of change, and description of change)	Rationale
1.	Bachelor of Creative Arts	New Bachelor of Creative Arts degree	This degree brings together courses within existing programs, the BA in Theatre and the BAM/BMus, as well as an existing suite of courses in Visual Art for which there is currently no degree. Enrolment in the BA in Theatre was paused in 2025, and this degree is in the process of being phased out with the intention of transitioning courses in the program to the Bachelor of Creative Arts. Courses offered in BAM and BMus will continue to serve those degrees while also being an integral component of the new degree.

Reminder to Senators that the Curriculum Submission Deadline for 2026-2027 is December 11th, 2026. Please review the submission process here: https://registrar.acadiau.ca/curriculum.html

Faculty Support Committee
Transition Report

September 2026

Faculty Support Committee Mandate & Duties:

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

The duties of the committee are:

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

2026-2027 Membership:

Vice-Provost Curriculum and Planning	Lauren Wilson Finniss	*ex-officio*
AAU Faculty Development Committee rep	Vacant	*ex-officio*
Coordinator of Academic Technologies	Sharon Churchill-Roe	*ex-officio*
Faculty, Faculty of Arts	Anna Wilks	3 yr; 2028
Faculty, Faculty of Prof. St.	Cassel Busse	3 yr; 2029
Faculty, Faculty of P & A Sc.	Darcy Benoit	3 yr; 2029
Faculty, Faculty of Theology	Vacant	3 yr; 2027
Librarian/Archivist	Maggie Neilson	3 yr; 2029
Student	Vacant	1 yr; 2027

Chair: Lauren Wilson Finniss
Secretary: Sharon Churchill-Roe

Meeting Dates/Frequency and Modality for 2026-2027

The Faculty Support Committee met on Thursday August 27, 2026, from 11am to 12pm to vote on the Chair and Secretary, discuss meeting frequencies and modalities, and discuss the focus of the year ahead. Lauren Wilson Finniss served as Transition Chair for the meeting and was voted in to serve as Chair for the year. Sharon Churchill-Roe was voted in to serve as this year's Secretary. The committee agreed to meet monthly in a hyflex modality (in-person and on Teams) to increase access to all members of the committee.

FSC Goals for 2026-2027

1. Continue work on the Online and Technology Supported Learning Framework as required by the MPHEC. Extensions have been granted by the MPHEC to Nova Scotia

universities to accommodate workload requirements brought on by Schedule H and the Bilaterial Reporting.

2. Continue to support the student course experience survey initiative with the consultation and development of an optional question bank as communicated to Senate in June 2026.
3. Continue to advise the Administration on the procurement of an appropriate survey administration platform.
4. Engage in Senate Committee review and reflect on questions/topics provided by the Senate Chair by October 15, 2026.

Submitted by: Lauren Wilson Finniss (Chair)

Senate Graduate Studies Committee

Transition Report

September 2026

Membership (23, including coordinators for 17 Graduate Programs)

1 Program Coordinator (Psychology) Kathryn Bell

1 Program Coordinator (Biology) Mark Mallory

1 Program Coordinator (Comp Sci) Esteve Hassan

1 Program Coordinator (Counselling) Tanya Surette

1 Program Coordinator (English) Nandini Thiyagarajan

1 Program Coordinator (Education) Deborah Toope

1 Program Coordinator (Educational Studies, PhD) Ahlam Rahal

1 Program Coordinator (Politics) Jeffrey Sachs

1 Program Coordinator (Comm. Dev) Glyn Bissix

1 Program Coordinator (Sociology) Rebecca Casey

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) Nicoletta Faraone

1 Program Coordinator (Applied Geomatics) Mo Snyder

1 Program Coordinator (Social & Political Thought) Jesse Carlson

1 Program Coordinator (Applied Kinesiology) Chris Shields

1 Graduate Student (Arts) TBA

1 Graduate Student (Prof. St.) TBA

1 Graduate Student (P&A Sc.) Lucy van Haaften

1 Graduate Student (Theology) Lalitha Prasad

1 Graduate Studies Officer (non-voting) Theresa Starratt

1 Chair: Vice-Provost, Academic Policy & Graduate Studies – Kate Ashley ex-officio

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 (rank ordered) are:

1. Composition of the Senate Graduate Studies Committee
2. Draft policy on supervision – clarify requirement for PhD; very limited circumstances where a distinction between experience in a field of study vs experience in managing a research process if no PhD; consideration of eligibility requirements for Acadia supervisors (periodic review – similar to the adjunct appointment review process); standards/expectations for supervision.
3. Theses Defence Policies and Procedures and Quality Assurance
4. Admissions and AGS/AGTA funding model for 2027-28
5. Embedded Supports
6. Assessment and Feedback Mechanisms - Establishing a system for regular assessment of graduate programs and soliciting feedback from students and faculty to identify areas for improvement and to ensure that programs remain relevant and effective.

