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Minutes of the Senate meeting of Monday 15th January, 2018

A meeting of the Senate of Acadia University occurred on Monday 15th January, 2018 beginning at 4:00 p.m. with Chair A. Kieft presiding and 39 present.

- 1) **Approval of Agenda** **Motion to approve the agenda, moved by D. Benoit, seconded by D. Holmberg.**

AGENDA APPROVED.

- 2) **Minutes of the Meeting of 11th December, 2017** **Motion to approve the Minutes of Monday 11th December, 2017 as distributed. Moved by D. Benoit, seconded by A. Vibert.**

The Chair asked for any errors, omissions or changes to the Minutes.

G. Hamilton-Burge asked that her surname be corrected on Page 4 of the minutes.

MOTION TO APPROVE THE MINUTES AS AMENDED CARRIED.
ONE ABSTENTION.

- 3) **Announcements**
a) **From the Chair** Regrets were received from President Ricketts, N. Clarke, J. Leidl, P. Callaghan, P. Arnold, J. Banks and M. Lukeman.

The Chair welcomed Senators back and wished them a Happy New Year. She also welcomed a new Senator from the Board of Governors; Mr. Stan Thomas.

Senators were reminded to sign the blue attendance sheet.

- b) **From the President** No report.

- c) **From the Vice-President (Academic)** H. Hemming reported that L. Dalton was one of seven members chosen to sit on the Canadian Cultural Property Export Review Board. H. Hemming noted that she was the only member from Atlantic Canada and that the review board was an independent quasi-judicial decision making body that reports to Parliament through the Minister of Canadian Heritage.

H. Hemming stated that the Vaughan Library had commenced a planning process in which they began to collect input with an on-line and print survey. This semester focus groups were being run along with interviews for Library employees and the larger Acadia community. Results will be presented to the Senate Library committee later in the year.

H. Hemming detailed the work of the Academic Program Review Committee. In November an external review of the Department of Psychology took place and the report was now with the Department of Psychology and the APRC. This would be brought to Senate. An external review of the Masters of Recreation Management would take place in late January. H. Hemming noted that the Department of Community Development wanted to change the name to Master of Community Development, but had been asked by MPHEC to complete the external review prior to MPHEC considering that request.

H. Hemming noted that in early February the Department of Economics would be reviewed and that later in the term Chemistry would also be reviewed. Finally the Department of Politics would be reviewed.

H. Hemming reported that the search committee for the Dean of Pure & Applied Science had met twice and that the position would be advertised shortly. This would be an internal/external search. A search committee was also being formed for the University Librarian position which would also be advertised.

d) From the ASU President

G. Hamilton-Burge reported that it had been a busy week with frost week events and mental health initiatives taking place. She expected that the emergency food services room would be ready in early February. On Thursday a town Hall meeting was planned with the Honourable S. Brison in the Michener Lounge.

G. Hamilton-Burge stated that the annual Acadia Student Research conference was planned for March and also that committees were being populated with members of the Students' representative Council, including the newly formed Accessibility committee and the Community Engagement committee. She noted that they were also looking at creating an External Policy and Research Advisory committee.

G. Hamilton-Burge noted that nominations for the SRC opened recently and that voting will take place on the 14th/15th February.

G. Hamilton-Burge stated that they were working with G. Donnelly's Community Development class to help the ASU develop more facilitation methods.

S. Nixon reported that the ASU planned to revive a tradition of formal debate at Acadia which would be called the Propylaeum Cup. She noted that they were looking for three professors from each Faculty, to serve as judges for the event.

J. Grant asked which subjects would be debated.

S. Nixon stated that they were using templates from other institutions but that the topics would be fairly broad.

e) Divinity College

H. Gardner pointed out that the two Senators from the Board of Governors were also serving on the Divinity College's Board of Trustees and had been attending an all-day meeting earlier in the day. Final approval had been given for the Divinity College to undertake a major refurbishment in the Spring. H. Gardner stated that both the exterior and interior would be renovated.

H. Gardner discussed recent graduates from the Divinity College and noted that there were graduates from two colleges in Nigeria, one from Montreal and one from Hong Kong. He stated that many years ago Acadia entered into an agreement with these colleges and noted that G. Wooden was the Faculty Liaison for the college in Nigeria. H. Gardner explained that the Acadia Divinity College hoped to extend their degree opportunities in Montreal, especially with the Doctor of Ministry program. They were also considering offering courses in English in Montreal, since the program was currently taught in French.

