

A meeting of the Senate of Acadia University occurred on Monday, 12 February 2007 beginning at 4:06 p.m. with Chair Ian Wilks presiding and 43 present.

1) Minutes of the Meeting of
8 January 2007

It was moved by R. Perrins and seconded by H. Wyile *that the minutes of Monday, 8 January 2007 be approved as distributed.*

MOTION WAS CARRIED.

2) Announcements and
Communications

a) From the Chair
-re Guests

I. Wilks noted that D. Swanson, a student, was present as a guest.

- re Agenda

The Chair announced the following changes to today's agenda:

4)a) "Research & Graduate Studies: New Program in Social & Political Thought" to be brought forward as a notice of motion;

5)a) "Senate By-Laws Committee: Motion re Memoranda-of-Agreement with other Institutions" to be added to the agenda;

5)b) "Senate *ad hoc* Acadia Advantage Review Committee: Summary of Review of the Recommendations of the Presidential Commission on AA" to be brought forward as a discussion item;

5)c) "Senate *ad hoc* Committee on Dual Reporting Structure for the Office of the Registrar: Report" to be brought forward as a discussion item;

5)d) "Dean of Professional Studies: Re changes to that Faculty's Constitution" to be brought forward as a notice of motion.

-re Regrets

Regrets were received from B. Hagerman, G. Daborn, A. Irving, S. Lochhead, M. Masters, G. Ness, K. Rose, I. Spooner, M. Trask, and H. Wyile.

I. Wilks raised the issue of the "Outward Bound Initiative"; he asked whether anyone could comment on the process by which this Memorandum of Agreement was prepared. At the suggestion of J. Eustace, the VPA agreed to look into the matter and report back to Senate in the March meeting.

b) From the President

G. Dinter-Gottlieb announced that today marked the unofficial opening of the Learning Commons and she hoped that faculty, staff, and students would use this facility for such things as office hours, informal meetings with students, and a gathering place for academics to hold debate, discussion, and classes. She announced that a generous donation had been received from the Fountain Family for this facility.

c) From the Vice-President
(Academic)

G. Iwama reported that the search for Dean of Professional Studies is underway and the short list and interviews are expected to be completed by the end of April. A completed review of the budget should be available within ten days. Implementation of the recommendations of the Strategic Plan continues.

In reply to a question from the floor, W. McLeod said that the amount of financial support available to students in the graduate program would be similar to what was available last year.

3) Business Arising from the Minutes

a) Honorary Degree Committee - Honorary Degree Nominations (067-33-HOD)

As chair of the Senate Honorary Degree Committee, G. Dinter-Gottlieb spoke to the Nominating Report from this committee as attached to the agenda of the 8 January 2007 meeting. She briefly outlined the nominations for Honorary Degrees contained in this report (Senators' copies only).

b) Honorary Degree Committee - Professor Emeritus Nominations (067-34-HOD)

G. Dinter-Gottlieb spoke to the nominations for Professor Emeritus as listed in the report from the Senate Honorary Degrees Committee as attached to the agenda of the 8 January 2007 meeting (Senators' copies only).

Discussion was held on the criteria used by the Honorary Degree Committee to screen nominations.

I. Wilks said that proposed changes to the criteria for emeritus status, as outlined in Item 3)c) (067-35-HOD), had not yet been approved by Senate at this point. If they are not approved later in this meeting, any decisions based on those proposed criteria would be referred back to the Honorary Degrees Committee. He noted that the Senate Honorary Degrees Committee is, like the URC, at liberty to base decisions on unwritten criteria.

Much discussion was held on the list presented to Senate.

An election by secret ballot, containing Honorary Degree and Professor Emeritus Nominations, was held. All nominees but one were approved.

c) Honorary Degree Committee - Professors Emeriti: Procedures and Criteria (067-35-HOD)

It was moved by G. Dinter-Gottlieb and seconded by L. McDonald *that the Professors Emeriti: Procedures and Criteria be amended under criteria to read "The standing of Professor Emeritus is normally to be conferred on those retiring/retired faculty members who have served a significant portion of their academic career, and in any event the last five consecutive years before retirement without employment during those five years at any other academic institution, at Acadia University and who, in the judgment of Senate, have ..."*

The complete document was attached to the agenda for the 8 January 2007 meeting of the Senate. Two friendly amendments were accepted and are reflected in the above paragraph.

L. McDonald spoke to this motion. He felt that traditionally any nominee should have retired at the institution awarding an honorary degree.

