

2 December 2009

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 December 2009** in BAC 132. The AGENDA follows:

- 1) Minutes of the Meeting of 9 November 2009
- 2) Announcements and Communications
- 3) Business Arising from the Minutes
 - a) Proposed elimination of “Application for Alternative Method of Evaluation” Form - as attached to Senate Agenda for 13 Oct 09 **(910-10-TIE)**
 - b) Financial Envelopes Access (as attached to agenda of 9Nov09) **(910-24-FIN)**
 - c) Committee on Students with Disabilities that Affect Learning - Accessibility at Acadia University **(910-32-SLD) ***
 - d) Tenure Track Teaching Complement Allocation Committee - Report for Information re Clarifying intent of Article 10.02 of 12th Collective Agreement **(910-33-TAC) ***
- 4) New Business
 - a) Academic Program Review Committee - Departmental Responses to the Academic Review Panel reports for Physics, Engineering and Sociology (to be handed out at the meeting) **(910-30-APR)**
 - b) Vice-President (Academic) - University AA2.0 Committee Report **(910-31-AAP) ***
 - c) Timetable, Instruction Hours & Examination Committee - Proposed 2010 - 2011 Calendar Dates **(910-34-TIE) ***
 - d) Graduate Studies Committee - Proposed Curriculum Changes for Political Science Graduate Program **(910-35-GRD) ***

5) Other Business

Yours sincerely,

ORIGINAL SIGNED

Rosemary Jotcham
Registrar and Secretary of Senate

Items Carried Over/Tabled:

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

Guidelines for Memoranda of Agreement

SCSDAL motion regarding building accessibility:

Many buildings on Acadia's campus remain partially or wholly inaccessible, either in terms of building entryways or internal building infrastructure, to individuals with mobility impairments. This situation has serious academic consequences: it hinders recruitment efforts, poses challenges in terms of scheduling classes, and is fundamentally inequitable.

Therefore, be it resolved that

Senate strongly recommends that efforts continue to be made to improve the accessibility of existing buildings on campus, and urges that future buildings on campus should adhere to Universal Design principles, which encourages safe and accessible buildings for everyone, including those with physical disabilities.

Furthermore, be it resolved that

Senate asks its Chair to communicate its concerns in writing to the President, the Vice President Administration, the Chair of the Board of Governors, the Director of Facilities, and any other relevant individuals.

Nov. 24, 2009

For the Information of Senators:

Following the November meeting of Senate, I consulted with both Dr. Janice Best, President of AUFA, and Dr. Darlene Brodeur, Senior Grievance Officer of AUFA. Both assured me that AUFA sees no contradiction between the 12th Collective Agreement and the current procedures of Senate's Tenure Track Teaching Complement Allocation Committee (TTTCAC). Article 10.02 does state that "Each Faculty has a defined complement of professor positions." In fact, each unit within each faculty has a defined number of tenure-track positions, indicated by the position numbers held by its tenure-track faculty members. When a tenure-track faculty member resigns or retires, the unit still retains that member's position number, and therefore the right to request a tenure-track replacement position for that member. The TTTCAC is thus not permanently shifting tenure-track positions from one unit or faculty to another (as discussed in Article 20.02); instead, the TTTCAC is simply charged with determining the priority order in which vacated positions should be filled each year. Not every position will necessarily be filled at the tenure-track level every year, as the minimum tenure-track complement number across campus (as defined in Article 20.02) is 182, and there are more than 182 position numbers in total. Any unit that does not get their position filled at the tenure-track level in one year is welcome and encouraged to submit an application to the TTTCAC again the following year.

Dr. Best is currently working on revised language for the next round of negotiations that will further clarify these issues within the Collective Agreement.

Respectfully submitted,

Dr. Diane Holmberg
Non-voting Chair, TTTCAC

2008/2009

Attachment 4)b)
Senate Agenda/14Dec09
910-31-AAP

Report on the Acadia Advantage



Prepared by:

The Learning Commons' Acadia
Advantage 2.0 Committee

Acadia University

October 26, 2009

REPORT ON THE ACADIA ADVANTAGE FOR THE 2008/2009 ACADEMIC YEAR

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Introduction

Senate endorsed the establishment of the Learning Commons' Acadia Advantage 2.0 Committee at its April 2008 meeting. The mandate of the Committee was to document and review the Acadia Advantage on an on-going basis, and to make recommendations regarding educational technology as well as marketing and communication of the Acadia Advantage. The Committee was established and met throughout the fall and winter of the 2008/2009 academic year. In March of 2009, the Committee agreed that its mandate was too broad and that much of its attention to the teaching and learning environment was redundant as it duplicated that of the Learning Commons Steering Committee. The Committee concluded with two recommendations: 1) that Senate establish a mechanism for faculty input into changes that affect the teaching and learning environment, and 2) that the Committee write a report documenting the Acadia Advantage for the year 2008/2009, a particularly important year in the evolution of the teaching and learning environment at Acadia due to the change to student ownership of laptop computers.

Members of the Learning Commons' Acadia Advantage 2.0 Committee

Director of the Learning Commons, Sonya Major
Coordinator of Academic Technologies, Duane Currie
Senate Representative, Danny Silver
Representative of the Faculty of Arts, Jon Saklofske
Representative of the Faculty of Professional Studies, Ian Feltmate
Representative of the Faculty of Pure and Applied Science, Andrew Mitchell
Representative of the Divinity College, William Brackney
Director of Open Acadia, Gary Hepburn
University Librarian, Sara Lochhead
Executive Director, Technology Services, Patti MacNeil
Executive Director, Communications and Marketing, Scott Roberts
Graduate Student Representative, Pizye Nankamba
Undergraduate Student Representative, Emma Cullen

The Committee used the definition of Acadia Advantage 2.0 that was approved by Senate in April 2008:

“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.”

The report addresses the following questions for the academic year 2008/2009:

1. What teaching innovations and enhancements were developed and/or implemented?
2. What supports were available to faculty for teaching?
3. How did students perceive the teaching and learning environment?
4. How did students and faculty respond to student ownership of laptop computers?

Teaching Innovations and Enhancements

Program Developments

The following is a list of significant program changes that were developed and/or implemented during the 2008/2009 academic year. The Acadia Advantage definition describes the general culture of the teaching and learning environment at Acadia. Academic program developments have been included here because they have evolved within that unique culture.

- 16-month continuous Bachelor of Education program: this allows students to initiate their B.Ed. program in May immediately following completion of their undergraduate degree, and complete it in August of the following year in time to immediately assume a teaching post in the workforce.
- Joint PhD in Educational Studies (with Mount Saint Vincent and St. Francis Xavier): approved by MPHEC, pending provincial funding, to meet a long-standing need for a Ph.D. in Education in the region.
- Transdisciplinary programs in Environmental and Sustainability Studies (ESST): these programs complement our well established B.Sc. in Environmental Science. They are slated to be fully underway in fall 2010:
 - Bachelor of Arts in Environmental and Sustainability Studies
 - Bachelor of Recreation Management with Environmental and Sustainability Studies
- Transdisciplinary Master of Arts in Social and Political Thought: this is one of only a handful of such programs in Canada, and involves five departments in the Faculty of Arts (Political Science, Sociology, Philosophy, History and Classics, Economics), three of which at present do not have graduate programs. This thesis-based program is in the final stages of approval by MPHEC.
- First-year undergraduate integrated transdisciplinary option (Connections): a suite of six new transdisciplinary courses, each taught simultaneously by two professors from separate faculties. Taught sequentially to a committed cohort of first-year students, the courses are designed to develop critical thinking, communication, and collaborative skills, and are accessible to students in nearly all major programs. The first cohort of Connections students registered at Acadia in the fall of 2009.
- Cohort-based block programming in the Department of Biology: this was piloted for two years with a cohort of third and fourth-year students enrolled in a suite of biodiversity and environmental courses, and was so well received that it was expanded to a larger, more diverse suite of courses during the transition semester moving from Patterson Hall to the new Biology building.
- Master of Science in Applied Geomatics in cooperation with the Nova Scotia Community College: in this two-year program of collaborative coursework/research and data interpretation, with residency periods at both institutions, students have the option of a course- or thesis-based approach. Graduates are expected to become society and industry leaders in mapping, planning, analysis, understanding, and stewardship of the natural environment. This program was approved recently and is in place, but requires promotion and monitoring.
- Bachelor of Science in Nursing: this program was approved by Senate in 2008/2009.