The Senate Graduate Studies Committee (SGSC) met on September 14, 2026, to review the tasks assigned to it by the Senate of Acadia University.

Respectfully submitted,
Kate Ashley, Chair

Senate Nominating Committee

Members: Jeff Hennessy, Hassouna Moussa, Anna Wilks, Jen Kershaw, Nicholas D'Amato, Maddie Gallant

Transition Report to Senate

September 1, 2026

1. Election of a Chair Anna Wilks
2. Election of a standing Secretary Jen Kershaw
3. Nicholas D'Amato will be on Sabbatical leave starting January 2027, and thus unavailable for committee work during that time.
4. Since the the May 6, 2026, report to senate, the following positions have been filled:
    - Senate Executive member from FA Marc Ramsay
    - Senate Executive member from FPS Edith Callaghan
5. Fall business will be conducted via email, and our next in person/on Teams hybrid meeting will be the second week of January 2027.

Respectfully submitted,

Jennifer Kershaw, Chair
On behalf of the Senate Nominating Committee

Senate Research Committee Transition Report

On 3 September 2026 the Senate Research Committee convened for its transition meeting. The new Chair, Dr. Peter Ludlow, Vice-Provost Research and Innovation, replaced Dr. Kate Ashley, Vice-Provost Academic Policy and Graduate Studies.

There were five attendees (excluding the Vice-Provost), as a few committee vacancies still need to be filled. The Acadia Senate Committee(s) Review questions were circulated for input. The current terms of reference and the mandate of the committee were reviewed, and ongoing goals and initiatives were discussed. The Chair raised some new initiatives (e.g., biannual reports) and reporting mechanisms (e.g., internal grant statistics) that would strengthen the committee's mandate. Regular meeting times will be set, the Research Office will provide a secretary for the meetings, and all agendas and reports will be submitted to the University Archives by the Chair.

Sincerely,

Peter Ludlow, PhD.
Vice-Provost Research & Innovation
Chair, Senate Research Committee

3 September 2026

Timetable, Instruction Hours, and Examination Committee 2026-2027
Transition Report to Senate

Committee Membership:
Mark Bishop (Registrar or Delegate)
James Sanford (Senior Director Student Affairs)
Jessica Slights (Arts Faculty Representative)
Christianne Rushton (Professional Studies Faculty Representative)
Iain Beaton (Pure and Applied Studies Faculty Representative)
Emma Boles (Student)
Sam Richard (Student)
Hayley van Kroonenburg (Guest)

The Committee met on August 31, 2026 on TEAMS.

The Committee elected Jessica Slights as Chair, and Christianne Rushton as Secretary. As Iain Beaton had taken the role of chair for two consecutive years, the committee expressed their gratitude for his leadership.

The Committee confirmed that TEAMS will continue as the modality for all meetings.

In addition to the usual defined duties of the T.I.E. committee, the group will endeavor to respond quickly to any additional Senate questions and deliberations regarding the restructuring process at Acadia and how it affects the work of the T.I.E.

Submitted by
Jessica Slights
Chair 2026-2027

Motion from the Graduate Studies Committee: Motion to approve the Curriculum changes for the Master of Arts Politics program as submitted.

Acadia University Senate Curriculum Committee (Administration) 2025-2026

Form 1: New Course Proposal

Department or School:	Politics
Presented to Faculty Council?	Choose an item.
Date presented (or will be) to Faculty Council	Click or tap to enter a date.

Proposed Course Information & Rationale		
Course code - discipline & number (e.g. HIST 2223):	POLS 5123	
Have you checked with the Registrar's Office to confirm the proposed course code has not been used before?		No
Proposed course title:	Political Leadership	
Abbreviated title for transcripts (if needed): MAXIMUM 30 characters	Click or tap here to enter text.	
Provide Calendar description for the course below. (MAXIMUM 60 words) This seminar course explores political leadership in theory and practice. Students critically analyze historical and contemporary cases to explore how leaders influence elections, governance, and public policy in Canada and beyond, taking into account institutional, political, social and technological contexts.		
Prerequisites:	Click or tap here to enter text.	
Corequisites:	Click or tap here to enter text.	
Antirequisites:	Click or tap here to enter text.	
Requirement for a major?	Choose an item.	
Open to non-majors?	Choose an item.	
Can the course be repeated more than once for credit (e.g. special topics courses)?		No
If you chose 'Yes', please explain. Click or tap here to enter text.		
Provide a brief description of the course below (pedagogy, evaluation methods, text(s) and other resources to be used). Evaluation will include seminar participation supported by short analytical write-ups of assigned readings, a research paper, a presentation, and a final exam. The primary text is *Political Leadership: A Source Book* (Barbara Kellerman, 1986), supplemented by readings from James MacGregor Burns, Bernard Bass, and others. Additional scholarly articles on Canadian leadership and governance (including forthcoming selections from the new UBC Press series *Political Leadership and Trust in Canada*) will provide contemporary context and case		

