Meeting name: Faculty Board
Date: March 24, 2023 3:30pm
Location: Zoom

Note: Flags at half-mast in the honour of Professor Gunn. See Appendix 1.

Land Acknowledgement: Jonathan Rose

Adoption of the Agenda: Consent agenda

Approval of the Minutes:
Moved: Member Morelli; Seconded: Member Knobel

Faculty Board agendas and reports can all be found here:
https://www.queensu.ca/artsci/sites/faswww/files/FBAgendaandAttachments20230324_0.pdf

Agenda Item 1: Arts and Science Undergraduate Report by Yara Hussein

Overview of the discussion:
- Introducing new ASUS Executive and hiring council-welcome!
- DSCs have been running departmental formals, many successes
- April 1 and 2 is ArtSci formal
- Please send students interested in student government to ASUS, many opportunities
- ASUS over $33000 funding to student projects, and another $33000 for summer funding
- ASURF and Awards: Working to serve equity-based groups, more to come!
- Half of DSCs have been elected so far, questions about vacancies, please connect with ASUS
- Queen’s Equity Conference hosted recently
- Camps team is working on establishing summer programming for ASUS Summer Campus (space is still available!)
- Summer orientation planning is underway, bringing events back after Covid
- Student Voices week just ended-very successful with lots of engagement
- April 5, 2023 will be an ice cream give away to wrap up the school year in front of the ASUS House—send students their way! : )

Reports

Agenda Item 4.1: Dean’s Report (Member Crow)

Overview of the discussion:
- Please see report, and see Member Jessup for questions
**Agenda Item 4.2:** Associate Dean Teaching & Learning Report (Member Nelson)

Overview of the discussion:

- 3 Dean’s Teaching Awards being introduced—one for teaching excellence, one for teaching innovation, one for teaching fellows which can be in excellence or innovation
  - Intended to help support the development of a portfolio of teaching excellence, aligns with other key award dates on campus. Due May 1, 2023, and will be earlier in subsequent years

**Agenda Item 4.3:** Associate Dean Academic Report (Member Stephenson)

Overview of the discussion:

- Curriculum cycle is beginning to wrap up, one more meeting next week of Curriculum Committee. A rich a busy cycle—thanks to everyone.
- We are entering “yield” phase of admission. Vast majority of students now have offers though some continue to go out. Acceptance deadline is May 1 (International) and June 1 (Domestic). Lots of events happening in-person and online, in Canada and internationally

**Agenda Item 4.4:** Associate Dean Research Report (Member von Hlatky)

- Please see report, and see Member Jessup for questions

**Agenda Item 4.5:** Associate Dean Graduate Report (Member Fraser)

- Graduate student recruitment is on going. Remember that personal connection with potential students is important. Thank you to those departments running welcoming sessions. Please connect with Member Fraser if you’d like him to attend a session like this.
- Thank you to departments for visits and events to learn about departmental needs Drama and Music, Art History, Classics and Archeology, Psychology, Cultural Studies, Art Conservation, and Political Studies.
- Shout out to Chris Deluca and SGSPA for the 3-minute thesis event—8 of the 12 finalists were FAS—well done!
- Insufficient funding is a serious concern. There are many working on this important topic. Thank you for reflecting on this issue and working to find solutions
- There is a 1-day Graduate Summit at the University Club which will visit the landscape in our Graduate space. Specifically, Heads and Grad Chairs will be involved—check your email. May 1, 2023

*Question from Member McLean regarding graduate student tuitions. Member Fraser said that the provincial government has reiterated that tuition freeze will continue in 23/24*
Question from Member Mingo regarding efforts to lobby the provincial government. Member Fraser has connected with tri-council, and they are being lobbied by many parties. Federal budgets may provide some answers to whether tri-councils will increase, but a reminder that most students don’t receive tri-council funding.

**Agenda Item 5:** Curriculum Committee Omnibus Report Part IV (see details in Appendix A)

Motion to approve: Member Stephenson, Seconded: Member Mingo

No discussion

*Carried.*

**Agenda Item 6:** Certificate in Animation Theory and Practice— New Program Proposal (see details in Appendix B)

Overview of the discussion:

- Member MacKenzie moves the proposal, seconded by Member Morelli
- Animation Certificate in Theory and Practice builds on strengths in the Department of Film and Media over recent years. We will be the only U15 program in Canada to bring together theory and practice. The role of animation is not only of interest to humanities, but also fields such as data visualization. It is also a way to enhance the number of courses students can take in the creative arts, and others may also be interested.