- Bachelor of Computer Science with Specialization in Mobile and Ubiquitous Computing and a Bachelor of Computer Science with Specialization in Environmental Informatics were approved by Senate during the 2008/2009 academic year.
- Bachelor of Science Major in Psychology (Neuroscience option) was approved in the winter of 2009.

Pedagogical Developments

The following are some of the changes to teaching approaches or teaching innovations that were developed in 2008/2009. The list was compiled from faculty responses to a request from the AA2.0 Committee. Some of these projects were supported by Teaching and Learning Enhancement Awards. This is not a comprehensive list of teaching innovations.

- Many faculty set up their courses on Acorn, Acadia's Moodle Learning Management System, a modular open-source system that is used for sharing resources and interactions within classes. 2008/2009 was the second year of the migration of courses from ACME to Acorn.
- *Primal Anatomy* software was used to supplement students' learning in Applied Human Anatomy (KINE 1413). It allows students to visualize, manipulate, and identify the structures of the human body in three dimensions.
- The School of Business enhanced the virtual learning environment *AxeCorp* by developing a 3-D headquarters on a Second Life platform. *AxeCorp*'s introduction to the second-year Core program is expected to be achieved in 2009/2010 through the Professional Development workshop. *AxeCorp* is a virtual holding company that assumes Acadia BBA students as employees of its subsidiaries. Employees receive work assignments via email, memo, and video clips featuring (among others) real-life executives from the School's Advisory Board. Economic and social achievements of subsidiaries will be highlighted in *AxeCorp* headquarters, and corporate intelligence will be archived. *AxeCorp* will oversee other initiatives under its subsidiaries, such as a School newsletter and a School news service.
- Professor Rick Giles in the Jodrey School of Computer Science developed a project to use a collaborative environment, *Elluminate*, for on-line instruction and mentoring for a computer-game development course. The initiative will provide students in a game development course with guest lectures and project mentoring from individuals employed in the gaming industry at HB Studios in Lunenburg and Halifax. The majority of the students will be at Acadia, but the technology will also enable students at other universities to take the course.
- Professor Kirk Hillier in the Biology Department continued development of a series of interactive game-style modules called *Anatomy Interactive!* to aid learning. Human Anatomy and Physiology instruction benefits greatly from active learning, but providing an interactive lab experience is limited by instructional resources, time, and class size. This initiative uses a combination of decision-making adventures to give Human Anatomy and Physiology students the opportunity to solve murders through autopsy, provide emergency blood transfusions, diagnose diseases, examine athletic physiology, or engage in surgery. Development of this learning technology will enhance and allow expansion of health science education within this course, the Acadia community, and beyond.
- Professor Darcy Benoit in the Jodrey School of Computer Science received TLEA funding to create a corpus of material for its new Mobile and Ubiquitous Computing Stream. This specialization deals with two key aspects of computer programming: writing software for mobile devices, and designing software for non-traditional computer interfaces. The programming involved in mobile and ubiquitous devices such as cell phones, MP3 players, VCRs, and television sets was once limited to the manufacturer, but the growth of the smart phone market in North America (e.g. the Blackberry and the iPhone) has resulted in a demand for software

developers for smart phones and mobile devices. The market for mobile device programmers with knowledge and experience in dealing with these devices is significant.

- Professor Eva Curry and colleagues in the Department of Mathematics and Statistics also received TLEA funding for a pilot project to support the development of online homework assignments with the aim of improving the effectiveness of homework in promoting student learning. This system will integrate with the university's course management system ACORN. Pedagogically, the system will promote increased practice and homework completion rates, and provide immediate feedback to the students in introductory courses.
- The Department of Earth and Environmental Science included use of computer-based map quizzes to improve students' knowledge of global geography.
- Professor Peir Pufahl has been in the forefront of "clicker technology" on campus, using these tools to monitor the learning experience in his high-enrollment service course GEOL 1033 (Oceanography). The clickers provide feedback to both student and professor. Clicker responses to mini-quizzes in each class help students get both a feel for the more important topics and an understanding of their knowledge of them. Conversely, the anonymous clicker responses help the professor understand where large-scale misunderstanding has unexpectedly occurred and can guide him in redressing the problem quickly.
- In ENVS 3613 (Contaminants and the Environment), Professor Nelson O'Driscoll employed a wide range of current computer modelling software to teach students how to assess the risk of new chemicals to ecosystems. Students learn how to access current data on chemical production and properties and use these data within models to develop an ecological risk assessment.
- Professor Donna Seamone (Dept. of History and Classics) developed, in consultation with Toby Parsons (Video/Audio Technician - Technology Services), the use of high-quality video camera and sound capture to permit virtual lectures and meetings on Skype. This permits people located around the globe to appear in her class as guests.

Supports for Teaching

Classrooms and Technology Services

Acadia's classrooms all have a teaching console, which is wired with power, internet access, and is connected to amplified speakers. The console also provides a connection to a data projector which displays to a screen at the front of the room. Most classrooms also have a VCR as part of the teaching console, and allow faculty to switch between sending the VCR and computer signals to the projector.

Most classrooms have high-speed network connections to every seat. The notable exceptions are the large theatre classrooms (HSH 10, BAC 241, BAC 244), and one lecture classroom (BAC 239). One classroom on the third floor of the BAC provides network connections only along the wall. Some classrooms receive wireless access from adjacent common areas (e.g. BAC 241, BAC 244), but classrooms do not typically have wireless access.

Acadia makes available to students and/or faculty a number of pieces of workstation software which are used in courses. In the 2008/2009 year, such workstation software was available only for Microsoft Windows. In addition to providing specialized workstation software for students and faculty, Acadia supports a variety of web-based applications for academic use. Most notably, Acadia uses an open source solution, Moodle, as the campus Learning Management System (LMS), which we locally call ACORN. The 2008/2009 year was the final year in the 2-year transition process from ACME, Acadia's in-house LMS which was used campus-wide since 1997. To ease the transition for faculty, Technology Services constructed means by which tests and uploaded files could be migrated from ACME to ACORN.

In addition to ACORN and ACME, Acadia employed a number of online, primarily web-based systems in the 2008/2009 year. Three systems are used in a variety of academic contexts campus-wide: the Survey System, which a number of students use to collect data in course projects; TurnItIn, which assists faculty in detecting plagiarism; and SharePoint, which is used in a number of courses for group work and collaboration. Many course or discipline-specific applications exist (e.g. German Courseware, LON-CAPA, Course2000), the majority of which were custom-developed by the Acadia Institute for Teaching and Technology, and some are installed instances of software obtained from external sources. Acadia also maintains three Unix servers for academic use, mainly by the School of Computer Science.

In order to both perform maintenance of the existing applications and undertake new projects in support of academic initiatives, two new staff members were hired in the fall of 2008 within Technology Services – a web-user interface developer, and a programmer/analyst – whose work and priorities are determined in consultation with the Coordinator of Academic Technologies at the Learning Commons.

Technology Services had some equipment available for sign-out to faculty and students. Laptops are available for students to sign out at a rental cost of \$10/day, mainly to allow for the use of a computer if their own laptop is away for repairs. In the case of a midterm or final exam, a faculty member could arrange for a student to obtain a laptop from this pool at no cost to the student for the duration of the examination. Technology Services also provides the ability to sign out digital video cameras, and also provides access to a scanner and a public printer. Technology Services can also arrange for a PolyCom unit to be set up for point-to-point videoconference sessions.

