



A meeting of the Senate of Acadia University occurred on Monday, 13 April 2009 beginning at 4:03 p.m. with Chair Ian Wilks presiding and 41 present.

1) Minutes of the Meeting of
9 March 2009

It was moved by R. Perrins and seconded by R. Murphy *that the minutes of Monday, 9 March 2009 be approved as distributed.*

MOTION AS AMENDED WAS CARRIED.

2) Announcements and
Communications

a) From the Chair

-re Regrets

I. Wilks noted regrets from W. Brackney, H. Gardner, J. Hansen, T. Hergett, B. Hagerman, A. Irving, D. Julien, M. Trask and E. Vaasjo.

-re Agenda

The following items were added to the agenda: 3)a) Academic Assessment of *Connections* Initiative (For Information); 3)b) Notice of Motion and Request for Input from the Academic Integrity Committee on policy wording in University Calendar, to be brought forward in May; and 3)c) Nominating Committee Report to be considered in May.

-re Guests

He welcomed guests N. Carruthers, A. Dulhanty, S. Major and J. Richard.

-re Senate Membership

I. Wilks announced newly appointed Student Senators: John Coutreau, Julia Turner, Robert MacIntyre and Emma Vaasjo.

He welcomed newly appointed President and Vice-Chancellor of Acadia University, R. Ivany. I. Wilks said that he looked forward to a long period of good and fruitful relationship between Senate and President's Office.

-re Correspondence
On Bottled Water at
Senate Meetings
(089-69-MISC)

I. Wilks read correspondence (**APPENDIX A**) received from L. Lusby which suggested the bottled water at Senate meetings be replaced with jugs of water. This initiative was begun at today's meeting.

CAUT Censure
(089-70-MISC)

The Chair read a letter (**APPENDIX B**) he sent to Ronald Smith, Chair of the Board of Governors regarding the CAUT Censure motion which was passed by Senate last meeting.

Dalhousie School of
Nursing - Reference to
AU Senate minutes of
10 November 2008
and Response
(089-71-MISC)

I. Wilks read a letter (**APPENDIX C**) from Patricia L. Sullivan, Professor and Director of the Dalhousie University School of Nursing in which she requested that the reference to "an advising group from the Dalhousie School

of Nursing” in item 4)e) on page six of the Acadia University Senate minutes of November 10, 2008 be reviewed. He read the letter he wrote in response (**APPENDIX C**). The reference will be changed to delete the last six words. This item was in regards to Acadia’s proposal for a BSc Nursing Program.

-re Senate Executive Meeting

I. Wilks noted that a Senate Executive meeting would be held Monday, May 4th at 4:00 p.m.

b) From the President & Vice-Chancellor

R. Ivany said that the bicameralism within the academy is a tradition which needs to be respected and nurtured. He said that the academic integrity of the university depends upon the Senate. After reviewing the agenda for the past year, he was pleased that it showed that the administrative processes within the institution and Senate have worked together as a well-functioning and robust governance mechanism which results in success.

He said that the opportunity given to the President in the Senate agenda represented an important form for open communication around issues. These may not always be ones at the core of academic issues, but may need to be considered because they influence the environment in which academic policy occurs. Much of the work done at Senate requires Senators to reflect on its impact, both on our students and our curriculum and the University.

c) From the Vice-President (Academic)
-re Program Reviews

T. Herman said that the Academic Program Committee would review and update the current process document on academic reviews, approved in June 2005. Program reviews would be as follows: Fall 2009 would be School of Computer Science, Department of English, School of Business and School of Recreation & Kinesiology. Winter 2010 would be Department of Mathematic & Statistics, Languages & Literature and follow up in Departments of Psychology and History & Classics. This term (Winter 2009) reviews were completed in Department of Physics and School of Engineering. He thanked all those involved in these program reviews.

-re Admission & Academic Standing (Policy) Committee

He announced that the *ad hoc* committee on MOU, MOA Procedures would be active as he now has the time to devote to this issue.

-re Dean of Pure & Applied Science Position

T. Herman announced that a short list of candidates for the position of Dean of Pure & Applied Science had been created and encouraged Senators to take advantage of the opportunities to interact with these individuals during the selection process and provide feedback to the selection committee.

