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ACADIA
UNIVERSITY

A meeting of the Senate of Acadia University occurred on Wednesday, 9 May 2007 beginning at 9:03 a.m. with Chair Ian Wilks presiding and 34 present.

1) Minutes of the Meeting of
    9 April 2007

It was moved by D. Symons and seconded by R. Raeside *that the minutes of Monday, 9 April 2007 be approved as distributed.*

Grammatical errors were noted.

MOTION WAS CARRIED AS AMENDED.

2) Announcements and
   Communications
   a) From the Chair
     -re Retiring Faculty

I. Wilks made presentations to faculty who have recently or will be shortly retired from Acadia University and who have served on the Senate. He noted that this acknowledgement is to honour and recognize the persons concerned as well as to honour and recognize the role of Senate within the life of this institution. Senate performs an important custodial office in the life of Acadia University. Just as the Board of Governors is charged with the office of ensuring that the financial policy of this institution is sound and in accordance with the interests of this institution; so Senate is charged with a parallel office of guaranteeing the appropriateness of its educational policy. He noted that within North America, generally, governance issues have loomed larger and larger in recent years not only in the corporate sector but in the educational sector. In recent years, this Senate has grown in its policy making role and for this we are grateful to current and formerly serving Senators.

He made presentations to Paul Cabilio, Gordon Callon, Giselle Corbeil, Sharon Roscoe, Maurice Tugwell, and Dan Toews. He said that a further presentation of this sort would be made to John Churchill, who was not able to be present today.

     -re Regrets

Regrets were received from J. Eustace, H. Hemming, A. Irving, E. Johnston, R. Perrins, G. Vaughan, K. Whetter, and J. White.

     -re Agenda

The Chair noted the following additions to today's agenda:
Nominating Committee Report regarding nominations for various
    Senate offices
Registrar Report regarding nominations for the Nominating
    Committee
Academic Program Review Committee report on the APR of the
    School of Music
Academic Program Review Committee report on the Acadia
    Advantage review
A number of annual reports

     -re Special Meeting

It was agreed to schedule a meeting of the Senate for Wednesday, 23 May 2007 beginning at 2:00 p.m. This meeting will be held in the KCIC Auditorium.

-re Membership	I. Wilks welcomed incoming Student Senators K. Steele (SRC President), C. Hoult (VP Academic), A. Wilson (Arts), T. Kouyoumjian (Professional Studies), and K. Milne (Science).
	I. Wilks expressed appreciation for the opportunity to meet with the Dean of Professional Studies candidates VP(A). He felt it was beneficial and should be continued. He will also meet this week with the Board of Governors regarding governance issues.
b) From the President	G. Dinter-Gottlieb expressed her appreciation for the active role that the Senate continues to do for the academic life at Acadia University. She was pleased that I. Wilks is able to speak to the Board of Governors at their next meeting because the Board is very interested in understanding the role of the Senate as it applies to governing this institution.
	She expressed appreciation to L. MacDonald (retiring) and G. Iwama (leaving to take a position at Carlton University) for their service to Acadia University.
	G. Dinter-Gottlieb updated Senators on the progress of the new Academic buildings on campus. The new Biology building is scheduled to open December 2008 and renovations to Patterson Hall to be completed for August 2009. The latter will be available for general use, possibility for the School of Business, Biology, and the Academy of the Environment.
	She announced that the formal opening of the Fountain Learning Commons will take place 11 May 2007.
	She said that enrolment for the coming year is a concern and is up slightly over this time last year. A number of initiatives have been put in place to encourage prospective students and it is hoped to reach an enrolment of 3,000. This spring convocation of 1,100 students is the largest graduating class ever held at Acadia University.
c) From the Vice-President (Academic)	G. Iwama noted that non-salary operating budgets have been completed and allows various positions within departments to be filled. BOG approval is needed for other budget requirements.
	Implementation of the Strategic Plan recommendations is moving forward under the direction of R. Perrins. Each of the academic sectors has developed an implementation plan and activities in support of this strategic plan.
	The search for Director of the Academy for the Environment and Dean of Professional Studies positions will be completed shortly.
-re Academic Program Review Committee - Program Review of School of Music (**067-73-APR**)	G. Iwama gave notice of motion for the next meeting of Senate as follows: *It is moved that Senate receive a report from the Academic Program Review Committee concerning a program review of the School of Music as distributed at this meeting (APPENDIX A).*
	It was noted that attachments mentioned in this report were not included in the handout; however, would be included in the version attached to the minutes.
-re *ad hoc* Acadia Advantage	

Review Committee
(**067-74-AAP**)

G. Iwama introduced a report on behalf of the Senate Acadia Advantage Review *ad hoc* Committee (**APPENDIX B**). He noted that this report does not make specific recommendations because the committee felt a full discussion with Senators was necessary before they could be developed. It was agreed to invite committee members to the next Senate meeting for this discussion.

3) Approval of List of
   Graduates for the Convocation
   of May 2007 (**067-72-CON**)

It was moved by G. Iwama and seconded by G. Ness *that Senate approve the List of Graduates for the Convocation of May 2007* (**APPENDIX C**).

Senate considered this list by faculty.

L. McDonald commented that the list for Faculty of Theology was longer than usual as it represented four years.

A deletion was made under Bachelor of Business Administration.

MOTION WAS CARRIED AS AMENDED.

It was moved by G. Iwama and seconded by J. Gould *that any candidate for an Acadia degree, diploma or certificate who should receive a grade or otherwise qualify or be disqualified between this Senate meeting and the forthcoming Convocation, shall be considered by the Chair of the Admissions and Academic Standing Committee, the appropriate Dean and the Registrar, acting as an* ad hoc *committee of the Senate, they having the power to make consequential amendments to the graduation list.*

MOTION WAS CARRIED.

4) Business Arising from the
   Minutes
   a) Librarians - Senate By-Laws
      Article II - Senate Membership
      (**067-66-LIB**)

It was moved by S. Lochhead and seconded by L. McDonald *that further to notice of motion given at the Senate meeting of 9 April 07 that Article II - Membership - of the Senate Constitution and By-Laws be amended to add as line 18: "A professional librarian from among members of the University Community holding appointments as professional librarians".*

S. Lochhead confirmed that this position would be selected by election. It was noted that a librarian is included as an invited member on many Professional Studies school councils and other bodies.

MOTION WAS CARRIED UNANIMOUSLY.

The Chair said this request would not become official until it received the approval of the Board. He would now forward this issue to the Board for its consideration.

   b) By-Laws Committee -
      Formal Procedures for
      Senate Standing
      Committees (**067-68-APR**)

It was moved by P. Corkum and seconded by H. Wyile *that further to notice of motion given at the Senate meeting of 9 April 07 that the Chair of each Senate Standing Committee call a meeting to draft a formal policy and procedure for their committee, if deemed necessary.*

P. Corkum spoke to this motion and noted that each standing committee of the Senate should formulate its policy and make it available to the Senate   This would provide the opportunity for Senators' input.

I. Wilks noted that Senate is basically its standing committees and we are here to take the work of individual committees and refine and approve it. Therefore it is necessary for committees to be active and in full communication with this body. This motion might further this endeavour.

MOTION WAS CARRIED.

c) Faculty of Theology -
   Voting Status for
   Representative of the Senate
   (**067-69-DIV**)

It was moved by L. McDonald and seconded by R. Raeside *that further to notice of motion given at the Senate meeting of 9 April 07 and as attached to today's agenda that the designation "(non-voting)" be removed from the line in the list of membership (*Constitution and By-Laws, *section II) that currently reads, "A member of the Faculty of Theology (non-voting)."*

MOTION WAS CARRIED UNANIMOUSLY.

The Chair said this request would not become official until it received the approval of the Board. He would now forward this issue to the Board for its consideration.

d) By-Laws Committee - Review
   of Senate Constitution &
   By-Laws Report (**067-70-LAW**)

MOTION 1
It was moved by P. Corkum and seconded by H. Wyile *that further to notice of motion given at the Senate meeting of 9 April 07 regarding the Constitution and By-Laws of the Senate of Acadia University that 1) the lists of duties for all standing committees use alphabetical bullets, 2) the provisions for elections of members of the standing committees be presented consistently in the preamble to the membership list, rather than in the list itself, 3) all references in the by-laws to* **Continuing Education** *be changed to* **Distance and Continuing Education***, 4) all references to* **the Acadia Divinity College** *be changed to* **the Faculty of Theology** *and 5) other cosmetic and organizational changes.*

It was noted that this document was originally created and maintained in many files by article and would now be combined in one such file.

MOTION WAS CARRIED.

MOTION 2
It was moved by P. Corkum and seconded by L. McDonald *that further to notice of motion given at the Senate meeting of 9 April 07 regarding the Constitution and By-Laws of the Senate of Acadia University a) That one member of the Faculty of Theology be added to the following standing committees:*
   1) VIII.(a) By-Laws Committee
   2) VIII.(b) Nominating Committee
   3) VIII.(c) Curriculum Committee, and
   4) VIII.(j) Admissions and Academic Standing Committee
       (Appeals)

b) That the restrictions on the participation of members of the Acadia Divinity College on VIII.(h) Honorary Degrees Committee and VIII.(k) Admissions

and Academic Standing Committee (Policy) be removed.

c) That the term of appointment of the Faculty of Theology representative on VIII.(e) Library Committee be changed from a one year term to "either a one-year or two-year term."

It was confirmed that currently course changes in the Faculty of Theology come through the Senate Curriculum Committee.

L. McDonald noted that theology degrees from this school are awarded around the world, by the Faculty of Theology. The same Acadia accreditation standards must be met for admission into these programs. The Theology programs are reviewed the same as any other Acadia University program. All admissions go through Acadia University's Admission Office.

MOTION WAS CARRIED.

MOTION 3
It was moved by P. Corkum and seconded by H. Wyile *that further to notice of motion given at the Senate meeting of 9 April 07 regarding the Constitution and By-Laws of the Senate of Acadia University that Section VIII. (a) ii be changed to:*
--to incorporate, on an annual basis, any changes to the by-laws of Senate occasioned by the decisions and operations of Senate;

--to review any changes to the by-laws of Faculty and Faculty Councils prior to their presentation to Senate and recommend any revisions or additions deemed necessary;

--to conduct periodic reviews of the by-laws of the Senate, Faculty and Faculty Councils and recommend any changes or additions deemed necessary. These reviews should be staggered such that the by-laws of each of these bodies are reviewed at a minimum every five years.

--to monitor the evolution of the academic committees and to recommend changes to the committee structure of Faculty Councils and other bodies at the University for which it is responsible;

--to deal with any other matters which Senate might refer to the Committee.

MOTION WAS CARRIED.

MOTION 4
It was moved by P. Corkum and seconded by H. Wyile *that further to notice of motion given at the Senate meeting of 9 April 07 regarding the Constitution and By-Laws of the Senate of Acadia University that following Articles would read:*
III. TERMS AND DUTIES OF MEMBERSHIP
7. (a) The Registrar shall be the Secretary to Senate, whose duties
  and responsibilities shall be
    -- to attend all meetings of the Senate and the Executive
      Committee;
    -- to act as secretary for the Executive Committee;
    -- to ensure that a correct record is kept of all proceedings of
      Senate and of the Executive Committee;
    -- to approve the agenda for Senate meetings;
    -- to deal with official correspondence of Senate;
    -- to ensure that the members of Senate and the Executive
      Committee are notified of all meetings, both regular and
      special;
    -- to conduct the elections to fill vacancies left by Senate
      members on the Nominating Committee. By mail, the Secretary

*shall call for nominations from members of Senate, followed by
a mail-in election. Balloting shall continue until a clear
majority can be declared.*
  *-- to perform other duties as from time to time the Senate may
   request.*

IV. <u>MEETINGS</u>
*4. The May meeting of the Senate shall be designated as the Annual
   Meeting.*
*6. Special meetings of Senate either may be called as necessary by
   the Chair, or must be called upon a written request from not fewer
   than five members.*

VI. <u>COMMITTEES</u>
*1. Standing and special committees of the Senate of Acadia University will be formed as
needed. Faculty members on such committees in positions designated for a specific Faculty
shall be elected by the Faculty, while non-ex officio members of such committees designated
for Senate shall be elected by Senate. The Faculty Elections Officer shall be elected by
Senate. The Nominating Committee shall present a list of nominees at the April meeting of
Senate to fill Senate-designated vacancies.*

VIII. (b) <u>NOMINATING COMMITTEE</u>
i. The membership of the Nominating Committee shall be as follows:
   The President (non-voting)
   Two members of the Faculty of Arts
   Two members of the Faculty of Professional Studies
   Two members of the Faculty of Pure and Applied Science
   *Note: Of the members of each Faculty, one shall be a senator and
   one a non-senator.*

*The Senate-members of the Nominating Committee shall be elected by the Senate in
accordance with Article III. 7 (a). The non-Senate members from each Faculty shall be
elected by that Faculty in accordance with Article VI.1.*

VIII. (f) <u>RESEARCH COMMITTEE</u>
ii. The duties of the Research Committee shall be:
   *a. To nominate members to the Research Ethics Board in
     accordance with VIII.(g).i*

VIII. (g) <u>RESEARCH ETHICS BOARD</u>
*i. The Research Ethics Board (REB) shall be an independent board whose membership,
except for the Dean of Research and Graduate Studies, and the graduate student
representative, both of who are non-voting members, shall be nominated by the Senate
Research Committee, and elected by Senate. The Research Ethics Board shall report to
Senate through the Dean of Research and Graduate Studies. All members (aside from the
graduate student representative) shall be appointed for up to a three-year term. The graduate
student representative shall be appointed for a one-year term.*

Membership of the Research Ethics Board shall be as follows:
*The Dean of Research and Graduate Studies, to serve as a non-voting member who shall act
as liaison to the Senate Research Committee, the Senate Graduate Studies Committee, and
Senate;*

*VIII. (m) <u>TIMETABLE, INSTRUCTION HOURS AND
          EXAMINATIONS COMMITTEE</u>*
*i. The membership of the Timetable, Instruction Hours and
   Examinations Committee shall be elected in accordance with
   Article VI. 1. and shall be as follows:*

One member of the Faculty of Arts
One member of the Faculty of Professional Studies
One member of the Faculty of Pure and Applied Science
The Registrar or delegate
Dean of Students (non-voting)
Two students
The Chair of this Committee shall be one of the Faculty members

VIII (o) FACULTY DEVELOPMENT COMMITTEE
iii The duties of the Faculty Development Committee shall be:
  -- to serve as a liaison between Faculty, Senate, and other
    resources available at this university.

