

Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

Telephone: (902) 585-1617
Facsimile: (902) 585-1078



Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 15th January, 2018 in **BAC 132**.

The agenda follows:

- 1) Approval of Agenda
- 2) Minutes of the Meeting of 11th December, 2017
- 3) Announcements (*normally 10 minutes per speaker*)
- 4) Old Business
 - a) Credit Hour Definition- follow-up from previous Faculty Support Committee work and report (*D. Benoit*)
- 5) New Business
 - a) Motion from the Senate Library Committee:
The Senate Library Committee puts forward a motion to Senate Re. Article VIII Standing Committees, (f): Delete the following:
A Chair appointed for a three-year term from the membership of Senate, nominated and elected under the provisions of VIII (b) (ii). (*A. Wilks*)
 - b) Enrollment update (*M. Bishop*)
 - c) Proposed Graduate Curriculum Changes – MSc in PSYC (*A. Redden*)
 - d) Transition Report from the Admission & Academic Standing (Policy) committee (*H. Hemming*)
- 6) Other Business

Sincerely,
ORIGINAL SIGNED

Rosie Hare
Recording Secretary to Senate

Excerpt from Senate Agenda June 14th, 2017, page 25:

FSC Report to Senate - Credit-hour Definition

The Faculty Support Committee, having reviewed credit hour definitions in Canada and abroad, and to support the use of alternative delivery models, has moved in the direction of changing the credit hour definition from a teacher-centered definition to a learner-centered definition. We could use feedback from Senate in order to revise such a new credit hour definition in advance of making a recommendation. An initial frame for a learner-centered credit hour definition is:

*One credit hour (1h) is assigned to a class that is expected to engage a student in an average of x hours of activity per week, including any laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent time at intersession. A 3h course would be expected to engage a student in approximately 3x hours of activity **per week**, including any laboratory, tutorial, and examination requirements for approximately 12 weeks.*

The committee suggests that an agenda item be added to a future Senate meeting so as to receive Senators feedback after reviewing the attached report.

Excerpt from Senate Agenda June 14th, 2017, page 34-37:

**Acadia University Senate – Faculty Support Committee Report
Credit Hour Definition - A Report in Progress**

June, 2017

Introduction

Acadia’s current credit hour definition reads as follows:

“One credit hour (1h) is assigned to a class that meets fifty minutes per week in class instruction, **exclusive** of laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent class hours at intersession.” And “A 3-credit course will have a minimum of 36 contact hours.”

Implied in this definition is each course will be have 3 x 1h (fifty minute) contact hours that will take place each week (on average) for approximately 12 weeks. This definition is quite similar to that used by many Canadian [1] and US [2] universities and it is sufficient for many of the courses offered on campus at Acadia (see the US Federal Definition in Appendix A [3]). However, it is defined primarily from the perspective of the instructor and does not support all types of credit courses on campus. Specifically, it does not encompass credit co-op, block teaching, guided experiential learning courses, reading courses, or theses courses. This definition, with its emphasis on meeting “fifty minutes per week in class” also does not support online courses. The FSC was asked to investigate recent thinking on credit hour definitions in light of the spectrum of current and future course delivery models at Acadia.

A New Perspective

If Acadia updates its definition to accommodate various models of course delivery, it would be prudent to consider the perspective and expectations of students. The current definition stipulates 36 contact hours for a 3-credit hour course, which focuses on the expectations of faculty member. It does not offer students much insight into what is

expected of them in a 3-credit course. A definition that focuses on the approximate number of hours of work required by a student to earn a credit, rather than just the number of faculty-student contact hours, would help students understand what is expected of them. Any metric describing faculty workload per course should be considered separate from the credit hour definition. For example, a current 3-credit hour course taught in-class or online can require a similar workload for students but a differing workload for the respective instructors. A student centered credit hour would allow for greater flexibility in course delivery methods, since work towards a course need not take place in a physical classroom with a faculty member present. With that said, an updated definition might look something like this:

One credit hour (1h) is assigned to a class that is expected to engage a student in an average of x hours of activity per week, including any laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent time under any other delivery model (such as intersession or online). A 3h-credit course would be expected to engage a student in approximately x hours times 12 weeks of activity, including any laboratory, tutorial, and examination requirements.

