

FACULTY OF ARTS AND SCIENCE

FACULTY BOARD

A meeting of Faculty Board will be held on
Friday, December 10, 2021 at 3:30 p.m.

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

AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes

Minutes of the meeting held on November 19, 2021

3. Arts and Science Undergraduate Society Report

4. Reports

1. Debra L. Smith, Director of the Faculty of Arts and Science
2. Arts and Science Undergraduate Society Report
3. Arts and Science Undergraduate Society Report
4. Arts and Science Undergraduate Society Report

5. Report of the Nominating Committee – Approved for approval

John H. Smith, Faculty of Arts and Science Committee on Nominations

6. Curriculum Committee Omnibus Report Part II – Approved B – for approval

M. C. Smith, Curriculum Committee

**Faculty of Arts and Science
Report of the Nominating Committee
December, 2021**

Terms are generally from September 1st to August 31st annually for a term of three years, unless otherwise indicated.

Board of Studies

Scott-Morgan Straker, English
Dongmei Chen, Geography and Planning
Chunfang Devon Lin, Mathematics and Statistics

Term Ends

2023
2022-2025
2022-2025

Curriculum Committee

Jorge Legoas, Religion
Caroline-Isabelle Caron, History

Term Ends

2022-2025
2022 (Winter term only)

Nominating Committee

Petra Fachinger, Chair

Term Ends

2022-2025

COURSE REVISIONS – CONTINUED

Revision Type(s)	Dept.	Course Subject	Course Catalogue Number	Course Units	Existing Course/Transcript Title	Existing Course Description	New Course Description	Existing Prerequisite	New Prerequisite	Existing Exclusion	New Exclusion	Existing Equivalency	New Equivalency
Course Description Exclusion	History	HIST	104	3.0	Pre-Confederation Canada: A History of the Present	This course is a critical survey of the main social, political, and economic developments in pre-Confederation Canadian history. There are weekly lectures by the course instructor, small seminar discussions run by teaching fellows, and self-directed historical research projects.	A critical survey of the main social, political, and economic developments in this place now called Canada, with an emphasis on Indigenous histories and the emergence of liberal capitalism as a history of our						

DEGREE PLAN REVISIONS

Revision Type(s)	Dept.	Degree Plan Code(s)	Degree Plan Component	Existing Core Courses	New Core Courses
Core Courses	Global Development Studies	DEVS-G-BA DEVS-Y	Core – 1.A.	Select 6.0 units from the following: DEVS 100/6.0; DEVS 105/3.0; 3.0 units from DEVS 200 level or above	Select 6.0 units from the following: DEVS 100/6.0 DEVS 105/3.0 and 3.0 units from DEVS 200 level or above; DEVS 101/3.0 and DEVS 102/3.0
			Core – 1.B.	Complete the following: DEVS 220/3.0; DEVS 230/3.0; DEVS 240/3.0	Complete the following: DEVS 220/3.0
			Core – 1.C.	1.C. does not currently exist.	Select 6.0 units from the following: DEVS 230/3.0; DEVS 240/3.0; DEVS 250/3.0; DEVS 260/3.0.

