

FACULTY OF ARTS AND SCIENCE

FACULTY BOARD

A meeting of Faculty Board will be held on

Friday, January 21, 2022 at 3:30 p.m.

[Zoom Link](#) - Meeting ID: 875 7512 7003 - Passcode: 942380

AGENDA

1. Adoption of the Agenda
2. Approval of the Minutes  
The minutes of December 10, 2021 have been posted
3. Arts and Science Undergraduate Society Report
4. Reports
  1. Dean's Report
  2. Associate Dean (Teaching and Learning) Report
  3. Associate Dean (Academic) Report
  4. Associate Dean (Graduate) Report
5. Report of the Nominating Committee – Appendix A – for approval  
D. Beauchemin will move “that the Faculty of Arts and Science Committee Membership attached be approved.”
6. Curriculum Committee Omnibus Report Part III – Appendix B – for approval  
M. Chen will move “that the Omnibus Report Part II be approved.”
7. 2022-2023 ASC Academic Sessional Dates Appendix C - for approval  
J. Stephenson will move “that the 2022-2023 ASC Academic Sessional Dates be approved.”
8. 2022-2023 BISC Academic Sessional Dates Appendix D - for approval  
J. Stephenson will move “that the 2022-2023 BISC Academic Sessional Dates be approved.”
9. Notice of Motion Nomenclature for Media Plans- Appendix E– for information  
J. Stephenson will discuss.
10. Student Learning Report – Appendix F – for discussion  
B. Nelson will discuss.
11. Question Period
12. Other Business

J. Mennell, Secretary  
Faculty Board

J. Rose, Chair  
Faculty Board

Faculty of Arts and Science  
Report of the Nominating Committee  
January 21, 2022

Terms are generally from September<sup>st</sup> to August 31<sup>st</sup> annually for a term of three years, unless otherwise indicated.

Academic Integrity and Conduct Panel(AICP)  
Avena Ross, Chemistry

Term Ends  
January/June, 2022



COURSE ADDITIONS

Dept.	Course Subject	Course Catalogue Num 03
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**DEGREE PLAN REVISIONS**

Revision Type(s)	Dept.	Degree Plan Code(s)	Course List	Existing Course List	New Course List
Course List	French Studies	FRENM-BAH FREN (All Medials)	FREN_Options	FREN 290/3.0 (IDIS 290/3.0); FREN 304/3.0; FREN 305/3.0; FREN 306/3.0; FREN 315/3.0; FREN 323/3.0; FREN 324/3.0; FREN 325/3.0; FREN 327/3.0; FREN 331/3.0; FREN 333/3.0; FREN 335/3.0; FREN 351/3.0; FREN 352/3.0; FREN 353/3.0; FREN 363/3.0; FREN 373/3.0; FREN 387/3.0; FREN 388/3.0; FREN 390/3.0; FREN 391/3.0; FREN 392/3.0; FREN 394/3.0; FREN 395/3.0; FREN 396/3.0; FREN 397/3.0; FREN 498/6.0; FREN 499/6.0.	FREN 290/3.0 (IDIS 290/3.0); FREN 304/3.0; FREN 305/3.0; FREN 306/3.0; FREN 315/3.0; FREN 323/3.0; FREN 324/3.0; FREN 325/3.0; FREN 327/3.0; FREN 331/3.0; FREN 333/3.0; FREN 335/3.0; FREN 351/3.0; FREN 352/3.0; FREN 353/3.0; FREN 363/3.0; FREN 373/3.0; FREN 387/3.0; FREN 388/3.0; FREN 390/3.0; FREN 391/3.0; FREN 392/3.0; FREN 394/3.0; FREN 395/3.0; FREN 396/3.0; FREN 397/3.0; FREN 498/6.0; FREN 499/6.0.  Courses Removed: FREN 353/3.0; FREN 373/3.0; FREN 393/3.0.

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Respectfully Submitted,  
 Dr. Mark Chen, Chair  
 ASC Curriculum Committee





2022-2023 FACULTY OF ARTS AND SCIENCE STUDENT SERVICES

JULY 2022	
8	Students unable to register in Summer Term (August/6W2 Session) by this date must appeal in writing to the Office of the Associate Dean Academic. If the appeal to register late is granted, students must pay tuition fees in full. Exception: OSAP students
8	Last date to add Summer Term classes (August/6W2 Session).
8	Last date to drop Summer Term classes (August/6W2 Session) without financial penalty
18-29	Registration period for Fall and Winter classes
15	First date to apply in SOLUS to graduate in Fall 2020
29	Summer Term classes end (May/12W Session).
29	Last date to drop Summer Term classes (August/6W2 Session) without academic penalty.
31	Last date to apply for admission to the Upper Year Program at the Bader International Study Centre for Fall Term

