J. Rose: Land acknowledgement

Consent Agenda:

1. Adoption of the Agenda

2. Approval of the Minutes

   Moved: J. Morelli  
   Seconded: S. MacKenzie  
   Carried

3. Unfinished Business – for approval

   J. Morelli moved “that the Faculty Board opposes the making of a final decision by the Dean regarding the temporary suspension of admissions in the Bachelor of Fine Arts program at this time without further meaningful consultation with the Faculty Board, and not until the Dean has returned to the Faculty Board to present an:
   1. analysis of the “alternatives [that] have been explored”, and an explanation “regarding the feasibility (or lack) of these alternatives”.
   2. “analysis of the anticipated impact, if any, the temporary suspension will have on other units/programs”; and
   3. “analysis of the anticipated impact, if any, the temporary suspension will have on the equity goals of the unit/program, and steps that will be taken to ensure that these goals continue to be met”

   Seconded: J. Stephenson  
   Call the Question: S. MacKenzie  
   Carried

4. Arts and Science Undergraduate Society Report

   Highlights of Community & Equity Work
   - UGxDSC – Huge success, thank you to those who attended, participated, and/or engaged!
   - ASUS 132 – Held ASUS open house, invited community members to visit & learn about ASUS’ work
   - Held a very successful Equity week – student art sale
   - Recently sold student care packages at the ARC

   Ongoing Advocacy
   - SVPR
     - Continuing collaboration with Corinna Fitzgerald, Assistant Dean of Student Affairs, on the Sexual Violence Policy CPR university wide review – large input & changes by students
     - Translating & communicating policy changes to students upon release of report in February 2023
   - Food Security & Financial Accessibility Survey
     - Interviewed Queen’s food services (AMS Food Bank, PEACH market, Good Times Diner, Queen’s Hospitality services) survey had great uptake by students!
     - ASUS Director of Student Affairs Research is consolidating data to present in spring 2023
     - Notable remarks from the data - large discrepancy in access to healthy foods on campus by more than 500 ArtSci students, concerns on the impact this has on academics & student life
• **Academics**
  - **First year student - Excel Project:** Collaborating with Engineering Society to further explore the idea of a preliminary 1st year project that encourages incoming ArtSci students to complete a tutorial/project surrounding the use of Excel. This is in effort to familiarize students with the heavily used software that they will see across starting their first year
    - I invite anyone who has thoughts, ideas, or concerns on this project and its implementation to please connect with me!
  - **Note-taking:** Collaborating with QSAS to facilitate & increase note-taker involvement through ASUS
  - **Thought-Exchange:** Ongoing! Looking forward to sharing in January 2023

**Looking ahead**

- “Arts vs. Science Cup – Charity Basketball Game”. Objective: an opportunity to foster a strong community relationship in the ArtSci community through friendly competition and to raise funds for the Canadian Cancer Society
  - Tentative Save the Date: Saturday February 11th at 7PM in the main ARC gym
  - We are looking for participation & engagement from faculty! Please reach out if you are interested in participating in the halftime show and representing your department/discipline!

5. **Reports**

  a) Dean’s Report: (B.Crow)

Welcome to the monthly Faculty Board meeting. The following report includes the most recent news and kudos since our last Faculty Board meeting in November. We’re looking forward to seeing you at the FAS End of Term celebration on Thursday, December 8 from 3:30-5:00 pm at the University Club.