A. Wilson expressed concern that no student senator would be available for the Senate Annual Meeting if this important meeting was moved to May of each year.

It was confirmed that nominations by email were acceptable.

MOTION WAS CARRIED.

5) New Business
 a) 2006-2007 Annual
    Reports from Senate
    Committees (**067-71-REP**)   It was moved by G. Iwama and seconded by C. Wightman *that Senate receive the annual reports for the academic year 2006-2007.*

I. Wilks reminded Senators that in receiving these reports, we are not approving, accepting, or adopting, but note that the reporting duties of the relevant committees have been fully discharged.

i) Honorary Degrees   No Comment.

ii) Executive   No Comment.

iii) Board of Continuing and
     Distance Education   (**APPENDIX D**) I. Wilks felt it would be good if this committee had more of a presence on the floor of the Senate in the coming years.

iv) Academic Program Review   (**APPENDIX E**) In reply to a question from the floor, G. Iwama agreed to make a complete schedule of reviews available with these minutes.

v) Academic Integrity   (**APPENDIX F**). No Comment.

vi) Nominating   (**APPENDIX G**). No Comment.

vii) Students With Disabilities
     that Affect Learning   (**APPENDIX H**). No Comment.

viii) Curriculum   (**APPENDIX I**). No Comment.

ix) By-Laws   (**APPENDIX J**). No Comment.

x) Archives   (**APPENDIX K**). No Comment.

xi) Research Ethics Board   (**APPENDIX L**). No Comment.

xii) Admission & Academic

Standing (Policy)	(**APPENDIX M**). In reply to a question from the floor, G. Iwama said that the Enrolment Task Force document was given to this committee for comment and returned. It will be coming to Senate for approval of recommendations arising from document. MOTION WAS CARRIED.
xii) Admission & Academic Standing (Appeals)	(**APPENDIX N**). In reply to a question from the floor, G. Iwama said that stats are available on the success rate of returning students in the appeal process. These students are monitored/tracked but success rate is not included in the annual report. This report was referred back to the VP(A) for this information. The annual report will be revised and attached to the next agenda.

6) Other Business
  a) Registrar - Nominations for
     Senate Nominating Committee
     (**067-75-REG**)

R. Jotcham presented a report (**APPENDIX O**) of elected Senators who will fill vacancies on the Nominating Committee as follows:
Anne Quéma - Faculty of Arts
Doug Symons - Faculty of Pure and Applied Science
Pat Corkum - Faculty of Professional Studies.

  b) Nominating Committee -
     Nominations for Senate
     Vacancies (**067-76-NOM**)

It was moved by S. Markham-Starr and seconded by H. Wyile *that the Nominating Committee report on nominations for Senate vacancies (**APPENDIX P**) be accepted as follows:*
- *Chair for the Senate: Ian Wilks, 2007-2008 (1 year)*
- *Deputy-Chair for the Senate: Rob Raeside, 2007-2008 (1 year)*
- *Replacement on Senate for lay person: Tim Hergett, 2007-2010 (3 years)*
- *Faculty Elections Officer: Ying Zhang, 2007-2008 (1 year)*
- *Executive Committee of Senate*
  - *Faculty of Arts: Kevin Whetter, 2007-2008 (1 year)*
  - *Faculty of Professional Studies: Ron Lehr, 2007-2008 (one year)*
  - *Faculty of Pure and Applied Science: Svetlana Barkanova, 2007-2008 (one year)*
- *Faculty of Arts Replacement [Senator]on By-Laws Committee: Barry Moody, 2007-2008 (1 year)*
- *Faculty of Professional Studies Replacement on By-Laws Committee: Pat Corkum, 2007-2010 (3 years)*

I. Wilks called for further nominations three times and hearing none declared that nominations were closed.

MOTION WAS CARRIED.

7) Adjournment

L. McDonald moved this meeting be adjourned. It was 11:05 a.m.

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D. Murphy, Recording Secretary

Report to Senate
School of Music Academic Program Review
7th May, 2007
On Behalf of the Academic Program Review Committee
George Iwama, Chair

The following is a summary of the Academic Program Review of the School of Music. The Academic Review Team was made up of the following four faculty members who conducted their site visit with the School of Music on March 27 and 28, 2006. A list of the Recommendations and the Response of the School of Music to each recommendation, developed over the past academic year, is attached. Music students were consulted at all stages of the Review and their Response is also attached.

- Glen Carruthers, Brandon University
- Fred A. Hall, McMaster University
- Susan Markham-Starr, Acadia University
- Greg Pyrcz, Acadia University

Positions
There were two recommendations concerning full time positions. The School has filled vacancies created by the retirements of Marie McCarthy and Gordon Callon and has named a new director through one of these positions. Music students participated in all stages of the selection process. Two recommendations referred to part time positions. The employment status and support for part-time instructors and the posting of available positions in a more timely way need to be addressed through the normal processes in the university.

Curriculum
Recommendations 2 through 5 address the need to maintain the high quality of the curriculum of the undergraduate music program. The School has embraced the Review process as an opportunity to undertake a thorough curricular renewal and developed a plan to take us into the next three to five year period. In line with Recommendations 2 and 3, the School will introduce proposals through the university curriculum process next fall to delete concentrations in Music Theatre and Music Technology. It is understood that students currently enrolled in these programs will be grandfathered out. In line with the current fiscal constraints on campus, the School will reduce the number of courses taught by instructors in part time positions by 10% for the coming year.

Research and Performance
With an active faculty engaged in productive scholarship and performance activities and through hiring new faculty, all with completed or currently finishing doctoral degrees, the School is committed to continuing high quality scholarship and performance into the future. Music students are encouraged and supported in research and performance activities.

Facilities and Infrastructure
Four recommendations referred to establishing a schedule of infrastructure maintenance and improvements for Denton Hall. Current building standards across campus need to be applied to providing adequate teaching space, improving air quality throughout the building and addressing safety issues in both Denton Auditorium and Lower Denton. The School will continue to press for the university to invest in a Technical Manager for the music program. The role would be similar to a laboratory technician in chemistry or biology. In order to implement Review Team Recommendation 11, the School asks the university to recognize that the music program requires specific technical expertise in the same way as departments in the Faculty of Science.

Teaching Support and Scholarships
An adequate equipment budget is essential to maintain the high quality of the Music program. All aspects of curriculum delivery depend on adequate equipment, including maintenance and upgrading of instruments. The equipment needs of the School of Music parallel those of science labs. The recommended actions would be addressed through budget proposals for equipment renewal. The Report encourages adequate scholarship support for music majors. The School has addressed Recommendation 28 and formed a Scholarship Committee to oversee the awarding of Music Scholarships.

RESPONSE TO THE
REVIEW OF THE SCHOOL OF MUSIC
ACADIA UNIVERSITY

DECEMBER, 2006

ACADIA SCHOOL OF MUSIC MISSION STATEMENT

We Grow Musicians

Our mission, within an innovative and collaborative environment, is:
- *To nurture the student's innate passion for music so that he or she develops a lifelong disposition to expertise in music;*
- *To offer a diversity of experiential learning opportunities as a path to career success, enabling our graduates to become leaders, enriching the changing 21st century world;*
- *To train the musician who is an advanced specialist in their chosen area of music within the context of a well-rounded understanding of music.*

PREAMBLE

An external program review of the School of Music was conducted in March, 2006, with a corresponding report submitted in July, 2006. A review committee consisting of four external faculty members (two from other Acadia departments and two music faculty from other universities) met with concerned faculty, staff, administrators, and students over a two-day period. The review report's recommendations followed from these interviews. The School of Music wishes to thank the review committee members for their time and effort. The review process has initiated a period of self-reflection on the identity of the School of Music and its role within the university. Several of the report's recommendations are fully endorsed by all concerned parties within the School.

We must also point out however the limitations of conducting a departmental program review by simply gathering and collating opinions. The review committee performed well under these limited terms of reference, but a number of recommendations are not backed up with evidence or a rationale. We feel that a more comprehensive review should have included the following:

• Comparison with other schools of music of similar size regarding curriculum, faculty complement, resources, and teaching facilities
   • Financial data to justify recommended program and curriculum deletions
   • Comparison of School of Music enrolment trends with that of other departments and with the university as a whole; and
   • Reference to the Strategic Plan of Acadia University

In drafting our response, the School of Music has considered all of this data and has determined that certain recommendations in the review report are simply not viable, and may even conflict with the university's stated mission and Strategic Plan. Other recommendations have been adopted carefully so as to address the stated concerns while still maintaining our core values, enrolment levels, and national standards. A response to each of the report's twenty-eight recommendations follows.

It is important to acknowledge that at the same time that the Acadia School of Music is undergoing this period of renewal and regeneration, the university itself is establishing its own new identity. In addition, university schools and faculties of music across North America are adapting to a rapidly changing world.

Change is inevitable. Our official response outlines those changes that we feel are necessary to provide stability, to attract strong students and faculty, and to confirm the School of Music as a vital component of the Acadia liberal arts vision.

RESPONSE TO RECOMMENDATIONS

1.   *The School of Music should develop a vision/mission within the context of the Acadia Strategic Plan.*

We have developed a mission statement. We will establish a committee to develop a three to five year plan to match our mission with the overall vision of the university. The School of Music agrees that achieving a broad consensus as to our identity and role in the university is paramount. Most music programs across the country are in the process of adapting to changing student demographics and higher education priorities, and the contemporary demands of music performers, teachers, and scholars. We note, for example, that one of the largest and most well funded music faculties in the country at the University of Toronto is currently conducting its own strategic planning exercise to better position itself for the future. We also recognize that Acadia's mission and vision has recently changed in accordance with the Strategic Plan. We propose that the School of Music strike a committee of faculty and students to draft the required three and five-year plan in consultation with the Faculty of Arts, and within the context of the university's strategic plan. This plan will include a mission statement, but must also include a comprehensive list of priorities and actions.

2.   *Reduce the number of advertised concentrations to the following*:
        Music Education
        Performance
Music Therapy

The Review Committee suggests the elimination of the following program concentrations:

- BM - Theory/History
- BM - Music Theatre
- BAM - Music Technology

The School of Music recognizes that without an infusion of new and sufficient resources it is not able to maintain quality degree programs in all areas of specialization that it currently offers. At the same time, the Strategic Plan mandates all departments to embrace interdisciplinarity, curricular flexibility, undergraduate research, and a globalized perspective. The theory/history programs are primarily research-oriented and provide opportunities for students to engage in scholarship and interdisciplinary learning opportunities. These programs are also inexpensive to administer, and require minimal support from part time faculty. Music Technology and Music Theatre are, by definition, interdisciplinary programs that respond to the contemporary demands of a rapidly changing music industry. The School of Music believes that these recommendations do not go far enough in redefining our place within the liberal arts vision of the university, and may even make the Strategic Plan more difficult for the School of Music to realize.

At the same time, we recognize that some of these programs place excessive demands on faculty resources and limited operating budgets. The School understands that this review process provides an opportunity to undertake major curricular renewal in line with the main themes articulated in the Strategic Plan and we therefore propose the following changes, which we see as bolder, more transformative, and more likely to meet the needs of the university as a whole. Please refer to

Appendices A, B, and C which document program and course deletions recently completed and proposed.

1)   Eliminate specific degree programs in Music Technology and Music Theatre.

We are acting on this recommendation but must note that the report contains no argument based on a qualitative or quantitative analysis to justify this recommendation. The School of Music must point out that reducing the number of program offerings will inevitably reduce the number of students it will be able to recruit. This recommendation goes against the universities mission statement, against the Strategic Plan, and, in affecting recruitment, against the financial crisis in the university. Current enrolment in music theatre and music technology is 40 students. This represents at least $250,000 in tuition income, while these

programs cost less than $90,000. The School of Music must not be penalized when mandated reductions in program offerings result in lower enrolments.

•The School of Music will cease advertising music technology and music theatre as specific degree programs.
•The Music Technology program will no longer be offered as a specific concentration, however several of the courses in this program will be redesigned and offered on a rotating basis. The School of Music believes it is essential that music graduates have ample exposure to the ways in which technologies have impacted the practice and study of music. The School of Computer Science has expressed interest in offering a joint degree in music technology and computer science. As an opportunity to increase interdisciplinary teaching, a central tenet expressed in the Strategic Plan, we propose to explore this option.
•The Music Theatre Program will no longer be offered as a separate degree stream, but will instead be integrated into the BM in Vocal Performance. This will allow for the elimination of certain graduated course offerings within music theatre, but will still allow students the opportunity to pursue music theatre as a performance option. We also continue to encourage interdisciplinary partnerships with the Theatre department.

2) **Redefine our program offerings as majors under each of the three degrees offered**: **Bachelor of Music, Bachelor of Arts in Music, and Bachelor of Music Therapy**.

We will reduce to three, from six, the major areas of concentration offered within the Bachelor of Music degree: Performance, Education, and Musicology. The School of Music recognizes that a large offering of individual degree programs places difficult administrative and financial burdens on a limited pool of resources. Instead we will concentrate on three individual degree offerings, each with their own core requirements. Each major area will require the completion of courses in areas of specialization but will also provide ample opportunities for pursuing courses of interest outside the major area. We believe this offers the best combination of specialized training and curricular flexibility that can be tailored to the needs of the individual learner in keeping with the theme of personalized education that is stressed in the Strategic Plan. The Bachelor of Arts in Music programs will continue to be offered as a General or Double Major option.

3) **Redefine the core course requirements for each degree**.

We maintain that the rigorous study of Western Art music is essential to any music program. However, we also recognize that music by its very nature is an evolving interdisciplinary subject, and is an essential aspect of culture worldwide. Core musicology courses should strive to provide

students with a forum for the exchange and creation of ideas, while recognizing music's place in the global cultural network. Our curriculum will reflect sensitivity to interdisciplinarity and to the internationalization of education.

4) **Provide students with a diverse range of course offerings so that they may pursue an individualized curriculum that best fits their interests and career paths.**

We note that the Academic Program Review charges that the Acadia School of Music "cannot be everything to everyone". While diversity defines our unique profile, we are reducing programs but will maintain a healthy diversity of course offerings through planned course rotations. We can continue to offer a varied curriculum if we are provided with sufficient resources. We feel this variety is important in supporting one of the themes in the Strategic Plan which emphasizes the individual learner who can chart his/her own degree path. We maintain that our curricular diversity is part of our identity and distinguishes music study at Acadia from that available elsewhere. We strive to be a school that nurtures serious

performers, scholars, educators, therapists, and composers who seek a well-rounded music education within a liberal arts university environment.

