

Age quod agis – What you do, do well!

Special Issue — Saint Mary's University's Academic Plan

Saint Mary's University, Halifax, Nova Scotia



Academic Plan Calls for Building on Strengths and Developing New Opportunities

Saint Mary's has completed an ambitious academic plan that outlines the University's future. Supporting existing programs, protecting the University's core values and providing clear strategic directions are central elements of the document entitled Academic Plan: Framework Document. The University's motto "What you do, do well" was the guiding principle of the plan.

The Academic Plan is the result of over a year of plenary sessions, research conducted through institutional analysis, and consultation. The dimensions of Saint Mary's activities are highlighted in the plan under four sections: History and Character, Key Success Factors, Building on Strengths, and Meeting Challenges and Opportunities. The complete text of the Academic Plan is printed in this special edition of *The Times*.

"The plan describes the scope of activities which comprise our institutional agenda and emphasizes the mutually reinforcing nature of these endeavours," says Dr. Terry Murphy, Saint Mary's Vice-President, Academic and Research, who led the process of developing the Academic Plan. "Working with a clearly articulated sense of academic priorities was crucial to the development of the Academic Plan," he says. "We wanted to ensure that academic concerns would drive, rather than be driven by, the process." Dr. Colin Dodds, President of Saint Mary's says, "Academics are at the core of what we do, research, teaching, service and everything else has to support that."

Dr. Dodds describes the Academic Plan as a partnership within the Saint Mary's community. "Through a consensus in the academic areas on direction, in consultation with other areas of the University we have ended up with a shared vision and will share in the implementation of the plan." Dr. Dodds says that the Academic Plan will provide a roadmap for the future. "The Academic Plan outlines what we will need to sustain us along the journey, our direction and how long it will take." He says that it will also establish markers of the University's progress and help to assess performance. "To simply say that we have a plan is not enough, as implementation moves forward we will be revising the plan and continue to go back to it," says Dr. Dodds. "What we are doing is strategizing and not being rigid so that we can deviate from the plan. It requires a fluidity because things can change. The dynamism and flexibility of the plan will allow us to fine tune it as we go along."



(L-R) Steven Snider, General Manager & CEO, Halifax-Dartmouth Bridge Commission (HDBC); Councillor Len Goucher, HDBC Board; Chairman Bruce S. Smith, HDBC Board; Councillor Harry McInroy, HDBC Board; Craig Paul, MACPASS & Information Systems Manager.

Saint Mary's alumni who work for the Halifax-Dartmouth Bridge Commission or serve on the Halifax-Dartmouth Bridge Commission Board gathered in front of the floral garden on the Halifax side of the MacKay Bridge marking Saint Mary's University's 200th anniversary.

Ready to Accept the Challenge

Saint Mary's academic plan will inform all future activities, directions and priorities from university operations to teaching and research. Everyone on campus will participate in fulfilling the goals articulated in the framework document. As the University implements the plan, administration, faculties and departments are poised to accept the challenges ahead.

Gabrielle Morrison, Saint Mary's Vice-President Administration says, "The Academic Plan forms the basis for the vision, mission and values of the University. Senior administrators will play a leadership role as we move forward in incorporating these into our every day operations throughout the University. At an upcoming workshop in October, senior administrators will be asked to determine ways for all staff to consider the vision, mission and values in the context of their individual jobs and roles." Larry Corrigan, Vice-President Finance sees the guiding nature of the Academic Plan as extremely important for financial planning at the University. "Strategy should drive the budget, rather than the budget dictating what people can do. The effective use of existing resources depends on a careful definition of priorities, and our efforts to secure additional resources- for example, through fund-raising - depends on our ability to convincingly articulate Saint Mary's vision and goals," he says. "From a financial point of view, the primary core value of the University is a commitment to fiscal responsibility. The Academic Plan will help Saint Mary's University address its vision and core values in the context of its commitment to accessibility, diversity, and the provision of a supportive environment for learning, teaching and research."

Chuck Bridges, Vice-President (Assoc.) External Affairs says, "The plan provides a framework so that those who wish to support our University will know and understand the priorities, the direction and reasons why they should provide their time and support to a University which has distinguished itself in Nova Scotia and around the world." See **Challenge** continued on page 2

Academic Plan: Framework Document

Dr. Terry Murphy, Vice-President Academic and Research



Dr. Terry Murphy

Last year, the Saint Mary's community engaged in a consultative process for the purpose of defining an Academic Plan. This process, organized and directed by the Academic Planning Committee, began in the fall, when I attended special meetings with Faculty Councils, the Executive of the new Faculty of Graduate Studies and Research, the Library Management Group, the Students' Representative Council and administrative directors who are directly involved in academic affairs. These special meetings were followed in the winter by two open meetings of the University, the results of which were formulated in a document entitled "Academic Plan: Framework Document". This document, which was approved unanimously by Senate at its May 2002 meeting, has been circulated to members of the University community.

The implementation of the framework document will require the active See **Academic Plan** continued on page 2

The implementation of the framework document will require the active cooperation of students, faculty, and staff from all parts of the campus.

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Saint Mary's University
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Raising Our Expectations — New Dean of Commerce on Building National Profile



Dr. Alan Miciak, Dean of Commerce.

Dr. Alan Miciak, Saint Mary's new Dean of Commerce sees a bright future for Atlantic Canada's leading school of business full of new opportunities and a higher national profile.

"The Sobey School of Business has a very good reputation, our high caliber faculty and students are a great foundation to build on," says Dr. Miciak. "I believe we need to broaden our view as a business school, we need to benchmark ourselves with leading business schools in Canada not just Atlantic Canada. How we further establish our reputation in the rest of Canada and carefully focus internationally will be one of our biggest challenges."

Dr. Miciak was the Director of the Alberta Executive MBA program, a program jointly sponsored by the University of Calgary and the University of Alberta. He was also an associate professor in the Faculty of Management at the University of Calgary where he taught marketing management, and marketing research for graduate and executive programs. Dr. Miciak, a native of Cleveland, Ohio holds a BBA and PhD from Kent State University, and an MBA from Toledo University. Before pursuing his doctorate, he was a national account manager with Unisys Corporation in Detroit, Michigan. His research focus includes brand management, celebrity advertising, service quality and customer satisfaction measurement, and business to business selling. He recently concluded research studies on advertising creativity in Canada and the

global marketing channels for Canada's burgeoning diamond industry.

The University of Alberta's EMBA program experienced positive growth under Dr. Miciak's direction. "We moved out of the start-up mentality and reinvested in the program. We did new things in value added services for students, new courses, and new faculty and the market really responded," he says. "One of the things that I saw was the importance of program focus for a business school. Resources and expertise are best situated at the program level to make sure that student needs are being met, the market is being followed correctly and that you have maximum impact with limited resources." He says that the Sobey MBA is a great example of cooperation between program management, academic departments, and the business community. The MBA's partnerships with the CMA's and the CAMC are first of their kind in Canada.

"I think a big challenge in starting here is to really understand where this faculty wants to go, attract resources to that strategy and allow people to do what they really want to do in the context of an overall strategic plan that will be developed collaboratively." One of the ways that Dr. Miciak plans to determine what the Faculty of Commerce wants is to schedule sit down meetings with each member of the faculty and administrative staff. "I want to create an environment where people can get involved in shaping the direction of the faculty and make high impact contributions."

See Raising continued on page 11

Academic Plan *continued from page 1*

cooperation of students, faculty, and staff from all parts of the campus.

Further consultation is called for, as we prepare to translate the priorities and directions defined in the document into concrete initiatives. While the Academic Plan contains a number of "actions," listed under six main headings in the framework document, these general "actions" must now be translated into specific "tasks." We must also develop an evaluation framework in order to monitor and assess our progress. I will have more to say about the evaluation framework at a later date, but I would like at this stage to call upon all members of the university community to contribute to the definition of "tasks" which will serve to realize our plan.

There are various, complementary means by which we can define the specific steps required to achieve our goals. In the case of some high priority areas, especially those connected to student satisfaction and success, special Task Forces have been formed to examine our needs and make recommendations. This is the case, for example, with Academic Advising and the University Timetable. In addition, a Senior Enrolment Management Team, including the newly appointed Director of Student Recruitment, has been created to work on the key questions of recruitment and retention. Under the provisions of the SMUFU Collective Agreement, separate committees have been established to explore opportunities for greater faculty involvement in student recruitment and to recommend an improved course evaluation form.

With respect to other elements of the Academic Plan, the regular procedures for proposing, reviewing and approving academic programs are the appropriate avenue for defining concrete initiatives. Under the ultimate authority of Senate, these procedures have already led to the creation of new programs and centres, such as the MBA-CMA degree, the CN Centre for Occupational Health and Safety, the Institute for Computational Astrophysics and the Atlantic Centre for Ethics and Public Affairs, established jointly with the Atlantic School of Theology. These initiatives speak to several themes in the Academic Plan, including the strengthening of our research agenda, the development of our graduate programs, and our commitment to serve the wider community.

In some instances, however, I believe that the Saint Mary's community needs to reflect further on ways and means to translate our plans into action. I therefore intend to invite students, staff, and faculty to participate in focussed discussions on specific topics or themes identified in the framework document. These discussions will be open to all who want to participate. At least initially, the Academic Planning Committee would like to organize the discussions in two stages, beginning with brainstorming sessions in a small group format on one day, followed by reports from these discussions to a plenary meeting a week or two later. The plenary meeting will afford not only an opportunity for the small groups to report

but also a chance for general discussion to take place following the reports. The outcome of the two-part exercise should be a short list of concrete, practical steps that can be taken to advance the directions identified in the Academic Plan.

The first theme for discussion will be "experiential learning", broadly defined. This theme incorporates several "actions" mentioned in the Academic Plan, including:

- In the development of undergraduate curricula, include programs and opportunities which are closely related to faculty research and community outreach.
- Recognize that learning takes place inside and outside the classroom. Cultivate opportunities for experiential learning and for a high level of involvement in both the university and the community.
- Promote and support greater student mobility and more extensive participation of Saint Mary's students in study abroad opportunities, exchange programs and international internships.
- Build on Saint Mary's career development programs to build the confidence of students and facilitate their transition to the workplace.
- Incorporate graduate students into the teaching and research missions of the university, linking such involvement to their professional development.