He said that the program proposal through Environmental & Sustainability Studies had been sent to MPHEC and feedback was coming from member institutions.

d) From the Chair, By-Laws Committee

P. Corkum announced that the Faculty of Arts had passed revisions to their By-Laws and the Senate By-Laws Committee would review and hopefully bring any resulting recommendations to the Faculty of Arts Council in May.

3) Business Arising from the Minutes

a) Academic Assessment of *Connections: Acadia's First Year Option* (089-72-COX)

S. Major, Director L. Fountain Learning Commons presented an Academic Assessment of *Connections: Acadia's First Year Option* (**APPENDIX D**). This document was for information as had been requested by Senate in December 2008.

Discussion was held with the following points brought forward:

- ▶ Faculty teaching evaluation is not done as part of this option.
- ▶ This is not a program, but an option for students.
- ▶ Faculty getting to know the students is part of this initiative and will be through the focus group.
- ▶ Students who choose this option will be followed up after their first year for academic achievement and retention.
- ▶ There are three components: active learning, community connections and faculty connections. These components shape the expectations for this option.
- ▶ The measurement is student's assessment and experience of the program not of the content. One of the experiences is to create community connection and document the students' progress.

b) Academic Integrity Committee & Conflict of Interest Policy (09-73-INT)

J. Richard, Chair of the Senate Academic Integrity Committee presented a document regarding proposed changes to the University's academic integrity policy (**APPENDIX E**). These revisions are a result of a request, at the October meeting, to look at the role of faculty members – do they identify the problem and decide the punishment? Such is addressed in this document and brought forward today for information and Senator's feedback. She said a final draft would be brought to Senate in May.

Discussion was held with the following points brought forward:

- ▶ Under "Procedures" there is no allowance for a hearing/ investigation of a situation before reporting to the Registrar's Office.
- ▶ The requirement of different penalties based on whether it is a first, second and third offence is a problem. The imposing of appropriate penalty should be a consultative process with the faculty member involved. In the case of a third offence, for example, the automatic penalty will be based on prior events which the faculty member involved may know nothing about.
- ▶ Cases should be reported to the head/director before going to the Registrar.
- ▶ Faculty involved should be notified of decisions made about discipline.
- ▶ Who generates the penalty? The instructor or Head/Director or Registrar?
- ▶ Broader consultation about a case might be desirable depending on individual situations.
- ▶ Three standard levels of penalty may in fact give a certain leeway to students, and may sometimes be too lenient.
- ▶ The document needs clarification about the role of Head/Director. It is the Head/Director of the unit in which the course is offered, or of the unit in which the student is enrolled as a major? It should be the former, with information going to student's program Head/Director as well.
- ▶ Registrar's Office needs to compile a common record.
- ▶ The actual kinds of plagiarism are changing with the use of various electronic media, and our policy must reflect this.
- ▶ Preamble needs to be stronger. It needs to define Acadia's academic integrity clearly, articulate penalties clearly, and be the sort of text that faculty

can cut and paste into their course outlines.

▶ There is a need for consistency across the board regarding penalties. All infractions should be reported. An automatic process of imposing penalties weakens the power of individual instructors, but will strengthen the integrity of degrees awarded.

▶ If students who cheat are not caught or reported, the respect which other students have for the system of rules will be affected. Some cases are followed up and others are not. Other students know who the cheaters are and know when a blind eye is turned to cases. This policy must be a definite guide for instructors and back them up when evidence shows cheating has taken place.

▶ Electronic tools such as “Turn It In.Com”, “Google Books” and “Ink Work” are available. To be consistent, instructors should be using them for all papers.

▶ There is a need to define “major” assignment in order to assess commensurate penalties.

▶ This policy does not require instructors to report plagiarism.

▶ It would be beneficial to have a campus-wide statement on plagiarism to include in all course descriptions.

▶ A case of plagiarism which is brought to a student’s attention can be part of the learning process rather than a reason to penalize.

