1 November 2006

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur **at 4:00 p.m., <u>Tuesday</u>, 14 November 2006** in Room 132 of the Beveridge Arts Centre. The <u>AGENDA</u> follows:

1)   Minutes of the Meeting of 10 October 2006

2)   Announcements and Communications

3)   Business Arising from the Minutes
   a)   VP(SA) - Membership of *ad hoc* Senate Committee to review Financial Assistance for Students (**067-21-VPS**)

4)   New Business
   a)   Library Committee - Vaughan Memorial Library Collection Development Policy of 28 September 06 for Approval (**067-15-LIB**) *****
   b)   Biology Department - Beginning of Winter Term 2008 (**067-16-TIE**) *****
   c)   Research & Graduate Studies - Appointment to the Research Ethics Board (**067-17-REB**) *****
   d)   2005-2006 Annual Report from Senate Committees (**056-58-REP**)
          xviii) Scholarship, Prizes, & Awards *****
   e)   Admission & Academic Standing (Policy) - International Baccalaureate Diploma Credit Hours (**067-18-AAS**) *****
   f)   Admission & Academic Standing (Policy) - General Admission and Grade 11 Mathematics (**067-19-AAS**) *****
   g)   Acadia-NSCC Partnership (Discussion Item) (**067-20-VPA**)

5)   Other Business

Yours sincerely,

Rosemary Jotcham
Registrar and Secretary of Senate

Items Carried Over/Tabled:
Academic Integrity - Policy on Conflict of Interest (as per minutes of 10Oct06)
Restructuring of the Registrar's Office (as per minutes of 10Oct06)

Motion for Senate Meeting of 13 November 2006:

That Senate approves the Vaughan Memorial Library's Collection Development Policy dated 28 September 2006, as attached to the agenda of 13 November 2006.

Heather Hemming, Chair
Senate Library Committee

Vaughan Memorial Library
Collection Development Policy
September 28, 2006

1. Purpose

The purpose of the Vaughan Memorial Library collection development policy is to provide the guiding direction and rationale for the development of the Library's collections.

In particular, the collection development policy ensures that the teaching and research needs of the academic disciplines represented at Acadia are reflected in ongoing collection development. It provides guidelines for defining and assessing the types of materials collected in a consistent and systematic manner. The policy ensures the best use of the University's resources in building the collections. It articulates and clarifies the roles of the Library and the University community in collection building and encourages and facilitates input from the community in this endeavour. The policy also acknowledges the role of the Library in co-operative collection development initiatives in the region and the country.

2. Acadia University

Acadia University is a liberal arts university. Its four faculties – Arts, Pure and Applied Science, Professional Studies, and Theology – offer undergraduate programmes, a number of master's programmes and one doctoral programme. The University offers a ubiquitous computing environment, providing full-time students with a laptop computer for use during the academic year. The computers are intended to be an integral part of the teaching, learning and research environment.

3. Vaughan Memorial Library

The Vaughan Memorial Library's collection development policy is guided by the mission statements of the University and the Library (see Appendix A). The basis of collection building will be the ongoing scholarly needs of undergraduate and graduate students and the faculty as they are reflected in curricula and research initiatives.

Acadia's current and future students, faculty and staff are the primary communities for whom the Library's collections are built. Alumni, retired faculty and the public also have access to the Library's collections. In addition, the Library makes its circulating collections available to

students, faculty and staff at universities across Canada and beyond through its interlibrary loan and reciprocal borrowing agreements. The Library's collections are extended and complemented by the ready access to other collections that these agreements provide. The Library is a full participant in the Council of Atlantic University Libraries (CAUL), which created the Atlantic Scholarly Information Network (ASIN) and participates in the Canadian University Reciprocal Borrowing Agreement (CURBA). These initiatives provide barrier-free access to the collections and services at university libraries in the Atlantic region and across Canada. Through CAUL and other co-operative groups such as the Canadian Research Knowledge Network (CRKN), Acadia participates in a number of consortial purchasing arrangements that provide cost-effective access to a wide range of electronic databases which would be otherwise unattainable due to the high cost of individual library subscriptions. These initiatives influence and complement the development of collections at Acadia.