4) Old Business

a) Credit Hour Definition – follow up from previous Faculty Support Committee work and report

D. Benoit reminded Senators that the Faculty Support committee had been tasked with looking at the delivery methods that currently existed on campus and to see what alternative delivery methods could be made available to faculty and students.

D. Benoit stated that the definition of what a credit hour was at Acadia became an immediate issue. Presently 1 credit hour was assigned to a class meeting for 50 minutes of in-class instruction, exclusive of labs or tutorials during one term. A three credit hour course would have a minimum of 36 contact hours.

D. Benoit pointed out that this definition defined a credit hour course that was based not on the workload of the student but on the contact time with the class of the faculty member. This meant that a three hour course in the Sciences would really be a course plus the lab work and homework but would still look the same as a three hour credit course with homework; he noted that if a student was taking five courses there could result in big differences in the work load.

With this in mind D. Benoit stated that the Faculty Support committee would like feedback from Senate regarding a definition of what a credit hour actually should be. He noted that the current definition of the credit hour limited faculty members' ability to 'flip' the classroom but felt that other models could provide more flexibility. Faculty were already offering alternative methods of teaching in areas such as thesis, directed readings, independent studies and special projects.

D. Benoit stated that the European approach linked a class to the outcomes of that class without linking to a specific teaching time. This approach would mean that all course outlines needed to be re-written determining what a sufficient outcome would be for a course. The second possible approach would be to redefine the credit hour based on the

student's work load as opposed to the faculty member's work load. This would require labs to be accounted for. This would also limit the amount of work that could be expected of a particular student. He noted the great variation between the amount of work that a student was expected to do in different courses.

D. Benoit felt that having an idea about the volume of work that was expected with the course would give all students a much better guide when they were picking their courses.

D. Benoit stated that the FSC had three questions as a result of their discussion:

If the University were to go with this model what was the volume of work that a student should do for a class in the run of a week?

Should labs and tutorials/studios be included or not?

What would happen to non-credit labs?

The Chair asked whether D. Benoit was looking for a general discussion by Senate. He agreed that results of the discussion would be taken back to the FSC so that the committee could bring a motion back at a later time to Senate.

P. Abela appreciated the work done by the committee. He felt that implementing change such as this would be a big structural change and that the problem might not be large or broad enough to necessitate such a big change. P. Abela felt that integration of Open Acadia courses and a few other examples of frustration had been given but that the majority of courses and their delivery were not seen to be a problem.

P. Abela did feel that there would be all sorts of structural consequences to a structural change of this nature with respect to how courses were offered, what the uptake would be and how they would be weighed against each other by the students. This does not currently happen.

P. Abela also asked about the consequences of Acadia moving out of step with the current model that was used by most other North American universities. He wondered how this would affect students wishing to transfer to Acadia or from Acadia.

G. Bissix asked how outcomes were measured in Europe and noted that measuring outcomes was more sophisticated than measuring inputs. He noted that having worked in Government he knew that there was a tendency to measure what was easiest to measure rather than what was most appropriate to measure.

D. Holmberg reported that the Psychology Department had discussed this possible change and did not feel that it would be possible to define the student workload because student abilities varied so greatly with some students taking much longer to complete work.

D. Holmberg noted that there was agreement that some courses carried a heavier load and she was not averse to allowing more credit for courses with a lab component as long as a student was present in the lab. A student would then accumulate more than 120 credit hours for their degree.

D. Holmberg stated that the Psychology Department was comfortable with a flipped classroom approach but noted that contact hours were a requirement for faculty at Acadia and that although there were some problems she did not feel that anything more than a minor tweak was necessary.

A. Wilks reported that the Faculty of Arts Steering committee had discussed this and that they had concerns that a template might be produced that all faculty would be required to fit into. She felt that there was currently some flexibility and that perhaps more should be encouraged in the future.

L. Aylward agreed with previous Senators and asked whether Acadia was currently teaching on-line courses through Open Acadia and giving out 3 hour credits, when the course itself was not requiring 50 minutes of face to face time in the classroom.