▶ Plagiarism should not be acceptable for any level of paper. Acadia should not tolerate plagiarism.

▶ There is a need for better testing space to accommodate large classes. As it is now, cheating is too easy and difficult to control.

J. Richard said she would take these points back to the committee for consideration in the final draft.

c) Nominating Committee
Report of 2009-2010
Nominations
(089-74-NOM)

S. Markham-Starr, Chair of the Senate Nominating Committee introduced a report (**APPENDIX F**) for various positions on Senate for the 2009-2010 academic year to be considered at the May meeting.

d) Senate *ad hoc*
University-Wide
Committee on Conflict of
Interest Policy
(089-75-INT)

T. Herman reported that a proposed structure for a University-Wide *ad hoc* Committee on Conflict of Interest Policy as requested at the March meeting of Senate is as follows:

One representative each from Faculty of Arts, Faculty of Professional Studies, Faculty of Pure & Applied Science, Faculty of Theology; Office of Research & Graduate Studies; Office of the Registrar; Financial Services; Vaughan Library; Human Resources; Open Acadia; the Student Body; SEIU, AUFA; APAT; Board of Governors; the Community and the Vice-President (Academic) as Chair.

He felt there was no way to address the broad mandate of this committee without representatives from all areas covered, which results in a large committee.

Discussion was held with the following points brought forward:

▶ It was hoped that the faculty members would represent those who appointed them.

▶ Consideration was not given to including the University Equity Officer as that position is currently vacant.

► Might one representative from faculty overall be sufficient and might that representative be a Senator?

The VP(A) would proceed to call this *ad hoc* committee together.

4) New Business
 a) Research & Graduate
 Studies – Part-Time
 Graduate Studies
 (089-76-GRD)

It was moved by D. MacKinnon and seconded by T. Herman *that Acadia expand its program offerings for part-time graduate study to those departments and schools that wish to host part-time graduate students, with the following provisions: (1) that the total time allotted for degree completion remain as currently advertised in the Graduate Calendar, but that the time limits for completion of course requirements be doubled to four years in the case of two-year programs and to two years in the case of one-year programs; and (2) that any department of school currently offering a graduate program can choose not to offer a part-time option.*

D. MacKinnon spoke to this motion and said that the idea of part-time studies at the graduate level had been talked about for quite awhile at Acadia University. Last summer the Senate Committee on Graduate Studies decided to investigate this further and some of their comments are included in the attachment to the agenda. This committee did not feel that a part-time program would draw from the current full-time, but rather attract a different group of students. He said that many other institutions had part-time programs, but some do not advertise it; rather if requested will attempt to accommodate such a request. Currently part-time graduate studies are offered in the School of Education and there is currently one-part student in the Department of Mathematic & Statistics.

Discussion was held with the following points brought forward:

- Consideration should be given to being more inclusive of part-time students by providing benefits given full-time students (medical, on-campus accommodation, etc.).
- There was much support from Senators for this initiative.
- Consideration should be given to part-time studies for undergraduate students to ensure they have adequate opportunity to access university.
- This initiative would provide an opportunity for those who would not traditionally go to University; such as mature students; those who are working and those who do not see a University degree in their lives at this time.
- The proposed timing for course completion (four and two years) would apply only to part-time students.
- With this proposal, part-time students were not illegible for funding; however, full-time students often receive funding and do not complete their program in one or two years and pay a continuing fee at the end. This was inequitable and perhaps worth reviewing the whole structure in relation to this issue.
- If Acadia invites/welcomes individuals to enrol in part-time studies there should be some financial support.
- The current wording, in the calendar, for full-time students is that a one-year program you must have four years beyond the completion of their courses which is five years for MA students and in the case of a two-year MSc or MRM program it becomes six years. One exception on campus is the School of Education, where the similar wording is used but students have a maximum of eight years to complete their program.
- D. MacKinnon said the R&GS Office experience had been that part-time students come self-funded as they typically hold a full-time job and the flexibility of part-time studies works for them. None of them come with

funding unless it is from an employer. None come with external funding and they are not eligible for AU funding.

