



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 9th September, 2013 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 18 June, 2013
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Brought forward from 18 June 2013
 - a) Academic Planning Review Committee Report - W&GS (*attached*)
 - i) Women & Gender Studies Program Review (*attached*)
 - ii) Women & Gender Studies Response to Program Review (*attached*)
 - b) Summary of 2012-2013 Budget Actuals (*to be circulated*)
- 5) New Business
 - a) Guidelines for Faculty from the Curriculum Committee (*attached*)
 - b) Motion regarding Goals and Priorities for Senate during 2013-14 (*attached*)
 - c) Joint Notice of Motion regarding Timetabling Principles (*attached*)
 - d) 2012-2013 Senate Committee Annual Reports
 - i) Admission & Academic Standing Committee (Appeals) Report (*attached*)
 - ii) Academic Technologies Committee Report (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Academic Program Review Committee –

Recommendations arising from the Review of Women's and Gender Studies

June 8, 2013

The Academic Program Review Committee (APRC) met on January 24, 2013 with Dr. Gillian Poulter and Dr. Anne Quema from the Women's and Gender Studies Committee to discuss the Committee's response to the review. The APRC met on January 24, May 31, and June 6 to discuss the response and consider recommendations to Senate related to the review of the Women's and Gender Studies Program.

The recommendations are in response to the report of the review team, taking into account the response of the Women's and Gender Studies Committee's to that report. A copy of the review and the WGS Committee's response, as well as the APRC's priority recommendations below will be made available to Senate.

1. Acadia is committed to supporting WGS and, like the review team, notes the numerous contributions the program makes to campus and community life. The APRC acknowledges that single simple metrics such as FCEs do not adequately assess the impact of WGS, as well as other integrative programs. In such circumstances, program impact may be better captured with a variety of qualitative indicators. It is the view of the APRC that FCEs while readily available likely obscure the full influence of the program.
2. The APRC recognizes that students do not formally declare a minor, nor is there currently a way that this can be done. Our present student information system does not easily identify or track minors. Since pursuit of a WGS minor is perceived to be an important contribution of WGS to students, and recognising that adoption of a new student information system is not imminent, we suggest that WGS explore ways of identifying and increasing communication with minors that do not rely on data from the Registrar's office (e.g., direct consultation with students in classes to determine minor status) . Although students' declaration of minors is fairly fluid, and the utility of such counts limited in general, the APRC feels that this would provide useful information to WGS and help to identify students for regular communication regarding WGS events and activities. User Support should be able to identify feasible options for such communication.
3. We endorse the Review Committee's recommendation that WGS explicitly describe the alignment of its curriculum with its over-arching mission, and encourage the WGS planning committee to continue its efforts to do so.
4. The APRC supports the recommendation that all courses that are offered as WGS credit appear as WGST on the transcript. To that end, all courses presently offered under other unit prefixes should be cross-listed as WGST. In this circumstance, FCEs for courses with a WGST code accrue to the faculty member's home discipline. Where appropriate, WGST could add pre-requisites for cross-listed courses that are offered as WGST credits, in addition to the pre-requisites that are

required by the unit offering the course. This will require minor modifications to course descriptions. We recommend that the Curriculum Committee examine its existing protocols to insure that such changes are not overly onerous.

5. The WGS committee is presently examining the sequence of its core courses and we encourage the committee to continue this work. We agree with the commitment of WGS to maintaining the introductory course, while at the same time working with other units to develop other entry points into the program and/or to develop interdisciplinary linkages across programs.
6. The APRC notes both the reviewers' recommendation to contemplate a capstone experience and the response from WGS indicating the impact of resource limitations on such possibilities. We strongly encourage the WGS committee to collaborate with the co-op office, and perhaps to consult with other units on campus, to explore opportunities for co-op, internship, practicum and other experiential learning options in WGS as potential capstone experiences.
7. The APRC recognizes the importance of both a budget to support the program and physical place for developing community among WGS students and faculty. We are pleased that a budget line has been created for 2013-14. We encourage the VPA and Deans to identify and provide appropriate space, which is central to the development of program identity.
8. Although the WGS program currently identifies 35 faculty members across campus as being involved with the program, it does not have the profile that such involvement might merit. To increase that profile, and in recognition of the large number of units on campus with faculty who are involved in teaching, research and service in the area of Women's and Gender Studies, we encourage the WGS program to consider promoting the creation of a Women's and Gender Studies option in some degree programs. This degree option would be more intensive than a minor and could provide students a more significant means of incorporating WGS into their programs.
9. With respect to community and curriculum connections, we recognize the importance the program places on building community engagement and the diverse ways WGS contributes to community life. Several of the reviewers' recommendations support this, and the responses from the unit reflect a desire to deepen those connections. Further articulation of the connection of course offerings to the mission, exploration of concentrations within other disciplines and the consideration of potential capstone experiences align with the discipline and will serve to deepen those connections and raise the profile of WGS.
10. We thank and commend WGS for extensive contemplation of issues and structures related to the governance of the program, and more broadly the governance of all inter/transdisciplinary programs. The APRC is familiar with the governance challenges facing inter/transdisciplinary programs, and recommends that the specific recommendations made by the WGS Committee regarding governance of such programs be referred to the Academic Planning Committee of Senate, which has identified this as a priority area for attention.

Acadia University
Women and Gender Studies Program
Reviewer Report
Prepared by Drs. Ann Braithwaite and Dayna Daniels

Submitted May 14, 2012

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Introduction

The Review Team is unanimous in its respect for the Women’s and Gender Studies program (WGS) at Acadia University. It is a program whose influence extends well beyond the courses it offers, and whose affiliated faculty work tirelessly to organize, sponsor, and contribute to a range of activities on campus around issues of social justice broadly defined. Indeed, we were struck with the level of energy, enthusiasm, collegiality, and dedication of the faculty to the broad spectrum of intellectual projects and endeavours taken on through the auspices of WGS. Many of the faculty we met, who are involved with the program, do not in fact teach in it. Coming from a range of different disciplines and faculties across campus, their efforts are put towards sitting on various committees within the program: speaker series, awards, curriculum development, etc. Indeed, we were struck with how much everyone involved with the program was dedicated to its ongoing success, and to the importance of maintaining a space committed to studies of gender and equity across campus. It is apparent to us that the WGS program binds both faculty and students on issues that relate to gender and equity across campus and in the broader community.

WGS is also a focal point for raising gender and equity issues to the broader academic communities. As the self study notes, a unique aspect of this program is how widely it serves the campus community, and not just majors or minors in the program—a statement for which we saw ample evidence in our visit. This combined energy and dedication of everyone involved is all the more remarkable given that WGS has no faculty appointed full or even part time to the program; all of these people’s work is fit in around their other responsibilities. (The only exception to this is the work of the coordinator; only recently has this position received any course release in compensation for this work. We return to this issue later in this report).

The Women’s and Gender Studies program, however, is also now at an important crossroads, given Acadia’s current fiscal and organizational realities—what we were told would be its future for at least several years. While a moment of financial (and other) stress for everyone on campus, with many implications for other resources such as faculty, we maintain that this is also a moment of great possibility for both this program and other fields—and one about which we want to emphasize the importance of exploring and thinking “outside the box”; as Dr. Daniels noted during the site visit, “Acadia cannot hold its breath until its situation changes, it must act.” WGS can bring much to a broadened interdisciplinary curriculum in the Faculty of Arts especially; here, we offer several ideas and recommendations for beginning to explore and pursue those possibilities, while ensuring the current dynamism and future growth and success of this field.

Summary of Recommendations

The following is a list of our recommendations for the Women’s and Gender Studies program. The rest of this report offers much greater detail about and rationale for our broad conclusions here. These recommendations reflect what we think are some ways, in this time of tight resources across the board, to both sustain and continue to build upon the successes of WGS. We have divided them up here under the same subheadings as in the rest of the report.

Curriculum and Programming

- We recommend that the program work to more fully align its own mission statement with its curricular offerings—by adding some courses, possibly deleting or altering others, and being clear about how all of these intersect with each other around key questions and issues in the field. This clarity of how courses align with the program’s mission statement will then also make it easier to articulate for colleagues, students, and administrators the specific focus(es) of this program.
- We further recommend that WGS explore the identification of courses that count as WGS through the identifying of faculty whose approaches, theories, and questions reflect and lead to the outcomes identified in the vision/mission statement. These faculty could then be designated as cross appointed WGS faculty for a period of time (see below for more on this idea).
- We recommend that WGS introduce the WGST specific designation for all courses that it deems to “count” for WGS credit. Furthermore, should there be prerequisites to these courses, we recommend that WGS work with those other departments to identify WGS specific prerequisites (rather than the “home” disciplinary ones), thus both structurally recognizing the interdisciplinary work of those courses and not disadvantaging WGS students in those courses. These changes must also be reflected in all university materials—websites, timetables, promotional materials, etc.
 - *WGS should rethink its sequence of core courses, and address especially the overlap between 1413 and 2906 and the use of so many resources at the lower level. One solution would be to change 2906 to a 3 credit course, clarify its difference from 1413, and make these sequential courses, with 2906 or the new Global Women’s Movements as a core second year course.*
 - *Another possibility would be to offer multiple different points of entry into the WGS program, by developing different kinds of 1000 level courses. This would involve moving “intro” course to another level (and reconsidering if an intro course is even needed). These new 1000 level courses could be broad introductions to some key ideas and themes in WGS, as well as—potentially—in other fields.*
 - *WGS should think about how to offer a “capstone” experience for its students, one that brings together their multiple and different interests and focuses, and connects them to other disciplines and activities they are engaged in. This capstone course could also be experiential-based with a strong foundation of theories/concepts that underlie WGS. This would address a desire articulated by some students to have more experiential learning opportunities.*
- We encourage the program to think about how it can strengthen the connection between its curriculum and these other campus and community activities, so that more students (and faculty and administrators) see the two as imbricated in each other.