M. Bishop confirmed that this was the situation. It was felt that this would be a question for the VP Academic and Open Acadia.

H. Hemming offered to do some research on this subject noting that this had been the practise for many years.

The Chair asked how the correspondence system that used to exist had handled this.

G. Gibson stated that this had been discussed by the Biology Department and noted that some faculty were very much in favour of a change, some were opposed and felt that this would be too great a change for the program. It was felt that if the change was implemented the result would be that students would take fewer courses. This would have implications in areas such as Optometry because a student applying for this needed to show that they were taking five courses each term.

G. Wooden felt it may be better to define the abnormal cases, such as reading courses, rather than trying to change this definition for every course. He noted that this was the approach they had taken in the College of Divinity and that they had introduced certain requirements in courses such as these, rather than having a student focus. He pointed out that even though in Science there would be an expectation of having labs, in Music there would also be that expectation, but in English and Theology for example, there would be other expectations of the student.

The Chair asked whether the Faculty Support Committee had a member from the Divinity College. D. Benoit confirmed that there was a member from the Divinity College. The Chair suggested that this member bring the information from the Divinity College to the Faculty Support committee.

J. Hooper stated that at UNB labs are given three hours of credit and a student will take more than 120 credit hours to get their degree.

P. Rigg asked about the possible domino effect that this could have. In view of the Strategic Plan discussions that were expected for the University she suggested that this could be considered at that time. In her own discipline it had been felt that this was a difficult thing to quantify and much of the work carried out by the students was carried on outside of the classroom.

The Chair reminded Senators that the discussion of this subject had come initially from the 'Big Picture' discussions in 2015/2016. A number of items that were raised at that time were expected to form part of the Strategic Plan discussions.

A. Vibert asked how Acadia would compare to other institutions if labs were to be credited with three hours. This needed to be taken into consideration. She noted that there were many conversations between students in the Arts and the Sciences around the issue of labs. A. Vibert felt that although there were currently some critical issues, the proposed fix was too big for the issues, and that language could be written around credit systems that could be more inclusive of on-line courses, rather than changing the credit system for the whole University.

G. Hamilton-Burge asked what the situation would be if she was applying for other graduate programs and as a result of changes had 200 credit hours for her science degree.

A. Fuller asked whether any possible changes would be retroactive.

S. Nixon felt that it would be useful to carry out an environmental scan of how other institutions approach credit hour definitions. She was also interested in any definition having flexibility. She mentioned that while on an exchange last year she was able to take a course that made use of the 'blackboard' technology which allowed a student to be in class for the lecture or sign in on the computer so that the professor knew that the student was present. This was helpful for students that were working as well as studying.

B. Anderson felt that if this sort of change was to occur it would be important to clearly define the rationale and to think carefully about what the possible impacts could be. She noted that things were moving very quickly in the area of teaching and learning and that any change might have to be reassessed a year or two later. It was important to have the best learning opportunities for the students.

J. Guiney Yallop asked the Faculty Support committee to keep equity in mind in terms of gender when looking at these issues because this could result in some male students earning more credit hours than female students.

D. Benoit did not expect that making the credit hour student-centered and based on the amount of work as opposed to faculty-centered and based on contact time would have a serious effect on most of the courses because in

general faculty were teaching the courses three hours a week and were giving their students a reasonable amount of work; knowing that their course was one of five being taken by the student. Faculty wanted the student to be able to complete the work.

D. Benoit felt that this change would allow for flexibility in the way in which faculty taught the classes. He noted that one concern was that Acadia was a small university where faculty were supposed to enjoy more interaction with their students. J. Banks was trying to achieve this by flipping the classroom; giving the main lecture and then being able to meet with smaller groups at different times during the week.

The Chair pointed out that the approach taken by the Divinity College could may be useful for defining some different scenarios.

D. Benoit stated that several universities ask their students on the teaching surveys how many hours they spent on the class which would be a useful marker to have for faculty members. Students tended to drop out of classes if a professor was expecting too many hours of work.

D. Benoit noted that the EDEN system would need to be updated to reflect any possible changes. He appreciated the feedback from the Senators and welcomed feedback by email either from units or individuals.

5) New Business

a) Motion from the Senate Library Committee (*attached*)

Motion from the Senate Library committee 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).