▶ D. MacKinnon said when the possibility of AG Awards going to part-time students was considered, people are sensitive to the allocation of this money because our awards are small and limited in number. As well such part-time students as in the School of Education are not even on campus, except for, perhaps, an evening course.

▶ Departments can make decision on their own as to how to use AG Awards but at this time part-time students are not included in this policy.

▶ What is the point of having a policy for part-time studies if we do not help make it possible for students to come? We might consider generating some kind of financial support within the University without encroaching on current awards.

▶ Consideration should be given to AU enrolment and the fact that such studies would attract students from the surrounding area.

▶ There was much interest in pursuing the issue of funding for part-time studies and I. Wilks suggested this matter come forward as a discussion item at a future meeting, see what sort of input into the discussion arose and see what results. Perhaps a motion on this policy would be brought forward.

MOTION WAS CARRIED.

5) Other Business

- a) Tenure-Track Teaching
Complement Allocation
Committee Update
(089-77-TCA)

P. Williams, Chair of the Senate Tenure-Track Teaching Complement Allocation Committee, announced that it is getting underway earlier this year and he alerted Senators to the different time frame for this process. The call for proposals will go out next week. There is a request for feedback from this committee on current applications; after discussion, the Committee agreed that the Deans would decide how to have this discussion with their faculty

- b) CAUT Censure

R. Ivany gave an update on the CAUT Censure and noted a Campus-wide meeting was scheduled for this Wednesday. Discussion was in process on this matter.

6) Adjournment

J. White moved this meeting be adjourned. It was 5:45 p.m.

From: Linda Lusby
Sent: Wednesday, March 11, 2009 4:57 AM
To: Ian Wilks
Subject: Senate support for student bottled water campaign

Hi Ian -

I wonder if Senate might consider joining in the Bottled Water Campaign being initiated by the Acadia Environment Society and the Sustainability Office. As noted below, the Council of Canadian Municipalities has also added their support to this national campaign. While Senate's use is only a few bottles per month, it would be a good start at an important level.

Thanks
Linda

Linda A. Lusby
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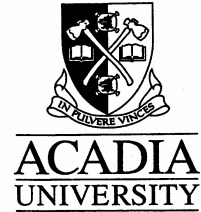
E-mail: linda.lusby@acadiau.ca

Humans aren't the only species on the earth - we just act like it.

Office of the Senate Secretariat

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March 13, 2009

Mr. Ron Smith, Chair
Acadia University Board of Governors

Dear Mr. Smith,

I am writing to inform you of a decision recently taken by the Acadia University Senate. I believe I speak for all members of this body when I say that the decision concerns a matter of utmost urgency for the welfare and reputation of this University. On Monday, March 9th the Senate met and considered the following motion:

“Whereas censure by the CAUT will substantially undermine the ability of the Academic sector to fulfil its mandate, Senate calls upon the Administration and Board of Governors to act with great urgency to resolve the dispute and avoid the imposition of censure.”

This motion passed. By means of it the Senate now goes on public record as expressing its deep concern over the issue of CAUT censure and its collective wish that this issue be completely and expeditiously resolved.

Sincerely,

ORIGINAL SIGNED

Ian Wilks, Chair
Acadia University Senate

cc Members of the Acadia University Board of Governors
Raymond Ivany, President of Acadia University

Copy of Fax From:

DALHOUSIE UNIVERSITY

Faculty of Health Professions

March 25, 2009

Dr. Ian Wilks
Secretary of Senate
Acadia University
Wolfville, Nova Scotia B4P 2R6

Dear Dr. Wilks:

Re: Senate Minutes. November 10, 2008 Item 2 (e)
Curriculum Committee-BSc Nursing Program

I am writing about an item reported in your Senate minutes of November 10, 2008, regarding Acadia's proposal for a BSc Nursing Program. In particular, I am interested in seeking clarification of the following statements, on page six, that read:

"It was moved by R. Raeside and seconded by D. Symons that the revised BSc Nursing Program proposal as distributed at this meeting (APPENDIX D) be approved.