AUGUST 2022	
1	Refer to <a href="http://www.queensu.ca/artsci_online/apply/dateanddeadlines">http://www.queensu.ca/artsci_online/apply/dateanddeadlines</a> for deadlines for admission to Undergraduate Online Studies for the Fall Term.
1	Civic Holiday (classes will not be held).
2-10	Summer Term examinations in May/12W Session classes
12	Summer Term classes end (August/6W2 Session).
15-17	Summer Term examinations in July/August/6W2 Session classes.
23	Time period to add and drop classes (openment period) begins.
31	Summer Term ends

SEPTEMBER 2022	
1	Fall Term begins
1	Tuition fees due in full for Fall Term classes. Exception: OSAP students
5	Labour Day.
6	Fall Term classes begin
19	Students unable to register in Fall Term by this date must appeal in writing to the Office of the Associate Dean Academic. If the appeal to register late is granted, students must pay

NOVEMBER 2022

NOTE Fall 2022 Convocation dates will be published by the Office of the University Registrar in November 2022. Refer to <http://www.queensu.ca/registrar/convocation/ceremonies> view these dates.

- 1 Refer to [http://www.queensu.ca/artsci\\_online/apply/datesanddeadlines](http://www.queensu.ca/artsci_online/apply/datesanddeadlines) for deadlines for admission to Undergraduate Online Studies for the Winter Term.

3 Last date to drop Winter Term and multi

NOTE: Spring 2023 Convocation dates will be published by the Office of the University Registrar in November 2022. Refer to <a href="http://www.queensu.ca/registrar/convocation/ceremonies">http://www.queensu.ca/registrar/convocation/ceremonies</a> to view these dates	
1	Last date to apply to the University for admission as a <del>part</del> <del>time</del> student for Fall Term.
1	Last date for Queen's students to apply for admission to a Dual Degree program for Fall Term.
1	Last date for Queen's students to apply to transfer into the Faculty of Arts and Science for Fall Term.
1	Last date to apply to the University for <del>upper</del> <del>year</del> full-time admission for Fall Term from another postsecondary institution.



2022-2023 BADER INTERNATIONAL STUDY CENTRE ACADEMIC CALENDAR DATES

MAY 2022	
1	Summer Term begins.
9	Summer Term classes begin (Mayne Session).
12	Last date to add Summer Term classes (Mayne Session).

JUNE 2022	
2	Last date to drop Summer Term classes (Mayne Session) without academic penalty.
16	Summer Term classes/examinations end (May-June Session)

JULY 2022	
11-29	Registration period for Fall and Winter classes (REPRESENTATIVE)
31	-

2022-2023

2022-2023 BADER INTERNATIONAL STUDY CENTRE ACADEMIC CALENDAR

AUGUST 2023	
4	Registration period for Fall and Winter classes ends (PROBATIONARY).
14	Summer Term classes begin August Session
29	Summer Term classes/examinations end (August Session).
31	Summer Term ends.

SEPTEMBER 2023

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## Major Modifications

X      Change in a d6li

Change in Degree Designation Without a Substantial Change in Program Requirements or Learning Outcomes

Information required: Appropriateness of proposed designation [Section 1], comparison with other similar programs, describe consultative process including consultation with current students, impact on current students, timeline for implementation and grandfathering (note: Registrar's signature required in Part C)

It is proposed that the plans that are currently designated as "Medial" be renamed.

CURRENT: Degree plans at Queen's University in the Faculty of Arts and Science comprised of typically between 60.0 and 72.0 units are called "Major" plans. Degree plans at Queen's University in the Faculty of Arts and Science comprised of 42.0 units from two separate disciplines for a total of 84.0 units are called "Medial" plans. These designations appear on transcripts and diplomas.

PROPOSAL: Degree plans comprised of 42.0 units from two separate disciplines for a total of 84.0 units to be called "Joint Honours" plans. These new designations will appear on transcripts and diplomas. "Specialization", "Major" and "Minor" designations are to remain unchanged.

#### RATIONALE

Many universities have degree plans that are multidisciplinary in nature, combining two primary areas of study. Unique to Queen's is naming plans that combine significant concentrations in a combination of two disciplines as "medial". On the one hand, being unique may be appealing. On the other hand, this specific designation of "medial" seems to be confusing to students, both current and prospective students, parents, and alumni. Further, an idiosyncratic designation is a challenge for students and graduates who must advocate to describe and define their academic credentials to graduate schools, prospective employers, because their degree plan on transcripts and parchments is unclear, and frankly, it sounds medieval. Similarly, this same challenge is experienced by staff and faculty who are speaking to prospective students. The answer to the perennial question: Can I do a "double major"? is "Well, sort of", followed by the second most asked question, "What exactly is a medial?"