Resources

- **We recommend that WGS, in conjunction with key administrators and the Faculty Association, explore options to appoint WGS specific faculty from among existing faculty at the university. Furthermore, we recommend that the administration think about WGS as a model for alternate ways to approach delivering curriculum to a broad based and diverse student body.**
- **We recommend that the Acadia University administration immediately move to address the lack of material resources for the Women's and Gender Studies program as outlined in the above section. These will cost almost nothing, but will bring huge payback in terms of their results for program visibility, stability, cohesion, and sustainability. Additionally, to better address issues related to resource needs, we recommend that the WGS program be represented at Deans/Chairs meetings by the WGS coordinator.**

Structure and Administration

- **We recommend that the Acadia University administration facilitate ways for these newer interdisciplinary units to come together, and formalize a structure that recognizes their common interests, challenges, and goals. This goes beyond the kinds of informal getting together that we also recommend these programs engage in, but points out the importance of the administration not leaving under-resourced programs on their own, or as “secondary” to the more traditional departmental structure.**

Process of Site Visit

The two external reviewers were contacted well in advance and asked to carry out an external review of the Women's and Gender Studies program at Acadia. The current coordinator of Women's and Gender Studies, in addition to the Vice President Academic's office, made all the arrangements in a highly efficient and timely manner – making our work during the site visit much easier. We were sent a comprehensive and thoughtful self-study report well ahead of our visit, providing time for us each to individually familiarize ourselves with the program, the university context, and the desires for the review process. We would like to recognize the degree of professionalism and care with which this self study reports was prepared; its attention to detail and the variety of issues covered all contributed greatly to our understanding of both the accomplishments of and the challenges facing this program.

The schedule consisted of a very full two days of visits with everyone affiliated with Women's and Gender Studies, in addition to all the key senior administrators on campus. Every detail of the visit was well organized, and we want to recognize and extend our thanks here to both Ms. Cathy MacDonald (Administrative Assistant to the Vice President Academic) and to Dr. Phyllis Rippeyoung, coordinator of WGS, who put together a very full and rewarding two days of meetings and events for us. We want to especially highlight how helpful Dr. Rippeyoung was throughout our visit—always responding to inquiries for extra information and additions to our schedule (i.e., syllabi, course outlines, even a last minute request to meet with the university President) in an incredibly timely and efficient manner. Additionally, the location for our meetings was ideal (and not just for the view!), and having everyone come to us, rather than having us scurry around campus, maximized our time and energy for talking with the many people we met. The internal reviewers (Dr. John Colton and Ms. Jennifer Richard) also deserve recognition here; they went far beyond what we have experienced in other reviews elsewhere, staying with the process the

entire time, engaging with every meeting, asking astute questions, and providing us with information about campus processes and culture as needed. We talked extensively with them about this review and our recommendations, and their input is very much reflected here. We also appreciated getting to spend so much time with the faculty affiliated and involved with the program in so many different capacities. (Many external reviews do not include this much time with faculty members, which detracts from a more complete and complex knowledge of the program under review). We heard about the interests and concerns of everyone in the program in much detail, and as a result, are able to talk in some depth about both its achievements and the challenges it faces.

Curriculum and Programming

As both an intellectual discipline and an institutional and academic site, Women's and Gender Studies is both tightly focused and wide-ranging in its interests—a statement that might seem initially contradictory but which is in fact one of the major strengths of this field. In its current formation, WGS investigates the historical and contemporary social/political/cultural/personal construction of a range of social identities, a focus that necessarily includes work on gender, sexuality, race and ethnicity, disability, class, and age, among others. Both pedagogically and intellectually, the discipline of Women's and Gender Studies thus includes work that covers a wide range of disciplinary interests, topics, and theories. But while many other disciplines are also increasingly concerned with issues of gender and sexuality (and other social identity groups)—work which can connect with and be included in the institutional site of WGS, WGS is also much more than the sum of all of this wide-ranging work. At its “core,” this discipline self-reflexively articulates a set of overlapping questions, debates, concerns, and issues, asking questions about the knowledge produced in those other intellectual and institutional sites and investigating what is at stake in this knowledge production.

We offer the above short introduction to the discipline of Women's and Gender Studies here in order to frame our following comments and recommendations for how the program can build on and expand its current curriculum and programming, and increase its visibility. Like many small programs in Women's and Gender Studies, Acadia University's program is composed of a few courses mounted by the program (with a WGS prefix), and many other courses gathered from across other departmental locations that “count” for WGS credit. As a structure to offer curriculum, this one faces many challenges—here as elsewhere. Such challenges typically include ensuring coherence/cohesion among courses, maintaining visibility of the program in this dispersed structure, and controlling curricular offerings—and thus sequential learning objectives. Our comments below reflect some recommendations that aim to build upon and strengthen the program's ability to face these perpetual challenges, while also maintaining its existent strengths as a truly “interdisciplinary” program that draws on courses from across campus and offers much to the community (both campus and Wolfville) beyond its curriculum. We highlight several different focuses here as a way of framing our comments.

1) Program “identity”

We were excited to see that the program, during a retreat last year, began the process of thinking about its “identity” by formulating a mission statement and vision of itself. This kind of vision project is much more than simply a meta-level reflective exercise; it is the basis upon which a program or field of inquiry then thinks about its curriculum and what kinds of courses it needs, about its learning objectives or outcomes more generally, and about what it expects its students to “know” and the skills it expects them to have at the end of their degrees. As such, it is also an ongoing and continual process of “branding” and “marketing” what WGS does, and what it

contributes to the university's overall vision of itself (i.e., respect for diversity, cross cultural knowledge/global citizenship, attention to equity, etc.). The vision and mission statements arrived at by the WGS program at Acadia (see page 6 of the self study report) are directly in line with current conceptualizations of the field across Canada and the U.S., and recognize the massive shifts in the field since its inception in academia 40 years ago. No longer focused exclusively on women (if it ever really was), WGS today is marked by its attention to the social construction of intersecting identities of all kinds, in addition to exploring both the differences those make to the structures in the world around us and their impact on the politics of knowledge production.

Currently, however, the course offerings in the program don't all line up in an easily obvious way with this mission statement and focus of the program—an issue that reflects both the program dependence on courses from other fields and the tightness of resources available. In conversation with the current and incoming coordinator, for instance, we noted that there are several other courses in other disciplines that seem to also “fit” this mission statement, but which are not currently listed as “counting” for WGS credit (i.e., courses on social inequality, race, disability, and sustainability). As this new statement also makes clear, WGS is always about much more than “content” (i.e., being about women or gender), but is about a series of approaches and questions brought to issues of identity and its various impacts. Simply having some content focused on women or gender does not necessarily make a course a WGS course—a point also made evident in the vision statement, with its focus on the ways “questions” are asked and the reasons for asking them (“equitable ways of being”). What this might also mean is that it is faculty and faculty approaches that are more readily identified as WGS than simply courses. Given the steps already taken through these new statements, though, the time seems right in many ways for the program to rethink and re-organize its curricular offerings in line with its newly articulated mission/vision of itself—that is, to make clear that the program is not so much about particular kinds of identity content as it is about approaches to thinking about those identities. Letting the vision and mission statements be the thread that ties together the identification of faculty and courses from across campus will focus attention on what makes WGS more than the “sum of its parts/courses,” by drawing attention to the questions and issues that are also particular to this field. Being clear on how the variety of available courses from across campus are “stitched together” to constitute key areas and approaches in WGS will also have the added benefit of adding visibility to the program—i.e., as the site where particular kinds of questions get explored, where particular kinds of work gets done.

We recommend that the program work to more fully align its own mission statement with its curricular offerings—by adding some courses, possibly deleting or altering others, and being clear about how all of these intersect with each other around key questions and issues in the field. This clarity of how courses align with the program's mission statement will then also make it easier to articulate for colleagues, students, and administrators the specific focus(es) of this program.

We further recommend that WGS explore the identification of courses that count as WGS through the identifying of faculty whose approaches, theories, and questions reflect and lead to the outcomes identified in the vision/mission statement. These faculty could then be designated as cross appointed WGS faculty for a period of time (see below for more on this idea).

2) Course offerings and program visibility

Our comments in this subsection are targeted more specifically to the coordinator and curriculum committee of Women's and Gender Studies, as they restructure their curriculum in line with their

new mission and vision statements. These comments reflect conversations we had over the two days we were at Acadia, but we include them here as recommendations to strengthen both course offerings and program visibility across campus. This section also contains recommendations for course additions and deletions, but of course the final appearance of the curriculum depends on how the program moves forward in aligning its course offerings more closely with its exciting vision statement.

a) Right now, course offerings in Women's and Gender Studies consist of a few courses designated as WGS and many more selected from a range of other disciplines that count for WGS credit. In addition to the above comments about how these all "fit" together, the number of courses offered from other departments are not self-evident as counting for WGS credit; indeed, the issue of visibility is one that we heard much about from many people we talked with, especially the students. Having only a few courses with the dedicated WGST prefix results in other WGS courses that count getting "lost" in the timetable; they are hard to find and know about as WGS courses for interested students and aren't readily visible to anyone looking as also being WGS courses. Permanently designating courses in other disciplines/units that count with a WGST prefix works towards ensuring that people (students and the faculty teaching them) think of these courses as belonging to two or more fields of scholarly inquiry. Furthermore, having courses thus recognized better enables rethinking prerequisites (if there are any), assignments, assessment methods, and even content. This also furthers the education of all individuals involved in the interdisciplinary nature of WGS.