Discussion continued with the following points made:

- It was argued that the criteria are too limiting and nominations should be considered on an individual basis.
- A Senator spoke of two similar situations in the UK; both faculty members involved were given emeritus status by the institutions involved.
- A Senator was not comfortable in passing this motion because it appeared

that a nomination decision had already been made on the proposed criteria.

▫ A Senator spoke of a situation which involved an academic moving upon retirement to another part of the country, and receiving emeritus status from a university in that region. This was regarded as a mutually advantageous situation for both the academic and the university.

▫ A Senator expressed the view that it would be unacceptable to bestow this designation on someone who had never worked at Acadia just to take advantage of any grants which they might bring.

▫ It was argued that a faculty member who accepts an honour elsewhere after a lengthy and substantial contribution to Acadia should not be penalized.

▫ It was argued that a senior faculty member might come to Acadia for three or four years and then retire after making a significant contribution to this university. The proposed criteria remove the Honourary Degree Committee's flexibility to consider possibly awarding emeritus status in that situation.

MOTION WAS DEFEATED (17/15).

I. Wilks referred back to the Honourary Degrees Committee any cases which may have been decided on the basis of the unapproved criteria.

d) By-Laws Committee -
Establishment of Senate
Standing Committee For
Students With Disabilities
That Affect Learning
(067-51-LAW)

It was moved by P. Corkum and seconded by S. Barkanova *that the Senate Constitution and By-Laws be amended to create a new standing committee for students with disabilities that affect learning, as outlined in the minutes of 8 January 2007.*

MOTION WAS CARRIED.

The chair asked the Nomination Committee to bring forward names to fill the three Senator positions on this committee.

4) New Business

a) Research & Graduate
Studies - New Program -
MA in Social & Political
Thought (067-52-RGS)

Notice of motion was given regarding a new Master of Arts in Social and Political Thought program as attached to today's agenda.

R. Perrins noted that the Senate Research & Graduate Studies Committee had approved this program. Dr. Andrew Biro will be present at the March meeting to answer questions on this proposal. There was also a handout (**APPENDIX A**) on this item.

b) Research & Graduate
Studies - Curriculum
Changes
- Arts (067-53-RGS)

- Professional Studies
(067-54-RGS)

- Pure & Applied Science
- (067-55-RGS)

It was moved by R. Perrins and seconded by K. Whetter *that Senate approve the changes to the graduate curriculum for Arts, Professional Studies, and Pure & Applied Science as listed with today's agenda.*

MOTION WAS CARRIED.

- 5) Other Business
a) By-Laws Committee
Request for Procedure for
Memoranda-of-Agreement
(067-56-LAW)

It was moved by P. Corkum and seconded by A. Mitchell *that the Admissions and Academic Standing Committee (Policy) be directed to develop a formalized procedure for entering into Memoranda-of-Agreement (MOA) with other institutions as outlined in the document distributed electronically prior to this meeting (APPENDIX B).*

P. Corkum spoke to this motion and noted that Memoranda-of-Agreement may involve granting extensive transfer credits to students. These agreements need to be struck on the basis of full knowledge of the other institution(s) involved, and they need to specify fully the proper procedures to be followed. Therefore the By-Laws Committee advocates creating a formalized procedure for entering into such agreements.

MOTION WAS CARRIED.

- b) Senate *ad hoc* Committee
to Review the Acadia
Advantage Program -
Summary of Review of the
Recommendations of the
Presidential Commission on
the AA (067-57-AAP)

The Senate *ad hoc* Committee to Review the Acadia Advantage Program has reviewed the recommendations of the Presidential Commission on the Acadia Advantage as outlined in their summary document dated 7 Jan 07 (APPENDIX C).

G. Iwama spoke to this summary. He said that the *ad hoc* Committee considered the recommendations of the Presidential Commission on AA, and has provided this summary as a brief evaluation of the impact of those recommendations on the academic sector. The report itemizes for each recommendation the impact it could have on faculty and students. Some of the concerns have to do with the possibility of eroding the common technology platform that now exists at Acadia.

G. Dinter-Gottlieb noted that acceptance of the Presidential Commission Report was recognition of the work done, not a commitment to enforce every recommendation. She said that consultation is necessary and that there would be more consultation and input before further implementation of the Report. It was her wish that the Senate AA Committee would help to get a handle on the extent of the AA Program, how committed faculty are to AA, and how much use there is of the laptop in various courses. She said the AA program is expensive and resources must be used wisely. We need to understand what this program means to the faculty and what it means to Acadia.