5) **Create or adapt courses that may appeal to students from other disciplines.**

Many music courses are open to all university students. We currently offer service courses as electives to arts and science students, as well as IDST course electives in music technology and music appreciation. In addition to these, we propose the creation of courses in the areas of popular music, non-Western music, and music and society that may appeal to a large number of both music and non-music students, as well as advanced seminar courses in the cultural study of music with possible interdisciplinary partnerships in history and classics, Canadian studies, political science, theatre studies, philosophy, women's studies, sociology, psychology, education, mathematics, physics, computer science, and business. We believe our students have a great deal to gain from interaction with students from other disciplines. Our music majors, at a minimum, are required to take 33 credit hours outside of music.

We maintain that the study of music should form an important component of any liberal arts education. Courses in popular music attract large numbers of general university students. We will introduce these courses next fall term. We view this as a revenue stream for the School, a strategy adopted by other units on campus.

The School of Music believes that these recommendations will provide the necessary overhaul of our curriculum while still maintaining a diverse range of course offerings that appeal to a greater number of students. We also believe that these recommendations are more in line with the university's strategic planning exercise than the recommendations from the external program review, and that these changes will maintain our distinct profile in recruiting strong students and heighten the School as a vital component of Acadia's liberal arts vision.

3. *Other concentrations should be deleted/phased out over a period not to exceed three years.*

The Arts Administration program will graduate its final student in 2007. This program will therefore be deleted for the calendar year 2007/2008. The Music Technology and Music Theatre programs will be phased out as specific areas of concentration over the next three years, at which time all students currently enrolled in these programs will have graduated. Specific courses in each of these programs will be revised and included as options within the major areas. Resources must be maintained during the three-year phase-out period for those students currently enrolled in these programs.

4. *Once the reduced number of concentrations has been accomplished, it should be clearly established who is responsible for each concentration.*

Certain degree programs and major areas fall naturally under the purview of individual faculty members with specific areas of expertise. Music therapy, education, and composition currently have assigned faculty members who oversee the planning and execution of these programs. Other programs such as performance, musicology, and the Bachelor of Arts programs require continuing input from several faculty. All music degrees and majors are ultimately the responsibility of the Director of Music.

5. *Principal Applied Study and Secondary Applied Study should remain as required courses in the B.Mus. Education & Performance concentrations.*

Applied music study is perhaps the component of a comprehensive music education that differs most from other academic degree programs. As such, it is the least understood and most scrutinized aspect of the music degree. The School of Music maintains that applied music study is absolutely essential to the Bachelor of Music and Music Therapy programs. As stated in the national guidelines of the Canadian University Music Society: "Programs leading to the degree of Bachelor of Music normally contain a core curriculum which includes three or four years of individual applied study in an instrument or voice (preferably a one-hour lesson per week); (and) three or four years of active participation in an ensemble." Please refer to the CUMS website at: http://www.cums-smuc.ca/publications/scim_guidelines.html#1_bm_prog.

Individual 1-hour lessons provide an opportunity for synthesis of ideas and information learned in the classroom, refinement of musical technique and musicianship, and most importantly attention to the individual learner. Student performers, teachers, therapists, and scholars gain tremendous insight from the close,

personalized attention they receive as part of their individual study with professional musicians and scholars. Without this, our student graduates would face an enormous disadvantage compared to music students from other universities, and the reputation of our Bachelor of Music degree would suffer greatly. Appendix D includes additional information regarding applied studies, including responses from the chairs of music departments and schools at Dalhousie, Mount Allison, and Memorial Universities, and the full CUMS list of requirements.

At the same time, the School of Music recognizes that not all students who are interested in music studies desire or are prepared for applied music lessons. All students who enter the Bachelor of Music program must meet a minimum standard in an audition on an instrument or voice. Students in the Bachelor of Music Therapy program also pursue applied study with a successful audition. Although the Review Committee did not address the BAM program, after careful consideration, we believe there could be potential for cost savings by eliminating the applied study requirement for BAM students. Exceptions may be made for qualified students who pass an audition and elect to pay the established supplemental fee. We feel that this will reduce the strain on faculty and part-time budgets that result from the applied study component, while still preserving this essential component of the Bachelor of Music and Music Therapy degrees.

6. *Replacements, including positions available through planned retirements, should be used creatively to recruit new leadership and to establish strategic teaching concentrations that will define the Acadia advantage.*

The School of Music fully endorses this recommendation. We must point out, however, that the School of Music has faced a drastic reduction in its full time faculty complement over the past decade. Music schools of similar size across the country benefit from a significantly larger pool of full time professors and instructors. Our current full time complement of eight faculty members is barely sufficient to address the needs of our many students, and any reduction in this complement will seriously threaten the viability of the school. The three and five-year plans will take into consideration planned future retirements in determining what type and how many faculty members the School requires to operate efficiently.

7. *An open search for a new Director of the School is desirable and necessary.*

The Eleventh Collective Agreement stipulates that the School may conduct an internal search for a new director, and may also be authorized to conduct an external search if a tenure-track vacancy exists. In light of this, we feel that it is in our best interests to consider all eligible candidates. The School of Music will conduct a search to fill two tenure-track vacancies in musicology and voice, with a view to finding the best candidates in each field. A new Director will be appointed, if possible, from one of these two positions.

8. *Employment status and support for part-time instructors must be addressed.*
Acadia should consider either longer term Contractually Limited Appointments (two or three years duration), or a similar fixed term appointment that extends beyond one year, but is not connected to tenure. In addition to offering these appointments, Acadia should provide a new faculty orientation and access to ongoing university resources such as computers, library access, keys to facilities and web presence. As a beginning, we recommend that current part-time appointments be granted continued access to all services to which they are entitled during the regular academic session.

Part-time faculty are a vital part of the School of Music's recruitment strategy. Many elements must be in place to attract music majors to a specific post-secondary music program. One key factor in choosing the university they will attend is the instructor with whom they will study their instrument, in addition to the quality and leadership of the overall music performance opportunities, especially as provided by the ensembles.

At Acadia, a great cost savings is created by hiring part-time faculty. In addition to being cost-effective, part-time instructors represent a strong and essential recruiting tool for the School. Many of these instructors are prominent members of the wider musical community, including Symphony Nova Scotia, and students will

choose Acadia specifically in order to study with these well-known performer/teachers. Many of these individuals have demonstrated a strong commitment to Acadia University over many years. Continuity of employment for part time instructors is an asset for both the instructor and for the School, enhancing student recruitment and retention. We also recommend that the $1000 part time travel allowance, in effect for 30 years, not be removed.

The School of Music fully endorses the recommendation to address the employment status of part time instructors with a view to creating new CLT positions or similar fixed term appointments. We also endorse the recommendation to provide part time instructors with computer accounts, laptops, library access, keys to facilities and web presence year-round. We should support the part-time Faculty by being allowed to advertise the names and duties of our Faculty on the website, even through the summer. A caveat should be published at the bottom of the list, which states "May be subject to change.", to protect the University against any charge of false advertising if a particular part-time teaching Faculty is not rehired for any reason.. It is an important aspect of our recruitment strategy. These measures would be cost neutral to the university while providing tangible support to instructors and would enhance part time faculty retention over the long term.

Music faculty recommends that part-time hiring must be completed before the end of April in order to plan both budgets and course offerings in a rational way.

9. *The posting of available positions and/or re-appointments should be done in a more timely way. Earlier deadlines for all these positions should be established.*

    The School of Music fully endorses this recommendation and recommends that senior administrative approval for new hiring be granted much earlier in the year. Part time hiring must be completed simultaneously with student registration in order to efficiently plan timetables and courses.

10. *The workload of the Administrative Assistant should be assessed to determine if a part-time assistant should be hired. Schools of Music are very complex organizations to manage. It appears that Acadia's School requires at least an additional .5 position. This person could perform specific tasks to relieve the Administrative Assistant of some Office responsibilities. A schedule of Office procedures and deadlines should be produced for the benefit of all faculty members and for succession planning. In addition, all important School of Music protocols and procedures need to be written down to ensure consistency in decision-making and transparency for faculty and students alike.*

    The School of Music fully endorses this recommendation. The Dean of Arts has offered to hire an individual to create a record of administrative procedures in the Faculty of Arts.

11. *An assessment should be undertaken of the current state of Denton Hall with the goal of establishing a schedule of infrastructure maintenance/improvements.*

    The School of Music fully endorses this recommendation. In order to implement recommendations 11, 12, and 13, the university will need to hire a facility and equipment manager for Denton Hall to provide both technical support and to act as an instructor. The role would be similar to a laboratory technician in chemistry or biology. We ask the university to recognize that the music program requires specific expertise in the same way as departments in the Faculty of Science.

12. *Space constraints and conditions of practice rooms should be examined.*

    The School of Music fully endorses this recommendation.

13. *Classrooms outside of the School should be considered for use at high demand times.*

If larger classrooms are available throughout the campus, the School of Music welcomes the opportunity to use them. Certain music courses however require specific classroom teaching aids including chalkboards with music staves, stereo equipment, pianos, and movable seating.

14. *The Festival Theatre should be a regular resource for rehearsals, teaching and performances.*

The outstanding facility of the Festival Theatre could act as a very strong recruitment tool for the music program. The School of Music is very open to the possibility of utilizing the Festival Theatre as an additional rehearsal, teaching, and performance venue if it were to be made available to us on a regular basis. In order to qualify as a viable academic space, the theatre must be dedicated to the academic requirements of the music and theatre studies programs for the full academic year. If outside groups interrupt the academic schedule during the year, viable course scheduling becomes impossible. The technical manager referred to in #11 above would also oversee the theatre, maintaining technical support for academic programs in that space as well as Denton Hall.

15. *The improved climate of collegiality and open consultation that was commented on by numerous people should be continued.*

The School of Music fully endorses this recommendation.

16. *The School should take direct responsibility for Summer programs and/or receive revenue from the Division of Distance and Continuing Education from activities run jointly.*

Music faculty sees summer programs as another essential recruiting tool. We recognize that the Continuing and Distance Education department offers the potential for alternate forms of program delivery. We will examine the possibilities for distance education course offerings combined with some programs that may be offered directly by the School. The recommendation regarding summer course offerings as a potential revenue source are not realistic for a rural university with limited access to a pool of summer students. One economic factor that has had a negative impact on enrolments in summer music camps has been the costs associated with room and board. We recommend these costs be reviewed towards establishing a potentially more flexible approach. For example, can room and board be provided on a break-even rather than a for-profit basis?

17. *Teaching loads of all faculty should be reviewed to determine if there is an equitable distribution of instruction and to ensure that full-time faculty teaching responsibilities align with the central teaching priorities of the School.*

The School of Music agrees with this recommendation. However, it should be made clear that ten years ago, the School had a full-time faculty complement of 13 tenured professors. Many of these professors who once taught core curriculum have retired and have not been replaced. The School of Music will ensure that planned replacement faculty positions relieve some of the part time teaching burden.

18. *The music librarian should be included in regular School meetings and planning sessions.*

The School of Music fully endorses this recommendation.

19. *It is recommended that groups like the Acadia University Band be used as partners and models for strategic recruitment initiatives.*

The School of Music fully endorses this recommendation. Recent faculty additions have provided new leadership for the band program. This underscores the need for more full time faculty who can provide the necessary direction for ensembles and degree programs.

20. *The weighting of ensemble credit should be reviewed.*

We recognize there are issues surrounding ensemble credit. Ensembles at the university level are critical to the overall atmosphere and success of the students who perform in them. The quality of the large ensemble experience is a huge recruiting factor in attracting the highest quality students. The student response to the

review raised a valid point about the current practice of awarding of only two hours of credit for a year of ensemble experience. Three websites from comparable Canadian university music departments were examined; each offered more academic credit than Acadia for their ensemble programs. The most common situation is to

offer a half-course 3h credit over the full academic year. Standard practise in North America considers ensemble credits supplemental to the 120 credit hours needed for the music degree; thus at Acadia, we require 120 credit hours plus 8h of ensembles to graduate

In summary: music students must have comprehensive experience in ensemble performance throughout their degree programs. Currently our students receive 2 credit hours for a full year of ensemble participation. Problems arising from this are:

- A 2h credit does not reflect the hours of student participation (minimum of 3h per week all year).
- Interdisciplinary, non-major students find it difficult to integrate this 2h credit into the normal 3h credit system; raising the credit to 3h would make music ensembles more accessible to non music students across campus.
- Awarding 3h ensemble credit is standard practise in Canada.
- Increasing the credit to 3h will not result in increased costs. Ensemble directors are currently credited with a 3h course load.

In light of the above, the School of Music will increase the credit allowance for a full year of ensemble participation to a three hour credit. This would raise the current 8h to 12h ensemble credits above the 120h academic credits for the degree for music majors.

21. *The role of student representation should be reviewed.*

Acadia music students have their own political body (Society of Acadia Music Students). From this, representatives are elected to music faculty council and standing committees. These representatives have always been invited to participate in the decision-making process for all major initiatives.

22. *All faculty members who handle student advising should be familiar with curriculum requirements and general regulations.*

The School of Music fully endorses this recommendation. Only full time faculty act as student advisors.

23. *A review should be conducted of student access to Denton Hall to determine if the hours for building access can be extended so that students can practice during the evening hours.*

It has always been our intention that Denton Hall is open daily from 0730 until 2330. Sometimes Security locks the building earlier and the music office promptly will remind them of "Denton Standard Time".

24. *The availability of collaborative pianists and the processes by which they are assigned to students/studios should be reviewed, clarified and codified in writing.*

This issue has been resolved by hiring an additional accompanist through our part time budget.

25. *A higher standard for entering students should be established.*

All students who are admitted to the School of Music must achieve a minimum academic standard as determined by the university admissions office. The School of Music can only audition students who have already been accepted by the university. Historically, all students are required to audition on an instrument or voice. The entering audition standards were variable depending on the degree program for which the student was interested. The School of Music will move to adopt standard audition requirements across all programs, while recommending that students in the Bachelor of Arts in Music program no longer be required to perform

an audition or to register for applied studies. A recruitment and retention committee has been struck to address these issues. Please refer to Appendix E for details.

26.   *The Performing Arts Series should no longer be a required activity for students.*

The School of Music disagrees with this recommendation. Music students in larger metropolitan centres have access to a wide variety of professionally staged performances. We feel it is important for our students to have some of the same exposure. The Performing Arts series provides music students with an opportunity to experience important cultural events, and observe professional performers in action.