Another possible approach to defining the credit hour is to base it entirely on learning outcomes. The European Union uses this sort of system. The European Credit Transfer and Accumulation System (ECTS) require that university courses be constructed around clear learning outcomes [4]. The awarding of credits is tied to students meeting those outcomes. Assessment tools (tests, papers, etc.) are used to determine whether or not a student has met the course's learning outcomes. This approach to course credit dispenses with time as a factor in awarding credit. ECTS guidelines state that a typical course would have 10 – 12 learning outcomes, which students must achieve before being granted credit for the course. Each learning outcome could have assigned to y hours of activity. This system offers the benefit of transparency to students because each course clearly indicates the requirements for completion. Moving to a model like

this would change the way that many courses are developed at Acadia and would require, at the very least, an update of all course descriptions.

Committees Current Position

The Faculty Support Committee feels that a new credit hour definition be created that is student centric. A definition that is based on learning outcomes, or one based on the number of hours a student is expected to engage with a course, can accommodate a wider variety of course delivery methods than our current definition. We feel the creation of a new credit hour definition that is based on the number of hours of work a student is expected to devote to a course, including lab time, time devoted to assignments, and examinations. While a learning outcomes focused credit system offers the greatest transparency for students, the implementation of such a system would be complex, since all Acadia courses would have to be developed within a learning outcomes framework. As such, a focus on workload seems to be a more realistic update to our current credit hour definition.

Future Agenda Item for Senate

The Faculty Support Committee, having reviewed credit hour definitions in Canada and abroad, and to support the use of alternative delivery models, has moved in the direction of changing the credit hour definition from a teacher-centered definition to a learner-centered definition. We could use feedback from Senate in order to revise such a new credit hour definition in advance of making a recommendation. An initial frame for a learner-centered credit hour definition is:

One credit hour (1h) is assigned to a class that is expected to engage a student in an average of x hours of activity per week, including any laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent time at intersession.

*A 3h course would be expected to engage a student in approximately $3x$ hours of activity **per week**, including any laboratory, tutorial, and examination requirements for approximately 12 weeks.*

We would welcome feedback in general on this definition. However, there are three specific areas to which we would like to draw attention:

1. What should "x" be? The [European Credit Transfer System uses 1500 hours to 1800 hours of activity per year](#) for a full-time course load as a guide. We may also want to consider aspects of student activity related to liberal education and community engagement in thinking about "x" as well.
2. What should be explicitly included in the list of activities, and what, if anything, should be explicitly excluded?
3. How should this definition deal with non-credit labs, which are co-requisites with courses? Should these be included or not included in the "x" hours? Should they be addressed separately?

References

- [1] What is Academic Credit? Prepared for BCCAT by Dr. Fiona A.E. McQuarrie, July 2016
<http://www.bccat.ca/pubs/academiccredit.pdf>
- [2] University of Iowa – Definition of the Credit Hour. Retrieved June 2015 from
<https://clas.uiowa.edu/faculty/definition-credit-hour>
- [3] Federal Definition of Credit Hour, from Credit Assignment Policy - Fordham University, NY
https://www.fordham.edu/info/21366/policies/7409/credit_assignment_policy
- [4] European Commission. (2015). ECTS Users' Guide. Retrieved from
http://ec.europa.eu/education/ects/users-guide/index_en.htm

Appendix A – US Federal Definition of Credit Hour from [3]

The US federal definition of "credit hour" is based on the Carnegie unit of academic credit and is defined in 34 CFR 600.2 (and further modified in 34 CFR 668.8 (k) and (l)) as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. "one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. "at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Motion

The Senate Library Committee puts forward a motion to Senate Re. Article VIII Standing Committees, (f): Delete the following:

A Chair appointed for a three-year term from the membership of Senate, nominated and elected under the provisions of VIII (b) (ii).