A lengthy discussion followed, which included the following points:

- In reply to a question from the floor, G. Iwama said that the *ad hoc* Committee on AA would investigate the role of AA in teaching and learning at Acadia. Based on today's discussion, the mandate of this Senate *ad hoc* committee is clearly to take each recommendation which it has targeted as relevant to educational policy and discuss the recommendation from the perspective of how it affects teaching and learning.
- There is a need to map out how any decisions would be carried out and how

different issues would be resolved by those who have the authority to do so.

- Computer labs with requisite support may be necessary.
- After years of using AA and developing resources, many faculty members are dependent on the network that is in place. If it disappears, resources will need to be taken over by external servers. Changes in software could jeopardize student access to those resources.
- AA took years to be established and 1½ years to alter it to a new form may not be enough.
- One recommendation, that of moving AITT to the Learning Commons, has already been enacted. It was confirmed that the status of current student employees with the AITT has not changed.

c) Notice of Motion from the Senate *ad hoc* Committee on Dual Reporting Structure for the Office of the Registrar (**067-58-REG**)

J. Eustace gave notice of motion for the March meeting, to accept a report from the *ad hoc* Committee on the Dual Reporting Structure for the Office of the Registrar (**APPENDIX D**) as distributed electronically prior to this meeting. He reminded Senate that the role of this *ad hoc* committee was to determine the academic and administrative functions of the Registrar's Office. Recommendations on how to distribute these functions appear in the Report. Since Student Affairs Office is currently aiding the Registrar's Office in disseminating information to students, it is clearly able to play some sort of role in conjunction with the Registrar's Office. Therefore it is recommended that a cooperative reporting structure be established which allows the Registrar, the VP (Academic) and the VP (Student Affairs) to cooperate on various issues.

d) Notice of Motion from the Faculty of Professional Studies - Constitution Modification (**067-59-PRO**)

W. McLeod gave notice of motion for the March meeting, regarding modifications to the Faculty of Professional Studies Constitution.

6) Adjournment

S. Bondrup-Nielsen moved that the meeting be adjourned at 6:02 p.m.

D. Murphy, Recording Secretary

**NOTICE OF MOTION
SENATE MEETING OF 12 FEBRUARY 2007**

Whereas the following proposal was discussed at the May 2006 meeting of Senate and the Faculty of Arts Council meeting in November 2006, and subsequently revised in light of those discussions;

Whereas the Senate Committee on Graduate Studies unanimously approved the following program proposal in January 2007;

It is resolved that Acadia offer an M.A. level program in Social and Political Thought, as specified below.

Proposed Interdisciplinary MA in Social and Political Thought

Rationale for the Program:

There is a continued recognition of the value and importance of research and education conceived as open-ended critical inquiry. Many of today's most pressing social and political issues – from the mitigation of and adaptation to climate change, to the challenges of a globalized knowledge economy – were barely perceived a generation ago. Indeed, SSHRC's new Strategic Plan emphasizes that we live "in an increasingly complex and unpredictable world" (SSHRC 2005, 3), and that "Canada needs in the 21st century... highly skilled and adaptable people; [and] new understanding and innovative ideas." (SSHRC 2005, 5) The MA program in Social and Political Thought is designed to develop the Highly Qualified Personnel (HQP) who will lead in meeting the challenges of the future. Consistent with the need for innovation and the capacity to adapt to unpredictable events, this interdisciplinary program will develop in students a flexible set of skills in thinking critically, broadly, and abstractly about social and political issues. These skills will prepare students to be leaders in meeting the social and political challenges of the future, with the potential to be actively engaged from a broad array of social sectors: government civil service, political parties, NGOs, business, and labour unions. The program will also provide students with a solid academic foundation for disciplinary or interdisciplinary doctoral studies. In short, the program fits squarely with Acadia's mission to "inspire... students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders." (Acadia University 2006b, 4)

Social and Political Thought is an established and growing interdisciplinary field of study. York University's graduate program in Social and Political Thought is well established (now over 30 years old), internationally recognized, and highly competitive. The last few years in Canada have seen a growth in other programs in Social and Political Thought and in interdisciplinary social science/ humanistic theory more generally. The University of Regina has just opened (Sept. 2005) an MA program in Social and Political Thought. Both the University of Western Ontario's graduate program in Theory and Criticism, and the University of Victoria's graduate program in Cultural, Social, and Political Thought, have recently expanded from MA only programs to include a Ph.D. program as well (in 2002 and 2005, respectively).