Music faculty will investigate the possibility of offering a concert series of our own to act in place of the PAS attendance requirement for students.

27.   *To address student concerns about outdated software music programs, we recommend that the "Acadia Advantage" be updated and made more relevant to the specific needs of the School of Music.*

The Acadia Advantage program is currently under university-wide review. The School of Music will wait for guidance following completion of the Senate Committee to Review Acadia Advantage as to the future role of the laptop program in the university before initiating any updates to current technology.

28.   *A more equitable, transparent process across all concentrations for awarding scholarships should be implemented.*

The School of Music has created a Scholarship Committee to review potential candidates. This will allow the necessary oversight of scholarship awards while still maintaining confidentiality of sensitive information.

Report of the Senate ad hoc Committee to Review the Acadia Advantage Program With Respect to Its Impact on Pedagogy and Curriculum

8 May 2007

Introduction

In the October 2006 meeting of Senate, an ad hoc Committee was struck to "evaluate the impact the Acadia Advantage program has had on the pedagogy and curriculum of the university and to make recommendations to Senate for changes to pedagogy, curriculum, and/or the Acadia Advantage program." (Senate Minutes of 10 October 2006). The Committee was requested to work with the Presidential Commission on the Review of the Acadia Advantage Program and to take the recommendations of their Report into consideration in our deliberations. The Committee was composed of :

Chair: George Iwama, Acting Vice President Academic
Faculty of Arts Representative: Jon Saklofske
Faculty of Professional Studies Representative: Shelley MacDougall
Faculty of Science Representative: Peter Williams
Library Representative: Erin Patterson
Director of the Learning Commons: Sonya Symons
School of Theology: Chris Killacky
Graduate Student Representative: Brian Demmings
Undergraduate Student Representative: Megan Masters
Computing Services Representative: Paul Steele
AITT Representative: Craig Place
User Support Centre Representative: Kim Rose

The Committee met several times and invited input from the Acadia community with respect to the question of what impact the Acadia Advantage has had on pedagogy and curriculum. We focused our call for input around six questions under four themes. Upon receiving this input we summarized the responses. These are presented in Appendices of this Report.

The Acadia Advantage has evolved from the implementation of a technology to a very special learning environment over the past decade. Pedagogy and technology have become interwoven in this environment. Like any program, there is a range of engagement with the Acadia Advantage Program by faculty, and there have been challenges. While some of these may be specific to the Program here at Acadia, most challenges are generic to working in a technology-rich digital environment. However, the dominant view is that Acadia Advantage has been a very positive Program. Several units were unanimous in their support for the Program.

The Acadia Advantage has stimulated scholarly activity related to pedagogy and the learning and teaching process. This has expressed itself in the classroom and laboratory, but it has also been presented through more formal channels of scholarship. As an example of this, we present a list of publications and presentations related to the Acadia Advantage. This is presented in the Appendix.

We have not made specific recommendations to changes in pedagogy or to curriculum. We believe that it is important to present these findings to Senators and to have a full discussion. The Committee will develop such recommendations after that discussion.

Through our meetings, our consultations with our colleagues on campus, and through the contributions of faculty, librarians, staff, and students in response to our questions we report the following under four themes.

1.   What does the Acadia Advantage Program mean to us?

The Acadia Advantage program could be loosely defined as one respondent put it, "the incorporation of computer technology into any aspect of pedagogy in which it is likely to have a positive impact on learning."

The following themes arose as various facets of the Acadia Advantage (see Appendix 1 for details):
- Universal access to technology across campus to enhance learning
- Provides access to information to augment that received in class
- Ability and expectation of faculty to innovate in the classroom to enhance learning, AA is about pedagogy.
- Providing students an advantage in workforce by teaching them with the tools that are being used in their discipline

One faculty member wrote " Acadia Advantage provides a ubiquitous and universal mechanism for information exchange, collaborative analysis, and education and provides Acadia graduates with a significant advantage in the workplace upon graduation."

2.   How the Acadia Advantage Program being used, and how much depends upon the current technology

Over the past 10 years, with the support provided to them, Acadia's faculty members have more than met the challenge of integrating technology into the learning environment, developing and implementing new methods of teaching, contributing to the university being the most innovative in Canada, and probably being one of the most engaged in direct efforts to enhance teaching and learning.

The way technology has been used, and is being used, by faculty across the institution varies tremendously. This is to be expected given the variety of disciplines, learning styles, teaching styles, learning environments and the varied experiences of the faculty; the way AA is implemented appropriately for one person may not be an appropriate way of implementation for another. It is this variation and diversity of uses that makes Acadia Advantage unique and Acadia University's learning environment exciting and innovative for both the faculty and students.

At the most basic level AA has created an environment that makes it easy for faculty and students to create, edit, update and transfer information quickly and efficiently. However, the list below shows the variety of other uses of technology at Acadia University. The list here only shows the headings of these uses. The details under each of these headings are presented in an Appendix 1 to this Report.

- Learning Management including Learning Management Systems (LMS)
- Course Materials, Information and Resource distribution
- Databases such as Library resources, Video databases, and others
- Animations, simulations, learning objects that enhance interactivity
- Learning modules such as in laboratories (biology virtual dissections)
- Review and practice / interactive exercises such as online grammar tutorials
- Gathering and manipulating primary and authentic data
- Communication / collaboration and group work facilitation)
- Communication (written, verbal and visual) such as email, IM, PowerPoint
- Eliciting performance such as wikis and blogging
- Common Templates such as in problem-based learning
- Assessment and prompt feedback (Prior knowledge, formative and summative)
- Virtual Learning Environments such as web-based real-time electron microscopy
- Acadia Course Management Environment (ACME) tests
- ACME discussion groups
- Games for learning such as Recycler
- Innovations such as Musicpath

Three academic units said that AA was being used in virtually every course; 5 said AA is being used extensively; 6 responded that there was as broad spectrum of use; 3 stated that there was frequent use; and 2 stated that there was minimal use. Usage in the Faculty of Pure and Applied Science tended to be heavier than in the Faculties of Professional Studies and Arts.

Additional information that helps answer the question about how much AA is being used includes the amount of use of ACME. Details of this are presented in Appendix 1 to this Report.

Since 1999 the Acadia Institute for Teaching and Technology (AITT, now in the Learning Commons) worked on over 190 projects with faculty and students that involved implementing technology for teaching and learning Faculty members also worked on teaching and technology projects without the assistance of the AITT, so these numbers reflect only a percentage of the true data. Detailed statistics about faculty participation in AITT and related activities since 2004 are given in Appendix 1 to this Report.

There is a common view that the common platform is a significant factor for the continued use of AA technology in their courses. The common hardware platform and software template were advocated for most strongly by those units that have made significant investments in specialized hardware and software. All units cited the support, such as through the User Support Centre, as being important enabling factors to make in –class use of the technology.

3.   **What changes might improve the pedagogical functions of the Acadia Advantage program.**

The most dominant recommendation for change was to do something about students' behaviour in class. While other perceptions about the Acadia Advantage seem to vary by department, there is campus-wide agreement that chatting on MSN, playing solitaire, and watching video during class is a major problem and is undermining learning.

Despite this concern, most of the responses from the three Faculties and the Library advocate building on the Acadia Advantage program rather than scaling it back. On the whole, the tone of the collected responses is one of enthusiasm for keeping and improving the Acadia Advantage through increased pedagogical and technical support and investments in up-to-date hardware, software and infrastructure.

All of the detailed recommendations for change that we received are presented in Appendix 1 to this Report. They fall in three categories. Some details are presented here to give clarity to the types of recommendations we received.

- Support for pedagogy and technology:
  - encourage and support pedagogical innovation, experimentation and expertise that does *not* involve technology, as well as those that do.
  - survey faculty about their needs for technology and pedagogy support
  - develop students' information literacy skills, particularly finding appropriate information and critically evaluating it
  - offer and promote workshops on different software programs (Word, Excel, PowerPoint, SPSS, Maple, etc.) to students and faculty
  - provide more support for and training on open source software (Open Office, Linux, etc.)

- Infrastructure/hardware/software:
  - allow professors to disable Internet access in classrooms to prevent surfing, MSN chatting, etc.
  - expand wireless access to cover the entire campus
  - reconfigure seating in AA classrooms to facilitate face-to-face and small group interactions as well as screen viewing and laptop use
  - improve classroom technology by adding tablet PCs and smart boards
  - replace ACME with a more powerful, up-to-date courseware management system

- Participation:
  - scrap the mandatory rental program (note that the rationales for this were not to improve pedagogy, but to lower tuition)

4.   **Is there a "digital culture" at Acadia ?**

There is a clear consensus that a digital culture exists among the students on campus. In most cases, evidence of this digital culture has been seen in the ways in which students use computers inside and outside the classroom. This quote captures a common view expressed by many respondents: "There is definitely a "digital culture" amongst students on campus. The degree of collaboration and team work among students has increased dramatically as a result of the Acadia Advantage program. Students are completely at ease in preparing and giving presentations with their laptop computers and have come to expect that much of their lab work, both experimental and report

preparation will use their laptop computers. The prevalence of web-based information retrieval has increased enormously. Students also feel free to e-mail their professors with questions about their courses."

When considering the impact of digital culture in the classroom, it appears that the question can be conceptualized in at least two ways. One interpretation considers the disruptive influence of digital culture on a largely traditional style of classroom setting. Another interpretation looks at the power of digital culture in an adapted teaching and learning context. The first interpretation, paints digital culture as a problem while the other interpretation presents an rich and effective learning context.

Faculty, staff, and students all experience distractions in this digital culture. One professor wrote "The students are using technologies that I am not using, including MSN, ICQ, Facebook, etc. I find most of these annoying and distracting from the classroom activities that I have planned." Many respondents stressed that the key to coping with the challenges of a digital culture in the classroom was not to make students conform to traditional classroom practices but, rather, to adapt classroom practices to the digital culture of the students.

While many respondents clearly felt that Acadia students were more immersed in digital culture than students at other universities, others felt that this immersion is not unique to Acadia today. MSN, Instant Messaging, File Sharing, MP3/Digital music players and, of course, the laptop, play an integral role in the day-to-day socializing, work and relaxation activities of students in all ages at Acadia. There is a perception that this has eroded traditional forms of social interaction, while others maintain that this has simply transformed it.

There are many examples of unique learning experiences that were developed as part of the Acadia Advantage. The School of Business, for example, outlines a number of projects that demonstrate innovative applications of technology to teaching and learning . This is discussed further in Appendix 1 to this Report.

Closing Remarks and Future Actions

The Acadia Advantage Program, in its many facets, has become an integral part of the ethos of this University. It still has a brand that is recognized nationally and internationally and many students cite it as one of the reasons for coming to Acadia. This may be noteworthy in one regard. While the Acadia Advantage was groundbreaking a decade ago, most universities have developed various aspects and levels of technology-based enhancement of teaching and learning. It is likely that while an advantage from the perspective of pervasive laptop technology on a university campus may have eroded with time, the level of support to the user and the culture of developing pedagogy and curriculum with this technology over that decade still gives Acadia an advantage over most other universities.

Success in the extensive use of technology has its challenges. However, Acadia students generally leave with a familiarity and digital savvy that seems to set them apart as they enter the workforce, graduate schools, or professional schools. The costs for maintaining the current platform and level of support are very high. Thus, the evolution of the Acadia Advantage must attempt a balance in fostering all the distinctive advantages our students can have at Acadia and doing this within the budget we can afford.

The Committee feels strongly that reviews of the Program, whatever it is called, should be conducted regularly. Thus we strongly urge the review of the Technology Services group, led by Patti MacNeil to continue with engagement of faculty, staff and students. Furthermore, we suggest that such reviews take a systematic approach to studying and reviewing this. This should have a longitudinal aspect so changes over time can be discerned.

The Committee believes that a thorough discussion of these finding with Senate, in a dedicated session, would be appropriate before specific recommendations for the future can be made. The teaching and learning environment at Acadia is unique, not for its various facets separately but in its whole. One Committee member expressed it as an ecosystem that has evolved over time. He wrote "Before disturbing this "habitat," (either making decisions regarding technology or the pedagogy that is inseparable from that technological environment) we need to anticipate and carefully assess the potential impact of such changes on the current learning "ecosystem" and environment that we have. Conservation of the most beneficial aspects as well as an evolution of some of the hindering aspects of the advantage will allow Acadia to retain a conceptual advantage over other post-secondary institutions (beyond hardware and software accessibility)."

Appendices
to
The Report of the Acadia University Senate ad hoc Committee
to Review the Impact of the Acadia Advantage
on Pedagogy and Curriculum

May 2007

1. Detailed Summaries of the Response of Acadia Faculty, Librarians, Staff, and Students to Key Questions by the Committee;

2. List of Publications by Acadia Faculty related to the Acadia Advantage

Appendix 1.   Detailed Summaries of the Response of Acadia Faculty, Librarians, Staff, and Students to Key Questions by the Committee

In an attempt to focus the input of the Acadia community with regard to the impact the Acadia Advantage has had on pedagogy and curriculum, the Committee asked six questions. The input was summarized by Committee members.

Question 1. What is your understanding of the definition of the Acadia Advantage Program? Compiled by Shelley MacDougall and Paul Steele

When Faculty (Professors and Librarians) were asked their *understanding of the definition of the Acadia Advantage program*, several themes arose from their responses. One response stands out that encapsulates the many other responses:

> The Acadia Advantage program could be loosely defined as "the incorporation of computer technology into any aspect of pedagogy in which it is likely to have a positive impact on learning."

Several themes arose from the definitions of the AA program given by faculty. They summarized below (including quotes, paraphrases from responses):

- Universal access to technology:
    - Comprehensive and equal access to computers;
    - Use of technology to enhance the learning experience;
    - Use of computers and technology in and out of the classroom, in courses, assignments, communications;
    - Efficient access to hardware and software support to make it easier to use technology.

- Access to information:
    - Provides of access to the world's information;
    - Expands student access to information in such a way as to supplement classroom texts/material;
    - Allow equal access to information and the technical tools that facilitate storing, using and sharing information and transforming it into knowledge.