studies. Supplemental materials such as documentaries, speeches, and policy documents will be used to connect theory with practice.
Explain the rationale for proposing this course below. Please be specific. Students receiving funding via the Jarislowsky Chair in Trust and Political Leadership to pursue a Master of Arts (Political Science) need to study political leadership, and ideally will do so under the tutelage of Dr. Alex Marland, particularly those who pursue the proposed non-thesis route. The course will also be available to other graduate students.

Is a course with similar content offered at other universities?	Yes
If you chose 'Yes', at which universities, and at what level? Concordia University: POLI 621 Political Leadership and Decision Making Carleton University: POLM 5022 Prime Ministerial Leadership in Canada McMaster University: WILSON 700 Studies in Leadership and Civic Engagement York University: POLS 4120 Political Leadership in Canada	

Enrolment	
Estimated Enrolment:	4-5 initially, 8-10 as the MA program grows
Will the enrolment be limited?	Yes
If yes, please explain how enrolment will be limited. This is a graduate seminar course for which a limited number of students will be available.	

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

Anticipated Impacts & Consultations	
Has the proposal been discussed with students of the department/school?	No
If you chose 'Yes', to what extent and what was the response? Click or tap here to enter text.	
Will the course be cross-listed or form part of a multidisciplinary program?	No
Briefly outline the impact this course will have on other courses or programs within your unit and others. It will be part of the roster of graduate-level courses and likely offered every two or three years.	
Has the proposal been discussed with other appropriate units?	No

If you chose ‘Yes’, to what extent and what was the response? Click or tap here to enter text.

Teaching Resources & Course Offerings	
Initially who will be teaching the course?	Dr. Alex Marland, Jarislowsky Chair in Trust in Political Leadership / Full Professor, Dept. of Politics
Indicate the academic sessions in which the course will usually be offered?	☒ Fall/Winter ☐ Intersession ☐ Online (continuous intake) ☐ Other: Click or tap here to enter text.
Frequency of offering:	☐ Every year ☒ Alternate years ☐ Other:

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

Technology Support (as applicable)	
Have you consulted with Technology Services regarding technological support or acquisition of technology for this course?	No
What technological resources or assistance, if any, will be required? N/A	

Additional Information
Please provide any additional information you feel may be useful to the Curriculum Committee in its deliberation below. The frequency of this course being delivered will likely coincide with years that a sufficient number of Jarislowsky MA Studentships are awarded and accepted.

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

ACADIA UNIVERSITY SENATE CURRICULUM COMMITTEE

CURRICULUM CHANGE FORM 2025-2026

SECTION 1: GENERAL INFORMATION

Academic Unit: Politics
Date approved by Academic Unit: 2025-11-07

SECTION 2: TYPE OF CURRICULUM CHANGE

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

SECTION 3: COURSE INFORMATION

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

Modified/New Course Information

Course code - discipline & number: POLS 5113

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

Proposed course title: Approaches to Political Theory

Abbreviated title for transcripts (if needed, MAX 30 characters): Appr. to Pol. Theo.

Calendar description (MAXIMUM 60 words):
This survey seminar is intended to give graduate students with a limited background in political theory a strong foundation in this field. The seminar will cover canonical, critical, and contemporary texts from a variety of perspectives, standpoints, and positions.

Prerequisites: N/A
Corequisites: N/A
Antirequisites: N/A

Requirement for a major? ☒ Yes ☐ No
Open to non-majors? ☒ Yes ☐ No

Can the course be repeated more than once for credit? ☐ Yes ☒ No
If yes, please explain:
Click or tap here to enter text.

SECTION 4: COURSE RATIONALE AND DETAILS

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

For New Courses

Provide a brief description of the course (pedagogy, evaluation methods, text(s), modality, and other resources):
This course will function as a required survey course for graduate students enrolled in MA in Politics. It will provide students with an introduction to seminal texts in political theory (Western, indigenous, Afro-centric, post-colonial theories, etc.)