The Library is committed to supporting intellectual inquiry and recognizes the right of individuals and groups to criticize and disagree with ideas expressed in materials held in the Library's collections. Efforts to limit access to information or to impose censorship are vigorously resisted. The Library supports and endorses the Canadian Library Association's "Statement on Intellectual Freedom" (see Appendix B).

4. Vaughan Memorial Library Collections

Acadia's collections are defined in the broadest possible way as including on-site materials regardless of format (books, dvds, government documents, data sets, electronic collections developed or acquired as part of the Library's digital collections, etc.) as well as off-site materials regardless of format (electronic collections accessed through purchase or license agreement, selected internet resources, etc.).

The primary purpose of the collections is to support undergraduate research, teaching and scholarly activity and to support graduate research at the master's level in specific programme areas. Faculty research initiatives are also supported through collaborations such as the Canadian Research Knowledge Network (CRKN).

5. Collection Development

Collection development includes building the collections through selection of new materials as well as ongoing assessment and maintenance of existing materials. The foundation for developing an appropriate collection for Acadia is the curriculum or areas of study in the degree programmes and the areas of concentration of the departments and schools of the University. An in-depth understanding of the curriculum of these programmes is essential for both ongoing collection building and assessment of current collections.

5.1. Selection

Selection of titles for the collection is carried out by librarians and professors whose subject expertise is vital to the process. Titles selected must support the academic initiatives of the University as already stated. In addition, the following criteria are considered:

- Level of scholarship
- Reputation of author
- Reputation of publisher
- Language
- Geographic coverage

Collection building must also take into account the variations in scholarly communication among the disciplines. For example, books are still the most significant and prevalent medium of formal scholarly communication in the humanities, while in the sciences journals are the principal vehicle.

The American Library Association has developed a highly structured system of collection levels for various subject areas that enables consistency in collection building (see Appendix C). This system is used in university libraries across North America and will inform the selection process at Acadia.

5.2. Assessment

Assessment is a process that objectively evaluates how well the Library's collections meet teaching and research needs at the University.

The Library uses the Library of Congress classification scheme (LC) to organize its collections. As programme curricula and areas of study are established and library materials are catalogued, they are expressed in terms of the most applicable LC subject ranges. This results in a framework that demonstrates how particular ranges of the LC classification support programmes across the curriculum. It informs both the assessment of the existing collections and ongoing collection building by offering a precise picture of programme support throughout the entire collection that includes aspects such as scholarly publishing trends, interdisciplinary links, the age of the collection, and gaps in the collection that need to be addressed.

Within the context of the LC framework, a system called the narrative approach will be used (see Appendix D). The narrative approach provides a systematic and consistent template for describing the collections.

Assessment of the collections is an ongoing activity.

5.3. Maintenance

Maintenance of the collection is part of the assessment process and encompasses both preservation and withdrawal activities.

Preservation is essential for ensuring the longevity of library materials and is most frequently accomplished through mending, binding or reformatting. Mending and binding focus on the preservation of the physical item, while reformatting focuses on the preservation of the item's intellectual content rather than its physical format. Reformatting can include, for example, the microfilming of newspapers or the purchase of electronic versions of titles that are no longer available in any other format.

Withdrawal is defined as the removal of materials from the collections and is a carefully planned, ongoing process that is developed and implemented *in partnership* with professors to ensure that the integrity of the collections is maintained. Lack of space is not considered a legitimate reason for withdrawing materials from the collection. The number of times that an item in the collection has or has not been signed out is also not considered a legitmate measure when considering withdrawal. The definition of withdrawal does not include the removal of duplicate copies as long as one copy of a work remains in the collection, since the intellectual content of the collection does not change. (Different editions of a work are not considered to be duplicates.)

6. Collections considerations

6.1. Duplicate titles

The Library will not normally purchase or retain duplicate copies of works unless there is the expectation or demonstration of heavy or continuous use. Journals in print format that are duplicated electronically will be retained until secure electronic archives are ensured.

Exceptions:
- Duplicates of titles in non-circulating collections may be added to or retained in the main circulating collection on the recommendation of the appropriate librarian. For example, the Library acquires two copies of all faculty publications, one for Special Collections (non-circulating) and another for the main circulating collection.
- Print copies of Acadia master's and honours theses and in-depth studies (School of Education) are maintained in Special Collections in addition to the electronic versions.

