

Office of the Senate Secretariat

Acadia University  
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2 April 2008

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur **at 4:00 p.m., Monday, 14 April 2008** in BAC 132. The AGENDA follows:

- 1) Minutes of the Meeting of 10 March 2008
- 2) Announcements and Communications
- 3) Business Arising from the Previous Minutes
  - a) Academic Integrity Committee - Policy on Conflict of Interest Revised (**078-69-INT**)
  - b) By-Laws Committee - Change of Mandate for the Scholarships, Prizes, & Awards Committee (**078-70-LAW**)
- 4) New Business
  - a) Graduate Studies Committee - Curriculum Change for MSc (Applied Geomatics) (**078-71-GRD**) \*
  - b) Acadia Advantage 2.0 - Defining & Establishing Core Values (**078-72-AAP**) \*
  - c) Learning Commons - Mission Statement (**078-73-LER**) \*
  - d) Learning Commons - Composition of Learning Commons Steering Committee (**078-74-LER**) \*
  - e) Notice of Motion - Internet Service During Classroom Instruction (**078-75-AAP**) \*
  - f) Academic Program Review Committee - External Review of Department of History & Classics and Response (**078-76-APR**) \*
- 5) Other Business

Yours sincerely,

Rosemary Jotcham  
Registrar and Secretary of Senate

\* Material Attached

Items Carried Over/Tabled:

Faculty Development Committee - Endowed Chairs (**078-30-FAC**)

Research Committee - Release Time for Advancing Research Activity (**078-64-RES**) as per minutes of 11Feb08

Modification to a program: MSc (Applied Geomatics)  
**Changes include the addition of two courses (Geomatics Seminar, Geomatics Project) and clarification to the MScAG program for Thesis option and Research Project option**

**Revisions to the Program of Study for the Master of Science in Applied Geomatics by Research Thesis and Project**

**1. Program of Study for the MSc in Applied Geomatics by Research Thesis**

Term one (Fall Term at NSCC)

*Five required courses (for GIS and Remote Sensing students):*

GISY 5000 Fundamentals of Geographic Information Systems

REMS 5000 Fundamentals of Remote Sensing

GISY 5002 Introduction to Programming

GEOM 5000 Introduction to Geomatics

BUGE 5000 Fundamentals of GIS for Business

Term two (Winter Term at NSCC)

*Two required Courses:*

GISY 6020 Advanced GIS

GISY 6021 Information Systems

*Students will also select a minimum of two elective courses from one area:*

Geographic Information Systems OR Remote Sensing OR Marine Geomatics options.

Term three (Summer Term at NSCC and/or Acadia dependent on research interest)

GISY 6400 Major Project (Capstone: Requirements for the NSCC Advanced Diploma completed.)

Geomatics Field Course\* (optional)

Thesis research GEOL/BIOL 5960 commences

Term four (Fall Term at Acadia and/or NSCC dependent on research interest)

Two approved courses at least one of which must be at the 5000 level\*

(Normally these courses will be offered by Acadia University; however, other courses from the approved list of graduate courses at Acadia University or NSCC may be substituted upon approval)

Thesis research GEOL/BIOL 5960 continues

Term five (Winter Term at Acadia and/or NSCC dependent on research interest)

Applied Geomatics Seminar GEOM 59X3

Thesis research GEOL/BIOL 5960 continues

Term six (Summer Term at Acadia and/or NSCC dependent on research interest)

Thesis research GEOL/BIOL 5960 completed

**2. Program of Study for the Master of Science in Applied Geomatics by Research Project**

Students who choose to complete a research project rather than a thesis must complete Terms One, Two and Three as described under the Thesis Option (see above). They must complete the course work described under the Thesis Option in Terms 4 and 5 and *two additional courses* from the approved list of graduate courses. They must also complete the Research Project Course (**GEOM 59X0**) as described below:

**Applied Geomatics Research Project (GEOM 59X0).** The Applied Geomatics Research Project consists of a technical report, the form of which is determined by the project sponsoring proponent(s), the academic advisors and the candidate. This course will be evaluated by committee which will normally consist of the proponent and the CoGS and Acadia advisors. A syllabus distinct to each project will be developed and approved before commencement.

Term Four (Fall Term at Acadia and/or NSCC dependent on research interest)

Applied Geomatics Research Project (GEOM 59X0) commences  
Course work continues

Term Five: Research Project continues

Applied Geomatics Research Project (GEOM 59X0) continues  
Course Work completed

Term six (Summer Term at Acadia and/or partly at NSCC dependent on research interest)

Applied Geomatics Research Project (GEOM 59X0) completed

New course proposal

**GEOM 5903 Applied Geomatics Seminar (GEOM stands for Geomatics)**

Review of current research topics and problems in Applied Geomatics. Instruction on presenting seminars, writing papers and preparing abstracts may be included. Weekly seminars throughout the year.

Required to meet the requirements of the Master of Science on Applied Geomatics as stipulated by AAU-MPHEC. It will be co-taught with GEOL 5903 Graduate Seminar and BIOL 5113/5123 Advanced Seminar in Ecology.

New course proposal

**GEOM 5990 Applied Geomatics Research Project (GEOM stands for Geomatics)**

The Applied Geomatics Research Project consists of a technical report, the form of which is determined by the project sponsoring proponent(s), the academic advisors and the candidate. This course will be evaluated by committee which will normally consist of the proponent and the CoGS and Acadia advisors. A syllabus distinct to each project will be developed and approved before commencement.

Required to offer the research project option in the MSc (Applied Geomatics) and will be administered like a thesis course.

The following document summarizes for Senate the results of a recent request by the VP Academic to the Learning Commons to explore our understanding and definition of Acadia Advantage 2.0.

A Senate ad hoc committee to review Acadia Advantage submitted a report to Senate in June 2007 that recognized that Acadia Advantage "has become an integral part of the ethos of this University" and "the level of support to the user and the culture of developing pedagogy and curriculum with this technology over that decade still gives Acadia an advantage over most other universities". However, also recognizing that "the evolution of AA must attempt a balance in fostering all the distinctive advantages our students can have at Acadia [...] within the budget we can afford" the committee also felt strongly that "reviews of the Program, whatever it is called, should be conducted regularly [and] that such reviews take a systematic approach to studying and reviewing [that Program]."

It was with this background information that the Learning Commons convened a number of faculty, staff and students to participate in a facilitated discussion about AA2.0. This group had as its foundation the members of the Senate ad hoc committee on AA. The result of that discussion was a document that the group felt defined AA(2.0) and its requisite values and core elements. This is outlined at the bottom of this document.

Given the integral role technology has had, and will continue to have, on the teaching and learning environment at Acadia, the Learning Commons would like to establish a working group on AA that takes on the role of reviewing the program, identifies and communicates its distinct advantages and ensures information is presented on an ongoing basis to those groups that determine its place within the priorities of the academic sector and the university. The work of this group could also help inform future marketing strategies for the university.

This role is consistent with the mandate of the Learning Commons, however, given the importance of AA to the academic sector, Craig Place and I would like to present to Senate a tentative plan for moving forward with a working group on AA, discuss the participants, roles and responsibilities of the group, and if appropriate request Senate participation in the group. The expected outcomes of a meeting with Senate would be to prompt discussion regarding a working group on AA, establish what role Senate should take with respect to such a group, and to provide approval to move forward in an agreed upon and clear manner.

### **Acadia Advantage 2.0**

Acadia Advantage 2.0 is an innovative and collaborative learning environment that provides a unique, personalized learning experience; where Faculty, Students and Staff actively engage in the exploration of our world; where new opportunities for individual and community growth are created; and, where technology is embraced as an enabler of creativity, enhanced communication, research, teaching and lifelong learning.

### **Core Values of Acadia Advantage 2.0**

- **Equal:** Equal opportunities for faculty and staff to provide the very best research and learning environment, and equal access by all students to that environment and the opportunities it affords.
- **Reflective:** AA 2.0 is a program that reflects the values of faculty, staff and students and is informed by scholarly activity, with respect to teaching and learning, by both the faculty and the institution.
- **Adaptive and Responsive:** Institutional and individual changes, over time, resulting from the internal reflection on AA 2.0, the needs and concerns of the Acadia community and from external influences that may affect the success and financial viability of the university, including new developments in information and communication technology, research, theories of learning, and the marketplace.
- **Relevant:** A learning environment that, being current with the changing world and advances in pedagogy, provides importance and meaning to the individual within the context of the values of Acadia University's community.
- **Innovative:** A supportive, cooperative environment that encourages experimentation and provides the opportunity to implement, or try, new technologies and strategies for research, teaching and learning.
- **Collaborative:** Where every member of the Acadia community, as both a teacher and a learner, is engaged in working towards the common goal of an enhanced learning and research environment.
- **Integrated:** To seamlessly and appropriately use technology for teaching, learning, research and communication; where technology becomes transparent and students can focus on learning, and not on the mechanics of the technology.

