



Minutes

MEETING OF THE SENATE

A meeting of the Senate was held on Thursday, November 25, 2010 in Robert Sutherland Hall, Room 202 at 3:30 p.m.

Present: Principal Woolf in the Chair. **Senators:** Abdelmahmoud, Bassar, Bevan, Blennerhassett, Brien, Brouwer, Chaudhry, A. Chowdhury, S. Chowdhury, Christie, Colgan, Colwell, Cordy, Crowell, Culham, Dacin, De Souza, Dimitrov, Eubank, Farewell, Fisher, Garcia Ondarza, Jones, Kwong, LaFleche, Lamoureux, Liss, Lockhart, Lyon, MacDougall, McCormack, Medves, Morelli, Notash, Oleschuk, Oosthuizen, Pardy, Pierce, Qureshy, Reid, Reznick, Silverman, Sinkinson, Stairs, Tolmie, Wang, Witzke, G. Moore (Secretary), C. Russell (Associate).

Also Present: C. Beach, J-A. Brady, I. Bujara, A. Burfoot, C. Coupland, R. Coupland, A. Curran, C. Davis, N. Day, R. Denniston-Stewart, C. Fekken, C. Forbes, D. Gordon, D. Griffiths, L. Haque, M. Heeler, A. Husain, B. King, R. Lamb, G. Lessard, S. Murray, K. O'Brien, S. Rigden, T. Shearer, H. Smith, D. Stockley, C. Sumbler, B. Surgenor, B. Teatero, S. Verbeek, P. Watkin, P. Young, I. Zuk

I OPENING SESSION

The Chair welcomed senators to the final meeting of 2010. He thanked outgoing student senator K. Eubank, who was recently elected president of the Nursing Student Society, and medical student senator S. Bakar, whose term ends December 31.

1. Adoption of Agenda

Moved by Senator Jones, seconded by Senator Morelli, that the Agenda be adopted as amended to move Item V, point 1 Motions after the Report of the Senate Committee on Academic Development a) Development of the Academic Plan, because they are similar in spirit.

Carried 10-69

2. Adoption of the Minutes of the Meeting of 20 October 2010 (Appendix A, page 1)

Moved by Senator Oosthuizen, seconded by Senator Fisher, that the Minutes of October 20, 2010 be adopted as circulated.

Carried 10-70

3. Business Arising from the Minutes

None

4. Principal's Report

External Relations

The Principal noted that he:

- Had been on the road for much of November
- Attended the installation of former Queen's VP (Academic) P. Deane as President of McMaster University with a group from Queen's
- Travelled to India with 14 other Canadian university presidents on a week-long trip organized by the Association for Universities and Colleges of Canada (AUCC). Many opportunities exist for Canadian universities to recruit Indian students. With 600 million under the age of 25, there is a desperate shortage of places in Indian post-secondary institutions. More details on the trip are posted on the Principal's blog at www.queensu.ca/principal/apps/blog

Academic Planning

The Principal reviewed the process over the last year and noted that the body that will ultimately write the plan will find that much of the work has already been done. With the release of the Principal's vision document, "Where Next?" nearly a year ago and the extremely thorough report from the Academic Writing Team (AWT) over the summer, the framework is in place. In September, the AWT report was referred to SCAD. SCAD has now recommended the creation of a task force to write the plan. Senate will decide the best way to move forward. Some months of consultation are still ahead, however. He has been struck by the volume of correspondence he has received on the issue of writing in the curriculum, raised at one of the town halls earlier in the term. This will be discussed over the next few months. The task will not involve addressing the fine detail of defining programs or decisions allocating resources – this is the task of the Provost, Deans and departments. Instead, the task is to find consensus in the University community about its goals and how the University should align its budget priorities to them. He thanked SCAD for its consideration of this important initiative.

In the writing of the plan, the following requires consideration:

- Queen's National Survey of Student Engagement (NSSE) scores for student engagement and research intensity measurements are enviable (the fourth quadrant), a position shared by few other institutions
- the balance between research and teaching as a value to maintain
- more attention is needed to student-faculty interaction in first year and active and collaborative learning in fourth year, according to NSSE data.

5. Provost's Report

a) Operational and Budget Update

Enrolment Planning

The Provost chairs a task force looking at short- and long-term enrolment planning. Enrolment is expected to increase by about 100 students next year; beyond that there is no more capacity with the current infrastructure. The task force is examining expanding online learning opportunities, international student abroad programs as alternative methods of teaching delivery.