Two days have been identified for the discussion of this theme, October 11th and 25th. In both cases, the meetings will take place from 2.30 - 4.00 p.m. Students, staff and faculty who plan to participate are asked to indicate their interest by e-mailing vpacademic@smu.ca no later than September 30. This will allow us to book breakout rooms and plan discussion groups. Participants are invited to come to the foyer of the Sobey Building at 2:00 p.m. for light refreshments. A brief introductory gathering will commence at 2:30 p.m. in Room 255 during which groups and rooms will be assigned. Anyone who wishes to contribute to the discussion, but is unable to attend the sessions, can e-mail comments to vpacademic@stmrys.ca. People who are otherwise committed on October 11 but free on October 25 are welcome to join the plenary session.

The guiding principle of our Academic Plan is found in the University motto - "What you do, do well." This principle requires us to be strategic and selective in the initiatives we choose to support. Now that we have reached the stage in our process where we are discussing specific "tasks," it is increasingly important that we concentrate our efforts on areas where we have the capacity to excel. Collaboration and integration are also crucial to achieving high standards and to making the most of our opportunities. I was hugely encouraged last year by the spirit of cooperation that was manifested at every stage of the planning process, and I look forward this year to building on what has already been achieved. ♦

*The Saint Mary's
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Challenge *continued from page 1*

Dr. Jim Sharpe, Dean of the Division of Continuing Education says, "The clear statements on the importance of outreach, community service and engagement in the vision and mission statement show the values that are fundamental to Saint Mary's University. The Division of Continuing Education supports and initiates programs based on these values."

Academic priorities are at the centre of the Academic Plan, an important element is the expansion of graduate studies. Dr. Sharpe says, "The expansion of graduate studies, especially programs designed for non-traditional graduate students such as working professionals, is an important strategy to increase our scholarship, accessibility, and outreach." Dr. William E. Jones, Acting Dean of the Faculty of Graduate Studies and Research says, "Saint Mary's University made a strong, positive commitment to the future of graduate studies and research in the spring of 2001, when it established The Faculty of Graduate Studies and Research. The Academic Plan cements that commitment by highlighting research and scholarship, and graduate studies as two areas of strength on which to build." Dr. Alan Miciak, Dean of Commerce sees benefits in the Academic Plan. "There is a lot of energy surrounding the Academic Plan and the collaborative approach that the Academic Vice-President's office is pursuing is generating a lot of involvement," he says. "I see a great fit for the Faculty of Commerce in the strategic direction articulated in the Academic Plan. The Faculty is committed to seeing this university develop and achieve its objectives and mission."

Dr. Esther Enns, Dean of Arts says that the Academic Plan will affect the experience of students and faculty at Saint Mary's. "Professors will be encouraged to develop courses and programs that draw more directly on their own research. We will also be looking to internationalize our programs such that cross-cultural awareness and global perspectives are cultivated," she says. "As we work towards such goals, students can expect increasing opportunities to become directly involved in faculty research and to engage in studies that are international in scope." Dr. Enns says that students' courses may involve hands-on research related to their professors' work, and they may be engaging more extensively with individuals and subject-matter from abroad. She says, "As we adapt our curriculum to the objectives of the Academic Plan, we will be helping students to acquire the intellectual capabilities needed for successful professional, community and personal life."

Dr. David Richardson, Dean of Science says, "The Academic Plan is a valuable document for focusing people's energy. There is no doubt that implementation of its recommendations will lead to changes over the short and medium term. These will improve the education-experience of both graduate and undergraduate students at Saint Mary's University." ♦

ACADEMIC PLAN: WHAT YOU DO, DO WELL!

VISION

Our vision is to be a dynamic, urban university with a reputation for innovative teaching and research at both the undergraduate and graduate levels and for strong programs of local, regional, national and international outreach.

MISSION

The mission of Saint Mary's University is to offer undergraduate, graduate, and continuing education programs to both full-time and part-time students; to carry out research and disseminate its results; and to serve the community at the local, regional, national, and international levels. In carrying out its mission, Saint Mary's is guided by a commitment to accessibility, diversity, and the provision of a positive and supportive learning environment. It attaches high priority to promoting the personal as well as intellectual development of students, to encouraging engagement with global issues, and to fostering the spirit of critical inquiry through the effective integration of teaching and research.

HISTORY AND CHARACTER



Saint Mary's special character is a product of both its history, which reaches back to 1802, and of the innovative spirit in which it has approached contemporary educational and social issues. The University was founded by the Roman Catholic community of Nova Scotia, many members of which would otherwise have had limited access to higher education. From the outset, it served as a community resource and as a means of collective self-improvement for the population it served. In 1970, Saint Mary's entered a new phase of its existence when it became a public, co-educational institution and entered a period of rapid growth. Adapting to changing times, it has continued to forge partnerships with community groups, including business, government, labour and the voluntary sector. These partnerships have resulted in many innovative programs of community outreach and the development of academic programs that respond to community needs. Throughout its history, Saint Mary's has also had strong international linkages, provided first by the networks of the clergy and religious orders who staffed and administered it, later by government-sponsored educational and research initiatives.

THE FUTURE: 2002-2007

The motto of Saint Mary's is "Age quod agis" – "What you do, do well!"

This motto provides the guiding principle for this academic plan, which aims to identify and support the areas where Saint Mary's can excel, either by building on existing strengths or by rising to new opportunities. The distinction between existing strengths and new opportunities is a relative one. Areas of established strength leave plenty of scope for innovation and will remain strong only through continuous development; new opportunities are available in spheres where we have already experienced a degree of success and now have the chance to grow. Strategic choices will be crucial in defining the scope of our activities and in achieving the appropriate balance between various aspects of our work. This balance depends not on "dividing up the pie" between competing priorities but on ensuring that our endeavours are well integrated and mutually reinforcing. In achieving such integration, the best use of resources through collaboration and co-operation will be a key strategy.

The complete Academic Plan is continued on pages 4 – 8.

Age quod agis — What you do, do well!

Saint Mary's University Strategic Directions: 2002 – 2007

Academic Planning

- Saint Mary's motto *Age quod agis*, What you do, do well is the title and the driving force behind the university's new comprehensive Academic Plan. The plan will identify and support areas where the university can excel, either by building on existing strengths or cultivating new opportunities.
- The Academic Plan which is the result of extensive consultation with the university community, will guide all aspects of Saint Mary's University's activities.
- There will be a greater emphasis on graduate programs. Saint Mary's University currently offers a number of disciplinary and interdisciplinary graduate programs, including the new Master's in Applied Science and PhD in Business Administration (Management).

Renovation and Renewal

- The \$25 million renovation of Saint Mary's residences was just the beginning of campus renovation and renewal.
- The planning has begun for a new science facility.
- This summer, the O'Donnell-Hennessey Student Centre underwent a million dollar facelift of the first floor, including dining hall and Aramark servery, building exterior and landscaping.

- Plans are being made for the university's athletics and recreation facilities.
- The first phase will involve the construction of a new multi-purpose arena. A \$2 million gift from the late Bob Dauphinee will contribute to the arena. Construction will begin as funding is secured.

University Development

- Saint Mary's University is presently in the silent phase of a fundraising campaign that will address many of the University's current and future funding requirements.
- Development Office activities will be done in support of Saint Mary's Academic Plan and will provide significant financial support for infrastructure needs, certain program areas as well as provide substantially increased scholarship and bursary support for students.

Enrollment Management

- With increasing competition for students, Saint Mary's is developing new recruitment and retention strategies.

Faculty Recruitment and Retention

- With the retirement bulge that will hit Saint Mary's and other universities in the next five to ten years, there will be a national and international faculty shortage.
- Saint Mary's is developing plans to assist in recruiting and retaining high calibre faculty.

Governance and Accountability

- Saint Mary's University will develop a series of performance indicators from which it can be assessed. These will include, among others, student, employee and employer satisfaction, donor participation, research productivity and community outreach. ♦



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KEY SUCCESS FACTORS

Resources

The success of our Academic Plan depends on having the necessary human, financial, and physical resources to support its implementation.

Human resources - Saint Mary's principal asset is our people. To realize our goals, we must have successful programs of student, staff, and faculty recruitment and retention, well thought-out provisions for professional development, active strategies for promoting cooperation between faculty and staff who provide academic support, and effective means for including students in consultative processes and the definition of priorities.

Physical resources - We also require a strong and fully integrated academic infrastructure. Tools for success include up-to-date information technology, an on-going program of classroom upgrades, and state-of-the-art laboratories and research facilities.

Financial resources - We must also secure adequate funding and use it strategically in support of our goals. The Academic Plan will inform our efforts to obtain new sources of revenue from both public and private sources, and guide the allocation of resources internally. Initiatives which support more than one of our strategic objectives by promoting integration and interdisciplinarity will be assigned a high priority.

Data and Analysis - To plan effectively and make the best use of our human, financial and physical resources, we must have accurate, integrated databases and a fully developed capacity for institutional analysis.

Culture

In addition to securing resources of various kinds, we must also sustain and promote an institutional culture consistent with our plan. Specifically, we must foster a spirit of innovation, an openness to collaboration, and a culture of respect for students. Strongly committed to accessibility, Saint Mary's must also continue to excel at removing barriers to education among students with special needs and at welcoming students from a variety of social, ethnic, and religious backgrounds.

Age quod agis — What you do, do well!



Human Resources

Wood to Take Student Recruitment in Bold New Directions



Monica Wood, Director of Student Recruitment

"University is a lot more than books and lectures," says Monica Wood, Saint Mary's new Director of Student Recruitment. "It's flesh and blood experiences."

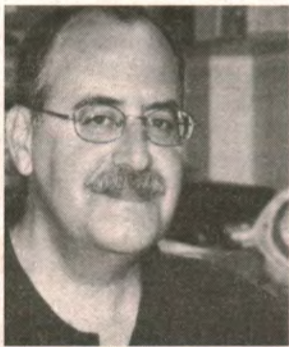
Wood assumes her newly created position after working in enrollment services at the University of Winnipeg. She says, "We have to explain in concrete terms what the Saint Mary's experience is. A lot of universities haven't taken the time to develop an authentic story. We have to create a

story that is so compelling that students will come here."