Revision Type(s)	Dept.	Degree Plan Code(s)	Course List	Existing Course List	New Course List
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Course List	Global Development Studies	DEVS-M-BAH DEVS-G-BA DEVS-Y	DEVS_Eligible	<p>ARTH 260/3.0; ARTH 272/3.0; ARTH 348/3.0; ARTH 372/3.0; ARTH 383/3.0; ARTH 420/3.0; ARTH 434/3.0; ARTH 472/3.0; CLST 309/3.0; COMM 407/3.0; DRAM 303/3.0; ECON 239/3.0; ECON 244/3.0; ECON 280/3.0; ECON 290/3.0; ECON 325/3.0; ECON 390/3.0; ECON 425/3.0; ECON 426/3.0; ECON 435/3.0; ENGL 217/3.0; ENGL 218/3.0; ENGL 259/3.0; ENGL 382/6.0; ENGL 467/3.0; ENGL 476/3.0; ENGL 477/3.0; ENGL 481/3.0; ENGL 482/3.0; ENSC 290/3.0; ENSC 305/3.0; ENSC 315/3.0; ENSC 321/3.0; ENSC 390/3.0; ENSC 407/3.0; ENSC 420/3.0; FILM 303/3.0; FREN 285/3.0; FREN 351/3.0; GLPH 271/3.0; GLPH 471/3.0; GNDS 211/3.0; GNDS 212/3.0; GNDS 311/3.0; GNDS 312/3.0; GNDS 320/3.0; GNDS 330/3.0; GNDS 340/3.0; GNDS 352/3.0; GNDS 365/3.0; GNDS 375/3.0; GNDS 401/3.0; GNDS 432/3.0; GPHY 228/3.0; GPHY 254/3.0; GPHY 257/3.0; GPHY 258/3.0; GPHY 327/3.0; GPHY 332/3.0; GPHY 351/3.0; GPHY 362/3.0; GPHY 365/3.0; GPHY 368/3.0; HIST 200/3.0; HIST 207/3.0; HIST 214/3.0; HIST 252/3.0; HIST 258/3.0; HIST 267/3.0; HIST 270/3.0; HIST 273/3.0; HIST 285/3.0; HIST 286/3.0; HIST 288/3.0; HIST 294/3.0; HIST 296/3.0; HIST 298/3.0; HIST 299/3.0; HIST 310/6.0; HIST 318/6.0; HIST 333/4.5; HIST 334/4.5; HIST 337/4.5; HIST 344/4.5; HIST 410/9.0; HIST 425/9.0; HIST 442/4.5; HIST 446/4.5; HIST 460/9.0; HIST 461/4.5; HIST 462/4.5; HIST 467/9.0; HIST 470/4.5; HIST 479/9.0; HIST 498/4.5; HIST 499/4.5; HLTH 350/3.0; IDIS 302/3.0; INDG 301/3.0; INTS 321/3.0; LAW 202/3.0; LLCU 205/3.0; LLCU 206/3.0; LLCU 209/3.0; LLCU 244/3.0; LLCU 248/3.0; LLCU 249/3.0; LLCU 270/3.0; LLCU 271/3.0; LLCU 301/3.0; LLCU 302/3.0; LLCU 316/3.0; LLCU 322/3.0; LLCU 326/3.0; LLCU 328/3.0; LLCU 354/3.0; LLCU 358/3.0; LLCU 370/3.0; LLCU 372/3.0; LLCU 432/3.0; LLCU 495/3.0; MUSC 289/3.0; MUSC 486/3.0; PHIL 247/3.0; PHIL 307/3.0; PHIL 310/3.0; PHIL 324/3.0; POLS 241/3.0; POLS 242/3.0; POLS 261/3.0; POLS 262/3.0; POLS 320/3.0; POLS 341/3.0; POLS 342/3.0; POLS 346/3.0; POLS 347/3.0; POLS 348/3.0; POLS 358/3.0; POLS 361/3.0; POLS 364/3.0; POLS 366/3.0; POLS 395/3.0; POLS 440/3.0; POLS 442/3.0; POLS 443/3.0; POLS 445/3.0; POLS 457/3.0; POLS 461/3.0; POLS 466/3.0; POLS 467/3.0; POLS 468/3.0; POLS 471/3.0; POLS 484/3.0; RELS 212/3.0; RELS 222/3.0; RELS 223/3.0; RELS 224/3.0; RELS 226/3.0; RELS 227/3.0; RELS 229/3.0; RELS 322/3.0; RELS 326/3.0; RELS 393/3.0; RELS 394/3.0; RELS 396/3.0; SOCY 225/3.0; SOCY 235/3.0; SPAN 306/3.0; SPAN 351/3.0; SPAN 352/3.0; SPAN 354/3.0; SPAN 428/3.0; SPAN 458/3.0; SPAN 495/3.0; SPAN 496/3.0.</p>	ARTH 260/3.0; ARTH 272/3.0; ARTH 277/3.0 ; ARTH 348/3.0; ARTH 372/3.0;
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DEGREE PLAN REVISIONS - CONTINUED

Revision Type(s)	Dept.	Degree Plan Code(s)	Course List	Existing Course List	New Course List
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 ANSH 101/3.0; ANSH 102/3.0; ARAB 100/6.0; ARAB 200/6.0; CHIN 100/6.0; CHIN 200/6.0; CHIN 300/6.0; FREN 106/3.0;
 FR1.90 (N)1.3 ()6.5 (10)6 (6/)4.8 (3.)2.5 (0)6 .66 781.98 Tm[(C)4 (o)1.1 (ur)3.78FR1.90-5.8 (N)1.2 -6-0.9 (p)-3 (m)1.6 (en)-2..15 -05 T S0-5.8 (N)46.314.6 (A)-659 (p)-3 (m)1.6 . (en)-2..158 ()]T S0-5290-5.8 (N)1.2 -6-0

