

Minutes

MEETING OF THE SENATE

A meeting of the Senate was held on Thursday, February 17, 2011 in Robert Sutherland Hall, Room 202 at 3:30 p.m.

Present: Senator Stairs in the Chair. **Senators:** Abdelmahmoud, Abdollah, Bevan, Blennerhassett, Boag, Bowers, Brouwer, Chaudhry, A. Chowdhury, S. Chowdhury, Christie, Colgan, Colwell, Cordy, Crowell, Culham, De Souza, Dimitrov, Farewell, Fisher, Fulford, Goodspeed, Jones, Kim, Kwong, LaFleche, Lockhart, MacDougall, MacLean, Medves, Morelli, Oosthuizen, Pierce, Qureshy, Reeve, Reid, Ryan, Silverman, Sinkinson, Summers, Tolmie, Wang, Whitehead, G. Moore (Secretary), C. Russell (Associate)

Also Present: J-A. Brady, M. Campbell, S. Cole, C. Davis, N. Day, J. Druery, B. Foo, B. Griffith, M. Heeler, P. Jain, B. King, L. Long, G. MacAllister, S. Murphy, L. Peterson, C. Rudnicki, H. Smith, C. Sumbler, S. Tanner, P. Taylor, S. Verbeek, K. Wallace, P. Watkin, S. Wilcox, P. Young

Senate observed a moment of silence in memory of upper-year student Robert Nason, who died February 15, 2011.

I OPENING SESSION

1. Adoption of Agenda

Moved by Senator LaFleche, seconded by Senator Oosthuizen, that Senate adopt the agenda as circulated with the addition of an oral report from the Chair of the Queen's University Planning Committee as item 7a) under Reports of Committees.

Moved by Senator Morelli, seconded by Senator Crowell, that questions he prepared in writing

g) Planning

As chair of the Enrolment Planning Task Force and the Queen's University Planning Committee, the Provost plays a major role in University planning. The Senate discussion on Academic Planning later in the meeting is another critical part of this focus on improved planning.

5. Other Reports requested by Senate

None Received

II QUESTION PERIOD

1. Questions from Senator Morelli

1. Page 6 (of November 25, 2010 minutes): The first action of the Academic Task Force was to be to devise a work plan, including a timeline to be presented to Senate for approval at the January 20, 2011 meeting. This did not occur.

Why has this work plan, including a timeline not been presented to Senate for approval?

2. (Item 2 of SCAD recommendations from its November 25 Report to Senate): The Academic Planning Task Force was directed to establish sub-committees focused on specific issues salient to the Academic Plan, for example internationalization, scope of degree offerings, ...

Have these sub-committees been formed? If not, why not? If so, what is their progress?

3. (Item 2 of SCAD recommendations from their Nov 25 report to Senate): The Academic Planning Task Force was directed to consult widely through the sub-committees by holding open meetings with experts and representatives of stakeholders, and by holding town hall meetings...

Why have these open meetings and town hall meeting not yet been scheduled after nearly two months?

4. Page 8 (of Nov 25, 2010 minutes): The Senate has mandated that a series of widely accessible town hall meetings be sponsored and that the process advance with all possible expedition ...

a) Again, why haven't these meetings been scheduled yet after nearly two months?

[Secretary's note: The conditions listed above were not formally approved by the Senate on November 25, 2010.]

b) Does the Academic planning Task Force have a plan and timeline to accomplish its mission prior to the end of April 2011 as was mandated by the Senate?

5. (Issue from the Queen's Students and Employees for Real Academic Planning Open Letter):

Group 3: Interdisciplinarity

It is essential to define what we mean by this term. It can mean an experience in which the student must bring ideas and techniques from two or more disciplines to bear on the understanding or solution of a problem.

There can be tension between a strong grounding in a discipline and interdisciplinary studies. A first-year universal course should be established and provide a foundation to carry through to future years. Such a course would need to emphasize intellectual orientation rather than the current emphasis on social orientation. Program and curriculum design are key components of this.

- o Might include a number of inquiry skills necessary for all undergraduates
- o Provide intellectual orientation, what it means to be a university student
- o Writing (or writing course) might provide a focus as essential but widely required skill for success at university

We should seek funding from Advancement, research initiatives, etc., to provide resources. Curricular and financial infrastructure needs to be established centrally to incorporate interdisciplinarity

Group 4: Communication (had no assigned question and this was their choice).

This topic included writing and interdisciplinarity as well as oral fluency.

- x Increased class sizes result in decreased opportunities for students to speak.
- x Queen's should create small introductory classes; the trade-off, if necessary, would be to increase the size of upper-year classes.
- x Redesign tutorials, seminars, rotate instructors (embrace change; give things up)
- x Establish University standards for Communication – will academic freedom present a barrier?
- x Units (departments and faculties) would be required to figure out how to implement the University standard within programs/discipline specifics.
- x There are two sides to learning—what Queen's should deliver, and what is expected from students.
- x Issues of diversity, equity, the existing Eurocentric curriculum have not been mentioned. The Academic Planning Task Force is talking about Global Citizenship.

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- x Good collaborations often happen by accident
- x The academic planning process is meant to be a broad statement of principles; the detail will come at the department level
- x ~~It is important~~ to consider the following points: 1. The academic planning process is meant to be a broad statement of principles; the detail will come at the department level

5. Nominating (Appendix G, page 80)

a) Elections

Chair P. Oosthuizen noted a request to add an additional name to the report.

Moved Senator Oosthuizen, seconded by Senator Culham, that Senate approve the elections of those named in the report in Appendix G, page 80 to the committees indicated with the addition of the name of undergraduate Arts and Science student L. Boulos to the Senate Orientation Activities Review Board.

Carried 11-21

6. Operations Review

a) Functions of the Senate – Oral update from Chair

Senator Stairs reported that since the January Senate meeting, SORC had continued to discuss the topic and had received helpful feedback from the two informal sessions at Senate meetings over the past academic year. It expects to present a legal opinion from the University Lawyer on the functions, as well as a formal report, including further revisions to the Proposed Functions of Senate at the March 24, 2011 Senate meeting.

7. Queen's University Planning Committee

Senator Silverman reported that the QUPC recently held its third meeting of the academic year. It endorsed the establishment of the Centre for Energy and Power Electronics Research (ePower) as a faculty-based

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