

**FACULTY OF ARTS AND SCIENCE**  
**FACULTY BOARD**  
**Friday, November 27, 2020 at 3:30 p.m.**  
**MINUTES**

Meeting began with the Chair's Anishinaabe and Haudenosaunee land acknowledgement. He spoke of the retirement of Justice Murray Sinclair who was the Chair of the government's Truth and Reconciliation Commission. He stated that it was sad news and that the upper Chamber would be a lesser place without him. In honour of his retirement, J. Rose read a quote which is on the Law School building that speaks to the importance of reconciliation: "The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to Truth and Reconciliation, we are forced to go the distance."

Before Item 1 J. Rose wanted to indicate that in conjunction with deans and associate deans we are in the process of providing a schedule for Faculty Board members about when they can expect to receive regular reports and what sort of reports will come through the cycle of each year. We understand and appreciate that it is important for colleagues to know when they can expect certain things. That will be forthcoming and will be hugely helpful in planning the year. Thanks to B. Griffiths.

1. Adoption of the Agenda (with one minor modification): Item 4B, the report from the Associate Dean (Teaching and Learning) be moved as a time item to 4:00 as J. Atkinson will be teaching until then.

Moved: D. Beauchemin  
Seconded: S-M. Straker, Carried

2. Adoption of the Minutes.

Moved: D. Beauchemin  
Seconded: J. Morelli, Carried

3. Business arising from the Minutes:

Follow-up report to Item 7 by J. Stephenson

She did an environmental scan for nomenclature of the Medial Plan and researched five other institutions: Toronto, York, McGill, Western and McMaster. The programs overall are the same as our 120 units or equivalent. They appear to have programs with similar configurations to our Medial of 42 units. This is mostly in Arts but a little bit as well in the Sciences. It is possible to do two concentrations of approximately equal weight. They call programs the same size as ours (some 42 units, some fewer such as 36). What they called these programs were different from the Queen's Medial. They called them Majors, or Double Majors or Joint Honours for two. What do they call the heavier, more intense programs that we call a Major? They call them "Specialization" or "Honours". This is a preliminary investigation. The question is, how does this group want to proceed? Is the name change something that is of interest?

Comments:

M. Harris. She feels this really highlights a barrier for our students. Many grad programs require a Major and we've always assumed that rules out of Medials, although it sounds like that was not a real barrier. I would advocate for a title change.

R. Knobel stated that we do have a specialization, so what happens then?

J. Stephenson remarked that when she started investigation, she wasn't planning on changing the word "Major". In other universities what we call a Major (60 units), they call a specialization. They don't seem to have what we call a specialization. Sometimes their concept of specialization reaches out and encompasses that as well. She was focused on the word Medial in her research. We could potentially keep the specialization as is, keep the word Major and then change the Medial to something like Joint Honours or Combined Honours. The research made it clear that what our students do for a Medial, these other universities consider to be Majors. We should give the students proper nomenclature to describe what they are doing in a way that is useful to them. It dominoes into these other things.

J. Rose commented that this is just a beginning.

4. Reports:

a. Dean's Report. Details of the Dean's Report can be found at [www.queensu.ca/artsci](http://www.queensu.ca/artsci)

- Thanked and acknowledged the frontline workers ensuring health and safety
- Annual Reports from the TRC, Centre for Human Rights and Four Directions. The university is deeply committed and moving forward on these issues.
- The Dean made specific reference to the fact that ASUS is the longest standing of student bodies on campus and plays a significant role in the successful role of ArtSci. Kudos to 130 years. They are organizing some activities
- Praised the rollout of the new Black Studies Minor,
- Praised W, Craig's work on assessing the COVID-19 responses

Comments:

J. Morelli pointed out that the scheduled Holiday Celebration on December 3th overlaps with Engineering's events regarding the Montreal massacre. Asks if there is a way to coordinate the events so that individuals do not move from a memorial to a mass celebration.