### **The essential elements to create and maintain AA2.0 include:**

- **Standard/Base:** A minimum standard requirement of hardware, software and computing power that meets the pedagogical and communication needs of the students and the institution.
- **Flexibility:** The ability for technology to be personalized in such a way as to meet the social and academic needs of the individual student, without compromising the learning environment or faculty's capability to explore new approaches to teaching.
- **Support:** Technical and pedagogical resources that provide immediate support for the values and achieve the expectations of an AA 2.0 environment.
- **Capture, measure and describe our progress:** Institutional program and cost assessment based on the measurement of the AA 2.0 values. Compare and contrast our learning environment with other institutions and showcase and celebrate our successes and differences both internally and externally.
- **Clear messages to entire community (internal and external):** Carefully crafted messages and marketing for each distinct audience that describes AA2.0 and how it distinguishes Acadia. AA 2.0 must be understood and believed by all members of the Acadia community, and in some way, meet everyone's' needs. It must convey a consistent and clear message that reflects the values of the institution and a liberal education, while at the same time differentiate us from other institutions.



### **Mission Statement for the Learning Commons**

Approved by the Learning Commons Steering Committee 25 March 2008

Membership of the Steering Committee:

Chair: Tom Herman, Vice-President (Academic)  
Deborah Day, Faculty of Professional Studies  
David Duke, Faculty of Arts  
Colin Hoult, Vice President Academic, Acadia Student Union  
Sara Lochhead, University Librarian  
James Sanford, Senior Director, Student Affairs  
Sonya Major, Director of the Sheldon L. Fountain Learning Commons (ex-officio)

#### Preamble

In June of 2006 the Learning Commons Steering Committee and its sub-committees recommended establishing four Centres within the Learning Commons with the purpose of supporting and coordinating the university's efforts in International Education, Enrichment, Teaching and Learning, and Community Engagement. It was envisioned that through these four centres, the Learning Commons would enhance Acadia University's personalized and rigorous academic and co-curricular programs and foster connections that are made between and among students, faculty, staff and broader communities. This mission statement preserves this core vision while recognizing current resources. To that end, the Learning Commons will maintain international education, enrichment, teaching and learning, and community engagement as guiding principles in its programming. Further, this mission statement reflects the reality of the inter-related nature of the four components.

#### **“Supporting Learning in a Personalized Connected Community”**

The Sheldon L. Fountain Learning Commons supports and provides opportunities to enrich teaching and learning, international education, and community engagement. The Learning Commons provides a personalized response to self-defined needs of students, staff, faculty, and community; fosters connections among people and resources within Acadia; and recognizes, promotes, and celebrates Acadia's partnerships with local, regional, and global communities.

#### **Goals:**

- to serve as a resource for course and programming redesign, development, and scholarship on an individualized basis;
- to break down barriers and create a comfortable forum for collaboration between faculty members, students, and members of the greater university community;
- to support collaborative activities related to pedagogy and community partnerships;
- to offer personalized academic services and support for students, staff and faculty;
- to connect efforts and initiatives among the different sectors of campus related to intellectual enrichment for all students;
- to promote and coordinate student-, staff- and faculty-driven learning initiatives involving local, regional, and international communities.

- to promote personal access to the reciprocal possibilities offered by the international educational experience;
- to stimulate the development of a global, intercultural dimension into the spirit, life, and educational functions of Acadia University
- to facilitate and celebrate the multicultural dimensions of the Acadia experience with the goal of preparing our shared communities for the challenges of global citizenship.
- to provide information, education and support to develop and implement community-based learning experiences which empower students to serve as contributing members of both the university and larger communities;
- to increase dialogue within and beyond the Acadia community in order to foster greater appreciation for, and access to, one another's assets, resources, and learning opportunities;
- to serve as an avenue through which Acadia and the greater community can collaborate in joint projects and initiatives.

The Learning Commons supports individual events that are consistent with its mission statement and offers on-going programming. Programs currently offered by the Learning Commons include:

- Writing Centre
- Mathematics and Statistics Help
- Information and Communication Technology Training
- Advising Café
- Table Francaise
- Management of Teaching and Learning Enhancement Awards
- Learning Technology Support
- New Faculty Lunch Workshops
- Teaching Innovation Consultations
- Engaged Learning Symposium
- Cross-campus discussion regarding first-year curriculum
- Support for International Students through the Wong International Centre
- International education efforts aimed at increasing students' awareness of global opportunities
- International education aimed at raising cultural awareness
- Co-Curricular Transcript
- Service Learning Course Support
- Acadia Lifelong Learners Meetings
- Service Learning Workshop

**Learning Commons Staff:**

Sonya Major, Professor and Director  
Craig Place, Senior Manager, Learning Technologies  
Stephen Ahern, Coordinator of the Writing Centre  
Debbie Boutilier, Coordinator of the Numeracy Centre  
Julie Snair, Coordinator, International Activities  
Jaye Fraser, Coordinator, Technology Training  
Terry Aulenbach, Academic Technology Specialist  
Judy Noel-Walsh, Project Manager  
Deborah Jones, Secretary  
Christina McRae, Secretary (half-time)  
Hui Gao, Program Officer, Wong International Centre  
Trish Dodge, Program Assistant, Wong International Centre



## Composition of Learning Commons Steering Committee

**Approved March 25, 2008  
By Learning Commons Steering Committee**

Chair: Tom Herman, Vice-President (Academic)  
Deborah Day, Faculty of Professional Studies  
David Duke, Faculty of Arts  
Colin Hoult, Vice President Academic, Acadia Student Union  
Sara Lochhead, University Librarian  
James Sanford, Senior Director, Student Affairs  
Sonya Major, Director of the Sheldon L. Fountain Learning Commons (ex-officio)

The Learning Commons Steering Committee has decided that the current committee be re-structured in order to have broader representation of key groups both on and off campus. The mandate of the Steering Committee is to: a) set the strategic direction for the Learning Commons; b) play a key role in communication of the role of the Learning Commons at Acadia; and c) monitor and support the mission of the Learning Commons. The Steering Committee will meet three times annually: September, January, and May.

The composition of the Learning Commons Steering Committee is:

- **Vice-President Academic (Chair)**
- **Director of Sheldon L. Fountain Learning Commons (ex-officio)**
- **Representative of the Faculty of Pure and Applied Science, appointed by Senate**
- **Representative of the Faculty of Professional Studies, appointed by Senate**
- **Representative of the Faculty of Arts, appointed by Senate**
- **Representative of the Faculty of Theology, appointed by Senate**
- **ASU Vice-President Academic (or appointee)**
- **Graduate Student Representative, appointed by ASU**
- **International Student Representative to ASU, or appointee**
- **Theology student**
- **University Librarian**
- **Representative of Co-op and Career Services**
- **Representative of the School of Education**
- **Director of Student Affairs**
- **Alumni representative**
- **Community Representative, appointed by Senate**
- **Director of the Academy of the Environment**
- **Director of Open Acadia**
- **Representative of Wolfville community, appointed by Wolfville Town Council**
- **Coordinator, International Activities (non-voting)**
- **Senior Manager of Learning Technologies (non-voting)**
- **Numeracy Centre Coordinator (non-voting)**
- **Writing Centre Coordinator (non-voting)**



**Mission Statement of the Learning Commons**

The Sheldon L. Fountain Learning Commons supports and provides opportunities to enrich teaching and learning, international education, and community engagement. The Learning Commons provides a personalized response to self-defined needs of students, staff, faculty, and community; fosters connections among people and resources within Acadia; and recognizes, promotes, and celebrates Acadia's partnerships with local, regional, and global communities.

Notice of Motion:

Senate requests that Computing Services install the necessary technology in classrooms to enable teaching staff to block or shut down internet and server access in classrooms. This should be done as quickly as possible.

Submitted by:

Dr. Kevin S. Whetter  
Department of English  
Acadia University

**Report to Senate  
14 April 2008**

Department of History and Classics Academic Program Review  
March 14<sup>th</sup>, 2008  
On Behalf of the Academic Program Review Committee  
Tom Herman, Chair

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The Academic Program Review Committee reports the following as a summary of the Academic Program Review of the Department of History and Classics. The Academic Review Team comprising of Dr. P.S. Zachernuk, History Department (Dalhousie University) (Chair); Dr. Jim Murray, Classics Department (Dean of Arts) (University of New Brunswick Fredericton); Dr. John Reid, History Department (Saint Mary's University); Dr. Geraldine Thomas, Classics Department (Saint Mary's University); Dr. Tony Thomson, Sociology Department (Acadia University) and Dr. Kevin Whetter, English Department (Acadia University) conducted their site visit on April 18 – 19, 2007.

The Team's recommendations were organized into 18 sections, generally representing Research Support Issues, Department Organizational Issues, Calendar Issues and Student Input Issues. The responses of the History and Classics Department to those recommendations are attached. The Academic Program Review Committee met with the Head of the History and Classics Department on March 3, 2008 to review both the Review document and the Departmental response. What follows is a summary of the Program Review recommendations (in italics) together with the noted response of the Department.

