



# Minutes

## MEETING OF THE SENATE

A meeting of the Senate was held on Thursday, March 24, 2011 in Robert Sutherland Hall, Room 202 at 3:30 p.m.

**Present:** Principal Woolf in the Chair **Senators:** Abdelmahmoud, Basser, Bevan, Boag, Bowers, Brien, Brouwer, Chaudhry, A. Chowdhury, S. Chowdhury, Christie, Cordy, Crowell, Culham, Dacin, Detomasi, Dimitrov, Fachinger, Farewell, Fisher, Flanagan, Fulford, Garcia Ondarza, Goodspeed, Jones, LaFleche, Lockhart, MacLean, Medves, Notash, Oosthuizen, Pierce, Reeve, Reid, Remenda, Reznick, Saunders, Silverman, Sinkinson, Stairs, Summers, Tripp, Wang, Witzke, G. Moore (Secretary)

**Also Present:** B. Bennett, J-A. Brady, J. Burford-Grinnell, M. Campbell, S. Cole, C. Coupland, C. Davis, A. Dimitrakopoulos, J. Edmiston, B. El-Rahimy, B. Foo, A. Husain, D. Johnson, M. Kerr, C. Krull, L. Long, S. Marlin, D. Moore, K. O'Brien, H. Penning, S. Rigden, C. Rudnicki, E. Sadinsky, D. Santeramo, J. Scott, G. Smith, S. Tanner, P. Taylor, B. Teatero, K. Wallace, P. Watkin, P. Young

## I OPENING SESSION

### 1. Adoption of Agenda

**Moved by Senator LaFleche, seconded by Senator Crowell, that Senate adopt the agenda as circulated.**

**Amendment moved by R. Chaudhry and seconded by D. Reid to add a motion with respect to the Principal's Welcome Ceremony (text circulated to senators on arrival) under V, Motions, (see p. 9 below).**

**Carried 11-22**

**Agenda adopted as amended.**

**Carried 11-23**

### 2. Adoption of the Minutes of the Meeting of 17 February 2011 (Appendix A, page 1)

Senator Jones requested that the Minutes be corrected to read Academic Planning Task Force

**Moved by Senator Oosthuizen, seconded by Senator Chaudhry, that the minutes of February 17, 2011 be adopted as corrected.**

**Carried 11-24**

### 3. Business Arising from the Minutes

None Identified.

#### **4. Principal's Report**

##### **The Rector**

The Principal referred to the considerable debate over the last two weeks about the role of the Rector and the Rector's open letter to a federal party leader. The Principal reiterated what he had said previously, that freedom of speech and respectful and productive discussion are what universities are all about. He reported that in the last two weeks he had heard some reports and allegations of harassment and intimidation on either side of this particular debate. That form of discourse is unacceptable at Queen's. There must be dialogue on issues but these discussions have to be in a respectful, principled and not ad hominem tone.

The Principal noted that the two student governments had taken action regarding the Rector. The SGPS passed a motion earlier in the week supporting the Rector's freedom of speech that would now go the SGPS Council; the AMS held a referendum with a resulting recommendation to University Council that the Rector not continue to hold office. The Principal observed that it was not surprising that Queen's students would actively engage in issues involving their elected representatives and express their views.

The Executive Committee of University Council will consider the AMS recommendation and the SGPS motion when it is sent. Notwithstanding, there is no process in place to remove a Rector. The Rector is answerable to those who elected him – the student body. Students have voiced their opinions. The Principal closed by saying that his administration would continue to work with Mr. Day as an elected student representative as long as he holds the office.

##### **Federal Budget – March 22, 2011**

The Principal described his invitation to participate in the budget lock-up on Parliament Hill on Tuesday, March 22. He reported that most universities viewed the budget as positive for the postsecondary education sector, leaving aside that an election may occur shortly. The Principal explained that there are three ways in which universities lobby the federal government: directly with members in Ottawa, ministers, bureaucrats and with the Prime Minister's Office; through the U13 executive heads; and via the umbrella of the AUCC (Association of Universities and Colleges of Canada). Post-secondary education received federal support in the usual areas; however, it was disappointing to see no new programs on aboriginal access.

Dinner with Speaker Milliken following the budget announcement provided the opportunity to discuss budget implications with a number of Kingston business and industry representatives.