The Chair pointed out that because the motion from the Library committee had been withdrawn at the last Senate meeting rather than tabled, the new motion should now be presented as a notice of motion.

P. Rigg agreed to alter this to a notice of motion and bring this back to the February meeting of Senate.

P. Rigg reported that the Library committee had discussed the mechanics of the proposed change to the way in which the Chair of the Library committee was selected and all agreed that there would be no negative implications. P. Rigg noted that the University Librarian, who was also a member of Senate, always sat on the Library committee. She also checked some other sub-committees of Senate and saw a similar overlap.

P. Rigg had consulted with the By-laws committee for a second time and no issues had been raised.

The Chair noted that she had checked the wording with regard to the number of committee members and did not see a specific required number mentioned.

D. Holmberg pointed out that although the committee listing currently showed 12 members, there were in fact 13 members at the moment.

**b) Enrolment Update
(attached)**

M. Bishop provided a detailed enrolment report as a follow up to the verbal update provided in December to Senate. M. Bishop had also incorporated feedback from questions asked in previous Senate meetings and also requested feedback from Senators once they had heard and read the report. He invited Senators to let him know of any other requests they might have for subsequent reports. This would allow him to use a template that would be standard for all four updates each year.

M. Bishop pointed out that he was providing information that went back three years to provide information on various trends that were occurring.

A. Wilks thanked M. Bishop for the thorough presentation and the detailed breakdowns.

P. Abela agreed. He asked about enrolment trends over the last ten years noting that the enrolment for the last year was very impressive. He wondered how this compared to the years following the double cohort.

M. Bishop offered to provide some information from 2008 onwards.

Z. Whitman asked whether the aboriginal students that were listed were all self-identifying aboriginals and noted that there were more court cases nowadays that were changing how people identify themselves. This was resulting in more people openly identifying as aboriginal even though they might not all be aboriginal. She stated that this tended to impact programs and services that were provided and the level of support that individuals received.

Z. Whitman noted that this was a concern for First Nation leadership in Nova Scotia.

M. Bishop explained that the application form indicated both Aboriginal/First Nations and also Black/African Descent as the two categories. He stated that the form asked students to indicate whether they identified with one of these two categories and had a voluntary question on the application form.

Z. Whitman noted that aboriginal and First Nations were two different things. She was concerned because there was now an increase in the number of individuals that were self-identifying as aboriginal, because this also impacted grants, competitions and services that were available. Those that were most in need were indigenous people and she felt that they were not always the ones that were receiving the grants or the support that they needed.

M. Bishop asked Z. Whitman to contact him if she had information or wording that would better reflect the situation.

A. Quema asked whether other universities had developed ways of addressing this problem.

Z. Whitman stated that some universities were extremely focussed on First Nations people and providing support to aboriginal people. She noted that there was now less stigma to being aboriginal or indigenous which was positive, but there were also recent court cases that people had chosen to interpret in their own way. Z. Whitman noted that the number of people in Nova Scotia self-identifying as Métis indicated the fastest growing Métis population in the country. This represented 49.5% of the aboriginal population in the Province which was more than the Mi'kmaq population. Z. Whitman noted that the Métis National Council stated that there were no Métis people in the Atlantic Region.

A. Wilks asked why there was a significant increase between 2016 and 2017 in 5th year students: numbers of 73 to 94.

M. Bishop stated that these students could be taking a second major or upgrading their degree to Honours.

A. Wilks was concerned that students were taking longer to complete their degrees.

G. Bissix pointed out that the pie graph on enrolment by Faculty head count was incorrect because Professional Studies had 34% of enrolment.

S. Nixon asked what a non-credit student was and M. Bishop responded that the student could be taking language studies or be working on a non-credit degree and auditing classes.

S. Nixon asked whether Coop students and students that were on exchange could be included in the breakdown and whether students that were on probation could be identified.

D. Holmberg pointed out that going back 10 years would not be very representative because that was when Acadia was experiencing a significant dip in enrolment. It would be necessary to go back about 15 years to get meaningful data.

D. Holmberg observed that from year one to year four the retention was approximately 50% and she asked how this percentage would compare to other institutions.