**Research Support Issues**

*The Review Team strongly suggested that the University endeavor to secure the SSHRC Small Institutional Grant to support faculty research, and support faculty efforts to apply for SSHRC Standard Research Grants and other grants. The Department agrees with the Review Committee; the University submitted an application for the SSHRC Small Institutional Grant in Fall 2007.*

**Student Input Issues**

*It was recommended that students in each unit, including non-majors, should be surveyed regarding programmes and individual courses to assist the department in planning for new hires. The Department has since included questions to this effect on the departmental course evaluation form where students are asked to comment on the course and its instructor.*

**Department Organizational Issues**

*The department should in general not only focus on maintaining its complement as retirements occur, but also reflect on its renewal and future more widely. The Department is in the process of establishing an Academic Planning Committee. This committee will report periodically to the Department, which will take action on the basis of the committee's recommendations.*

*The principles of the merger of Classics and History Department should be formalized. The Department agrees with this but recognizes that it is important to keep the History and Classics positions distinct and separate. By formalizing the agreement, it will confirm*

the understanding with which the administrative merger of the Departments of History and Classics was effected in 2000 and help to create a long-term understanding.

*Retiring members must be replaced to maintain the integrity of the department.* The Department strongly endorses this recommendation.

*The efforts of both units to develop and renew their curricula must be supported by maintenance of complement and access to adequate teaching resources.* The Department strongly endorses this recommendation.

*The University must improve the provision of funds for both sabbatical replacements and administrative appointments, notably for the current department member serving as Dean of Arts.* The Department strongly endorses this recommendation and feels that a long-term CLT replacement should be the rule for any faculty member who assumes an administrative position.

*The department should continue to address as much as possible the issue of diversity in its faculty profile as it looks to hire new faculty.* This is already an important consideration for the Academic Planning Committee as well as for the current and any future Selection Committee.

*Connections and new initiatives between the members of the department's two units might be further encouraged and supported.* The Department currently encourages co-operation between the historians and classicists in the design and delivery of courses. It should be noted though that the units of History and Classics follow separate departmental regulations as well as separate models for the Honours thesis. The new departmental brochure for 2008-9 underlines how the disciplines of History, Classics, and Comparative Religion are interconnected.

*The administrative obstacles to innovative team teaching should be solved.* The Department agrees with this recommendation and understands that a system for giving appropriate credit to professors and to their respective departments for team-teaching needs to be worked out across the University with the Administration.

*The Review Team recommended that efforts should be made to distribute the role of second reader for History Honours theses more equitably.* The Head will endeavour to ensure the greatest possible equitable distribution. It should be noted though that any faculty member who judges herself or himself to be overburdened in this respect is free to decline.

### **Calendar Issues**

*A medium term goal for the Department should be to restore Art History to the curriculum through new full-time or part-time positions.* The Department acknowledges that the history of art is a vital, indeed indispensable part of any liberal arts programme but that the role of the Department of History and Classics with respect to the housing of this position (currently handled by the office of the Dean of Arts) should be clarified by the Faculty of Arts.

*The Review Team recommended that the department should develop one of various possible Global history classes to replace the current separate offerings in Western and non-Western history. The Department is open to planning and designing such a series of courses, provided the necessary resources are made available.*

*Classics students should be encouraged to take cross-listed courses in Classics at other universities, especially those offered abroad. A number of Classics students over the past three decades have studied abroad for a year, taken summer courses abroad through the University of New Brunswick, or done an archaeological practicum during the summer. The Department will strive to make students more aware of the possibility of taking courses at other universities Classics (as well as Greek and Latin) courses which are not available at Acadia.*

*The courses listed in the calendar and handbook should be updated to reflect current offerings. The Department reports that the number of courses in History and Classics that have not been taught for many years is actually fairly small. The delisting of such courses is a matter for the Academic Planning Committee.*

*History faculty are encouraged to implement class pre-requisites where reasonable. This recommendation is being implemented.*

*The Review Team recommends that Dr Seamone's current administrative arrangement within the department should continue. Efforts should be made to enrich student access to the study of religion within different disciplines. The Department strongly endorses this recommendation. It is extremely important that students are fully informed of such cross-disciplinary credits, in Comparative Religion and indeed in any discipline. For this reason, the office of the Registrar should be instructed to make this information clearly available in the calendar as well as in the in the on-line schedule.*

The Academic Program Review Committee wishes to thank the Department of History and Classics for their commitment and co-operation during this extremely productive review process and for their rapid response to the Program Review Committee's recommendations. The APRC will follow up with the History and Classics Department at a later date to ensure continued success in the implementation of the review team's recommendations.

Review of the Department of History and Classics With Response  
Acadia University  
2007

A: Department of History and Classics

**A1. Overview**

The Review Committee was provided by the Vice President Academic's office with terms of reference, the January 2007 *Self Study* by the Department of History and Classics, the department's 2007-08 Handbook, the university's *Strategic Plan*, and some enrolment statistics. Due to scheduling considerations, only five members of the Review Committee could convene on campus on April 18 and 19, 2007. We met as a group with former Vice President Academic (Acting) Iwama, the Chair, the Dean of Arts, and every member of the department who was available. Letters later sent to two faculty on leave (Henderson and Dennis) provided a reasonable alternative to interviews. We also interviewed five students over lunch. G. Thomas, the sixth member, met with the Classics unit, the current Vice President Academic (Acting) Herman, as well as with the Dean of Arts and Professor Doerr on June 5th. On Vice President Herman's advice, she also interviewed Professor Seamone, the Comparative Religion specialist located in the department. A full list of those who met with us is appended to this report, and it conveys our thanks to one and all.

The department is clearly a core component of Acadia University, and continues to deliver elements central to the liberal arts education at the core of Acadia's Strategic Plan. History and Classics merged as one department in 2000. Under the successive headships of a historian (Dr. Moody) and a classicist (Dr. Verstraete), the new department has functioned in a successful and collegial manner. Each unit has made significant new appointments, and done its best to plan for the future with an eye to continuing its success. Each has also introduced significant and timely new subjects: archeological studies in Classics and non-Western history in History. The department is a congenial workplace graced with productive researchers and excellent teachers.

At the same time, this renewal and planning has taken place in what one member calls a "fire fighting mode." There is budgetary uncertainty, and a sense that the best laid plans might well be subverted by larger forces. The department looks toward three upcoming retirements with considerable worry, fearing that the complement will shrink in their wake. This would severely harm the History unit's initiative toward global and non-western history, and raise the possibility that the Classics unit could not offer a viable programme. In this mode, the department's focus, understandably, has been directed at holding their ground. This is necessary, but despite this medium-term problem the department should nevertheless build on its successes to sustain its process of innovation, consolidate the successful aspects of the merger, and prepare for the longer term future.

With the almost complete renewal of the faculty in the last two decades, soon to be complete with the upcoming batch of retirements, this is an opportune moment to

prepare this cohort of faculty for long term success, a moment not to be missed despite the defensive atmosphere created by current uncertainties at the University.

## A2.Research

Faculty in both units are pursuing active research programmes. By our count, since the year 2000 the 14 full-time faculty members with whose profiles we were provided have published 22 scholarly books (authored or edited, not counting works in press). Over the same period, they have published numerous articles in prestigious journals, and chapters in edited collections. They have also been active in presenting papers at major conferences. Without attempting to be comprehensive, a sampling of the organizations sponsoring these conferences will give a flavour of the quality and diversity of the department's scholarship: American Philological Association; American Society for Environmental History; Anglo-American Conference of Historians; Archaeological Institute of America; Association for Asian Studies; Atlantic Canada Studies Conference; Berkshire Conference of Women Historians; British World Conference; Canadian Association of African Studies; Canadian Association of American Studies; Canadian Historical Association; Canadian Society for the History of Medicine; Canadian Society for the Study of Religion; Classical Association of Canada; French Colonial History Society. Since each one of these organizations can fairly be regarded as a leader in its field, the overall picture that emerges shows active scholarship and people who are accustomed to communicating their research results to demanding audiences on a regular basis.

It follows from the above that department members are finding time and energy for research while also meeting the challenge of handling onerous teaching schedules. That impressive results have been achieved without any of the faculty members holding major grants from SSHRC is a testimony to the possibilities offered through high-quality but low-cost research in the disciplines of Classics and History, as well as to the supportive climate within the department itself.

