Minutes


1. Adoption of the Agenda.
   Moved by Ms. E. Deir
   Seconded by Mr. Bolden
   That the Agenda as circulated be adopted.
   Carried.

2. Approval of the Minutes of Faculty Board meeting held Wednesday January 22, 2014 and the Special meeting held Wednesday February 5, 2014.
   Moved by Ms. Morcom
   Seconded by Ms. Luce-Kapler
   That the Minutes of the meeting of Faculty Board held January 22, 2014 and the Special meeting held February 5, 2014 be adopted as circulated.
   Carried.

   None.

   None.

5. Chair’s Remarks.
   None.

6. Reports.
   6.1 Report of the Acting Dean, Ms. Luce-Kapler
       (See Appendix A, below).

   6.2 Report of Associate Dean, Undergraduate Studies, Mr. Chin
       No Report.
6.3 Report of Acting Associate Dean, Graduate Studies and Research, Mr. Klinger
No Report.

7. Motions.

7.1 Moved by Mr. Bolden
    Seconded by Ms. Luce-Kapler on behalf of the Graduate Studies and Research Committee
    That the following description be listed under the Admission requirements section in the School of Graduate Studies calendar.
    Promotion from the M.Ed. program in the Faculty of Education at Queen’s University to the Ph.D. in Education program may be considered under exceptional circumstances. If you are interested in this option, you are encouraged to contact the Faculty’s Associate Dean of Graduate Studies and Research. Additional information about this option can be found at:
    http://www.queensu.ca/calendars/sgsr/Academic_Qualifications_for_Admission.html
    Carried.

7.2 Moved by Ms. Luce-Kapler
    Seconded by Mr. Bolden on behalf of the Graduate Studies and Research Committee
    That the following revised course title and course description be added for inclusion in the School of Graduate Studies calendar.

    **Revised Course Description:**

    Critical Theories in Educational Contexts

    This course introduces students to critical theories in educational contexts and examines and critiques the organization of power around cultural difference, race, class, ethnicity and other social/cultural markers. Teaching practices and policies that contribute to positive social change will also be explored.

    Carried.

7.3 Moved by Mr. Russell
    Seconded by Ms. E. Deir on behalf of the BEd/DipEd Programs, Admissions, and Awards Committee
    That, the 2014-2015 Sessional Dates be amended as follows, with the first two practica occurring consecutively, 14-31 October, and 3-21 November.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 03 Sep – Fri 10 Oct</td>
<td>Class block #1</td>
<td>28 days</td>
</tr>
<tr>
<td>Tues 14 Oct – Fri 31 Oct</td>
<td>Practicum component #1 and #2</td>
<td>29 days</td>
</tr>
<tr>
<td>Mon 3 Nov – Fri 21 Nov</td>
<td>(Thanksgiving 13 Oct)</td>
<td></td>
</tr>
<tr>
<td>Mon 24 Nov – Fri 19 Dec</td>
<td>Class block #2</td>
<td>20 days</td>
</tr>
</tbody>
</table>

Carried.
8. Reports of Standing Committees, Delegates, Coordinators.

8.1 BEd/DipEd Programs, Admissions, and Awards Committee.
No Report.

8.2 Appointments Committee.
No Report.

8.3 Good and Welfare Committee.
No Report.

8.4 Nominating Committee.
Ms. Martin noted that a call had been sent out for a Senator and that anyone interested could self-nominate or nominate something else. She also gave a heads up for an early call for the Renewal, Tenure/Continuing Appointment and Promotion Committee and Term Adjunct Appointments Committee as those committees start their work earlier, and it will be the usual timeframe for the other committees.

8.5 Renewal, Tenure/Continuing Appointments, Promotions Committee.
No Report.

8.6 Strategic Planning Committee.

8.7 Coordinator of Continuing Teacher Education.
No Report.

8.8 Coordinator of the Queen’s-Trent Concurrent Teacher Education Program.
No Report.

8.9 Coordinator of the Aboriginal Teacher Education Program.
Ms. Morcom will have a full report for the April meeting.

8.10 Coordinator of the Community Outreach Centre
No Report.

(See Appendix B, below).