Budget Process

Budget meetings in the Provost's Office are complete; the VP portfolios were being reviewed on November 29. The planning process has been challenging – the quality of undergraduate education is being eroded. Non-revenue generating units are using carry forwards in their budget planning. This is not sustainable.

b) International Tuition Fees (Appendix B, page 8)

The Provost drew attention to the International Tuition Fee Report for Senate's information and Board of Trustee approval. His office held a town-hall meeting with international students so they could express concerns.

Senator S. Chowdhury found some statements in the report surprising and was concerned about the University's goals for internationalization if students cannot afford to come to Queen's to study.

c) Queen's University Quality Assurance Processes (QUQAPs) (Appendix C, page 13)

Moved by Senator Silverman, seconded by Senator Brouwer, that Senate approve "Queen's University Quality Assurance Processes (QUQAPs)" as its submission to the COU Quality Council.

Carried 10-71

Senator Silverman drew attention to Queen's submission to the COU Quality Council. The QUQAPs submission is in response to a province-wide initiative by all publicly assisted universities

to ensure consistency and cohesion among all programs offered in the province. The QUQAPs submission was developed within a framework designed by the Ontario Council of Academic Vice-Presidents (OCAV). This framework was adopted by the COU in April 2010. Senate will continue to have ultimate authority in approving all new programs.

Senator Pardy expressed concern that the ultimate authority for program approval was being passed to the Quality Council and that Queen's and other universities would lose control over their academic programs. He suggested that the motion for approval was premature and risky and should be rejected.

Senator Brouwer, Vice-Provost and Dean of Graduate Studies, noted that QUQAPs was based on the framework adopted by the Ontario Council of Academic Vice-Presidents in February, 2010. Queen's submission follows the Ontario framework closely. She observed that universities are currently subject to external review of proposed and existing graduate programs by the Ontario Council on Graduate Studies (OCGS). The OCGS process will be replaced by these new quality assurance processes. The deadline to submit is December 31, 2010. If the University were to miss the deadline, its current systems would cease to exist.

Senator Silverman noted that the change was not driven by the provincial government; the executive heads and VPs of all Ontario universities had signed off on the initiative. He observed that the new process replaces and improves upon the internal academic review system. He added that QUQAPs could be amended after submitting it to the government if required.

The Principal noted that if the motion to approve the submission did not pass, Queen's would not be preserving its autonomy. Instead, it would be forced to use a "cookie cutter" generic version of the framework, instead of one tailored to Queen's. Queen's and other universities enjoy a high level of autonomy; however, they exist within a publicly funded system, so they cannot choose not to participate. The goal is to provide consistency among universities.

Senator Notash, Chair of the Senate Educational Equity Committee (SEEC) noted that the QUQAPs submission addressed some but not all of the comments that SEEC had submitted to SCAD. Director of the Human Rights Office and University Advisor on Equity I. Bujara was present to answer questions. Senator Brouwer, Vice-Provost and Dean of the School of Graduate Studies, confirmed that the intention was to incorporate additional information into templates that will be created upon approval of the QUQAPs submission.

Associate Dean of Arts and Science C. Fekken, who provided comment on behalf of the Dean of Arts and Science, suggested that the process described in section 2.1.3, paragraph 2 include the dean of the respective faculty. Senator Silverman and Senator Brouwer accepted a friendly amendment to include mention of the dean.

The change would recognize that the seven graduate councils and committees have their own processes and procedures. Some require faculty board or associate dean approval before coming before the Graduate Studies Executive Council (GSEC).

Subsequently, Senator Brouwer submitted the following amended paragraph, consistent with the language of the rest of the QUQAPs submission.

"For proposed new graduate programs, academic units must prepare a pre-approval proposal form[detailed protocol or template to follow] which must be reviewed and approved by the Dean(s)/Director(s) of that unit(s) and by the Dean of the School of Graduate Studies. With these approvals, the proposal will be reviewed and approved according to the relevant regulations of each Faculty (School) Graduate Council (Committee), then reviewed and approved by GSEC and the Provost."

d) Queen's Participation in Ranking Exercises – Presentation by C. Conway, Director, Institutional Research and Planning

C. Conway's presentation is attached to the minutes.

Several senators were surprised to learn that Queen's chose not to participate in the Times Higher Education Rankings but was included in the survey anyway. The assumption was that Queen's had participated.