Rationale

1) At present, the Senate Library Committee is the only Standing Committee of Senate that has its Chair elected through the Senate Nominating Committee. The Senate Library Committee suggests that there is no reason to maintain this practice and that electing a Chair from within the Committee membership on a yearly basis would ensure that the Chair had experience on the committee and would facilitate managing transitional Chair situations as they are managed in other Standing Committees. The Senate Library Committee unanimously approved this change in the 2016/2017 academic year.

2) We note that removing the sentence above from the committee membership will result in the following:

1 A reduction of the total committee from 12 members to 11 members: This reduction will not affect representation, since the Chair is currently elected by Senate in addition to these 12 members and may be a representative of any Faculty. Since the Committee will still consist of representatives from each Faculty, as well as student representatives, all stakeholders would be served by this change as they are served presently.

2 There is the possibility that the University Librarian will be the only committee member with a seat on Senate. There are other standing committees of Senate with one Senator, and others, such as the Senate Research Committee, for instance, in a similar situation as the Library Committee since it is possible that only the Dean of Research and Graduate Studies would have a seat on Senate.

We have consulted with the By-Laws Committee Transitional Chair, Glenys Gibson, and she does not see that this change would be a problem. Barbara Anderson was previously on the By-Laws Committee and currently is a member of the Senate Library Committee, and she is in agreement that this is a reasonable revision to the Senate Library Committee to bring the practice of Chair selection in line with that of other Senate committees.

Acadia University
Final Fall Term 2017
Enrolment and Admissions Report
(Prepared by the Office of the Registrar)

SUMMARY

The undergraduate enrolment for Acadia as of December 1st, 2017 was 3624 head count, 3481 FTEs. This represents an increase of approximately 1% for head count from 2016; with an increase of 1% for FTEs.

Undergraduate international enrolment for Acadia as of December 1st, 2017 was 473 head count, 453 FTEs. These represent increases of approximately 3% head count, 5% FTEs from 2016.

Graduate enrolment for Acadia as of December 2017 was 583 head count, 296 FTE. This represents a decrease of 2% for head count and 1% for FTEs from 2016.

The following briefs are provided in this report:

Undergraduate Head Count and FTE Enrolments

Graduate Head Count and FTE Enrolments

International Undergraduate Head Count and FTE Enrolments

Undergraduate Faculty Enrolments, Undergraduate Year in Program

Source of New Undergraduate Students

Countries of Origin

Please Note:

-Enrolment Data is derived via SQL query of EDEN

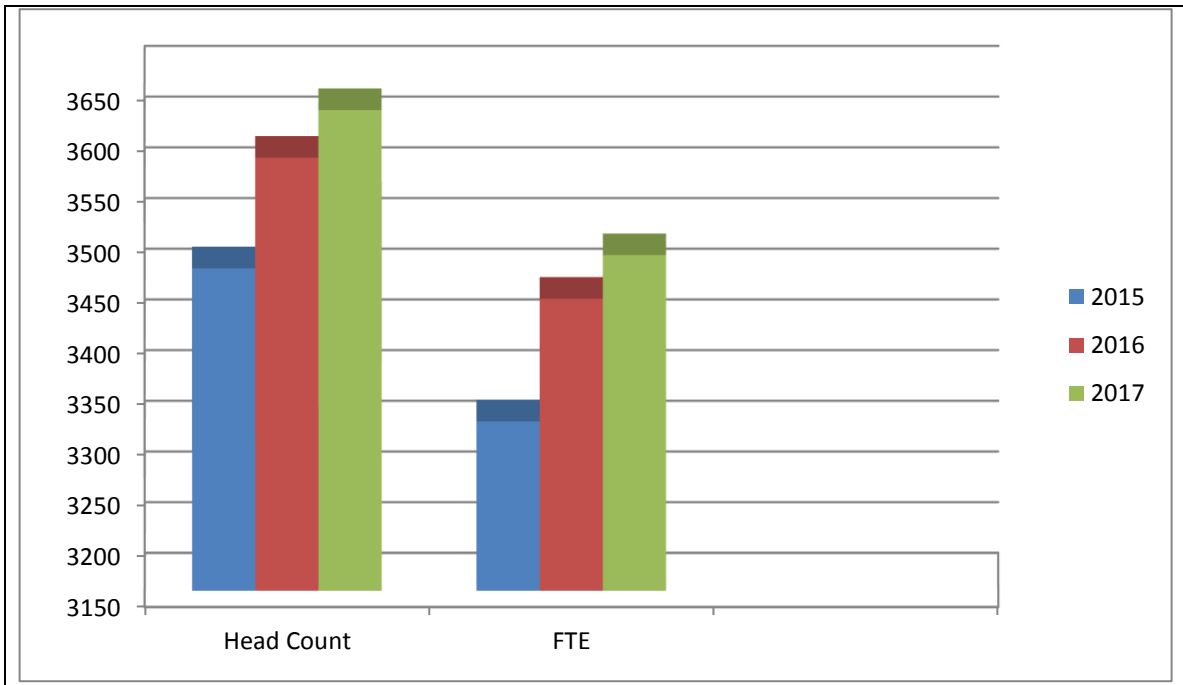
Acadia Undergraduate Head Count and FTE Enrolments