Acadia's Institutional Research Plan emphasizes the role that smaller universities play in building Canada's research capacity. The graduate program in Social and Political Thought could provide synergies with a number of research centres on campus, including the new Center for the Study of Ethnocultural Diversity, and the Academy for the Environment. Notwithstanding the importance that disciplinary training continues to play in research and education (both graduate and undergraduate), Acadia's size has long necessitated a flexibility and openness to interdisciplinary collaboration (Acadia University 2006a). Currently, the external environment is similarly moving towards an increased emphasis on research that is unconstrained by traditional disciplinary boundaries. Thus, both internal and external factors highlight the propitiousness of offering a multidisciplinary graduate program. (For example, Senate has recently approved a multidisciplinary Masters of Science in Applied Geomatics.) The proposed MA program in Social and Political Thought would similarly take advantage of existing recognized research strengths at Acadia that cross disciplinary boundaries. Its interdisciplinary nature

would develop the open-ended critical skills in graduate students that will be crucial to resolving and managing the socio-political issues of the future. Furthermore, its interdisciplinary nature, and in particular the focalized interdisciplinarity of the graduate colloquium course (see below) would nurture collaborative crossdisciplinary relationships among the program's faculty as well as students.

In Acadia's recent Strategic Plan, there is a commitment "to develop strong programs of graduate study and research." (Acadia University 2006b, 8) This program focuses research strengths from across three departments, building on already existing interdisciplinary strengths and collaborations. While the proposal was being developed (2005-06), both of the Canada Research Chairs in the Faculty of Arts were involved (one has since left the university). In sum, this has the potential to be an outstanding program. The program would be the only one in this field in Atlantic Canada, and one of only a handful across the country. The unique features offered by the program, and by Acadia more generally, provide the potential to attract outstanding students regionally, nationally, and internationally.

Specific Program Benefits:

This program will provide participating faculty members with the opportunity to engage in graduate teaching and supervision, including those who are in departments that do not have graduate programs (i.e. Philosophy, History & Classics). In addition to benefiting the participating faculty members, it could also act as an important tool for faculty recruitment and retention. Because faculty participation in this interdisciplinary program is optional, new (or current) faculty who are interested in participating in the program will have the opportunity to do so, while new (or current) faculty who are uninterested need not participate.

Participation in this interdisciplinary graduate program may also lead to new collaborative and interdisciplinary research opportunities. Laying the groundwork for such opportunities will be the focus of a SSHRC Research Development Initiative (RDI) grant proposal to be submitted in the Spring immediately prior to the arrival of the first students in the program.

The presence of this graduate program may also allow more faculty research grant monies to be spent on campus – hiring Acadia graduate students rather than graduate students from other institutions.

Finally, in addition to the possibility of securing further interdisciplinary research grants (such as the SSHRC RDI, mentioned above), the program will also assist in ensuring the successful renewal of the Canada Research Chair Grant for the CRC in Political Ecology: one of the reviewers of the original application noted that "what appears missing [from the institutional environment] is a Master's program that would clearly attract and support students from the social sciences and humanities wishing to pursue work in Dr. Biro's area of intellectual strength and specialization." A Masters' program in Social and Political Thought would fill this gap.

Program Details:

Entrance Requirements:

Honours degree, typically in Political Science, Sociology, Philosophy, or other appropriate disciplinary or interdisciplinary program, with a minimum GPA of 3.5, or equivalent. Regardless of the specific discipline or interdisciplinary undergraduate program, candidates should have a background in at least some of the cognate areas relevant to the program.

The admission target will be 4-5 students per year. Such a target is feasible (University of Regina admitted five students in 2005), and will provide a manageable supervision load for the faculty involved in the program: on average, one ongoing supervision per faculty member.

Program Requirements:

Students would be required to complete a total of 24 credit hours. This includes 18 credit hours of course work (normally completed September – April of the first year), and a thesis (6 credit hours). The normal time to completion would be five semesters – i.e. students would normally convocate in the Spring of their second year. This would be unique among MA programs in the Faculty of Arts at Acadia (which are nominally one year programs); the extra time is required to ensure that students receive a broad and truly multidisciplinary education, as well as sufficient depth to be able to pursue a Ph.D., if desired. As well, a two-year MA in this field is not unusual: the University of Regina’s MA in Social and Political Thought requires a minimum 16 months to complete.