The Principal said that he regretted that the events in Ottawa conflicted with a number of campus activities, including the annual student senator reception. However, he was pleased to hear that it was a well-attended buffet supper held in Benidickson House at Summerhill.

##### **Provincial Budget – March 29, 2011**

The Principal reported on a conference call of the Government Relations Committee of COU (Council of Ontario Universities) in anticipation of the provincial budget announcement. Given that it is six months before the provincial election date, the Principal speculated on the likely postsecondary factors in the budget, namely: the continuation of the current two-year tuition framework; some funding for growth; and a commitment to the 10-year capital plan with, it is hoped, an allocation of actual dollars from the Infrastructure Ministry to the Ministry of Training, Colleges and Universities (MTCU) for disbursement to universities and colleges.

##### **Australia Trip**

The Principal reported that he and Vice-Provost J. Dixon had a productive trip to Australia. They attended the annual meeting of the Matariki Network, a group of seven like-minded institutions, at the University of Western Australia in Perth. The group mapped out strategy for the next 18 months and

discussed exchange programs for students, faculty and staff, research networks, visiting fellowships, joint post-graduate programs, and collaboration on major international projects.

Visits were made to Queen's partner institutions in Perth, Melbourne, Canberra and Sydney to discuss ways of expanding collaborations and approaches to internationalization. Australia has a ten- to fifteen-year lead on Canadian institutions in this area. The average intake of international students at Australian universities is more than 20 per cent. At Curtin University in Perth, it is closer to 40 per cent.

#### **Advancement**

Queen's is well ahead of its Australian peers in the areas of fundraising and alumni relations. Alumni events in Perth and Sydney were very successful. More Queen's alumni live in Australia than in any other country with the exception of the United States and Canada.

The next Capital Campaign is in its quiet phase. The public phase will start in the fall of 2012. The current focus is on building relationships with key prospects and communicating the vision of Queen's. Throughout April, May and June the Principal will be hosting a series of Roundtables in key cities for Queen's.

#### **Provost and Vice-Principal (Academic) Alan Harrison appointed effective August 1, 2011**

The Principal said he was delighted with the recruitment of Alan Harrison, a colleague with whom he served as a dean at McMaster and who comes to Queen's from Calgary where he is the Provost and Vice-President (Academic).

The Principal thanked Provost Silverman and his team for their efforts this year to develop the structure of the portfolio.

### **5. Provost's Report**

#### **Enrolment Planning Task Force**

Provost Silverman reported that the completion of the final report is in hand, including an enrolment strategy for Queen's that is open to growth because funding is essential to maintain quality. At the same time, Queen's must be creative and innovative in the delivery of programs. The report and recommendations will be submitted to the Principal.

#### **Budget and Financial Update**

The report to the Board of Trustees on March 4 noted that the projected deficit for the current year had risen from \$3.8M to \$4.9M. Some causes include: lower investment yields, higher legal fees, lower Queen's/KGH parking revenue, lower doctoral enrolment than anticipated and higher costs for the loan on the Student Life Centre. The Provost referred to the Financial Updates published in collaboration with the Vice-Principal (Finance and Administration) and encouraged senators to review these postings regularly at <http://www.queensu.ca/financialupdate/index.html> The next update will be on the Queen's Pension Plan and the budget.

The Provost reported that, among other strategies, new revenue opportunities were being explored but he reiterated that there is no magic bullet to address the complexity of the structural deficit. The Provost's Advisory Committee on the Budget will be corresponding with faculties and finalizing the proposed budget for approval by the Board of Trustees at its May 6 meeting.

In concluding his report, the Provost took the opportunity to clarify a statement in the recent QUFA newsletter expressing concern about the year-over-year increase in the administration budget. The Provost said that faculty budgets increase every year; however, costs increase as well and at a faster rate. The important clarification is that for FY 2009/10 benefits were accounted as a central expense. In FY 2010/11, benefits were allocated to each department budget across the University. As a result, \$13.5M was moved from one budget line to another.

### **Appointment of the Associate Vice-Principal and Dean of Student Affairs**

The Provost referred to the announcement of the appointment of Ann Tierney, currently in a similar position at the University of Calgary, effective July 1.