Although the small research grants available through the *Collective Agreement* between the Board of Governors and the Faculty Association do provide some valuable support, we find the lack of SSHRC funding regrettable in two contexts. First, we have heard from a number of department members that Acadia's recent loss of the Small Institutional Grant from the Social Sciences and Humanities Research Council has removed a valuable resource. Not only have established faculty felt this loss, but also recently-hired faculty often have a particular need to move into new research. Attracting strong candidates would be easier were this kind of research support available. Accordingly, we believe that it is important that the university should make every effort to regain the SSHRC Small Institutional Grant at the earliest opportunity. Secondly, we repeatedly became aware that there is a pervasive sense in the department that to apply for a SSHRC Standard Research Grant is, for an applicant from a small university, more trouble than it is worth. While it is true (as pointed out in the *Self Study*, p. 81) that much research can be done without large grants, and although the decision to suspend the graduate programme in History at Acadia does complicate the task of applying to grant programmes where contributions to graduate education are among the assessment criteria, nevertheless the reality remains that the Department of History and Classics includes productive scholars who would make excellent use of SSHRC funding. Some,

moreover, can still qualify for special consideration as new scholars under SSHRC guidelines. Major grants hold out the potential for entering new and innovative research areas, while also contributing to an evolving research culture that can help attract competitive new scholars. We encourage department members to consider applying for SSHRC funds, and we also encourage the university to review its support services for applicants, with a view to ensuring that the chances of success are optimized in any future SSHRC competitions. Workshops on research-related topics such as application techniques, availability of informal reviewers of draft applications, and effective mentoring of more junior applicants – as well as the obvious need for quick and efficient handling of applications as deadlines approach – are examples of simple and inexpensive measures that can make a significant difference. A further incentive would be to reinstate the Dean's practice of awarding university funds to faculty whose SSHRC applications are deemed fundable but are not funded due to inadequate resources.

In sum, given funding constraints and teaching loads, the research profile of this unit is impressive, and should provide an effective platform for future achievements.

### **A3. Departmental Governance and Culture**

The members of the two units have been very aware of the potential pitfalls in the merger of two unequal units with distinct disciplinary traditions, and have avoided them through good judgement. The uniqueness of each discipline is recognized; for example the programmes are governed separately. This department has been and must continue to remain aware of this. The need to have departmental standards in certain areas has also been acted upon. A good example is the parallel documents approved by each unit concerning the structure of syllabi in each unit at each class level.

While we commend the department for the collegial way in which the merger of Classics and History has unfolded, we recommend that the principles underpinning this success be spelled out more formally than they currently are. For instance, hirings certainly should be controlled by the unit concerned, as is the current understanding. But the role of the other unit should be specified. The department should take advantage of the current atmosphere of cooperation to create guidelines for dealing with problems should they arise. This document should describe which matters are the responsibility of each unit, and which of the department as a whole. While we do not see reasons why the current congenial atmosphere should dissipate, various decisions will potentially be of interest to both units and the means of reconciling those interests are best laid out before the event.

While it is important that the programmes of the two units remain distinct, this merger opens the possibilities of inter-unit initiatives that should not be wholly ignored. These should be explored on the principle of person to person initiatives for the present, in light of the continuing needs of each unit to offer cogent programmes to their students.

### **A4. Quality of Teaching and Learning**

Regrettably, the rather hasty organization of the review process, and the timing of the site visit after the end of second-semester classes, prevented us from undertaking any systematic study of student opinions with respect to the teaching and learning process. Not only did this omission represent a significant disadvantage to our ability to make a



meaningful assessment in this important area, but it also conflicted with our terms of reference, which prescribe that “particular efforts must be made to ensure student participation.”

Nevertheless, it remains our obligation to draw what conclusions we can from our site visit. We were assisted by meeting with five students, three specializing in Classics and two in History. All were extremely helpful in responding to our questions and in advancing their thoughts on their experience in the department. Without exception, these students had high praise for the courses they had taken and the quality of advice they had received. They found that department members were accessible both in person and by e-mail. Students particularly appreciated the help faculty members gave them in their applications for graduate school. The students had especially high praise for the department’s administrative assistant, Ms. Pat MacNutt, whom they described as “phenomenal at helping students.”

It was also clear from our interviews with faculty members that, to a person, they are fully engaged with the teaching and learning process and assign a high personal priority to first-rate teaching. One of the internal referees has also repeatedly heard high praise from students regarding the quality of teaching and supervision within both programmes.

From the evidence before us, therefore, we have no doubt that this is a very strong teaching department. Although we would have liked to elaborate on this conclusion through reference to a more broadly-based canvassing of student opinion, it is a confident conclusion none the less. We will have comments and recommendations below on the specifics of curriculum in the respective units, but our hope (and our firm expectation) with regard to the essential quality of teaching and learning is simply that already-high standards will be maintained and, where possible, refined over time.

#### **A5. Art History**

The loss of Art history as an offering associated with the Department of History and Classics is lamentable, in light of the commitment in the department and at Acadia as a whole to a liberal arts education. As resources permit in the medium term future, or as candidates are reviewed for upcoming hires, attention should be paid to restoring this element, and integrating Art history into the History and Classics curricula.

#### **A6. Budgetary Matters**

The *Self Study* (pp. 75-7) draws attention to a number of areas in which the department’s non-salary budget falls short of optimal levels: notably in the areas of hiring student assistants, entertainment expenses for visiting speakers, and student awards. The students interviewed likewise remarked on the paucity of student assistantships. Although we are sympathetic to such concerns, it is fair to say that these are areas where, unfortunately, many departments at other institutions of comparable size are feeling the effects of budgetary constraints. More immediately threatening, in our view, are the more general budgetary considerations which ensure that the department faces great difficulty as a result of teaching time lost to administrative duties and to sabbatical leaves.

We will turn to the matter of complement *per se* elsewhere in this report. Our concern in this section, however, is that even the existing complement cannot be

sustained in practice when non-replacement of teaching time is a persistent problem. We were informed that over some 24 of the past 30 years, Deans of Arts have been drawn from the disciplines of History, Classics, or Comparative Religion. The appointment of Dr. Perrins to this position in 2006 is the latest example of a most remarkable record of service to the institution. It also offers, we were repeatedly informed, the latest example of extremely limited replacement resources. The same applies to sabbatical replacement, also an urgent concern to a department where a succession of faculty members appointed relatively recently will soon become eligible for sabbaticals at 100% salary. Stipends for individual courses are of little use in this context, since qualified people are rarely available in the immediate vicinity of the university and a stipend (without travel expenses) is unlikely to attract applicants from elsewhere. This problem will become even more acute with the approaching retirement from part-time teaching of Mr. Snowdon, who has served the department well for many years in that capacity. In short, the maintenance of the department's course offerings at an acceptable level demands that full-time sessional positions be made available as needed, and the reality that current shortfalls are directly connected with Dr. Perrins's administrative service to the university adds greatly to the department's case for more adequate replacement.

#### **A7. Diversity**

Of the 14 full-time department members (including Comparative Religion) only 4 are women. There is also a noticeable lack of diversity according to other standard criteria. That diversity has clear advantages in ensuring variety in outlook and ability to serve a student clientele that is more than 50 percent female, and increasingly diverse in other respects, is self-evident in our view. Although we understand that the *Collective Agreement* between the Board of Governors and the Faculty Association does not at present confer any specific responsibilities on departments to work towards diversity through their hiring processes, we were encouraged to be informed by a number of department members that, in their judgment, there is a strong measure of agreement within the department that the time has come to address the issue effectively. We commend this resolve, and we trust that it will be carried into practice in all future hiring practices, according to the principles that commonly govern positive action initiatives at other institutions.

#### **A8. Staff Support**

The present provision of staff support for the department seems adequate. Everyone spoke very highly indeed of the present staff member, Ms. Pat MacNutt.

#### **A9. Planning Ahead**

At the department level the next five years three retirements are scheduled: Gerrits in 2008, Verstraete in 2009, and Moody in 2011. Assuming that these take place as scheduled, that enrolments remain relatively stable, that the class caps remain in place, and that Acadia's faculty complement remains stable, our sense of the next 5 years is dominated by the strategy of how best to replace these retiring faculty. In a department this small, with an ambition to offer a satisfactory breadth of classes, these retirements loom as very significant events. In our opinion, at the very minimum, all three positions need to be replaced with full positions if the department is to continue functioning effectively, even in a context of reduced enrolment.

The department already has a sense of how to balance its two imperatives of maintaining a cogent and broad curriculum, and extending recent curriculum initiatives. We broadly agree with this plan, and advise the department to have a formal discussion to detail and record this plan. Described in more detail in the separate sections on each unit, these plans are to replace each retiree with faculty carefully chosen to serve the department's shifting needs and ambitions.

## B: History Unit

### **B1. Overview**

Since the last review of the History unit in 1987, much has changed, not least the administrative merger of the Departments of History and Classics in 2000. The M.A. programme in History was suspended, without controversy. Of the faculty members in 1987, only two (Drs. Gerrits and Moody) remain; all of the others have been appointed within the last twelve years. The overall complement has grown modestly in this renewal process, from 8 (plus a shared position in Military History) in 1987 to the current level of 10. The History unit has also set new directions in course offerings which in turn reflect both intellectual developments in the discipline of history in recent years and the emphasis given by Acadia's *Strategic Plan* to the adoption of a global perspective in teaching, research and citizenship training.

Student enrolments and the number of majors have grown more rapidly than the complement. Considering the university's move to a standard 3/2 teaching assignment, the lack of adequate replacement for Dr. Perrins when he commenced his term as Dean of Arts in 2006, and the unit's own decision to cap enrolments in individual courses for sound pedagogical reasons, it is clear that the unit's student numbers are healthy despite sharing with university-wide enrolments a downturn after the 2004-05 year.