Of the 18 course work credit hours, the following courses (12 credit hours) are required:

- IDST 5113 “Social and Political Thought Colloquium” (new course – see below)
- SOCI 5113 “Social Theory”
- POLS 5343 “Political Theory 1” **or** POLS 5443 “Political Theory 2”
- PHIL 5113 “Topics in Social and Political Philosophy” (new course – see below)

The remaining 6 credit hours are to be chosen from the following:

- POLS 5343 “Political Theory 1”
- POLS 5443 “Political Theory 2”
- POLS 5543 “Political Inquiry”
- POLS 5743 “Political Economy”
- SOCI 5333 “Sociology of Political Economy”
- SOCI 5343 “Sociology of Development”
- SOCI 5413 “Sociology of Gender and Feminism” (note: Currently listed as “Sociology of Gender”; ‘and Feminism’ will be added by 2007)
- SOCI 5553 “Ethnocultural and Cultural Theory” (new course being developed by the Sociology Dept., not necessarily in conjunction with this program)
- SOCI 5603 “Special Topics 1”
- SOCI 5616 “Special Topics 2”
- PHIL 5913 “Directed Reading in Social and Political Philosophy” (new course to be developed by the Philosophy Department)
- ECON 5013 “History of Economic Thought” (new course proposed by the Economics Dept – to be offered in conjunction with ECON 4013 – History of Economic Thought)

Other courses may be added to this list as the program evolves

New Courses being proposed for this program:

IDST 5113 “Social and Political Thought Colloquium”:

Offered each fall, this course would be required for incoming students. All faculty members active in the program for that year would also participate in the course, thus providing a common program foundation as well as developing cohesion among (within and across) students and faculty in the program. Course content would be determined collectively by the faculty members (each normally determining one week of content, and all attending/participating throughout the term), and coordinated by the program coordinator. The course would be offered pass/fail (A- or better to pass).

PHIL 5113 “Topics in Social and Political Philosophy”

This course examines selected concepts, themes, or traditions within the field of social and political philosophy. Specific course content in any given year will be available from the Philosophy department.

PHIL 5913 “Directed Reading in Social and Political Philosophy”

IDST 5960 “Masters’ Thesis in Social and Political Thought”

Faculty Resources:

Specific faculty involvement would vary somewhat from year to year. The program’s faculty complement in any given year would include anyone teaching one or more of the program’s courses, as well as any other interested faculty member willing to participate actively in the graduate colloquium course in that year.

Faculty members (and departmental affiliation) currently active in developing the program*:

Dr. Paul Abela (PHIL)

Dr. Andrew Biro (POLS) – Canada Research Chair in Political Ecology

Dr Rachel Brickner (POLS)

Dr. John Davies (ECON)

Dr. Greg Pycrz (POLS)

Dr. Marc Ramsay (PHIL)

Dr. Jim Sacouman (SOC)

Dr. Donna Seamone (HIST/ Comparative Religion)

Dr. Tony Thompson (SOC)

Dr. Ian Wilks (PHIL)

*Two other faculty members (Dr. Antonio Franceschet (POLS) and Dr. Jan Marontate (SOC) – Canada Research Chair in Technology and Culture) were involved in developing the program, but both left Acadia, effective June 30, 2006. Dr. Geoffrey Whitehall has recently accepted a tenure-track position in POLS to begin July 1, 2007, and has expressed an interest in participating in this program, citing it as an important factor in his interest in the position during the interview. Imminent tenure-track hires in Sociology may also be likely candidates to join the program.

The initial program coordinator will be Andrew Biro. As long as the coordinator holds a Canada Research Chair (or similar appointment with reduced teaching load), no course reduction is necessary. Coordinating the “Social and Political Thought Colloquium” course (IDST 5xx3) may be construed as the “additional teaching (e.g., a multi professor IDST course, graduate course)” required of CRCs per article 17.37 of the Collective Agreement.

Because the Philosophy department does not otherwise offer graduate level courses, the Philosophy department will require an annual 0.17 course replacement in order to mount PHIL 5113 (“Topics in Social and Political Philosophy”).

Other Resources

The main “core” funding requirement for the operation of this program is the 0.17 course replacement for the Philosophy Dept., mentioned above. Since this is a graduate program built on existing departments, administrative resources required for the operation of the program can largely be met through existing university-wide and departmental structures. Similarly, because many of the courses for this program are also available to graduate students in existing programs (POLS, SOC) and to advanced undergraduates, the program will require relatively little in terms of additional teaching resources, and will also provide additional students for some existing specialized courses with relatively low enrollments.

In order to attract high quality students, student funding will be required. This funding may come from a variety of sources, including AGAs, research assistantships funded by faculty research grants (CRCs, SSHRC Standard Research Grants, etc.), and internal and external scholarships (SSHRC MA fellowships, MITACS Cross-

Disciplinary Internship Program, etc.) Given that this is a new graduate program, resulting in an increase in overall graduate student complement, it is expected that if the program is approved, there will be a corresponding increase in AGA funding.