- Enablement/requirement of faculty to be innovative in the classroom to enhance learning experience:
    - AA is most importantly a pedagogical initiative;
    - [AA] is a catalyst for improving teaching… an opportunity to question old teaching models and explore teaching models that are otherwise difficult to implement;
    - AA is about empowering faculty to develop innovative use of technology;
    - It is a program whereby faculty are expected to infuse technology into the curriculum as a means of enhancing learning experiences and learning outcomes;
    - AA … is the creativity in the classroom, made possible by the technological infrastructure and support, organizational and cultural supports for innovation;
    - Cutting edge of using technology to facilitate high quality education.

- Providing students an advantage in workforce by teaching them with the tools that are being used in their discipline:
    - Opportunity to show students how the use of computer technology has changed the way work is done in the field;
    - Enable the existence, nurturing and deeper integration of a digital culture on campus.

Not all respondents' understanding of Acadia Advantage was positive. One faculty member summarizes this opposition:

> The overall impact has been quite negative, especially on the aural comprehension skills of our students. Too many students are now unable to listen carefully to a lecturer, unable to give him or her their full visual and aural attention, and unable to take notes that capture the important points of a lecture or discussion. Indeed, many or most students write nothing down unless the instructor writes it on the board.

Colleagues who have taught here for 20 or more years tell me that they see a dramatic decline in listening and note

taking skills compared with the students they taught in prior decades. While a tiny minority of my students use their laptops to take notes, even those students miss the chance for personal engagement with me during lecture and discussion, because their gaze is trained on their screens. Most of the other students with open laptops aren't taking notes at all but are instead sending and receiving ICQ and MSN messages and surfing the web -- numerous clues make this fact obvious to me. Starting next term, I will insist that students leave their laptops closed during class, so they can take advantage of the presence of the real human being in front of them who is trying to engage them and engage with them.

This reinforces the idea in the quote at the beginning of this discussion: AA enables the incorporation of technology into pedagogy *when and where it has a positive impact*, which is not necessarily in all subjects, courses and classes. The writer of that opening quote went on to say:

This could be interpreted as referring both to learning by the individual and to learning by an audience, facilitated by dissemination via oral and written presentation of information and by either active or passive engagement of the audience. [AA] provides a ubiquitous and universal mechanism for information exchange, collaborative analysis, and education and provides Acadia graduates with a significant advantage in the workplace upon graduation.

Responses to Questions 2,3, and 4 were summarized together by Peter Williams, Craig Place and Sonya Symons

Questions 2. How is the Acadia Advantage Program being used in your department or classroom? And Question 3. How much is the Acadia Advantage being used by faculty, in courses, in programs?

Over the past 10 years, with the support provided to them, Acadia's faculty members have more than met the challenge of integrating technology into the learning environment, developing and implementing new methods of teaching, contributing to the university being the most innovative in Canada, and probably being one of the most engaged in direct efforts to enhance teaching and learning.

The way technology has been used, and is being used, by faculty across the institution varies tremendously. This is to be expected given the variety of disciplines, learning styles, teaching styles, learning environments and the varied experiences of the faculty; the way AA is implemented appropriately for one person may not be an appropriate way of implementation for another. It is this variation and diversity of uses that makes Acadia Advantage unique and Acadia University's learning environment exciting and innovative for both the faculty and students.

At the most basic level AA has created an environment that makes it easy for faculty and students to create, edit, update and transfer information quickly and efficiently. However, the list below (which is by no means all-inclusive) shows the variety of other uses (with several examples) of technology at Acadia University.

The list highlights the variety of options an Acadia University faculty member has, when appropriate in their course, to enrich the academic experience of their students.

1. Learning Management
    a. ACME
    b. LON CAPA (Physics)
    c. Axecorp (Business)
    d. Web Sites
    e. Assignment submission

2. Course Materials, Information and Resource distribution
    a. ACME Notes
    b. Network
    c. Web Sites

3. Databases

     a.   Library resources
     b.   Speakers Series (Business)

     c.   Learning Object Repository
     d.   The Merchant of Venice - Online Multimedia Resource (English)
     e.   Digitising Rare Film & Sound Recordings and Digital Media archive (Music)

4. Animations, simulations, learning objects
     a.   Input/Output Impact Model (Economics)
     b.   Excitable Cell Membrane Models (Biology)
     c.   Interactive Excel graphs (Geology, Business)
     d.   Astronomy (Physics)

5. Learning modules
     a.   Sponge Virtual Interactive Dissection (Biology)
     b.   Content Area Reading Toolbox (Education)
     c.   Interactive Recycling Tutorial

6. Review and practice / interactive exercises
     a.   Web Sites / ACME (Language departments)
     b.   Verb Tutor
     c.   Interactive Accounting Exercises (Business)
     d.   Online Grammar Tutorial (English)

7. Gathering and manipulating primary and authentic data
     a.   Using the Acadia Survey System
     b.   Science data acquisition
     c.   Business data
     d.   Census information

8. Communication / collaboration and group work facilitation
     a.   Sharepoint
     b.   C-Map
     c.   Digital Agora
     d.   Xero
     e.   MusicPath
     f.   Wikis
     g.   Blogging

9. Communication (written, verbal and visual)
     a.   Instant Messaging
     b.   E-mail
     c.   PowerPoint
     d.   Student multimedia development

10. Eliciting performance
     a.   Student designed web sites / publications / media
     b.   Wikis
     c.   Blogging

11. Templates
     a.   Problem-based learning (Business, Environmental Sciences)

12. Assessment and prompt feedback (Prior knowledge, formative and summative)
     a.   ACME

13. Virtual Learning Environments

      a.   Manage to Teach: A VLE Classroom Management Simulation

      b.   Virtual labs and field trips - Overcoming physical limitations – access to equipment, dangerous things, access to things we don't have, language labs, real life language situations.
      c.   Web-Based Real Time S.E.M.
      d.   Fitness Protocol – Blood Pressure

14. ACME TESTS used for:
      a.   Faculty & Student feedback
      b.   Self evaluation tests
      c.   Exams
      d.   Lab / Lecture reviews
      e.   Project sign-up
      f.   Assignments

15. ACME DISCUSSION GROUPS used for:
      a.   Share/contribute information
      b.   General / Group discussions
      c.   FAQ's
      d.   Announcements
      e.   Student Daily Journal
      f.   Project Sign-up
      g.   Student profiles

16. Games for learning
      a.   Use of MOO
      b.   Recycler

17. Innovation
      a.   Musicpath
      b.   VLE
      c.   Remote instrumentation

2. *How much is the Acadia Advantage being used by faculty, in courses, in programs?*

In the survey, we had responses from 16 units, with 15 of those being distinct Departments/ Schools and 1 being a Faculty wide response.

The responses to the question can be categorized in the following way:

1) Virtually every course - 3
2) Extensive - 5
3) Broad spectrum - From no use to full use - 6
4) Frequent - 3
5) Minimal – 2

(The total number here exceeds 16 because some units reported in more than one category.)

Usage in FPAS tended to be heavier than in Professional Studies and Arts.

Significant concern about non-academic use of the technology in class was expressed; however, this concern was strongest in units where there seemed to be less use made of the technology.

4. How much of your current usage of the Acadia Advantage Program depends on the technology and support provided through the current program model?

Virtually all of the responses cited the common platform and the support afforded by that model as being significant factors for the continued use of AA technology in their courses. This feeling is summarized quite nicely by the following quote:

> AA doesn't work when even one person in a class doesn't have the technology or support; lectures and other communications have to be very different if professors have to address a range of technologies (because someone has different hardware or software) or the least technologically proficient (because someone is lacking a specific software or hardware capability); however, when everyone has the same technology and support, many assumptions and short cuts can be made; this avoids these impediments, and allows students to focus on learning concepts and using them in their education, rather than spending unproductive time on the mechanics of the technology.

The common hardware platform and software template were advocated for most strongly by those units that have made significant investments in specialized hardware and software.

> It is critical that all the students in our classes have computers that (a) are fully functional, (b) use the same software as the professor and use it in the same way with the same operating system, (c) are compatible with the same computer interfacing hardware and software as the professor has available. Unless everything works on a student's computer in the same way it works on the professor's computer, enormous amounts of time can be spent in trouble shooting individual software installations on different computer platforms using different peripheral devices such as interface hardware.

All units cited the support offered by the AITT and the User Support Centre as being significant factors enabling them to make in –class use of the technology. One faculty member offered this metaphor:

> "If the computer is imagined as a car, the place has great mechanics, and a kind of pit crew to keep things running. There is also a network of instructional personnel who help us understand how to drive better in different types of terrain and how to transform the car into whatever kind of vehicle we need for a particular purpose. If this infrastructure is removed, then I think many of us will be less able to operate."

Question 5: What changes would you recommend to improve the pedagogical functions of the Acadia Advantage program? Compiled by Erin Patterson

Several themes arose in faculty members' responses to this question:

- Support for pedagogy and technology:
    - encourage and support technological innovation and experimentation, but do not expect or require it of all faculty members
    - encourage and support pedagogical innovation, experimentation and expertise that does *not* involve technology
    - recognize and make allowances for the time and risks involved in innovation (e.g. course evaluations can often be poor in the implementation year)
    - survey faculty about their needs for technology and pedagogy support
    - allow for longer student assistantships
    - develop students' information literacy skills, particularly finding appropriate information and critically evaluating it
    - offer and promote workshops on different software programs (Word, Excel, PowerPoint, SPSS, Maple, etc.) to students and faculty
    - more support for and training on open source software (Open Office, Linux, etc.)

- Infrastructure/hardware/software:
    - allow professors to disable Internet access in classrooms to prevent surfing, MSN chatting, etc.
    - expand wireless access to cover the entire campus
    - reconfigure seating in AA classrooms to facilitate face-to-face and small group interactions as well as screen viewing and laptop use
    - improve classroom technology by adding tablet PCs and smart boards

      o   replace ACME with a more powerful, up-to-date courseware management system

      o   provide students and faculty with better laptops than the current Dells
      o   allow for more flexibility in software choices
      o   improve capacity for creating and hosting video content

- Participation:
  - maintain the status quo (ensure that all students have the same model of laptop computer)
  - scrap the mandatory rental program (note that the rationales for this were not to improve pedagogy, but to lower tuition)

Without a doubt, the most commonly iterated recommendation for change was to do something about students' behaviour in class. While other perceptions about the Acadia Advantage seem to vary by department, there is campus-wide agreement that chatting on MSN, playing solitaire, and watching video during class is a major problem and is undermining learning.

Despite this concern, most of the responses from the three Faculties and the Library advocate building on the Acadia Advantage program rather than scaling it back. In some cases, this may be a result of the phrasing of the question, which implies that the program will indeed continue, but on the whole, the tone of the collected responses is one of enthusiasm for keeping and improving the Acadia Advantage through increased pedagogical and technical support and investments in up-to-date hardware, software and infrastructure.

Question 6: How do students interact with the Acadia Advantage? In other words, do you see evidence of the existence of a "digital culture" amongst the students on campus? If so, how does this impact classroom and learning activities? Compiled by Brian Demmings and Gary Hepburn

      The responses to this question indicated a clear consensus that there is indeed clear evidence of a digital culture among the students on campus. In most cases, evidence of digital culture has been seen in the ways in which students use computers inside and outside the classroom.

      There is definitely a "digital culture" amongst students on campus. The degree of collaboration and team work among students has increased dramatically as a result of the Acadia Advantage program. Students are completely at ease in preparing and giving presentations with their laptop computers and have come to expect that much of their lab work, both experimental and report preparation will use their laptop computers. The prevalence of web-based information retrieval has increased enormously. Students also feel free to e-mail their professors with questions about their courses.

While many respondents clearly felt that Acadia students were more immersed in digital culture than students at other universities, others felt that this immersion is not unique to Acadia and can be seen among university students in general. MSN, Instant Messaging, File Sharing, MP3/Digital music players and, of course, the laptop, play an integral role in the day-to-day socializing, work and relaxation activities of students in all age brackets at Acadia. There is a perception that this has eroded traditional forms of social interaction, while others maintain that this has simply transformed it.

      [For the most part there was agreement] that there was a digital culture amongst the students (a mixed blessing) but that this was probably no different from that of students at other universities. There was a feeling that this culture was more of an entertainment culture than an academic culture; students spend a lot of time downloading music, to put on their MP3 players, movies, and games, and many seem to spend a lot of time in class MSN-ing friends and surfing the net. A number of faculty have experienced students searching for information in class relevant to that class and communicating their findings to the class, but this is rare.

      I think digital culture is overrated. These students need a physical culture. They need to talk and interact with the wonderfully diverse group of students and faculty we have here on campus. The computer is a tool, nothing else.... MSN'ing a friend does not compare with talking with them, hearing the inflection in their voice, seeing the expression on their face.

While there was some disagreement about whether the Acadia Advantage produces a more pronounced digital culture at Acadia, there were also statements that considered this question over the time period the Acadia Advantage has been in existence. Some respondents, for example, indicated that Acadia had developed a clear digital culture earlier than other universities but others has since caught up.

> We are confronted with the current challenge of the AA which is the fact that much of what is currently being promoted as "advantage" is now well embedded within the larger culture of middle class Canada. This is both the strength of the AA as well as its weakness. The university caught a wave a decade ago. The challenge is for us to imagine how to catch the next one.

In this sense, it may be that Acadia lead other universities initially but is now in the process of imagining where to go next.

> When the impact of digital culture on the classroom is considered, an interesting divergence of perspectives comes about. Many of the respondents felt that the ways in which students used their laptops has a negative impact on the classrooms learning environment.

> The students are using technologies that I am not using, including MSN, ICQ, Facebook, etc. I find most of these annoying and distracting from the classroom activities that I have planned.

This use of some of these computer applications in class was also seen by some as leading to a decline in some basic skills of the traditional classroom.

> The overall impact has been quite negative, especially on the aural comprehension skills of our students. Too many students are now unable to listen carefully to a lecturer, unable to give him or her their full visual and aural attention, and unable to take notes that capture the important points of a lecture or discussion.

The degree of frustration was clearly apparent in several responses that pointed to a need to control the ways in which students use technology in the classroom.

> I would love to see a University-wide discussion about how to maintain a commitment to the use of technology for pedagogical purposes and control students' use of technology for nefarious purposes.

> Despite many negative comments that were made about the impact of digital culture on the classroom, one respondent made the point that removing the laptop from classrooms would not remove the impact of digital culture.

> Although [some professors] worry that the distraction of the laptop in class undermines the benefits of the program, generally, we all realize that technology in some form is here to stay and we would like to find ways to use it as effectively as possible.

Indeed, many respondents stressed that the key to coping with manifestations of with digital culture in the classroom was not to make students conform to traditional classroom practices but, rather, to adapt classroom practices to the digital culture of the students.