Coordination of Teaching and Learning Enhancement Awards

The Teaching and Learning Enhancement Awards (TLEA) support new initiatives to enhance the quality and creativity of teaching and learning at Acadia. They are funded by the Office of the Vice-President Academic, and administered by the Learning Commons. The Coordinator of Academic Technologies, Duane Currie, works closely with faculty who receive the awards and with the students who are hired to support the projects. The awards support teaching and learning projects in the following areas: a) curricular renewal, b) innovations associated with the use of learning technology, c) interdisciplinary collaborations, d) evaluation/reporting of effective teaching practices, e) community-based learning, and f) cultural diversity and international education.

The committee which adjudicates the award includes the Vice-President Academic or designate, the three Faculty Deans and the Dean of Research and Graduate Studies, the University Librarian, the Director of the Learning Commons, and the Coordinator of Academic Technologies. Projects are evaluated on their contribution to effective teaching practices, and successful applicants are expected to present the results of their project in a public forum.

Table 1: 2008 TLEA recipients

RECIPIENT	DEPARTMENT	PROJECT TITLE
Darlene Brodeur & Peter McLeod	Psychology	Multimedia Laboratory Software for Developmental Psychology
Deborah Day	Education	Developing Basic Counseling Skills with Play Material: An Interactive Web-Based Video Project
Jeff Hooper, Holger Teismann & Marco Pollanen (Trent Univ.)	Math & Stats	Fostering Active Learning in Science
Anna Kiefte, Svetlana Barkanova, Michael Robertson & Peter Williams	Physics	Increasing Conceptual Understanding of Physics through Engaged Learning
Gregory MacKinnon	Education	Promoting Critical Thinking with Electronic Concept Mapping: A Cross-Curricular Study
Brenda Robertson	Recreation Management & Kinesiology	Construction of a Framework to Guide the Development of Community Engagement Based Academic Orientations
Kirk Hillier	Biology	Electronic Learning Modules for Human Physiology
Trevor Avery, Fred Scott, Michael Dadswell	Biology	Interactive Tree-Based Learning Environment
Brian VanBlarcom	Economics	A Visual Preference Survey System for Use in Community Planning and Development

In February 2009, ten applications for TLEAs were received, and five projects were awarded funding for the 2009/2010 fiscal year to a total of \$56,250.

Table 2: 2009 TLEA recipients

RECIPIENT	DEPARTMENT	PROJECT TITLE
Rick Giles	Pure and Applied Science	Collaborative Learning in a Games Development Course
Kirk Hillier	Biology	Electronic Learning Modules for Human Physiology
Darcy Benoit	Jodrey School of Computer Science	Creating a Corpus of Material for the Mobile and Ubiquitous Computing Stream
Ian Feltmate	F.C. Manning School of Business	AxeCorp 3D Headquarters Development
Eva Curry	Pure and Applied Science	Online Homework to Enhance Introductory Mathematics and Statistics Courses - Pilot Project

Development of Connections: Acadia's First-Year Option

The Learning Commons worked with a group of 17 faculty members, the First Year Advisor, and the Acadia Students' Union VP-Academic to develop an alternative first-year option called Connections. Six new trans-disciplinary courses were approved by all three faculties in October 2008, and approved by Senate in December 2008. The Director of the Learning Commons coordinated the faculty collaboration, provided pedagogical resources to the group, and facilitated the process of course approval. The Learning Commons will continue to serve as a resource for Connections faculty and students, with a primary responsibility to monitor and report on its success. The assessment strategy was presented to and approved by Senate in April 2009.

Teaching and Learning Symposium

Approximately 60 faculty, staff, and students attended the symposium held on January 23, 2009. The theme was "Making Connections: Acadia Advantage Then and Now". This theme was chosen because this was the year that Acadia moved to student ownership of laptop computers. The symposium consisted of a panel discussion by faculty who have been very active in the use of learning technologies (Dr. Peter Williams and Dr. Richard Cunningham), by alumni who graduated during the early days of Acadia Advantage (Duncan Retson and Norah Love) and by current students (Xing Sun and Myles McNutt). The symposium concluded with presentations by some of the 2008/2009 Teaching and Learning Enhancement Award recipients.

Consultation with Faculty on Academic Technologies

The Coordinator of Academic Technologies, Duane Currie, consults with faculty on projects involving the use of technology in teaching. He advises on the feasibility of projects and coordinates project support from Technology Services.

The Learning Management System Committee, composed of representatives from the three faculties, the library, Acadia Students' Union, Open Acadia, the Learning Commons, and Technology Services, now reports formally to the Director of the Learning Commons. This committee provides recommendations on issues pertinent to the campus' courseware system, and has overseen the two-year migration process from ACME to Moodle.

Approximately 18 ICT projects were completed in support of the teaching and learning environment, as well as in supporting the commercialization of intellectual property. Several of these consisted of migrating tools from ACME to Moodle, and additional modules for Moodle to support faculty activities. Others centred on website development for promotion of faculty activities, and on updates to existing software developed at Acadia in previous years.

Technology Training

Technology training sessions were offered with 755 registrations, and 606 final attendees. This training was provided to 356 unique participants, including 172 faculty, 101 staff, and 83 students. The most popular offerings were Acorn, Excel, Word, and website-development workshops. In-class sessions on technology skills for course use were delivered to 662 students.

The training team also developed new offerings for creating Acadia websites, and for faculty teaching within the new heterogeneous laptop environment. More recently, it has been working with Technology Services and Communications and Marketing on the implementation of a content management system (CMS) for Acadia websites. The technology training team also continues to provide one-on-one consulting for members of the Acadia community on technology tasks.

To support faculty in their use of technology, the Learning Commons provides workshops and one-on-one sessions for faculty on the use of ACORN, and other computing applications. Most of these workshops are available to all faculty, staff, and students. Amongst faculty, the workshops on Acorn were the most widely attended. The following courses were available to faculty during the 2008/2009 academic year:

- Acadia Online Survey System
- Access 2007 full course (12 hrs)
- Access Basics
- Access Essentials
- ACME to ACORN
- ACORN Essentials
- ACORN Grades & Assignments
- ACORN Quizzes
- ACORN Specialized Training
- Editing Photos (Photoshop Element) Advanced Workshop
- Editing Photos (Photoshop Element) Basic Workshop
- Editing Video with Adobe Premiere Element
- Excel 2007 full course (12 hrs)
- Excel Basics Workshop
- Excel Focus on Functions and Formulas
- Excel Level 1
- Excel Level 2
- Excel Tips and Tricks
- Movie Maker Tips and Tricks
- Office Professional Training
- Outlook Tips and Tricks
- PowerPoint Tips and Tricks
- Publisher: Focus on Brochures
- Vista 2007
- WebPage Essentials
- WebPage Tips and Tricks
- WebPages: Create a simple webpage
- What's New: Access 2007
- What's New: Excel 2007
- What's New: Outlook 2007
- What's New: PowerPoint 2007
- What's New: Publisher 2007
- What's New: Vista
- What's New: Word
- What's New: Office 2007
- Word 2007 full course (12 hrs)
- Word Advanced Workshop
- Word Basic Workshop
- Word: Desktop Publishing
- Word: Tips and Tricks

Support for International Education

The Wong International Centre staff respond regularly to faculty inquiries on issues that affect international students, and this year held more than 25 face-to-face meetings to discuss international education. Kyra Garson, author of "Thompson Rivers University, a Globally Minded Campus", came to Acadia in November 2008 and presented a session for faculty on "Internationalizing the Curriculum". Two Chinese-name pronunciation workshops were given to faculty and staff. Fiona Inglis, an English as a Second Language Writing Specialist at the Writing Centre consulted with faculty who are teaching international students for whom English is not their first language.