B. Crow stated that she will follow up and remove the conflict.

b. Associate Dean J. Stephenson:

- Update on Digital Calendar Project. Things are moving briskly and there is a full agreement with all Faculties and Schools across Campus. Should roll out on June 1 2021
- Update on work in progress: to look at the admissions process and requirements with an EDII lens. Students will self-declare in order to move toward

accountability and visibility. Some things will begin this coming year. Scholarships are being created in the need and merit-based categories with this in mind. Intended to reward EDII leaders in the high schools.

- Admission requirements: What do we ask students to bring with them thinking in terms of the Ontario Admission categories and equivalencies for students from outside Ontario or Canada. What are the grade 12 subject areas that we ask to bring with them? Is our requirement creating a kind of barrier that we are not aware of? She did an environmental scan on the other 20 Ontario universities and discovered that we are out of line. Where we ask for three 4U courses, other universities only ask for one. How does this manifest as a barrier?
- The superintendent of Limestone district believes strongly that it does manifest a barrier in two different ways:
  - i. The courses designated as “U” courses only arise in certain disciplines, such as STEM, English, languages, and a few others. Other disciplines do not offer 4U courses, which tend to be drama, music, fine art, indigenous studies, business, computing, health studies and social sciences. This reveals a disciplinary bias.
  - ii. Students in small or rural areas don’t have access to these “U” designated courses and are thereby disadvantaged.

Comments:

J. Mingo: Other Faculties on campus are using Postal Code Analysis which allow you to see how you are sampling the population. While acting on the Major Admission Awards committees he noticed that there seemed to be fewer nominations from students located in major urban areas. There were more from students nearby those areas, but if you looked at the bulk of the population, we were missing them. He does not know what that is. He did notice that if you look at where the students participating the Math Olympiads, those students come from major urban areas. This was what he wasn’t seeing in the applications that he was reviewing. He encourages the Faculty to participate with the other Faculties that are using Postal Codes to try and analyze where the files are coming from and to see if there is something there that is skewing our intake.

J. Stephenson: ArtSci is participating in the Postal Code analysis and they have not yet seen program-specific data. They are taking the postal codes of students admitted in the last five years and correlating them with the data to see if we can see socio-economic quintiles for these postal codes. It looks at where our students are coming from, not just geographically but also socio-economically.

- c. ASUS Report: by D. Niddam-Dent
  - “Life after ArtSci” event did very well with alumni participation and new platform
  - The hot meal service is up and running
  - Events from the Equity Commission, community outreach, Movember Foundation
  - Doing four course reviews this semester
  - 130 anniversary celebration, looking at changes for the next 130 years
  - What happens when students have suggestions or questions for their courses? He spoke to the importance of having excellent relationships between the

departments and the DSC reps, and the reps are the go-between between faculty and students. Everyone needs to work together to overcome challenges.

- b. (Associate Dean of Teaching and Learning Report Postponed from earlier) (J. Atkinson)
- There are drop-ins every Monday and Wednesday all through December and from the 4<sup>th</sup> to the 8<sup>th</sup> of January. For information on remote teaching for the Winter term. We are still learning about remote learning. There will also be workshops in the week of December 7-10. These will be live and are intended for instructors who did not teach remotely this term. This information will be on the website and also on the Centre for Teaching and Learning website. Also available for one-on-one consultation if you go to [ascremote@queensu.ca](mailto:ascremote@queensu.ca). Also can go to the UGnet listserv where all the information has been pulled together preparing for final exams. There is a lot of information about services provided and what to do in specific situations.
  - Educational Technology. We purchased a lot of different technologies in the summer and now they need feedback as to what is working, what extra features might be needed, etc. We need to make decisions about what contracts we want to extend into 2022, what upgrades or changes we want to see to negotiate with those providers. Each Faculty is doing this, so please let us know. This will come out at exam time.
  - For students, the new QSSET is going online, and you are welcome to comment on issues of technology.
  - Inaugural Pitch Challenge (Experiential Learning) We began with the idea of a pitch competition to identify problems and pitch solutions with the student experiences at Queen's. It was decided to give students credit for these, and these were piloted this term: ASCX 200 and ASCX 300. Financial prizes were given to incentivize their ideas.