Wood says that there is no quick fix to developing a strong recruiting strategy. "We will be involved in one situation at a time, one student at a time," she says. Wood sees all the necessary factors in place including campus readiness, increased planning for change and an Academic Plan that looks to the future. There are many factors at play in enrollment issues including the double cohorts in Ontario, international students looking at Canada as a safer option with fewer obstacles and the sheer numbers of the children of the baby boomers entering university. Wood says that the baby boomers place significant emphasis on the value and importance of higher education. Their children, referred to commonly as the millennials, require a new brand of recruiting strategies. "They are very different from generation X, for instance, they are very interested in studying languages and want international experiences," she says. "It comes down to the right fit when we look at any type of market." Wood says that new markets will take three to five years to develop. "This will require more targeted outreach and we will need to develop messages for different audiences from specific publications to portals on the web site," she says. "It's about getting the right messages, to the right students, with the right degree of frequency."

Wood is initiating a collaborative model that will include members of her newly assembled recruitment team. Kemale Pinar, who previously worked with International Activities is now the Manager of International Recruitment. There are two new recruitment officers Samantha Anderson, Saint Mary's past SMUSA president and Kim Stright, a recent graduate who worked in admissions. Different members of the university community from athletics, the Division of Continuing Education, Student Services, to The Atlantic Centre will be involved in representing Saint Mary's at recruiting sessions. Wood explains, "We're building a team that will take us in a plethora of different directions. This is a campus wide approach." ❖

Keeping Things on Track



Sheldon Glick, Facilities Management

For 30 years, Sheldon Glick has been ensuring that things operate, as they should in the residences, classrooms, laboratories and offices of Saint Mary's University.

His work with Facilities Management requires a lot of creative thinking when faced with technical problems. "Our jobs involve trouble shooting, problem solving and damage control."

This involves ensuring that there is proper indoor air quality by fine tuning procedures and maintaining heating and ventilation systems. This includes work involved in routine and preventative maintenance with preparations for each heating and cooling season. "When problems arise we try to solve them as quickly as possible," he says.

Things have changed considerably over the years. For instance, Facilities Management personnel used to have to go to each satellite boiler room on campus to check operation. Air handling units, boilers, and pumps in all of the buildings were checked every three hours. Now, staff monitor water and air temperatures and other levels across campus at computer terminals throughout Facilities Management. Glick says, "We are able to respond more quickly and efficiently to problems through technology."

Glick says that because of the nature of his job and that of other members of Facilities Management they come into contact with staff in every sector of the University. He and members of his department, many of whom have worked together for 15-20 years, have developed a unique sense of camaraderie. "In 30 years, you meet a lot of people and develop real bonds. You develop in depth relationships when you work shoulder to shoulder with people for years." This has been translated into Glick's involvement as a union supporter and representative over the years. He is also the vice-chair of the occupational health and safety committee which advocates safe work environments for employees. ❖



Culture

Removing Barriers to Education

Saint Mary's Atlantic Centre of Support for Disabled Students provides a wide range of services including note-taking, interpreting in the classrooms and laboratories, counseling and technical aids. Saint Mary's has a growing number of scholarships to support students with disabilities. All buildings on campus are wheelchair accessible, most are linked by covered walkways and tunnels. There are also rooms in residence equipped to meet special needs.



(L-R) Belma Goralija, Lejla Dzemic, Barry Abbott, Counselor, Atlantic Centre, Camil Deljkovic, and Ognjen Delibegovic.

The Atlantic Centre has developed a partnership with the University of Sarajevo and NGOs in Bosnia-Herzegovina that provides training for people with disabilities. This summer, a small delegation from Sarajevo consisting of representatives from the University of Sarajevo and selected associations/NGOs visited Saint Mary's. ❖



Financial Resources

Development Office to Support Academic Plan

Saint Mary's Development Office will be providing financial support for the initiatives, infrastructure needs, programs, student scholarships and bursaries outlined in the Academic Plan.

Brian Shea, Director of Development says that development's mandate will be to carry out activities in support of the Academic Plan. "The bricks and mortar components of the Academic Plan will require support including upcoming projects such as the science building and potentially The Burke Building in the future." The Dauphinee Legacy project will include a new arena, classrooms, a multipurpose area, a new home for the Camp of Champions and a facility for the development of athletes at all stages of their career. Shea says, "Thanks to Bob Dauphinee's legacy gift we will have a facility that will not only help our student intramural and varsity athletic programs but will also be a tremendous resource for the whole city." Other projects will include the funding of the renovation of the 1898 Building at the Atlantic School of Theology. Once completed, it will be the home of the newly established Saint Mary's - AST Atlantic Centre for Ethics and Public Affairs.

A major focus for development will be the establishment of many more scholarships and bursaries for students with an emphasis on endowments. "Program support will be key

whether it involves finding funds for the Atlantic Centre for Ethics and Public Affairs or The Atlantic Centre of Support for Disabled Students. It is imperative that we use our own professional staff to make that happen," says Shea. "For the most part, professors and coaches don't want to have to fundraise." Saint Mary's University is presently in the silent phase of a fundraising campaign that will address many of the University's current and future funding requirements.

A newly assembled team is now in place to carry out the initiatives described by Shea. Heather Fitzpatrick, Manager of Annual Giving is responsible for annual gifts and special projects. Elsie Nisonen, Development Assistant, coordinates donor relations and development events. Kelly Power, Senior Development Officer is responsible for major gifts for the Faculty of Arts and Science and the Atlantic Centre for Ethics and Public Affairs. Brad Jacobs, Senior Development Officer deals with major gifts for the Faculty of Commerce, Athletics and others. Deraldlyn Johnson, Program Assistant coordinates acknowledgements for all donations. Tammy Corbett, Coordinator & Systems Administrator coordinates the student calling program and donor database and Janet Campbell, Development Secretary provides administrative support and research to the development office. ♦

Agreement Signed with Reebok Canada

Saint Mary's has signed an agreement with Reebok Canada that will provide student athletes with sporting gear and internship opportunities. This is the first agreement of its kind for Saint Mary's.

"The agreement has far reaching benefits for the entire university," says Larry Uteck, Saint Mary's Director of Athletics. "Student achievers will be given the opportunity to intern during the summer with one of the world's leading sports companies and varsity teams at the University will be provided with top-notch Reebok gear." Saint Mary's has had a previous affiliation Reebok Canada Inc. that has provided the men and women's Huskies basketball teams with footwear and apparel.

"We are pleased to have reached a multi-year agreement with our long standing partner, Saint Mary's University, which will make an impact both on and off the field. The University's impressive credentials in the classroom and on the varsity playing field reflect the aspirations we have at Reebok as one of the fastest growing sports and fitness companies in Canada," says Dennis Watson, Director of Sales and Marketing for Reebok Canada. "We look forward to many successful seasons ahead at Saint Mary's and welcome the entire University to our team at Reebok." ♦



Physical Resources

Students and Administration Collaborate on Student Centre Renovation

The O'Donnell Hennessey Student Centre is the latest Saint Mary's building to undergo extensive renovations. Over the summer, a million-dollar investment was made to the facility.

"The design of the renovation centered on creating an open congenial space for students coupled with the renewal of the Food Service Facilities in the Student Centre," says Gabrielle Morrison, Vice-President Administration and Chair of the Student Centre Renovation Steering Committee. "The facility benefits all students, both those who live off campus and those who reside in our residences and the larger community we serve."

The improvements were made to the first floor of the student centre including a bigger lobby, overall aesthetic improvements, a new staircase to the bookstore on the second floor, a bright and modernized Aramark food service and dining area complete with new furniture throughout. New windows, signage and landscaping have updated the building's exterior. The lobby and dining area will now be available for evening functions and receptions through Conference Services.

Morrison says that the renovated student centre ties in nicely with the Academic Plan's emphasis on promoting a positive student experience. Paul Deveau, President of Saint Mary's Students Association (SMUSA) and a member of the project steering committee says, "It is really pleasing to have had these renovations made to the student centre. It is now a more inviting atmosphere where students can feel comfortable to meet, study, eat, or relax."

The renovation of the student centre is one more student-focused project in the University's ongoing renewal plan, says Morrison. "It is a prime example of the power of collaboration within the Saint Mary's community. The process behind

the project involved hundreds of hours of planning and coordination, frequent meetings both scheduled and impromptu, design development, consensus approval mechanisms, and finally demolition and construction. The process relied on the participation of Aramark, SMUSA, Student Services, Facilities Management, Conference Services, Public Affairs, Financial Services, the Property and Development Committee of the Board, numerous consultants and contractors, all facilitated by our project co-ordinator, Burt Bartheaux," she says. "Planning took place at both the strategic and the detail design levels; it took into consideration the needs of students and, the needs of our food service partner within the context of the fiscal and facility's standards of the University."

Students were consulted during each stage of the project from structural layout to selecting colour schemes and furniture. Deveau says, "Having SMUSA on the steering committee as well as the design committee all summer was a tremendous opportunity for the students to work with the University on developing the project to best suit everyone's needs." SMUSA also assisted the project by funding just over \$40,000 of the total project budget of one million dollars. ♦



Wired Residences

Saint Mary's University's residences have the highest standard of telecommunications technology. Through the \$25 million Renovation and Renewal Project completed in September 2001, the residences were 'wired' so that every student living in residence would have access to cable, telephone connections and the Internet. The Internet plug-ins are in addition to the more than 1,000 Internet access ports located throughout the Sobey Building and Loyola Academic Complex in offices, labs, study rooms, lounges, and classrooms.



The official re-opening of the first floor of the Student Centre. (L-R) Dr. Colin Dodds, President, Saint Mary's; Gabrielle Morrison, Vice-President Administration, Saint Mary's; Paul Deveau, SMUSA President; Umberto Catalano, Aramark District Manager; Paul Glover, Vice-President, Aramark Campus Services.