The Principal noted that more detailed and advance communication to the University community before the release of rankings is required so that faculty and others are better able to respond to external queries about Queen's participation in rankings exercises.

Senators also noted:

- Any policy the University adopts in its approach to rankings should be consistent for several years to better judge the success of participating in rankings
- A formal publication on their approach to rankings by a group of universities would be helpful. The Principal said he would raise this idea with his colleagues at the Association of Universities and Colleges of Canada (AUCC)
- It is important to invest in rankings because external colleagues rely on them when deciding whether to send international students to Queen's
- Queen's should not be spending any money at all on international recruitment, given its current fiscal state
- It is important to invest in the rankings because external international colleagues question why they should send students to Queen's when it is falling behind
- With the current fiscal situation, should Queen's spend any money on participating in rankings?
- The University is sacrificing domestic spaces for international students.

The Principal acknowledged the division of opinion and observed that whatever approach Queen's decides to take, it needs to do it in a more strategic fashion. If the University "votes with its feet," then internal and external communities need to be told in advance. He thanked Mr. Conway for his presentation.

6. Other Reports

a) November 2010 Final Enrolment Report (Appendix D, page 44)

Senator Cordy noted that hidden in the 25 per-cent increase in enrolment in the School of Computing was the fact that 35 per cent of all students are women. This increase is due to many years of hard work by the School's women's caucus on outreach and programs.

b) Council of Ontario Universities (COU) Meeting of October 22, 2010 – Academic Colleague's Report to Senate (Appendix E, page 59)

Senator Oosthuizen drew attention to:

- Online Institute. Academic Colleagues welcome comments from faculty members.
- Ontario College of Art and Design (OCAD) has been allowed to join the COU and is now a full member.

c) Campus Planning and Development Report (Appendix F, page 77)

CPDC member D. Gordon highlighted the building activity and smaller projects noted in the report. He noted that increased coordination between academic and physical planning would be useful. There were no questions or comments.

d) Teaching Awards 2009-2010 (Appendix G, page 85)

There were no questions or comments.

- e) **Research Report** (Appendix H, page 91)
There were no questions or comments.

II QUESTION PERIOD (Appendix I, page 94)

1. Questions from Senator Christie to Principal Woolf on the Higher Education Quality Council of Ontario (HEQCO) Report on University Specialization

Principal Woolf responded to the questions.

Question 1: Have you read the Ontario Confederation of University Faculty Association's (OCUFA) responses to the HEQCO report, and if so, what did you think of them?

Both the HEQCO and the OCUFA documents speak to a common value: how to best support teaching and research in the Ontario postsecondary system. The HEQCO report discusses the notion of differentiation, but it also speaks to the value of universities determining their own goals.

A move to more individualized institutional Multi-year Accountability Agreements (as opposed to the current one-size-fits-all agreements) has been an express wish of COU member institutions for at least the past year. The HEQCO document appears to endorse this. The primary objective of the Academic Planning process and the reason the Principal put the process in place last January is to determine what Queen's is, what its goals are and how best to reach those goals. In other words, how we are different from other universities.

Question 2: Are you open to sponsoring discussion in the Queen's community about whether Ontario universities should follow this agenda for differentiation, before you promote discussion about how they should differentiate?

Queen's Academic Planning process provides an excellent opportunity to discuss goals and values and, at a general level, how to reach these goals. The Principal pointed out that he had stated numerous times that Academic Planning requires broad discussion and for this reason the Principal extended the timeline for the development of the Plan.

It is also important to note that development of the Academic Plan is now in the hands of Senate. As the primary academic body, Senate is well placed to lead this discussion. In the various consultations that will occur, if some members of the community wish to discuss their views of issues such as differentiation, there should be ample opportunity to do so. The Principal encouraged such discussion in this venue, because academic planning must take account of external and system realities.

Question 3: Are you prepared to confer with your colleagues and open this matter to discussion on campus rather than presume the University's support for the HEQCO agenda?

It is important to reiterate that the HEQCO document is an opinion piece requested by the Ministry of Training, Colleges and University, and not government policy. Broad discussion around it is therefore entirely appropriate. As noted above, the Academic Planning process is the ideal venue for this discussion.

III REPORTS OF COMMITTEES

1. Academic Development (Appendix J, page 95)

a) **Development of the Academic Plan**

Moved by Senator Oosthuizen, seconded by Senator Fisher, that Senate strike a task force to develop an Academic Plan for Queen's University.