Integral to this renewal have been efforts to examine and revise issues of curriculum and teaching mission, and the setting of new common pedagogic standards across each level of classes. This is a unit (and indeed a department) which is functioning well, with foresight, open discussion about reform, and continuing success in the realms of research and teaching.

### **B2. Enrolments**

Whereas in 1987 the full-time equivalent (FCE) student enrolments stood at 815.5, the preliminary figure for 2006-07 is 962.5. The number of majors and honours students in 1987 stood at, respectively, 105 and 12, while the equivalent numbers for 2006-07 are 163 and 23. In 2006-07, 12 students were enrolled for the History honours thesis and 2 for an honours thesis in Classics. Over the shorter term, FCE numbers have returned to 2001-02 level after a peak during the Ontario double cohort years. However, while the full-time enrolment of majors has declined after that peak, it remains almost double what it was in 2001-02. Honours enrolments have remained solid over the last five years. The numbers of students in each class seem very well distributed, approximating the pyramid established by the enrolment caps. It is clear that the unit's student numbers are robust.

With the current complement there is only marginal room to accommodate more students. Most classes come close to full enrolment; classes which do not fill to capacity cannot simply be dropped for reasons of curricular cogency. Any loss of complement would clearly be reflected directly in a decrease in the number of students who could be accommodated.

The total of 14 honours theses in the current year is a reasonable annual load for 14 full-time faculty members, although the work is inevitably uneven. The department should endeavour to spread the role of thesis second reader evenly, especially among those with lighter supervisory responsibilities. The need for the chair to read all theses might be reconsidered in light of the chair's other administrative burdens.

### **B3. Curriculum**

As new faculty have been hired, the History unit has managed to create an attractive and varied set of class offerings despite its modest size. While members teach in their area of specialization, it is also clear that this is the result of members stretching themselves into new areas to broaden the range of topics they cover, and working out rotation schedules of classes taught to ensure that classes are predictably available to students. Flexibility has also come from moving to thematic classes (for example in the histories of medicine, sport, and environment) in place of an older tradition of national histories. One important fruit of this careful planning is the capacity to offer Honours students a required historiography class. Even so, the students interviewed would welcome more classes in social, intellectual and cultural history. Faculty willingness to accommodate these wishes is constrained by the current complement size and lack of replacement positions.

The unit has also instituted, in recent years, a number of other curriculum initiatives that we applaud. Prime among them is the determination to broaden its course offerings away from what was, until the mid-1990s, a preoccupation with European and North American history. We regard this effort as having sufficient importance to merit discussion in a separate section below. The unit has implemented enrolment caps (at 60 for first- and second-year courses, and 30 for third-year courses), and we endorse this as a sound strategy not only pedagogically but also as a way of maintaining the close professor-student interaction which was the subject of extremely positive comments from the students with whom we met. The capping of enrolments at these levels was one outcome of an ongoing curriculum review process that began in 2004. The department also endorsed the principles of establishing appropriate prerequisites for upper-level courses and of streaming History majors into areas of concentration (either geographical or thematic) within their overall programme. Implementation of these measures has been piecemeal, with prerequisites introduced at the discretion of particular course instructors and streaming not formally implemented because of lack of faculty resources. In our view, formal streaming may well prove unworkable because it would carry the danger of inflexibility. However, we see no reason why the extension of prerequisites should not accomplish the goal of promoting greater coherence in students' programmes. Although addition of prerequisites must ultimately remain within the prerogative of individual instructors, we encourage systematic thinking along these lines.

These beginnings, moreover, should be extended as a means of improving the programme offerings, and perhaps of taking advantage of the possibilities of cooperation

with the Classics unit. A number of attractive ideas were mentioned during our visit of thematic, team-taught classes which build on interests shared by various unit members across geographic zones. Classes on peasant societies or intellectual history are examples which could be explored. Administrative problems about how to account for team teaching and other unusual teaching assignments have restrained or defeated these initiatives in the past; such problems need to be solved, in conjunction with the Dean of Arts and the Vice President Academic as necessary, and in light of the *Collective Agreement*. This flexibility is required to pursue the ambition of creating a rich curriculum within a modestly sized department.

Certain laudable programme reforms that have been discussed in the past, notably offering a 4000 level historiography seminar to History Majors, remain unfeasible due to other demands of the Majors and Honours programmes. The *Self Study* points out (p. 83) that the absence of a methods course for majors has serious disadvantages, and we hope that the introduction of such a course will remain a goal to be actively pursued at some future point. However, we fully understand the constraints in faculty teaching time that currently prevent its realization.

We understand that discussions have been ongoing within the unit for some time regarding differentiation among courses at the various levels, and the balance to be maintained between content and skill development. In our view, this is an area where individual instructors must exercise considerable discretion, depending on the nature of their subject areas and the teaching style that each considers individually most effective. Nevertheless, we hope that discussion will continue with a view to maintaining a broad affinity among the courses offered at any given level.

#### **B4. Non-Western and Global History**

Starting with the appointment of Dr. Perrins in 1995, the unit has made a bold effort to broaden its curriculum away from what had previously been an almost complete concentration on European and North American history. Without surrendering traditional strengths in these areas, the unit has expanded its offerings in non-western history and in thematic (rather than geographically-defined) areas. The appointment of Dr. Whidden in 2004 demonstrated a further commitment to following these paths. The appointment of Dr. Hewitt to the Classics unit, also in 2004, was of course complementary to this trend, and it is clear that the active pursuit of a wider curriculum is a theme common to both units within the department.

It was evident to us that unit members are strongly and unanimously supportive of the expansion of non-western offerings, and we applaud this endeavour. A “Western Civilization” framework with a focus on European and North American content is no longer sufficient in itself to underpin the liberal arts education so central to Acadia’s *Strategic Plan*. Professional historians and history teachers now widely recognize the need to at least augment this with attention to both Global history and to the histories of specific regions outside the “West.” The mission statement prominently indicates that Acadia students must be educated to become “responsible global leaders.” The *Strategic Plan*, although we are aware that it has yet to be fully adopted within the university, is (justifiably, in our view) insistent on this point in a number of passages. Celebration of diversity is accorded a prominent place, while an especially powerful phrase commits the

university to the principle of espousing “a global perspective in the University’s teaching and learning activities.” The efforts of the History unit (and of the entire department) in this direction are exemplary.

Nevertheless, the achievements to date remain fragile. The lack of adequate replacement for Dr. Perrins, following his appointment as Dean of Arts, has created great difficulty in maintaining satisfactory offerings in Asian history. Moreover, because Dr. Whidden now carries such a large proportion of the active teaching in non-western areas, current plans call for him to spend 80 percent of his teaching time in 2007-08 to sections of the first-year courses in non-western history, to the detriment of the department’s ability to offer upper-level courses in non-western areas. Given the importance of doing so, both in curriculum terms and as a major contribution to fulfilling the university’s strategic objectives, it is clear to us that some genuinely effective way must be found of augmenting the department’s teaching resources, most urgently for the duration of Dr. Perrins’s decanal appointment.

Indeed, in the longer term we recommend that the initiative towards augmenting course offerings in non-western areas should not stop at the present level. Currently 2 of the 10 unit members, and a similar ratio of classes listed, are “non-western.” (The ratio of non-western classes actually taught regularly is lower.) However, in a unit of this size, the 8 faculty teaching European and North American topics cannot easily be reduced or re-deployed without negative effects on the curriculum they offer. Should the complement expand, expansion should be in a non-western direction. The appointment of a specialist on the history of the Pacific World, for example, would facilitate building on current strengths in Asian history while also adding potential offerings in Latin American or Australasian history and related thematic areas.

However, in the more likely event that the complement remains as it is, careful thought is required about how to sustain this rich but necessary curriculum. Happily, the unit members have already been thinking about possible solutions. One that we support, as we will indicate more fully below, is the idea of replacing Dr Moody’s Atlantic Canadian position upon his retirement with a person specializing in the rising field of Atlantic history, perhaps with a special interest in the colonial North Atlantic world. Such a position might creatively bridge the colonial Canadian and global history interests of the unit.

Another initiative might be to consolidate the current Western Civilization and Non-Western Civilization survey classes (HIST 1103, 1113, 1223 and 1233) into one set of required Global history classes. This would be in step with current trends, which criticize both the idea that one can lump the “non-West” into a cogent unit of study, and that “Western” history can be understood in isolation from broader frameworks. It could utilize the increasingly rich instructional resources publishers now offer. It would consolidate the unit’s commitment to reaching beyond Western history even if the complement cannot be expanded to extend this commitment. Finally, such a class might free up some teaching time to allow a wider variety of Western, “non-Western,” and Global classes to be taught past the first year level. It is clear the faculty have had the ability in the past to stretch themselves beyond narrow specializations to create the current curriculum; this would be stretching in new directions.

