



Minutes

MEETING OF THE SENATE

A meeting of the Senate was held on Thursday, January 28, 2010 in Robert Sutherland Hall, Room 202 at 3:30 p.m.

Present: Principal Woolf in the Chair. **Senators:** Archibald, Bae, Bakar, Bevan, Blennerhassett, Boag, Brien, Ceci, Chaudhry, Colgan, Colwell, Cordy, Culham, De Souza, Deakin, Dimitrov, Eubank, Fulford, Goodspeed, LaFleche, Laker, Lin, MacLean, McCormack, Medves, Murphy, Oosthuizen, Reid, Roberge, Rouget, Ryan, Santeramo, Scott, Stairs, Stevens, Stewart, Welsh, Wiener, Wiens, C. Russell (Associate).

Also Present: S. Anderson, J-A. Brady, M. Campbell, C. Davies, C. Davis, R. Denniston-Stewart, S. Gouinlock, B. Griffiths, D. Janiec, A. Lawrence, L. Leal Conrad, G. Lessard, S. Marlin, J. Pierce, V. Remenda, S. Rigden, H. Smith, B. Walker, P. Young,

Preliminary Proceedings: Principal Woolf presented the *T. Geoffrey Flynn Advancement Champion Award* to A. MacLean, Dean, Faculty of Arts and Science.

I OPENING SESSION

The Chair welcomed new Senators K. Eubank and E. De Souza.

1. Adoption of Agenda

Moved by Senator LaFleche, seconded by Senator MacLean, that the agenda be adopted as circulated with the provision that there will be a closed session under Section IX to consider an honorary degree.

Carried 10-01

2. Adoption of the Minutes of the Meeting of 26 November 2009 (Appendix A, page 1)

Moved by Senator Oosthuizen, seconded by Senator Welsh that the minutes of November 26, 2009 be adopted as circulated.

Carried 10-02

3. Business Arising from the Minutes

None

4. Chair's Report

Academic Planning Process

Principal Woolf noted that his recently released vision statement, "*Where Next? Toward a University Academic Plan*" is on the Principal's website, www.queensu.ca/principal. Faculties and departments are working on their plans. The Deans' deadline is April 15. A non-academic template will be ready shortly. The Principal will appoint a small group of academics to synthesize the documents into one draft academic plan over the summer. The University community and Senate will review the draft this fall before it is delivered to the Board of Trustees for its approval at the December 2010 meeting.

Good-news stories

Gaels win Vanier Cup: The Gaels are the best team in Canadian University football, having defeated the University of Calgary Dinos 33-31 in Quebec City on November 28. It is Queen's first Vanier Cup since 1992.

Queen's Centre: The facility opened December 1 2009 and includes student life, club space and athletics facilities. The new Common Ground student-run coffee shop is twice the size and the fully-functioning food court includes Teriyaki Experience, Booster Juice, Ignite Grill, Pizza Pizza and a full-service Tim Hortons. Nearly 10,000 people visited the Athletics and Recreation Centre (ARC) on the first day and more than 14,000 maps were distributed to visitors. The official opening took place January 15, 2010.

TVO's Best Lecturer finals: Eleanor MacDonald (Political Studies), Kip Pegley (School of Music) and Virginia Walker (Biology) are among the top 20 finalists in TVO's Best Lecturer Competition, an annual event that celebrates the most engaging and intellectually stimulating lecturers in Ontario. Ten finalists selected by TVO staff and an independent jury will be announced on Monday February 8, 2010.

Human Rights Award winners: The Queen's International Centre's English Conversation Group, which started in the mid 1980s, has won Queen's Human Rights Initiative Award, given annually in recognition of initiatives that advance equality and human rights on campus. The volunteer English speakers from Queen's and the Kingston community meet weekly with international students and their families to improve participant's grammar and pronunciation.

Students living at library: Two Queen's students are spending 168 consecutive hours in the Stauffer Library to raise funds for this year's Live-in for Literacy campaign. Katie McIntosh and Nitasha Sarin will live in a tent in the atrium for the week of January 23. Seven other universities across the country are running similar events. The goal is to raise \$20,000 to build a library in India and purchase 10,000 local-language books. In four years, Live-in For Literacy has raised \$70,000, building nine school libraries in Nepal, four in India, and a computer lab in Cambodia.