M. Bishop stated that within the region, Acadia's retention was very similar to other institutions.

D. Benoit pointed out that the Science percentages also needed to be swapped on the Pie chart.

D. Benoit noted that in 2015 it appeared that Acadia was keeping 60% of its students but that by 2017 it was 50% which represented a significant change that was of concern.

A. Quema asked about the way in which students are identified in each program. She noted that in Language and Literatures there were students in German and Spanish who were required to take a year abroad in order

to complete their program and get all of the program requirements. In some cases those students were not identified as majors in the program even though they were registered at Acadia and had paid their fees.

M. Bishop agreed that these figures had been done by Faculty and not by individual majors. Students that had active programs with Acadia would be counted.

A. Quema remained concerned that these students were not being counted in the statistics and noted that when talking about small programs it was important that all students be counted. The number of students would vary each year.

The Chair asked M. Bishop to confirm how exchange students were counted across the campus.

D. Benoit pointed out that coop students did not count either if they were away from campus at the time that the statistics were compiled. A program like Computer Science could have 10-15 students away on coop, as could Business. This was a concern.

J. Guiney Yallop thanked M. Bishop for the detailed report. He asked about the self-reporting that had been included on the application form since 2015 and whether the form just identified 'Aboriginal', 'Black' and 'Other', or whether there were more categories.

M. Bishop agreed that the form stated 'Aboriginal/First Nation', 'Black/African Descent' and 'Other' which would be everyone else.

c) Proposed Graduate Curriculum Changes – MSc in Psychology (attached)

A. Redden reported that this proposed graduate curriculum change had passed through the Graduate Curriculum committee and been approved.

Motion that the proposed Graduate Curriculum Change be proposed as circulated. Moved by D. Holmberg and seconded by A. Redden.

D. Holmberg stated that the change was to add a co-requisite for the graduate thesis requiring students to have passed their Statistics course. She noted that this was generally a pre-requisite taken in the first year of the program, but the thesis was completed in the second year and it was important that the Statistics course be completed by the time the thesis was completed.

MOTION APPROVED.

d) Transition Report from the Admission and Academic Standing (Policy) committee (attached)

H. Hemming stated that the report was being provided for information. She noted that she would be bringing to the February meeting of Senate the review of the academic regulations in the Calendar and that the committee would demonstrate the recommendations that they wished to make around word changes as there was a desire to make the language clearer in places, but also to highlight new policy changes.

H. Hemming explained that the A&AS (Policy) committee would be looking at academic entrance requirements and also bringing forward a

policy around application fraud. The committee had also been asked to review the grading scheme in the Calendar.

P. Abela asked about item 4)a) “should the academic entrance requirements be reviewed?” and asked what might have prompted that.

H. Hemming responded that they had not been looked at for quite some time and that a question had arisen relating to Math requirements. It was felt that the committee and the University might not have understood the structure of the Mathematics courses in the public school system. An example was that in one case there was a requirement for Grade 12 Academic Math whereas in fact the Grade 11 Academic Math was a harder course. The committee wanted to review this to be sure that it reflected current course offerings in Nova Scotia and other Provinces.

L. Aylward asked M. Bishop about the enrolment numbers for the B.Ed. and questioned a possible discrepancy in the figures for 2015 compared to 2016 and 2017.

M. Bishop felt that this was just a difference in the method of reporting.

Motion to adjourn at 5:35 p.m. moved by L. Aylward.

ORIGINAL SIGNED

R. Hare, Recording Secretary

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.”

Notice of Motion

The Senate Library Committee puts forward a notice of 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

