

Dean's Report

March 2019

**additional information presented by the Dean at Faculty Board*



KUDOS TO YOU

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[Planning an international experience](#) – Masters of Urban Planning students engage in an experiential learning project in India

[National recognition for computing trailblazer](#) – Lifetime achievement award for Dr. Selim Akl

[Decolonizing Canada's national game](#) – Dr. Sam McKegney and the Indigenous Hockey Research Network

[Heather Jamieson \(Geology\) receives award from Women in Mining Canada](#)

[Men's hockey and volleyball teams capture OUA championships in front of home crowds](#)

[Celebrating student leaders](#)

STUDENT LEARNING EXPERIENCE

'Your Academic Success' (YAS) Survey

The Faculty office is conducting a longitudinal cohort study to look at how undergraduate students are thriving academically. We want to understand the factors associated with academic success and satisfaction by surveying international and domestic students with respect to their academic and social experiences, academic needs, and use of various resources and support services at Queen's. All Arts and Science undergraduate students received an email with a link to the YAS survey and we will continue to promote the survey until **March 18, 2019**. We are hoping for a strong response rate so please encourage your students to participate and make their voice heard about their academic experience and support. Information about the survey is available on the Arts and Science website at www.quartsci.com/yas.

Large course instructor meeting

At our last large course instructor meeting, some instructors shared the processes that they use to reduce the workload occasioned by deferred and accommodated exams. As a result of this discussion, we have convened an extra meeting this term, inviting Program Associates as well as instructors, to sit down with the staff from the Exams and Accessibility offices to discuss what resources exist and what might be developed going forward to help manage this workload. If you know an instructor and/or course coordinator (PA or Head TA) who manages a high volume of academic consideration and accommodations requests, please let them know about this meeting on **March 26th, 11-12:30 in Watson 517**. This is an informal get together to share best practices and identify pressure points.

INTERNATIONAL

Principal's Development Fund – new award offering

The Office of the Associate Vice-Principal (International) has launched a new award as part of the Principal's Development Fund (PDF). Category 3 of the PDF provides instructors and/or accompanying staff with



financial support for travel to develop, sustain and enhance international field or experiential learning programs. This fund will be offered in 2019-2020 only. Two awards of up to \$5,000 each are offered.

The call for applications to Category 3 of the Principal's Development Fund (PDF) 2019-20 has been posted to the Principal's website: <http://www.queensu.ca/principal/funding-awards/principals-development-fund/international>. Instructors are invited to submit an application and budget to the Office of the Associate Vice-Principal (International) at vp.international@queensu.ca by **March 25, 2019**.

A Funded Opportunity to Teach and Travel in Japan

Kwansei Gakuin University in Japan, one of our oldest partner universities, is looking for faculty who can teach seminars in Canadian Studies for the Fall Semester 2020 (September 2020 to January 2021). The visiting professor will teach two 90-minute courses per week on aspects of social, economic, business and political fields of contemporary Canada in either English, French or Japanese. The Visiting Professor is also expected to contribute several lectures to the university-wide integrated Canadian Studies Courses, some faculty seminars and lectures, and/or advise students in their research.

This is a great opportunity to experience Japan, experience the Japanese classroom, and get some time away to work on your research projects. Faculty accommodation is provided at a very reasonable cost and the remuneration for the teaching is quite generous. If you are interested, please contact Jenny Corlett, Director, International Initiatives and she can provide you with additional information about eligibility and the application details. The deadline for applications is **June 8, 2019**.

GRADUATE STUDIES

The PhD Thesis --- Enabling Flexibility

Over the past four years, the Faculty of Arts and Science has been advancing program interest in enabling flexibility in the format and structure of the PhD thesis. This interest arises in the larger context of the changing landscape of graduate education in Canada and in response to key recommendations about the structure of the thesis and changes in SGS Regulations governing the format of the thesis.

Dean's Award for Project-based and Portfolio PhD Research

To advance its intermediate and longer-term goal of re-envisioning the doctoral study, the Faculty has introduced the FAS Awards for Project and Portfolio PhD Research (<https://www.queensu.ca/artsci/staff-and-faculty/awards-for-project-based-portfolio-phd-research>). On one level, this initiative encourages programs to make more use of the portfolio PhD, and in doing so, to think creatively about its use in addressing the interests of prospective graduate students. On another, it provides financial support for students already pursuing doctoral research who are undertaking a project option and/or a portfolio PhD. The Award supports costs directly related to the completion of the degree to a maximum value of \$3,000. It will support graduate programs in FAS that are responding to increased student demand for non-traditional, or "alternative" doctoral formats that accommodate different research contributions and applications, new forms of knowledge mobilization, the development of new competencies (i.e. digital, entrepreneurial), and that foster student awareness of the transferable skills acquired in the completion of the doctoral degree.

Thesis format:

The School of Graduate Studies requires that the thesis conform to one of two formats: the Traditional format (monograph style), or the Manuscript, Project and Portfolio-based format (a compilation of several related or 'stand-alone' components), as described in the General Forms of Theses, School of Graduate Studies.



https://www.queensu.ca/sgs/sites/webpublish.queensu.ca.sgswww/files/files/Students-thesis%20completion/SGS_General_Forms_of_Theses_%20March%202017.pdf

Programs may require specific elements beyond those described in the General Forms of Thesis or may wish to describe what components are acceptable for inclusion. If programs exercise this option, it is imperative that the program-specific requirements are clearly conveyed to all graduate students at the start of their program and be visible on the program website. (In all cases, program-specific requirements must be compatible with the School of Graduate Studies Regulation.)

Key recommendations:

- The dissertation may include a section on how the research could be used in sectors outside academia.
- The research project can include a written dissertation alongside creative or practical output.
- Elements of the dissertation could be prepared for different or multiple audiences as appropriate, such as social or news media, academic conferences or journals, government or other policy-making bodies, industry, health or education providers, community organizations, arts sector, etc.
- The research activity can take various forms and methods, such as internship or experiential learning project, exhibition, performance, community-engaged research, production of visual or digital media, development of a policy document, writing an invited paper, etc.

Resources:

Canadian Association for Graduate Studies. (2018). Final Report of the Task Force on the Dissertation – Purpose, content, structure (<https://cags.ca/wp-content/uploads/2018/09/CAGS-Dissertation-Task-Force-Report-1.pdf>)

Council of Graduate Schools. (2005). The Doctor of Philosophy Degree: A Policy Statement (<https://cgsnet.org/login-for-access-to-publications/1350>) [How to provide access to the Queen's community??]

Institute for the Public Life of Arts and Humanities, McGill University. (2013). White Paper on the Future of the PhD in the Humanities. (http://iplai.ca/wp-content/uploads/2015/04/white_paper_on_the_future_of_the_phd_in_the_humanities_dec_2013_1.pdf)

Modern Language Association of America. (2014). Report of the MLA Task Force on Doctoral Study in Modern Language and Literature. (<https://apps.mla.org/pdf/taskforcedocstudy2014.pdf>)

National Academies of Sciences, Engineering, and Medicine. (2018). Graduate STEM Education for the 21st Century. (https://www.nsf.gov/attachments/245525/public/Graduate_STEM_Education_21st_Century_Rudin.pdf)

Woodrow Wilson National Fellowship Foundation. (2005). The Responsive PhD: Innovations in US Doctoral Education. (<https://files.eric.ed.gov/fulltext/ED536859.pdf>)