We recommend that WGS introduce the WGST specific designation for all courses that it deems to "count" for WGS credit. Furthermore, should there be prerequisites to these courses, we recommend that WGS work with those other departments to identify WGS specific prerequisites (rather than the "home" disciplinary ones), thus both structurally recognizing the interdisciplinary work of those courses and not disadvantaging WGS students in those courses. These changes must also be reflected in all university materials— websites, timetables, promotional materials, etc.

b) Curriculum is of course always impacted by resources, and in a small program with no faculty lines attached to it, the difficulties of offering a broad spectrum of Women's and Gender Studies specific courses cannot be understated. While we make some recommendations later in this report for how to rethink faculty resources, here we offer a few comments on existing courses and how they might be differently organized, beyond the addition of WGS prefixes mentioned above. Right now, WGS students must take three core courses (1413—Introduction to WGS [3 credit]; 2906—Women and Gender in the Modern World [6 credit]¹; and 3023—Feminist Theory [3 credit]) in addition to a number of electives in the field towards a major in the field. (We understand that there is also a new course at the 2000 level—Global Women's Movements, which can substitute for 2906, but this course has not yet been offered). Not only do the first two of these courses seem to have much crossover (an issue that also came up in discussions with students; see below for more on the results of our meetings with students), but they strike us as putting too many resources at the lower end of the course offerings, with the consequence of shortchanging the upper end/higher level courses. Indeed students mentioned the lack of and their desire for a senior/4th year level course where they could "sink their teeth into/go really in depth into" courses specific to WGS, and where they could also assume that their peers had some shared level of experience with the

¹ We recognize that 6 credit courses are a difficult issue, and that there are arguments to be made for them. However, when the majority of courses at a university have moved to 3 credit format, and when a program is already struggling to deliver courses that are varied and build on each other, the challenges posted by a 6 credit course becomes magnified.

questions and approaches of WGS. Additionally, many of the courses on the list of “counting for WGS credit” are not offered regularly (or at all any more in some cases), and because they are all housed in other departments or disciplines and across all faculties, WGS has no control over what its course offerings will be in any given year. Both of these issues mean that WGS can never really know each year what will be offered as part of its curriculum, cannot build coherence across the field or its degree programs, and cannot focus on learning outcomes in anything more than the broadest terms—all of which results in a program marked by instability. Here we offer some ideas on how to address these issues.

- ***WGS should rethink its sequence of core courses, and address especially the overlap between 1413 and 2906 and the use of so many resources at the lower level. One solution would be to change 2906 to a 3 credit course, clarify its difference from 1413, and make these sequential courses, with 2906 or the new Global Women’s Movements as a core second year course.*** Since 1413 seems to be a well subscribed course (as per the enrolment figures provided in the self study), the key is to continue to build on its success and bring students into the next course—a move which, to us, means that that next course should be both the same length (half year) and different enough to keep students’ interest. WGS is a broad field with many focuses in it; duplication can be avoided, although it does take much collaboration and good will among faculty to achieve this.
- ***Another possibility would be to offer multiple different points of entry into the WGS program, by developing different kinds of 1000 level courses. This would involve moving the “intro” course to another level (and reconsidering if an intro course is even needed). These new 1000 level courses could be broad introductions to some key ideas and themes in WGS, as well as—potentially—in other fields.*** Students interested in WGS could then move onto other kinds of “core” courses in the 2nd year and up. For instance, a course that introduces points of crossover between WGS and another discipline could be developed that would then count for credit in both disciplines. (Some examples we discussed during the site visit included courses such as “Health and Medicalized Bodies” or “Food, Gender, Culture”). This would make optimal use of faculty resources (since no one would be “borrowed” away from their home discipline), expand the offerings of two or more fields, and highlight the interdisciplinary nature of much academic and scholarly work. (And since the world outside of the university isn’t split up into disciplines, these kinds of courses might be more readily recognizable to students at lower levels—an added bonus for retention).
- ***WGS should think about how to offer a “capstone” experience for its students, one that brings together their multiple and different interests and focuses, and connects them to other disciplines and activities they are engaged in. This capstone course could also be experienced-based with a strong foundation of theories/concepts that underlie WGS. This would address a desire articulated by some students to have more experiential learning opportunities.*** See below for more detail about one possibility. Students in WGS deserve the same opportunities as students in other disciplines to be exposed to the more “difficult thinking” of the field, and to upper level courses where attention to gender, sexuality, and other identity categories and questions are not being introduced for the first time. We recognize that this also makes an argument for having faculty who can be dedicated to teaching WGST courses (that may not be cross listed with other disciplines/departments)—something we think is necessary, even given budgetary and resource constraints, to build the upper level intellectual content of the program. These upper level courses could be available to other students too, but it is important to have upper level courses that are designed as WGS specific offerings.

c) One of the major strengths we noted about Women's and Gender Studies at Acadia is how far reaching the program's impact is, extending well beyond its courses and curriculum. Indeed, we met several students who had only taken one or two courses (or even none) in the program, but who nonetheless identified themselves with it and felt strongly about its importance in their lives. Likewise, many faculty are also strongly attached to the program and contribute to it in a number of ways, even if they don't teach in it (an unusual scenario for almost any other discipline/field in a university. For these students and faculty, WGS is clearly important as a site on campus that draws attention to issues of social inequalities of various kinds. Both the self study and the students we talked with mentioned in particular initiatives such as Students for Enthusiastic Consent, Acadia Pride, speaker series, etc.—all activities which they closely identified WGS, and particular faculty, with. While such far reaching activities can be hard to maintain, both because of a lack of resources and because they might appear to draw focus and time away from curriculum, in this case we think this is a particular strength of this program. What we especially like about WGS' involvement with so many other kinds of activities is that it embodies what we all say we believe are the objectives of undergraduate education—and certainly the students' comments reflected that thinking about social involvement and concerned citizenship.

We encourage the program to think about how it can strengthen the connection between its curriculum and these other campus and community activities, so that more students (and faculty and administrators) see the two as imbricated in each other.

For instance, the program could consider how to build a capstone course around some of these activities, possibly bringing together applied/community based projects and theoretical work around particular issues to think carefully about how difficult any kind of organizing work is (see above). It should also take more advantage of the “co-curricular transcript” option (<http://cct.acadiau.ca/>) and opportunities for involvement in the university co-op program as it is a program with much focus on experiential and extra-curricular learning opportunities. The point here is to continue to build upon an existing program strength—in order to enable more faculty collaboration in teaching, and to take advantage of students' desires for putting into action what they are reading and learning about.

Resources

Resources are generally defined in very traditional ways within post-secondary institutions. Faculty, staff, spaces for myriad uses, library collections, equipment, supplies, and even students fit into the definition of resources, and all of these properties are essential for the functioning of a university and its programs. When money is plentiful, there can be a generosity of spirit regarding the acquisition and distribution of resources across all areas of a campus. When money gets tight, struggles over the “ownership” of resources intensify—and the support of one unit is too often perceived as coming at another's “loss.” In a faculty where the departmental structure is privileged over other methods of organizing curriculum, many people will move to protect their departments rather than thinking more broadly outside that structure when looking at resources and curriculum delivery. These kinds of territorial approaches create real barriers to thinking about resources, impeding the quality of programs or activities and thus also, the academic excellence of the entire institution.

Continuing support of Women and Gender Studies requires that attitudes regarding resources be more flexible at all levels. In this section of the report, we deal specifically with the resources of faculty; the breadth of influence across campus and the community of WGS and its students; and

material resources such as space, administrative support, and an adequate budget allotment to the WGS program.

1) Faculty resources

Acadia is fortunate to have many (predominantly women) faculty members who have been willing to put in extra time and energy to establish and maintain a program in WGS for over twenty-five years (and indeed, in our meeting with him, President Ray Ivany affirmed the dedication of faculty who have done “extraordinary work in sustaining WGS”). Even more remarkably, the continued existence and growth of the program has been maintained by these faculty members with no dedicated institutional support or designated resources until very recently (although certainly, the support of chairs from at least twelve departments across all three faculties has been necessary for the delivery of WGS curriculum). We believe that it is now imperative to find ways to stabilize faculty resources for WGS, especially in light of Acadia’s current fiscal and other resource challenges, and without other disciplines/ departments fearing that “sharing” their faculty with WGS will result in a loss of FCEs that puts their disciplinary offerings at risk.²

Currently, WGS’s faculty resources are “borrowed” from other disciplines/departments, with buyout monies being provided by the Dean of Arts or another administrative unit, in a fairly ad hoc manner. The professor for WGST 1413 (Intro), for instance, is currently borrowed from the Department of Sociology. The coordinator of WGS does get a two course release, although, again, with the monies for replacing her provided by the same administrators; additionally, this position does not mean that the person necessarily teaches the core courses in the program. While we recognize (and applaud) the generosity of these arrangements, we also believe that it is difficult to sustain and run a program that is constantly dependent on being able to make arrangements that individual faculty, home departments, and senior administrators all agree on at the same time. Too often, in this and other institutions, these arrangements can change at the last minute, as they are susceptible to other variables/demands. During our site visit, we had many discussions with faculty and administrators about possible solutions to the lack of permanent faculty, in order to stabilize WGS faculty, and thus also, the program—with the added benefit of bringing more visibility to the program across campus.

