

**FACULTY OF ARTS AND SCIENCE
FACULTY BOARD MINUTES
A meeting of Faculty Board was held on
Friday, September 25, 2020 at 3:30 p.m.**

1. Adoption of the Agenda

Moved: J. Mennell

Seconded: S. Morgan-Straker

Motion carried

2. Approval of the Minutes The minutes of April 3, 2020 have been posted.

Moved: J. Morelli

Seconded: A. Tomac

Corrections of the Minutes:

J. Mingo: Item #2 on the minutes. After Member Morelli questioned the appropriateness, it came to the chair to make a ruling as to whether or not there was a substantial change in item #7, and the chair ruled that there was a substantial change. That came back to Member Morelli who offered a challenge which was voted on. Member Mingo would like to include in the minutes the phrase that “the chair made a ruling” to clarify the entire exchange.

D. Beauchemin stated that the minutes did not reflect accurately what she had said in Item #7. Her concern was that the document that was submitted indicated that the courses would be catered to the Life Sciences students and that made essentially the first year no longer common, and would make things complicated if students decided to switch to another discipline.

Motion carried.

Notes from June 25, 2020 posted (not for approval)

3. Arts and Science Undergraduate Society Report

- Member Niddam-Dent reported that ASUS volunteers had been hired and everything had been moved online
- The next Head Gael would be appointed in the next few weeks
- Discussions about student concerns:
 - In spite of the fact that students were encouraged to take fewer courses to eliminate stress, there are still high levels of stress in the student population
 - Very different ways of delivery by the professors is very confusing due to difficulty in finding things online and accessing their professors
 - Small assignments meant to keep them engaged are piling up
 - Concerns about ability to graduate within four years, especially with lab or field work

- Study space and wi-fi, limited space in residences and libraries
- Students feel they are getting credits but they are not learning; they want an exchange and not just readings and checking in
- Will be having feedback initiatives in the next few weeks to help with planning for winter and finding solutions to problems with remote learning
- Given the announcement on remote learning for Winter term, the students do not want to lose the momentum on Social Justice, working to integrate EEI content such as anti-racism and equity into curriculum

Question: P. Taylor asked Member Niddam-Dent to give examples of what students mean when they say they feel they are not learning.

Answer: D. Niddam-Dent: There is a lot of content and small quizzes being pushed at them, and they are not having the opportunity to catch up and think about things. Not enough access to professors to engage with content and ask questions synchronously

Member Morelli spoke to his experience on the other side of the virtual classroom indicates that students really want to engage synchronously with the faculty. He encouraged the Faculty office to not push asynchronous teaching

Member Roos echoed D. Niddam-Dent's comments about students wanting to engage synchronously with the courses and professors. She also mentioned student desire to build upon skills and not just content. However, she indicated that it does have some benefits for shy students

Member Delassandro mentioned that a Philosophy professor took an online poll regarding these questions and 58% of the students responded they felt they were spending more time with online learning but absorbing less of the material. The synchronous portions of the class allow students a one-on-one connection to engage, ask questions

Member Niddam-Dent responded that they are working very closely with Wendy Craig to get a survey about remote learning out to students

J. Rose deferred continuing discussing this during the question period.

4. Reports

1. **Dean's Report.** Details of the Dean's Report can be found at www.queensu.ca/artsci

2. **Associate Dean (Teaching and Learning) Report**

- a. Fall term: Dean Atkinson reported that they are monitoring change and surveyed instructors towards the end of the summer. Also met with instructors of largest courses which have special challenges. Faculty Office is able to monitor engagement through OnQ and is pleased with levels of engagement. Wendy Craig is organizing a "thought exchange" regarding student experience, and the Faculty Office is also looking at lessons learned from Fall term instructors in order to be able to inform Winter term instructors.