**Arts and Science News and Kudos**

- The Honourable Murray Sinclair was named Queen’s University’s 15th Chancellor in April 2021 but, due to the pandemic, an official installation event was postponed until Nov. 15, when Chancellor Sinclair was formally installed in a special hybrid ceremony broadcasted online from campus’ Isabel Bader Centre for the Performing Arts. Read the story: [Celebrating Chancellor Murray Sinclair’s installation](#)
- FAS researcher Dr. John Smol (Department of Biology) has joined elite company by recently earning the Rick Battarbee Lifetime Achievement Award from the International Paleolimnology Association (IPA). Read the story: [John Smol earns lifetime achievement honours](#)
- Professor Wendy Powley (School of Computing) has earned another honour for supporting gender diversity in computing. Computer Science Canada / Informatique Canada (CS-Can/Info-Can), a national professional organization for computer scientists recognized Powley with the Distinguished Services Award. Read the story: [A true champion for women honoured](#)
- Dr. Parvin Mousavi (School of Computing) is one of the researchers on the forefront of AI developments and is working to advance next generation medical interventions. Read the story: [Advancing medical interventions through artificial intelligence](#)
- The Black Studies Collective (Taylor Cenac, Katherine McKittrick, Daniel McNeil, Dalitso Ruwe, and Vanessa Thompson) hosted two events to mark the launch of the Black Studies program. Read the story: [An exciting new chapter for Black Studies at Queen’s](#)
- Melissa Balson (Arts’00, PME’20), undergraduate program assistant in the Department of Physics, Engineering Physics and Astronomy, and Haley Everson, associate director, Student Services were among the two FAS staff members out of the
four Queen’s recipients of the Michael Condra Outstanding Student Service Award. Read the story: [Staff members recognized for outstanding commitment to student service](#)
- Two FAS students were named Regional Winners and three FAS students earned Highly Commended honours at this year’s Global Undergraduate Awards. Read the story: [Five FAS students recognized globally for undergraduate work](#)
- Dr. Stephanie Zhou, Artsci’14, Lisa Taylor, Artsci’96, Deryn Rizzi, Artsci’97, Ed’98, and Dr. Roopan Gill, Artsci’07 were among six Queen’s alumnae and one Queen’s student named to the named to the 2022 list of Canada’s Most Powerful Women. Read the story: [Six alumnae, one student named to Canada’s 100 most powerful women list](#)
- David Levac, Ed’77 and Joan VanDuzer, Arts’61 have been named to the Order of Ontario. Levac, the former speaker of the Ontario legislature, and VanDuzer, the creator of an Indigenous charitable foundation focused on reconciliation, were among the 24 new appointments to the Order of Ontario, the province’s highest honour. Read the story: [Two alumni named to Order of Ontario](#)
- The Queen’s University Industrial Relations Centre (IRC) celebrated 85 years of success. Read the story: [A salute to the past, and optimism for the future](#)
- The School of Urban and Regional Planning (SURP), founded in 1970 by Stanley Lash as an independent interdisciplinary school within the School of Graduate Studies, celebrated its 50th anniversary. More than 60 students, faculty, and alumni gathered to celebrate the milestone event and participate in a series of panel discussions. Read the story: [Celebrating 50 years of success](#)

b) Associate Dean (Teaching and Learning) Report (J. Fraser)

1) CPR processes ongoing for many programs. We will have a large number of external reviewer visits this winter. During Covid, Queen’s was given special permission to delay CPRs. This means that we are currently doing both the delayed CPRs as well as current ones.

2) ASUS leadership ran a superb event at the Agnes. Thanks to all the DSC leaders and UG chairs for partaking. I would ask Heads and U/G chairs to consider the following request: change the terms of reference to add an undergrad representative to your undergraduate curriculum committee. Please let me know if you want to talk to departments that have already done this. They report it is being extremely positive.

3) The issue of recording in-person sessions keeps coming up from students. It is extremely valuable for students in case of illness, but also as a way of reviewing content at their own pace, or if they get overwhelmed during lecture. (It is interesting to consider if the strong growth in ASO registrations from on-campus students could be in part due to students wanting this sort of flexibility.) Also, FAS students see that courses in other faculties regularly provide recordings. I see the key principle here is that it is up to the instructor to decide if they record. I would recommend careful consideration of the pedagogical impact of this practice. Learning is best done in community. Students have an essential role to play in our learning spaces (even something as simple as the responsibility to put up their hand and say, “I don’t understand that last point, can you just go over that?”). As you are planning the final details of your Winter course, you might want to address this issue directly in your syllabus, whether you record or not. Being explicit and intentional will save time later. Livestreaming is more complicated. Capabilities were actually turned off in some of our learning spaces. There are issues regarding privacy, but also due to a server switch, some capabilities have been lost. If you are interested in livestreaming your winter course, please let me know.