The undergraduate enrolment for December 2017 was 3624 head count, 3481 FTE. Of those, 3422 were F/T, 202 P/T, equivalent to 59 FTE.

The undergraduate enrolment for December 2016 was 3577 head count, 3438 FTE. Of those, 3383 were F/T 194 P/T, equivalent to 55 FTE.

The undergraduate enrolment for December 2015 was 3468 head count, 3317 FTE. Of those, 3261 were F/T, 207 P/T, equivalent to 56 FTE.

Undergraduate Enrolment



Undergraduate Enrolment Summary

	Head Counts					FTEs					
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total	
Overall	3422	202	3624	3577	3468	3422	59	3481	3438	3317	
Intl subset	445	28	473	460	425	445	8	453	433	396	

International enrolments are included in the overall enrolments

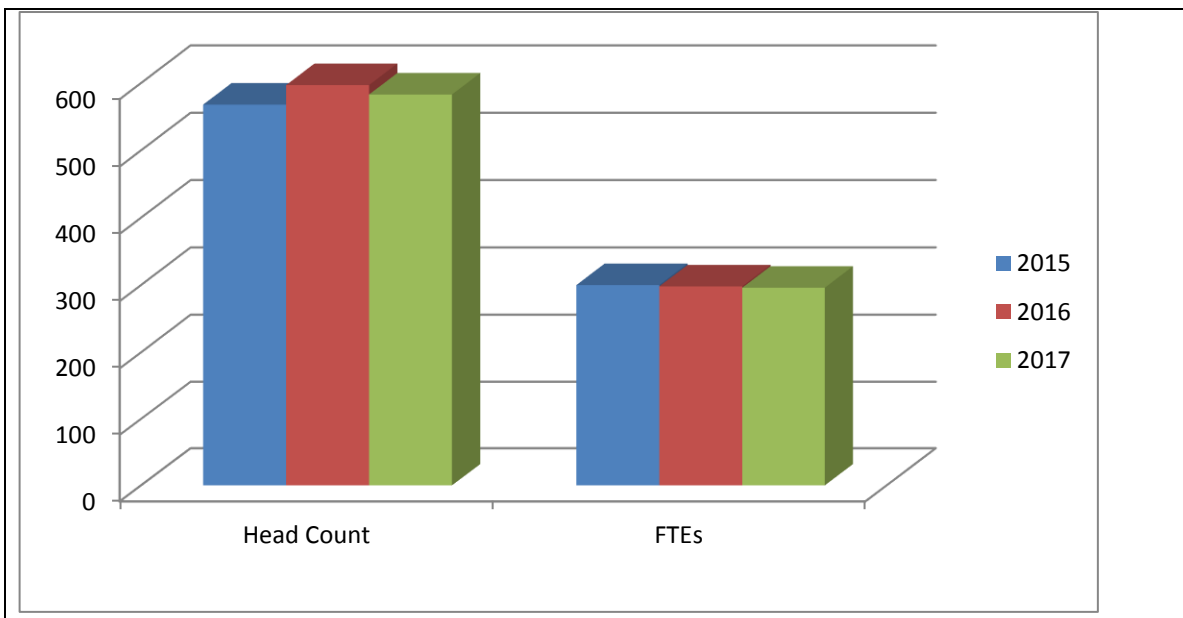
Acadia Graduate Students Head Count and FTE Enrolments

The graduate enrolment as of December, 2017 was 583 head count, 296 FTE. Of those, 181 were F/T, 402 P/T for 115 FTEs.