Space requirements, at least at the outset, would be limited to a room for students' carrels.

Competitive programs:

There are currently only two other programs in Social and Political Thought in Canada: at York (MA/PhD), and the University of Regina (MA only). York's one-year MA program is designed as an entrée to their PhD, and does not require students to produce an MA thesis; Regina's is a thesis MA, but draws largely from only two departments (Political Science and Philosophy). Somewhat similar graduate programs exist at Trent University (MA in Theory, Culture, and Politics); Victoria (Graduate Program in Cultural, Social, and Political Thought); and Western Ontario (Graduate Program in Theory and Criticism). Nationally, this program would be unique in its configuration of disciplinary orientations and degree requirements. Regionally (i.e. in Atlantic Canada) there are no graduate programs that are at all similar.

References:

Acadia University. (2006a). *Summary of Acadia University's Strategic Research Plan* (Jan. 2006).

http://www.chairs.gc.ca/web/program/srp/acadia_e.pdf

Acadia University. (2006b). *Strategic Plan for Acadia University* (version posted Mar. 1, 2006).

<http://admin.acadiau.ca/vpaoffice/newsite/planning/Acadia%20Strategic%20Plan%20March%201%202006.pdf>

SSHRC. (2005). *Knowledge Council: SSHRC, 2006-2011*. (Ottawa: Social Sciences and Humanities Council of Canada).

Notice of Motion from the Bylaws Committee for Senate, February 12, 2007

Preamble:

Acadia is entering into an increasing number of Memoranda-of-Agreement (MOU) with other institutions (both domestic and international) that sometimes involves granting up to 60 hours of transfer credits to students seeking to register in various programs across the university. Though these MOUs constitute formal academic arrangements between Acadia and its partner institutions, there is no formalized process for actually reaching these agreements, particularly in terms of receiving visiting representatives from partner institutions. The involvement of the academic sector in such agreements has been variable rather than regular and systematic – in part because such visits often occur on short notice. It is, in short, in the university’s interest to develop a more formalized process for entering into such agreements. Given that, according to Senate bylaw VIII.k.ii

“The duties of the Admissions and Academic Standing Committee (Policy) shall be:

--to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations”

the Bylaws Committee moves that:

the Admissions and Academic Standing Committee (Policy) be directed to develop a formalized procedure for entering into Memoranda-of-Agreement with other institutions.

Respectfully submitted:

Patricia Corkum, Chair
Svetlana Barkanova
Herb Wyle

Senate Ad-hoc Committee
Review of Acadia Advantage
Summary of Review of the Recommendations of the Presidential Commission on the AA
 7 January 2007

Our mandate: “... to evaluate the impact the Acadia Advantage program has had on the pedagogy and curriculum of the university and to make recommendations to the Senate for changes to pedagogy, curriculum, and/or the Acadia Advantage program.”

| Recommendation | Potential effect on pedagogy and curriculum | How implementation of the Recommendations affects work of this Committee |
|--|--|--|
| <p>1. Acadia provide a choice in model of notebook to students. Initially this should be in the form of two models within the same product line. The base level model should have all functions necessary for the academic program needs at Acadia and should provide the opportunity for students, at their own expense, to purchase upgrades and peripherals. These should be made available at the Acadia bookstore along with cases and other items that enable students to personalize their computers. The more advanced model should accommodate the high-end features needed for advanced academic work as well as multimedia.</p> | <p>A common performance platform is vital to pedagogy and curriculum. Potential for erosion of confidence and thus use in the classroom and lab. Profs and instructors may end up doing a lot of trouble-shooting.</p> | <p>If the technology platform changes, the relevance of our findings (see mandate above) is compromised. Community needs to have input/comment on base requirements.</p> |
| <p>2. Acadia move, as soon as possible, to a model where students own their own notebook computers. In the interim, it is important that students have as much flexibility as possible. This would include maintaining possession of their computers during the summer months.</p> | <p>The potential in 1. above may increase with increasing number of models each year. Cost increase and inconsistency of software are possible if site licenses are tied to Acadia ownership of the hardware.</p> | <p>See above comment. If this doesn't happen until 2008, there may be time for consultation.</p> |
| <p>3. Acadia move to a fee structure that explicitly outlines the various elements that are currently included in tuition.</p> | | |
| <p>4. Acadia utilize its financial assistance program to provide funds to students who are not able to access maximum student aid because of the reduction in Acadia tuition.</p> | | |