Queen's physicists receive \$9 million: Professors Mark Boulay and Mark Chen have received \$9,051,791 from the Ontario Research Fund—Research Infrastructure program to search for answers to the structure and evolution of our universe. Their research focuses on “dark matter,” particles that are thought to account for most of the matter in the universe. Their research will be conducted in their Queen's labs, and at SNOLAB – an underground science laboratory specializing in dark matter and neutrino physics that developed from the Sudbury Neutrino Observatory, a Queen's-led project that has made major scientific discoveries over the past decade in neutrino physics.

Queen's professor earns prestigious fellowship: Mechanical Engineering professor Ugo Piomelli has been named a fellow of the American Society of Mechanical Engineers (ASME). He was recognized for his active participation in the society and a high level of professional research and scholarship.

Chemistry and Economics in top 100 worldwide: Queen's Chemistry and economics departments are both rated in the top 100 in a prestigious academic world survey. The Academic Ranking of World Universities looks at more than 1,000 universities and uses six objective indicators, including the number of alumni and staff winning Nobel Prizes and Fields Medals and the number of articles published in prestigious journals.

5. Other Reports

- a) **Research Report** (Appendix B, page 11)
There were no questions or comments.

- b) **Board of Trustees Meeting, December 4-5, 2009** (Appendix C, page 14)
There were no questions or comments.
- c) **International Centre – Annual Report 2008**
There were no questions or comments.
- d) **Coordinator of Dispute Resolution Mechanisms – Annual Report 2008-2009** (Appendix D, page 16)
Coordinator of Dispute Resolution Mechanisms H. Smith thanked faculty and student senators who gave their time to serve as members of the University Student Appeal Board (USAB) over the past year. He invited faculty senators and their colleagues interested in acting as dispute resolution advisors to contact him. Essentially, advisors volunteer to assist students with academic issues such as appeals. In response to Senator Stevens who asked if a breakdown of the types of issues addressed in the report could be provided, Mr. Smith replied he would consider creating some additional categories for the upcoming year.
- e) **Exit Poll 2009 – Results** <http://www.queensu.ca/registrar/aboutus/reports/exitpoll.html>
University Registrar J.-A. Brady noted that this year's exit poll will be sent to graduating students in March. She noted a slight reduction in response rates last year. This year, the Office of the University Registrar will increase communication efforts and possibly incentives to encourage graduating students to complete the poll. She asked students at the meeting to spread the word amongst their classmates. The poll is used, and influences planning and decisions at the university. In a response to Senator Reid as to whether the report can be used on an ongoing basis for continuous improvement, J.-A. Brady replied that the deans receive the report. Faculties and departments have access to the underlying data specific to their areas. Ad-hoc comments that students make in the survey are also distributed to the deans. An ongoing response about students' low satisfaction about our physical and health education facilities was part of the rationale supporting the investment to construct the Queen's Centre.
In response to a question from Senator Bae, J.-A. Brady replied that School of Medicine students no longer participate in this survey. Their students complete another graduate survey, which contains more detail about the curriculum and also several questions that mirror those in the Exit Poll. There were concerns about cannibalization of the response rates if students were asked to complete both. Senator Stevens asked about low satisfaction rates for services for international students and wide fluctuations between satisfaction rates between 2002-2009. J.-A. Brady replied that specific questions about services should be posed to the Director of Queen's University International Centre. She noted, however, that the number of respondents was higher than the number of international and exchange students on campus, indicating other students make use of services supporting internationalization.
- f) **Report on the Annual Budget 2009-10**
http://www.queensu.ca/financialservices/reports/budget/ROAB_09-10.pdf
The Chair introduced new Vice-Principal (Finance and Administration) C. Davis, who attended Senate to speak to the report. There were no questions or concerns.

I QUESTION PERIOD (Appendix E, page 23)

1. **Written response from Principal Woolf to a question Submitted by Senator Christie for the November 26, 2009 Senate meeting.**
2. **Oral response from the Dean of the School of Graduate Studies to question submitted by Senator Stevens for the November 26, 2009 Senate meeting.**
How does the University propose to effectively manage a growing graduate student population and new graduate programs if staff positions are being reduced, eliminated, and/or changed from continuing to term appointments?

Senator Deakin replied that the issue staff support to programs is not specifically a graduate issue, but rather an issue an issue across the university. The question assumes that staff reductions are taking Queen's University at Kingston

place and appointments are being converted. She knew of no staff changes that have taken place related to graduate programs. In the planning of budget cycles, if reductions were to occur, the university would deal with it in the same way it would with any programs where resources are stretched. The Ontario Council on Graduate Studies (OCGS) requires cyclical seven-year reviews of all graduate programs. These require extensive reporting on staff and faculty support as part of the peer-review process. The School has not received any reports for programs under review indicating staff-support issues. New programs have to be clear on what staff support is required to undertake the program, or the OCGS would not approve them.