Course List Global Development Studies DEVS-M-BAH DEVS-A (All Medials) DEVS_Languages

DEGREE PLAN REVISIONS - CONTINUED

Revision Type(s)	Dept.	Degree Plan Code(s)	Course List	Existing Course List	New Course List
Course List	Geography and Planning	GPHY-M-BSH GPHY-G-BSC GPHY-G-BA GPHY-Z GPHY-Y	GPHY_Human	GPHY 101/3.0; GPHY 227/3.0; GPHY 228/3.0; GPHY 229/3.0; GPHY 230/3.0; GPHY 250/3.0; GPHY 254/3.0; GPHY 257/3.0; GPHY 258/3.0; GPHY 259/3.0; GPHY 309/3.0; GPHY 319/3.0; GPHY 320/3.0; GPHY 325/3.0; GPHY 327/3.0; GPHY 330/3.0; GPHY 332/3.0; GPHY 333/3.0; GPHY 336/3.0; GPHY 337/3.0; GPHY 338/3.0; GPHY 339/3.0; GPHY 351/3.0; GPHY 352/3.0; GPHY 362/3.0; GPHY 365/3.0; GPHY 368/3.0; GPHY 369/3.0; GPHY 370/3.0; GPHY 401/3.0; GPHY 402/3.0; GPHY 403/3.0; GPHY 501/3.0; GPHY 502/3.0; GPHY 503/6.0; IDIS 302/3.0.	GPHY 101/3.0; GPHY 227/3.0; GPHY 228/3.0; GPHY 229/3.0; GPHY 230/3.0; GPHY 250/3.0; GPHY 254/3.0; GPHY 257/3.0; GPHY 258/3.0; GPHY 259/3.0; GPHY 309/3.0; GPHY 319/3.0; GPHY 320/3.0; GPHY 325/3.0; GPHY 327/3.0; GPHY 330/3.0; GPHY 332/3.0; GPHY 333/3.0; GPHY 334/3.0; GPHY 336/3.0; GPHY 337/3.0; GPHY 338/3.0; GPHY 339/3.0; GPHY 351/3.0; GPHY 352/3.0; GPHY 362/3.0; GPHY 365/3.0; GPHY 368/3.0; GPHY 369/3.0; GPHY 370/3.0; GPHY 401/3.0; GPHY 402/3.0; GPHY 403/3.0; GPHY 501/3.0; GPHY 502/3.0; GPHY 503/6.0; IDIS 302/3.0.

DEGREE PLAN REVISIONS - CONTINUED

Revision Type(s)	Dept.	Degree Plan Code(s)	Degree Plan Component	Existing Core Courses	New Core Courses
Core Courses	Mathematics and Statistics	STAT-A (All Medials)	Core – 1.D.	<p>Select 6.0 units from the following:</p> <p>STAT 252/3.0; STAT 268/3.0; STAT 351/3.0 and STAT 263/3.0; STAT 269/3.0.</p>	<p>Select 3.0 units from the following:</p> <p>STAT 252/3.0; STAT 268/3.0; STAT 351/3.0.</p>
			Core – 1.E.	<p>Complete the following:</p> <p>STAT 353/3.0; STAT 361/3.0; STAT 463/3.0.</p>	<p>Complete the following:</p> <p>STAT 269/3.0; STAT 361/3.0; STAT 463/3.0.</p>

Revision Type(s)	Dept.	Degree Plan Code(s)	Degree Plan Component	Existing Option Courses	New Option Courses
Option Courses	Mathematics and Statistics	STAT-A (All Medials)	Option – 2.A.	Select 3.0 units from STAT at the 400 level or above.	Select 6.0 units from STAT at the 300 level or above.