The Writing Centre

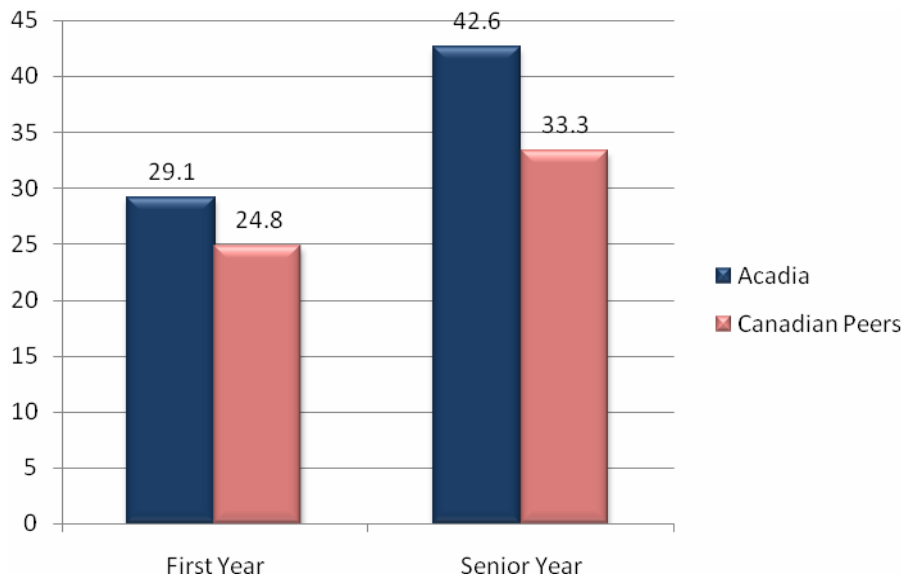
In addition to helping students directly, the Writing Centre offered a range of services to faculty members to support teaching and research across the campus. The Coordinator, Dr. Stephen Ahern, provided in-class visits to instruct students on effective writing principles, and offered individual consultations to professors seeking advice on how to improve their own written documents such as grant proposals.

Students' Perceptions of the Teaching and Learning Environment

National Survey of Student Engagement

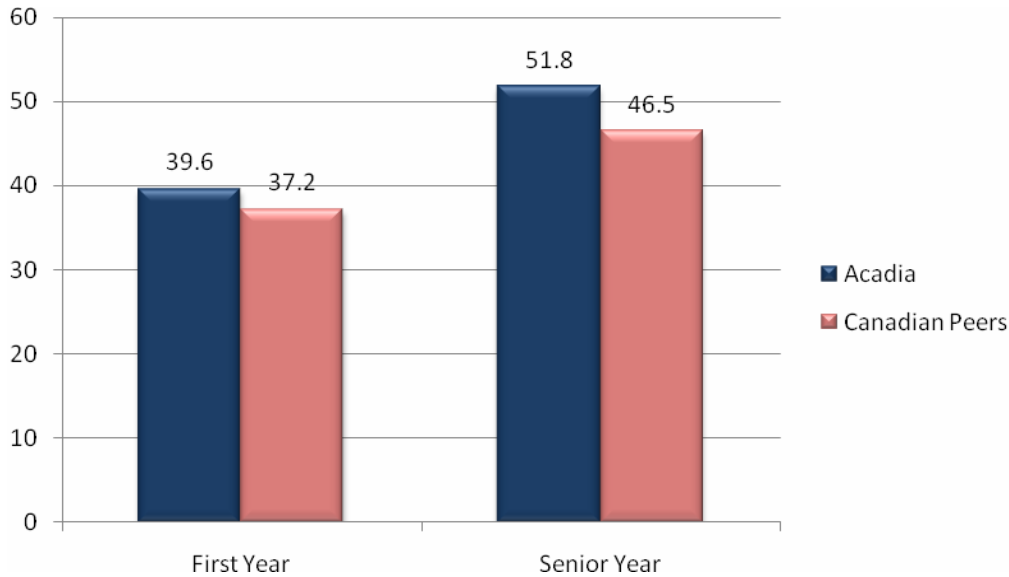
Acadia University has participated in the National Survey of Student Engagement (NSSE) in 2005, 2007, and 2009. In the spring of 2009, 525 Acadia students completed the survey (279 first-year students and 246 senior-year students). The NSSE surveys students on topics related to student engagement and success in both academic and non-academic activities. NSSE obtains, on an annual basis, information from hundreds of colleges and universities in the U.S. and Canada about undergraduate student participation in programs and activities. The results provide an estimate of how undergraduates spend their time and what they gain from their experiences at university or college. Survey items on The National Survey of Student Engagement represent empirically confirmed good practices in undergraduate education. The following show how Acadia's results compare to those of our Canadian counterparts who participated in NSSE in 2009 on the five benchmarks, which are aggregates of individual items on the survey.

Figure 1: Student-faculty interaction: items on this scale reflect interactions inside and outside the classroom such as discussing career plans, receiving feedback, and working on research projects outside of course or program requirements



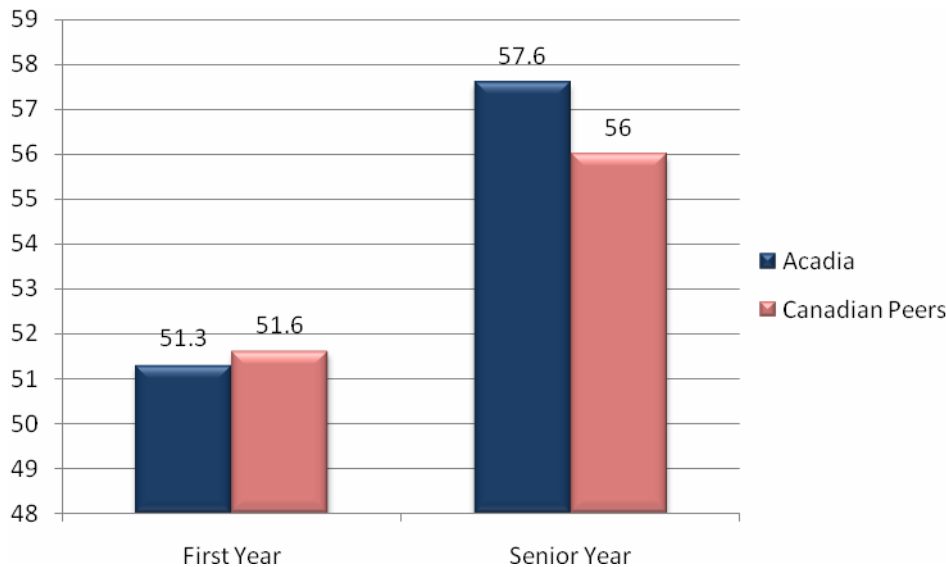
Acadia students rate their interactions with faculty more positively than do students at other Canadian institutions. For instance, 71% of Acadia first-year students talked about career plans with a faculty member, compared to the Canadian average of 53%. By their senior year, 68% of Acadia students had worked with faculty members on activities other than coursework (e.g. committees, orientation, student life activities, etc.), compared to the Canadian average of only 38% of students reporting such work with faculty. Twenty-one percent of the fourth-year students said that they had worked on a research project with a faculty member outside of course or program requirements. The majority of Acadia students are also quite pleased with the quality of academic advice that they receive; 85% of first-year students and 75% of fourth-year students rated the quality of academic advice as either good or excellent.