Paper copies of newspapers and journals published in the Annapolis Valley are retained even if they are also available electronically or in microform.

6.2. Format

In considering new acquisitions and the retention and preservation of existing collections, the implications of cost, staffing, storage and use are taken into account. Although content rather than format is the main criterion for selection, economy of storage and maintenance, long term preservation and access, and convenience of use are considered when material is available in more than one format.

For the ever-increasing amount of electronic materials (journals, databases, ebooks), additional selection criteria must be used. These include:
- Licensing terms
- Technical requirements

- Stability of the publisher
- Archiving commitments by the publisher
- Number of simultaneous users supported
- Remote access
- Campus wide access
- Ability to print and download
- Ease of use

Materials that require special equipment such as CD players, DVD players, and film projectors will only be purchased if the equipment is commonly available. For example, film strips will not be acquired because of the extreme scarcity of film strip projectors.

6.3. Gifts

Gifts will be accepted when they fall within the scope of the Library's collection development policy. For the purposes of this policy, gifts include books, periodicals, music, and film in supportable formats. Because of the high cost of processing gifts, the collections development policy will be used carefully when deciding on their acceptance. Gifts can be accepted only when the donor does not place restrictions on the access, use or handling of the materials that are inconsistent with the Library's overall mission, services and policies.

6.4. Textbooks

Textbooks and related instructional aids are not normally purchased unless they are core resources in the field. With their high costs and short lifetimes, most textbooks are unaffordable and do not make lasting contributions to the Library collections.

7. Roles and Responsibilities for Collection Development

The ultimate responsibility for the long-term development, care and management of the Library collections rests with the University Librarian. However, it is the librarians and professors who are the key players in these processes.

Librarians at Acadia work with one or more academic departments (or schools) on an ongoing basis to build the library collection. Librarians are responsible for being well informed about the courses and programmes offered, new course and programme initiatives, new research directions, and the interests and information needs of members of the department. This background, gained in liaison with the department, serves to inform the management of an appropriate balance of selections in ongoing collection development, the assessment of the strengths and weaknesses of the existing collection, and the description of specific collection guidelines within the Library collection development policy using the narrative approach (see Appendix D).

Librarians receive order requests from the department or school, support professors in the selection process, explain library policies and guidelines, and prepare background information for new course and programme proposals and for departmental reviews. They are also

responsible for ongoing assessment and maintenance of those areas of the collection with which they work most frequently and for keeping the departments up to date on their findings, especially as they relate to the support of the current curriculum and of new courses and programmes being developed.

To facilitate the collaboration and communication between professors and librarians in building the collection, the Library asks that each department designate a departmental library representative. Library representatives work with the librarian to encourage a continuous flow of selections, ensure course and programme changes are communicated to the liaison librarian, provide advice during ongoing assessment and maintenance, and generally assist with communicating questions, concerns and information about the library collection both to the librarian and within the department or school.

8. Acadia's Special Collections

Special Collections are those collections of library materials which, by virtue of their rarity, physical form, content, or depth of subject coverage, are distinguished from the general stacks of the Library. They are maintained as separate and identifiable collections and do not circulate. Special Collections at Acadia are rich and diverse research resources containing a wide range of materials acquired by purchase, gift and bequest over the past 160 years of the University's existence.

Special Collections at Acadia presently consist of the following defined collections:

8.1. The Eric R. Dennis Collection
A significant collection of mid 18th- to early 20th-century Canadian materials with an emphasis on historical, political, literary, and religious monographs and serials. It was collected by Major J. Plimsoll Edwards and sold to Acadia in 1917. The bulk of the purchase price was subsequently paid by the Dennis family of Halifax on the condition that the collection be renamed to honour their son, Captain Eric R. Dennis, a former Acadia student who was killed at Vimy Ridge. A *Catalogue of the Eric R. Dennis Collection of Canadiana in the Library of Acadia University* was published in 1938.

8.2. The John Daniel Logan Collection
This collection was assembled by J.D. Logan and presented to Acadia between 1918 and 1930. It consists of late 19th- and early 20th-century Canadian literature with an emphasis on poetry. In 1923 Dr. Kenneth G.T. Webster, a Dalhousie and Harvard classmate of Logan, began to regularly donate Canadian literature to the Logan Collection to honour his friendship and admiration for Dr. Logan.