The graduate enrolment as of December, 2016 was 597 head count, 298 FTE. Of those 181 were F/T, 416 PT for 117 FTEs.

The graduate enrolment as of December, 2015 was 568 head count, 300 FTE. Of those, 189 were F/T, 379 P/T for 111 FTEs.

Acadia Graduate FTE Enrolment



Acadia Graduate Enrolment Summary

	Head Counts			FTEs								
	Full Time	Part Time	Total	2017	2016	2015	Full Time	Part Time	Total	2017	2016	2015
Overall	181	402	583	597	568		181	115	296	298	300	
Intl subset	31	5	36	34	43		31	1	32	28	35	

International enrolments are included in the overall enrolments

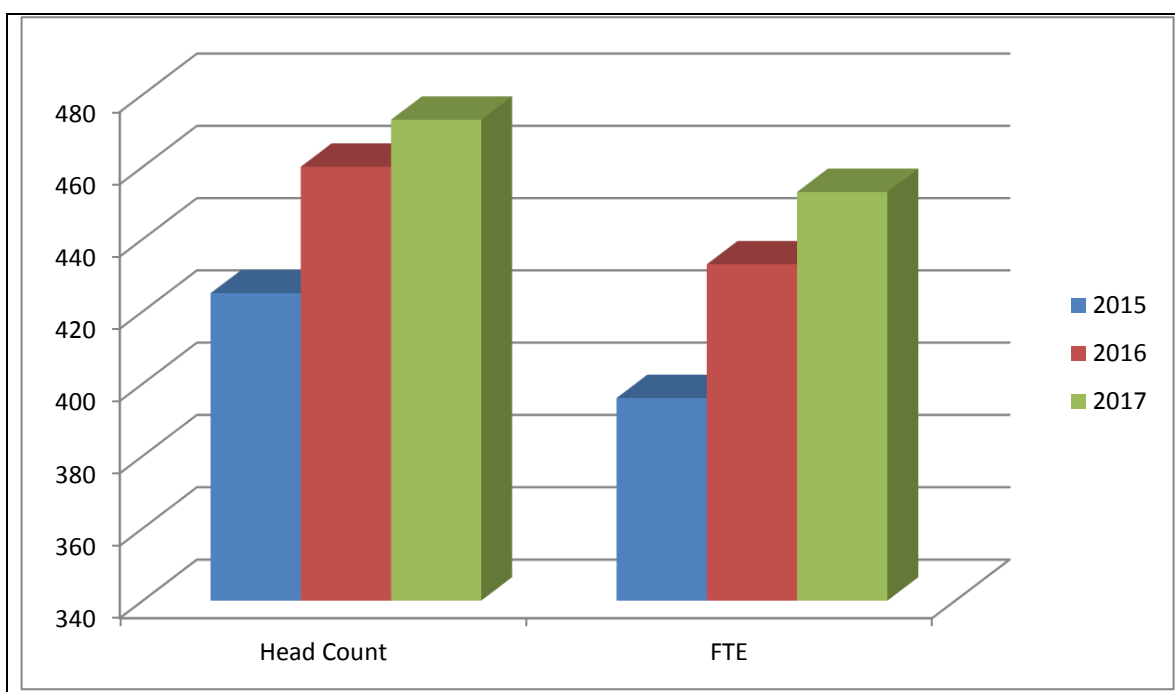
Acadia Undergraduate International Head Count and FTE Enrolments

Undergraduate enrolment of international students as of December, 2017 was 473 head count, 453 FTE. For 2017, international students represented 13% of paid, enrolled, UG students and 13% of FTEs.