Figure 2: Active and collaborative learning: a measure of how involved students are in their education (e.g. working collaboratively with others, being active in class, discussing what they are learning with others)



Acadia students report being involved in class discussions and making class presentations. In fact, 81% of first-year students reported making at least one class presentation. Eighty-five percent of Acadia students also work with each other in class, and 95% reported working together outside of class. There is a significant increase in active and collaborative learning between first and fourth year. Fourth-year students reported more of the following than first-year students: 1) asking questions in class and contributing to class discussion; 2) making more class presentations; 3) tutoring other students; and 4) participating in a community-based project as part of a regular course

Figure 3: Level of academic challenge: the degree to which the institution emphasizes the importance of academic effort and setting high expectations

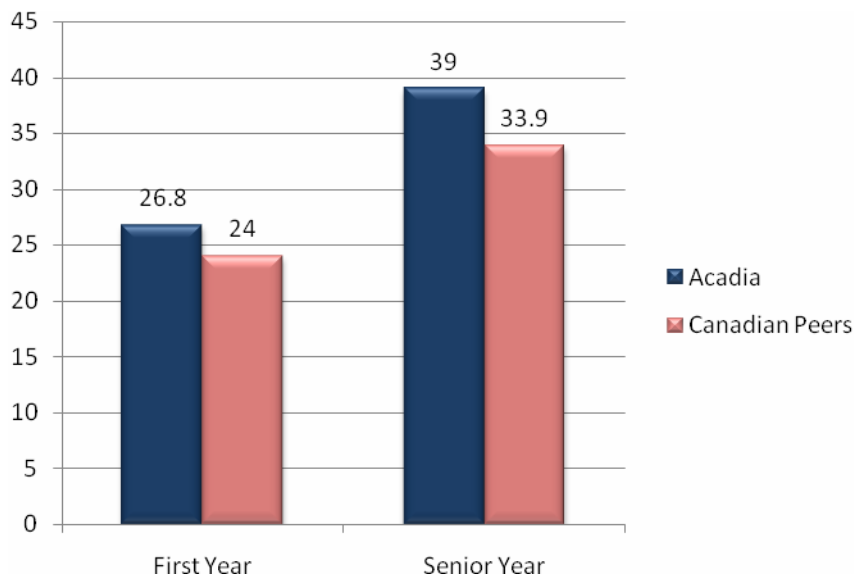


This is the one area where there was not a significant difference between Acadia and our Canadian counterparts. The amount of time students spend preparing for class (i.e. studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, etc.) is one indication of the level of academic challenge. Only 26% of first-year students and 39% of fourth-year students reported spending more than 20 hours per week on these activities. The following table gives an indication of the type of learning that students feel is emphasized in their courses. The numbers in the table refer to the percentage of students who agree quite a bit or very much that their coursework emphasizes that type of learning.

Table 3: Student perceptions of the type of learning emphasized in courses

Type of Learning	% First-Year Students	% Fourth-year Students
<i>Memorizing</i> facts, ideas, or methods	75	62
<i>Analyzing</i> basic elements of an idea, experience or theory	78	85
<i>Synthesizing</i> and organizing ideas, information, or experiences	57	68
<i>Making judgments</i> about the value of information, arguments, or methods	61	72
<i>Applying theories</i> or concepts to practical problems or new situations	78	77

Figure 4: Enriching educational experiences: complementary learning opportunities that enhance academic programs, including diversity experiences, use of technology, internships, and community service



At both the first year and fourth year, Acadia students report more enriching educational experiences than do students at our Canadian comparator universities. For instance, Acadia students reported being involved in more of the following: 1) community service or volunteer work; 2) completed coursework in a foreign or additional language; 3) independent study; 4) culminating senior experience (e.g. senior project or thesis); 5) participation in co-curricular activities (e.g., organizations, campus publications, student government, intercollegiate or intramural sports, etc.).

NSSE also identifies the use of technology as an enriching educational experience. The following charts summarize those items, comparing Acadia results with averages from all other participating Canadian universities.

Figure 5: Percentage of students who often or very often used an electronic medium to discuss or complete an assignment

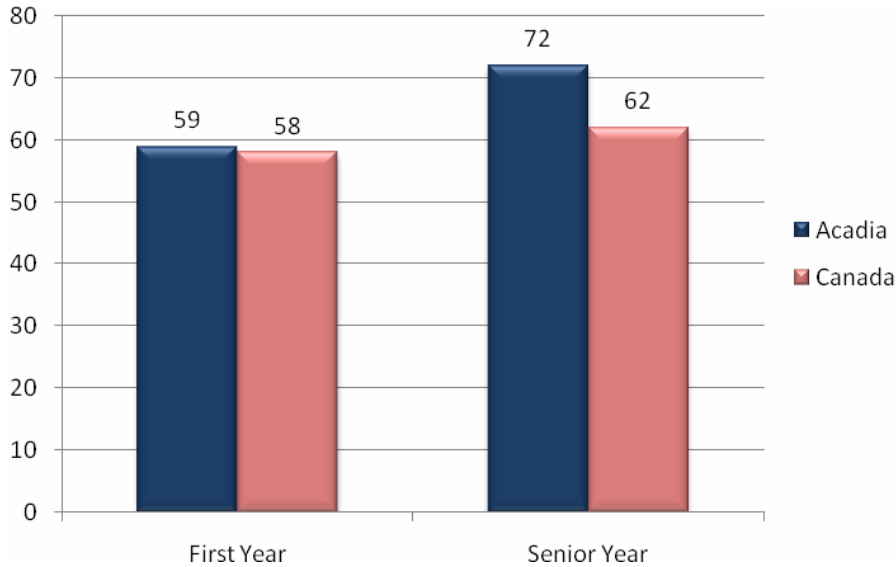


Figure 6: Percentage of students who often or very often used e-mail to communicate with an instructor

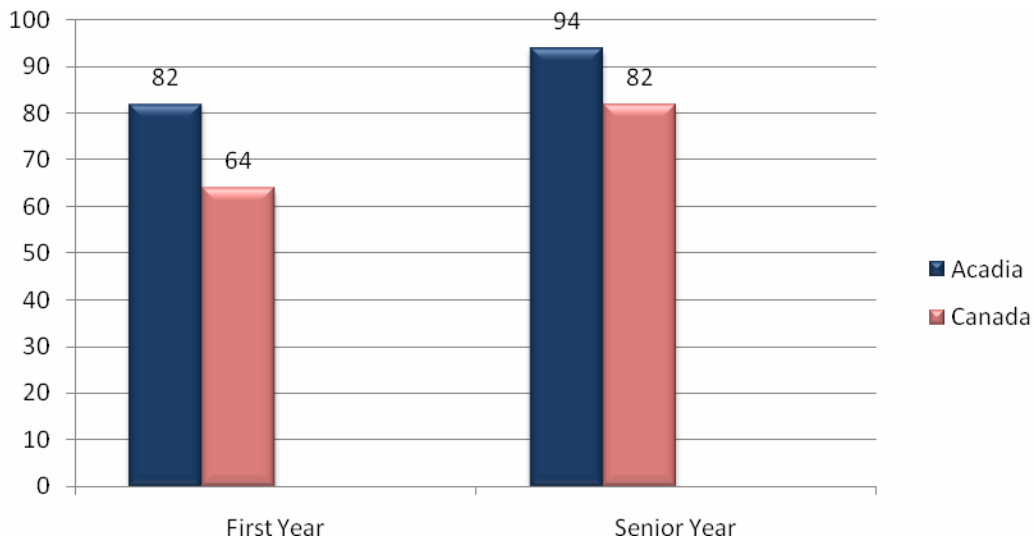


Figure 7: Percentage of students who used computers in academic work quite a bit or very much