Q. J. Rose. Is the document written by M. Norris for faculty or students?

A. J. Atkinson. For faculty and staff.

A. M. Norris: It is really for faculty

5. Curriculum Committee Omnibus Report.

Moved: M. Chen

Seconded: J. Morelli, Carried

Q. The requirements are different in Engineering and Arts and Science. Engineering has a course equivalent from Arts and Science but Arts and Science doesn't list the same equivalent. Is that correct?

A. Member Chen. No, it is not usually traditional to do so.

6. Undergraduate Proposal in Black Studies Minor:

Moved: M. Chen

Seconded: J. Morelli, Carried

M. Chen mentioned the committee's enthusiasm for this proposal. It is exciting, important and intersectional. It was an exceptionally well-prepared proposal.

7. Overview of COVID-19: See PowerPoint in Appendix A) Presented by W. Craig and her students, S. Kim and J. Herbison presented.

W. Craig indicates that this presentation is an overview of the work they have been doing on how the Faculty has been responding to COVID. One of the realms in this work has been Teaching and Learning. See Slide Presentation.

Q: J. Hosek. How representative is this? She would like to understand the potential confounding factor of people who are suffering respond to surveys and the fact that students who are not suffering respond less. Does this make it seem more dire than it is? Does not intend to blame students, we are all in a horrible situation, but she wants to take a step back and understand what this information says about how the university might run or how students normally do their classes because typically students are supposed to spend quite a bit of time, between 7 and 10 hours outside of classes for every contact hour for every course. Anecdotally students are telling her that NOW they have to do the readings and not just attend classes and pick up the material in class. She sees this as interesting when we think about education as actual learning or education as more like consumption in terms of buying a degree. Is this study a litmus test for a bigger question? And what does this study tell us about the challenges of online learning as opposed to remote learning? It seems to me it speaks to the value of in-person learning.

A. There is a representative sample that we invited and most of the departments have been represented in both undergraduate and graduate samples. However, there are very small bins sometimes and some Faculties may be more represented than others and comparisons between departments might be less meaningful. Touching upon the work hours observation, what the students express in terms of the workload from the undergraduate side tells a more complex story about the impact of COVID on how many hours they actually have to spend on work. COVID has also affected their abilities to work part time and also fund their education. Their personal lives are affected so this cannot be attributed to the anecdotal experience. There are meaningful shifts in their personal lives that have made engaging in the online material more difficult. It is important to recognize that complex experience across the spectrum of students. Inconsistencies in course delivery add to that, as well as fatigue.

Comments:

J. Atkinson: There is a lot of research for Time-on-Task that was done prior to the pandemic that indicates that students will spend more time on task online. That and if courses are designed well have indicated that online courses are generally more effective. More time on task means more learning because time on task is associated with learning. There is a huge body of literature that we can draw on now. The question is, what can we do to cut down time on task that doesn't affect learning?

C. Cotton: Until we know the details of time on task, it is hard to align the faculty's perceptions with the students' perceptions. Regarding the sample's representativity, it is a small sample but that doesn't mean that these observations aren't important.

D. Niddam-Dent: ASUS and the DSCs have been working on this a lot as well, and they are seeing similar things coming out, even if the sample is small. Also, regarding workload, students indicate that there is a significant difference in workload between courses that evaluate the students through one or two large assignments, as opposed to courses that have multiple frequent shorter assignments. It isn't a question of too much reading, but rather the stress on kinds of assignments.

S. Kim: Students also indicated that assignment dates are not staggered and that even in the same department, assignments are often due the same day/week etc. They felt it would be less stressful if faculty staggered dates on assignments throughout the term.

8. Question Period:

D. Beauchemin: Why is there only one date for all submissions? Why can't the dates for submissions to Curriculum Committee be staggered? Why can't changes to courses, etc, be spread out throughout the term?

J. Stephenson: There is a kind of background organization for this and she appreciates the feedback. The Committee has always accepted late submissions and is currently heading in the direction suggested.

No further questions.

The next meeting will be two weeks from today. Adjourned at 5:00PM.

J. Mennell, Secretary  
Faculty Board

J. Rose, Chair  
Faculty Board