> The laptops and connectivity can be distracting for [students], especially in the first year. This can be counteracted by using the technology in a way that keeps the students minds and hands busy doing coursework.

> Students' digital activities can, at times, impede their curricular learning (see above) but they also provide opportunities for learning in ways that remain to be explored.

Many comments alluded to such practices and the promise they hold for engaging our digitally immersed students.

> There is no doubt that students learn more and better when technology is properly used to enhance the learning experience. Not only do students develop critical 'digital world' skills, but they can have unique learning experiences.

There are many examples of unique learning experiences that were developed as part of the Acadia Advantage. The School of Business, for example, outlines a number of projects that demonstrate innovative applications of technology to teaching and learning (see Acadia Advantage Report3.doc). One professor provides some feedback as an example of the impact such innovative pedagogy can have.

Here is feedback from a senior student I received today, regarding his Living Cases project:

> *It always seems like when I take a new class, and I learn something new that I "may need later in my career" and it can be very interesting. But the living case IS that point 'later in your career'. Students can learn a new subject in depth but for the first time are shown first hand how it is applied later in our business careers and how we as business people rarely have all of the accurate information that we would like to carry out a task.*

> *Also, the pressure to perform for the real business's gives us that sense of urgency that we will experience later in life. The living cases made me feel like I finished Acadia by completing a project that is "out there in the community making a difference" rather than having it marked by the professor and lost in a pile of old reports (even if it was a very good paper).*

When considering the impact of digital culture in the classroom, it appears that the question can be conceptualized in at least two ways. One interpretation considers the disruptive influence of digital culture on a largely traditional style of classroom setting. Another interpretation looks at the power of digitial culture in an adapted teaching and learning context. The first interpretation, paints digital culture as a problem while the other interpretation presents an rich and effective learning context.

Appendix 2. A List of Publications Related to the Acadia Advantage

Excerpts from:

Innovations using Acadia Advantage in the
Bachelor of Business Administration Program Compiled by Dr. Shelley MacDougall, Associate Professor

Publications and Presentations of Business School Faculty Dissemination of Teaching Innovation

The business school faculty have published numerous peer-reviewed journal articles and conference papers, and made presentations and poster presentations on teaching innovations that have been built on the AA platform. This is still occurring, with papers under review at present and presentations planned this autumn.

Acadia University can make its name synonymous with innovative teaching. Quoting Dr. Ann Dulhanty, Part-time business instructor and former technology transfer officer:

> One often neglected result of the Acadia Advantage program, specifically the access of faculty to electronic technology over the past ten years, is that many faculty have developed innovative teaching resources, which increase Acadia's ability to deliver a high quality learning experience. Not only can this be used to provide quality education and promote the school, but it also provides commercialization potential. This commercialization may or may not generate significant revenues (more likely it will not) but it goes further to promoting and disseminating Acadia's name and reputation when an educational resource developed at Acadia is distributed by an international educational publisher.

Below is a list of peer-reviewed journal articles, book chapters, conference papers, and presentations by Manning School of Business Faculty.

Refereed Journal Articles

MacDougall, S.L. and Follows, S.B., (2006). "Model-building in Excel as Pedagogy for the Fundamentals of Corporate Finance." *Advances in Financial Education*, forthcoming.

Mackinnon, G and Vibert, C. (2004) Business & Teacher Education : Models for Constructive Technology Use, *Journal of Interactive Instruction Development* 16: 1. 2004.

Mackinnon, G and Vibert C. (2002) Judging the Constructive Impacts of Communication Technologies: A Business Education Study, *Education & Information Technology*.

Vibert, C and Williams, P. Effective technology Usage in a lap top teaching environment. *Positive Pedagogy,* September 2001.

Vibert, C. (2001) Leveraging technology: CI in an electronic classroom teaching environment, *Competitive Intelligence Review,* John Wiley and Sons. Vol. 12 – 1.2001. P. 48 - 58.

Book Chapter:

Vibert, C and Place, C. (2006) Technology and Change in Higher Education (With Craig Place). In L. Hunt, A. Bromage & B. Tomkinson Ed. *Realities of Educational Change*. Routledge: Forthcoming.

Refereed conference papers (published in proceedings and presented):

MacDougall, S.L. and Carmichael, K. (2006). The Real World in Real Time: Enabling Experiential Learning Projects using ICT, *Proceedings of the Administrative Sciences Association of Canada Conference,* Banff, Alberta

Vibert, C. MacKinnon G and Williams P. Real Time Case Analysis (2003). In the *Proceedings of the Annual Conference of the Administrative Sciences Association of Canada*, Management Education Division, Halifax, Nova Scotia, June 2003.

Feltmate, I. (2001). *An Interactive Excel Workbook For Teaching Students The Impact Of Transactions On Financial Statements,* Atlantic Schools of Business Annual Conference, Halifax, November 2001.

Poster Presentations:

Hutchinson, I and Feltmate, I. (2004). *The World Baseball League – A Financial Reporting-based Competitive Learning Activity,* American Accounting Association's Effective Learning Strategies Forum, Orlando, August.

MacDougall, S.L. and Wright D. (2001). The Evolution of E-Business Curriculum, *Proceedings of the 2nd World Congress on Electronic Commerce*, Hamilton, Ontario.

Presentations:

Weatherbee, T., Hutchinson, I., Dye, K. (2006) *New Technologies and Learning: A Zero Sum Game? Investigating the 2nd Order Impacts of the Acadia Advantage.* Presented at the Association of Atlantic Universities Teaching Showcase, Memorial University of Newfoundland, October.

Callaghan, P., Hutchinson, I., MacDougall, S., Vibert, C., and Sparkman, R. (2005). *Extending inter-disciplinary learning: Inside the Manning School's McConnell Project Initiative*s. Presented at the 2nd Annual Symposium on Engaged Learning, Acadia University.

MacDougall, S. (2005). *Living Cases: Experiential Learning through ICT-enabled Commissioned Projects,* Poster Presentation, Engaged Learning Symposium, Acadia University.

MacDougall, S. (2005). *Excel Model-Building as Pedagogy for Introductory Finance,* Invited Speaker, Department of Accounting and Finance Seminar Series, Griffith University, Gold Coast, Australia.

MacDougall, S. (2005). *Living Cases*, Invited Speaker, Department of Teaching and Learning, Edith Cowan University, Perth, Australia.

Callaghan, P., Callaghan, E. and Hutchinson, I. (2004). "Providing Context to Business Education; learning within a virtual corporate environment," Conference Presentation (R), Teaching, Learning & Technology Conference – 2004 Series, University of Ottawa and McGraw-Hill Ryerson, Ottawa, February 26th & 27th, 2004.

Callaghan, P., Callaghan, E. and Hutchinson, I. (2004). "Reality BBA – Delivering Learning Activities within a simulated corporate context," 8th Annual Conference on University Learning and Teaching, Dalhousie University, Halifax, May.

Feltmate, I., (2004). *Classroom Management Software*, 8th Annual Dalhousie Conference on University

Learning and Teaching, Halifax, May.

Feltmate, I., (2004). *The World Baseball League – A Competitive Learning Activity for Introductory Financial Accounting*, 8th Annual Dalhousie Conference on University Learning and Teaching, Halifax, May.

Feltmate, I. and Hutchinson, I., (2004). *The World Baseball League – A Financial Reporting-based Competitive Learning Activity*, Canadian Academic Accounting Association Annual Conference, Vancouver, May.

Callaghan, E., Callaghan, P. and Hutchinson, I., (2003). "Creating a flexible learning environment to accommodate the technology imperative and the interdisciplinary realities of contemporary business issues", Conference Presentation, ASAC Conference, Halifax, N.S., June.

Non- refereed publications:

Vibert C. 2006. Teaching the New Generation: Thoughts from the Business School Trenches. *Higher Learning,* June, 2006.

Feltmate, I. and Hutchinson, I., (2004). *The World Baseball League,* Canadian Accounting Education and Research News, Canadian Academic Accounting Association, Toronto, Fall.

BOARD OF CONTINUING AND DISTANCE EDUCATION
Annual Report to Senate for 2006-2007

May 3, 2007

Board Members 2006-07:

       Dr. George Iwama, Acting VP Academic , Chair
       Dr. Robert Perrins, Dean of Arts
       Dr. Robert Raeside, Acting Dean of Pure and Applied Science
       Dr. Bill McLeod, Dean of Faculty of Professional Studies
       Ms. Rosemary Jotcham, Registrar
       Ms. Joan Masterson, Chief Financial Officer
       Ms. Kim Rose, Director, Continuing and Distance Education

The Board Of Acadia Continuing and Distance Education (CDE) did not meet during the 200607 academic year. A meeting is planned in the near future to update board members on the activities of CDE and to plan future activities.

CDE has had several significant developments over the year. A few of these include:
·   a partnership with West Island College to offer courses to students enrolled in their Class Afloat Program. Final planning for the courses is underway in preparation for the first sailing in the Fall of 2007.
·   a partnership with Greenwood College to host the Greenwood@Acadia program which involves the offering of Greenwood courses on the Acadia campus in in the surrounding area in the summer of 2007.
·   a review of Distance Education offerings is underway and will culminate in the identification of courses that can be offered to high school graduates who may be considering enrolling at Acadia at some point in the future.
·   the completion of language training classrooms on the first floor of the Fountain Learning Commons

The Director, Kim Rose, went on long term sick leave in April. Dr. Gary Hepburn will serve as Acting Director during her absence.

Respectfully submitted by the Chair,

George Iwama

Vice-President Academic (Acting)
Chair, Board of Continuing Education

ACADEMIC PROGRAM REVIEW COMMITTEE

Annual Report to Senate for 2006-2007

May 9, 2007

Committee Members 2006-2007

Dr. George Iwama, Vice-President Academic (Acting) (Chair)
Ms. Rosemary Jotcham, Registrar (Secretary)
Dr. Linda Lusby
Dr. Deborah Day
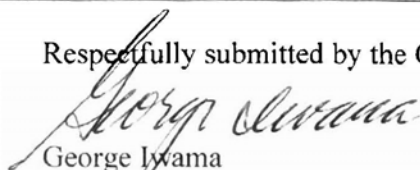Dr. Jon Saklofske
Rev. Bryan Hagerman

Purpose of Committee:

(1) To determine policy and procedures for conducting program reviews;
(2) To determine annually which academic units are to be reviewed;
(3) To select the members of each unit review committee;
(4) To oversee the process of review in each case;
(5) To make recommendations to Senate on the basis of the findings of each unit review committee
(6) To deal with such matters as Senate may from time to time entrust to the Committee.

Meeting Dates:
November 7, 2006
February 6, 2007 (MPHEC Site Visit)
March 6, 2007
April 18 & 19, 2007 – Panel Review: History & Classics
June 20 & 21, 2007 – Upcoming Panel Review: Psychology

Department	Review conducted or in progress	Report to Senate
Chemistry	completed	Completed and received by Senate
School of Music	completed	May 2007
History	Completed – panel review report pending	
Classics	Completed – panel review report pending	
Psychology	Review Panel – June 20 & 21	
Physics	Review Panel being selected	
SRMK	Pending	
School of Business	Pending	

Respectfully submitted by the Chair,

George Iwama

George Iwama
Vice-President Academic (Acting)
Chair, Academic Program Review Committee

THE FOLLOWING ADDED INFORMATION AS REQUESTED AT THE SENATE MEETING OF 9 MAY 2007:

UNIT	STATUS	DATES
Chemistry Department	Done	Senate has received
School of Music	Done	Report to Senate 23rd May '07
History and Classics Department	Site Visit by all but one reviewer Complete	One external to visit June 5th '07
Psychology Department	Site Visit Confirmed	June 20th/21st '07
Physics Department	Self Study in progress	Due end of May
School of Business	Self Study in progress	Due end of May

The general plan was to follow the schedule below for each of the units. Actual implementation has departed from this ideal schedule. We will attempt to get the schedule back on track, particularly as it is important to have the students here when the site visits take place.

MONTH	ACTIVITY
May	APRC to inform Senate as to which units are to be reviewed in the coming year.
September	Self study initiated; review team nominees submitted to VP-Academic
January	Self study received by APRC
February	Terms of reference determined and Review team established, documentation sent to review team
March/April	Review takes place (2 to 3 days)
June	Report received by APRC and transmitted to unit
October	Unit response received by APRC
December	Implementation plan finalized within the faculty
Five years later	Follow up to review and preparation of priorities and directions for next four years

SENATE ACADEMIC INTEGRITY

ANNUAL REPORT

Report of the Senate Integrity Committee for 2006/7

In response to a request from then V-P Academic, Ralph Nilson, the Integrity Committee considered the development of conflict of interest guidelines for the academic sector. Various models are being considered, including the policy at Dalhousie University and Acadia's Human Resources guidelines. The committee expects to have a draft for consideration at the September meeting of Senate.

The Registrar received 32 reports of breaches of integrity for the academic year 2006/7.