- b. Winter term support: disappointment from departments who were hoping to bring their courses back to campus, especially lab courses, film courses etc., that rely being on campus for access to equipment
- c. Exams. Usually there are 38,000 proctored exams in the Fall; this year there are fewer than 9,000. Most instructors have decided on alternatives. There must be remote proctoring in those scheduled exams, such as Examity. Students should do a practice exam to reduce anxiety and make sure the technology works. ITS will have live support with a chat function for students who will be able to talk immediately to someone about problems.
- d. Technology: Need to acquire new technologies. Instructors have been having problems uploading video and there is now a cloud solution to that problem. Also, students in other time zones such as China find that their class videos do not stream very well. ITS is working on a solution
- e. Bookstore is now offering curbside pick-up and \$5.00 for delivery in Kingston. The library is expanding hours and MacCorry is still open, although there are concerns about student behaviour and constables will be on the job
- f. The importance of creating a sense of belonging to help students engage. How does one create this in remote learning? Students and instructors need to consider what it means to create a learning community

Questions:

J. Mingo: regarding student difficulties with videos outside of Canada, a number of faculty members in Math and Stats have opened YouTube channels. Do you have information on this?

J. Atkinson answered yes and indicated that there will be an update. Students in China are finding it much better for downloading than stream, and it can be accessed through the VPN

J. Morelli wanted to clarify “transformative change” and asked if the Faculty was considering making it permanent rather than going back to normal.

J. Atkinson hopes there will be something different to either what was done before COVID and from what we are doing now. She sees this as an opportunity to learn things now so that what we were doing before could be done better. Does not expect a full online learning experience at Queens, but rather to be able to use technology to enhance learning.

D. Beauchemin noted the message from the Dean indicating that there might be exceptions to the issue of no in-class labs contradicts the report today that there will be no labs next semester. She requested more information.

Dean Crow answered that this is happening across the globe and that they had hoped to be able to bring students back in the Winter. They are looking at ways to deliver. The major challenges are the two-metre rule and other challenges around the classroom.

J. Atkinson indicated that they are consulting with other programs around Ontario. She acknowledges that there may be a cohort of graduating students across North America this year

who will not acquire the necessary tactile skills and have a gap in their competency. Those students will need extra support when they get into Graduate School or the workplace.

D. Beauchemin noted that there is space in the labs for the physical distancing, especially since it will not involve second year students. It is essential for third years students because the whole course is in the lab and is a prerequisite for the capstone course in the fourth year. She also pointed out that many of the students are in Kingston already.

J. Atkinson stated that there is a return-to-campus committee and that Heads can make the arguments to the committee if they decide they are necessary. There are other issues besides lab space involved, however.

J. Stotz mentioned that he has talked to other departments around the country and some have students already in labs in the Fall. The students will not be able to compete, even if those programs shut down in the Winter. If we do not have labs in the Winter as well, our students will have a whole year without those skills.

J. Atkinson agreed that that would be the case.

3. Associate Dean (Academic) Report

Part 1: Admissions:

- We are slightly above the November target for upper year registration. No attrition
- First year students. We adjusted June 1 acceptance targets to account for potential summer and fall attrition. Queen's accepted a much larger group than normal (about 20% more than normal). There has been less attrition than normal, so there is robust participation in first year students enrolling in Fall
- Students did not reduce number of courses they are taking (3, 4, 5 per semester) so it is on par with previous years.

Part 2: Road Map on new initiatives

- Review of Arts and Science appeal regulations
- EDII Curriculum Working Group exists and is working out terms of reference. There are a number of students on this committee
- Review of Admissions requirements to make sure we are in alignment with institutions we consider to be our peers, and also through the lens of EDII

Questions:

J. Morelli noted the 20% increase in enrolments and asked how the planning process is to deal with that 20% in futures because that cohort will continue, especially in consideration of labs and other spaces going forward. Also, is the hiring freeze announced in the Spring going to stand? This will affect the student-faculty ratio which is already untenable

J. Stephenson answered that the decision was made by Deans and Provosts when it was not clear what we could expect. Queen's was one of the most successful universities across the province in keeping the target. It is also not clear how this will be reflected in the November 1 snapshot.