ACADEMIC PLAN: WHAT YOU DO, DO WELL!

BUILDING ON STRENGTHS

Undergraduate Teaching and Learning

Saint Mary's has a long history of achievement in undergraduate education. With a comprehensive and innovative Arts faculty, the Atlantic region's leading business school, and a dynamic Science faculty, it also offers two years of study in Engineering and a range of programs of value to current and prospective teachers. Saint Mary's undergraduate programs emphasize both breadth and depth and are designed so that students can combine courses of study from two or more faculties. Student teacher ratios are favourable, average class sizes are small, and the percentage of regular faculty with doctoral degrees is exceptionally high. Saint Mary's has developed innovative certificate and diploma programs in response to community needs and requests. The latest educational technology is used to enhance learning in a variety of contexts and to overcome the limitations of time and space. Strong academic programs are delivered in an environment marked by tolerance and concern for the personal well-being of students.

It is essential that Saint Mary's maintain the strength and vitality of its undergraduate programs. This objective will not be served simply by maintaining the status quo. Success depends on an on-going and organized process of development and renewal, informed by the mission and values of the institution.

Actions:

- In the development of undergraduate curricula, include programs and opportunities which are closely related to faculty research and community outreach.
- Under the auspices of Senate, carry out regular reviews of academic programs, and ensure that such reviews are consequential by following through on recommendations.
- Develop sound methods for student evaluation of programs, courses, instructors and services and make student feedback an important factor in planning reforms.
- Maintain close contact between faculty and students as a hallmark of Saint Mary's.
- Expand accessibility through the further use of educational technology and the selective development of programs using the World Wide Web.
- Foster high standards of student literacy by implementing a campus-wide strategy.

- Recognize that learning takes place inside and outside the classroom. Cultivate opportunities for experiential learning and for a high level of involvement in both the university and the community.
- Develop, promote, and continuously evaluate library resources to ensure that they are closely and effectively tied to the academic programs of the university.

Community Outreach

Saint Mary's is uniquely committed to service to the local, regional, national and international communities, a commitment which it realizes through outreach activities, community-based research programs, and contributions to life-long learning. Its reputation as an open and responsive educational institution has brought it a large measure of goodwill in the community. Outreach units include the downtown Business Development Centre, which supports entrepreneurial initiatives; the Saint Mary's University Art Gallery, which contributes to the cultural life of the community; the Burke-Gaffney Observatory, which promotes science education in the schools and among the public; and the university's athletic facilities, an invaluable resource for recreational activities and for building community spirit. In a number of ways, Saint Mary's places its research capacity at the disposal of the community, through the work of individual students and faculty as well as through collaborative and group projects. Continuing education programs offer a variety of opportunities for life-long learning. Saint Mary's downtown campus in the World Trade Centre and various off-campus extension centres facilitate access to an array of courses and programs.

In community partnerships at many levels, Saint Mary's is working from a position of strength and is well positioned to build on its experience and reputation at home and abroad. While a strong foundation exists for future success, energy and creativity are required to make the most of our opportunities.

Actions:

- Develop new community-based research partnerships, locally, regionally, nationally, and internationally taking full advantage of new federal funding programs that support such partnerships.
- Develop, expand, and/or support a select number of academic institutes and centres as bridges to the community and as means of influencing public policy.

- Increase the availability of Saint Mary's research and academic facilities to the wider community, combining such access (where appropriate) with the generation of additional revenues for the university.
- Advance partnerships with community and professional groups as a way of developing and expanding programs for life-long learners.

International Programming

Closely associated with Saint Mary's commitment to community service is its distinctively international character, reflected in its proportion of international students (approximately 10%) and its success in securing funding for international projects. Saint Mary's students come from approximately 90 countries. Flourishing programs in English as a Second Language provide a crucial component of both international recruitment and international partnerships. Saint Mary's has a number of active collaboration agreements with universities and educational agencies around the world, and offers study abroad opportunities and international mobility opportunities to students in a variety of its programs. Its undergraduate and graduate programs in International Development Studies are nationally recognized and are important ingredients in its international programming. Other programs in traditional disciplines combined with those in Asian Studies and Global Business also play an important role.

Actions:

- Achieve further increases in the number of international students at Saint Mary's, ensuring that such students have the services, supports and opportunities they require.
- Work for the greater internationalization of the Saint Mary's curriculum as a way of engaging global issues and of preparing students to live and work in a global environment.
- Promote and support greater student mobility and more extensive participation of Saint Mary's students in study abroad opportunities, exchange programs and international internships.
- Diversify and achieve greater balance in Saint Mary's international linkages by establishing or strengthening ties in countries or regions where our presence has hitherto been relatively weak.

Age quod agis — What you do, do well!



International Programming

Empowering Businesses in the Caucasus Region

Saint Mary's has established business development centres in Azerbaijan, Georgia and Armenia, three former Soviet republics that have faced some of the greatest economic losses and challenges since the early nineties.

The three-year project was established in April 2001 through a \$750,000 Canadian International Development Agency (CIDA) grant. Its aim has been to accelerate the development of small and medium enterprises in the Caucasus region and assist with the transition to a market-based economy. Wayne Crawford, Senior Consultant, Manager of International Projects, Saint Mary's Business Development Centre and marketing professor says, "Through the programs individuals start thinking about alternatives for self reliance and self employment. The initiative is there, they have to understand how to do it." Saint Mary's has facilitated this process with the development of practical business courses, technical advice and training for managers. The centres have involved local institutions including the Union of Manufacturers and businessmen in Armenia, and Tbilisi State University in Georgia.

This spring, interns, consultants and directors of the centres from each of the regions in the Caucasus received training at

Saint Mary's business development centre in Halifax. They participated in client meetings, attended executive classes at the World Trade Centre, were involved in project work and visited businesses. In May 2002, Crawford and Eric Crowell, Director, Business Development Centre visited all three partner institutions in the Caucasus region. Crawford extended his stay to provide technical assistance and additional training programs for each centre. He says that there is interest in using this model in other parts of the world. "We're actively pursuing other venues in the international marketplace."

"The project that the BDC is implementing in the Caucasus fits in perfectly with the Academic Plan in that it allows BDC staff, who teach at the University and work with students at the centre to get international experience," says Denis Leclaire, Director of Saint Mary's International Activities. "That translates into case studies that have an impact on programming that takes place at Saint Mary's and benefit students in a wider global context. People like Wayne Crawford bring their experiences home to share with their students." ❖



(L-R) Kakha Shengelia, Dean, Caucasus School of Business; Elguja Mkvabishvili, Dean, Faculty of Economics, Tbilisi State University; Sergio Baramidze, Director, Georgian Business Development Centre Caucasus; Eric Crowell, Director, Saint Mary's University's Business Development Centre (BDC); Wayne Crawford, Manager, International Projects, Saint Mary's BDC; Dr. Erekle Astakhishvili, Head of International Department, Tbilisi State University.

* Curtis Dray, (far right) environmental studies graduate worked as an intern on a Saint Mary's fisheries project in Cambodia.



Undergraduate Teaching and Learning

"Teaching is a Relationship" Enns — an Educator with a Personalized Approach



Dr. Esther Enns, Dean of Arts

Dr. Esther Enns sees teaching as much more than the work of a professor in a classroom. That's one of the reasons why she wanted to come to Saint Mary's University.

"Saint Mary's' reputation as a very human kind of place with a focus on people meshes very well with the way that I see teaching," she says. "I'm very much into teaching and learning as relationships.

I would like to cultivate those kinds of relationships among students and professors."

Dr. Enns was a professor in the Faculty of Humanities at the University of Calgary. Holding an appointment in the Department of Germanic, Slavic and East Asian Studies, she was involved in multiple disciplines. She taught German language and culture at all levels, as well as translation studies and foreign language teaching methodology at graduate levels. She was also an adjunct professor in the Faculty of Education.

It was through her work as a Graduate Teaching Assistant while she did her MA in German Studies at McMaster

"As Dean of Arts I hope to expand my perspectives on teaching and learning, and the role of education in advancing social and human goals."

University that she became interested in teaching. Pursuing that interest, she later completed an MEd in Applied Linguistics and subsequently a PhD in Curriculum Studies at the University of Toronto.

At the University of Calgary, Dr. Enns completed wide-ranging curriculum development work in foreign languages, focussing on learning-centred approaches. In 1998, she was named a 3M Teaching Fellow for her educational leadership and commitment to teaching excellence. "One of the things that I'm really proud of is the work that I was able to do in getting discussion going among professors and students about ideas such as designing courses that engage students in real-life research projects, internationalizing the curriculum, enhancing faculty-student interaction, and bringing more experiential components into the learning environment" says Dr. Enns. "Curriculum change became a really prominent part of what was going on at Calgary." At the same time, she played a central role in the University's instructional development strategy. She helped develop initiatives for engaging faculty members and students in wide-ranging projects to enhance the quality of students' educational life.

As a language instructor, Dr. Enns was involved for many years in designing and producing language learning situations involving both personal interaction in the classroom and new technologies. She developed an innovative language research centre that originated from an experimental classroom that she designed. "At the time, we called it the electronic classroom," she says, "but now it's probably better described as a "flex room" for language learning. Though fully equipped with the latest technology, all of this was pretty well invisible. The classroom was outfitted with Internet connections, sound and movie projection as well as satellite television connections, that allowed students to view live

See **Teaching** continued on page 10

Taking History Beyond the Classroom

How can history be presented outside the classroom? That question is at the core of Dr. Nicole Neatby's fourth year special studies class. Dr. Neatby, who joined Saint Mary's history department this fall, is offering the University's first course in public history.

"Public history is history that is presented outside the classroom environment," says Dr. Neatby. "This includes a wide range of museum, institutional and archival materials to other media including cinema, television and novels." She says that public history appeals to the media savvy generation of undergraduate students.

She is delighted that she has been given an opportunity to teach a course in public history this year. "At Saint Mary's, I am able to teach courses that correspond to my research and teaching interests." This year, the course will involve theory and critical analysis. Dr. Neatby says, "The focus will be on history and how it is presented." Next year, the course will involve co-op placements for students at museums and archives. The details about the placements will be determined later this year. She says, "It's the kind of program that gives students some answers to the question – what can I do with a history degree?"