III REPORTS OF COMMITTEES

1. **Advisory Research** (Appendix F, page 25)
 - a) **Annual Report to Senate 2008 – 2009**
There were no questions or concerns.

2. **Nominating** (Appendix G, page 36)
 - a) **Elections**
Moved by Senator Oosthuizen, seconded by Senator MacLean, that the Senate approve the election to committees of persons as outlined on page 36.

3. **Residence** (Appendix H, page 37)
 - a) **Annual Report 2008 – 2009**
There were no questions or concerns.

Carried 10-03

Former SBRC Chair V. Remenda reminded senators of the fourth-annual Inquiry@Queen's undergraduate research conference at Stauffer Library March 4-5, 2010. She invited professors and graduate TAs to encourage their students to present. She also invited undergraduate senators to submit abstracts online at IATQ.ca. Abstracts are due Feb. 5.

IV REPORTS OF FACULTIES AND AFFILIATED COLLEGES

None Received

V MOTIONS

None Received

VI COMMUNICATIONS

None Received

VII MATTERS REFERRED TO STANDING COMMITTEES (Appendix I, page 39)

1. **Review of Queen's University Residences "Summary of Actions, Judicial Report & Statistics 2008-2009"** [Referred to the Senate Committee on Non-Academic Discipline (SONAD)]

2. **Faculty of Arts and Science Aboriginal Admissions Policy Changes** [Referred *for information only* to the Senate Committee on Academic Development (SCAD)]

VIII OTHER BUSINESS (Appendix J, page 45)

Queen's University at Kingston

1. **“Where next? Toward a University Academic Plan”, January 15, 2010, Daniel Woolf, Principal and Vice-Chancellor
Moved by Senator LaFleche, seconded by Senator Deakin, that the Principal’s vision document be considered in an informal session chaired by Senator Stairs.**

Carried 10-04

Senator Stairs noted that one hour was set aside for senators to discuss the Principal’s vision document, “Where Next? Toward a University Academic Plan” of January 15, 2010.

The Principal described the document as a beginning point to guide discussions over the next few months and not to predetermine their outcome. He noted it would be useful to have an early discussion of ideas by the Senate.

Senator Stairs invited observers and guests to join senators to number off into six groups to discuss the following topics for 25 minutes.

1. **Four Fundamental Principles (page 4 of the report). Groups 1 and 2**
2. **Ten Proposals for Consideration (page 7) Groups 3 and 4**
3. **Some Possible Institutional Priorities (page 16) Groups 5 and 6.**

A notetaker-reporter from each group delivered a brief report.

Group 1: Senator Wiener Four Fundamental Principles (page 4)

- Flexibility should be included in the innovation principle. Barriers often exist that prevent change from taking place.
- Whether the term “quality” should be noted separately from the first principle or threaded throughout the document as something implicit to Queen’s.
- More emphasis on some principles over others. For example, with internationalism, Queen’s does not have the reputation outside the province that some other educational institutions do.
- The possibility of adding a fifth principle. While the four principles are strong, group members said there should be more emphasis on people and suggested adding a principle dealing with groups that make up the Queen’s community – undergraduate and graduate students, staff, faculty and administration. This is especially important when dealing with changes that could lead to less-conventional ways of teaching, learning and research that could cause a loss of connections between the various groups that create community. It is more than just a balance between education and research. There is something unique to Queen’s that we should preserve going forward over the next five to 10 years.
- The concern that change might lead to a complete loss of some of the departments or things Queen’s does right now, when trying to do less with less.

Group 2: Senator Brien. Four Fundamental Principles (page 4)

- There must be a balance between research and teaching, especially for our undergraduates. The double helix is an example. Research and teaching need to be intertwined. There should be no silos. The balance is needed to fully engage students in their education. Students should take responsibility to optimize their time at the University, gleaning a leading-edge education captured from the research front and from Queen’s faculty’s teaching abilities.
- Take advantage of funding opportunities, especially from the federal government, of integrating teaching with research. For example, we have a Government of Canada Science

and Technology Strategy. The university should optimize the use of those funding dollars along with the teaching expertise we have in our community to strengthen the interaction between research and teaching for all of our students.