*R. Raeside spoke to this motion and said that this proposal had been discussed for over a year. This summer much work was done on the proposal under the encouragement of members of the Departments of Education and Health, and in collaboration with the Valley Regional Health Authority **and an advising group from the Dalhousie School of Nursing**. Once approved by the Senate it would go to MPHEC for approval and then to BOG to establish a Director for this School of Nursing. "*

I am most concerned with the statement that indicates the proposal was developed with "the encouragement of and collaboration with an advising group from the Dalhousie School of Nursing". I would appreciate knowing the names of the members who participated in this advisory group and the period of time during which it offered its advice.

Thank you for our attention to this matter.

Sincerely,

ORIGINAL SIGNED

Patricia L. Sullivan, PhD, RN
Professor and Director

cc Dr. Tom Herman, Acting President and Vice-Chancellor
Acadia University

Dr. Tom Traves, President
Dalhousie University

Dr. Alan Shaver, Vice-President and Provost
Dalhousie University

Dr. William Webster, Dean, Faculty of Health Professions
Dalhousie University

April 6, 2009

Dr. Patricia Sullivan
Director, Dalhousie School of Nursing
5869 University Avenue
Halifax, NS
B3H 3J5

Dear Dr. Sullivan:

This responds to your inquiry of March 25, 2009.

After some consultation on the matter, I have determined that Item 4 (e) of the Senate Minutes for November 10, 2008 needs to be corrected.

In the meeting of April 13, 2009, I will ask for Senate's permission to strike the phrase "and an advising group from the Dalhousie School of Nursing" (or at least the last six words of this phrase) from that section. In the meantime I have directed that the November 10 Minutes be removed from the Senate website. They will re-appear when corrected.

Thank you for drawing our attention to this matter. We apologize for any uncertainty it may have occasioned.

Sincerely,

ORIGINAL SIGNED

Ian Wilks
Chair, Acadia Senate

Academic Assessment of *Connections: Acadia's First Year Option*

Presented to Senate April 13, 2009

By: **Dr. Sonya Major, Director Sheldon L. Fountain Learning Commons**

On 8 December 2008, Senate passed the following motion:

“The Senate Curriculum Committee hereby moves that the proposals for the six courses of Acadia’s First Year Alternative project and the Calendar description of this project be adopted on the understanding that Senate will receive an academic assessment of the project, a recruiting assessment of the project and an assessment of the financial impact of the project.”

The following is the plan for the academic assessment of *Connections: Acadia's First Year Option*.

Assumptions:

1. As much as possible, the assessment will rely on naturally-occurring data, such that we are not requesting students and faculty to provide information above and beyond that which would normally be available as a result of completing studies at Acadia.
2. When comparison data are necessary, we will use a stratified sample of comparable first-year students who are matched in terms of academic program, age, gender, entering high school average, and geography.

Student Experience:

Connections: Acadia's First-Year Option was designed to foster connections between students, faculty, their communities, while examining issues in a trans-disciplinary manner. *Connections* courses are also designed to encourage active learning.

Assessment will, therefore, include indicators of whether *Connections* led to enhanced interaction between students, faculty, and community, as well as awareness of different academic perspectives. In addition, assessment will include indicators of active learning. The question to be addressed there is whether the *Connections* option actually implemented the processes that were central to its philosophy.

Key indicators of pedagogy (connections and active learning) will be data from the National Survey of Student Engagement (NSSE) that will be collected at the end of the academic year. The NSSE surveys first and fourth-year students, with approximately 40% expected response rate. *Connections* students will be encouraged to participate in NSSE, so that we have as many as possible completing the survey. Appendix A lists items from the NSSE that are associated with each of the processes listed above.

By fostering connections (peer, faculty, and disciplinary) and using active learning techniques, the *Connections: Acadia's First Year Option* was designed to help students develop the following broad outcomes:

- passion for meaningful learning
- awareness of their own learning experiences
- critical thinking, communication, and information literacy skills

NSSE items that indicate students’ perceptions of their development of these broad outcomes are also indicated in Appendix A. One would expect that there would be a positive impact on academic achievement in both the *Connections* courses and in the other courses that *Connections* students are completing. Hence, the assessment will include the number of credits that students completed during their first year and grades in all of their courses. *Connections* students are expected to do a written project each term, a presentation, and a community engagement exercise. These will also be used as indicators of communication skills with comparisons made between the first and second terms.