Dr. Neatby holds a BA from the University of Ottawa, an MA from Queen's University and PhD from the Université de Montréal. Her research has approached historical questions from the perspective of individual

See **History** continued on page 11



Dr. Nicole Neatby



Community Outreach

Expanding Accessibility through Online Classes

Saint Mary's online courses are bridging the distance between Saint Mary's and students living across the province, North America and as far as the Caribbean and Africa. Last year, 400 students enrolled in Saint Mary's online classes and the numbers are expected to increase this year. "One of the key strategies in the Academic Plan is to expand accessibility to Saint Mary's University courses and programs," says Dr. Jim Sharpe, Dean of the Division of Continuing Education. "A means to achieve this goal is through use of the World Wide Web for instruction."

Online courses offered at Saint Mary's during the 2002 – 2003 academic year will include English Composition, Human Resource Management, Cognitive Psychology, two geology courses, and for the first time two African history courses. In January, a forensic science course will be offered as part of the forensic science diploma program. The course involves the scientific disciplines that form the basis of forensic investigative techniques. The online course will use innovative teaching aides such as an interactive microscope and dissection module. The development of online courses for students exemplifies how Saint Mary's is using

See **Online** continued on page 10



Community Partnerships

- **The CN Centre for Occupational Health and Safety** was established in May 2002 through a \$500,000 endowment from Canadian National. The CN Centre, the only centre of its kind in Canada will create a centre for excellence in research at the Frank H. Sobey Faculty of Commerce focusing on the protection and promotion of the safety of the workforce and quality of their work life.
- **The Atlantic Centre for Ethics and Public Affairs** is a community-based project established by Saint Mary's University and partner institution, The Atlantic School of Theology (AST). The first centre of its kind in the region, it will generate research on cross-cultural and interfaith ethical issues including business and environmental ethics and human rights. Workshops and symposiums will be held for businesses and regulatory agencies, NGOs, labour and community groups. New courses will also be developed for students. The Atlantic Centre is located on AST's campus.
- **Certified Management Accountants (CMA) of Nova Scotia** and Saint Mary's Frank H. Sobey Faculty of Commerce have created a CMA stream in the Master of Business Administration program. The innovative curriculum, methodology and delivery process will offer a unique program for financial and strategic management professionals. ♦

In July, representatives from Jamaica's College of Agriculture, Science and Education visited Saint Mary's to learn about online education. (L-R) Dr. Robert Logan, Dr. I.C. Uthappa, Dr. Dawn Barrett Adams, Dr. Sandra Becca and Nadine LeGier, Saint Mary's English Department.

The Reverend M.W. Burke-Gaffney Observatory

The Burke-Gaffney Observatory is operated by Saint Mary's Department of Astronomy and Physics. It is located on the top of the Loyola Residence. Free public tours are held weather permitting, on the 1st and 3rd Saturday of each month. Call the information line 496.8257 for details about tours.

The Ealing 41cm diameter Cassegrain reflecting telescope is primarily used for teaching, public tours, and research projects which include studying the nature of the aging processes in variable stars, searching for extra-galactic supernovae, and charting the orbits of asteroids in the solar system. ♦



MEETING CHALLENGES AND OPPORTUNITIES

Student Satisfaction and Success

Saint Mary's has a strong tradition of providing a positive, supportive environment for students. In the face of current pressures on higher education and the growing demands on students, faculty, and staff, the university will be challenged to live up to its institutional values in this respect. Growth in size and complexity must not be allowed to undermine the friendly and humane atmosphere of the campus. Saint Mary's must provide and maintain high-quality facilities and services for students and ensure that policies and procedures are fair and responsive to their needs.

While working to ensure a positive experience for students, Saint Mary's must also intensify its efforts to increase student success. For a variety of reasons - personal and financial as well as academic - a minority of Saint Mary's students do not complete their academic programs. In the interests of both the university and the students, it is imperative to work toward an improvement in completion rates by strengthening academic support and enhancing student life.

Actions:

- Improve academic advising, emulating best practices inside and outside Saint Mary's.
- Facilitate program planning for students by rationalizing the timetable and by making accurate information about course offerings available in a more timely way.
- Develop and/or strengthen university preparatory courses, access programs for under-represented groups, academic help centres and peer support programs.
- Work toward more effective and expeditious procedures for responding to student complaints and appeals.
- Use all available means to limit the financial burden which students bear, including increasing scholarships and bursaries, limiting tuition increases wherever possible, and providing opportunities for on-campus and co-operative employment. Develop criteria of eligibility for scholarships and bursaries, which reflect the exigencies of contemporary student life, including the fact that many students are unable to take full course loads.
- Build on Saint Mary's career development programs to build the confidence of students and facilitate their transition to the workplace.

Research and Scholarship

Saint Mary's faculty and students have made significant contributions to scholarship over many years. An important dimension of this success has been the extent to which undergraduate students have been included in faculty research projects. Given the historically undergraduate character of the university, however, research has not been assigned as high a priority as it otherwise might have been. Saint Mary's has now reached a point in its history where a greater emphasis on research is possible and the challenges the demands of a knowledge-based economy and the challenges facing a society undergoing fundamental change make the generation of new knowledge and the critical assessment of inherited assumptions matters of urgency. Increased public investment in research, especially by the federal government, offers greater access to the necessary resources. Research funding is increasingly linked to community partnerships, and this trend converges strongly with Saint Mary's traditions of outreach and service. Faculty renewal, crucial to a flourishing research agenda, has been exceptional at Saint Mary's, as nearly half of its current complement was appointed in the last ten years. By the same token, the opportunity to pursue both research and teaching is a central concern of prospective new faculty members. A strong research culture is therefore essential to future recruitment.

Actions:

- In keeping with the Strategic Research Plan for the university, build clusters of research strength in areas where Saint Mary's has the capacity to excel. The appointment of Canada Research Chairs is a crucial ingredient in this strategy.
- Under the auspices of the Faculty of Graduate Studies and Research, develop strategies for gaining maximum access to external research funding from granting councils, other government sources and private foundations.
- Identify additional sources of funds that can be used to supplement current resources for seeding research projects, securing matching funds, and supporting internal research projects.
- Recognize the mounting challenges and opportunities facing scholarly communication, and adopt collaborative strategies for maximizing library resources and supporting research.
- Build on efforts to recognize and publicize the research accomplishments of Saint Mary's faculty. Strengthen Saint Mary's image as a research-active university.

Graduate Studies

Graduate Studies is an area where Saint Mary's has an opportunity to grow significantly. The university currently offers a number of disciplinary and interdisciplinary master's programs and a Ph.D. in Commerce, the only one in Atlantic Canada. The momentum which has developed points to further growth, especially in interdisciplinary programs and in areas where Saint Mary's possesses unique strength. Both the capacity and demand exist. The creation of clusters of expertise in strategically selected fields, including through the appointment of Canada Research Chairs, provides the necessary strength to support new masters and doctoral programs. Rising educational standards, the growing demand for employees with graduate qualifications, and strong interest among international students in Saint Mary's programs (current and proposed) offer sound reasons to believe that enrolments in our programs will be strong.

Actions:

- Increase enrolments in existing graduate programs to ensure their viability, to provide graduate students with opportunities for enrichment through interaction with their peers, and to provide a cohort of students who can participate in faculty research projects.
- Under the leadership of the Faculty of Graduate Studies and Research, define criteria and a plan for the development of graduate programs. As part of this planning process, explore appropriate opportunities for inter-university graduate programs and programs designed for non-traditional graduate students.
- Incorporate graduates of the university into the teaching and research of the university, linking such involvement to their professional development.
- Ensure that the particular needs of graduate students are addressed in the further development of the library's resources and services.
- Under the auspices of Senate, develop a system for systematically reviewing graduate programs, either by themselves or in conjunction with broader program reviews.
- Support the development of graduate studies with adequate resources, including competitive fellowships and assistantships for students and provisions for graduate teaching to be included consistently in faculty teaching loads.

Age quod agis — What you do, do well!



KClark

Graduate Studies

A Milestone for the PhD Program



Gina Grandy

Gina Grandy is Saint Mary's first PhD candidate to complete her comprehensive exams, a rigorous exercise that takes place over two days. Her efforts, were evaluated by two examining committees each comprising of four to five professors. This is a significant benchmark for the University's PhD program in business administration (management), the only doctoral

program of its kind in Atlantic Canada.

"It signifies the end of formal instruction in terms of taking classes and writing exams and the beginning of Gina's formal role as an independent scholar," says Dr. Kevin Kelloway, a professor of Management and Psychology, and Director of Saint Mary's PhD Program. "Having our first student complete the comprehensive exams 'on schedule' is further evidence that we are meeting the objectives we established with the program and nearing the graduation of our first class of PhD students."

Grandy taught at Mount Allison University while completing her PhD coursework at Saint Mary's. Dr. Kelloway, says, "In many ways, Gina is the 'model' student that the program attempts to attract. After completing her MBA degree at Memorial, she has been employed as an academic at Mount Allison University on successive sessional contracts. Like so many of our sessional instructors, Gina needed a PhD to move into a tenure stream position."

Grandy says that she drew to Saint Mary's because of its unique program structure. "It allowed me to complete coursework mostly in the summertime while continuing full-time employment throughout the regular teaching year," she says. "Although most of the coursework is completed on-site only during the summer months, the content is as rigorous, and in many cases more rigorous, as other programs both in Canada and the United States." Grandy says in comparison to other Canadian programs, Saint Mary's offered both a strong qualitative and quantitative basis in its coursework, supported by exceptional researchers in both areas. She says that this facilitated her ability to take on both modes of research initiatives. Grandy says, "I believe that this is quite an accomplishment for any PhD program, especially a new program."

Grandy credits the faculty for their encouragement in seeking international and international research opportunities. She has participated and presented at conferences in Canada,

Ireland, England, Hungary, and the United States. She says, "This exposure has allowed me to develop extensive contacts with prolific researchers around the world. Also as a result of these experiences, I am in the process of submitting three co-authored journal articles to reputable international journals."

