Report for Faculty Board – 2022 Nov 18
James Fraser, Acting Associate Dean (Teaching & Learning)

1) CPR processes are in full swing for many departments. External reviewer site visits are back to being in-person.

2) The Framework for the Principal’s Vision for Student Learning for Impact is being developed (committee chaired by Klodiana Kolomitro). The new framework will be the basis of the next call for Principal’s Impact Courses. https://www.queensu.ca/principal/funding/principals-impact-courses

3) As we explore new ways to support teaching and learning, the ASO leadership team met with undergraduate chairs in two sessions asking them to “Shape the support you need”. Thanks for the lively discussions! The team is crunching all the input.

4) A real privilege of this position is interacting with ASUS leadership and hearing about the concerns of students. We had really great discussions in meetings with all the ASUS DSC presidents and the ASUS assembly. It is difficult to sum up all the issues that were raised, but one that came up repeatedly was the challenge for students to access course content, whether due to disability, extenuating circumstances, or just information overload during lecture. Having access to content ahead of lecture was viewed by students as being very positive: it helps them get more out of lecture. Instructors might want to consider this as they design their winter courses.

5) ‘WHALE’ DAY - Calling all Standing Whale enthusiasts!

As many of you are aware, Queen’s has been collaborating with world-renowned Canadian photographer Edward Burtynsky with his latest work of public art installation Standing Whale (Gazette article is here). The inspiration for the project comes from the 2014 incident when a pod of North Atlantic blue whales was trapped by the heavy ice flow off the coast of Newfoundland (which subsequently led to their Demise). As a result, Edward Burtynsky is looking to build a true-to-size whale skeleton that will stand on its jaws – more than 20 m high - and visually embody the enormity of the impact that humankind is having on our environment. Loosely speaking, the Faculty of Arts & Science looking at ‘what does it stand for’ and Engineering and Applied Science looking at ‘how to make it stand’.

To celebrate the many initiatives that have been undertaken to date, FAS and FEAS will be jointly hosting a ‘Whale Day’ on the 8th of December 2022. Part of this day includes time for interested faculty members to discuss issues surrounding how we move toward a sustainable future, showcase current projects and provide an opportunity for networking and discussion.

If you would like to have a project showcased at the event (either academics and/or students), the deadline to apply is November 30th (applications to asc.el@queensu.ca). Should you have a project in mind that you would like to discuss or would just like to learn more about the event itself, please contact our EL Event Coordinator, Jake Vanker.

6) EXPERIENCE VENTURES - Funding Still Available!

Do you have a course currently running or that will be running in the Winter? If so, you may be eligible to apply for funding of a work-related activity! To take part, all you need is an organization that could provide a ‘challenge’ for students to work on within one of your courses.
Departments receive $700 per student that takes part; funding would be applied towards salaries of those taking part in the design and/or delivery of the initiative. Resources provided by organizations (such as labour, site premises etc) would be counted as in-kind contributions. Students receive between $325 and $825 (varies per event). Funds must be used by the beginning of March 2023

Want to know more? Learn more about the experiences that took place last year on the Arts and Science Experience Ventures webpage. Alternatively, contact either Christina Dinsmore or Jake Vanker for more information.

7) EXPERIENTIAL LEARNING ACTIVITY FUND - Call for Experiential Learning Activity Fund applications

Round 1 of our EL Activity Fund applications is open! Successful applications will receive up to $500 for the development or delivery of curricular-based experiential opportunities that:

- Provide opportunities and/or reduce barriers for embedding EL activities to in the curriculum
- Provide opportunities for students to share their EL course activity reflections

Application link is here: https://forms.office.com/r/8BWJemGKRe. Round 1 application deadline is November 30, 2022. Successful applicants will be notified shortly thereafter.

8) Nominations can be submitted for the 2023 Chancellor A. Charles Baillie Teaching Award, the university’s most prestigious teaching award (last year won by Sociology’s Fiona Kay). The nomination form requires a considerable investment in time (by both nominator and nominee), so if you have a colleague deserving of nomination, please discuss it with them well before the deadline (Feb 27, 2023).
Attaching: from Associate Dean Fraser’s Report

Sharing Best Practices - Question: “What forms of final assessments do you use?”
Responses from U/G chairs and assistants – Oct 2022.