While the self study makes a strong and coherent case for the creation of a full time faculty position in Women’s and Gender Studies, we recognize that under the current circumstances, any recommendation to that effect will likely go nowhere. Nor do we believe that the appointment of one person full time to the program would resolve its multiple challenges (as these go beyond simply not having faculty positions). This is not to say—a point we want to emphasize here—that we don’t think that it is important to work towards having faculty dedicated to this program alone. However, there are other possible solutions that will achieve the desired effects—and potentially also bring unanticipated benefits to the program.

² The emphasis on “counting” was brought up many times during our visit, by both faculty and administration. While we know that universities are largely and increasingly dominated by these kinds of quantifying impulses, we want to make a strong argument (to Acadia, and at our own institutions) against the assumption that numbers can at all capture the quality and impact of our academic programs. The tyranny of counting cannot recognize the value of inter/cross disciplinary programs, never captures the breadth and depth of student experiences and what they take from their educations, and always works against faculty collaboration and new ways of thinking about curriculum delivery overall. We cannot let existing practices continue to dominate—and inhibit—educational changes and our responses to current challenges. Retreating into more quantifying measures will not resolve any of the current issues facing universities generally, or Acadia specifically.

For instance, one solution to the problem of limited faculty assignment to the WGS program lies within the Acadia University collective agreement. Clause 10.08.2 allows for the provision of trans-disciplinary appointments. Although, this clause was likely instituted with future hiring in mind, it could be applied to existing faculty members in a time-limited arrangement. Faculty members who have the expertise and desire to teach and provide other curricular, supervisory, and evaluative support to WGS could be given a cross-disciplinary appointment for a period of three to five years, with the understanding that as part of these appointments a certain number of courses taught by that person would be cross-listed as both WGS and the prefix (e.g. SOCI) associated with the faculty member's home department. The benefits of this kind of arrangement would be to stabilize WGS curriculum over a longer time period, increase people's involvement with the program, and bring longer term visibility to WGS. And since the courses are cross listed, no discipline/department should feel that they are "losing" something/someone. (There may be effects in terms of enrolments in some classes, but since WGS is a small program, we believe that these are not a concern for this arrangement). The point, rather, of these kinds of ever-evolving cross appointments and other arrangements at a time of diminishing resources, is to think of faculty as a resource to deliver curriculum wherever that happens (rather than only within specific disciplines); faculty's broad and often inter or cross disciplinary expertise thus becomes a "value added" element of the university, and a way to both sustain and grow programs by adding to each in these kinds of innovative ways.

For the position of coordinator of WGS, this trans-disciplinary appointment could also be for three to five years with a negotiated course release from the home department for the duration of the appointment. This course release is necessary in order to maintain the existing reality of a release for the coordinator. (While the coordinator currently has a two course release, we believe that, with the above suggested changes, this course release could alter—and is probably a matter that is taken up by the collective agreement). Such an arrangement would assure continuing and appropriate leadership in an interdisciplinary program that has struggled to maintain itself for a quarter of a century.

We strongly maintain that more cross listing of courses and more cross appointments of faculty—not just in WGS, but potentially between other units as well—will recognize and increase connections and ties between different disciplines perhaps artificially separated right now, build interdisciplinarity across campus, and aid a larger rethinking and restructuring of curriculum necessary to face not only current circumstances but also the rapidly changing world we, and our students, now inhabit.

Resources have to be seen as more than just financially based. New and creative ways of working together can provide different uses of existing resources, including faculty members, to the advantage of all.

We recommend that WGS, in conjunction with key administrators and the Faculty Association, explore options to cross appoint WGS specific faculty from among existing faculty at the university. Furthermore, we recommend that the administration think about WGS as a model for alternate ways to approach delivering curriculum to a broad based and diverse student body.

2) Material resources

Many of the material needs of the program in Women's and Gender Studies have been alluded to previously in this report. We compile them together here in order to draw attention to them as a

whole, and because when they are put together like this, the challenges facing WGS become too obvious to overlook.

a) WGS coordinator: One of the major resources for the Women's and Gender Studies program is the coordinator, who is currently provided a two-course release for this role. Without stable and ongoing leadership, no program can survive and thrive. The need for a designated coordinator of WGS who is given time to do this work cannot be overstated, especially because the program has no designated faculty appointments/numbers and thus very little control over its own curriculum or activities. Acadia has been fortunate to have such dynamic, enthusiastic, and engaged coordinators of this program, but this work cannot be done as "volunteer" or overload work. We laud the administration's recognition of the course release time necessary to ensure optimum program running and growth, and thus mention it here as an important resource for WGS.

b) Space: It is essential that the program have a physical contact point somewhere on campus – other than the offices of the teaching faculty. This space must be staffed during regular campus hours (see next point). The location and phone number of this site needs to be included and designated as Women and Gender Studies in all print and electronic campus guides.

c) Support staff: The physical space described above requires a person knowledgeable in the WGS program. This does not necessarily need to be a full time designate of WGS, but rather, (in the long term) could be a person who serves all interdisciplinary studies programs with basic administrative support duties and abilities, including website maintenance. The importance of this resource to WGS in particular is that it is an interdisciplinary program that is independent of any home disciplinary location. Since it does not have any administrative support allocated to it, it is, again, dependent on handouts and good will from other units—which, we maintain, is not a way to run an academic program. In the short term the need for this administrative support should be formalized by allocating a certain percentage of an administrative assistant to the WGS program.

d) Budget: While we recognize the fiscal constraints Acadia is under, the absolute lack of any discretionary budget at all is a major difficulty for the program. All academic units need on-going funds with which to conduct particular aspects of their program. It was mentioned on a number of occasions that coordinators of WGS have always been at dependent on the generosity of other disciplines and department heads to contribute funds for various speakers and other programs provided by WGS. A legitimate academic program ought not to be reduced to beseeching funds that other programs take for granted. WGS needs a discretionary budget of at least a few thousand dollars in order to continue to adequately mount the activities that it has so successfully undertaken. (This of course does not preclude it working with other units to organize and sponsor events. But it does need to be a real partner in those arrangements).

e) Voice: It might seem inconsistent with the other materials aspects contained in this section to include "voice." However, one of the most important resources of any academic unit is a "seat at the table" and a voice among peers. Heads of units have a responsibility to those units to be informed regarding faculty and campus-wide concerns that affect them. Being able to voice the position of one's faculty and the needs of one's students is an important activity in the larger operations of any faculty or school. To have a degree program with majors, minors, and Honours students would—we maintain—seem to be a very legitimate argument for inclusion at any gathering that discusses issues that might impact that program.

In order to fully put into practice talk about interdisciplinarity, cross-unit connections, and new ways of working together, practices must also be changed, so that they no longer only recognize or privilege traditional departmental structures. If in the short term, then, WGS remains in the Faculty

of Arts (before a new administrative structure is decided upon for inter and cross disciplinary programs), it is essential that its positioning change. While this location does not capture or reflect the cross faculty connections of WGS (nor of other similar programs, such as ESST), it does have the advantage of keeping the programs in other disciplines' sight, as opposed to either of the above options. But WGS has to now become recognized as an equal and contributing member to the overall curriculum options and administrative structures in Arts, on a par with the more traditional departments already existing. Its coordinator needs to be represented at the dean's table of chairs/heads and be accorded the same opportunities as other chairs to sit on campus wide committees, etc. The coordinator has to have the same "voice" as other chairs, along with the same rights and responsibilities. In short, the present distinction between departments and programs needs to be dissolved. While this would result in more people sitting around the table, the benefit to Arts specifically, and Acadia generally, of having its broad approach to undergraduate education be institutionally recognized would be worth the increase in voices and people.

We recommend that the Acadia University administration immediately move to address the lack of material resources for the Women's and Gender Studies program as outlined in the above section. These will cost almost nothing, but will bring huge payback in terms of their results for program visibility, stability, cohesion, and sustainability. Additionally, to better address issues related to resource needs, we recommend that the WGS program be represented at Deans/Chairs meetings by the WGS coordinator.

3) Student involvement and "reach" of the program

Meeting with Acadia students was one of the highlights of the review process. Students are the best ambassadors of what we do in our various endeavours, and thus also one of the greatest resources a program has. Although the majority of students with whom we met were not WGS majors (and some had never even taken a course in WGS), they all agreed that their involvement with WGS was an important and life changing aspect of their time at Acadia. The students provided feedback on the "awesome" professors they had had in WGS classes, talked about how the courses provided "new ways of thinking" that improved their understanding and performance in non-WGS courses, and testified to the importance of the range of WGS-related activities they were involved in (Indeed, one student even commented on how "the WGS program changed their life"). As several students noted about WGS: it is a "site for exploring social issues on campus and in the community." Overall, the impression we were left with was of a group of dynamic and engaged students who had found an institutional "home" in their varied relations to WGS that met their needs and challenged them constantly.

Students indicated that the impact of WGS went far beyond the classroom. One initiative that was frequently mentioned was the Students for Enthusiastic Consent gathering that developed in response to sexual assault, and their amazement and excitement about the response this activity generated across campus. They discussed going to hear speakers that WGS faculty had brought to campus even if they were not in the specific course involved. They noted WGS-based community activities such as the December 6 National Day of Remembrance and Action on Violence Against Women that drew members of the Wolfville community to a campus event.

However, students also provided important information on some of the drawbacks and difficulties they experience related to WGS, and especially to the availability of courses, timetabling, visibility, and consistency of focus across the of program. We offer their comments here not because we think they are unique to Acadia—they are not, being found at many universities, no matter the size—but because they may aid the program in the work it undertakes as a response to the above section on "curriculum and programming."