8.3. The William Inglis Morse Collection
A collection of 17th-, 18th-, and 19th-century works assembled by William Inglis Morse, an Acadia graduate of the Class of 1897, and donated to Acadia between 1926 and 1931. The Morse collection was divided between Acadia, Dalhousie and Harvard. A catalogue for the Acadia portion was published in 1931.

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8.4. The Jarold K. Zeman Collection

This collection, donated to Acadia in 1991, consists of the private library of Jarold Knox Zeman, Professor of Church History at Acadia Divinity College and significant Canadian Baptist leader. It includes monographs, serials and pamphlets relating to the Hussite and Anabaptist movements in Europe, and many works on North American Baptist history.

8.5. The Watson Kirkconnell Collection

This collection, the private library of Dr. Watson Kirkconnell, ninth President of Acadia University, came to Acadia upon his death in 1977. A Milton scholar and translator of many poetic literatures (Icelandic, Hungarian, Polish, and Ukrainian among them), Kirkconnell was a founder of the Humanities Research Council of Canada and the Baptist Federation of Canada. This collection of monographs and serials exemplifies Kirkconnell's broad interests.

8.6. The Haliburton Collection

This collection consists of editions and imprints of the works of the 19th-century Nova Scotia satirist Thomas Chandler Haliburton and biographical and critical material relating to his works.

Note: No new material is being added to the above six collections. The following seven continue to grow:

8.7. Acadiana Collection

This collection contains material relating to all aspects of Acadia University. Publications in all formats by or about the University and its faculty are included. Serials and newsletters produced by the University are also included. A copy of faculty monographs will be purchased for the circulating or reference collection in addition to a copy for the Acadiana collection.

8.8. Acadia Theses

This collection consists of the print copies of Acadia University honours and graduate theses.

8.9. Baptist Collection

This collection contains published material relating to the Baptist denomination in Atlantic Canada. The Baptist denomination includes all of the former branches of the denomination that presently exist in the Convention of Atlantic Baptist Churches. Serials, newsletters, and newspapers produced by the denomination and its various agencies are included in this collection. (Published monographs of less than twenty pages are treated archivally and catalogued using the Rules for Archival Description.)

8.10. Bible/Hymnbook Collection

This collection consists of Bibles and hymnbooks, mainly relating to the Baptist denomination, in various languages and editions.

8.11. Gaspereau Press Collection

Gaspereau Press is a Nova Scotia-owned and -operated literary press and trade publisher based in Kentville. Founded in 1997, it publishes short-run editions of both literary and regional interest. Through an agreement with Gaspereau Press, the Library acquires all monographs and ephemera that they publish and print.

8.12. Historic Textbook Collection
This collection consists of nearly 300 textbooks used in the public schools of Nova Scotia from the 1860s to the mid-1960s.

8.13. Rare Book collection
The Vaughan Memorial Library is not actively acquiring rare books for this collection but may accept donations if we can provide the appropriate environment for the preservation of the material and if the material meets any of the following criteria:
  a) books bearing a stated print run limitation of less than 500 copies
  b) books printed before 1868 in what is now Canada
  c) books printed outside Canada before 1850 that are pertinent to the research and teaching initiatives at Acadia and are not available through antiquarian book catalogues.

8.14. The Annapolis Valley Collection
This collection is an exhaustive collection of all monographs, serials, newspapers and ephemera relating to the geographic area known as the Annapolis Valley. It includes items published in the Annapolis Valley or elsewhere relating to the historical, social, economic, literary and current state of the Valley. This collection does not include provincial or federal government documents. The Annapolis Valley is defined for this purpose as the area extending from the boundary of the Municipality of West Hants in the east to the western boundary of the Municipality of the District of Digby in the west. It therefore includes all of the counties of Kings and Annapolis bounded on the north by the Bay of Fundy, on the south by the Lunenburg and Queens County lines, and portions of Hants and Digby Counties as described.

Appendix A

Acadia University Mission Statement

The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become crtical thinkers, lifelong learners, engaged citizens, and responsible global leaders. (Approved by the Acadia University Board of Governors, May, 2006)

Vaughan Memorial Library Mission Statement

The Vaughan Memorial Library is primarily an undergraduate research centre committed to providing the highest standard of programmes, services, and resources in support of learning, teaching, research and scholarly communication.