The Provost thanked J. Pierce for his extensive contributions in the position as Acting Associate VP and Dean of Student Affairs over the past year.

b) **Diversity and Equity Task Force** – Oral update from the Dr. A. Husain, Director of Educational Equity and Diversity Projects

Dr. Husain began his remarks by thanking members of the Diversity and Equity Task Force (DET): G. Smith (Chair of the Council on Employment Equity/Associate Dean, Faculty of Arts & Sciences); A. Girgrah (Assistant Dean, Student Affairs) M. Brooks (Research Associate), C. Sumbler (Office of the Vice-Principal (Academic)); and acknowledged and thanked I. Bujara (University Advisor on Equity and Director, Human Rights Office) and Equity Office staff.

The goals of the Diversity and Equity Task Force outlined in December 2009 were to prepare a plan of action and to implement outstanding recommendations dating from 1991 to the present. The first step included an inventory of current programs and resources and an analysis of the established archive of previous reports and recommendations. Next, consultations took place as widely as possible and an open forum was held in the spring of 2010. The Action Plan was published in the summer covering a range of domains, leadership roles and the general climate, as well as the various planning processes underway. Recognizing the reality and resource limitations of a small group with principal duties elsewhere, the Task Force developed an approach focused on advice for partners. As a result, many of the objectives have been achieved through collaboration with and cooperation from others.

Dr. Husain reviewed some highlights:

- Student societies have published equity goals and plans and congratulations are due to their proactive leadership with encouragement to continue on in the future
- With the Senate Orientation and Activities Review Board (SOARB) and the Dean of Student Affairs portfolio, the DET undertook a research study on student orientation to develop an educational equity policy to enhance more academic engagement and inclusivity in orientation
- With support from the Equity Office, a pilot was conducted in the Faculty of Engineering and Applied Science, using an online web based tool to analyze and identify faculty specific equity plans. The web based tool has great potential to assist others in equity planning
- Participation in the phases of academic planning (*Where Next? Imagining the Future* and the Senate Academic Planning Task Force)
- Equity workshops for senior administration (October 2010) and Deans and Associate Deans, and subsequent follow up. An example of success: Advancement has developed and adopted an equity plan
- The Library, under the leadership of the Chief Librarian, has developed new roles on staff for a diversity specialist and an internationalization specialist.

All of the above serve the goal of keeping equity on the agenda of the University community and maintaining coordination of equity initiatives. Those responsible for these achievements deserve congratulations.

Dr. Husain concluded his remarks by announcing the Open DET forum on Friday April 1, 12-1 pm, 340 Richardson Hall, to consider directions going forward.

- 6. Reports Requested by Senate** (Appendix B, page 9)  
a) Announcement of Honorary Degree Recipients for Spring and Fall 2011

No questions.

## **II QUESTION PERIOD** (Appendix C, page 10)

- 1. Questions received from Senator Morelli specific to the Academic Planning Task Force. Written response provided by the Academic Planning Task Force**

No discussion.

## **III REPORTS OF COMMITTEES**

- 1. Academic Development** (Appendix D, page 12)  
a) **Proposal for a new unit in the Faculty of Arts and Science: The Department of Languages, Literatures and Cultures**

**Moved by Provost Silverman, seconded by Senator MacLean  
That Senate approve the proposal for a New Unit in the Faculty of Arts and Science: The Department of Languages, Literatures, and Cultures with an implementation date of July 1, 2011.**

**Carried 11-25**

(Senator Christie abstained.)

Senator MacLean acknowledged the lengthy and thorough process necessary to develop the proposal and thanked all those involved.

The new unit will not change the programs that are offered. Therefore, there will be no change to the way programs are recorded on student transcripts. The Principal congratulated all those who had participated in constructive discussions leading to this point.

- b) **Proposal to introduce a combined MD/PhD and MD/MSc in the Faculty of Health Sciences and the School of Graduate Studies**

**Moved by Senator Silverman, seconded by Senator Reznick  
That Senate approve the proposal to introduce a Combined MD/PhD in the Faculty of Health Sciences and the School of Graduate Studies with an implementation date of September 1, 2012.**

**Carried 11-26**

Deputy Provost Cole observed that two well established programs were being brought together by the proposal. She reported that SCAD had examined the academic merit thoroughly and been assured of the financial soundness of the proposal. Dean of Health Sciences Reznick congratulated and thanked Dr. B. Bennett for his initiative and hard work on the proposal.