8.12 Senators.
(See Appendix C, below).

8.13 Student Society Reports.
No Reports.
8.14 Staff Representative Reports.
No Reports.

8.15 Miscellaneous oral reports.
Mr. Kirby noted that he had attended the play by the Neuroscience Centre on fetal alcohol syndrome and it was amazing. They are coming to do a special performance at McArthur or our BEd student in April. Details are below:

Description of the play

Jacob’s Story” is a play written to bring the stories of those who face the challenge of living with the debilitating effects of Fetal Alcohol Spectrum Disorder (FASD) to life. It is a fictional story which follows a person with FASD from childhood to adulthood as he struggles with the schools system, family and peer pressures, and finally the criminal justice system. Although the characters and situations are fictional they are common to thousands of children and their families who face life trying to earn acceptance with an invisible disability that controls every aspect of their existence. The play is 45 minutes in length followed by a discussion period during which audience members are invited to share their own personal stories, pose questions, or offer insights from a professional or personal perspective.

The facilitated discussion following the performance at McArthur will involve experts in the field including teachers, the FASD Director of NeuroDevNet (Dr. James Reyonlds), parents, and community members.

Date: Wednesday, April 16
Time: 2:30 pm - 3:45 pm
Place: Duncan McArthur Hall, Auditorium

9. Question Period.
None.

10. Good and Welfare.
No Items.

11. Adjournment.

On motion by Ms. Johnston, the meeting adjourned at 1:30 pm.

John Kirby
Chair

Bonnie Knox
Secretary

THE NEXT MEETING OF FACULTY BOARD will be held in the Vernon Ready Room on Wednesday, April 16, 2014 at 1:00 pm. Items for the Agenda should be given to Ms. Knox in Room A233 no later than 3:30 pm on April 9, 2014.
Dean’s Report to Faculty Board

February 19, 2014

Welcome to the newest addition to our staff – John Holmes, Instructional Designer. Angie Recoskie is now on maternity leave and Betsy Smith is acting as Events Coordinator.

1. Review of Administrative Staffing at the Faculty of Education
   - Proceeding with implementation of reorganized admin support roles and creation of specialized roles
   - Expect to announce the implementation of the specialist role in financial processing (travel claims, etc.) within a few weeks
   - “Student Services” in the Faculty will now encompass the Education Registrar’s Office (ERO) and Education Career Services
   - Education Career Services will be re-located to a renovated A112 (ERO) during the summer
   - A101 will become the central hub for faculty admin support

2. Extended BEd Program Approval
   - Proposal for Extended Program approved by Faculty Board on February 6th
   - Application for approval of major modification to the existing BEd program sent to Vice-Provost (Teaching and Learning)
   - After approval at that stage the proposal goes to SCAD (March 5th) then Senate for approval

3. School of English (SoE)
   - SoE staff will move to Duncan McArthur Hall (DMH) in early March and be located in vacant offices on the third floor (A341 a,b,c,d,e)
   - SoE programs will continue to run on main campus during the transition period, but it is envisioned that some will move to DMH

4. E-Services Review
   - ITS will commence the review of e-Services shortly
   - Faculty members will be surveyed as to their needs for service

5. Web Committee
   - The Web Committee is working on developing an Intranet in D2L and plan to have it ready this summer. We have created a development site and are working on content as well as the management of participant groups.
APPENDIX B

Faculty of Education, Queen’s University
Education Registrar’s Report to Faculty Board (19 February 2014)

2014-15 BED/DED Program Admissions
- All Consecutive applications are now closed, including on campus and ATEP community-based
- On 19 February 2014, there were 1522 applications, compared with 1519 the previous year.
- A weekly report on application numbers is produced and is available on the front desk in the ERO.
- Reading Day on Wednesday 12 February was very successful. The change in schedule and good weather resulted in high completion rate of statements; all third reads are presently complete. A few more Consecutive Education statements will need to be read for those who applied up to the deadline of 14 February. Concurrent Education statements will also need to be read in the first week of March, and the first week of May. We would appreciate volunteers to read any of these groups of statements.
- Offers of admission for all Ontario Faculties of Education will be available on Tuesday 1 April, with a response deadline of Tuesday 15 April. An early update of offer acceptances will be available at the 16 April meeting.
APPENDIX C

Senate Report to Faculty Board
February 19, 2014

1. Policy and Procedures for the Closure of Academic Programs (Undergraduate or Graduate)

A draft document was sent to Senators on January 20, 2014 requesting input from Senators by February 18, 2014. The email indicated that “Input is also being solicited from other stakeholders with the goal of presenting Senate with a Notice of Motion at the March 25th Senate followed by a Motion to approve at the April 29th meeting.” It would have been more appropriate to indicate that this document was being brought to the April Senate meeting for consideration rather than approval but I digress!