Appendix B

Canadian Library Association Statement on Intellectual Freedom

Approved by Executive Council ~ June 27, 1974; Amended November 17, 1983; and November 18, 1985

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the Library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.

Appendix C

Collection Levels

1. <u>Minimal Level</u>
A subject area in which few selections are made beyond very basic works. A collection at this level should be frequently and systematically reviewed for currency of information.

2. <u>Basic Information Level</u>
A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major periodicals. The collection is frequently and systemically reviewed for currency of information.

3. <u>Study or Instructional Support Level</u>
A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

    3a. <u>Basic Study or Instructional Support Level</u>
    The basic subdivision of a level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes the most important primary and secondary literature, a selection of basic representative journals/periodicals, and subject-based indexes, the fundamental reference and bibliographical tools pertaining to the subject. This subdivision of level 3 supports lower division undergraduate courses, as well as some of the basic independent study needs of the lifelong learner.

    3b. <u>Intermediate Study or Instructional Support Level</u>
    The intermediate subdivision of a level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes a broad range of basic works in appropriate forms, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. These materials are adequate to support advanced undergraduate course work. It is not adequate to support master's degree programs.

    3c. <u>Advanced Study or Instructional Support Level</u>
    This level collection can support master's degree level programs. The advanced subdivision of level 3 provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The collection

includes a significant number of seminal works and journals of the primary and
secondary topics in the field; a significant number of retrospective materials; a substantial
collection of works by secondary figures; works that provide more in-depth discussions
of research, techniques and evaluation.

 4. <u>Research Level</u>
A collection at this level supports doctoral and other original research. A collection that includes
the major published source materials required for dissertation and independent research,
including materials containing research reporting, new findings, scientific experimental results,
and other information useful to researchers.

5. <u>Comprehensive Level</u>
This is used to develop Special Collections. Please see the section of this document entitled
'Special Collections.' Older material is retained for historical research with active preservation
efforts.

Appendix D

Narrative Approach

A.   Purpose or objectives: describes the program or clientele needs met by this
        segment of this collection.

B.   Scope of coverage: describes four characteristics of the collection:

        1. Languages collected or excluded
        2. Geographical areas covered by the collections in terms of intellectual content,
            publication sources, or both, and specific areas excluded, as appropriate
        3. Chronological periods covered by the collection in terms of intellectual content,
            movements or schools, and specific periods excluded, as appropriate
        4. Chronological periods collected in terms of publication dates and specific dates

C.   Types of material (formats) collected in terms of:

        1. Inclusions
        2. Exclusions

D.   Subjects described in terms of the library's classification scheme and subject
        descriptors and, where needed, according to narrower delineations than afforded
        by the classification scheme.

E.   Liaison librarian(s) responsible for this collection

F.   Other categories of useful local information that libraries may wish to provide,
        such as:

        1. Interdisciplinary relationships (between the subject being treated and other
            segments of the library collection development program; between client
            populations, such as academic departments or social groups)
        2. Other resources, including local, regional, or national libraries; other types of
            organizational and consortial relationships

Motion for Senate

The new Biology building is slated for occupancy late December 2007. So far construction is on schedule and the Biology Department has been told to be ready to start the Winter term 2008 in the new building. In order for the Biology Department to be ready to teach courses we would like to propose that the start of the winter term 2008 be delayed one week from the normal time.

Thus, the motion is as follows:

In order to facilitate the Biology Department move from Patterson Hall to the new Biology building in late December 2007 and early January 2008 the winter term of 2008 will start one week later than normal.

Respectfully submitted
Soren Bondrup-Nielsen

On behalf of the Acting Dean of Research and Graduate Studies, and upon the recommendation of the Senate Committee on Research:

Motion:

"***That David Greener be appointed as a community representative on Acadia University's Research Ethics Board (REB) effectively immediately. Mr. Greener's term will expire on 31 December 2009***."