*Carried.*

**Agenda Item 7:** Report of the Nominating Committee (see details in Appendix C; Member Fachinger)

Overview of the discussion:

- Other nominees for Chair? (none—currently only Peir Pufahl stands, see Appendix 2 of this document for statement)
- Other nominees for Secretary? (none—currently only Meghan Norris stands)
- Nomination for new Chair of Faculty Board
- Moved nominations: Fachinger, Seconded: Burfoot

*Question in the chat Member MacKenzie: If a member can’t be here, why would a statement be read on their behalf? Answer: Currently on academic leave in Australia and he cannot be here.

*Carried.*

**Agenda Item 8:** Notice of Motion - Concurrent Education Program/French Studies--see details in Faculty Board document, Appendix D

[https://www.queensu.ca/artsci/sites/faswww/files/FBAgendaandAttachments20230324_0.pdf](https://www.queensu.ca/artsci/sites/faswww/files/FBAgendaandAttachments20230324_0.pdf)

**Agenda Item 9:** Notice of Motion - Academic Regulations (see details in Faculty Board document, Appendix E, and slides from Member Stephenson in this document, Appendix 3)

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Questions surrounding clarification:
Member Burfoot asked about regulation 3.3.1.7 If the Associate Dean approves whether the student can take the course away from Queen’s, and then what is the role of the Department? Answer: The AD approves that a LOP can be granted to the student, but Departments would be consulted. If the Department determines the courses are not equivalent, then the student would need to complete their requirements at Queen’s, or other plans.

Member Burfoot asks about students wanting to take courses overseas. Answer: Now that campus is returning to normal, the intention is for LOPs to be restricted to students experiencing extenuating circumstances or who have exceptional learning opportunities. We will be working collaboratively with departments.

Will come in April for debate and vote.

**Agenda Item 10:** ASUS Leadership Panel

- Rich history of ASUS and student-led initiatives including QUIP and Personal Interest Credits
- 3 main issues: diversifying the curriculum, grants and funding, DSC engagement
- Diversifying the curriculum: Some departments integrating diverse readings, creating new courses. Ethics of misuse of science, such as genetics, was also being discussed. Relevant for both Arts and Science students. Establishing consent-based guidelines would help to create safer learning spaces. Students would like more positionality statements from professors. Students would like more content warnings before discussing content in classrooms. Image-based disciplines request need for sensitivity warnings. 1-EDIA rubrics are a success. Future visions for intentional and anti-racist curriculum—accessible learning spaces, syllabi being available, positionality statements, considering diverse assessments→shift from tests to other forms of assessments. Students want to see instructors demonstrating commitment to diversity within courses.
- Research grants and funding: ASUS provides financial assistance, and projects providing over $100,000 to students. Grants for student initiatives, DSCs, financial needs, equity grants. ASURF is a collaboration with FAS. Funded by optional student fee which is matched dollar:dollar by the faculty. Each year, $60,000 in ASURF funding, two rounds of applications. There is growing demand for funding. Two areas hoped for improvement: need for funding, encouraging more research from social sciences and humanities. Only 4/21 applicants for ASURF in the fall were from the social sciences and humanities.
- DSC Engagement: 26 DSCs and 3 Program Student Councils. Two-fold functions: community, advocacy. Last 3 years have been challenging, but some success stories! For example, the “Coll-joke-ium”. Good news is that many DSCs are connected with Departments, but there are opportunities for them to be more connected (e.g., sitting on committees with Faculty).

Q&A

Member Nelson thanks ASUS, and asks what an accessible learning space might look like. Answer Member Hussein: More circular environments with group spaces, these are more accessible for thought sharing. Focusing in hierarchies and power imbalances, and recognizing these positionalties that are the room. Establishing community guidelines within classes. Diversifying the curriculum is also important.
Member Morelli also thanks ASUS, and asks whether there are some units that consistent have low engagement, and if so, why. Answer Member Farrell: There is a correlation between DSCs and Departments that have strong relationships—if DSC was on committees, they tended to have events, and incorporate student voices.

Member Morelli asks whether there is a document for onboarding to help DSC. Answer Member Farrell: There is a transition process, and also institutional memory within ASUS. Much of this was lost over Covid. Hoping to rebuild.