Revision Type(s)	Dept.	Degree Plan Code(s)	Degree Plan Component	Existing Core Courses	New Core Courses
Core Courses	Mathematics and Statistics	STAT-G-BSC STAT-G-BA STAT-Y STAT-Z	Core – 1.D.	<p>Complete 6.0 units from the following:</p> <p>STAT 252/3.0; STAT 268/3.0; STAT 351/3.0 and STAT 263/3.0; STAT 269/3.0.</p>	<p>Select 3.0 units from the following:</p> <p>STAT 268/3.0; STAT 252/3.0; STAT 351/3.0.</p>
			Core – 1.E.	<p>1.E. does not currently exist.</p>	<p>Select 3.0 units from the following:</p> <p>STAT 263/3.0; STAT 269/3.0.</p>

Revision Type(s)

History and Art Conservation. While student interest in medieval studies remains strong, enrolment in the plan is chronically low, and even fewer students have been able to successfully complete the demanding Plan requirements. The Plan is clearly not required to maintain a vibrant program in Medieval studies across numerous departments, and its closure will have no impact on the availability of medieval studies courses.

2 Rationale

The Faculty of Arts and Science boasts substantial research strength in Medieval Studies, concentrated in English, History, and in Art History and Art Conservation and supported by Latin offerings in Classics. Courses with a medieval focus attract numerous students, and there is robust interest in the medieval field at both the undergraduate and graduate levels. Despite the healthy course enrolments and research depth, however, enrolments in the Medieval Studies plan are chronically low. Clearly, the majority of students pursuing medieval coursework at Queen's are doing so outside of the MDVS minor. The proposal to close the plan reflects our conviction that the success of research and teaching in this important area is not dependent on the plan, and that the closure of the plan will have no impact on the availability of courses and the range of course offerings, on overall student enrollments, on the opportunities for our students to pursue graduate work in the medieval field, or on faculty appointments.

There are no students registered in the Plan.

As noted above, affected departments will continue to offer courses in Medieval Studies.

5 Faculty / Staff Accommodation

This closure has been a long time coming, having been in the works for about four years. The Head of the department of History attests that there has been extensive consultations among History and English faculty members (those most engaged with the program) in October and November 2017. Additionally, department Heads with members who teach in the program had also been consulted. All are in agreement that the Plan is not viable.

After extensive consultation with the faculty members teaching in the program and the undergraduate chairs who administer it, admissions to the Plan were suspended for a two-year period. In order to arrive at this decision, we ensured that there were opportunities for affected individuals and groups to provide input into the decision, explored the feasibility of alternatives and considered the impact on the units and the Faculty. Faculty and Staff in the **aforementioned Departments** will not be adversely affected by this decision.

Institutional Process

	Sequence of internal University approval processes	Date
1	Preliminary consultation with students, faculty, staff, other academic units and external stakeholders, and the Provost.	2017
2.	Draft proposal for program closure initiated by unit and/or faculty/school.	2018

3.



**UNDERGRADUATE PROGRAM - MAJOR MODIFICATION PROPOSAL
AND
MINOR MODIFICATIONS REQUIRING SENATE APPROVAL
Expedited Approval Submission Form**

This template is to be used when seeking approval for a major modification of an existing undergraduate program or a minor modification requiring Senate approval. Modifications must receive the approval of the Faculty Committee/Board before being submitted to the provost's office. The provost's office will send the submission to the secretary of the Senate Committee on Academic Development (SCAD), which will then make their recommendations to Senate. Academic units are strongly advised to contact the appropriate academic dean in their faculty with any questions that arise during this proposal development. Refer also to the [QUQAP website](#) for information.

NOTE: the textboxes in this template will expand as needed.

Part A – General Summary

Name of Existing Program:	Concurrent Education Program/ Kinesiology

Major Modifications

Change in a degree designation without a substantial change in program requirements or learning outcomes ()*

Significant changes to program requirements from those existing at the time of the previous cyclical review ()

Significant changes to the program structure (e.g. major changes to courses comprising a significant proportion of the program, typically 35% or less)[Consult with Vice-Provost (Teaching and Learning)]

Introduction or deletion of a work experience or co-op option, internship or practicum

Significant changes to the faculty delivering the program

Significant changes to the existing mode(s) of delivery ()**

Merger of two or more programs

X Introduction of a combined or concurrent program

Introduction of a dual credential program

Changes to program content (other than those listed above) that significantly affect the learning outcomes, but do not meet the threshold for a new program

*approval from University Registrar required (see Part C)

**approval from Associate Vice-Principal (Planning and Budgeting) required (see Part C)

OTHER: Please describe	
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Minor Modifications Requiring Senate Approval

Change to program name

Education/Kinesiology program will be in a science discipline, which will also help attract students in high demand teaching subject areas such as, Mathematics, Biology, Chemistry, and Geography.