4) Again, we crowdsourced “Best practices” with the UG chairs and program assistants. The question was how to keep communication lines open. Ideas generated are attached to this report.
5) Ventus introduction training: Jan 5, 10 and 12. Please register.
https://www.queensu.ca/ventus-support/help-and-feedback/upcoming-webinars

6) Protocol for deferred exams. It is up to the instructor when students should be writing deferred exams. If you want exams office support in administering them, use the deferred exam period mid-January. Please ask your U/G chairs if this is not clear. The FEAS courses deferral period is during Feb break. This is tricky for engineering science programs which runs courses that have both FAS and FEAS course codes. Recent Info that I received from the exams office: “FEAS will provide [exam office] with a list of the Engineering students taking these combined courses so that [the exam office] can schedule them at the same time as the ASC students during the January deferral period.”

7) This is my last FB serving as acting Associate Dean (Teaching and Learning). It has been a privilege to serve in this role. Highlights: i) discussing T&L with ASUS leadership i) ASCX400: Standing Whale and getting to know the mentors and students from across the disciplines. iii) working and learning from Wanda Beyer and her team at ASO.

Best practices used in FAS: how to share with faculty and students the info they need
Crowdsourced from U/G chairs and assistants (Nov 21-22, 2022)

Strategies to reach students
- Announcements in OnQ courses (individual course sites): one place students must go
- Info nights
- Instructors mentioning events in class
- Social media channels: Facebook, Instagram, DSC channels, Twitter
- For students, visit 1st year classes as UG Chair and bring 4th year students in
- Peer advising team at the beginning of term (2 minutes as the beginning and end of term) and UG chair at the end of term
- Program page in OnQ
- Short presentation to 1st year courses. 2nd year presentations on key departmental info
- Info added to syllabus template
- 1st year orientation
- Handbook for program
- Emails (use student listservs by program and year)
- Newsletters with key deadlines
- Meet monthly with DSC executives and ask them to use their social media channels (some concern though about social media fatigue)
- Departmental social events
- Invite DSC presidents to attend department meetings. Invite DSC to have a representative on undergraduate curriculum committee.
- Info sent bi-weekly with highlights (add information about questions frequently being asked)

Challenges reaching students
- Problem of students getting overwhelmed with too much info
  - limitations of newsletters (labour intensive and students don’t read them)
  - website not consulted by students
  - IDEA - would love a shared outlook calendar with sessional dates populated [JF: there is a shared google calendar with sessional dates created by Meghan Norris]

Strategies to reach instructors
- OnQ page for instructors (forms, policies etc.)
- UG Chair report at departmental meetings with information sent earlier and minutes for whoever missed the meeting
- UG Committee meeting (can target specific topics like Accommodations for Disabilities)
- Email
- Clusters of expertise (UG Chair sends to 2-3 people (clusters) who inform individualized faculty)

**Challenges for instructors**
- Need more information to facilitate switch-over between undergrad chairs
- Communication flow back to FAS – unclear who to talk to! [JF: if in doubt, just email me or AD(Acad) Jenn Stephenson]

**c) Associate Dean (Academic) Report (J. Stephenson)**

- Curriculum Diversity Strategic Planning Group – first meeting in January; work will run through May; goal is to produce draft strategic plan for circulation in the Fall. Group membership includes student reps, faculty, plus members from HREO and CTL. Group is co-chaired by Elliot Chapple and Jenn Stephenson
- End of year statistics. Shared some overall numbers for 2021-2022 pertaining to Academic Consideration, Academic Integrity, Curriculum submissions and LOP/ILOP processed