- A number of students indicated that they were not even aware of the WGS program until their third or fourth year at Acadia. They were unable to take many courses and majoring, or even minoring, in the program was not possible at that point in their academic careers. Students indicated that much more publicity about the program was needed in the timetable and across campus in general.
- Further feedback regarding the timetable indicated that because so many of the WGS courses were drawn from other disciplines, but with no WGST prefix, it was difficult to navigate the process of registration and course enrolments had already been reached by the time the students attempted to get a class.
- Learning about WGS courses was further complicated because it did not occur to students to look beyond the faculty that housed their major to find WGS courses in other parts of campus. Some courses that would be of interest to these students were not cross-listed with WGS and some courses that are recommended by WGS have not been offered by department in many semesters. Students also noted that they wondered how the list of courses that count as WGS was arrived at, and felt that some courses had probably changed and weren't as relevant anymore.
- There was concern raised over the lack of specific WGS and courses that counted at the upper levels. Many of the courses listed as possible WGS options at the 3000/4000 levels are not regularly offered or are not offered at all. Students expressed frustration at not being able to study at a higher level or in courses with greater specificity in topic that only advanced level offerings provide. Additionally, several mentioned their desire for more experiential learning opportunities.
- Students offered concerns about the absence of a dedicated space where they could go to get information about a WGS major, minor, courses, and Honours degree. Other than a bulletin board in BAC, there is no location to easily access assistance regarding WGS.

Women and Gender Studies is by its nature an interdisciplinary area of study. Students from across campus are attracted to the foci and critical analyses contained in its classes. The importance of promoting interdisciplinary programs, including WGS, cannot be overlooked in addressing the breadth of interests and multiple goals of a contemporary post-secondary student body.

Structure and Administration

In this section, we take up some of the larger questions we were met with in our first meeting of the review process. Specifically—and genuinely—we were asked to think about and possibly address the question of the administrative structure most appropriate for interdisciplinary programs such as WGS—one that could help thinking about the same issues surrounding the increasing number of similar programs on campus. While we probably don't offer anything here that people at Acadia haven't thought of already, we nonetheless include some of our own thought processes and observations about this key question issue—one that many of us are facing on our own campuses too. Two major issues strike us about this question: i) what is the relationship of WGS to other similar programs on campus; and ii) how should WGS be administratively structured and where should that structure be located?

1) Relationship of WGS with other interdisciplinary programs

The development of interdisciplinary programs at the undergraduate and graduate levels, in addition to the cross-disciplinary collaborative research that either sparks the creation of these programs or is an outcome of them, is proliferating on university campuses. Traditional post-secondary structures are built around areas of knowledge called “disciplines,” which are then recognized structurally as separate departments, and subsequently formed into units composed of similarly focused disciplines such as Science or Humanities. Growing relationships among formerly disparate areas of study are increasing as, more and more, scholars and academics explore points of intersections between their diverse interests and concerns. Universities, however, are not set up, structurally or administratively, to support interdisciplinary studies even though many support and encourage their development. There is no doubt that sharing challenges and successes between such new programs can benefit them all, and joining voices can bring broader attention to the needs and importance of these programs.

We recommend that the Acadia University administration facilitate ways for these newer interdisciplinary units to come together, and formalize a structure that recognizes their common interests, challenges, and goals. This goes beyond the kinds of informal getting together that we also recommend these programs engage in, but points out the importance of the administration not leaving under-resourced programs on their own, or as “secondary” to the more traditional departmental structure.

Although we have no specific ideas for how to formalize this structure, we—as well as the university administration—recognize the importance and even the urgency of re-structuring necessary to recognize and deal with the changes on university campuses around how we increasingly intellectually and pedagogically identify ourselves.

2) Governance for interdisciplinary programs overall

Interdisciplinary studies is a growing academic reality at Acadia University. It is likely to get bigger in the near future as this type of program development is occurring on most campuses in Canada. It is important that new and structurally different offerings are not left to struggle independently within a traditional framework that never considered their development. These exciting and popular programs may be seen to be interlopers by some who support traditional disciplinary structures. And traditional structures will resist a further division of resources for new configurations of educational and research endeavors. Nonetheless, it is imperative that Acadia investigates and implements a governance structure for its growing interdisciplinary studies (IDST).

There are two current locations within Acadia’s administrative structure that could be tasked to house and coordinate IDST. There is also the option of creating an entirely new entity established to administer IDST programs; as this latter option is likely to be the most costly, it will not be discussed further here.

Option 1: The Office of the Vice-President Academic

The VPA is the senior administrator tasked with overseeing all academic matters on campus. The reporting lines of all deans and heads of schools is to the VPA, thus it is somewhat logical that IDST be housed in a unit that oversees all academic programming. Cross-faculty concerns are already the purview of the VPA and intra-faculty program supports follow logically from this. The stability of IDST programs could be increased and their concerns dealt with fairly in an extra-faculty administrative jurisdiction.

Concerns regarding this option stem from the fact that no other specific academic units come under the direct supervision of the VPA. Deans of faculties and heads of schools are tasked with the governance of programs that reside in their divisions. Locating IDST programs in a structure that sits above the level of faculty or school could create confusion and/or resentment from academic units that might feel that IDST programs were somehow being privileged above traditional disciplines.

Furthermore, if the coordinators and heads of IDST programs were to report to the VPA, this would remove the voices of IDST heads from the faculty or school level where, since their courses reside there, they need to be heard. Because all the programs and disciplines that compose the IDST programs come from the faculty / school level, it is problematic to remove them from that level of governance and participation.

This brings the argument back full circle...what happens when an IDST programs draws its content from across faculties and schools? Who has administrative responsibility then? Where do their voices and concerns get a hearing?

Option 2: The Office of Research and Graduate Studies (RAGS)

Another existing structure at Acadia that might be a logical home for IDST is the Office of Research and Graduate Studies. This unit, headed by a dean, could provide a home for IDST at the same administrative level as all other academic programs on campus.

Contemporary research is often collaborative with partnerships created among researchers from numerous disciplines, interdisciplines, and various faculties and schools. Some funding bodies have created a submission category of ‘interdisciplinary’ because contemporary research often does not fall within a traditional disciplinary field. Because of this, the dean of research will have a strong understanding of interdisciplinarity and collaboration. This knowledge could easily be extended to include undergraduate and graduate programs in IDST.

As many graduate programs also utilize an interdisciplinary approach and Acadia currently offers an interdisciplinary Master’s program in Social and Political Thought, locating the campus-wide IDST programs in RAGS makes some logical sense. Because research comes from faculty members in all faculties and schools (as likely does graduate studies), the dean of RAGS is already tasked with working with all other deans on campus regarding a number of academic endeavors.

However, concerns regarding this option stem from the fact that no other programs *per se* reside in RAGS. It might create some friction if one dean were to have administrative control over aspects of programs that actually reside in another dean’s faculty. There could be concerns about the distribution of resources to RAGS that might be seen to be better placed within the home faculty of at least some of the disciplines contributing to the IDST program. Times of fiscal constraint might exacerbate such feelings. Furthermore, the same concerns regarding the voices of IDST coordinators and heads being removed from the faculties from which their programs arise might create difficulties.

We offer no recommendation here, as we have none that is “actionable” in any way. But we recognize, along with many people at Acadia, that the advantages and hurdles of each of these options must be carefully considered within the overall administrative structures of Acadia University (in addition to the other possible option of a Faculty of IDST). And we encourage that the same openness of thinking and approach—as outlined in this report about faculty resources and

opening up spaces for enabling and recognizing collaboration—be brought to developing innovative administrative models for IDST programs. Because, what cannot be argued against, is that a full and comprehensive (rather than ad hoc) governance structure for IDST programs must be developed as soon as possible—for Acadia, as for all of our campuses.

WOMEN'S & GENDER STUDIES - RESPONSE TO ACADEMIC PROGRAM REVIEW

The members of the WGS program wish to thank Drs. Ann Braithwaite and Dayna Daniels for their dedicated reviewing of our program. We also wish to thank and acknowledge John Colton and Jennifer Richard for their participation in the process and their contribution to the assessment of the program. Welcoming this long-awaited and first review of the various aspects of the program, the members of WGS regard this exercise as a milestone towards the strengthening of the program and the expansion of interdisciplinary studies at Acadia.

In addition to reviewing the WGS program in the usual way, the Vice President-Academic challenged the WGS reviewers and faculty to consider how interdisciplinary studies in general might be governed at Acadia. Our response to the review therefore is divided into two parts. First, we provide our response to the specific recommendations made by reviewers. In the second part, we present our vision of a new model for interdisciplinary program governance, prefaced by a rationale for this model.

RESPONSE TO SPECIFIC RECOMMENDATIONS MADE IN THE PROGRAM REVIEW

Curriculum and Programming

- **We recommend that the program work to more fully align its own mission statement with its curricular offerings—by adding some courses, possibly deleting or altering others, and being clear about how all of these intersect with each other around key questions and issues in the field. This clarity of how courses align with the program's mission statement will then also make it easier to articulate for colleagues, students, and administrators the specific focus(es) of this program.**

The WGS Planning Committee endorses this recommendation. Our Curriculum Committee will soon engage in a process of revision which may lead to additions, deletions, and modifications. We suggest, however, that the problem is not so much that this alignment does not exist, but that it remains implicit. An explicit description of the intersectional dimension of our program will go a long way in establishing its methodologies, strengths, scope, and identity. Such description would then be used on the WGS website to advertise the program.

- **We further recommend that WGS explore the identification of courses that count as WGS through the identifying of faculty whose approaches, theories, and questions reflect and lead to the outcomes identified in the vision/mission statement. These faculty could then be designated as cross appointed WGS faculty for a period of time (see below for more on this idea).**

The WGS Planning Committee agrees with the former part of the recommendation, which works in tandem with the first recommendation. However, we will propose a different model of governance and teaching appointments in the latter section of our response.