Another, and potentially complementary, notion that was mentioned in our discussions with some unit members would be to institute three one-term global classes, one ancient, one from ancient to 1800 C.E., and one since 1800 C.E. History majors and honours could be required to take all three, or perhaps two of the three. Requiring all three would approximate current regulations under which majors take four first-year classes. The attractions of such a set of classes are the same as for the combined western and non-western classes noted above, with the added attraction of allowing richer content overall than a two-term programme. However, this initiative would necessarily involve members of the Classics unit, and thus potentially stretch that unit's ability to sustain the curriculum required for their unique discipline. As hardly needs to be said, therefore, extensive consultation between the two units would be needed. With that proviso, we recommend this as an initiative to be considered.

Should such global history courses be introduced, they would have to be taught in multiple sections, perhaps by teams of at least two faculty. We envisage that responsibility for these classes would circulate through the department, rather than becoming the perennial duty of a few, although we would not rule out the possibility that some members might wish over time to develop the teaching of introductory global history as a consistent part of their teaching repertoire.

### **B5. Complement, and Planning for Retirements**

As we have indicated above, the History unit (like Classics) has acted decisively and proactively in recent years to broaden its curriculum while maintaining traditional strengths, to ensure that its students have access to courses in both thematic and geographical areas that are growing in terms of current historiographical interest. With two retirements approaching in History, it is clear that the replacement of both Dr. Gerrits and Dr. Moody will be a matter of great significance as the unit looks towards the future. In our discussions with unit members, we heard urgent concerns repeatedly expressed about the consequences that would follow if one of these retirees were not replaced. In our view, these concerns are entirely valid. Failure to replace either one of these positions would do very serious damage to the department's ability to deliver a cogent curriculum. In the current context of inadequate replacement for Dr. Perrins and potentially for sabbaticants, the results would include jeopardizing the recent advances in broadening the curriculum to take account of up-to-date developments in the discipline and the stipulations of the university's *Strategic Plan*. Also at risk would be the unit's existing ability to deliver a high-quality Honours programme. As we have indicated above, a case could certainly be made on curricular grounds (and in the context of the unit's large enrolments) for an additional position. However, recognizing as we do that the current budgetary climate will likely preclude such an additional appointment in the near future, our recommendations will be based on the maintenance of the existing complement.

First, as in the department as whole, we advise that the currently informal discussions within the History unit about retirement replacements be conducted more formally and conclusively. The informal plan conveyed to us by various department members is a reasonable path that balances the needs for continuity, cogency and innovation. Thus one new position must replace Dr Gerrits upon his retirement. This position must continue to provide varied coverage in the impossibly broad period

between the late classical and early modern eras. Dr Gerrits's special interests and impressive array of classes favoured the later end of this range. The new position might best be located more in the middle. A medieval specialist, perhaps able to teach Latin occasionally and with an interest in also teaching later periods, would be a plausible solution. Such a person could provide a programme link to the Classics unit and strengthen inter-department and inter-disciplinary ties with the medievalist interests in the English Department. The considerations surrounding Dr. Moody's replacement are as complex. It is a reflection of the importance of Dr. Moody's work, as well as of strong student interest, that Maritime Provinces history in the pre-Confederation era has a prominent place in the department's curriculum. Furthermore, the Planter Studies initiative, which began in the 1980s and has given the department a very considerable profile in Canadian historiography, is a further indicator that Dr. Moody's areas of interest may well warrant replacement. It is worth observing too that the university has substantial library and archival investments in these areas. Nevertheless, we heard from a number of unit members – including Dr. Moody himself – that it would be preferable to replace him not with another pure Canadianist but with a person who could also contribute to the unit's effort to create a more global curriculum. Indeed, the *Self Study* (p. 81) suggests the appointment of an Atlantic World historian for this reason. We are in agreement with this proposal, not least because Atlantic World historiography is at present a dynamic and growing field. We recommend that the department consider searching for a person whose expertise would still allow the maintenance of courses in pre-Confederation Maritime Provinces history, but also have wider dimensions. For example, a specialist in the early modern African Atlantic could reasonably be expected to teach Maritime Provinces history as well as potentially to contribute to Global history courses and upper-level courses in non-western areas. Alternatively, a person with expertise in the French Atlantic could contribute in similar ways, perhaps in part with a Caribbean focus. An interest in religious history would mesh well with the Comparative Religion courses offered at Acadia, although restricting the position with this requirement would likely render a job search almost impossible to fill.

Thus with the appointment of a flexible medieval Europeanist to the position presently held by Dr. Gerrits, and of an appropriate Atlantic historian to Dr. Moody's current position, the History unit could realistically expect in the future to offer a cogent programme that would also reflect growing areas of interest among historians and their audiences.

## C. Classics Unit

### C1. Overview

There is no one administrative format for Classics programmes across the country. A number of small or medium sized universities maintain independent administrative units ranging in size from 2 to 5 fulltime faculty members; some have aligned the Classics faculty with other language, culture or history programmes; and still others have spread the faculty teaching in the Classics programme across a number of departments (history, languages, archaeology, etc). Local necessities and tradition have played the largest role in the development of the administrative shape of programmes, and retirements or resignations have, unfortunately, often times been the chief architects of the academic



programmes. In this light, the success experienced at Acadia in the administrative collaboration between Classics and History would argue strongly for its maintenance. That is to say, there is no strong argument to do other than what is presently being done in terms of administrative structure. (Whether or not the administrative success can or should be translated into any other types of collaboration – e.g., faculty and curriculum – depends very much on the individuals involved, and almost certainly cannot be successfully legislated from without.)

During the past quarter century, and particularly since the last review of the Acadia Department of Classics in 1992, the programmes in the department and now the unit have been taught by a complement of three faculty members. By their very nature these include courses in Classics, Greek and Latin. Over these years, the faculty members teaching the Classics programmes have also been active researchers and highly respected participants in national and regional professional associations (*e.g.*, Dr. Verstraete served on the Phoenix Board; Dr. Provençal served on the Executive Council of the CAC, and the Classics Department hosted the Atlantic Classical Association on more than one occasion).

After the unfortunate accident which ultimately removed Dr. Gary Vellek from the classroom, the department hired Dr. Vernon Provençal – first in a series of term appointments, and ultimately in a tenure-track position – whose interest in ancient philosophy and intellectual history, and unreserved commitment to the technologically-assisted pedagogy of the Acadia Advantage, helped to add a new dimension to the departmental offerings, while supporting the department's commitment to the teaching of ancient Greek. More recently, after the retirement of Dr. Peter Booth in 2004, the department opted again to change significantly the academic complexion of the department, by hiring an archaeologist, Dr. Sonia Hewitt – the first woman to hold a tenure-track position in Classics at Acadia. The addition of an archaeologist offers a number of new academic opportunities for Acadia students, and provides undergraduate students at Acadia with as broad a range of Classical options as one could expect in such a small programme. Moreover, the addition of a female faculty member in Classics has been a major advance for the programme along the road to gender equity, and has provided a very valuable role model for the largely female Classics student body. In short, these two hirings have been instrumental in reorienting the Classics programme in very important and progressive ways.

The Classics unit at Acadia is similar to many small Classics departments across the country: a delicate balance maintained by a small number of faculty members, a strong personal commitment to teaching and research on the part of the Classics faculty, a select group of outstanding graduates, and imminent retirements which threaten to undo what order exists.

Within the Classics unit, enrolments in Classics courses have been strong and consistent, and enrolment in language classes, while less robust, is comparable to that in programmes of a similar size across the country.

When considering the future, the general opinion of the present faculty members seems to be that, in light of the fact that the Classics unit presently has a faculty complement at its traditional level of three, and that the university as a whole is presently going through a period of reduced overall enrolments, the possibility of any increase in

the number of faculty in Classics in the immediate future seems unlikely. Therefore the Classics unit has concentrated on finding the best way to use the resources at its disposal.

While the decision taken in 2000 to create one administrative department out of History and Classics has had very positive results – members of this new department unanimously agree that the collegiality experienced has ranged from very good to excellent – the two units continue to maintain separate academic programs, and to operate relatively independently in matters of curriculum and faculty hiring.

## **C2. Enrolments**

Enrolments in the Classics courses for the academic year 2006/2007 are strong, with introductory sections matching or exceeding sections in History (which are capped). Registrations of 20-30 in advanced courses (third- and fourth-year) are quite reasonable, and provide a better student experience than sections of larger numbers.

The established caps in Classics seem reasonable, and while they are not consistent across the curriculum, they do seem to have been determined based on the past experience of the department.

## **C3. Curriculum**

In 2004, the Classics unit, following a national trend, recognized the insurmountable difficulties inherent in any attempt to sustain an independent programme for Major and Honours students in Latin – difficulties recognized by most other smaller universities. As a result Classics suspended that programme after the retirement of Dr. Booth in 2004. The major and Honours in Classics remain. The addition of Dr. Hewitt's courses in archaeology have helped to reshape the curriculum in Classics, and at the same time the Classics unit has sought to embrace the Acadia commitment to interdisciplinary studies.