- The need for openness in the academic enterprise, to be transparent and accountable in everything that we do, including innovation. To strive to be innovative, but also to recognize what's working and what isn't.
- The move beyond traditional disciplinary boundaries to develop interdisciplinary programs. We are already doing it in many of our professional schools, including the schools of Medicine and Nursing. Neuroscience program interacts across the university. We would be wise to promote interfaculty dialogue. We are moving in the right direction but we need to recognize that what works in one academic unit may not in another.
- The need to reach beyond our borders by bringing learners to Queen's and taking our researchers on the road. We have a responsibility to interact with the community.

Group 3: Senator Welsh. Ten Proposals for Consideration (page 7)

The group covered seven of the 10 proposals.

- The option of students receiving additional credit for an increased amount of work is a good idea, but the group noted that it might work better in a major-minor situation instead of specialized programs. Would departments have the discretion to make the decision or to limit it.
- Interdisciplinarity: theoretically, it is a great idea but it is actually a nightmare to implement. The group considered individual departments whose source of strength is their independence. Piloting is wise and we might be prudent to do it, rather than implementing interdisciplinarity permanently.
- Virtualization – not a panacea. Some professors good at this but others are not. We should not lose sight of the reason we have a campus. If universities such as Athabasca represent best practice, then why should we do it? Varying the teaching methods may allow students who have different learning styles to improve. A new, large lecture theatre could draw big-name guests, but there was a concern that the teaching quality could be diluted if the lecture theatre is so big.
- Field trips are great idea but– too expensive? Access is a concern, since students have to self fund these trips. Improvements would include matching student funding. Group in favour of a “pedagogical agnosticism.” Costs are always a concern, particularly in specialized classes.
- Research excellence: the group was hoping for more details on the selection process because it could be divisive otherwise.
- Connecting teaching with research: How to persuade instructors and researchers and also the government that teaching also matters.

Group 4: Senator Chaudhry. Ten Proposals for Consideration (page 7)

Group members discussed Point 1 and then counted down from 10 down.

- Degree structure: Agreed with Group 3 that it should be fluid. They suggested the Applied Science method of “bean counting” as a good example. The method of “stacking” credits needs to be made clear.
- Reaching beyond Kingston – money aspect is an important issue. Often there is a choice between being international and being cheap. Going international costs money. Have to be more open-minded about other peoples' cultures. Learning about other peoples' cultures is a

goal. In international initiatives you should have less-defined expectations, then you end up receiving more. This is part of the reason why you go somewhere is to learn about other people's cultures.

- Social spaces and conversations. QShare is an important example. Examples of good physical spaces include Grad Club and University club. Everyone seems to have a good time how can we further this at other areas in the university. How can we develop positive physical space on campus? We have to be flexible with campus space and maximize it.
- The university seems to close down between May and August. We could make better use of campus facilities during that time. Promoting more advanced degree programs and more summer schools should be considered.
- Subtle differences are often the source of strength for faculties.

Group 5: Senator Bakar. Some Possible Institutional Priorities (page 16)

- International development: Queen's is in a position to set itself as a global leader. While developing international goals, the university should not forget its own national responsibilities at the expense of local and regional concerns.
- Corporate and social responsibility should not be overly grand in scope. Conflicts with our own neighbours can be unhelpful.
- The history of Queen's is both good and bad – it is an established leaders in some areas, but its past can be a hindrance to new innovation and looking to the future.
- Public service – Queen's needs to give its students the tools to establish themselves as citizens in the city and province but also the nation. The University needs to be more responsible in a global sense in public service.
- Education should be more interdisciplinary – Faculty of Health Sciences has become more interdisciplinary. This is a good thing because it expands the focus of its students and it is important for overarching global citizenship.
- Concern for global human health is a key priority for the Faculty of Health Sciences but what is the whole university's approach toward global issues? A more cohesive integrated approach to global issues and concerns should be highlighted. The group members noted that global issues are not being promoted as much as they thought and this is a key issue for concern.

Group 6: Senator Medves. Some Possible Institutional Priorities (page 16)

- The group's major concern was that some aspects might be marginalized. For example, humanities might not be covered by the four areas identified. The group considered what other universities are known for. Queen's is known for its spirit and incredible student participation. What is it we are trying to do? Is it branding or something more than that?
- The implications of internationalization have implications for departments.

Senator Stairs noted that this was “grist” that senators could take back to their units for further discussion and thanked group members for their participation in the exercise.

Moved Senator LaFleche, seconded by Senator Chaudhry that the informal session now rise.

Carried 10-05