- **We recommend that WGS introduce the WGST specific designation for all courses that it deems to "count" for WGS credit. Furthermore, should there be prerequisites to these courses, we**

recommend that WGS work with those other departments to identify WGS specific prerequisites (rather than the “home” disciplinary ones), thus both structurally recognizing the interdisciplinary work of those courses and not disadvantaging WGS students in those courses. These changes must also be reflected in all university materials—websites, timetables, promotional materials, etc.

While we endorse the recommendation for the sake of program visibility, we cannot decide unilaterally to affix the WGST appellation to courses in other disciplinary programs. In other words, such a process will necessitate discussions and negotiations with other departments. It will also necessitate curriculum proposals for modification of course descriptions. Wherever possible, we will work with other disciplines to establish appropriate prerequisites for cross-listed courses. For instance, two Kinesiology courses have been cross-listed for next year with WGST 1413 as one of the possible prerequisites.

- ***WGS should rethink its sequence of core courses, and address especially the overlap between 1413 and 2906 and the use of so many resources at the lower level. One solution would be to change 2906 to a 3 credit course, clarify its difference from 1413, and make these sequential courses, with 2906 or the new Global Women’s Movements as a core second year course.***

The process of revising the three core courses of the WGST program began before the program review, so we acknowledge the validity of the recommendation. As a first step, in 2011 we introduced a new three-credit course (WGST 2913) as an alternative to the current WGST 2906. To date, however, we have not been able to offer the course due to lack of resources. We are also in the process of reconsidering the interrelations between the three levels of 1413, 2913/2906, and 3023 (Feminist Theory). We are assessing their focuses, methodologies, and theoretical frameworks. Further, instructors responsible for these courses are scheduled to meet and discuss curriculum strategies.

- ***Another possibility would be to offer multiple different points of entry into the WGS program, by developing different kinds of 1000 level courses. This would involve moving “intro” course to another level (and reconsidering if an intro course is even needed). These new 1000 level courses could be broad introductions to some key ideas and themes in WGS, as well as—potentially—in other fields.***

Based on our success with the introduction course (WGST 1413), we are reluctant (loath !) to delete it, especially since it now counts towards the Arts Core. The course is a stepping-stone to the WGS program, but also an eye-opener for students enrolled in other programs. It has been consistently oversubscribed. At the same time, we agree with the strategy of making other courses points of entry into the program (cited examples are “Health and Medicalized Bodies” or “Food, Gender, Culture” which has now been revised as “Food & People”). The advantage of such a strategy is that these and other courses are already offered in various departments and do not necessitate additional resources. We propose to develop an approach that would combine WGST 1413 with other possible courses as points of entry or interdisciplinary linkage across programs. Increasing the visibility of the WGS program by having the Coordinator visit classes which might attract potential WGS students is another strategy which seems fruitful. For instance, visits by the Coordinator and a part-time WGS faculty member to classes such as “Psychology of Gender,” and “Food Commodities” has raised the profile of WGS and resulted in increased enrolments in WGST 1413 for this semester. In fact, this course still had ten students on the waiting list after the first week.

- ***WGS should think about how to offer a “capstone” experience for its students, one that brings together their multiple and different interests and focuses, and connects them to other disciplines and activities they are engaged in. This capstone course could also be experienced-based with a strong foundation of theories/concepts that underlie WGS. This would address a desire articulated by some students to have more experiential learning opportunities.***

In theory, we endorse the recommendation, although lack of resources makes it difficult to implement it. A possible solution would be to take advantage of the fact that the three core courses are taught on a rotational basis. This could create the possibility of including the capstone course in this rotational system of course offerings. Being able to provide a 4000-level course would be desirable, especially if it could be combined with community engagement in some form. At the same time, we wish to underline that the objective of WGST 3023 (Feminist Theory) is precisely to introduce students to “difficult thinking” and a rigorous training in theoretical analysis.

- **We encourage the program to think about how it can strengthen the connection between its curriculum and these other campus and community activities, so that more students (and faculty and administrators) see the two as imbricated in each other.**

This is an area we have been discussing for several years. While community is a core concept of our research and teaching, it is a practice that depends on the time and availability of faculty, students, and other agents working in various communities and on campus. In the last two years, Acadia has been blessed with the activism of students, the noteworthy engagement of the newly appointed Equity Officer, and the participation of various actors organizing activities and services on campus. We also support and applaud the introduction of the co-curricular transcript. We suggest that a revision of our curriculum (see above) and a renewed transdisciplinary collaboration with other faculties and programs whose research is community-oriented will allow us to implement this community-based approach in our course offerings. In addition, the existing CFUW Award is already oriented towards projects which involve the community, and we are also actively pursuing new sources of funding which would allow us to support student community research projects.

Resources/ Structure and Administration

For a response to the remaining three recommendations, see our proposal for a new model of inter- and trans-disciplinary governance on campus.

- **We recommend that WGS, in conjunction with key administrators and the Faculty Association, explore options to appoint WGS specific faculty from among existing faculty at the university. Furthermore, we recommend that the administration think about WGS as a model for alternate ways to approach delivering curriculum to a broad based and diverse student body.**
- **We recommend that the Acadia University administration immediately move to address the lack of material resources for the Women’s and Gender Studies program as outlined in the above section. These will cost almost nothing, but will bring huge payback in terms of their results for program visibility, stability, cohesion, and sustainability. Additionally, to better address issues related to resource needs, we recommend that the WGS program be represented at Deans/Chairs meetings by the WGS coordinator.**
- **We recommend that the Acadia University administration facilitate ways for these newer interdisciplinary units to come together, and formalize a structure that recognizes their common interests, challenges, and goals. This goes beyond the kinds of informal getting together that we also recommend these programs engage in, but points out the importance of the administration not leaving under-resourced programs on their own, or as “secondary” to the more traditional departmental structure.**

A NEW MODEL FOR GOVERNANCE OF INTERDISCIPLINARY PROGRAMS AT ACADIA

PREAMBLE – SYSTEMIC ISSUES AND PROBLEMS

The model proposed here is an attempt to resolve the long-standing issues and problems faced by Women's & Gender Studies (WGS) in particular, but we hope it will also be applicable to interdisciplinary (IDST) programs in general. We began by researching the ways similar programs at other universities deal with these challenges. Unfortunately, we found that few have developed solutions. We were therefore forced to create our own model, a process that has taken much time and energy. The final impetus was provided by the program review undertaken in spring of 2012 and the challenge presented to us by the Vice President Academic to find a governance model that would benefit all the interdisciplinary programs on campus.

The Program Review Report identified many of the challenges faced by WGS, and we have responded to those above. The proposal below is a long-term plan for the governance of IDST programs. We anticipate that it will be appropriate for other IDST programs, but realize that they will each have to consider our ideas and suggest modifications they consider necessary. Part of the WGS philosophy is a collaborative way of working and we certainly wish to approach institutional change in that way.

The WGS Planning Committee considers the existing computer system and the FCE system to be the two most significant systemic obstacles to the continued development of WGS, and the following comments are made as background to our recommendations. Additional challenges facing the program are also outlined. Although these comments are based on the experience of WGS, we believe that they are also true for the other programs.

(a) The computer system

In many ways, our administrative structure and our aging computer system have not kept up with the evolution of interdisciplinary thinking and are driving pedagogy rather than the other way round.

This systemic inflexibility is holding our program back because it disadvantages WGS in several ways:

1. Minors

Few students enter WGS in first year. It is not a discipline taught in high school and most students are unaware of its existence until they get the opportunity to take a course. The recent recognition of WGS courses as part of the Arts core was a valuable way to draw attention to WGS, and we will continue to work on increasing the program's visibility. However, it will no doubt remain the case that most WGS students take the multidisciplinary minor that is currently housed in the Faculty of Arts. This in itself is inappropriate since the minor is interdisciplinary as it includes courses from the other two faculties.

Unfortunately, the fact that the computer is unable to record minors has several detrimental consequences for WGS:

- We have no way of tracking our students' progress
- We have no way of knowing who our students are so that we can contact them to give them information on new courses, advise them on course selection, or even to give them a sense of belonging to a discipline

- Our students' transcripts do not recognize the work they have accomplished for their minor or the fact that they have followed a coherent course of study. This is particularly problematic for WGS where the majority of courses are cross-listed and show up on transcripts as what appears to be a hodge-podge of course codes.

For many years now we have requested that a way be found to track minors, and have received conflicting responses. A motion was passed in Senate in 2010 approving the recording of minors on transcripts, yet there has been no action. We recognize that a new computer system is not a financial priority, but perhaps our colleagues in Computer Science would have suggestions for interim measures.

Therefore, we strongly recommend:

- Priority must be given to finding a way to track and record students taking a Minor, even if this has to be done separately from the existing computer program.
- Administration should consider hiring consultants from the extraordinary pool of computer science talent available on campus to address this issue

(b) FCE System

The second systemic problem is the FCE system, which is meant to reflect how many students are taking courses within a particular discipline as compared to the number of majors in a program, thereby demonstrating the "value" of the program. However, this is problematic for WGS for a number of reasons:

- FCEs are attributed to the discipline. Since WGS relies on students taking cross-listed courses, and since many WGS students are taking the minor, which is not recorded, the FCE count does not accurately reflect the service WGS is providing.
- The current method of counting FCE's means that faculty teaching courses with a WGST course code are a "loss" to their department because they will not be accruing FCEs for their department. Heads are reluctant to "lose" FCEs because they see FCEs as the only mechanism they have in order to argue for more resources.
- Lastly, the value of WGS does not just reside in the courses offered. WGS faculty initiate and lead many activities that add value to campus and community in ways which cannot be measured statistically.