*Senate moved into informal session*

**Moved by Senator LaFleche, seconded by Senator Reeve that Senate move into an informal session chaired by Senator Stairs for a discussion of questions from the Academic Planning Task Force.**

**Carried 11-27**

Dr. P. Taylor, Chair of the Academic Planning Task Force (APTF), introduced the discussion on behalf of the Task Force emphasizing that the Task Force will put forward a set of principles for the Academic Plan and then the work of implementation will take place in the units.

He referred to a series of Arts and Sciences Undergraduate Society (ASUS) meetings to talk about the Academic Plan and the student learning experience. Participants expressed the desire for more time to be learners, for a more open model with space and resources to pursue ideas.

The APTF will put forward ideas and then the real work will take place in the units so Queens's can become the place where students can learn and professors can teach and research.

Dr. Taylor invited senators to visit the APTF website <http://www.queensu.ca/sapftf> to participate in the discussion of the proposed Four Pillars of the Academic Plan and associated issues.

For the day's discussion, the Task Force asked two questions:

### 1. The Balanced Academy

Principal Woolf has recently emphasized the importance of a "balanced academy." As he explains:

*The two core activities of the university are teaching and scholarly research. Both are equally important to the flourishing of any institution, but some universities have emphasized one over the other. For a mid-sized university like Queens with a long and well-known record of undergraduate education, and a powerful record of research achievements, it is imperative that we keep these in balance.*

*The word "balance" applies broadly across the university as a whole; it does not mean that every member of the faculty need be equally focused on both at all points in their career. ["Principal Woolf Discusses the Balanced Academy," [onQ](#), March 2011, p. 5]*

Issues relating to balance have been raised in our town-hall meetings and in our discussions with Faculty Boards.

**What do you (as an individual / department / school / faculty) understand by the term "balanced academy"? What is the best balance for Queen's, and do we have that balance today? If not, what needs to change?**

Discussion points:

Balance is inter-temporal. Therefore the APTF should not recommend a path for the future that would devalue Queen's degrees already earned. (D. Reid)

Balance will be different in different fields. (P. Oosthuizen)

Exposure to many types of individuals: e.g. residence experience meeting students from different programs; opportunity to attend a public lecture by an expert or specialist in a discipline. (R. Chaudhry)

Foster a rich academic dialogue through effective communications about opportunities to attend a lecture or event. (I. Reeve)

Principal Woolf said that he wrote about finding the proper balance between teaching and research in terms of a balanced harmony. Queen's is a mid-sized university with an established reputation for teaching and research. However, he recognized that the balance will be interpreted in different ways by different members at different times. The inherent value of an intellectual community is an important balance to cherish.

Undergraduates serving as teaching assistants requires faculty to supervise teaching and learning and that takes more time than simply lecturing. (C. Christie)

A system is needed that encourages and allows the balance between teaching and research for an individual faculty member to change with the stage of their career. (P. Oosthuizen)

We will need to examine and adjust the balance between education and specialization. Over the last decade or two, there has been a push towards specialization. Consider an ideal medial in Computing and Philosophy – read, write and think – the broader the person, the more helpful they could be to society. (J. Cordy)

Increased specialization lessens the chances of survival. Students involved in a teaching team of faculty and students act as a scaffold to enrich learning. Undergraduate students are fresher with respect to the learning experience. The learner and teacher reside in one person. (V. Remenda)

Teaching and research do not always go hand in hand. Value both sides and be flexible about individual professional skills by not placing uniform demands across the board. (L. Crowell)

Students are passionate about what we are learning relevant to the world, not just writing an exam or a paper. More emphasis and encouragement for undergraduate journal publication. (R. Garcia)

Large first year classes (e.g. 500 students in Biology) do not allow for teaching and research. In fourth year, 150 students can become involved in both. We need a better approach to early learning experiences. (P. Boag)

First year should offer students the opportunity to learn *how to be* a university student.