Comparison with other institutions (University of Toronto, York University, McMaster University, Western University, and McGill University) shows that what Queen's designates as "medial" is at least equivalent in concentration hours, and in some cases higher in concentration hours, than comparable "double major" plans at those institutions. Nomenclature that accounts for the intensity of the concentration in each discipline would assert to both students and those evaluating their credentials, that the "medial" is acceptable for admission to graduate programs, because it is equivalent to what other universities call a "major."

Western University	6.0–7.0 credit each (equivalent to 36.0–42.0 units at Queen's)	
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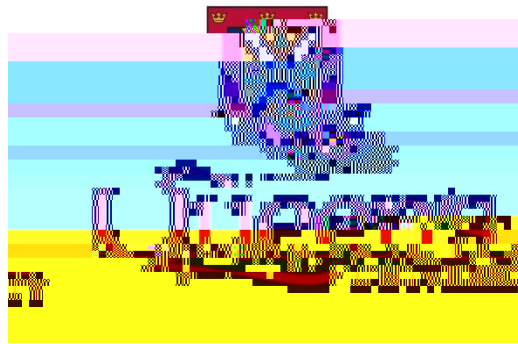




# STUDENT LEARNING WORKING GROUP

## Operational Priorities

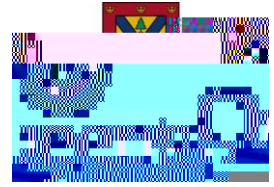
Recommendation 4: Transformative, Inquiry-based Learning Experiences



Chair: Erik Knutsen

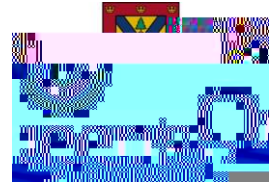
Members : Justine Aman, Richard Ascough, Nathan Brinklow, Sue Fostaty Young, Christian Lloyd, Colleen Renihan, Tony Sanfilippo, Ryan Sieg

August 6, 2021

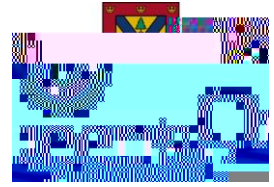


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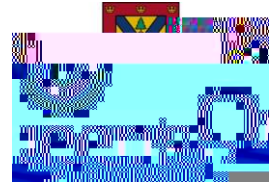
We believe that this type of learning can



8. honing skills to engage with real intellectual challenge differing world views and with diversity through team-based community projects; and,

9.





We stress that any pilot efforts would require a real commitment to institutional educational research to assess whether and how the program is working. This research needs to be grounded in sound pedagogical research methods in order to provide a assessment of the pilot, so that

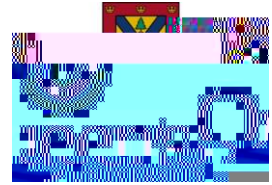
We would not recommend making the pilot mandatory for all students. Rather, we recommend creating the opportunity and allowing enrolment to be a by desire, as the impactful, transformative learning experience we expect it to be. We expect it would soon garner enough

We would stress an unstructured educational experience that provides guidance only about some possible forms of learner engagement with the wicked idea, yet allows the learners to chart their own learning course with a minimum of imposed structure.

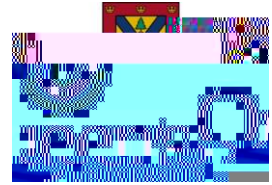
We are open to issues of learner assessment for the experience. We are mindful that much can be learned through Indigenous pedagogies and ways of knowing, particularly transformative and collaborative learning experience such as this, and would urge appropriate consultation for further exploration.

We wish to emphasize that transformative inquiry-based student learning opportunities can and graduate, and professional programs. While the constructs for such learning may shift somewhat depending on the educational context, this is something that we believe should be a

VI. WHAT THE QUEEN'S INQUIRY-BASED WICKED IDEA EXPERIENCE PILOT MIGHT LOOK  
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- c) OHDUQHUV FKRRVH WKHLU RZQ ³ZLFNHG LGHD´ WR ZRUI important to them and that would have a real, palpable impact in the community (f Kingston or Eastern Ontario);
- d) the groups, with the aid of some faculty guidance, set the structure and progress of the



transformative inquiry-based learning experiences not such as this can be the catalyst for this institution to have some long-overdue (in our view) conversations about such university administrative issues, with an eye to making things better.

Graduate work typically, by its nature, embraces the wicked problem concept. But the emphasis on building community (broadly defined) inroads, and in knowledge mobilization that moves beyond the academic community, could be considered a natural extension of this proposal for transformative