We have discussed the FCE system with several administrators and determined that it is an intractable problem for WGS. We consider it unlikely that the departments would agree to abolish the system. In discussions with Pam Dimock, we investigated the possibility of double-counting FCEs for the discipline and the faculty member, or giving courses multiple course codes, but we concluded this would create as many problems as it would solve.

We have been assured by the Vice President Academic that financial decisions regarding programs are not directly linked to FCEs as the chief criterion of evaluation and, further, that FCEs have no bearing on external funding.

Therefore, we recommend:

- **WGS and the value of its program should not be judged or evaluated on the basis of FCEs**
- **FCEs for courses with a WGST code should be calculated in the same way as for IDST courses, i.e. they should accrue to the faculty member's home discipline. This would mean having a faculty member teach a WGST course would advantage rather than disadvantage their department.**
- **other ways should be found to make it advantageous for departments to participate in IDST programs**

(c) Additional Challenges

Other challenges arise from the tenuous nature of the WGS program and its reliance on departmental good will:

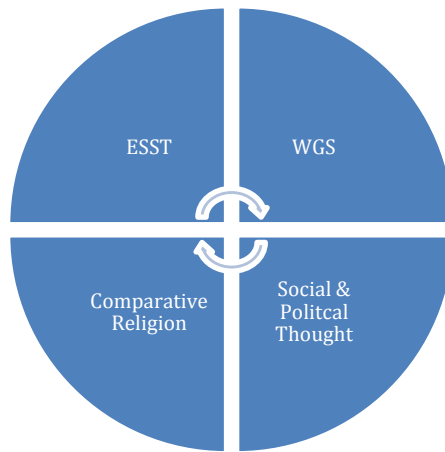
- The hiring freeze on faculty means that many departments are having trouble offering their core courses and are increasingly unable to offer a range of electives, some of which may be WGS cross-listed courses. Thus the number of WGS courses available to students is diminishing.
- Compounding this, the hiring freeze has hit the Faculty of Arts disproportionately hard; since the majority of WGS courses and faculty are currently in the FA, this has had a particularly detrimental effect on the number of courses we can offer each year.
- In addition, WGS has no control over which or how many courses are offered each year and can currently only ever offer two of its three core courses.
- Since WGS cross-listed courses are offered by departments, and may not be authorized until late in the Spring, the Coordinator has little opportunity or say in when they are scheduled, resulting in situations when they are offered at conflicting times.

With these understandings in mind, we have developed the following new model for the governance of IDST programs on campus.

PROPOSED MODEL OF GOVERNANCE FOR INTERDISCIPLINARY PROGRAMS AT ACADIA

We propose a model of governance for interdisciplinary programs organized around the notion of an autonomous “hub” or “network,” located in its own custom refurbished physical space. This Academic Centre for Interdisciplinary Studies (ACIS, pronounced “axis”) could begin with WGS and ESST as two major programs.³ Other programs such as Social and Political Thought, and Comparative Religion may also wish to join as scholarship, curricula, and interests evolve.

³ ACIS will be the name used here for the sake of convenience, but we are open to other suggestions.



Institutional Presence & Financing

Ideally, ACIS's physical space would be sufficient to provide separate offices for each IDST program, plus a board room and generous meeting spaces where students and faculty could meet informally and hold talks and seminars.

ACIS programs would be supported by a full-time administrative assistant who would act as receptionist for the building and provide administrative support to all the IDST programs and their students.

Each IDST program would be provided with a budget for speakers, recruitment materials, field trips, professional affiliations, and incidental expenses.

Funds would be designated to ACIS as a whole for faculty salaries and Teaching Assistants.

In addition to a physical space, IDST programs would have their own virtual space on the Acadia website. Instead of being listed under faculties, they would be listed under a separate heading, "Interdisciplinary Studies". This would avoid confusion, provide more visibility to the programs, and make it much easier for students to access information.

Faculty

As explained in the preamble, IDST programs currently rely on "borrowing" faculty from different departments to teach their courses, either by trading a per-course appointment with the faculty member's home department, or by cross-listing courses already offered by departments.

We propose reversing this model by populating ACIS with faculty whose practice is interdisciplinary and whose courses could be cross-listed by departments. In this new model, tenure track faculty members would be appointed to ACIS, but they would be hired on the basis of their ability to teach for a variety of different disciplines.⁴ The IDST programs would no longer "borrow" from departments; they would have faculty to "lend".

For instance, someone who specializes in Eco-Feminism would be able to teach courses for all the ACIS programs as well as for several departments in the three faculties. The hiring process would include members from departments interested in cross-listing the proposed hire's courses. This would broaden the range of courses departments could offer to students and integrate interdisciplinarity in

⁴ Besides new hires, there may already be faculty on campus working in specific disciplines who fit this description and may wish to identify themselves as candidates for this kind of position.

the traditional disciplinary offerings. It would also provide more stability for IDST programs because it would enable them to plan ahead, knowing certain courses could be offered on a regular basis. Other examples might be faculty teaching in the fields of Politics & Environment and Feminism/Racism/Popular Culture.

We considered adopting the more traditional model of cross-appointments, but we believe that the model we are proposing would have significant advantages. It would give ACIS its own dedicated faculty members whose service and research would not be uncomfortably shared between departments. Furthermore, it would maximize the use of resources by serving a number of departments as well as the IDST programs. Participating in IDST programs would become an advantage rather than a disadvantage for departments.

ACIS faculty would not coordinate the IDST programs, at least in the short term, since this would take them away from teaching. Coordinators for each IDST program would continue to be chosen from the broader campus community and given adequate course releases and other supports.

Governance

Governance of IDST programs is currently somewhat ad hoc, with programs being administered from the VP-A's office or from within faculties, and operating and staffing budgets being cobbled together from similarly varied sources.

We value the fact that IDST programs inherently cross faculty lines, so we are not advocating the creation of a new faculty silo. We propose that governance of ACIS and its programs should come under the auspices of the VP-A's office, and be accorded equitable representation and decision-making power on committees across campus.

To avoid the proliferation of administrative structures and expenses, we propose that the coordinators of the individual ACIS programs share the work of representing the interest of ACIS. One possibility is that each year one of the coordinators could be designated as Chair and represent ACIS as a whole at meetings of Heads of departments. Since they would need to attend meetings in three faculties, this would be an onerous task that should be recompensed with an extra course release and/or stipend.

Provisions would also need to be made to ensure that ACIS interests are represented on all appropriate campus committees, including Senate. For instance, wherever committees are constituted of representatives of each faculty or unit, an ACIS representative should be added. This role could be filled by IDST program coordinators and faculty or by any of the members of faculty active within any of the ACIS programs, regardless of their home department or faculty. The danger here is that this adds to the burden of service work required of faculty. However, in the long run, as participating in interdisciplinary programs is seen as an advantage to departments, it may become less crucial for a separate IDST voice to be present at every table.

This pan-academic structure would also mean that the terms of reference of committees such as the IDST Committee in the Faculty of Arts would have to be changed and the organization and administering of multidisciplinary minors would have to be rethought and brought under the new heading of "Interdisciplinary Studies" on the website. Curriculum procedures would also need to be considered since it would no longer be appropriate to process IDST courses through particular faculties.

Implementation and coordination of these changes would clearly be a considerable task, but we urge the University to give serious consideration to our proposals so that all IDST programs at Acadia can flourish.

Guidelines for Faculty from the Curriculum Committee

1. The forms you must use for proposing changes to the curriculum (courses or programmes) are available on the Registrar's Office webpage at the following link: https://central.acadiau.ca/registrar/faculty_information/Curriculum
2. The deadline posted on the RO webpage is the date by which all submissions must be sent to the University Curriculum Committee. The date by which you have to complete the initial preparation of your forms is the date established by your faculty Curriculum Committee. Their date will be chosen in such a way as to allow them to process all the forms submitted by the faculty, arrange for the authors to make any necessary changes and present the finalized forms to a meeting of your faculty council. Your forms will therefore need to be ready to go to your faculty curriculum committee sometime in October. Your faculty curriculum committee should specify their deadline for receiving your material early in the Fall term.
3. The details and complexity of the forms vary according to the changes you want to make, but several of the forms have questions about your consultations with students and your consultations with library staff. This means that you need to start the process of preparing your submission well in advance of your faculty deadline in order to gather the necessary information.
4. Note that course titles must be easily converted to a 'short' course title of no more than 30 characters for university transcripts. Even if the course title for the calendar entry exceeds this length, you have to supply the short, 30 character version for transcript use. This constraint may affect the title that you choose.
5. Course descriptions may not exceed 60 words; this rule exists to ensure that the University calendar does not become too unwieldy or too expensive to produce. Course descriptions should be expressed in clear, grammatically-correct language and avoid jargon or overly-technical language, as far as is reasonably possible. The calendar is accessed by many people for many different reasons. It is the document that informs the public and students about what we teach, so it should be an accessible document and should provide accurate information. Courses that stand little chance of being offered in a foreseeable future should be deleted in order to avoid false advertising or the creation of false expectations for students.
6. Once your proposals have been approved by your faculty curriculum committee and presented to your faculty council, you are responsible for seeing that TEN paper copies (the required number) are sent to the Registrar's Office. The ten copies are then distributed to the ten members of the Senate Curriculum Committee for discussion and analysis. In some departments, the head or other delegate submits all proposals for the same unit; make sure you know how this is done in your unit and that whoever is responsible for submitting your proposals has the most recent version of them. The head or delegate will need an electronic copy of your form(s) for submission to the Registrar's Office, and will include an electronic copy of the minutes of the relevant faculty council meeting and a summary page itemizing all the proposals from your