Carried 10-72

On behalf of the committee, Senator Oosthuizen described the process in which SCAD established a subcommittee to examine the development of the Plan. SCAD concluded that a broader skill set was needed for this task and therefore decided to refer the matter back to the Senate.

Senator Chaudhry proposed a three-part amendment to the motion that set out the composition, selection of members and work plan for the Task Force.

Moved in amendment by Senator Chaudhry, seconded by Senator Reeve:

- **That the Task Force members be: 3 faculty, 1 staff, 3 students (at least one undergraduate and one graduate/professional), 1 Dean and that in addition, the Principal select a Chair;**
- **That the Senate Nominating Committee be tasked with selecting the Task Force members and presenting the slate to Senate for approval by electronic vote by December 21. A majority shall be senators;**
- **That first action of the Academic Plan Task Force be to devise a work plan, including timeline, to be presented to Senate for approval at the January 20, 2011, meeting. Given the time constraints, an oral report may suffice. In devising its work plan, the Academic Plan Task Force should review and consider SCAD's recommendations 2 through 6 in the November 25 report to the Senate.**

Some senators disagreed with the amendment on both form (extent of the modification) and content (number of members, method of selection and proposal for a timeline).

Senator Chaudhry said that the intention of the amendment was to encourage discussion on critical aspects of the Senate Task Force.

Senators discussed the relative merits of larger and smaller numbers of faculty members for the Task Force.

The Principal asked Senator Chaudhry to withdraw his amendment and proposed that it be conjoined with Senator Jones' two motions.

The Principal called for a vote on the main motion, that Senate establish an Academic Plan Task Force. The motion carried (see motion #10-72).

Senators then discussed the composition of the Task Force at some length.

Moved by Senator Chaudhry, seconded by Senator Witzke, that the Senate Nominating Committee be tasked with selecting the Task Force members and presenting the slate to Senate for approval by electronic vote by December 21. A majority shall be senators.

Senator Jones objected, noting that he had filed two motions related to the Academic Plan on November 11 to meet the deadline for Senate submissions and that they were included in the published Agenda. He recognized that Senator Chaudhry's motion was similar to his own. Senator Jones was of the view that dealing with Senator Chaudhry's motion first would pre-empt both of his motions.

The Principal noted that both Senator Jones' and Senator Chaudhry's motions are directed to the same goal.

Senator Chaudhry withdrew his motion. Senator Jones moved the first of two motions.

Moved by Senator Jones, seconded by Senator Fisher, that any Queen's Senate committee charged with drafting the academic plan include mostly faculty and students, and more specifically that it include one senior administrator, one member of staff, two students, and four faculty members, with each member being nominated and elected democratically by his or her own constituency (e.g., students by students, faculty by faculty) within the university community at large.

The Principal ruled that it would be appropriate to debate the composition of the Task Force first and then decide how the members would be chosen.

Senators made the following observations on the Task Force composition:

- To attract members best suited to the task, the net should be cast widely and therefore some members should come from outside of Senate
- A wide-open franchise to elect members to a Senate task force is, however, contrary to the procedures of Senate
- The Principal should appoint the Chair, as is the case for Senate standing committees.
- There should be a balance of students and faculty
- The committee should be larger to allow for more points of view
- A large committee would present a scheduling challenge
- A small committee would be more appropriate for the task of writing the Plan and therefore more effective in getting the job done
- The relative merits of four faculty members versus three faculty members
- The proposal minimizes the valuable input of staff members and overlooks their impact on the academic mission.

The Principal proposed a straw vote on seven members versus nine members. It was agreed that seven members plus a chair appointed by the Principal would be preferable.

Senator Jones and Senator Fisher accepted amendments to the proposed membership. As amended the motion reads:

Membership composed of three faculty members, one staff member, two students (one undergraduate and one graduate/professional), one Dean and a Chair appointed by the Principal.

Carried 10-73

Senator Jones spoke about the mechanism for selecting the members.

Moved by Senator Jones, seconded by Senator Reid, that each member be elected by the member's constituency within Senate.

The following points were made during discussion:

- The Senate Nominating Committee has extensive experience in getting nominations for Senate committees.
- Constituent-wide, open elections would not ensure that a balance of representative groups is achieved in the membership.
- Senators could vote by constituency on the list of names.
- It is not the normal process of the Nominating Committee to ask Senators to vote by constituency (e.g., staff by staff, faculty by faculty, students by students); normally, the committee presents a slate of names
- A broad cross-section of the community should be encouraged to apply
- Conducting elections over the holiday break would not be effective
- It is important to have a well-chosen committee endorsed by the Senate.