## **2. Doing Fewer Things Better**

In *Where Next?* Principal Woolf writes:

*We are in difficult and uncertain times. To move forward, we need to be willing to let go of some things. It is not a matter of “doing more with less”–we have been doing that for a long time–but of doing fewer things, better, with what we have: doing “less with less.”* [*Where Next?* p. 5]

### **What, in your view, could or should Queen’s do less of?**

It is surprising that Queen’s offers lectures of three hours per week rather than the norm of two hours of lecture plus a tutorial supported by Teaching Assistants. It seems that, as the TA budget shrinks and there are less graduate students, the system will revert to a pure lecture format. (J. Cordy)

Graduate TAs and undergraduate TAs bring different TA experiences to the classroom.

There is concern about dilution of quality if choices are not available and this will have an adverse affect on balance.

QUFA published reference to an extra \$1.5 million going to VP and Principal’s portfolios and this is also a question of resource allocation. (C. Christie) [Secretary’s note: See Provost’s Report, page 3.]

TA quality is a critical matter. Provide formal TA instruction on how to teach and evaluate progress as an academic credit. (R. Chaudhry)

Concern about setting up competition with faculty labour. Talk about students primarily as students. Work from a pedagogical base rather than in the context of a shortage of paid instructors and a solution of payment through academic credits. We cannot dance around the resource issue. It is euphemistic until we know what we are recommending we do without. (M. Jones)

There are things we cannot do. We need to affirm what we are able to do well. Accept the limitations on breadth and diversity. Do not trick anyone to come here expecting anything else. Maintain the teaching and research that Queen's is well known for. (A. Summers)

Psychology has remodeled its large introductory course by means of education and combination of undergraduate TAs in teaching positions for which they receive credit. It is a cost shift. It is not a panacea of money savings. I consider whether and how it advances the education of my students. Anything we do needs to have resonance with what we do for the educational value of students. (D. Tripp)

Experience outside the classroom differentiates Queen's undergraduate education - emphasize it. (R. Garcia)

A co-curricular transcript (e.g. Brescia College) would reflect broader learning and leadership experiences. The Faculty of Engineering and Applied Science is working towards a voluntary mentorship academic course. The experience outside the classroom is extremely valuable, but the university shouldn't have a heavy hand in shaping it. (V. Remenda).

The Academic Planning Task Force invited everyone to stimulate discussion among peers and students, in classes and other groups, and to submit ideas either to the website at <http://www.queensu.ca/saptf/> or to [senate@queensu.ca](mailto:senate@queensu.ca). The APTF encouraged senators to have a conversation with their class and their colleagues and let the APTF know about their ideas.

**Moved by Senator LaFleche, seconded by Senator Chaudhry, that the Informal Session now rise.**

**Carried 11-28**

*Senate resumed its regular business*

1. **Advisory Research** (Appendix F, page 56)
  - a) **Name change for Centre for International Relations**

**Moved by Senator Reid, seconded by Senator Brouwer  
That the Senate approve the name change of the Centre for International Relations to the Centre for International and Defence Policy effective immediately.**

**Carried 11-29**

2. **Operations Review** (Appendix G, page 58)
  - a) **Functions of Senate – Notice of Motion**

The Chair of SORC, Senator Stairs, stated that the committee was pleased to submit the proposal after several discussions and reviews. She urged senators to communicate any remaining concerns as soon as possible.

3. **Queen's University Planning Committee**
  - a) **Oral update from Chair**

The Provost reported that the next meeting of QUPC would be devoted to the Budget.



4. **Senate Working Group to Review the Harassment/Discrimination Complaint Policy and Procedures** (Appendix H, page 73)
  - a) **Revised Harassment/Discrimination Complaint Policy and Procedure – Notice of Motion**

[Secretary's note: the above motion was withdrawn from the April 28, 2011 Senate agenda.]

5. **Student Life Centre Council** (Appendix I, page 109)
  - a) **Proposed constitution for the Student Life Centre**

**Moved by Senator Pierce, seconded by Senator Crowell  
That Senate approve amendments to the Constitution of the John Deutsch University Centre as outlined in the Constitution of the Student Life Centre, effective May 1, 2011.**

**Carried 11-30**

Senator Pierce explained that the Student Life Centre Council Constitution reflected both a broadening of the mandate to include the existing John Deutsch University Centre and the non-athletic facilities of the Athletics and Recreation Centre (ARC), as well as the other facilities outlined in the preamble. At the same time the revisions achieved a sharpening of focus in the responsibilities of the Council.