Guidelines for Faculty Curriculum Committees

1. All the information you will need is available either on the Registrar's office website (https://central.acadiau.ca/registrar/faculty_information/Curriculum) or in the Constitution document of your faculty. You should check both these sources. Familiarize yourself with the forms and the instructions on the Registrar's Office webpage, since your faculty curriculum committee is responsible for ensuring that these forms are properly completed. Your faculty constitution will set out details concerning how curriculum proposals should be presented to your faculty.
2. **NOTE** the date (given on the webpage) by which all curriculum proposals must be forwarded to the University Curriculum committee and **SET** your deadline for receipt of submissions from your faculty. Proposals from your faculty must be presented at a meeting of your faculty council for information or approval, so you will set your date for the receipt of all curriculum proposals in relation to the date of that faculty council meeting so that you will be ready to present the finalized submissions at that time. Allow plenty of time for your committee to do its work; the deadline for the receipt of submissions from your faculty should probably be at least three weeks prior to the date of the November faculty council meeting. Circulate this date to all departments (or all colleagues) as soon as possible in September. In the same message give them the URL for the webpage where they can access the necessary forms.
3. When you receive the submissions from your faculty, the job of your committee is to go through each one ensuring that it has been properly completed. This includes **COUNTING** the number of characters used in the short course title and the number of words in the course description to make sure that these do not exceed the limits of 30 characters and sixty words respectively. However annoying they may seem, these constraints are very important. A viable short title is needed for university transcripts and should give a clear indication of what the course covered. The 60 word limit for course descriptions exists to ensure that the university calendar does not become too unwieldy a document or too expensive to produce. Courses that are no longer offered should be deleted so that the calendar remains an accurate reflection of what is actually taught at Acadia. In addition, make sure that course descriptions are clear and expressed in language that is grammatically correct. If you find that there are problems in any of these areas, it is not your job to make the corrections; you should simply return the forms to the authors and ask them to address the problems you have identified.
4. Two other common problem areas are the questions that arise on some of the forms relating to the canvassing of student opinion and consultation with the library. In the case of changes other than changes to a program as a whole, colleagues sometimes only get around to completing their curriculum change forms at the last minute and are unaware that they need to do these things. However, canvassing of student opinion and consultation with the library are required elements of the process for a number of curriculum proposals and if these things have not been done, the forms are incomplete and should be returned to the author so that they can be addressed.
5. It is advisable for the faculty curriculum committee to compare the proposed changes they receive from departments with the calendar entries relating to degree requirements

in that department to ensure that colleagues have not inadvertently overlooked any of the consequences of their proposed changes. Check that the changes, if initiated, will not result in any contradictions or inconsistencies within the program as a whole. If you come across something that seems unclear or problematic, consult with the department for clarification.

6. Once all the submissions have passed your inspection, prepare a document for presentation to your faculty council using the guidelines in your faculty constitution. Once the proposals have been presented to and, if necessary, approved by your faculty council, send a message to all the colleagues who made submissions instructing them to send 10 printed copies of each of their proposals to the Registrar's Office by the deadline stated on the webpage and one electronic copy to the Head or delegate of the unit. The Head of department or his/her delegate should send the electronic versions of all proposals, an electronic copy of the Faculty Council minutes dealing with the proposals, and a summary sheet setting out all the curriculum changes for their unit to the Registrar's Office.

Motion Regarding Goals/Priorities for Senate

Background: In discussions at Senate Executive and at Senate as a whole, a concern has been raised that Senate is not very proactive; it tends to respond to issues as they arise, rather than set the agenda in the academic domain. One possible solution, discussed at Senate Executive, was to try identifying a number of goals/priorities for the upcoming year. The Senate Executive offers the following as proposed goals/priorities for Senate for this year. Note, as a motion, these items are open for amendment by Senate as a whole, if desired. Identifying these items certainly does not preclude other items from receiving Senate attention, if issues arise throughout the year. Adopting these items as goals/priorities would likely involve identifying a subcommittee to consider the issue, setting goals for what should be achieved by the end of the year, asking that subcommittee for occasional progress reports through the year, and giving these items some priority when determining the order of Senate agendas.

Motion: The Senate Executive recommends that Senate adopt the following as goals/priorities for the 2013-2014 session of Senate:

1. **Senate sub-committee reform:** Assess the current sub-committee structure of Senate, and work towards a new structure, possibly reducing the number of committees and/or the number of members per committee.
2. **Strategic Research Plan:** Create a new Strategic Research Plan for Acadia.
3. **Timetabling reform:** Consider whether timetabling principles or procedures could be adjusted to make better use of existing classroom space, while still respecting the needs of students and faculty.
4. **Possible curriculum reform:** Consider whether there are ways to improve the curriculum to ensure the best possible delivery of an Acadia education. This item includes (but is not limited to) considering how to improve university structures and processes to better facilitate interdisciplinary and trans-disciplinary initiatives.

Joint Notice of Motion to Senate from the Timetable, Instruction Hours and Examinations (TIE) Committee and the Academic Planning Committee:

On the basis of discussions and consultations between the TIE Committee and the Academic Planning Committee and on the basis of Sections VIII (m) ii (b), (c), and (f) of *The Constitution and By-Laws of the Senate of Acadia University*, the following joint recommendation of the TIE Committee and the Academic Planning Committee was passed unanimously in a meeting of August 8, 2013, and is offered to Senate for its consideration:

The current Senate Guidelines Governing Timetabling read as follows:

1. *Departments must fully use the timetable within the constraints of their discipline, e.g., science departments with 3 hour labs are expected not to hold courses in the afternoon. Departments using 1.5 hr slots should have courses distributed among them all.*
2. *Departments must make reasonable efforts to avoid conflicts for students who require their courses for their programs.*
3. *All courses must be offered within the slots approved by Senate. Any request to offer a course at another time will be considered after all other courses have been assigned.*
4. *Discussion groups, required tutorials, and studios must be advertised and scheduled as part of the timetable so that students can plan their schedules more accurately and so that classrooms can be assigned.*
5. *Senior seminar courses within a department should be evenly distributed across the week.*

The TIE and APC recommend the following *addendum* to the existing Guidelines, and intend to so move:

In applying these Guidelines in the timetabling planning process, the following principles should be considered. The timetabling planning process should:

- a) *Support pedagogical principles (e.g., seminar vs. lecture in assignment of appropriate space, matching classroom size to course enrolment);*
- b) *Maximize choice for students (e.g., increase total number of courses available by minimizing scheduling overlap);*
- c) *Ensure that disciplinary interdependencies have priority in timetabling (i.e., service courses (e.g., math, languages) that cross programs);*
- d) *Ensure that required or core courses have priority in timetabling.*

The following features flow from these principles and should guide the timetabling planning process more directly:

- i) *The process should adopt iterative timetabling: large and/or required courses should be programmed first, with smaller and/or elective courses second;*
- ii) *The process should incorporate a standard ('family-friendly') meeting time;*
- iii) *The process should incorporate a standard testing time;*

iv) The process should endeavor to support the whole student and the whole faculty member in timetabling practices.

Respectfully submitted,

T. Herman, on behalf of the TIE and Academic Planning Committees

August 14, 2013

ADMISSION & ACADEMIC STANDING COMMITTEE (Appeals)

Annual Report for 2012-2013

August 22, 2013

Committee Members 2012-2013

T. Herman, Vice-President Academic
R. Jotcham, Registrar (represented by Lisa Davidson, Assistant Registrar)
R. Seale, Arts
C. Thomas, Arts
T. Weatherbee, Professional Studies
J. Guiney Yallop, Professional Studies
N. Clarke, Science
Y. Zhang, Science
H. Gardner, Theology
D. Shea, Vice-President Academic (ASU)

Purpose of Committee:

- (1) To hear appeals against academic regulations or the interpretation of such regulations that have not been resolved at the Departmental, School, or Faculty level or through the Registrar's Office.

Business:

The Committee heard 47 cases for academic dismissal since the last report to Senate.

Forty-four of these were permitted to return to Acadia in a reduced course load (4 courses per semester) and were, in most cases, required to take the Academic Support Program.

Respectfully submitted by the Chair,



Tom Herman

Vice-President Academic
Chair, Admission and Academic Standing Committee (Appeals)

Senate Academic Technologies Committee
Annual Report for 2012-2013

Committee Members 2012-2013

Membership	Representative	Term	Retirement
Vice-President Academic	T. Herman	ex-officio	--
Director of Technology Services	Vacant (until Aug 2013) Gary Doucette (Aug 2013--)	ex-officio	--
Coordinator, Academic Technologies	D. Currie	ex-officio	--
Director of Open Acadia	J. Banks	ex-officio	--
Arts	R. Cunningham J. Saklofske (leave replacement 1 Jan 2013 - 30 Jan 2013)	3 yrs	2014
Prof. St.	R. Pitter	3 yrs	2013
P&A Sc.	D. Benoit	3 yrs	2015
Librarian	M. Beazley	3 yrs	2014
Student (Arts)	E. Cochrane	1 yr	2013
Student (Prof. St.)	D. Shea	1 yr	2013
Student (P&A Sc.)	A. Rice	1 yr	2013

Chair: D. Currie
Secretary: J. Banks

Meetings 2012-2013

No meetings were conducted this year.

Respectfully submitted,

Duane Currie, Chair

August 30, 2013