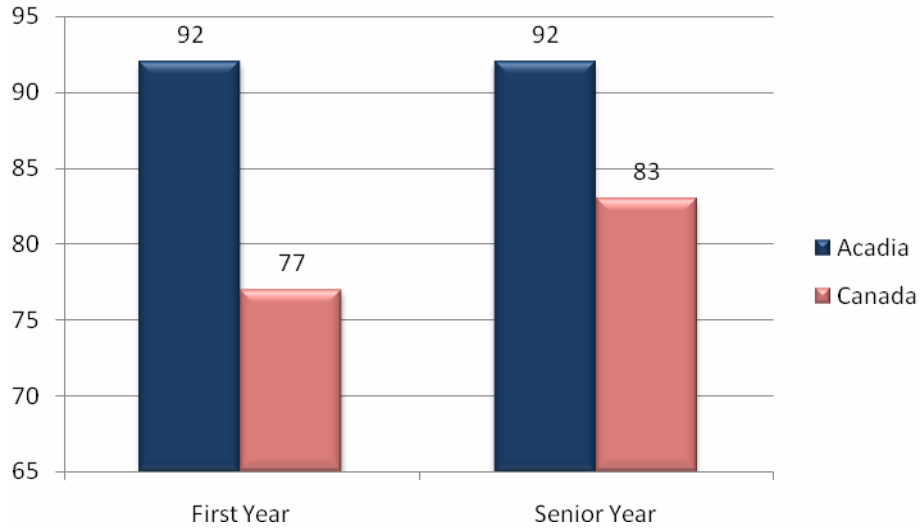
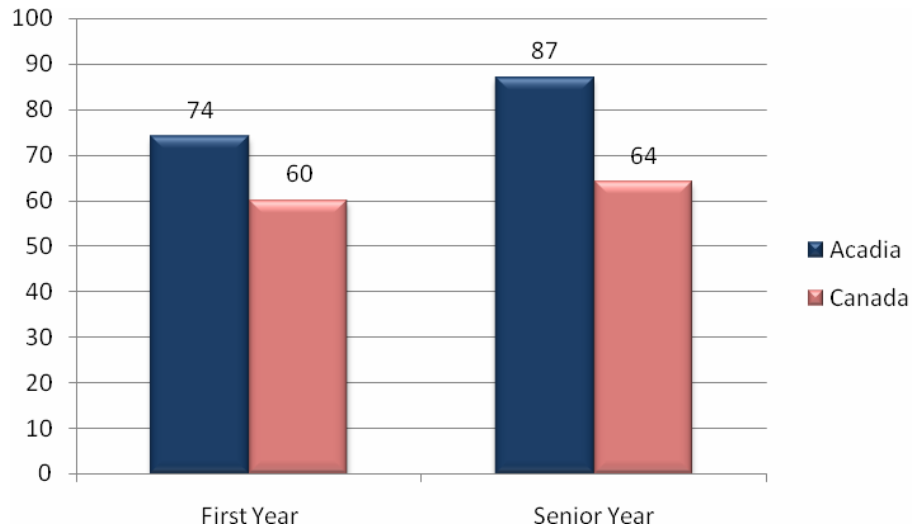
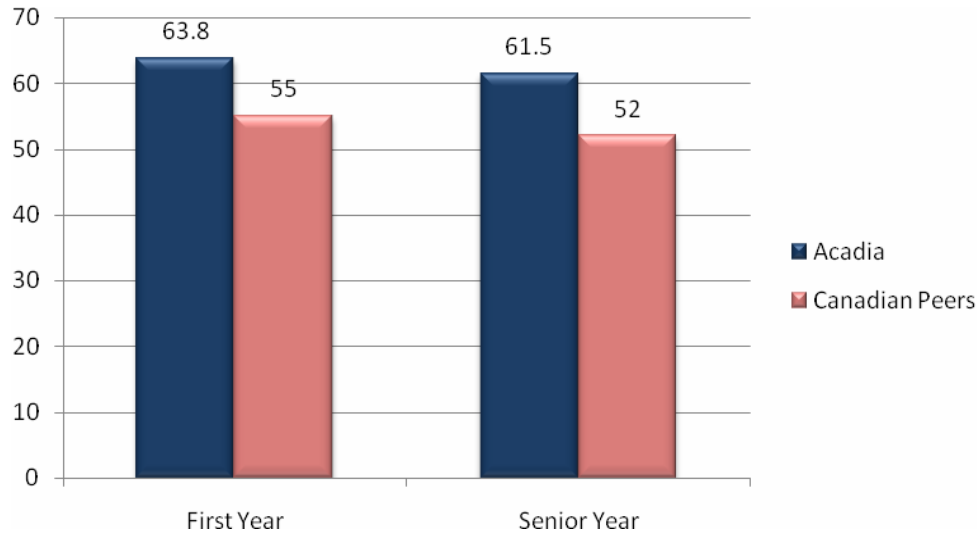


Figure 8: Percentage who say their university experience has increased their knowledge of computing and information technology quite a bit or very much



Acadia students use computers more, and say that they have learned more about computing and information technology, than their peers at other Canadian universities. This difference exists with both first-year and senior students.

Figure 9: Supportive campus environment: the level to which students experience the campus as supportive of their success and cultivating positive working and social relations among different groups on campus



It is obvious from these data, that students perceive the campus as very supportive. Most Acadia students experience very positive relationships with other students, faculty members, and administrative personnel and offices. With all three categories (other students, faculty, and administrative personnel), Acadia students rated their relationships more positively than did students at our Canadian counterparts. For instance, 85% of Acadia's first-year students rated the quality of their relationships with faculty as a 5, 6, or 7 (on a 7-point) scale, compared to only 66% of students at the other Canadian universities.

Acadia provides many services intended to support students' academic needs, in addition to supports that are provided by faculty and department heads. The Learning Commons coordinates the following:

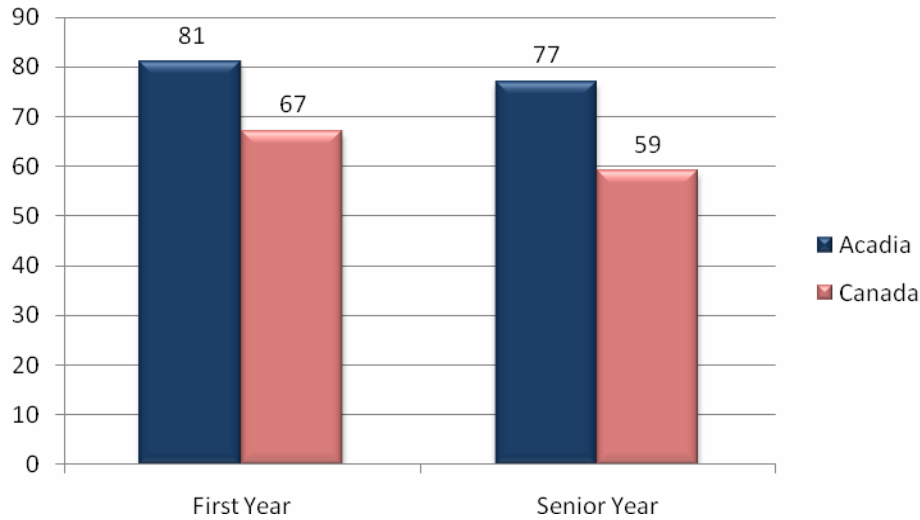
1. The Writing Centre provides workshops, presentations, and peer tutoring which together had more than 850 visits by students. During the academic year, it also has a full-time TESL-trained tutor for students for whom English is not their first language. In addition, it administers a diagnostic test during Welcome Week to first-year students to help identify those who may be in need of support in writing.
2. The Math Support Centre provides drop-in support and one-on-one peer tutoring in mathematics and statistics, and had more than 800 visits by students to make use of its services.
3. Workshops and one-on-one consulting on the use of common computing applications which were attended by 83 individual students, and provides, at faculty request, in-class computer skills training which in the 2008/2009 year was delivered to 662 students.
4. An annual Advising Café where returning students can get academic advice from any department during one day just prior to registering for courses. During the spring of 2009, approximately 300 students attended the Café.