Grandy is a senior lecturer at Northumbria University in Newcastle. She sees opportunities in Canada and the UK after completing her doctorate. Grandy will not be the only PhD candidate for long, two other Saint Mary's PhD students will be writing their exams this fall. ♦

"Having our first student complete the comprehensive exams 'on schedule' is further evidence that we are meeting the objectives we established with the program and nearing the graduation of our first class of PhD students."



S.Fizil

Research and Scholarship

Geology R and D Grants Create Offshore Opportunities

Geology professor Dr. Georgia Pe-Piper is bringing Saint Mary's into the competitive circle of offshore oil and gas industry research. With a recently announced \$243,123 Natural Sciences and Engineering Research Council (NSERC) collaborative research and development grant she and her team of colleagues and students are tracking down geological clues to assist in the discovery of oil and gas reservoirs.



Dr. Georgia Pe-Piper

"The oil and gas industry would like to see more petroleum related education and research in Atlantic Canada universities," says Dr. Pe-Piper. "I believe that carrying out such research will benefit the education of our students and the access they have to future jobs in the oil industry." Dr. Pe-Piper says that a lot of opportunities exist because the petroleum industry is anxious to see more research conducted locally in fields that Saint Mary's has niche expertise including geology. "There are opportunities in petroleum chemistry, environmental studies, and perhaps spatial analysis," she says. "In the faculties of Commerce and Arts, there are different opportunities in issues such as resource use conflicts, impact of industry on coastal communities, and marketing."

She says that the objective of her research is two fold. "One is to develop better approaches using mineral techniques that can be used to understand how ancient river and delta disperse sediment. The second is to apply such approaches to the Scotian basin offshore, as an aid to both hydrocarbon exploration and reservoir development." Dr. Pe-Piper has long been interested in the use of minerals as tracers of the source areas for ancient rocks. Most of the offshore oil and gas are found in sandstones that were originally deposited in rivers and deltas 120 million years ago. The minerals reveal where the rivers flowed from and whether all the sands were deposited from a single river system or many rivers. The minerals in sandstones also tell the history of how sand became cemented to form

sandstone, from which inferences can be made about how fluids, which may include oil and gas have flowed through the sandstone in the past and precipitated minerals. This is an important factor in the exploration of oil and gas reservoirs.

Dr. Pe-Piper with Dr Ralph Stea of the Nova Scotia Department of Natural Resources and Dr. David Piper, Georgia's husband, an adjunct Saint Mary's professor and geologist with the Geological Survey of Canada (Atlantic) will be involved in research that focuses on sands in central Nova Scotia called the Chaswood Formation. They are equivalent to the offshore sands and sandstones in which the Sable project gas reservoirs are found.

In 2000, Sable Offshore Inc. (ExxonMobil) granted Dr. Pe-Piper \$33,000 a year for three years for a research and development university petroleum-related project that would compare the Chaswood formation with the Sable sub-basin. She then received addition \$20,000 each year for three years in research and development funding from Petroleum Research Atlantic Canada (formerly the Atlantic Canada Petroleum Institute) to apply the mineralogical techniques to rocks in the Laurentian sub-basin, specifically, the Orpheus graben south of Cape Breton. A couple of months ago, Dr. Pe-Piper received confirmation that she will receive \$113,123 from the NSERC collaborative research and development program which matches industry funding, \$130,000 industrial contribution. NSERC is also providing post-graduate scholarships and awards to students working on the project.

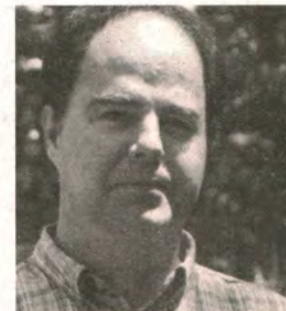
Dr. Pe-Piper is the overall coordinator of the research, ensuring that the project moves along on schedule and overseeing student involvement. "I have been involved in sampling drill core from both the Chaswood Formation on land and from offshore wells," she says. Dr. Pe-Piper supervises students who prepare the samples for mineralogical, geochemical, and grain size analysis. She identifies minerals and interprets how they formed, where they came from, and what they mean for understanding the history of the Chaswood Formation and the equivalent rocks offshore. Dr. Pe-Piper says, "My personal interest is in seeing these new research opportunities lead to a better educational environment for our advanced students - senior undergraduates and graduate students." ♦

SSHRC Post-Doctoral Fellows Chose Saint Mary's for Strength of Faculty and Research

Three Social Sciences and Humanities Research Council (SSHRC) post-doctoral fellows will be working at Saint Mary's this fall.

Dr. Stephen Dutcher

Dr. Stephen Dutcher's research focus is Mi'kmaq education and modernity. He will be working with Dr. Colin Howell, a Saint Mary's history professor at the Gorsebrook Research Institute. He has a Masters in political science and a PhD in history from the University of New Brunswick (UNB). Before he began his doctoral studies, Dr. Dutcher spent a few years as a journalist with the co-operative movement in Atlantic Canada. This year, he taught Canadian history courses at UNB.



Dr. Stephen Dutcher, one of Saint Mary's three SSHRC fellows.

He says, "I am looking forward to beginning work at Saint Mary's on the post-doctoral project which I consider very important in that it addresses a serious shortcoming in the existing literature and has significant implications for issues surrounding Aboriginal-Canadian relations in particular, self-government."

Dr. Sara Butler

Dr. Sara Butler will be examining suicide verdicts in late medieval England. She defended her PhD at Dalhousie last year and has taught medieval/early modern European history full-time at the university. Dr. Butler cites Dr. Tim Stretton as her reason for choosing Saint Mary's. "His book, Women Waging Law in Elizabethan England demonstrates a nuanced approach to using the law for social historical purposes that I really admire."

She plans to write a book entitled, Suicide and the Jury in Later Medieval England. Dr. Butler says that there were many strange ideas about suicide in the Middle Ages. "I would like to dispute a number of notions about suicide in the Middle Ages including the suggestion that medieval men and women did not think women capable of committing suicide," she says. "I would also like to discuss ideas about suicide in relation to the growth of the concept of personal liability in the mid-fourteenth century."

Dr. Andrew Parnaby

Dr. Andrew Parnaby will be conducting a comparative examination of native longshoremen in British Columbia and the Maritimes from 1867 to 1939. "It is an examination of aboriginal people on the east and west coasts," he says. "I am particularly interested in how aboriginal people adapted their customary economies to the demands of industrial society."

Dr. Parnaby will be working with Dr. John Reid, a Saint Mary's history professor and Chairperson of Atlantic Canada Studies. He says, "I chose to work at Saint Mary's because of the expertise of the faculty in the department of history and the Gorsebrook Research Institute." Dr. Parnaby holds an MA from Simon Fraser University and a PhD from Memorial University. He is a part-time history professor at Saint Mary's, Dalhousie University and Mount Saint Vincent University.

The SSHRC fellows are provided with \$35,028/year for 2 years and a \$5000. research allowance. ♦



K.Clark

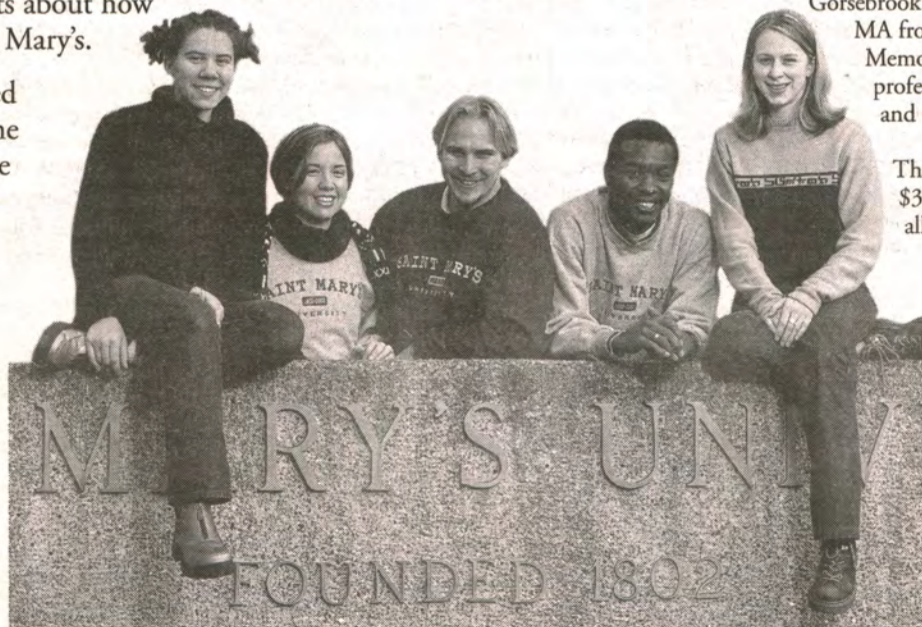
Student Satisfaction and Success

National Survey Reveals Positive Indicators of Student Satisfaction

The Canadian Undergraduate Survey Consortium's (CUSC) annual survey of undergraduate students has recently reported positive results about how students feel about their experience at Saint Mary's.

- 91% of the Saint Mary's students surveyed responded that they were satisfied with the overall quality of education that they have received.
- 92% responded that they were satisfied with their decision to attend Saint Mary's.

Saint Mary's and 29 other Canadian universities that made up the 2002 membership of CUSC assessed student satisfaction levels by surveying a random sample of degree seeking undergraduate students in all years of study last winter.



Out of This World — Asteroid Named for Saint Mary's

Saint Mary's has increased its sphere of influence to outer space. A minor planet, orbiting between Mars and Jupiter about 400 million kilometres away from the sun has officially been named after Saint Mary's University in honour of its 200th anniversary.