Respectfully submitted
Bob Perrins

ACADIA UNIVERSITY

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

REPORT DATE: October 31, 2006

SPAC COMMITTEE MEMBERS

July 1, 2005 - June 30, 2006

Faculty of Arts:
  Bernard Delpeche
  Michael Dennis
  John McClelland(student rep)

Faculty of Professional Studies:
  Shelley MacDougall
  Janna Wentzell
  Paul Vannelli (student rep)

Faculty of Pure and Applied Science:
  Andrew Mitchell (Committee Chairperson)
  Rodger Evans
  Megan Masters (student rep)

  Paula Cook – VP Student Affairs
  Pamela D'Entremont – Financial Aid (Committee Secretary)

July 1, 2006 - June 30, 2007

The following changes will be made:
Rodger Evans will be replaced by Jeff Hooper
John McClelland will be replaced by Christopher Rivers
Paul Vannelli will be replaced by M. Catherine Robinson

PURPOSE AND DUTIES OF COMMITTEE

1. To determine how winners of scholarships, prizes and awards are to
be selected and to gather all information it considers necessary for
the selection;
2. To select the winners of all undergraduate scholarships, prizes and
awards;
3. To periodically investigate the scholarships, prizes and awards
program and to recommend improvements (increased funds, new
scholarships, more prizes, etc.) to those involved in the program;
4. To promote interest in the scholarship program by posters, letters
and other means;
5. To consider such other matters as the Senate may from time to time
entrust to the Committee.

MEETINGS DATES

November 30, 2005
April 1, 2006

AGENDAS, DISCUSSIONS and CONCLUSIONS

The following represents the main agenda topics:

1. Acadia Excellence Scholarship Program
The Committee agreed that the Acadia Excellence Scholarship funding ($500,000 + single beds in residence) be used in the same manner as last year to provide early scholarship offers to targeted schools in Nova Scotia, Prince Edward Island, New England and other areas with any remaining monies being offered at the April 1 meeting.

2. Conditions of Renewability
The Committee reviewed the conditions of renewability for renewable entrance scholarship offers. No changes were made.

3. Scholarship Ceilings
No change was made to the $17,000 ceiling for entering students. The scholarship ceiling for returning students was increased by $500 (from "tuition of prior year + $500" to "tuition of prior year + $1000").

4. Awarding of 2006 Entrance Scholarships
72 entrance scholarship offers (includes 31 AES offers, 11 $1000 Lt Gov Awards and 65 rooms) totaling $823,131 first year value ($1,433,877 total program value) were made based upon selection procedures agreed upon by the Committee. The Committee assumed an acceptance rate of approximately 50% based on prior years' experience. An additional 157 offers (includes 21 AES offers and 83 rooms) totaling $769,223 first year value ($857,123 total program value) in entrance departmental scholarships, scholar-bursaries, Lt Governor Award grants, awards, and grants were also made. An additional 180 students received AES (Acadia Excellence Scholarship) offers through the admission process totaling $1,246,266 (includes 15 $1000 Lt. Gov Awards and 150 rooms).

5. Student Terms on Committee:
The term for each student on the Committee is one year. To have some continuity in terms of the student members, the Committee again requested the Student Council select students for a longer term.

6. Assignment of Deans' List funding
The Committee reviewed the assignment of Deans' List funding. No changes were made.

7. Entrance Scholarship Consideration for EUP students
The Committee reviewed the request to consider EUP students who do not meet our English requirements at the time of application for entrance scholarship. It was decided that students must meet the admission

requirements but an interim or final EUP grade or other English course on their transcript which demonstrated their proficiency in English could be used.

8. Definition of University Scholar:
The Committee reviewed the request to allow grades in courses not required to meet degree requirements be excluded from consideration for the designation of University Scholar. It was decided the definition would remain as currently stated in the University calendar.

9. Regional Environmental Science Association Essay Competition
The Committee reviewed the request to sponsor a tuition scholarship for the annual marine biodiversity essay contest. It was decided that a full tuition scholarship would be offered provided the student met both our requirements for admission and for entrance scholarship consideration.

Respectfully submitted,

ORIGINAL SIGNED

Pamela D'Entremont
Secretary

The following motion is brought to Senate for consideration at the 14 November 2006:

> *Students admitted to Acadia University with a score of 30 or higher on the International Baccalaureate Diploma will receive 30 hours of credit.*

George Iwama, Chair
Admission & Academic Standing (Policy) Committee

The following motion is brought to Senate for consideration at the 14 November 2006:

The Grade 11 mathematics requirement for general admission to Acadia University be removed.

George Iwama, Chair
Admission & Academic Standing (Policy) Committee