Undergraduate international students as of December, 2016 was 460 head count, 433 FTE. For 2016 international students represented 13% of paid, enrolled UG students and 13% of FTEs.

Undergraduate international students as of December, 2015 was 425 head count, 396 FTE. For 2015, international students represented 12% of paid, enrolled, UG students and 12% of FTEs.

Acadia Undergraduate International Enrolment

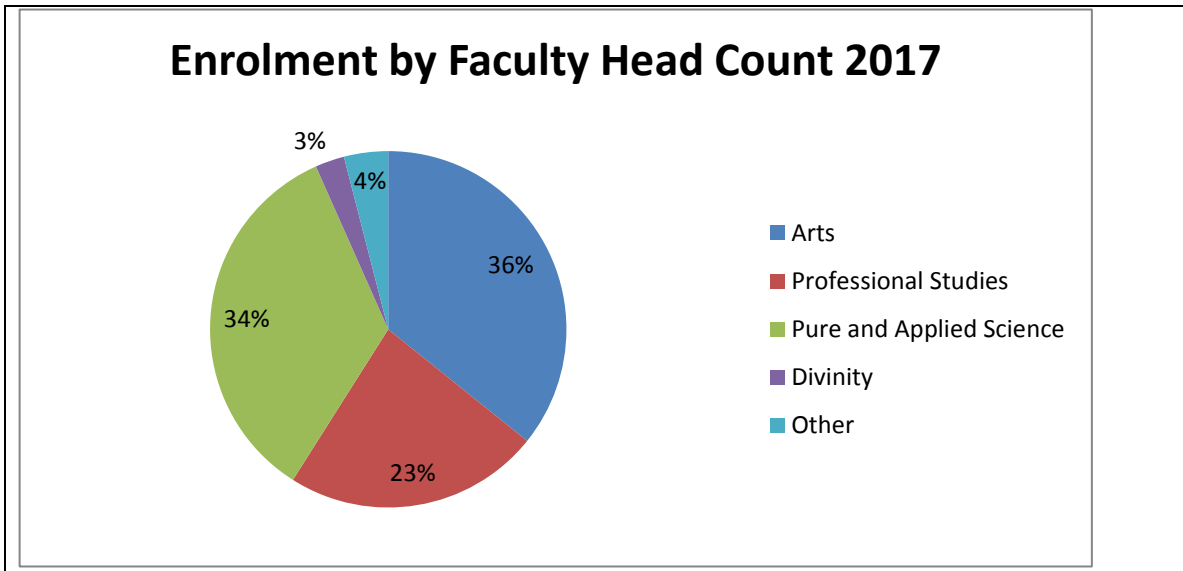


Acadia Undergraduate International Enrolment Summary

	Head Counts						FTEs					
	Full Time	Part Time	Total	Total	Total	Full Time	Part Time	Total	Total	Total	Total	
Intl	445	28	473	460	425	445	8	453	433	396		

Undergraduate Faculty Enrolments

2017	Head Count	FTE	2016	Head Count	FTE	2015	Head Count	FTE
Arts	866	850		882	864		847	834
Professional Studies	1263	1251		1219	1196		1165	1146
Pure and Applied Science	1334	1302		1339	1310		1303	1276
Divinity	64	20		58	21		57	20
Other	97	58		79	46		96	40