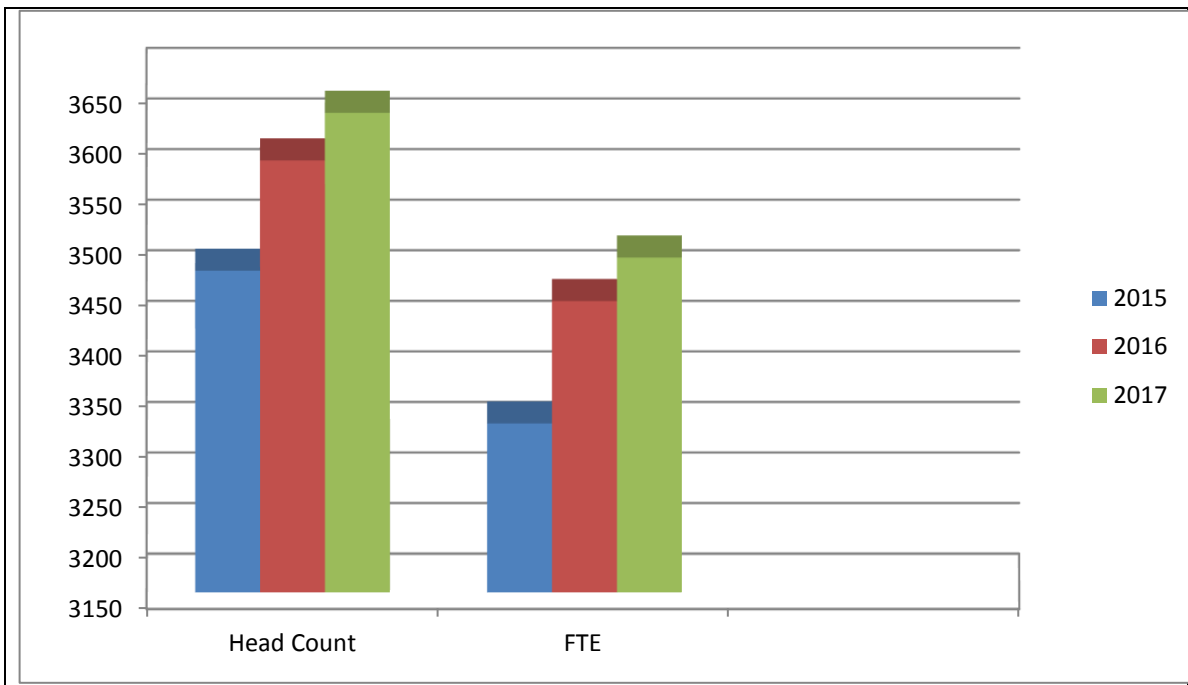
Acadia Undergraduate Head Count and FTE Enrolments

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

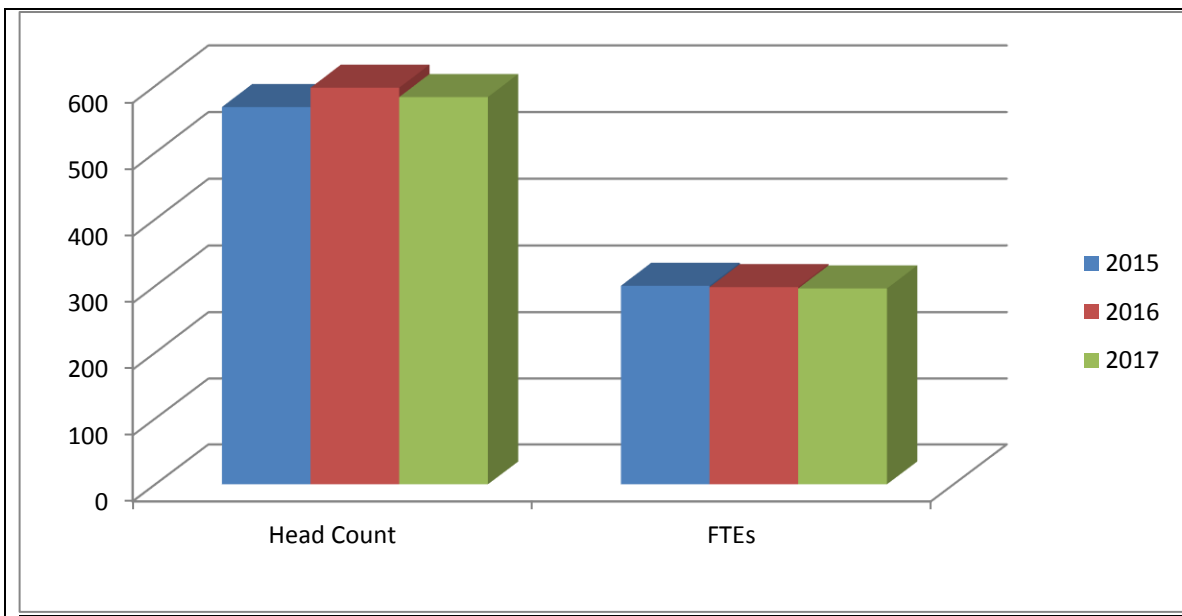
Acadia Graduate Students Head Count and FTE Enrolments