Classics curriculum, by its very nature, seems always in danger of being seen as “politically incorrect” in this country (but not in the United States or Europe) because of its concentration on the western tradition. Nevertheless, it is a curriculum which is also by nature interdisciplinary – including, *inter alia*, philosophy, history, literature, religion, art, culture, law, politics, archaeology, and languages. By integrating traditional philology with archaeology and the history of ideas, the Acadia Classics unit has made the best of a difficult situation, and by introducing healthy amounts of technology as an integral part of the programme, it has outpaced many of its peers in the sometimes frantic race to demonstrate the “relevance” of its subject matter. The unit is to be congratulated for not simply abandoning the rich treasury opened through language teaching in spite of small numbers in upper level Latin and Greek, while at the same time evolving a compelling set of new and revised courses which provide an honest and accessible approach to the ancient world whence western society arose.

We fully realize that three colleagues cannot possibly cover all the principal area of Classics, but we have some concern that survey, as well as more advanced courses in Roman and Greek history, are in short supply in Acadia's Classics offerings.

With the growing interest in the social, demographic, economic, domestic, legal and material history of antiquity which has blossomed in the past three decades, Classics

programmes around the world have moved to adapt programmes once based solely in traditional philology. As a result Classics programmes have become extremely flexible and innovative in curriculum content and delivery. The Classics Department at Acadia is no exception, especially with Dr Provençal's work incorporating the Acadia Advantage into the Classics classroom. The recent hiring of an archaeologist (Dr Hewitt) is also in keeping with trends in other Classics departments. Except for the paucity of mainline courses in ancient history as noted above, Acadia's classicists have done a fine job of balancing traditional and modern aspects of the discipline, and are on the cutting edge of new Classics classrooms. In these ways Acadia's Classics unit is comparable to the best in other small institutions and in other small Classics programmes. We laud their success.

#### **C4. Teaching Loads**

The number of sections shown for 2006/2007 demonstrates that members of the department are teaching overloads. The total number of sections taught by the Classics faculty (Classics, Greek and Latin) was 20, which would mean that members in the Classics unit were teaching just under 7 sections each in 2006/2007. In large part those overloads, which are unpaid, are necessitated by the faculty, especially Dr. Verstraete, teaching upper level Latin and Greek to a handful of students.

We are concerned about the strong potential for faculty burn out because of these regular overloads taught, in addition to the heavy marking load each faculty member now carries with almost no assistance, plus the requirements for student office hours combined with time spent in responding to numerous student emails. This derives from the dilemma (common to small Classics programmes everywhere) about how upper level languages course can be offered to few students without constant reliance on unpaid overloads.

#### **C5. Collaboration with the History Programme**

The History unit is to be complemented for continuing to understand the value and reach of a Classics degree, with the result that they have not tried simply to “absorb” Classics – its faculty positions, its students and curriculum – into a History mould. Thus, the Classics unit finds itself in an administrative situation which is both supportive and effective.

If there are programme elements which can be shared with History – and the development of a more global approach in History would certainly not rule out such a possibility – the Classics unit may be able to insinuate (in the best sense) a glimpse of its programme into the panorama of History offerings, and attract History students who might not otherwise take a course in Classics. There could be real, lasting benefit to a co-operative effort which would offer students new and complementary courses in the other discipline within the overall administrative structure of the department.

During our interviews we did discuss the possibility of Classics participating in a three-part set of one-term global history classes, the first of which would be “The Ancient World.” As described in section B4 above, History majors and honours might be required to take two of the three, and Classics majors and honours students might use the first as part of their programme. Such collaboration could certainly be organized in such

a way as to provide an amount of support for the Classics unit curriculum equal to the workload to offer it. Such an initiative would defeat the purpose of collaboration if it challenged the ability of the Classics unit to sustain the curriculum required for their unique discipline. It might also be possible to cross-list at least one History course: 2033 "Ancient and Islamic Civilizations in the Middle East."

### **C6. Planning for Retirements**

A plan to cover the next five years in Classics is confronted in the first instance with the imminent retirement of Dr. Verstraete. Replacement of this "third" member of the unit is necessary for the continuation of the Classics degree programme at Acadia. It seems reasonable to suggest hiring a new colleague who can provide the Latin language component of the programme, as well as teach Roman history or literature. The ideal candidate, in our opinion, will be able to teach Latin, Roman history and Latin literature, and maintain the unit's popular course in scientific terminology. Such a Latinist might carry on a research agenda in Roman history, literature or culture.

We would advise the Classics unit to undertake a formal discussion of the replacements for retirements which would be necessary to sustain and improve their existing programme. In light of the (positive) changes resulting from its last two hirings, the unit will need to give serious consideration how best to proceed in light of its curricular plans for the future. Will they be able to make an appointment which both fits Classics needs and is seen as worthwhile for the combined department? Will they make an appointment which ties in with existing interdisciplinary programmes? Can they identify links with existing and flourishing programmes which would help to enrich their overall programme? Will they make an effort to cooperate with other local universities by making available to students courses, especially courses offered abroad, which center on life and culture in the world of the ancient Mediterranean? Regardless which direction the Classics unit takes, it is imperative that Dr. Verstraete be replaced with a tenure-track Classicist. Failure to do so would very likely result in the inability to deliver Classics degrees at Acadia, and such a situation would constitute a serious blow to the university's liberal arts mandate, as well as to its *Strategic Plan*.

Since no effort was made to do a survey of students for this review, we strongly recommend that Classics students be consulted regarding their preferences, concerns etc., before the hiring of a new faculty member in Classics.

### **D. Comparative Religion**

(Although no formal review of Comparative Religion *per se* was intended by the Department of History and Classics, both the incoming Academic Vice-President, Dr. Tom Herman, and the sole faculty member in Comparative Religion, Dr. Donna Seamone, were concerned that Dr. Seamone should be interviewed. Dr. Geraldine Thomas therefore did so on June 5, 2007.)

Dr. Seamone came to Acadia in 2006 as the only faculty member in Comparative Religion, and accepted an invitation to join the Department of History and Classics. By all accounts the relationship has been felicitous for both sides. Although Dr. Seamone is

currently pursuing a research project with two members of the Department of Sociology, she prefers to continue in her current location within the university structure, and we have no reason to disagree. We also endorse suggestions for some steps which might raise the profile and accessibility of the study of religion. For example, more should be done to identify for students the available classes which focus on the study of religion. Faculty research interests which touch on Comparative Religion and/or Religious Studies might also be better highlighted. Subject to the caveat identified above, the replacement position anticipated for Dr Moody might also be designed to replace his courses on religious history. In the longer term, as this becomes possible, a minor in Comparative Religion might be developed, possibly including the hiring of new specialist faculty.

## E. Summary

### E1. Positive Features

- A departmental ethic of high teaching standards, hard work, and active research
- A successful merger of Classics and History, creating a congenial departmental culture
- Effective administrative support from Pat MacNutt
- A Classics programme maintaining topical breadth, language offerings and an Honours degree in spite of limited faculty
- A History programme rich in established areas and reaching into important new ones with limited faculty
- Innovations in curriculum, linked to recent hirings
- Courses that attract students from across the University
- Commitment to Acadia's *Strategic Plan*, not least regarding liberal arts education and global citizenship
- Continuing strong enrolments in both programmes
- Graduates well received by graduate programmes
- A very strong student community

### E2. Concerns

- Reduction of complement threatens programme integrity and innovation
- Planning and innovation are being neglected because of budgetary uncertainty and frequent changes in university administration.
- Limited access to research funds, especially from SSHRC
- The constant reliance on unpaid overloads for upper level language courses in Classics
- Strong potential for faculty burn out from overload teaching and student mentoring, especially in Classics and Comparative Religion
- Heavy administrative duties, especially for the Chair

## F. Recommendations

### **F1. Planning while “Firefighting”**

The department should in general not only focus on maintaining its complement as retirements arrive, but also reflect on its renewal and future more widely, consolidating the principles of its present success at this opportune moment of complement renewal.

**In order to “reflect on its renewal and future more widely,” the Department will establish an academic planning committee, consisting of three historians and one classicist. The three historians will represent the Canadian/North American, European/Western, and non-Western areas respectively; the co-ordinator of Classics (or similar representative of this unit) will represent the Classics programme. This committee will report periodically to the Department, which will take action on the basis of the committee’s recommendations.**

### **F2. Research Support**

Acadia University must endeavour to secure the SSHRC Small Institutional Grant to support faculty research, and support faculty efforts to apply for SSHRC Standard Research Grants and other grants.

**The Department strongly endorses this recommendation.**

### **F3. Departmental Governance**

The principles underpinning the collegial way in which the merger of Classics and History has unfolded should be spelled out more formally than they currently are, not least regarding the arrangement of responsibilities between each of the units and the department as a whole.