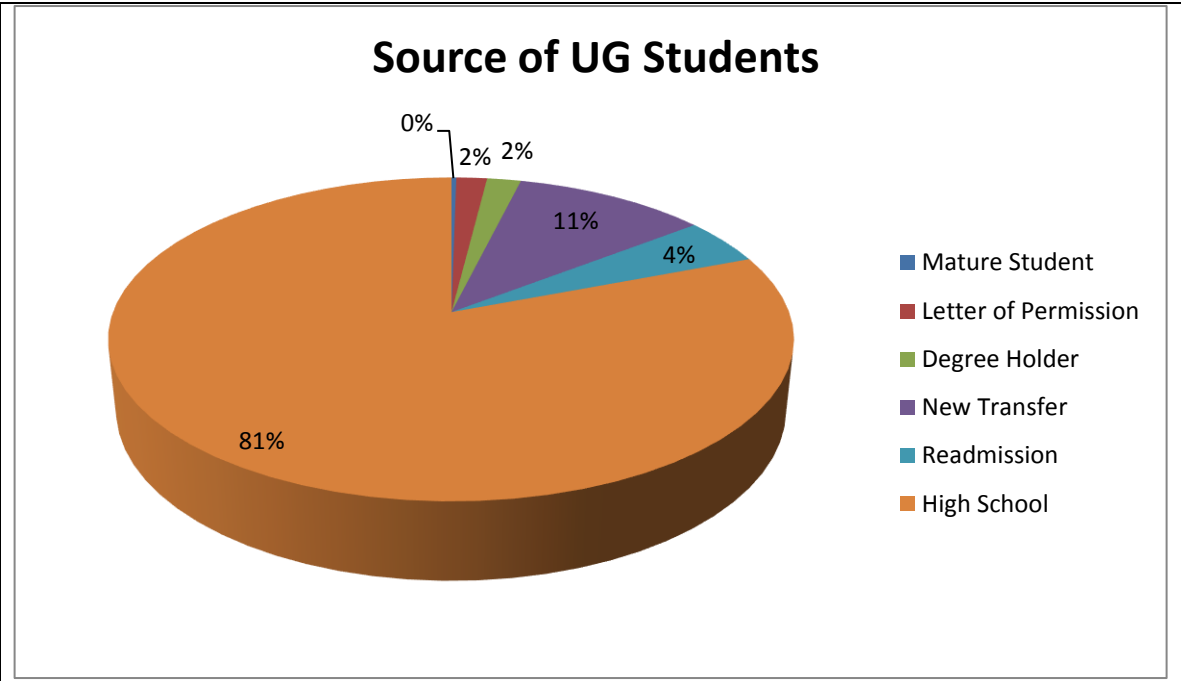
Undergraduate Headcount Enrolment by Year in Program

	2017	2016	2015
Year 1	1224	1241	1056
Year 2	865	744	836
Year 3	685	774	778
Year 4	628	624	617
Year 5	94	73	73
BEd. Yr. 1	120	118	61
Bed. Yr. 2	0	1	29
Non-Credit	8	2	18

Total	3624	3577	3468
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Acadia Source of New Undergraduate Students

Acadia continues to receive students into our respective undergraduate programs from a number of sources. As expected, applicants from high school comprise over 80%, with transfer students being the next largest group.



Undergraduate Sources of New Students Enrolment Summary

	2017/FA	2016/FA	2015/FA
Mature Student	3	9	12
Degree Holder Transfer	21	30	17
New Transfer	120	137	137
Readmission	52	54	62
High School	905	917	744
Letter of Permission	19	19	19
Totals	1120	1166	991

Acadia - Source of UG Head Count Canadian Students by Province of Residence

	2017	2016	2015
Alberta	131	123	128
British Columbia	90	94	98
Manitoba	21	21	18
New Brunswick	337	303	292
Newfoundland and Labrador	48	49	41
Northwest Territory	3	3	2
Nova Scotia	1894	1898	1828
Ontario	507	506	515
Prince Edward Island	72	80	63
Quebec	21	20	29
Saskatchewan	14	12	19
Yukon	3	0	0
TOTAL	3141	3109	3033

Self-Reported Numbers - First Year

Notes:

Self-reporting was first included in the application forms for 2015. Thus, data is only available from them onward.