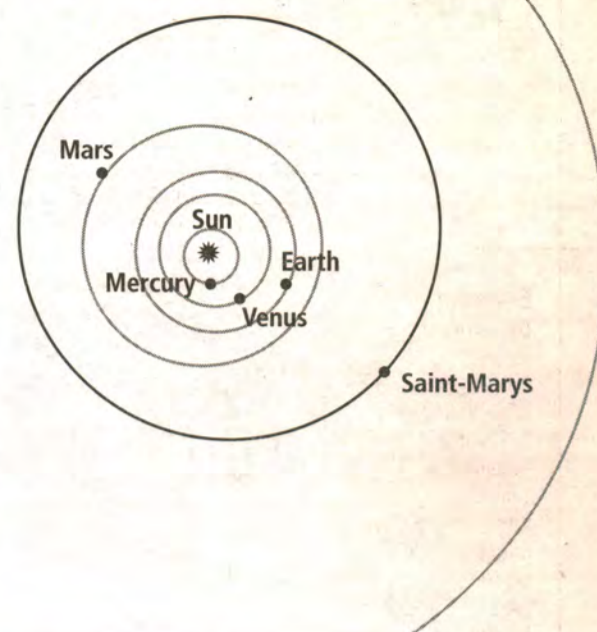
The minor planet or asteroid formerly known as Asteroid 6898, now named Saint-Marys 6898 was discovered in 1988 by prolific astronomer, Carolyn Shoemaker at the Mount Palomar Observatory in California. It is one of almost 200 asteroids that she has discovered, she is the co-discoverer of another 150 asteroids.

"Having a small planet named after Saint Mary's is truly a unique and special milestone for the University's 200th anniversary celebrations," says Dr. Colin Dodds, President of Saint Mary's University. Dr. David Turner, a Saint Mary's astronomy and physics professor is responsible for the unique birthday gift to the University. Dr. Turner was working with Shoemaker as editor of *The Journal of the Royal Astronomical Society of Canada* when he asked if one of her unnamed asteroids could be named after Saint Mary's. Shoemaker has named asteroids in honor of respected friends, colleagues, authors, and

places. Asteroids are named through a commission of astronomers belonging to the International Astronomical Union.

"Asteroid (6898) Saint-Marys is relatively unstudied as asteroids go, but is probably somewhere between eight and 18 kilometres in diameter according to the brightness of its reflected sunlight," says Dr. Turner. "It is difficult for Nova Scotians to view at present. It's located very low on the southern horizon in the evening sky and is 25,000 times fainter than the normal limit for detection by the unaided eye. Only a very large telescope would be capable of viewing it without the assistance of special equipment. Better conditions for observing the asteroid will not come for another year."

Dr. Turner says that there is no chance that Saint-Mary's could pose any kind of threat in the future. "It's a main-belt asteroid; that means, thank heavens, that it will always be orbiting in the asteroid belt. There's no danger of it colliding with Earth," he says. "I would hate to have to read a headline in the future reading: Life on This Planet Threatened by Saint-Mary's." ❖



Teaching *continued from page 7*

newscasts from Europe or Asia. But that's not what saw as you walked into a classroom. What you would see was students at groupings of tables working on projects or discussion-based activities." The work flourished at the University of Calgary and grew into the Language Research Centre. This centre tracked and documented the impact of the experimental learning environment and teaching methods on students' learning of foreign languages. With Dr. Enns as lead researcher, the Centre received major funding from the Canadian Foundation for Innovation (CFI) to build expanded facilities to support research and development related to this type of language instruction.

In her more general educational research work, Dr. Enns studies and supports teachers as they learn and develop the practice of teaching. For about ten years Dr. Enns has led an initiative of the Central Institute for Teacher In-Service Education in Bern, Switzerland to design and implement a professional development system for teachers based on a special type of extended peer consultation. With major funding from the Swiss Federal Department of Health, she recently completed a study of the effect of such peer consultation on the health and well-being of practising teachers. Her investigation showed that teachers who participated in the peer consultation experienced an increase in their sense of professionalism, and that a culture of reflective practice develops in institutions where teachers engage in systematic peer consultation. Sponsored by a grant from the University of Bern, she will work with a Swiss team on a follow-up study in 2003.

Dr. Enns sees Saint Mary's as an institution where her background and her perspectives can be an asset. "What I bring with me is the idea of personalized and relational types of learning environments, and creating structures and systems to support both instructors and students in realizing that kind of education." She also sees Saint Mary's as a place where she can continue to learn. "As Dean of Arts I hope to expand my perspectives on teaching and learning, and the role of education in advancing social and human goals." ❖

Online *continued from page 7*

technology to respond to the needs of students and the community. Dr. Sharpe says, "The academic plan calls for Saint Mary's to work with community and professional groups to create programs for lifelong learners. The diploma in forensic sciences is an excellent example of how a need from the RCMP and police forces for training in forensics can be met by Saint Mary's University by using the World Wide Web for delivering the instruction." The benefits for students studying online curriculum goes beyond convenience according to Linda MacDonald, Associate Director of Continuing Education. "Online courses at Saint Mary's require students to participate in group activities through the use of discussion postings and real-time chat. The discussion encourages students to interact in a reflective way about the topics and issues of their course readings." ❖

Saint Mary's to Host ASAC 2003

The Frank H. Sobey Faculty of Commerce has been selected as the institutional host for the 2003 conference of the Administrative Sciences Association of Canada (ASAC). The bid for the conference which was strongly supported by Dr. Colin Dodds, President of Saint Mary's and the outgoing Dean of Commerce, Dr. Paul Dixon received unanimous approval at the 2002 Annual General Meeting of ASAC. The conference is expected to attract 350 to 500 participants.

ASAC is the largest association of business faculty in Canada, representing seven hundred business professors from all related disciplines in universities across the country. The association's members are organized into 17 divisions that consist of: Business History, Case Study, Entrepreneurship and Family Business, Finance, Gender and Diversity in Organizations, Human Relations Management, Information Systems, International Business, Management Education, Management Science, Marketing, Organizational Behaviour, Organization Theory, Production and Operations Management, Strategy, Technology and Innovation Management, and Tourism and Hospitality Management. The 2003 conference will also include two separate tracks on Accounting, and Accounting and Contemporary Critical Theory.

The theme for ASAC 2003 is 'New Paradigms for A New Millennium' and encourages business educators and practitioners to examine the foundations and philosophy of business and their links to self, community, culture and economy. Participants are also encouraged to explore and build on research findings from various disciplines, from the administrative sciences to anthropology, economics to engineering, mathematics to sociology, and from philosophy to psychology. In the same vein the conference organizers encourage scholars from other, non-business, disciplines to submit papers.

The keynote speakers for the conference are Gareth Morgan, York University and Gibson Burrell, Warwick University the authors of the groundbreaking work on Sociological Paradigms and Organizational Analysis. They will present 'Reflections on Sociological Paradigms Twenty-Five Years On'. Other notories who will be attending include Linda

Smirich, Marta Calas, Stewart Clegg, Joan Acker, David Whetton, and Jean Bartunek.

The gala dinner will be a lobster supper at the Shore Club. Musical entertainment will be provided by Dr. Harvey Millar, Saint Mary's Finance professor and East Coast Music Award winner for Best Urban Track. The World Trade and Convention Centre will be the main site for the conference, which will take place from June 14-17, 2003. A mini-conference on globalization will follow at the Lord Nelson Hotel, June 17-18th. The co-organizers for the event are Dr. Albert J. Mills (the President elect of ASAC, and Saint Mary's management professor and Dr. Harold Ogden, Chair of Saint Mary's Marketing Department. Elizabeth Kelley is the Program Chair, Dr. David Wicks is the Proceedings Chair and Dr. Kevin Kelloway is organizing the Doctoral Consortium. Further information on ASAC (<http://www.asac.ca>) and the 2003 conference itself (<http://www.stmarys.ca/asac>) can be found on the respective web sites. ❖

The CN Centre for Occupational Health and Safety Presents its Inaugural Public Lecture

Senior managers and safety culture Men behaving badly?

Dr. Rhona Flin
Department of Psychology
Aberdeen University

Free Public Lecture
Monday, October 28, 2002, 7.30 pm
Sobey Conference Theatre
Sobey Building
Saint Mary's University.

Dr. Rhona Flin (BSc, PhD Psychology) is chair of Applied Psychology at the University of Aberdeen. She is internationally recognized for her health and safety research with high reliability industries, such as offshore oil and gas production, nuclear power, aviation and medicine. She has an impressive publication record with over 50 peer-reviewed articles.

Dr. Flin will discuss safety culture and leadership in high reliability organizations. She will outline what senior managers can do to engineer a positive safety culture within their organization and describe new strategies to improve the effectiveness of health and safety management systems. The lecture will be of special interest to safety and HR professionals, managers, union representatives and anyone interested in psychological approaches to health and safety management.

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Scholarly Professional DEVELOPMENT

Economics

Dr. Andrew Harvey's publications and presentations include the following: International Association for Research on Income and Wealth Conference, Stockholm Sweden, Time Poverty, August 2002. (with Arun Mukhopadhyay); Keynote Address Canadian Evaluation Society Annual Conference: Evidence for Better Decision-Making Halifax, NS. May 5-8; International Conference On Time-Pressure, Work-Family Interface, And Parent-Child Relationships, University of Waterloo, Ontario, Canada, Mar.20-23. He also published "Is Change as Good as a Rest for Teachers?" (with Dr. Kevin Kelloway); "Aging and Time-Use Patterns: Stability and Change thru Two Decades" (with J.Singleton); and "Men With and Without Spinal Cord Injury: Work and Family Activities in Context" (with Wendy Pentland). He presented "Time-use Metadata and Travel" to the Transportation Research Board's 81st Annual Meeting in Washington D.C. in January and the International Association of Time Use Research (IATUR) Conference, Time Use 2001: New Regions, New Methods, New Data and New Results in Oslo, Norway, in October, 2001. Dr. Harvey presented "Time-Space Diaries: Merging Traditions". (invited resource paper) at the International Conference on Transport Survey Quality and Innovation held in Kruger Park, South Africa Aug.5-10, 2001. He is the co-organizer of the forthcoming International Association of Time Use Research (IATUR) Conference, Lisbon, Portugal, to be held in October and co-organizer of the International Conference on Time-Pressure, Work-Family Interface, and Parent-Child Relationships to be held at the University of Waterloo, Ontario, Canada.