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					
				2017	2016	2015				2017	2016	2015
	Full Time	Part Time	Total	Total	Total		Full Time	Part Time	Total	Total	Total	Total
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

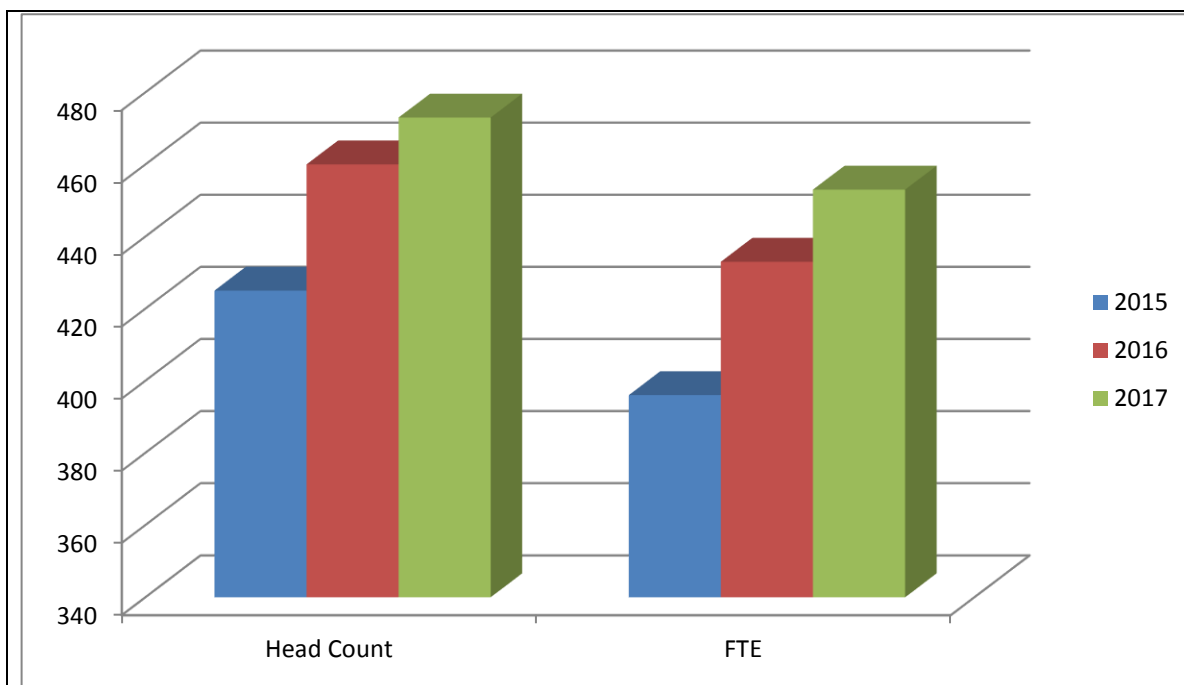
Acadia Undergraduate International Head Count and FTE Enrolments