Student satisfaction with their experience as first year students at Acadia will also be included. Some of the NSSE items indicate students’ general attitude about their first year experience and their university experience as a whole (see Appendix A). In addition to measures of overall satisfaction, at the end of each term students will be surveyed to get feedback on specific components of the *Connections* teaching and learning environment. These include: block scheduling, transdisciplinary

teaching, and the Write! Act! Speak! assessment model. Focus groups will be conducted at the end of each term to gain an understanding of whether the experiences of students matched up with their expectations and gain more in-depth insights from

students about their experiences in Connections courses. Students' expectations for Connections will be gleaned from their statement of interest that they submitted when they applied to Acadia. As part of the admissions process each student was asked to address these questions: What is it about Connections that attracts you? Why is Connections a good fit for you?

In the longer term, Connections students will be followed to assess how well they succeed in subsequent years. In particular, we will measure academic achievement and retention.

Faculty Experience:

The Coordinator of Connections and faculty who teach Connections courses will be interviewed in order to assess their overall satisfaction with the Connections courses and to address specific issues such as block scheduling, transdisciplinary teaching, and the Write! Act! Speak! assessment model. These interviews will be conducted at the end of each term.

Department Heads/Directors and Deans will be interviewed in order to assess the impact of Connections on academic units. During these interviews, the impact of Connections on student advising and course selection will be addressed, in addition to general impressions of Connections courses.

The Head Librarian will be interviewed for insights into how Connections courses affected library programming and resources.

Appendix A: **NSSE Questions that Address Components of Connections**

NSSE Item	Process or Outcome
Asked questions in class or contributed to class discussions	Active Learning
Made a class presentation	Active Learning
Come to class without completing readings or assignments	Active Learning
Worked harder than you thought you could to meet an instructor's standards or expectations	Active Learning
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	Active Learning
Spending significant amounts of time studying and on academic work	Active Learning
Participated in a community-based project (e.g. service learning) as part of a regular course	Community Connections
Practicum, internship, field experience, co-op experience, or clinical assignment	Community Connections
Community service or volunteer work	Community Connections
Solving complex real-world problems	Community Connections
Contributing to the welfare of your community	Community Connections
Used e-mail to communicate with an instructor	Faculty Connections
Discussed grades or assignments with an instructor	Faculty Connections
Talked about career plans with a faculty member or advisor	Faculty Connections
Discussed ideas from your readings or classes with faculty members outside of class	Faculty Connections
Received prompt written or oral feedback from faculty on your academic performance	Faculty Connections
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Faculty Connections
Work on a research project with a faculty member outside of course or program requirements	Faculty Connections

Relationships with faculty members	Faculty Connections
Worked with other students on projects during class	Peer Connections
Worked with classmates outside of class to prepare class assignments	Peer Connections
Tutored or taught other students (paid or voluntary)	Peer Connections
Had serious conversations with students of a different race or ethnicity than your own	Peer Connections
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Peer Connections
Relationships with other students	Peer Connections
Working effectively with others	Peer Connections
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Transdisciplinary Connections
Put together ideas or concepts from different courses when completing assignments or during class discussions	Transdisciplinary Connections
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Transdisciplinary Connections
Writing clearly and effectively	Communication Skills
Speaking clearly and effectively	Communication Skills
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	Critical Thinking
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Critical Thinking
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	Critical Thinking
Applying theories or concepts to practical problems or in new situations	Critical Thinking
Thinking critically and analytically	Critical Thinking
Providing the support you need to help you succeed academically	Overall experience
Acquiring a broad general education	Overall experience
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Overall experience
How would you evaluate your entire educational experience at this institution?	Overall experience
If you could start over again, would you go to the <i>same institution</i> you are now attending?	Overall experience