At 5:30 pm, the Principal noted that the meeting had reached the maximum two hours allotted and asked for a motion to extend.

Moved by Senator Chaudhry, seconded by Senator Cordy to extend the Senate meeting to 6 pm.

Carried 10-74

Returning to the discussion of the main motion, the Principal called for a non-binding straw vote for either election by constituency or by the Senate Nominating Committee. The majority was in favour of the Nominating Committee.

Moved in amendment by Senator Chaudhry, seconded by Senator Witzke, that the Senate Nominating Committee be tasked with selecting the Task Force members and presenting the slate to Senate for approval by electronic vote by December 21. A majority of the members shall be senators.

Carried 10-75

The Principal noted that the main motion had been amended (removing the direct franchise within Senate to empanel the committee) to create a task force and to describe how it would be empanelled and how members would be chosen.

On vote, the main motion to establish the Senate Academic Plan Task Force, with the above amendments, carried by a recorded vote: 28 in favour; 9 opposed.

The Principal then asked Senate to consider Motion 2 by Senator Jones, describing the consultation process for the Task Force.

Moved by Senator Jones, seconded by Senator Christie, that Senate mandate and sponsor a series of widely accessible town-hall meetings to address specific key issues, as laid out in the Queen's Students and Employees for Real Academic Planning Open Letter; that the scheduling of these meetings be coordinated so that the consultation on each particular issue can inform the drafting of the corresponding section of the plan; and that the academic plan not be presented to Senate or the Board of Trustees until these meetings have taken place.

Senator Chaudhry cautioned that the directions to the Task Force were too specific in his view. He suggested that it should be left up to the Task Force to decide on its consultation process. He further noted that the SCAD recommendations were on record in its report to Senate for the Task Force to take as guidance.

Senator Morelli suggested a friendly amendment to expedite the process because he recognized that some student senators' availability would be limited by the academic term.

On vote, the motion as amended by Senator Morelli, carried.

That Senate mandate and sponsor a series of widely accessible town-hall meetings to address specific key issues as laid out in the Queen's Students and Employees for Real Academic Planning Open Letter; that the scheduling of these meetings be coordinated so that the consultation on each particular issue can inform the drafting of the corresponding section of the plan; that the academic plan not be presented to Senate or the Board of Trustees until these meetings have taken place; and that the process advance now with all possible expedition in view of the fact that many students involved in the process will graduate and/or complete terms of office in April 2011.

Carried 10-76

Summary of Actions approved by the Senate:

Membership composed of three faculty members, one staff member, two students (one undergraduate and one graduate/professional), one dean and a Chair appointed by the Principal. (10-73)

The Senate Nominating Committee be tasked with selecting the Task Force members and presenting the slate to Senate for approval by electronic vote by December 21. A majority of members shall be Senators. (10-75)

That Senate mandate and sponsor a series of widely accessible town-hall meetings to address specific key issues as laid out in the Queen's Students and Employees for Real Academic Planning Open Letter; that the scheduling of these meetings be coordinated so that the consultation on each particular issue can inform the drafting of the corresponding section of the plan; that the academic plan not be presented to Senate or the Board of Trustees until these meetings have taken place; and that the process advance now with all possible expedition in view of the fact that many students involved in the process will graduate and/or complete terms of office in April 2011. (10-76)

At 6 pm, the Principal noted several time-sensitive items on the Agenda needing attention before asking for a motion to adjourn the meeting.

b) Proposal to Establish The Borden Professorship in Queen's School of Business

Moved by Senator Silverman, seconded by Senator Oosthuizen, that Senate approve the establishment of the Borden Professorship in Queen's School of Business, subject to ratification by the Board of Trustees.

Carried 10-77

c) Proposal to Establish The Donald and Joan McGeachy Chair in Biomedical Engineering in the Faculty of Engineering and Applied Science

d) Moved by Senator Silverman, seconded by Senator Dacin, that Senate approve the establishment of The Donald and Joan McGeachy Chair in Biomedical Engineering in the Faculty of Engineering and Applied Science, subject to ratification by the Board of Trustees.

Carried 10-78

In response to a question, Senator Silverman confirmed that the initial appointee will be a current member of the Faculty.