The introduction of this Concurrent Education/ Kinesiology program will not impact the structure, degree level expectations or learning outcomes of either of the existing Kinesiology or Concurrent Education programs (these will remain the same).

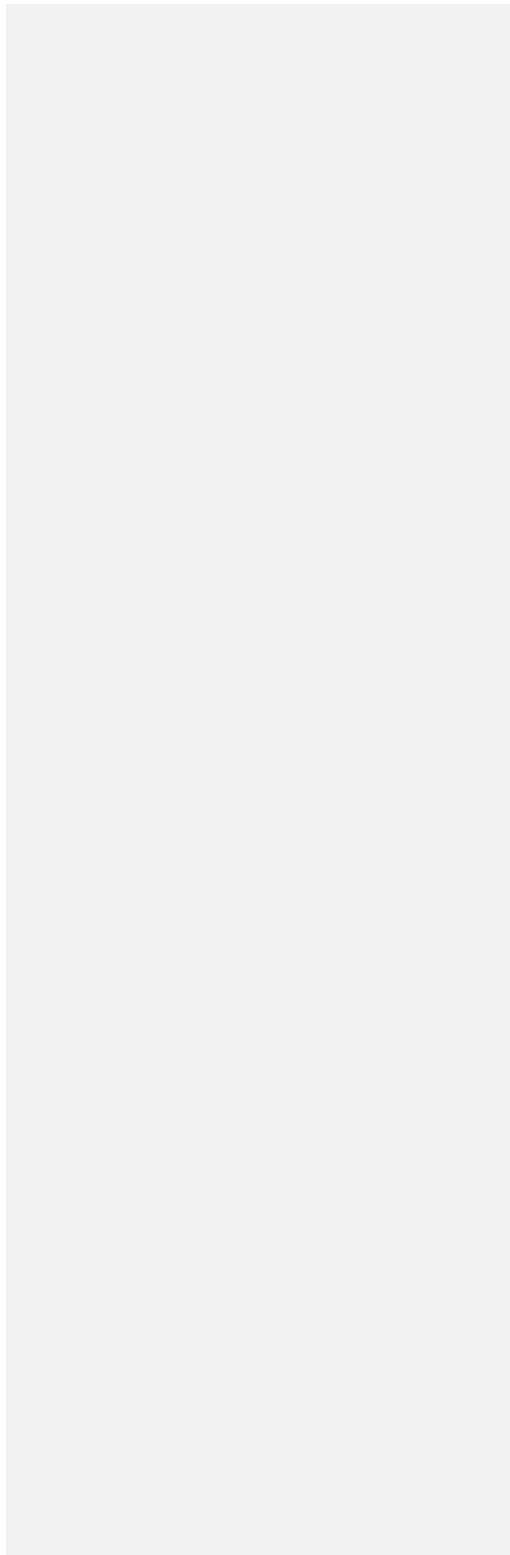
The School of Kinesiology and Health Studies consulted with faculty at their Departmental Retreat in June 2021 and received overwhelming support as this provides another opportunity for their students

Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a major modification of an existing undergraduate program, only the relevant textboxes below need to be completed (consult with the provost's office at quqap@queensu.ca to confirm the information required). Academic units should refer to the new undergraduate program template (available [here](#)) for details regarding the sections and tables in that template that need to be completed as specified and imported into the relevant sections below. Academic units should bear in mind the diverse groups (e.g. Faculty Board, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.