Respectfully submitted

Malcolm Grieve

Chair, Senate Integrity Committee

Nominating Committee
Annual Report to Senate
May 9, 2007

Committee Members: P. Callaghan, J. Davies, G. Dinter-Gottlieb, S. Markham-Starr (Chair), S. Bondrup-Nielsen, H. Teismann, H. Wyile

The Committee met several times during the year to prepare nominations for various positions as requested by Senate. Nominations were brought forward to Senate at the following meetings for the positions noted:

November 29, 2006 - *ad hoc* Committee on Need Based Financial Assistance for Students.
- one Senator from each faculty:
  - Faculty of Arts – Gordon Callon
  - Faculty of Professional Studies – Ron Lehr
  - Faculty of Pure and Applied Science – Ian Spooner
- two student Senators, to be appointed by the SRC
  - Peter Eirikson
  - Kate Robinson
- the Coordinator of Scholarships, Awards, and Financial Assistance – Scott Robinson

March 12, 2007 - Senate Committee for Students with Disabilities That Affect Learning
- One Senator from the Faculty of Arts – Paul Doerr
- One Senator from the Faculty of Professional Studies – Heather Hemming
- One Senator from the Faculty of Pure and Applied Science – Doug Symons
- One Senator or delegate from the Faculty of Theology – Chris Killacky
- One student appointed by the Student Representative Council - tba
- The Academic Support Coordinator or delegate – Jill Davies
- The Disability Resource Facilitator or delegate – Kerry Pemberton
- The Registrar or delegate – Rosemary Jotcham

May 9, 2007 – Various positions as required by Senate
- Chair for the Senate: Ian Wilks, 2007-2008 (1 year)
- Deputy-Chair for the Senate: Rob Raeside, 2007-2008 (1 year)
- Replacement on Senate for lay person: Tim Hergett, 2007-2010 (3 years)
- Faculty Elections Officer: Ying Zhang, 2007-2008 (1 year)
- Executive Committee of Senate
  - Faculty of Arts: Kevin Whetter, 2007-2008 (1 year)
  - Faculty of Professional Studies: Ron Lehr, 2007-2008 (one year)
  - Faculty of Pure and Applied Science: Svetlana Barkanova, 2007-2008 (one year)
- Faculty of Arts Replacement on By-Laws Committee: Barry Moody, 2007-2008 (1 year)
- Faculty of Professional Studies Replacement on By-Laws Committee: Pat Corkum, 2007-2010 (3 years)

Submitted on behalf of the Senate Nominating Committee
Susan Markham-Starr, Chair

Senate Committee for Students With Disabilities that Affect Learning

At the March 12 meeting of Senate, the membership of the Committee for Students With Disabilities that Affect Learning was confirmed as follows:

- ▫ One Senator from the Faculty of Arts – Paul Doerr
- ▫ One Senator from the Faculty of Professional Studies – Heather Hemming
- ▫ One Senator from the Faculty of Pure and Applied Science – Doug Symons
- ▫ One Senator or delegate from the Faculty of Theology – Chris Killacky
- ▫ One student appointed by the Student Representative Council - TBA
- ▫ The Academic Support Coordinator or delegate – Jill Davies
- ▫ The Disability Resource Facilitator or delegate – Kerry Pemberton
- ▫ The Registrar or delegate – Rosemary Jotcham.

The Committee met on April 5th and Susan Markham-Starr passed over the reins of the Committee to new members. Doug Symons was elected to be the chair. A discussion took place about an appropriate time frame for activity, and it was agreed to meet again in late May after graduation with the hope of having a report to Senate for the July/August meeting. It was suggested that annual data-gathering begin as a starting point of this process. Colin Hoult (ASU VP Academic) will be the student serving on the committee.

Doug Symons, Chair

Annual Report to Senate from the Curriculum Committee
2006 - 2007

The curriculum committee considered curriculum changes from 13 academic units on campus during the 2006/7 academic year.

New programs approved: 3
Programs modified: 20
New courses approved: 31
Courses deleted: 21
Courses modified: 30

Following is a summary of the type and number of course modifications:

Change in course weight: 1
Change in course description: 30
Change in course title: 10

Proposals from the various units were very coherent and reflected ongoing curriculum development. Requests made to any units from the committee involved very minor suggestions for changes in wording to enhance clarity.

Comments regarding the course and program changes that were approved appear in the minutes of the December 2006 and January 2007 Senate meetings.

Respectfully submitted,
Deborah Day
Committee Chair

By-Laws Committee
Annual Report to Senate
May 9, 2007

The Committee met several times over the 2006/2007 academic year to deal with matters referred to it by Senate as well as specific requirements within its mandate.

Submissions to Senate from the By-laws Committee were:

1) Issues in respect to Students With Disabilities That Affect Learning

September 2006
Senate request:

-to determine whether the mandate of the Senate TIE Committee (see section VIII (m) of the By-Laws) needs to be expanded and/or adjusted for the approved recommendations from the Senate *ad hoc* Committee On Students With Disabilities That Affect Learning.

November 2006
By-laws Committee response:

-The terms of reference for the Timetable, Instruction Hours, and Examination (TIE) Committee does not need to be altered to accommodate the approved recommendations contained in the report of the *ad hoc* Committee on Students With Disabilities That Affect Learning.
- Reminder to Senate to move forward to establish the standing committee of Senate that is outlined in recommendation number 21 of the report.
_____

November 2006
Senate request:

-to determine the terms of reference for a standing committee of Senate on Students with Disabilities that Affect Learning

January 2007
By-laws Committee response:

- Motion that the Committee for Students With Disabilities that Affect Learning be established as a standing committee of Senate with the membership and mandate as indicated below:

VIII (q) Committee for Students With Disabilities that Affect Learning

The membership of the Committee for Students With Disabilities that Affect Learning
shall be elected in accordance with Article VI.1 and shall be as follows:

- One Senator from the Faculty of Arts
- One Senator from the Faculty of Professional Studies
- One Senator from the Faculty of Pure and Applied Science
- One Senator or delegate from the Faculty of Theology
- One student appointed by the Student Representative Council
- The Academic Support Coordinator or delegate
- The Disability Resource Facilitator or delegate
- The Registrar or delegate

The duties shall be:
- To monitor the implementation of the Senate policy for students with disabilities that affect learning;

- ▫ To conduct an annual review of the policy regarding students with disabilities that affect learning, and if necessary, recommend to Senate amendments to the policy;
- ▫ To deal with any other matters which Senate might refer to the Committee.

_____

2) Memoranda-of-Agreement

February 2007

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

_____

3) Procedures for Senate Standing Committees

April 2007

The committee made notice of motion that the Chair of each Senate Standing Committee calls a meeting to draft a formal policy and procedure for their committee if deemed necessary.

4) Revisions to Senate By-laws

April 2007

Notice of motions resulting from a review of the By-laws:

PART 1
Cosmetic Changes
The committee found that the document needs to be revised for consistency of presentation and organization and that some sections, paragraphs, or clauses of the document needed to be moved to other, more appropriate locations. Though some of the revisions that fall under this category have been included below, most of such cosmetic and organizational recommendations are included under 5) as other.

MOTION 1

1) *the lists of duties for all standing committees be bulleted alphabetically*
2) *the provisions for elections of members of the standing committees be presented consistently in the preamble to the membership list, rather than in the list itself.*
3) *all references in the bylaws to **Continuing Education** be changed to **Distance and Continuing Education***
4) *all references to **the Acadia Divinity College** be changed to **the Faculty of Theology** and*
5) *other cosmetic and organizational changes.*

PART 2
Faculty of Theology
Under the current by-laws the Faculty of Theology either lacks representation or has limited participation on certain committees that have a potential impact on the Faculty.

MOTION 2 (a)
That one member of the Faculty of Theology be added to the following standing committees:
1) *VIII.(a) By-laws Committee,*

2)   *VIII.(b) Nominating Committee,*
3)   *VIII.(c) Curriculum Committee, and*
4)   *VIII.(j) Admissions and Academic Standing Committee (Appeals);*

MOTION 2 (b)
> *That the restrictions on the participation of members of the Acadia Divinity College on VIII.(h) Honorary Degrees Committee and VIII.(k) Admissions and Academic Standing Committee (Policy) be removed.*

MOTION 2 (c)
> *That the term of appointment of the Faculty of Theology representative on VIII.(e) the Library Committee be changed from a one year term to "either a one-year or two-year term."*

PART 3
By-laws Committee
The current mandate of the By-laws Committee as evidenced below, if interpreted literally, imposes an unnecessarily heavy burden on the committee.

VIII.   (a)   <u>BY-LAWS COMMITTEE</u>

ii.   The duties of the By-laws Committee shall be:

-- to review annually the by-laws of the Senate, Faculty and Faculty Councils and recommend any changes or additions deemed necessary;

-- to monitor the evolution of the academic committees and to recommend changes to the committee structure of Faculty Councils and other bodies at the University for which it is responsible;

-- to deal with any other matters which Senate might refer to the Committee.

MOTION 3

That Section VIII. (a) ii be changed to:

ii.   The duties of the By-laws Committee shall be:

--to incorporate, on an annual basis, any changes to the by-laws of Senate occasioned by the decisions and operations of Senate;

--to review any changes to the by-laws of Faculty and Faculty Councils prior to their presentation to Senate and recommend any revisions or additions deemed necessary;

--to conduct periodic reviews of the by-laws of the Senate, Faculty and Faculty Councils and recommend any changes or additions deemed necessary. These reviews should be staggered such that the by-laws of each of these bodies are reviewed at a minimum every five years.

--to monitor the evolution of the academic committees and to recommend changes to the committee structure of Faculty Councils and other bodies at the University for which it is responsible;

--to deal with any other matters which Senate might refer to the Committee.

PART 4
Other

MOTION 4

That the following proposed changes be made to the following sections of the by-laws:

[additions are signaled in **boldface** and deletions have been ~~struck through~~]

III.   TERMS AND DUTIES OF MEMBERSHIP

    7.   (a)   The Registrar shall be the Secretary to Senate, whose duties and responsibilities shall be:
          -- to attend all meetings of the Senate and the Executive Committee;
          -- to act as secretary for the Executive Committee;
          -- to ensure that a correct record is kept of all proceedings of Senate and of the Executive Committee;
          -- to approve the agenda for Senate meetings;
          -- to deal with official correspondence of Senate;
          -- to ensure that the members of Senate and the Executive Committee are notified of all meetings, both regular and special;
          ~~-- to conduct the election of Senate members to fill vacancies on the Nominating Committee;~~
          -- to conduct the elections to fill vacancies left by Senate members on the Nominating Committee. By mail, the Secretary shall call for nominations from members of Senate, followed by a mail-in election. Balloting shall continue until a clear majority can be declared.
                (added from VIII.(b).iii)
          -- to perform other duties as from time to time the Senate may request.

IV. MEETINGS

    4.   The ~~November~~ **May** meeting of the Senate shall be designated as the Annual Meeting.

    6.   Special meetings of Senate may be called as necessary by the Chairperson, and must be called upon a written request from not fewer than five members.

                      be changed to:

    6.   **Special meetings of Senate either may be called as necessary by the Chair, or must be called upon a written request from not fewer than five members.**

VI.   COMMITTEES

    1.   Standing and special committees of the Senate of Acadia University will be formed as needed. Faculty members on such committees in positions designated for a specific Faculty shall be elected by that Faculty, while non-*ex officio* members of such committees designated for Senate shall be elected by Senate. ~~The Secretary to Faculty and~~ the Faculty Elections Officer shall be elected by Senate. The Nominating Committee shall present a list of nominees at the April meeting of Senate to fill Senate-designated vacancies.

VIII.   (b)   NOMINATING COMMITTEE
    i.   The membership of the Nominating Committee ~~shall be elected in accordance with Article VI. 1. and~~ shall be as follows:

          The President (non-voting)
          Two members of the Faculty of Arts

Two members of the Faculty of Professional Studies
Two members of the Faculty of Pure and Applied Science

Note: Of the members of each Faculty, one shall be a senator and one a non-senator.

The Senate-members of the Nominating Committee shall be elected by the Senate in accordance with Article III. 7 (a). The non-Senate members from each Faculty shall be elected by that Faculty in accordance with Article VI. 1.

(added from VIII.(b).iii)

ii.   The duties and responsibilities of the Nominating Committee shall be:

~~- to nominate for election by Senate a person to fill the office of Secretary to Faculty, if such person has not been elected at a meeting of Faculty; *~~

iii.   ~~The Senate-members of the Nominating Committee shall be elected by the Senate in accordance with Article III. 7 (a). The non-Senate members from each Faculty shall be elected by that Faculty in accordance with Article VI. 1.~~

(moved to VIII.(b).i)

~~The Secretary of Senate shall conduct the elections to fill vacancies left by Senate – members. By mail, the Secretary shall call for nominations from members of Senate, followed by a mail-in election. Balloting shall continue until a clear majority can be declared.~~

(moved to III.7.(a))

VIII. (f)   <u>RESEARCH COMMITTEE</u>

ii. The duties of the Research Committee shall be:
a.   To nominate members to the Research Ethics Board in accordance with VIII.(g).i

VIII.   (g)   <u>RESEARCH ETHICS BOARD</u> * ***

i. The Research Ethics Board (REB) shall be an independent board whose membership, except for the Dean of Research and Graduate Studies, and the graduate student representative, both of whom are non-voting members, shall be nominated by **the ~~Senate Committee on Research and Graduate Studies~~ Senate Research Committee,** and elected by Senate. The Research Ethics Board shall report to Senate through the Dean of Research and Graduate Studies. All members (aside from the graduate student representative) shall be appointed for up to a three-year term. The graduate student representative shall be appointed for a one-year term.

Membership of the Research Ethics Board shall be as follows:

The Dean of Research and Graduate Studies, to serve as a non-voting member who shall act as liaison to ~~both the Senate Committee on Research and Graduate Studies~~ the Senate Research Committee, the Senate Graduate Studies Committee, and Senate;

VIII.   (m)   <u>TIMETABLE, INSTRUCTION HOURS AND EXAMINATIONS COMMITTEE</u>

    i.   The membership of the Timetable, Instruction Hours and Examinations Committee shall be elected in accordance with Article VI. 1. and shall be as follows:

        One member of the Faculty of Arts
One member of the Faculty of Professional Studies
One member of the Faculty of Pure and Applied Science
The Registrar or delegate
~~The Director of Student Services~~Dean of Students (non-voting)
Two students
The Chair of this Committee shall be one of the Faculty members

VIII.   (o)   <u>FACULTY DEVELOPMENT COMMITTEE</u>

    iii   The duties of the Faculty Development Committee shall be: *

      -- to serve as a liaison between Faculty, Senate, and other resources available at this university ~~(such as the AITT and Graduate & Research Studies)~~

Respectfully submitted:

Patricia Corkum, Chair
Svetlana Barkanova
Herb Wyile

Acadia University
Archives: 2006-2007 Annual Report by the Archivist to the Senate*

Includes Activities Related to the Atlantic Baptist Archives
May 2007

Prepared by Wendy Robicheau and Leigh Whaley

*The Senate Archives Committee did not hold a meeting this academic year. The report is based on the information provided by the Deputy Assistant Archivist, Wendy Robicheau to Leigh Whaley, Chair, Archives Committee.