J. Morelli asked if this would mean more faculty would be hired.

J. Atkinson replied that the number is total enrolment. We are above in terms of domestic students and we are way below in terms of international students.

J. Morelli noted that relying on exploiting international students is not sustainable.

S. Rutherford asked what happens if we are still over enrolment in November. What capacity can the university handle in terms of use of space, and person-to-person classes?

J. Stephenson does not believe we will be over 20% extra. We are already down 5%. We will have to think different about use of space and timetabling. She hopes to be closer to the target by November 1.

J. Atkinson indicated that we are currently at capacity at this moment although it is not an issue for this year. It will however be in future and they have been working on increasing classroom space, providing better classroom space and better configurations of classroom space. This is a legitimate concern.

E. Hanson followed up on J. Morelli's question. She indicated that the Provost had indicated to the Board of Trustees that there would be no amendment to the budget as a result of enrolment experience. How does that reconcile with the Faculty of Arts and Science which has taken a hit due to the drop in international student registration? What is the university going to do to make the Faculty of Arts and Science whole because it took greater risk in terms of international student enrolment?

Dean Crow responded that one of the revenue streams was International students and we have lost a significant amount of capital which means how much is the Faculty going to have to go into its carry-forward fund. Having international students is part of being a global university and are important for learning as a whole. We have hired at least 136 faculty members over the last three years. Colleagues are concerned about RTP and renewal because they are being inundated with requests for reviewing our new hires. There are issues around spousal hiring and there is a lot on the table. They have been looking at what conditions are required to handle the support around that. Technology could be a way that we could manage this.

5. Report of the Nominating Committee – Appendix A – for approval J. Stephenson

Petra Fachinger has been the chair for this committee for years and no one has stepped up to replace the chair for this committee. The Dean has appointed J. Stephenson as Interim Chair. J. Rose asked members of Faculty Board to consider working on committees as this is important work. This body makes decisions about who sits on all of the committees and there needs to be a balance between senior and junior faculty and men and women.

J. Stephenson said that under Faculty Board bylaws, standing committees require 36 faculty members: 12 each from the Humanities, Social Sciences and Sciences in order to have a full complement. Many of the committees still have vacancies.

Moved by J. Stephenson “that the Faculty of Arts and Science Committee Membership attached be approved.”

Seconded by S. Morgan-Straker

Motion carried

6. Curriculum Committee Omnibus Report Part V – Appendix B – for approval

Member Chen spoke briefly to the Omnibus Report

Moved by M. Chen “that the Omnibus Report Part V be approved.”

Seconded by S. Morgan-Straker

Motion carried

7. Question Period

Member Reynolds (French DSC) asked how the USATs will be done this year.

J. Atkinson indicated that it will be done by QSET which is online.

D. Niddam-Dent commented on QSETs that students are trying to find other ways as there have been difficulties with the QSETs

M. Ratter (LLCU DSC) indicated that students are finding it takes a lot longer for them to view pre-recorded classes. It is necessary to pause regularly because students do not have the face-to-face ability to ask questions and clarify what has been said. How much extra time should faculty require students to take for the online versions?

J. Atkinson responded that they have asked instructors to plan for less online time. She suggests that it be between 8-10 hours per week or 110-130 hours per semester for a 3-unit course. Students should keep track of their time and would encourage students to let instructors know.

J. Mingo asked J. Atkinson to confirm the number of hours.

J. Atkinson clarified that a 3-unit course should be 110-130 hours per semester, or an average of 8-10 hours per week. That varies from week to week depending on assignments, etc. Time on task is associated with durable learning.

J. Hosek noted that it would be useful to have to be open to students, so they must give us feedback, get the messaging out there.

J. Rose indicated there was no further business. Adjourned meeting at 4:58

J. Mennell, Secretary

J. Rose, Chair Faculty Board Faculty Board