In response to a question from Senator Cordy, Senator Pierce confirmed that the naming dedication recognizing Principal Emeritus John Deutsch would continue without change.

#### **IV REPORTS OF FACULTIES AND AFFILIATED COLLEGES**

None Received

#### **V MOTIONS**

As approved under the adoption of the Agenda:

**Moved by Senator Chaudhry, seconded by Senator Oosthuizen  
Whereas the Principal's Welcome Ceremony has been identified as valuable to the incoming class of Queen's,**

**That the Senate mandate that the Principal's Welcome Ceremony for Orientation 2011 occur; and that the Senate express its support for Senate Orientation Activities Review Board's proposed review of the Principal's Welcome Ceremony for Orientation 2012 and beyond.**

**Carried 11-31**

Senator Chaudhry spoke to the significance and the value of a professional welcome to incoming students by the Principal, including the participation of the Mayor of the City of Kingston. He recognized the logistical challenges of arranging an outdoor event since the demolition of the Jock Harty Arena. However, he considered that the suspension of the event for 2011 would unfairly deprive the Class of 2015.

SOARB Co-Chair C. Coupland spoke about the original conception in the Jackson Report (1991) of a ceremony to mirror convocation. Initially, the Welcome Ceremony included parents and students assembling in Jock Harty Arena at 4 pm on move-in day (Labour Day). As class sizes increased, the ceremony was moved to Tuesday and move-in to Saturday. As a result, the "Welcome" now occurs

three days after arrival. In recent years, the Principal has also welcomed students at the “Rez Rally” on move-in day.

Now outdoors, the Welcome Ceremony is weather dependent with the additional challenge of poor acoustics and uncomfortable seating on the ground. SOARB is therefore exploring options for a more appropriate time and place for the event. Advanced notice is essential for any changes to the orientation programming schedule. Consequently, SOARB decided to cancel the 2011 ceremony and look to improvements in all aspects for 2012.

Senator Pierce reported that a divided view was heard at the Orientation symposium in January; logistics are now overshadowing the content of the event and attendance is declining. At the same time, the “Rez Rally” has healthy attendance.

The Principal thanked the speakers for their positions. However, from his own experience in the last two years he feared the Welcome Ceremony in its current form was becoming superfluous. He noted that there was a significant cost for the event at approximately \$10,000, or roughly the equivalent of the cost of a semester course.

Senator Summers commented that in his view the Rez Rally is a good replacement event, but all incoming students, including those not in residence, should be invited to attend.

Senator Cordy thought the original idea of the Welcome Ceremony was a good one, but without an appropriate venue he felt that the proposed cancellation was valid.

## **VI COMMUNICATIONS AND REPORTS SUBMITTED TO SENATE**

1. **Board of Trustees Meeting March 4/5, 2011** (Appendix J, page 119)
2. **Research Report** (Appendix K, page 122)
3. **Motion passed by Senate Orientation Activities Review Board (SOARB)** (Appendix L, page 127)
4. **Exit Poll 2010 – Results** [www.queensu.ca/registrar/aboutus/reports/exitpoll.html](http://www.queensu.ca/registrar/aboutus/reports/exitpoll.html)

## **VII MATTERS REFERRED TO STANDING COMMITTEES**

(Appendix M, page 128)

1. **That AODA training be indicated on the student transcript as a milestone** [Referred to the Senate Committee on Academic Procedures (SCAP)]
2. **Review of the 2010-2011 AMS Judicial Affairs Office Operations Report** [Referred to the Senate Committee on Non-Academic Discipline (SONAD)]
3. **SGPS Non-Academic Discipline Report 2010-2011** [Referred to the Senate Committee on Non-Academic Discipline (SONAD)]
4. **Faculty of Engineering and Applied Science Aboriginal Admission Policy** [Referred to the Senate Committee on Academic Development (SCAD)]
5. **Proposal for a new Department of Languages, Literatures, and Cultures** (see Appendix Da, page 12) [Referred to Queen’s University Planning Committee (QUPC) *for information only*]

## **VIII OTHER BUSINESS**

None Received

## **IX CLOSED SESSION**

Not Required

There being no further business, the meeting adjourned at 5:20 pm.