***First of all*, the complement of History and Classics positions should be kept distinct and separate; this recommendation is based on the mutual recognition on the part of these two units that History and Classics are distinct and separate disciplines. Such support should also be made in explicit form by the Administration: this will confirm the understanding with which the administrative merger of the Departments of History and Classics was effected in 2000. *Secondly*, as long as it is deemed necessary by the members of the Classics unit, if the Head of the Department is a historian, a co-ordinator of Classics will be chosen by the classicists; this was the arrangement from 2000 to 2006. It is the task of the co-ordinator *a)* to assist the Head in the advising of Classics students, *b)* to represent the Classics programme on the academic planning committee proposed in #1, and *c)* to work with the other classicists in planning a schedule of rotating courses to be offered over the next two to three years. Such a co-ordinator will be chosen for a term of three years, which can be extended at the pleasure of the other classicists. *Thirdly*, on any Selection Committee established under article 10.53 (a) to fill a position in either History or Classics, there will be a non-voting member of the other unit, unless such a member (in a voting capacity) is already present as elected or ex-officio.**

#### **F4. Retirement Replacements**

Each of the three department members due to retire before 2011 must be replaced to maintain the integrity of the department, and thereby the integrity of Acadia's liberal arts education. All three replacements require very careful planning.

**The Department strongly endorses this recommendation. The planning to be done by the Department will start in the academic planning committee proposed in #1. In 2007, extensive discussion took place among the members of the History unit as to the academic expertise and specialization that the person succeeding Dr Gerrit Gerrits, who retires in 2008, should have, and a consensus was reached that this person, like Dr Gerrits, should be qualified to teach the history of the European Middle Ages, the Renaissance, the Reformation, and Great Britain; the position is currently being advertised as such.**

#### **F5. Art History**

In the medium term efforts should be made to restore Art history to the curriculum through new full-time or part-time positions.

**The position in the history of art should be restored as a fulltime tenured/tenure-track position in order to make the programme in Art a viable minor again—although still far removed from being a major and honours programme, as it was until 1998. The history of art is a vital, indeed indispensable part of any liberal arts programme. The role of the Department of History and Classics with respect to the housing of this position (currently handled by the office of the Dean of Arts) should be clarified by the Faculty of Arts.**

#### **F6. Budgetary Matters**

The University must improve the provision of funds for both sabbatical replacements and administrative appointments, notably for the current department member serving as Dean of Arts.

**The Department strongly endorses this position. The Department's concern lies especially with the replacement arrangements provided for Dr Perrins, who is the current Dean of Arts. These arrangements are not working because of the great difficulty in securing qualified part-time instructors to teach the courses that require Dr Perrins's special expertise; this situation has impacted very adversely on the health of the non-Western area of our History programme. A long-term CLT replacement should be the rule for any faculty member who assumes an administrative position.**

#### **F7. Diversity**

The department should continue to address as much as possible the issue of diversity in its faculty profile as it looks to hire new faculty.

**This will be an important consideration for the academic planning committee proposed in #1 as well as for the current and any future Selection Committee.**

**F8. Hiring Programme**

The informal departmental plan about how to replace members about to retire should be explicitly defined and committed to by the department, because each position must serve delicately balanced needs.

**The development of such a plan will be the job of the academic planning committee proposed in #1.**

**F9. History Curriculum**

The efforts of both units to develop and renew their curricula must be supported by maintenance of complement and access to adequate teaching resources as noted in recommendation F6 above.

**The Department strongly endorses this recommendation.**

**F10. Global History**

The department should develop one of various possible Global history classes to replace the current separate offerings in Western and non-Western history. This might also involve the survey classes currently offered in Classics.

**The Department is open to planning and designing such a series of courses, provided the necessary resources are made available; this could be done, perhaps, in the context of a new integrated first-year programme for the Faculty of Arts. The departmental planning process would start in the academic planning committee proposed in #1.**

**F11. Inter-unit Cooperation**

Connections and new initiatives between the members of the department's two units might be further encouraged and supported, based on the principle of initiatives between individual members.

**The Department encourages all initiative and co-operation between the historians and classicists in the design and delivery of courses. The Global History courses proposed by the reviewers in the previous recommendation might require close co-operation between the two units. At the fall curriculum review, the classicists will propose that consideration be given for Classics 2553, 2663, and 2673, (all ancient history courses) to be accepted as History credits, as Classics 3333 already is. History 2033 will be accepted as a Classics credit. It should also be mentioned that the units of History and Classics follow separate departmental regulations as well as separate models for the honours thesis. The documents in question, a total of four, are mostly identical, but on certain points, pertaining mainly to policies for course assignments and the thesis model, need to be kept distinct and separate. Finally, the new departmental brochure for 2008-9 aimed at first-year and other incoming students underlines how much the disciplines of History, Classics, and Comparative Religion are interconnected.**



**F12. Team Teaching**

The administrative obstacles to innovative team teaching should be solved, if necessary involving various levels of administration from the department to the Dean of Arts to the Vice-President Academic to the Faculty Association.

**The Global History courses proposed by the reviewers would almost certainly require team-teaching. A system for giving appropriate credit to professors and to their respective departments (and intra-departmental units wherever necessary) for team-teaching needs to be worked out across the University with the Administration, perhaps in the next Collective Agreement.**

**F13. History Honours Supervision**

Efforts should be made to distribute the role of second reader for History honours theses more equitably.

**The Head will endeavour to ensure the greatest possible equitable distribution. It should be emphasized that, in any case, a member of the Department who judges herself or himself to be overburdened in this respect is free to decline.**

**F14. Widen Classics students' course selections**

Classics students should be encouraged to take cross-listed courses in Classics at other universities, especially those offered abroad.

**The classicists will make students aware of the possibility of taking at other universities Classics (as well as Greek and Latin) courses which are not available at Acadia. A number of Classics students over the past three decades have studied abroad for a year (in Great Britain, Germany, and Greece), have taken summer courses abroad through the University of New Brunswick, or have done an archaeological practicum (in England, Greece, and Tunisia) during the summer.**

**F15. Calendar Updates**

The courses listed in the calendar and handbook should be updated to reflect current offerings.

**The number of courses in History and Classics that have not been taught for many years is actually fairly small. The delisting of such courses is a matter the academic planning committee proposed in #1 will look into. Together with the departmental brochure (see #11), information about which courses will be taught in the upcoming academic year will be made available as soon as possible in the preceding year to prospective and incoming students.**

**F16. History Class Pre-requisites**

History faculty are encouraged to implement class pre-requisites where reasonable.

**This recommendation is being implemented.**

**F17. Comparative Religion**

Dr Seamone's current administrative arrangement within the department should continue. Efforts should be made to enrich student access to the study of religion within different disciplines.

**The Department strongly endorses this recommendation. It proposes—and is discussing this with Dr Seamone—that History 3453 and 3683 and Classics 2273 be listed as credits towards Comparative Religion. It is extremely important that students are fully informed of such cross-disciplinary credits, in Comparative Religion and indeed in any discipline. For this reason, the office of the Registrar should be instructed to make this information clearly available also in the on-line schedule of courses offered.**

**F18. Student Input**

Students in each unit, including non-majors, should be surveyed regarding programmes and individual courses as the department plans new hirings.

**The Department has already put a question to this effect on the departmental course evaluation form where students are asked to comment on the course and its instructor. It has been the classicists' experience that informal exchanges between students and professors are usually the most productive for this purpose; thus, it was the keen interest expressed in classical archaeology for many years by many students that led to the decision in 2004 to hire a person with such expertise.**

*January 21, 2008: respectfully submitted by the Department of History and Classics*

Respectfully submitted by:

Dr. Jim Murray, Classics and Dean of Arts, University of New Brunswick  
Fredericton

Dr. John Reid, History, Saint Mary's University  
Dr. Geraldine Thomas, Classics, Saint Mary's University  
Dr. Tony Thomson, Sociology, Acadia University  
Dr. Kevin Whetter, English, Acadia University  
Dr. P.S. Zachernuk, History, Dalhousie University (Chair)

July 25, 2007

APPENDIX

The following is a list of all those with whom we conducted individual interviews. We are grateful to all, and our thanks extend also to the staff and students with whom we met over lunch on the two days of the April site visit.

Interviews, 18 April 2007

Dr. Paul Doerr  
Dr. David Duke  
Dr. Sonia Hewitt  
Mr. Stefan Jensen  
Dr. Beert Verstraete  
Dr. Leigh Ann Whaley

Interviews, 19 April 2007

Dr. Gerrit Gerrits  
Dr. George Iwama, Vice-President Academic (Acting)  
Dr. Barry Moody  
Dr. Robert Perrins, Dean of Arts  
Dr. Gillian Poulter  
Dr. Vernon Provençal  
Dr. James Whidden

Written Questionnaires

Dr. Michael Dennis  
Dr. Stephen Henderson

Interviews, 5 June 2007 (Dr. G. Thomas)

Dr. Paul Doerr  
Dr. Tom Herman, Vice-President Academic (Acting)  
Dr. Sonia Hewitt  
Dr. Robert Perrins, Dean of Arts  
Dr. Vernon Provençal  
Dr. Donna Seamone  
Dr. Beert Verstraete