| Recommendation | Potential effect on pedagogy and curriculum | How implementation of the Recommendations affects work of this Committee |
|---|---|---|
| 5. Acadia acquire and implement a Courseware Management System as soon as possible. | Initial learning phase may present challenges. Potential for positive impact once this is fully implemented. The current testing conducted through ACME should be ported to the new system. The CMS and AA are intimately linked. | Faculty and the Committee should be involved in selection of the CMS. Without this, considerations of the Committee will be compromised. Any evaluation of the Committee will be based on ACME. |
| 6. Acadia make wireless network access available in all campus locations. | Loss of control over internet access. Potentially limiting the use of open-computer testing. Potential to enhance experience in some classrooms. | No opportunity for the Committee or community to express views from an academic perspective. |
| 7. Acadia explore the possibility of introducing an electronic portfolio system to enhance the student learning experience and to enable more authentic assessment of student work. | Involves the assessment of students. The wording of the recommendation directly addresses pedagogical/learning issues. This will affect those courses where faculty decide that portfolio assessment is a good idea. | No opportunity for the Committee or community to express views from an academic perspective. |
| 8. Acadia expand the amount of storage available for student e-mail messages and attachments. Alternatively, explore the option of an outsourced e-mail provider. | This is potentially an important supporting technology to pedagogy. Communication among students, TAs, professors and instructors may use email routing. | |
| 9. Acadia more immediately to review the functions, operation, and resources of Computing Services and following the review create the appropriate leadership position for Acadia. A search for this position should be commenced as soon as thereafter possible. | This is a critical support service to the AA. Thus changes to network resources can have an impact on pedagogy and curriculum, particularly for e-learning initiatives. | |
| 10. The first assignment for the new leader of Computing Services should be to develop a three to five year technology plan that includes a greening strategy for computing infrastructure. The technology plan should be advanced through the institution and included in the regular budgeting process. The technology plan should also be closely aligned with the Acadia University strategic plan. | Cannot be determined until the Plan is developed. | Cannot be determined until the Plan is developed. |
| 11. Acadia migrate from Novell as soon as possible. | There is a short-term training/learning issue. What this migrates to may have an impact on pedagogy and curriculum. | |

| Recommendation | Potential effect on pedagogy and curriculum | How implementation of the Recommendations affects work of this Committee |
|---|--|--|
| <i>12. Acadia establish an Acadia Advantage advisory board comprised of high ranking officers of major technological enterprises and firms that have a past record of hiring Acadia graduates.</i> | The relationship between such a Board and Senate, that oversees academic matters needs to be clarified. The involvement of major technology/technological enterprises to advise about pedagogical issues (AA) is a threat to academic freedom. | It would be wise to strike the Board in consultation with the Committee and the community. |
| <i>13. The AITT became an integral component of the new Centre for Learning and Teaching in the Learning Commons and be appropriately funded through the Commons.</i> | While there are long-term benefits to the broader context of the AITT, the current effects of reducing staff and resources has affected projects supporting pedagogy and curriculum. | The AITT is a teaching institute and implementation of any changes should have awaited the work of this Committee. |
| <i>14. Acadia develop a culture that supports the innovative use of technology in all aspects of faculty development and rewards. Further, that Acadia create meaningful programs to recognize and reward faculty members who exhibit significant teaching accomplishments related to the Acadia Advantage. An example might be annual awards for excellence in teaching with a cash award or salary increment.</i> | This biases the rewards towards technology, whereas other approaches to pedagogy may be as effective in learning. | The nature of this recommendation is more appropriate to this Senate Committee than the Presidential Commission. |
| <i>15. Acadia explore reducing duplication of services and a more effective alignment of support functions and units by moving the help desk and training functions from User Support to the Library, hardware support to Computing Services and classroom support to the Centre for Learning and Teaching within the Learning Commons.</i> | Effective support for AA is vital to faculty and student confidence, particularly in using the laptops in class and in the labs. | Consultation with the community and the Committee is critically important before this is implemented (eg. Help Desk move to the Library) |
| <i>16. It is recommended that students be employed in roles that support technology use on Acadia's campus. Students can be valuable resources to assist with help desk, training, faculty and student support, and course development.</i> | A good thing, course development can be done with student help. This is directly relevant to pedagogy and curriculum. | This comes within the mandate of this Committee. |
| <i>17. Acadia explore the use of software training modules delivered through the Acadia network.</i> | A good idea that has been occurring for years in some units. Pedagogy and curriculum are directly affected so academic input is important | Consultation is vital. Immediate implementation could compromise the validity and relevance of the Committee's recommendations. |
| <i>18. Acadia develop marketing materials and messages that elevate and more clearly deliver the Acadia Advantage story through the use of personal testimonials from Acadia graduates and employers.</i> | The right message must go out, expectations should be appropriate. Types of students and enrolment in courses could affect curriculum. | |