These numbers are all as at Dec 1 of the given year, and includes all students (full-time, part-time, co-op and exchange)

These include students in their first year at Acadia (includes direct entry and transfers)

As % of Total in 1 st Year				
Year	Aboriginal	Black	Other	Total
2015	1.8%	5.3%	92.8%	100.0%
2016	2.7%	6.2%	91.1%	100.0%
2017	2.9%	3.9%	93.2%	100.0%
Headcount 1 st Year				
Year	Aboriginal	Black	Other	Total
2015	21	61	1062	1144
2016	37	84	1241	1362
2017	37	51	1210	1298

Self-Reported Enrolments – Total

Headcount 1 st Year				
Year	Aboriginal	Black	Other	Total
2015	24	65	3379	3468

2016	60	150	3367	3577
2017	79	170	3375	3624

International Countries of Origin (59 in Total)

Albania - 1	Kenya - 5
Australia – 2	Kuwait - 1
Bahamas - 110	Lebanon – 3
Bangladesh – 1	Lithuania - 1
Barbados - 5	Malaysia – 3
Bermuda - 17	Mexico -1
Botswana - 1	Netherlands - 2
Brazil – 4	Nigeria – 22
Bulgaria -1	Oman - 1
Cameroon – 2	Pakistan – 1
Chile - 1	Philippines – 1
China – 162	Portugal -1
Czech Republic - 2	Saudi Arabia – 5
Dominican Republic – 1	Singapore -1
Egypt – 3	South Africa - 1
El Salvador -1	South Korea – 12
Ethiopia - 1	Spain - 1
France – 5	Sri Lanka - 5
Germany – 12	Sweden - 2
Ghana – 4	Tanzania – 1
Guatemala - 2	Thailand - 1
Guyana - 1	Turkey - 4
Hong Kong – 3	Uganda- 2
Iceland – 1	Ukraine – 1
India - 13	U.A.E. - 2
Iraq – 1	United Kingdom - 8
Ireland – 1	USA – 42
Israel -1	Venezuela - 2
Jamaica – 5	Vietnam – 1
Japan – 11	Virgin Islands - 1
	Zimbabwe – 1

**Graduate Curriculum Changes (MSc in PSYC)
Approved by the Senate Committee on Graduate Studies**

Modification to Existing Course

Current Calendar Description

PSYC 5960 – Graduate Thesis

An empirical thesis is required of all candidates. A successful formal defence of the thesis proposal is required, and is normally completed by the beginning of the second year.

Proposed New Calendar Description

PSYC 5960 – Graduate Thesis

An empirical thesis is required of all candidates. A successful formal defence of the thesis proposal is required, and is normally completed by the beginning of the second year.

Co-requisites – PSYC 5113 and PSYC 5123

Reason for Modification: The changed ensures that students cannot complete the thesis before passing both research design and statistics courses. These two courses are designed to prepare students for the thesis work.

Admission and Academic Standing Committee (Policy) Transition Report to Senate – Plans for 2017-18

Membership:

VP Academic (Chair): Heather Hemming

Registrar: Mark Bishop

Dean of Pure & Applied Science: Jeff Hooper

Dean of Arts: Jeff Hennessy (first term); Barry Moody (second term)

Dean of Professional Studies: Ann Vibert

Director of Open Acadia: Jeff Banks

Arts Head or Director: Jessica Slights

Arts Representative: Christian Thomas

Professional Studies (Director): Paul Callaghan (replacing Ian Hutchinson)

Professional Studies Representative: Brenda Trofanenko

Pure & Applied Science Head or Director: Paul Arnold (replacing Sonya Major)

Pure & Applied Science Representative: Nelson O'Driscoll (first term); Andy Mitchell (second term)

Theology Representative (voting on Theology matters only): Stephen McMullin

Student VP Academic: Samantha Nixon

The duties of the Admission and Academic Standing Committee (Policy) are to interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to policy as it relates to admissions, failures, and academic regulations.

The Committee held its transitional meeting on December 13, 2017. At that meeting, the following items were resolved:

1. Heather Hemming is the Chair of the Admission and Academic Standing Policy Committee
2. Regular meetings will held December 13, 2017; January 11, 2018, with two additional meetings to be held in February and March.
3. Modalities for the upcoming year (all meetings will be held in person, with conference call capabilities to enable members to participate when unable to attend in person)
4. The Committee reviewed its duties and determined the following tasks:
 - a. Explore the question “Should the academic entrance requirements be reviewed?”
 - b. Review academic regulations in the University Calendar – to provide report to Senate in February