Member McLean commented that even with transition manuals, institutional memory is lost. DSC has an “up and out” policy where students cannot serve a second term. This means that as soon as someone learns the role, they have to move on which means knowledge is lost. Are there other ways to preserve institutional memory? Answer Member Farrell: This is one reason for this panel—to give students a voice at Faculty Board. We hope to shift the broader culture of boards like this. Also need informal opportunities for engagement. In terms of institutional memory, this is a good point about “up and out” policies. They are there to facilitate students having opportunities to hold these roles. Perhaps “position manuals” more broadly about positions may help. Answer Member Hussein: In addition to the limited time, want everyone to be at similar learning levels when we begin, and to remember that we are all equal at Faculty Board. Want to ensure that students can contribute freely. Looking to establish Faculty Board training for incoming DSCs so they are empowered.

Member Fraser also thanks ASUS, and notes many prospective students and parents are excited about QUIP and PICs. Queries whether workloads on some committees, such as EDI committees, may be a barrier. on EDI committees. It could be that there is a lot of workload, and engagement is essential.

Member MacKenize suggests having a FAS wide DSC president + Dept Head/UG Chair get together, especially as students move through different departments and programs way more than faculty do.

Member Nelson notes that Quality Council asks us to do extensive consultation with students, and students are expected to be involved.

Member Kuhlmeier notes that formal DSC representation may be low on some committees such as EDI because, at least in Psychology, calls for student representatives go out beyond DSC to include all students within a unit to promote access. It could be that students are engaged but they may not be officially DSC.

**Other Business:**

Member MacGregor: President of Queen’s Relay for Life, introducing Queen’s Relay for Life. Fun, friendship, and fundraising. All funds go to Canadian Cancer Society. Event is in-person March 31, 2023. Set a goal of $100 000. Please support Queen’s Relay for Life—faculty and staff might choose to form a team, it is open to all students, faculty, staff, and community members. Student leaders can consider starting teams within departments also. Individuals can also fundraise on their own. “Together we are unstoppable!” Link for more information: [www.relayforlife.ca/queensu](http://www.relayforlife.ca/queensu)

Member Knobel: There was some confusion about April 10th (Monday after Easter weekend) is the last day of classes, and it is scheduled as Monday classes, not Friday. We will have 13 Monday sessions and 11 Friday sessions. Wanted to share as this was not widely shared.
Appendix 1

Campus flags will be lowered on Friday 24th March 2023, for Professor Emeritus J.A.W. ("Jock") Gunn (Political Studies), a world-renowned scholar in 17th and 18th-century political thought, who died on the 7th March, in Kingston. Jock taught at Queen’s for 41 years; was head of the Department of Political Studies, and was appointed the Sir Edward Peacock Professor of Political Studies by the Board of Trustees.

As a professor, Jock challenged his students to read deeply, think critically, and write clearly and sensibly. His classes were designed to spark intellectual curiosity and to help his students utilize existing - or develop new - skills in comprehension, inquiry, and analysis. Many of his students, both undergraduate and graduate, kept in touch with him decades after they graduated. Some of his best students went on to become writers, journalists, diplomats, lawyers, policymakers, and teachers; Jock followed each of their career paths with interest. He had a deep impact on the lives of countless students. He was highly regarded by many at Queen’s, and friends and colleagues are sad to hear of his passing.

A memorial reception for Jock will take place on Saturday 25th March 2023, from 1 to 4 pm at James Reid Funeral Home, 1900 John Counter Blvd., Kingston.

Please see the link here for further detail, and for an obituary.
Appendix 2

My name is Peir Pufahl and I know most of you don’t know me. Although I am a relatively new faculty member, joining the Department of Geological Sciences and Geological Engineering in 2019, I have a long affiliation with Queen’s. Prior to joining ‘Geology’, I was a postdocotoral fellow in the department from 2001 to 2005 and then a Professor at Acadia University for 14 years. During my time at Acadia, I maintained strong ties with the department and Queen’s as an Adjunct Professor. At Acadia I served on the equivalent of the RTP committee and numerous task forces spear-headed by the VP Academic and VP Advancement. Since coming to Queen’s, I have been appointed as a Co-director of the Queen’s Facility for Isotope Research and am a member of ‘Geology’s’ Governance Committee. I have also served as a Co-Chair for NSERC Evaluation Group 1506 – Geosciences – during my three-year term on the committee. I have a strong desire for service and a reputation for being fair, impartial, and honest. I hope that I can serve the Faculty Board with these core values.