The Student Resource Centre also provides academic supports to students, including support for students with disabilities. The Resource Centre conducts Success Seminars in September and January that are

designed to help students develop good general learning and study strategies, and it coordinates a peer tutoring service. The Library provides workshops and one-on-one consultation to students on research and information literacy skills. Many academic departments also provide the tutoring or support of academic clubs for their students (e.g. the Physics Department manages a Physics Help Centre which provides a drop-in support service for students wanting help in Physics).

The NSSE data confirm that the majority of Acadia students feel the university provides the support they need to succeed academically, as illustrated in the following chart.

Figure 10: Percentage of students who say the university emphasizes quite a bit or very much providing the support they need to succeed academically



Student Ownership of Laptop Computers

Beginning in September 2008, Acadia students were required to purchase their own laptop, operating system, and productivity software. Acadia University worked with two vendors, Dell and Apple, to produce a Technology Store which offered recommended models of laptops from each vendor, and students were advised to purchase Windows Vista Business and Microsoft Office for Windows. Windows Vista Business and Microsoft Office were available for purchase by students at the Service Desk for less than \$100 each.

Approximately 72% of students purchased one of the recommended models, with half of these being Dell laptops, and half being Apple laptops. Students reported being generally satisfied with whichever laptop they chose to purchase. Most students purchased Windows (72%), many did not and used exclusively Mac OS, and a very few used exclusively Linux. A change in the computing tools possessed by students is that in 2008/2009 approximately 20% possessed some form of modern PDA (iPod Touch, iPhone, or Blackberry), and over 50% have cellular phones with some form of smart technology.

The Learning Commons' AA2.0 Committee surveyed all academic departments during the fall of 2008 to gather feedback on faculty opinions about the strengths and weaknesses of the change to student ownership of laptop computers. The majority of departments noted that giving students a choice of laptops was seen as a positive by the students. A number of concerns were noted by faculty, however, about issues related to the change in the laptop environment. The move to a non-standardized laptop environment had significant implications for departments that rely heavily on students all having access to the same operating systems and software. Some of those were related to difficulties encountered with Vista. Others suggested some additional technical difficulties found by faculty as a result of the heterogeneity of laptop hardware and software, which made it more difficult to utilize computer technology in the classroom. For instance, the School of Computer Science has had to provide installation and support for the Linux operating system without being provided additional human resources. Support for many of the software systems used in Computer Science courses has had to be provided by Computer Science faculty and staff.

There were also comments which indicated a desire for support to exist for a wider variety of hardware and operating systems, as this had initially been limited to a small set of approved models and the Windows Business operating system in September. Concerns were also expressed regarding the clarity and penetration of communications regarding laptop and software requirements for students, both to faculty and to students.

In response to this feedback from faculty, the Learning Commons offered a series of workshops to faculty on how to work in a heterogeneous laptop environment. This was helpful in meeting the needs of those using MS Office Suite or similar software packages, but more will be needed in the future as the diversity of laptops grows, particularly in programs such as Engineering, Physics, and Computer Science.

Feedback from students was gathered by the ASU VP-Academic, Emma Cullen, who also served on the AA2.0 Committee. Students were generally pleased with the change to student ownership, stating in particular that they liked being able to choose their own model of laptop computer. Concerns were expressed about the level of support for Macs and for the computers that were not recommended by Acadia. There were also concerns by Mac owners about being required to pay for Windows, when the students had bought the Macs in part because they preferred the Mac operating system. Some students also expressed the same concern expressed by faculty about difficulties in using multiple platforms in class.

In recognition of these concerns and, after much discussion, the AA2.0 Committee recommended the following to the President's Advisory Council:

1. That we develop a clear and consistent message about the technology fee. The following is the language that the Committee agreed should be used in any communication regarding the technology fee: "The Acadia University technology fee is charged each year to all students. This fee is used to maintain and improve the technology environment which supports a student's learning experience at Acadia. This environment includes things like internet access through a combination of wired and wireless access, email accounts, courseware systems, and network printing support."
2. That for the academic year 2009/2010, the models offered for sale by the Technology Store would be the updated models from the same laptop vendors (Dell and Apple) as 2008/2009.
3. That we will not have an approved list of laptop brands for students; rather we will let students know the minimum specifications for any laptop they purchase.
4. That we should continue the Technology Store for the convenience of our students.
5. That Technology Services will continue repair and warranty service for laptops that staff and faculty have and models that are in the Technology Store as well as past models with current warranties.
6. That while it may be ideal to offer all versions of academic software on both Mac and PC environments, it is impossible to do so at this time.

The AA2.0 Committee recommended that Senate establish a mechanism for faculty input into technology decisions that have an impact on the teaching and learning environment at Acadia University.

Calendar Dates for the 2010/2011 Academic Year – Dec 1 – Senate Submission

2010	
June 28	Classes begin – Intersession 2 (Summer)
July 1	Canada Day – no classes
Aug 6	Classes end – Intersession 2 (Summer)
July 16 & Aug 6	Examinations – Intersession 2
Aug 31	Last day to apply to graduate at fall graduation
Sept 1	Residences Open for New International Students
Sept 2-3	New Student Orientation Activities begin for International Students
Sept 3	Last day to submit Honours theses for fall graduation
Sept 4	Residences open (for all New Students) / New Student Orientation Activities (full schedule for all New Students)
September 6	Residences open – returning students
September 7	Graduate student registration / New Student Orientation Welcome Week ends
September 8 (Wed.)	Classes begin - fall term
September 8	Fee Deadline
September 15	Last day for course additions
September 24	Final Exam schedule posted for December examinations
September 30	Last day to receive grades for Fall Graduation
September 30	Last day to opt out of ASU Health Plan or add dependents
October 1	Deadline for approved Honours and Masters' theses for Fall Graduation
October 1	Last day to decrease Meal Plan for Fall Term
October 11	Thanksgiving Day - no classes
October 12	Senate meeting to approve fall graduates
October 16	Homecoming
October 29	Last day to drop 3h first term courses without academic penalty
November 11	Remembrance Day - no classes
November 26	Last day to apply for Spring Convocation 2011
December 2	Last day of classes before exams

December 3-4	Study days
December 6	Examinations begin - fall term
December 18	Last day of examinations - fall term
December 19	Residences close at 12:00 noon
2011	
January 6	Residences Open (Winter Term New Students Only)
January 7-8	New Student Orientation
January 9	Residences open (all Returning Students)
January 10 (Mon)	Classes begin - winter term
January 10	Fee Deadline
January 17	Last day for course additions Last day to drop full year courses without academic penalty
January 28	Final Exam Schedule posted for April examinations
January 31	Last day to opt out of ASU Health Plan or add dependents – Winter Term students
January 31	Last day to apply for Spring Convocation 2009 for Masters' Students
February 4	Last day to decrease Meal Plan for Winter Term
February 21-25	Study week
February 28	Last day to drop winter term courses without academic penalty
March 18	Last day to submit Honours theses for Spring convocation
April 8	Last day of classes before exams
April 9-11	Study days
April 12	Examinations begin – winter term
April 22	Good Friday – no exams
April 25	Deadline for registration – Intersession 1
April 25	Deadline for approved Honours and Masters' theses for Spring Convocation
April 26	Last day of examinations – winter term

April 27	Residences close at 12:00 noon
May 9	Classes begin - Intersession 1 (Spring)
May 10	Faculty Meeting to approve Spring graduates
May 11	Senate meeting to approve spring graduates
May 15	Baccalaureate service
May 15-16	Spring Convocation
May 23	Victoria Day - no classes
May 31	Last day to opt out of ASU Health Plan or add dependents – 16-month Bachelor of Education Students
June 3	Last day to submit an appeal to the Academic Appeals Committee
May 27 and June 17	Examinations – Intersession 1 (Spring)
June 10	Deadline for registration – Intersession 2
June 27	Classes begin - Intersession 2 (Summer)
July 1	Canada Day – No Classes
August 5	Classes end - Intersession 2 (Summer)
July 15 and Aug 5	Examinations – Intersession 2 (Summer)

SENATE MEETING

Graduate Curriculum Changes for 2010-2011
Submitted by Research and Graduate Studies

* Approved by Graduate Studies Committee on November 30, 2009 *

Department: Political Science

Ten (10) New Course Proposals

Brief summary of why changes are being requested:

The MA level courses are currently offered jointly with 4000-level honours seminars. At the department's Fall meeting, the decision was made to have all the MA courses listed by their actual titles, which correspond to the 4000-level courses, instead of the generic course titles currently listed in the calendar. This requires creating several new courses and modifying the generic course titles.