**d) Associate Dean (Research) Report (S. Von Hlatky)**

- **Only 10 spots left for the grant writing retreat on December 20, 2022!**
  - The Faculty Office is hosting a grant writing retreat for researchers in the Faculty of Arts and Science who intend on applying to external grants in the new year. Research project advisors will be there to support researchers and to provide tips on different components of grant applications.
  - For more information or to RSVP, contact: artsci.vonhlatky@queensu.ca
- **Strengthening FAS research prominence**
  - It’s been an exceptional year for FAS researchers. Researchers from across the Faculty have secured $5.3 million in new funding through the Natural Sciences and Engineering Research Council (NSERC) Discovery Grants program, while those in the humanities and social sciences received $2.4 million through the Social Sciences and Humanities Research Council (SSHRC) Insight and Insight Development Grant programs. This year’s research successes showcase the involvement of students in research, the importance of community-based and international partnerships, as well as the power of research to address local and global challenges.
  - For more research highlights, see pp. 12-14 in the Faculty of Arts and Science Annual Review 2022

**e) Associate Dean (Graduate) Report (W. Mabee)**

- The AD Grad portfolio continues to focus on 3 challenges: graduate enrolment, graduate funding, and times to completion.
- On the issue of graduate enrolment, we have seen a substantive drop in grad enrolment in 2022-23 compared to previous years, and we have reported those figures to FB in a previous meeting. At our meeting next week, the Graduate Council will be discussing best ways to pool funding for recruitment with the goal of increasing the applicant pool in the upcoming year. We remind FB that we are particularly looking to improve domestic PhD and Masters enrolments.
- Additional work is being carried out on graduate funding and times to completion, and a graduate summit to discuss these issues is being planned for early in 2023.
- We’d like to remind Faculty Board that there are limited funds remaining in the International Mobility Fund (for graduate and undergraduate students, https://www.queensu.ca/artsci/international-mobility-fund) and in the International
6. Curriculum Committee Omnibus Report Part II – Appendix A – for approval

J. Stephenson moved “that the Omnibus Report Part II be approved.”
Seconded: L Winn Carried

7. Programs in the Department of Classics be renamed to program in Classics and Archaeology so that the following programs be renamed – for approval

Moved: F. Colivivvhi
Seconded: S. MacKenzie Carried

   a) Classics – Master of Arts, to be changed to:
      Classics and Archaeology – Master of Arts
   b) Classical Studies – Major (Arts) – Bachelor of Arts (Honours), to be changed to:
      Classics and Archaeology – Major (Arts) – Bachelor of Arts (Honours)
   c) Classical Studies – Joint Honours (Arts) – Bachelor of Arts (Honours), to be changed to:
      Classics and Archaeology – Joint Honours (Arts) – Bachelor of Arts (Honours)
   d) Classical Studies – Minor (Arts), to be changed to:
      Classics and Archaeology – Minor (Arts)
   e) Classical Studies – General (Arts) – Bachelor of Arts, to be changed to:
      Classics and Archaeology – General (Arts) – Bachelor of Arts
   f) Classics – Specialization (Arts) – Bachelor of Arts (Honours), to be changed to:
      Classics and Archaeology – Specialization (Arts) – Bachelor of Arts (Honours)

D. Lehoux will move ‘that the Programs in the Department of Classics be renamed to program in Classics and Archaeology.

8. Report of the Nominating Committee – Appendix B – for approval

P. Fachinger moved “that the Faculty of Arts and Science Committee Membership attached be approved.”
Seconded: S. Straker Carried

9. Alternative and Impacts Report: Towards an Enriched Experience in Visual Arts at Queen’s - Appendix C

J. Stephenson discussed the information in Appendix C.

Discussion Points:

Members:

- Trying to understand the justification for the temporary suspension
- Why have there been no improvements since last CPR while the program was being administered by the FAS office?
- Why was this process only launched in September 2022?
- Can this goal be achieved another way?
- Previous CPR did not recommend a temporary suspension. Are we risking the undermining of that CPR’s recommendations?
• The central problem seems to be the problem of governance, which could be resolved by redepartmentalizing the BFA into the Department of Art History and Art Conservation and providing a proper administrative structure.
• Concerned about how this will affect the student experience, and the potential deterioration of the quality of the program. Mentorship, research and technical skills relevant to the students’ work is essential.
• Has the FAS committed resources to this program? This is very important.
• It is felt that many of the responses from leadership of FAS are inadequate, confusing, and misleading.