Research Activities

- Researchers used the holdings to study a number of areas. Most popular of these areas include:
    1. Church histories
    2. Community history
    3. Acadia University history
    4. Prominent individuals
- The Kirkconnell Room maintained normal operating hours, 10am to 4.30pm, Monday to Friday until mid-May and continued until September 5th. On May 15th, the hours were changed to 1pm to 4:30pm, Monday to Friday. During the weeks of July 4th to 21st and August 21st to 25th, the hours returned to 10am to 4:30pm, Monday to Friday. Hours were reduced to 12:30-4:30 on February 14th.
- "Turn Out and Cheer: Sports in Wolfville, 1870-1950" web site was completed and launched to a group of 65 people. The site address is: http://library.acadiau.ca/archives/sportsproject
- ICOBS Conference took place over July 12th to 15th.
- CABC took place over August 21st to 25th. The Archives reserved the Quiet Reading Room to receive deposits. This was a successful undertaking for the delegates and the staff.
- Scanning images for the Wolfville Historical Society from their collection.
- Undertook a project to place a pin in each community where the Baptist Church has deposited records in the Archives.
- Developed user fees policy, schedule, and copyright procedures.
- Loaned church records at the Yarmouth County Museum for a display celebrating 100 years of Union held at Zion Baptist Church

Research Request Statistics
- 482 in-person
- 76 email
- 67 telephone
- 278 external patrons
- 348 internal patrons
- 22 Alumni Office
- 2 Development Office
- 2 Public Affairs
- 43 Registrar's Office
- 9 Senior Administration
- 21 Faculty
- 177 Students
- 16 CABC
- 318 "Other"; before September, the categories of Faculty and Students were not implemented
- 805 Materials used
- 105   Transcripts Retrieved

Fonds and Collections Activities

- Systematic re-descriptions for all Baptist deposits.   Total number of deposits completed between April and October – 101, totaling 157 out of 1327.

- Systematic processing of a backlog of new accessions, deposits, and transfers, totaling 35.

- Systematic description and re-description of photographs in the Acadia Photo Collection, entering the information on the Library's catalogue – totaling 75.

- Drafting description and imaging items in the banners and pennants held by the Archives – totaling 74. Descriptions and digital images will be added to the Library's catalogue.

- Creating stronger, more descriptive records for Archives on the Library's catalogue.

- Negotiated and received the records of the Atlantic Provinces Library Association. These records are being held by the Archives for the Association's Executive. An appointed member of the Association is processing these records.
- Received:
  - ❏ Papers and unpublished manuscripts of Harrison Flint Lewis.
  - ❏ Papers of the Art Gallery.
  - ❏ Papers and manuscripts of Mariam Ross.
  - ❏ Papers of the Canadian Federation of University Women, Wolfville Branch.

- Investigated the possibility of reproducing Acadia photos to put in the walls of the Axe.

- Framed four pictures from the collection. Portraits of Esther Clark Wright, Eric Dennis, Logan, and Zeman have been placed in the hallway outside of the Kirkconnell Room. Watson Kirkconnell, previously framed, joins them.

- Revised the Deed of Gift form to make the form easier to understand and complete.

- Developed a question-style form to accompany the Deed of Gift and Deposit Agreements. This allows the staff to ask better questions of the donor/depositor when accepting the records.

- The HVAC in the Kirkconnell Room was installed in June. Staff were required to be present during the evening work on three occasions. The unit is not yet fully operational.

Partners and Staff

Senate Archives Committee

Leigh Whaley, Chair, Presidential Appointee, 2009
Gillian Poulter, Arts Representative, 2008
Brian Vamblarcom, Arts Representative, 2007
Sonia Hewett, Arts Representative, 2007
Susan Markam-Starr, Professional Studies Representative, 2009
Haiyi Zhang, Sciences Representative, 2007
Robert Wilson, ADC, 2008
Hugh McNally, CABC Appointee, 2007
Peter Eirikson. Student, 2007
Geoff Irvine, Alumni Appointee, 2009

Pat Townsend, University Archivist, ex-officio
Wendy G. Robicheau, Deputy University Archivist, ex-officio
Sara Lochhead, University Librarian, ex-officio

Staff

Patricia Townsend, University Archivist
Wendy G. Robicheau, Deputy University Archivist
Winnie Bodden, Special Collections and Archives Assistant (April-January)
Greg Brown, Special Collections and Archives Assistant (April-January)
Bethany Jost, Special Collections and Archives Assistant (started in March)
Pamela Atwell, Clerk – Archives Project (April)

Student Assistants
John Ross, Student Assistant (July-August)
Retained John Ross to be hired on contract for large reproduction orders. Between July and October, he had three contracts
Michelle Mondorf available to be hired on contract for large reproduction orders. Between November and April, she had one large contract.

Volunteers
Patty Williams volunteers to work on the photographs in the Esther Clark Wright Collection

The University Archivist's activities:

- Honourary Chair of Acadia Community Campaign
- Sits on the Baptist Historical Committee of the Convention of Atlantic Baptist Churches
- Sits on the Local Arrangement Committee for the Fourth Internal Conference on Baptist Studies
- Sits on the Celebrating the Century Committee of the Convention of Atlantic Baptist Churches
- Sits on the Built Heritage Committee of the Town of Wolfville
- Sits on the ArchWay Committee of the Council of Nova Scotia Archives
- Sits on the Wolfville Civic Memorial Book Committee of the Wolfville Historical Society
- Attended the CNSA conference
- Attends Library Research Services meetings
- Attended the CABC Assembly, Festival of Ministries, and Baptist Historical Committee
- Attended a Family History conference in Cornwallis
- Attended a heritage meeting in Middleton to discuss the Heritage Strategy Recommendations
- Attends the Kings-Hants Heritage Connection's bi-monthly meetings
- Chaired two sessions during ICOBS and introduced Barry Moody as the ICOBS' banquet speaker
- Speaker for town of Baptist heritage sites during ICOBS
- Speaker at "Celebrating the Century" event in Truro
- Set up display for the CABC Assembly and the UMWBU anniversary
- Writing a series of articles for the *Acadia Bulletin*
- Sits on the planning committee for the opening of the Fountain Commons
- Speaker for the Heritage Trust of Nova Scotia, March meeting on the Annapolis-Digby project
- Work featured article in the "Convention Connection" newsletter
- Spoke about the history of women's education at Acadia to people gathered to celebrate International Women's Day

The Deputy University Archivist's activities:

- Sits on the Library's Occupational Health and Safety Committee
- Sits on the Library's Web Development Committee
- Sits on the Library's Web Catalogue Committee
- Organized and presented sports web site to 65 people
- Attended WILU
- Attended CNSA conference
- Attended an Occupational Health and Safety information session
- Attended Human Resources sessions concerning interviews and performance evaluations
- Attended a Baptist lecture during ICOBS
- Attended a tour of Genealogical Research Centre in Kentville
- Attended a Family History conference in Cornwallis
- Attended a heritage meeting in Middleton to discuss the Heritage Strategy Recommendations
- Attended a CCI disaster planning and salvage workshop in Halifax
- Attends the Kings-Hants Heritage Connection's bi-monthly meetings Presented sports web site at the CNSA conference
- Gave tours of the Archives to the ICOBS delegates
- Developed and delivered a workshop for 66 students of grade 7 from Lunenburg County
- Developed and delivered a photograph description training module to members of the Wolfville Historical Society
- Writing a Disaster Response Plan with the Library
- Organized the disaster kits for the Archives and the Library
- Work featured article in the "Convention Connection" newsletter
- Attended a number of information sessions given by AITT
- Made presentations to groups of Acadia Life-Long Learners
- Sits of the Council of Nova Scotia Archives' Education Committee
- Developed and presented an introduction of the Archives to two classes of students in Sociology (total 70 students)

To: Acadia University Senate
From: S. Maitzen, Chair, Research Ethics Board
Date: May 3, 2007
Re: **Annual Report of the Research Ethics Board**

I hereby report on the activities of the Acadia University Research Ethics Board (REB) for the period May 1, 2006, to April 30, 2007. The REB's mandate is to ensure that all human-subjects research involving any member of the Acadia community complies with the Tri-Council Policy Statement *Ethical Conduct for Research Involving Humans*. The REB reports to Senate through the Dean of Research and Graduate Studies.

REB Members Dr. Wendy Bedingfield, Acting Dean of Research and Graduate Studies (*Ex Officio*,   Non-Voting), to October 31, 2006 Dr. David F. Duke, Faculty Representative, Faculty of Arts Dr. Jonathon Fowles, Faculty Representative, Faculty of Professional Studies Mr. David R. Greener, Community Member, from November 14, 2006 Dr. Stephen Maitzen, Chair Ms. Krista Myles, Community Member Mr. Peter Nathanson, Community Member, to November 14, 2006 Dr. Robert Perrins, Interim Dean of Research and Graduate Studies (*Ex Officio*, Non-Voting),
        from November 1, 2006 Dr. Susan Potter, Faculty Representative, Faculty of Pure and Applied Science Ms. Reneé Richardson, Graduate Student Representative (Non-Voting), from July 1, 2006 Ms. Krystelle Shaughnessy, Graduate Student Representative (Non-Voting), to June 30, 2006

Applications Since its last report to Senate (April 2006), the REB reviewed 67 new formal applications for ethics approval, as well as several formal requests from researchers to approve changes to previously approved research.

Meetings
The REB met on 11 occasions during the period of this report: May, June, July, September, October, November, and December 2006; January, February, March, and April 2007.

Other Activities In addition to reviewing formal applications, the REB, through its Chair and its Faculty Representatives, responded to numerous informal inquiries from student and faculty researchers at Acadia and at other institutions. The Chair serves as the University's liaison to the national Secretariat for Research Ethics, prepares and distributes the agendas for meetings, records the minutes at meetings and distributes them for approval, writes letters of approval or rejection, performs filing and maintenance of records, follows up on unapproved research, reviews annual reports from department-level ethics committees, publicizes the role and requirements of the REB, maintains the REB website, and reports to Senate and other bodies concerning the business of the REB.

ADMISSION & ACADEMIC STANDING COMMITTEE (Policy)

Annual Report to Senate for 2006-2007

May 9, 2007

Committee Members 2006-2007
> Dr. George Iwama (Chair)
> Ms. Rosemary Jotcham (Secretary)
> Dr. Rob Raeside
> Dr. Bob Perrins
> Dr. Bill McLeod
> Dr. Gary Hepburn (replacing Kim Rose)
> Dr. Patricia Rigg
> Dr. Stephen Henderson
> Dr. Heather Hemming
> Dr. Brenda Robertson
> Dr. Elizabeth Johnston
> Dr. Jianan Peng
> Dr. Christopher Killacky
> Dr. Gail Noel
> Mr. Peter Eirikson
> Ms. Jenny White

Purpose of Committee:
> (1)   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 its policy as it relates to admissions, failures, and academic regulations.

Meetings:
October 30, 2006
March 7, 2007

The Committee discussed a proposal from the Registrar's Office to increase the number of credit hours given to students holding an official International Baccalaureate Certificate upon admission to Acadia. Credit hours would be increased from 18 to 30 – the result of this change would place Acadia University on a competitive playing field with other institutions around the world. At the November Senate meeting, a motion was passed that students admitted to Acadia University with a score of 30 or higher on the International Baccalaureate Diploma would receive 30 hours of credit.

The Committee received a request from the Admissions Office concerning the Mathematics requirement for admission to Acadia University. A motion at the November Senate meeting that the Grade 11 mathematics requirement for general admission to Acadia University be removed was defeated.
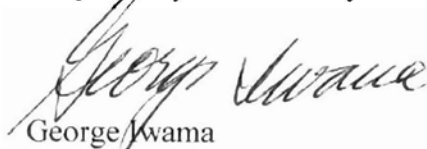
In October, the Committee received a request from Cathy McGregor, Director, Curriculum and School Services, Nunavut Department of Education requesting that Acadia University review two courses in order to have them approved as meeting two of the five academic admission requirements for undergraduate students from Nunavut. Of the two courses presented, Uqausiliriniq and Aulajaaqtut, the only one that met the academic requirement for admissions was Uqausiliriniq. At the January Senate meeting, a motion was passed that the Inuktitut first language curriculum, Uqausiliriniq, be accepted as an eligible class at the Grade 12 level for admission to Acadia.

At the February Senate meeting, a motion was passed requesting this Committee to develop a policy and procedures for Memoranda-of-Agreement with other institutions. A sub-committee of the A&AS (Policy) Committee has been formed (Kim Rose, Heather Hemming and Rosemary Jotcham) to work with the Vice-President Academic to develop a policy and procedures for the development of MOU's. This work continues.

The Enrolment Task Force submitted a draft of their final report to the A&AS(Policy) for review. A number of items were discussed and comments were sent back to the Task Force recommending changes before the report be presented to Senate.

There have been a number of new initiatives that are the results of collaborative efforts of the Academic sector and Enrolment Management, such as the Faculty in Schools program, Passport Program, and others.

Respectfully submitted by the Chair,

George Iwama
Vice-President Academic (Acting)
Chair, Admission and Academic Standing Committee (Policy)

May 7, 2007

Dear Members of Senate;

Please consider the following nominations to fill vacancies on the Nominating Committee:
Anne Quéma – Senator from the Faculty of Arts
Doug Symons – Senator from the Faculty of Pure and Applied Science
Pat Corkum – Senator from the Faculty of Professional Studies

Respectfully submitted,

ORIGINAL SIGNED

Rosemary Jotcham
Registrar

Nominating Committee Report to Senate
May 7, 2007

The Nominating Committee places in nomination the following names for the positions listed:

- Chair for the Senate: Ian Wilks, 2007-2008 (1 year)
- Deputy-Chair for the Senate: Rob Raeside, 2007-2008 (1 year)
- Replacement on Senate for lay person: Tim Hergett *****, 2007-2010 (3 years)
- Faculty Elections Officer: Ying Zhang, 2007-2008 (1 year)
- Executive Committee of Senate
  - Faculty of Arts: Kevin Whetter, 2007-2008 (1 year)
  - Faculty of Professional Studies: Ron Lehr, 2007-2008 (one year)
  - Faculty of Pure and Applied Science: Svetlana Barkanova, 2007-2008 (one year)
- Faculty of Arts Replacement [Senator]on By-Laws Committee: Barry Moody, 2007-2008 (1 year)
- Faculty of Professional Studies Replacement on By-Laws Committee: Pat Corkum, 2007-2010 (3 years)

Submitted by the Senate Nominating Committee:
S. Markham-Starr, Chair
S. Bondrup-Nielsen
P. Callaghan
J. Davies
G. Dinter-Gottlieb
H. Teismann
H. Wyile

*

Tim is a graduate of Acadia (BA – Philosophy, 1990), and Dalhousie Law School (93). He worked in the Wolfville office of Wickwire Holm (formerly Merrick Holm) from 1993 through to 2001. Shortly after Merrick Holm decided to close down their Wolfville office, Tim decided to set up his own practice. He is a very active member of the Rotary Club, and served on the board of the Wolfville Child Care Centre for several years. He served as the Riding President during Scott Brison's first term as MP for Kings-Hants.