Dr. Martha MacDonald, was awarded a SSHRC standard research grant for a project on "The Dynamics of Privatization in Latin America" (\$105,500). It was ranked 2nd out of 147 applications.

Geology

Dr. Georgia Pe-Piper, with David J.W. Piper published *The igneous rocks of Greece The anatomy of an orogen* (Gehrunder Borntraeger).

International Development Studies

Dr. Henry Veltmeyer, published 'The Social Dynamics of the MST: Ten Hypotheses on Successful Leadership,' in *Canadian Review of Sociology and Anthropology*. 'The Politics of Language: Deconstructing Postdevelopment Discourse,' in *Canadian Journal of Development Studies*. *The Dynamics of Globalization and Antiglobalization* was published by Ashgate and *Brazil Under Cardoso: Neoliberal Development in Practice* was published with James Petras by Rowan & Littlefield.

Library

Peter Webster, Head of Information Systems at the Patrick Power Library, published "Remote Patron Validation: Posting a Proxy Server at the Digital Doorway" in *Computers in Libraries*.

Management

Dr. E. Kevin Kelloway, Dr. Julian Barling, and Dr. Caroline Weber, Queen's University will have "Smoking and Absence from Work - a Quantitative Review" published in M. Krausz and Koslowsky's (Eds.) *Voluntary Employee Withdrawal and Inattendance* (Plenum).

Dr. E. Kevin Kelloway, Dr. Julian Barling, Queen's University, and Dr. Catherine Loughlin, University of Toronto, published "Development and Test of a Model Linking Safety-Specific Transformational Leadership and Occupational Safety" in the *Journal of Applied Psychology*.

Manon Mireille LeBlanc and **Dr. E. Kevin Kelloway** published "Predictors and Outcomes of Workplace Violence and Aggression" in *The Journal of Applied Psychology*.

Dr. Albert J. Mills' book *Gender, Identity and the Culture of Organizations* has been published by Routledge (UK). The work was co-edited with Professor Aaltio Lappeenranta Technical University, Finland. It is Dr. Mills' seventh book to be published.

Public Affairs

Paul Fitzgerald published "Fishing for Stories at Burnt Church" in *Canadian Dimension* magazine.

Sociology

Dr. Diane Crocker's paper "The Social Construction of Wife Abuse as a Crime: 19th Century Lessons for 20th Century Activists" was presented to the Canadian Women's Studies Association (Toronto, May 2002). She also published "A Genealogical Study of Wife Abuse as a Crime." The paper was presented to the Canadian Law & Society Association (Vancouver, May 2002). "Regulating Intimacy: Judicial Discourse in Cases of Wife Assault (1970-2000)" was presented to The Canadian Sociology and Anthropology Association (Toronto, June 2002).

Student Services

Michelle Fougere, Financial Aid Counsellor, has been appointed for a four year term to the Undergraduate Scholarship Selection Committee of the Association of Universities and Colleges of Canada (AUCC). She represents Atlantic Canada on the committee that selects the best national candidates for over 800 awards administered by AUCC.

Congratulations

Dr. Robert J. McCalla, Geography, (co-investigator) and Dr. Brian Slack, Geography, Concordia University and co-investigaor, Claude Comtois, Université de Montréal, were recently awarded a SSHRC grant of \$133, 336. Their application was ranked first out of 74 applicants reviewed by the committee. The research title is "Regional container shipping networks: adjustments and adaptation to global forces".

In the News...

Dawn Butt, Off-Campus Housing, was interviewed by the Canadian University Press (CUP) about Halifax's housing situation.

Elizabeth Chard, Registrar and **Jon Kincade**, Vice-President Academic, Saint Mary's University Students' Association (SMUSA), were interviewed by *The Coast* and *The Daily News* about plagiarism at Canadian universities.

Dr. Cathy Conrad, Geography, was interviewed in *The Chronicle Herald*, *The Daily News*, and appeared on ATV and CBC TV news discussing the fish kill in the Little Sackville River.

Dr. Colin Dodds, President of Saint Mary's was interviewed by *The Chronicle Herald*, *The Daily News*, *Fredericton's Daily Gleaner*, *The Moncton Times and Transcript*, CBC Radio Nova Scotia, Global TV, and ATV news about the Electoral Boundaries Commission's final report. Dr. Dodds was Chairman of the Commission. Dr. Dodds was also interviewed by ATV news, CBC Radio, and CBC TV's Canada Now about an asteroid being named after Saint Mary's in honour of the 200th anniversary.

Paul Fitzgerald, Public Affairs, was interviewed on CBC Radio's *Maritime Noon* about his research dealing with media coverage given to the Burnt Church fishing dispute.

Dr. Gordon Fullerton, Management, was interviewed by *The Daily News* about how beverage companies are marketing colourful drinks to consumers.

Dr. Andrew S. Harvey, Economics, was interviewed on Eastlink TV about time and shift work. He was interviewed by *The Daily News* about the stock market and related trends and Global TV about the federal government extending maternity leave.

Dr. Ken Hill, Psychology, was interviewed for a *Chronicle Herald* feature and story in *The Hamilton Spectator* about what happens to people who go missing in the woods.

Donnie Jeffrey, Student Services, was interviewed by CBC Radio's *Mainstreet*, *The Globe and Mail*, CBC News (national), *The Chronicle Herald*, and Associated Press (AP) about a drink coaster embedded with test strips to detect Ketamine, GHB or Rohypnol, also referred to as date-rape drugs. The coasters were distributed to first year students in their "frosh packs".

Dr. Kevin Kelloway, Management, Director of The CN Centre for Occupational Health and Safety, was interviewed on CBC Radio's *Mainstreet* to discuss his research dealing with workplace violence and aggression. He was also interviewed by Eastlink News about stress and shift work in the workplace.

Dr. Marc Lamoureux, Chemistry, was interviewed by *The Daily News* and *The Chronicle Herald* about the fish kill in the Little Sackville River.

Sarah Morris, Coordinator of Counselling Services, was interviewed by *The Chronicle Herald* about the transition from high school to university.

Dr. Leonard Preyra, Political Science, was interviewed by *The Toronto Star* about Prime Minister Chretien. He appeared on CBC TV News discussing the Premiers' Conference held in Halifax in July and was interviewed for a CBC national TV news feature about the national Progressive Conservative leadership.

History *continued from page 7*

experiences. Her MA thesis examined why women attended Queen's in the twenties. Her research required her to interview 30 women in their nineties. "I had never drank so much tea or eaten so many cookies in my life," she says. For her doctoral thesis, she interviewed people active in student political movements during the fifties.

After working as a sessional lecturer in Ottawa Dr. Neatby moved to the University of Prince Edward Island in 1994. Her research now involves looking at what travel literature, government publicity, and guidebooks reveal about why American and English Canadian tourists visited Quebec during the 20th century. She says, "I was intrigued by how Quebec perceived and projected itself." ❖

Raising *continued from page 2*

Dr. Miciak's ideas about how the Faculty of Commerce may gain further recognition across the country involve research, students and the business community. "We need to connect faculty and their research with students and the downtown business community. Everything we do should have some element of each of those factors."

During his years directing a program, Dr. Miciak says that he learned how important student services are to the overall program success. "I would like to see an increase in co-op programs and career management services. One of the big indicators of the actual reputation of the Sobey School of Business will be what recruiters are coming to recruit our students." He would like to see top employers from Ontario, Quebec, Alberta and British Columbia on campus meeting Saint Mary's best commerce students.

It is research productivity and impact of faculty that is key in enhancing the reputation of the Faculty of Commerce says Dr. Miciak. "That's going to be a prime target for what we do, more research, better research and getting the word out. We will also be looking for additional investment from granting agencies and private funding." Dr. Miciak says that Saint Mary's PhD program is a real strength that sends the message that Saint Mary's is a research active institution. It is also a factor in attracting more faculty members who are leaders in their fields. He says that as graduate programs expand and the University pursues accreditation Saint Mary's will have to recruit and retain research active faculty. He points to the number of faculty members who are nationally recognized experts in their field. Dr. Miciak says, "The more we can do to develop that kind of impact the better our reputation will be." ❖

AROUND CAMPUS



(L-R) Dr. Colin Dodds, President of Saint Mary's; Paul Dyer, Chairperson of Saint Mary's Board of Governors; and Most Reverend Terrence Prendergast, S.J., Archbishop of Halifax, Chancellor of Saint Mary's University.

Paul Dyer, (BComm '68) was recently appointed Chairperson of Saint Mary's Board of Governors. He is Scotia Trust's Regional Vice-President Eastern. Read more about Saint Mary's new Board Chair in the next edition of *The Times*.



The art of **Dr. Najma Sharif**, a Saint Mary's professor of Economics was displayed at a special art exhibition entitled "Let your hearts be joined in one" in commemoration of the first anniversary of September 11th. The exhibit, presented by The Multicultural Association of Nova Scotia, was at the centre of a remembrance event held on September 11th at Pier 21's Multicultural Art Gallery.

The exhibition included more than a dozen vibrant watercolours. Dr. Sharif says, "I usually paint people. I started looking around the world for signs of joy and hope and I found it in children. In simple things like flying a kite, a dip in the ocean, simple innocent pleasures. They are pictures of what I would like the world to be. They are figures from around the world and places I've been."



Flags marking the celebration of Saint Mary's University's 200th anniversary have hung along the Angus L. Macdonald Bridge this fall. Banners have been hanging over streets in Halifax's south end and downtown area.



Saint Mary's University Art Gallery is hosting a special exhibition chronicling the history of Saint Mary's University through archive photographs from Saint Mary's Archives in the Patrick Power Library, yearbooks, newsletters, objects from the Sports Hall of Fame, and selections from the permanent collection of the art gallery. Saint Mary's University 200th Anniversary Exhibition is open to the public until October 20, 2002.



(L-R) Gordon Laurin, Director, Curator, Saint Mary's University Art Gallery; Matthew Reichertz, performing arts coordinator; Robert Zingone, gallery assistant.

Saint Mary's University, Halifax, Nova Scotia

The TIMES

The Times is produced by the Public Affairs Department of Saint Mary's University. Submissions from faculty, staff, students and friends are welcome.

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