Alternative formats to traditional 3 hr exam (some include peer evaluation)
- Record demo video that is peer-reviewed
- Podcasts, audio creations, blogs
- Creative project (posters, infographic that stems from paper, oral presentations)
- Presentations that are peer evaluated
- Individual interviews if time/resources allow
- Create a “newspaper article” on one topic. Challenges: content coverage and time to grade.
- Capstone project
- Community collaborative projects with community partners that provide recommendations and presentations to community stakeholders
- Choose your own adventure-all assignments are optional, students need to do “X” points worth
- Experiential learning – students identify their own deliverables (with some guidance) and are marked with a developed problem-solving rubric. Works in smaller courses and feedback shows students like ownership of exploring their own interests
- The learning outcomes of many courses not consistent with a final exam: final research paper, written papers, creative book project (write a section of a book), art project, performing arts (including performances to peers).

Final exam but with smaller weight
- Dividing assignments throughout course with more balanced marking schemes
- Less final exams – more final assignments
- Smaller quizzes/tests throughout the term rather than one large one at the end
- Balance the student workload throughout the term and make the percentage of the final project less (20-25%)

Much discussion about take-home exams
- Open book, time limited in OnQ – application exam
- Take home exams (2 weeks) on whole term material
- Design exam for 3 hours but give 48-hour window (possible challenges with overlap with other exams)
- Courses that emphasize knowledge may benefit from in-person exams and courses that require application of knowledge may benefit from a take-home format
- Take-home broad essay questions (OnQ/turnitin protects against plagiarism)
- Schedule self-administered exam during exam period to ensure students have a dedicated three-hour block to complete take-home exam
- Need to manage student’s work expectations – word limits, suggested time limits
Considering the range of practices on take-home exams, it might be useful for us to formulate best practices.

Include a celebratory/learning component
- Poster session
- Mini-conference
• Create a virtual exhibition
• Pick a topic and do a “museum of that topic” with all contributions showcased throughout dept.

One challenge that came up: scheduling. Some exceptions to restrictions on assessments during the Senate designated pre-exam study period can be made by request to the Associate Dean (Academic) [Regulation 7.2.4].
**Report from the Associate Dean (research), Stéfanie von Hlatky**

**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 the SSHRC Insight Development Grant or Connection Grant (please see VPR website for internal deadlines):

Insight Development Grant:  
[https://www.queensu.ca/vpr/funding/external/sshrc/insight-development](https://www.queensu.ca/vpr/funding/external/sshrc/insight-development)

Connection Grant:  
[https://www.queensu.ca/vpr/funding/external/sshrc/connection-grants](https://www.queensu.ca/vpr/funding/external/sshrc/connection-grants)

For the Connection Grant program, the Faculty Office can support applications with matching funding through our Conference Fund: [https://www.queensu.ca/artsci/deans-initiatives-awards/science-conference-fund](https://www.queensu.ca/artsci/deans-initiatives-awards/science-conference-fund)

The retreat, which will be held on December 20, is focused on supporting pre-tenure faculty, but is open to all. We will have research project advisors present from the Office of the Vice-Principal Research for one-on-one consultations with applicants. For more information or to RSVP, contact: artsci.vonhlatky@queensu.ca

**Tier 2 Canada Research Chair in the Responsible Use of Artificial Intelligence**
We are delighted to announce that we have posted a special call for a Tier 2 Canada Research Chair in the Responsible Use of Artificial Intelligence, in partnership with the Faculty of Law and the Smith School of Business. The posting is available on the Queen’s public accountability page: [Special Call: Tier 2 Canada Research Chair in Responsible Use of Artificial Intelligence (PDF 155 KB)](https://www.queensu.ca/artsci/deans-initiatives-awards/science-conference-fund) as well as through the Faculty of Arts and Science: [https://www.queensu.ca/artsci/about/work-for-us](https://www.queensu.ca/artsci/about/work-for-us)

As we are recruiting externally for this CRC, please share this opportunity with your networks.