Using computing and information technology	Information Literacy
Examined the strengths and weaknesses of your own views on a topic or issue	Self Awareness
Learned something that changed the way you understand an issue or concept	Self Awareness
Learning effectively on your own	Self Awareness
Understanding yourself	Self Awareness
Developing a personal code of values and ethics	Self Awareness
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Passion for Learning
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	Passion for Learning

Notice of Motion
From the Senate Academic Integrity Committee
13 April 2009

Current wording from the Calendar:

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

Procedures concerning infractions of academic integrity

- Faculty members, after informing their director/head and contacting the student involved, shall attempt to determine the personal responsibility of the student and impose penalties where appropriate.
- The student can appeal the faculty member's decision to the department director/head and, if still not satisfied, to the dean.
- The student can appeal the dean's decision to the Vice-President Academic who shall inform the student of his/her decision as to the student's personal responsibility and the penalty imposed.
- A student has the right to appeal the decision of the Vice-President Academic to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before this committee.
- Technology Services and the Vaughan Memorial Library publish policies for the use of university computer facilities, both hardware and software and the use of the university library and its resources. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner as other forms of cheating or as a non-academic offence. For the dedicated purpose of inter-institutional loan and document delivery services, patron records may be stored on a remote database. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Technology Services policies.

New revisions proposed by the Senate Academic Integrity Committee in bold

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.

- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- **Penalties are: first reported offense: failure of the piece of work in question, second reported offense: failure of the course, third reported offense: dismissal from the university.**

Procedures concerning infractions of academic integrity

- **Faculty members, after informing their director/head and contacting the student involved, shall report the offense to the registrar's office. The registrar's office will contact the director/head who will impose the appropriate penalty based on whether it is a first, second or third offense.**
- The student can appeal **the director/head's decision** to the dean.
- The student can appeal the dean's decision to the Vice-President Academic who shall inform the student of his/her decision as to the student's personal responsibility and the penalty imposed.
- A student has the right to appeal the decision of the Vice-President Academic to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before this committee.
- Technology Services and the Vaughan Memorial Library publish policies for the use of university computer facilities, both hardware and software and the use of the university library and its resources. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner as other forms of cheating or as a non-academic offence. For the dedicated purpose of inter-institutional loan and document delivery services, patron records may be stored on a remote database. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Technology Services policies
- **The Registrar will keep a record of offenses and include statistics in the Academic Integrity Committee's annual report to Senate.**

This document is for your information and Senators are encourage to give their comments to any member of the committee before we present a formal motion at the May Senate meeting. Committee members are:

Rodger Evans (Science)
Phyllis Rippeyoung (Arts)
Robert Pitter (Professional Studies)
Jennifer Richard (Chair, Library)
Rosemary Jotcham (Registrar)
Steve Barron (081803b@acadiau.ca) (Student)

Respectfully submitted,

Jennifer Richard (Chair)

Nominating Committee Report to Senate
April 13, 2009

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

- Chair for the Senate: Ian Wilks, 2009-2010 (1 year)
- Deputy-Chair for the Senate: Donna Seamone, 2009-2010 (1 year)
- Lay person on Senate: Wendy Elliott, 2009-2012 (3 years)
- Faculty Elections Officer: Ying Zhang, 2009-2010 (1 year)
- Senate Executive Committee - Three Senators (one from faculties of Arts, Professional Studies, and Pure & Applied Science) elected annually by Senate: 2009-2010 (1 year)
 - Faculty of Arts: Geoffrey Whitehall, 2009-2010 (1 year)
 - Faculty of Professional Studies: René Murphy, 2009-2010 (1 year)
 - Faculty of Pure and Applied Science: Marlene Snyder, 2009-2010 (1 year)
- Pure and Applied Science Senator on By-Laws Committee: L. Lusby, 2009-2012 (3 years)
- Arts Senator on Students With Disabilities That Affect Learning Committee: Patricia Rigg, 2009-2012 (3 years)
- Pure and Applied Science Senator on Students With Disabilities That Affect Learning Committee: Diane Holmberg 2009-2012 (3 years)

Submitted by the Senate Nominating Committee:

S. Markham-Starr, Chair
K. Bowen
P. Callaghan
T. Herman
J. Peng
A. Quéma
D. Symons