Respectfully,

Peir Pufahl
Appendix 3
Objectives of the Ongoing Review

To review all academic, admission, and appeal regulations from the perspectives of:

- Ensuring the continued integrity of the Queen’s degree;
- Decision-making based on achievement of student learning outcomes;
- Value to the student experience;
- Accessibility, Equity, Diversity, Inclusion and Indigenization;
- Appropriateness to the current environment and consistency with best practices at U15 institutions.
Consultation

- ASUS Executive
- ASUS Assembly
- Undergraduate Chairs and Assistants
- Faculty Leadership (Arts and Science)
- Student Services Leadership Team
- Academic Advisors, Faculty of Arts and Science
- Office of the Ombudsperson
- Commerce, Faculty of Engineering & Applied Science
Academic Regulation 7 Assessment of Performance

Academic Regulation 7.2.3 Restrictions on Assessment and 7.2.4 Exceptions to the Restrictions on Assessment

Goal: To clarify a confusing and ambiguous regulation. To maintain that “exams” belong in the exam period and that student should not be tasked with “major” testing-type assessments of term work immediately prior to the exam period.

New proposed:
• assert clearly that all assessments are prohibited in the designated study period
• define “de facto” exams
• assert that de facto exams are prohibited in the last two weeks of a twelve-week term (and the last week of a six-week term)
• streamline 7.2.4 by removing examples
Academic Regulation 10 System of Grading and Transcript Notations

Academic Regulation 10.3.4 Incomplete (IN)

Goal: To clarify situation where a student seeking IN has earned a passing grade in the course.

New proposed:
• add “current” to define grade earned prior to outstanding work submitted.
• specify that this grade will be posted in the interim instead of IN
Academic Regulation 13 Academic Standing

Academic Regulation 13.8 Not Eligible to Proceed to an Honours Degree

Goal: Removing a barrier for students (“turning a wall into a speed bump”)

Current: In May, as part of annual Progression process, a student who reaches 132.0 units + GPA < 1.9 receives a NEPH ruling on their transcript. They are no longer eligible for an Honours degree. Only permitted to take courses necessary for General degree. This ruling is not appealable.

New proposed: A student who reaches 132.0 units + GPA < 1.9 will be notified that their plan has been changed to General degree. No ruling on the transcript. The student can take any courses for which they are eligible. The student can seek permission of the Department for other courses as needed. During plan selection each May, student can request change of plan back into Honours degree. Approval for this change is at the discretion of the Department.
Proposed Changes to Appeal and Academic Regulations

Academic Regulation 17 Misconduct in an Academic or Non-Academic Setting

Goal: Compliance and alignment with University policies

Context: As part of SARD review (new policy SAAP), Faculties and Schools no longer have jurisdiction over these matters now that there is a Non-Academic Misconduct process (Conduct Office, Student Affairs.) The Office of the Ombudsperson requires that we remove this regulation.

New proposed: To remove Academic Regulation 17.
Petitions and Appeals Regulation 3.3.1.7 To Request to Complete Any Part of the Third or Fourth Year of an Honours Degree Program at another University (Fall/Winter Session)

Goal: To balance student needs for flexibility with upholding academic value of Queen’s degree

Context:
• Students are able to take up to 6.0 units per year (Fall/Winter) (no permission needed)
• Students are able to take up to 18.0 units per year (Summer) (no permission needed)
• Students participating in Queen’s study abroad programs are ‘administratively’ granted permission to exceed these limits.
Petitions and Appeals Regulation 3.3.1.7 To Request to Complete Any Part of the Third or Fourth Year of an Honours Degree Program at another University (Fall/Winter Session)

Current:
• Requires permission of the “Department of the concentration” and the Associate Dean (Academic)

Problems to be solved: Simultaneous permission from both dept and AD(A) is confusing as workflow + current regulation lacks criteria for decision-making

New proposed:
• Add criteria for decision-maker: 1) extenuating circumstances; 2) exceptional academic opportunity
• Streamline the process by eliminating permission of the Department. Once the student is granted permission, then the Department will receive the courses for assessment.
Other revisions

• Removing wording that constitutes “instructions” or “examples” rather than “regulations”

• Academic Regulation 14 alignment with changes to Petitions and Appeals Regulation 3.3.1.7

• Re-ordering and editing for greater clarity
  – (e.g. Academic Regulation 17 removed --> renumber subsequent regs; Bader College regulations refer to Academic Reg 17)