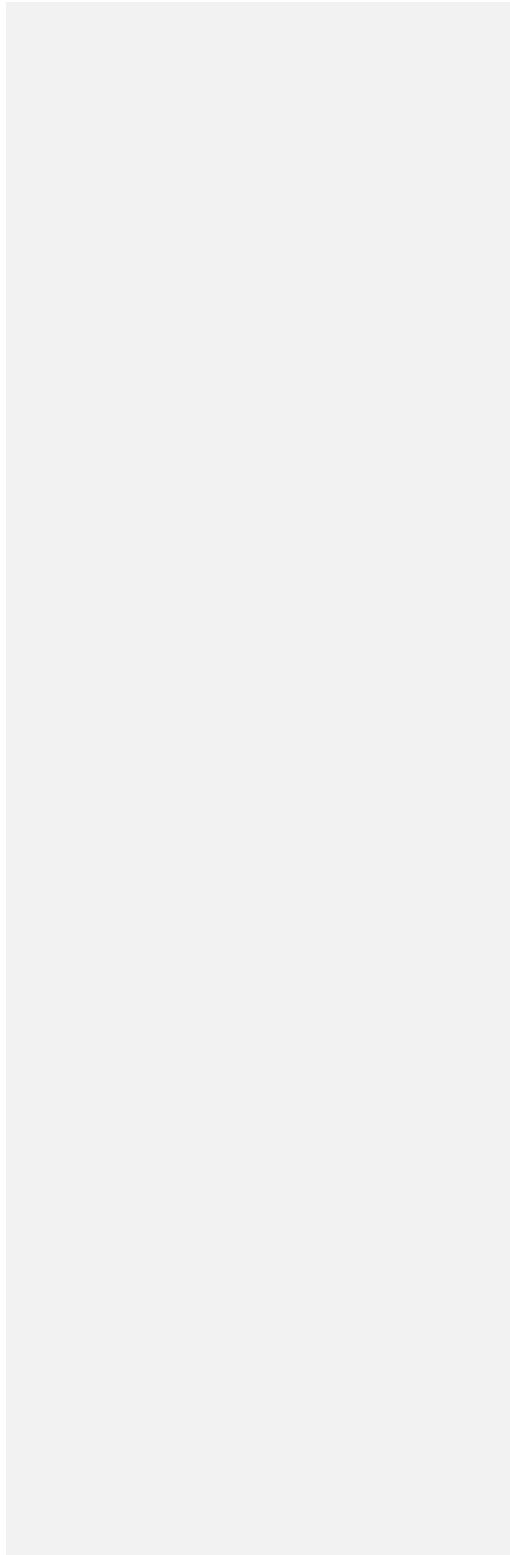
Introduction of a Combined or Concurrent Program

Information required:



8. Budget Template

Since enrollment will be small and within the current enrollment targets for both the direct-entry Kinesiology and Concurrent Education programs, there will be no additional resources required and



Related

STUDENT LEARNING WORKING GROUP
Operational Priorities

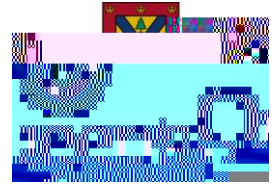
Recommendation – Queen’s University Should Lead in Offering
Transformative, Inquiry-based Learning Experiences



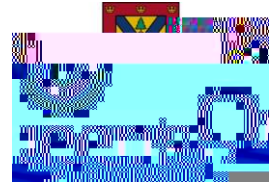
Chair: Erik Knutsen

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

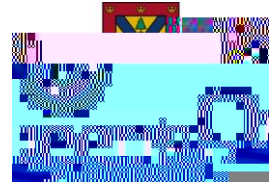
August 6, 2021



I. MOTIVATING O

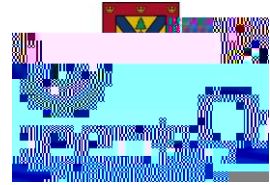


We believe that this type of learning can –



8. **honing skills to engage** with real intellectual change, 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 valid assessment of the pilot, so that Queen's can make effective adjustments responsive to learner needs.

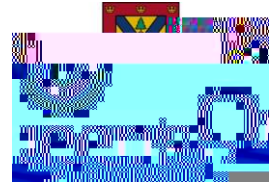
We would not recommend making the pilot mandatory for all students. Rather, we recommend creating the opportunity and allowing enrolment to be driven by desire, as the impactful, transformative learning experience we expect it to be. We expect it would soon garner enough of a following to become a "de facto" learning opportunity for all learners in all programs at Queen's – eventually.

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.

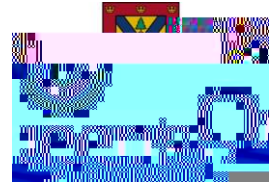
We are open to issues of learner assessment for the experience. We are mindful that much can be learned through Indigenous pedagogies and ways of knowing, particularly with a transformative and collaborative learning experience such as this, and would urge appropriate consultation for further exploration.

We wish to emphasize that transformative inquiry-based student learning opportunities can and should appear in all programs and in all years and all contexts at Queen's: undergraduate, BISC, graduate, and professional programs. While the constructs for such learning may shift somewhat depending on the educational context, this is something that can – and we believe should – be a signature piece of what it is to experience a uniquely "Queen's" education.

VI.



- c) learners choose their own “wicked idea” to work on, based on something that is important to them and that would have a real, palpable impact in the community (from 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 experience pilot 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