2. Academic Procedures (Appendix K, page 110)

c) Policy on the Definition of a Full-Time Student

Moved by Senator Reid, seconded by Senator Fisher that the definition of a full-time student at Queen's University based on course registration be registration in 60% of a full normal course load, effective May 1, 2011.

Carried 10-79

SCAP Chair C. Beach noted that the motion makes the definition of a full-time student more consistent within Queen's and also consistent externally with various government criteria.

3. Advisory Research (Appendix L, page 113)

a) Proposed Name Change for the Centre for the Study of Democracy

Moved by Senator Liss, seconded by Senator Brouwer, that Senate approve the proposed name change from the Centre for the Study of Democracy to the Centre for Studies on Democracy and Diversity, effective immediately.

Carried 10-80

The meeting adjourned at 6:07 p.m.

The remaining business on the Agenda was deferred until the next Senate meeting on January 20, 2011.



Queen's Participation in Ranking Exercises

Chris Conway
Director, Institutional Research and Planning
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Presentation to Senate, November 25, 2010

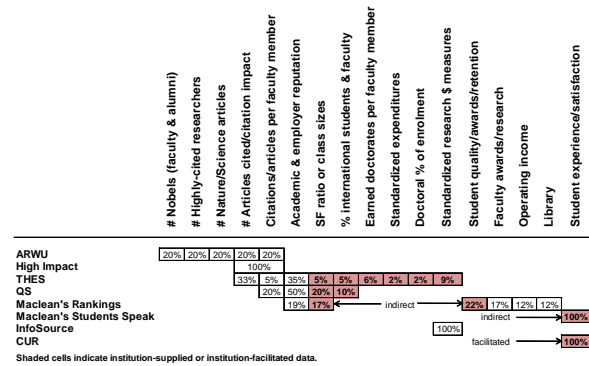
Overview

- Who Ranks, with What Data and with Whose Data
- Data and Methodology Issues
- Awareness and Reputation Issues
- Participation Options

Who Ranks, With What Data and with Whose Data

- **International (entirely third party data):**
 - Academic Ranking of World Universities (formerly Shanghai Jiao Tong University)
 - High Impact Universities (University of Western Australia)
- **International (third party plus university provided data):**
 - World University Rankings (Times Higher Education Supplement)
 - World University Rankings (Quacquarelli Symonds - QS)
- **Canadian (third party plus publicly available university data):**
 - National University Rankings (Maclean's)
 - University Student Rankings (Maclean's)
 - Top Research Universities (Research InfoSource)
- **Canadian (third party plus university student survey data):**
 - Canadian University Report & Navigator (Globe and Mail)

Rankings and Data Items/Weights/Sources



- **Key External Data Sources:**

- Scopus or Thompson-ISI bibliometrics databases
- Surveys of academics, employers, students, others
- Student and faculty awards
- Faculty research income

- **Key University Data Sources:**

- Individual institutional submissions (student and faculty counts of various sorts, operating and research financial summaries, student survey results)
- Consortium-based library, financial, enrolment, faculty data (CARL/ARL, CAUBO, CUDO, StatsCan)

Data and Methodology Issues

- Research, reputation, resources focus
- Standard methodology vs. diverse missions and circumstances
- Size, discipline, regional, age of institution biases
- Varying bibliometric coverage of journals, articles, disciplines
- Assignment of multi-campus, affiliated institutes, hospitals
- Vagueness of definitions for, and consistency of self-reported data
- Criterion weighting
- Calculation methods (self-citation, actual vs. expected citations)
- Year-over-year volatility due to data/method/weight changes

Awareness and Reputation Issues

- From a marketing and recruitment perspective, rankings play an increasingly important role in awareness, profile and reputation for prospective domestic and international students:
 - Institutional reputation is #1 factor for international applicants to Canada
 - 46% of South Asian applicants to Canada use the Maclean's ranking
 - Institutional academic reputation is the #1 factor for South Asian applicants to Canadian universities
(Source: *Academica* – Ken Steele, Synergy Conference)
 - First-choice domestic Queen's applicants are more likely to indicate that decision was based on institutional reputation
 - 67% of Queen's applicants reported using Maclean's rankings
 - institutional rankings are #6 factor for international applicants
(Source: 2009 Undergraduate Applicant Survey)

Participation Options

- THES, QS, CUR/Globe & Mail
- Provide/facilitate Queen's data or not?
- Work to improve methodology/data?
- Communications strategy regardless of decision?
- Questions