| Recommendation | Potential effect on pedagogy and curriculum | How implementation of the Recommendations affects work of this Committee |
|--|---|---|
| <i>19. Acadia develop measurements to assess outcomes of the Acadia Advantage. Included in this should be regular surveys of Acadia graduates, as well as current students.</i> | There should be desired pedagogical outcomes that would need articulation and assessment. Outcome of such surveys inform and guide pedagogy and curriculum. Thus, such outcomes should be broadly defined in terms of the University Mission. | Directly within the mandate of this Senate Committee. |
| <i>20. Acadia conduct an annual review of the Acadia Advantage and make the appropriate recommendations for change. This review function might be best placed in the Learning Commons.</i> | For all the reasons above and beyond, the AA is part of the academic ethos at Acadia. Thus Senate should be involved in such a review. The Learning Commons at this time has no formal relationship with Senate. | Identification of curricular and pedagogical outcomes would be appropriate before implementation. |

Implementation of any of the recommendations that are related to academic activities precludes the opportunity for this Committee to make meaningful and informed input.

Report to the Senate of Acadia University
A Dual Reporting Structure for the Office of the Registrar
8 February 2007

The *ad hoc* sub-committee charged with devising and reporting to Senate on a Dual Reporting Structure for the Office of the Registrar met on 31 January and 7 February 2007. The following report is offered for Senate's consideration:

Process

The sub-committee considered the many functions of the Registrar's Office and determined which functions were academic and which functions were related to student services.

Function of the Registrar's Office

According to the various bylaws of Senate and current and past practice, the objectives of the Registrar's Office are:

- To uphold the academic regulations of Acadia University as recorded in the University Calendar and approved by Senate
- To support the work of Senate and its Committees
- To maintain accurate student records
- To provide information and guidance to students in person, on the telephone, in writing and on the web

In order to meet these objectives, the Registrar's Office has several functions:-

- serving as Secretary to Senate
- producing the academic calendar
- preparing the timetable
- producing transcripts
- producing graduation lists-
- evaluating transfer credits
- registering (and deregistering) students-
- producing registration data-
- coordinating the study abroad program-
- collecting and disseminating medical excuses

providing student support through several different media

Results of the Change to Date

The sub-committee noted that dual reporting has resulted in several benefits but that these benefits might have been achieved without a change in reporting lines. It was noted that in the four months that the Registrar has been reporting to the Vice-President Student Affairs, she has provided an important bridge between academic and student life matters within the University. The Registrar and VP Student Affairs have cooperated on several important issues and documents related to the communication and delivery of student services:

- recruitment and retention initiatives
- policy changes that affect student communication and billing

- the establishment that electronic messages are official Acadia University communication
- the determination that part-time students registered in two or less credit courses will remain part-time regardless of the number of non-credit courses in which they are registered.
- an electronic transfer credit guide-
- student crisis management
- a new on-line version of the academic calendar that indicates the dates of course offerings to assist students with program planning

Further, the Registrar, the Vice-President Academic, and the Vice-President Student Affairs have met regularly to discuss initiatives of mutual interest.

It was agreed that many of the duties of the Registrar's Office are primarily academic. The sub-committee has attempted in its recommendations to distinguish between the academic and administrative functions.

Recommendations

The sub-committee recommends a dual reporting structure, whereby the Registrar report to the Vice-President Academic on:

1. All matters regarding Senate and its committees, including the role as Secretary
2. The production of the academic calendar and timetable
3. Preparation of transcripts and graduation lists
4. Evaluation of transfer credits
5. The academic impact of medical excuses

And the Registrar report to the Vice-President Student Affairs on:

1. Disseminating information to students
2. Enabling Registration through media such as web delivery, telephone inquiries and special registration events
3. Accepting and disseminating medical excuses

It was noted that the Registrar's Office provides critical information that assists with institutional decision making. This information should be provided to both the Vice-President Academic and the Vice-President Student Affairs as required. The sub-committee also recommends that the Registrar, Vice-President Academic, and the Vice-President Student Affairs continue to meet regularly to ensure effective communication.

The sub-committee concluded that reporting to the Vice-President Academic is necessary given the academic nature of many of the functions of the Registrar. It provides the integrity and faculty confidence that is necessary in the Acadia environment. The dual reporting strengthens and clearly defines the student service dimension of the work.

Dr. John Eustace
Dr. Kevin Whetter
Dr. George Iwama
Rosemary Jotcham
Paula Cook MacKinnon