Explain the rationale for proposing this course:
We are in the process of submitting changes to the MA in Politics to include a non-thesis stream. One of the changes we are proposing within this proposal is a required political theory course for students enrolled in the MA in Politics. This survey course will function as an introduction to Political Theory for students with no background in Political Theory. We have, until now, more specialized courses in Political Theory, but no survey course. Given that it will now be a required course, we believe that a survey course that functions as an introduction would be a better fit as a requirement. Students with a background in theory will be given a choice to opt out of this class and take a more focused theory course instead, with the approval of the graduate coordinator.

Is a course with similar content offered at other universities? ☒ Yes ☐ No
If yes, at which universities, and at what level? Pretty much every graduate program in Politics/Political Science in Canada has a survey course in Political Theory. Uottawa **POL 6120 Seminar in Political Thought, UBC POLS 540A Core Seminar in Political Theory, York POLS 6010A Symposium in Political Theory**

SECTION 6: ENROLMENT AND RESOURCES

Complete as applicable to your proposal type

Enrolment

Estimated Enrolment: 6
Will the enrolment be limited? ☒ Yes ☐ No

If yes, please explain how enrolment will be limited:
It will be limited to graduate students, but will be open to graduate students from any program.

Teaching Resources

Initially who will be teaching the course? The course will be taught by Political Theorists in the department, rotating between Dr. Biro, Dr. Haile, Dr. Mutlu and Dr. Whitehall

Indicate the academic sessions in which the course will usually be offered:
☒ Fall ☐Winter ☐ Summer ☐ Online (continuous intake)
☐ Other (please explain): Click or tap here to enter text.

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

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

SECTION 7: ANTICIPATED IMPACTS & CONSULTATIONS

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

If yes, to what extent and what was the response?
Click or tap here to enter text.

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

Briefly outline the impact this proposal will have on other courses or programs:
It will make other theory courses in the program elective

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

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

SECTION 10: LIBRARY RESOURCES (as applicable)
Library input is **required** for new courses or courses where the content is significantly modified.

Provide a list of available materials in the library that would be suitable for use:
Political Theory texts that are already in the department, Socrates, Hobbes, Locke, Machiavelli

Provide a list of desirable materials for acquisition by the library:
n/a

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

SECTION 11: TECHNOLOGY SUPPORT (as applicable)

**Do not submit this form until you have consulted with Technology Services regarding technological support or acquisition of technology, if you intend to use a technology that is not currently supported or hosted by the university (ie. not provided through institutional systems or services).*
This course does not require any technological support
Provide a list of all instructional technologies (e.g. software, applications, platforms, hardware, or specialized tools) that will be required and are essential to the achievement of the stated learning outcomes:
n/a

SECTION 12: ADDITIONAL INFORMATION

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

Updates to the Graduate Supervision policy, currently on page 43 of the Academic Calendar.

Rationale for update: We need to encompass the scenario of when a student has not yet been enrolled in, but has been accepted to, a graduate program and a conflict has arisen resulting in the deterioration of the working relationship and all avenues have been exhausted in finding another suitable supervisor. If this item can be added to the next Senate agenda, I would greatly appreciate it.
This change has been approved by the SCGS Committee via email.

CURRENT WORDING

Graduate Supervision
A student who has exhausted all avenues for supervision within the Department or School in which they are enrolled may be dismissed from their graduate program. This action can only be taken by the Vice-Provost, Academic Policy and Graduate Studies after consultation with the Head/Director of the Academic Unit, the Graduate Program Coordinator, and the student in question. A designate must be appointed in the case that the Head/Director or the Graduate Program Coordinator is the supervisor of the student. All avenues will be taken to protect the privacy of the student during these consultations. Appeals against dismissal may be made to the Senate Admissions and Academic Standing Appeals Committee through the Provost and Vice President Academic. Decisions of the Committee are final.

REVISED WORDING

Graduate Supervision
After the procedures outlined in the Thesis Supervision Guidelines document (https://gradstudies.acadiau.ca/tl_files/sites/gradstudies/docs/GraduateSupervision.pdf) are followed, a student may be discontinued/dismissed from the graduate program in which they are accepted to, or enrolled in, if alternative supervision options within the Department or School (or another academic unit) have been exhausted. This action can only be taken by the Vice-Provost, Academic Policy and Graduate Studies after consultation with the Head/Director of the Academic Unit, the Graduate Program Coordinator, and the student in question. A designate must be appointed in the case that the Head/Director or the Graduate Program Coordinator is the supervisor of the student. All avenues will be taken to protect the privacy of the student during these consultations. Appeals against dismissal may be made to the Senate Admissions and Academic Standing Appeals Committee through the Provost and Vice President Academic. Decisions of the Committee are final.