Leadership responses to Members’ questions:

• FAS does support the program and is aware of the impact.
• The recommendation was made after looking at challenges and timelines
• Program needs major restructuring, cannot do that at the same time as a CPR
• Some of the previous CPR’s recommendations have been done: some foundational work on curriculum, etc. The suspension provides us with an opportunity to do this properly
• Collecting information for CPR begins now, explains the timeline.
• Plans suggested are audacious but not realistic at this time due to the timeline.
• Bringing in a new plan/program is complex and takes 12-24 months. Not a large enough faculty component to take it on while doing the CPR
• Those enrolled are guaranteed completion, with same high quality.

10. Question Period

A. Arauz commented that COVID made changes to the program to meet the needs and they were successful. The members of the BFA program are keen to work on these new plans. There has been no clear leadership to work on these plans. Updates were requested without follow-up.

5:00  J. Morelli moved to extend meeting to 5:30
Seconded: S. King  Carried

Question Period continued:

S. King: The report does not reflect the consultations accurately. There is an inequality in the report between those who do not wish the suspension and those who are proposing it. Curriculum is adjusted all the time without a need for temporary suspension. There is an opportunity here to pursue re-departmentalization.

J. Stephenson: The process is still undergoing documentation and information gathering. INPUT has been thorough, but not all information will be fed back to Faculty Board.

L. Russo: Some factors have been retained for reasons of confidentiality, yet student reactions have been deemed “emotional”.

J. Stephenson: Faculty/Personnel relations are confidential. Other things are out of the scope of the Faculty Board.

N. Vorano: What about other proposals and the plan for governance?

J. Stephenson: The plans for governance are under consideration.

N. Vorano: Is remaining de-departmentalized one of the options?
J. Stephenson: There will be more information forthcoming when report is made.

J. Morelli: We have talked about plans and how to staff the CPR review. However there has been nothing related to what happens if there is no temporary suspension. The planning as discussed by leadership seems to assume that it will be suspended since the BFA doesn’t have sufficient resources even to do the CPR. There needs to be a commitment to resource. The question of who has services obligations (ie: FTE versus Adjuncts) is a sleight of hand. This program has been under supported for years.

J. Rose: We should not be retrospective in this discussion.

J. Morelli: We need to decide on the governance structure and resources. We should be clear and transparent.

J. Stephenson: What is the goal? We are looking to create a vibrant visual art program. No decision has been made. We have a strong commitment to the program. It is a priority. We need to determine what form that will take.

W. Mabee: There have been commitments to resources made an a plan to move forward. It is just a question of when?

J. Stephenson: There is no timeline specified in the Senate documents. What is required is a thorough information gathering process. However, with the continued stress of uncertainty we must consider a timeline for prospective students who are already applying.

P. Messier: Will we have another opportunity for consultation in the New Year?

J. Stephenson: All ideas and thoughts are still welcomed by emails, conversations with leadership individuals but we can’t speak as to what will happen in the New Year.

J. Fraser: The CPR process has already started but there is a risk that it may not be constructive. A negative result would be very unfortunate. We need to determine the feasibility of the plan.

C. Tordoff: From a student perspective, we are told to research, question, explore. We don’t know the scope here; we don’t know the possible options.

J. Stephenson: That is exactly what this process is doing. We need to learn as much as possible and the answer is not yet known. We are in a state of unknowing.

Meeting adjourned at 5:30 p.m.

J. Mennell, Secretary
Faculty Board

J. Rose, Chair
Faculty Board