POLS 5043 CRITICAL POLITICAL THEORY

“Critical theory” refers to a tradition of holistic, interdisciplinary political theory grounded in a critique of domination. Thinkers studied in this course may include Adorno, Baudrillard, Benjamin, Butler, Derrida, Foucault, Haraway, Jameson, and Marcuse. Emphasis is placed on close reading and discussion of primary texts.

POLS 5243 ENVIRONMENTAL POLITICAL THEORY

This course examines whether or how the values of justice, democracy, and ecological sustainability can be mutually compatible. Competing visions of “the good life,” strategies for political change, and conceptions of “nature” are examined in light of contemporary environmental crises.

POLS 5483 POLITICS OF NEW GLOBAL TECHNOLOGIES

This seminar explores the political issues and implications of new advances in science and technology. Upon classic explorations about the impact of mass media, robotics and nuclear technology on contemporary global politics, specific attention is paid to the impact of cyber-technology, bio-technology, nano-technology on political concepts like war and security, human rights and justice and global governance and democracy. In addition, we ask how the accelerating pace of mass technological life is changing the future of the world as we know it. Prereq: Admission into the Graduate Program.

POLS 5603 FIRST NATIONS PEOPLES: LAW, POLITICS AND POLICY IN CANADA

Explores the socio-political, historical, legal, economic and cultural aspects of the decolonization and self-determination efforts of First Nations peoples. Students will explore the multiple dimensions of aboriginality, the evolution of Aboriginal-State relations, the legal battles for Aboriginal rights to land, resources, and self-government. Prereq: Admission into the Graduate Program.

POLS 5693 DEMOCRACY & THE MARKET

Explores contemporary challenges to democratic and democratizing states in the context of economic globalization. Theoretical analysis concentrates on the relationship between economic and democratic development and its influence on demands for and distribution of rights and material benefits. Theories illustrated using case studies from developed and developing societies. Prereq: Admission into the Graduate Program.

POLS 5783 APPLIED INTERNATIONAL ETHICS

This seminar course is a critical exploration of ethical dilemmas in contemporary international politics. A special emphasis will be placed on cosmopolitan and communitarian approaches to issues such as international justice; war; terrorism; global poverty; sovereignty; human rights; women's rights; humanitarian affairs and intervention; and the environment. Prereq: Admission to the MA Program or permission of instructor

POLS 5803 CANADIAN PUBLIC POLICY

The social, political, cultural, and institutional forces which shape the form and content of public policy, the rationality of the policy process, the mushrooming of state activities, and the actual impact of governmental programs. Prereq: Admission into the Graduate Program.

POLS 5883 POLITICS OF HUMAN RIGHTS

This course examines what human rights mean, why they matter, and how they have come to influence contemporary global politics. We explore the political, legal and ethical dimensions of human rights standards from a variety of perspectives in Political Science and the subfield of International Relations. Prereq: Admission into the Graduate Program.

POLS 5893 THEORY AND POLITICS OF CITIZENSHIP

Explores what citizenship means, how it develops, and how it is practiced in globalizing and multicultural societies. Theoretical debates about the meaning of citizenship will be complemented by case studies exploring migration/immigration, multiculturalism in advanced democracies, and struggles for the rights of women and indigenous peoples. Prereq: Admission into the Graduate Program.

POLS 5983 THE POLITICS OF ASIA/PACIFIC

This seminar explores modern and global issues affecting the Asia/Pacific community. The course explores three important analytic frameworks: global/regional, "glocal" and local. The global/regional focus explores institutional governance, security and economics issues before and after the Cold War. The "glocal" focus develops the competing flows that complicate the global/regional framework. The local focus explores how global connections emerge within local events. Prereq: Admission into the Graduate Program.

Reason for requesting the courses:

These courses are being requested so that all department Graduate Courses are listed in the Calendar. These courses currently do not have an assigned number and are taught under a generic course title/number. The changes are being made in order to make our MA-level course offerings more accurate and informative for potential and current students.

Modification to existing courses

Changes to Course titles and adding Calendar Descriptions

Current Course Title and Number
POLS 5143 MASTERS SEMINAR

Proposed New Course Title and Calendar Description
POLS 5143 MASTERS COLLOQUIUM This
colloquium course provides a forum for MA students to develop and present their thesis proposal and ongoing research, as well as introducing them to significant theoretical and methodological approaches to Political Science. Prereq: Admission to the MA program.

Reason for requesting this modification:

To add the course description to the graduate calendar and change the title to reflect a change in the structure of the course, which will emphasize students' presentation of ongoing research as well as discussion of texts.

Current Course Title and Number
POLS 5293 COMPARATIVE GOVERNMENT 2

Proposed New Course Title and Calendar Description
POLS 5293 POLITICS OF DEVELOPMENT
This seminar course critically explores politics and political economy in the Third World, beginning with a discussion of "development." Subsequently, it explores legacies of colonialism, strategies and political impact of economic development, violent and peaceful political transitions, and factors mobilizing global and local civil society and social movements. Prereq: Admission to the MA program.

Reason for requesting this modification:

To add the course description to the graduate calendar and change the title to reflect the actual content of the course.

Current Course Title and Number
POLS 5403 CANADIAN GOVERNMENT AND POLITICS 3

Proposed New Course Title and Calendar Description
POLS 5403 CANADIAN CONSTITUTIONAL LAW
The role of the judiciary in the Canadian federal process and major constitutional problems traced back to Confederation. Discussion of the leading constitutional decisions of the Privy Council, the Supreme Court of Canada and the major trends in Canadian constitutional law including the Charter and the Division of Powers. Prereq: Admission to the MA program.

Reason for requesting this modification:

To add the course description to the graduate calendar and change the title to reflect the actual content of the course.

Changes in course numbers and titles

Current Course Title and Number
POLS 5303 POLITICS IN MARITIME CANADA

Proposed New Course Title and Number
POLS 5203 POLITICS IN THE MARITIMES

Reason for requesting this modification:
To change the title to reflect the actual content of the course and to be consistent with the numbering of
POLS 4203.

Current Course Title and Number
POLS 5203 CANADIAN GOVERNMENT AND POLITICS 2

Proposed New Course Title and Number
POLS 5303 APPROACHES TO THE STUDY OF CANADIAN POLITICS

Reason for requesting this modification:
To change the title to reflect the actual content of the course and to be consistent with the numbering of
POLS 4303.

Adding Calendar Descriptions

Current Course Title and Number
POLS 5343 POLITICAL THEORY 1

Proposed Calendar Description
POLS 5343 POLITICAL THEORY 1
This course develops ideas central to political philosophy by means of analytic and interpretive inquiry.
The specific 'topic' for each offering is available from the department

Current Course Title and Number
POLS 5443 POLITICAL THEORY 2

Proposed Calendar Description
POLS 5443 POLITICAL THEORY 2
An advanced seminar in political philosophy which examines either a central concept or important works
in the tradition of political philosophy. The particular content for each offering is available from the
department at fall registration.

Reason for requesting these modifications:
To indicate that the course varies to reflect changes in contemporary interest in political theory. To add a
course description to what is currently only a course number and name.