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

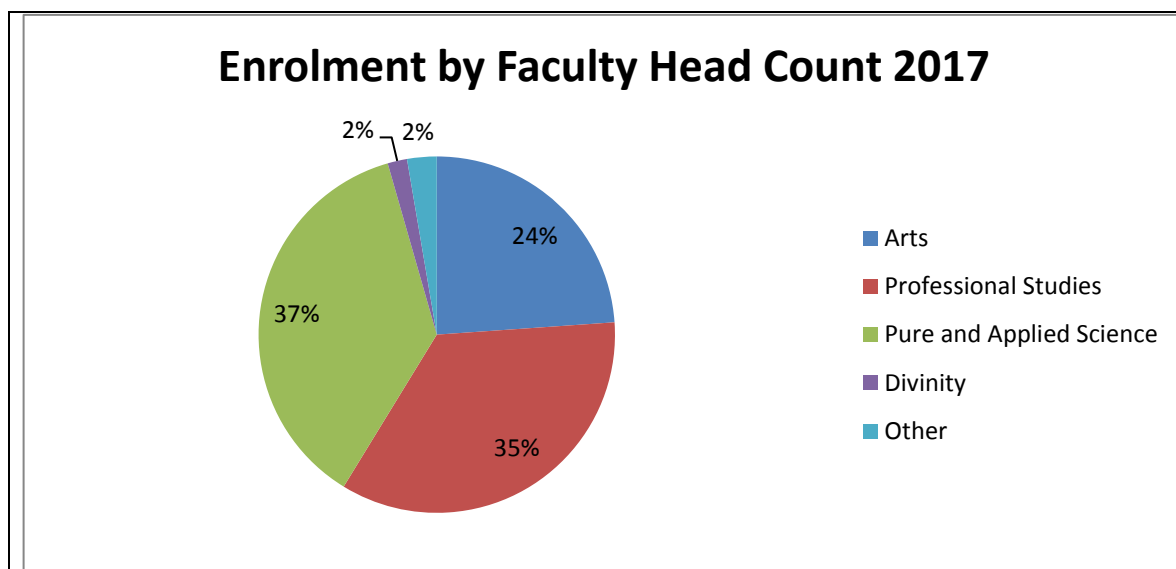


Acadia Undergraduate International Enrolment Summary

	Head Counts					FTEs					
			2017 Dec.	2016 Dec.	2015 Dec.				2017 Dec.	2016 Dec.	2015 Dec.
	Full Time	Part Time	Total	Total	Total		Full Time	Part Time	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

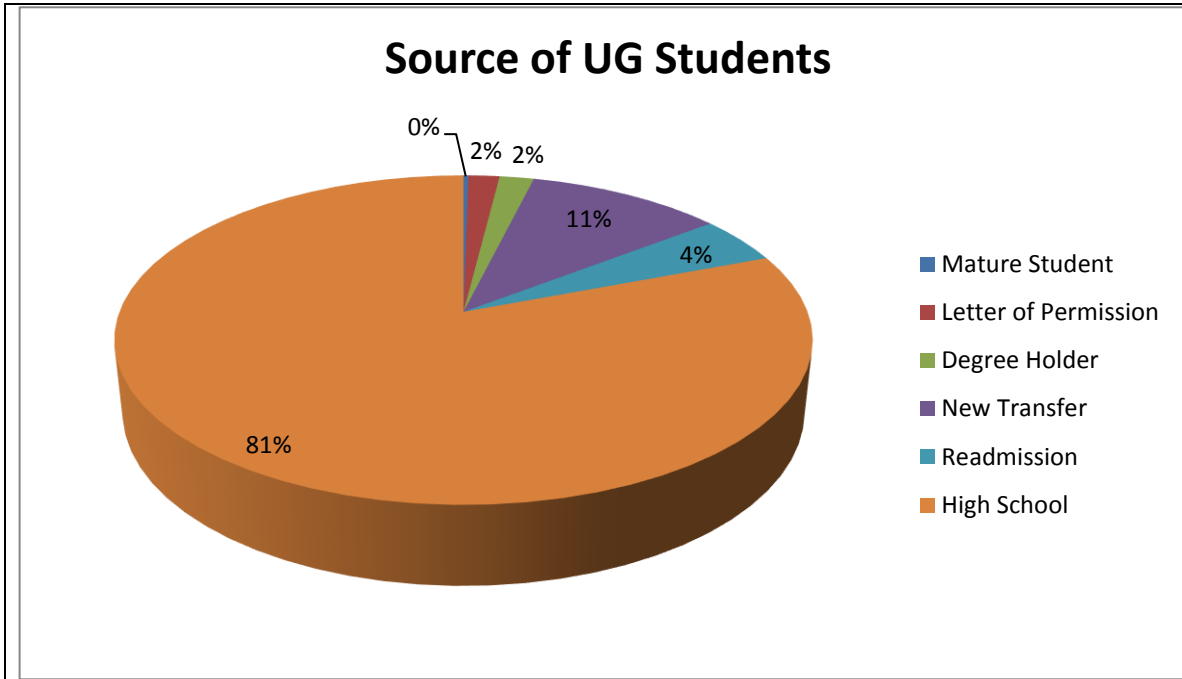


Undergraduate Headcount Enrolment by Year in Program

	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

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

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