This document is not available online. I am not aware of any other attempt to solicit input from the broader community in the university using Queen’s e-Bulletin etc. The Arts/Science Faculty Board Meeting was cancelled this month so there is no opportunity for that Faculty Board to provide feedback to the Senate Committee on Academic Development before they bring this document forward to the March 25th meeting.

The original document is presented below with important changes that I have suggested underlined.

Please submit your comments to the Secretary of SCAD at: watkinm@queensu.ca and to me (christie@queensu.ca) if you would like me to raise them on your behalf at Senate. I would be happy to send you an electronic version of the original document if that would be helpful. I will be meeting with the Senate Committee on Academic Development on March 3 so I can bring your comments to that meeting as well.

[Draft for Circulation Internal to Stakeholders]

Policy and Procedures for the Closure of Academic Programs
(Undergraduate or Graduate)

Scope
This policy applies to Senate approved programs at both the undergraduate and graduate levels.

The policy is restricted to situations where Article 39 (Closure of an Academic Program or Unit for Academic Reasons) of the QUA Collective Agreement between Queen’s University and Queen’s University Faculty Association has not been invoked.

Requests for closure of an Academic Program will not be considered unless admissions to the Program have already been temporarily suspended following the Senate Recommended Procedures Concerning the Temporary Suspension of Admissions to Academic Programs (Approved by Senate May 28, 2013). An exception will be made to Academic Programs whose admissions were de facto suspended prior to May 28, 2013, the approval of the Senate Recommended Procedures Concerning the Temporary Suspension of Admissions to Academic Programs (Approved by Senate May 28, 2013).
Definition of a Program
The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by Queen’s University for the fulfillment of the requirements of a degree, diploma, or certificate. This includes, but is not limited to, program designations such as majors, medials, minors, concentrations, specializations, options and streams.

Definition of Closure
Closure of a Program is defined as the formal termination, approved by Senate, of the Program. Termination encompasses permanent closure of student admissions, and deletion from the relevant academic calendar(s).

Policy Statement
Closing existing Programs may need to be considered if there are
- changes in resource allocation or,
- decreased student enrolment in the Program or
- there is a recommendation from the [The recommendation to close an Academic Program may be articulated in a Cyclical Program Review (CPR) review team or report or may be identified by members of the university community, including for example the Dean, the Associate Dean and/or Members of the Program Unit itself.]

Closure of a Program is a significant step: and as such, appropriate and thorough consultation with everyone affected by this decision is essential in order to enable informed, and transparent, decision making.

Protection of Students as a Guiding Principle
- Closure should not result in students being unable to complete, if they so wish, the Program they are registered in, within the standard time to completion for that Program.
- In the specific case of students enrolled in Graduate Programs, the timing and roll-out of any closure must not prevent them from completing the courses, examinations, training, and research necessary to graduate, nor interfere with their commitments of financial support (i.e. all relevant components of overall internal and external funding packages – e.g. scholarships, bursaries, Queen’s Graduate awards, employment as Teaching Assistant / Teaching Fellow / Research Assistant, etc.)
- In some Graduate Programs, particularly at the Ph.D. level, completion times often extend beyond the standard time. Hence a graduate student may have completed all their graduation requirements, except for defense and submission of their, by the time a Program closes. In such cases, students should still have the option of having a degree issued in the original Program upon completion, unless they agree to change this to another, cognate, Program.

Potential considerations in assessing the case for closure of an undergraduate or graduate Program may include but are not limited to the following:
- Loss (or impending or anticipated loss) of professional accreditation
- Poor or diminished quality of academic offerings (e.g. impending negative report from Cyclical Program Review)
Proposal
A proposal for a Program closure must address the following:

- **Rationale for the closure**
- **Possible Impacts on, and plans for accommodation of, any students currently enrolled in the Program**
- **Possible Impacts on program(s) students may transfer into in order to complete their degree**
- **Possible Impacts on time-to-completion for all students enrolled in the Program**
- **Possible Impacts on academic and non-academic staff and faculty members who are involved in the delivery part of the Program**
- **Possible Impacts on the nature and quality of the Unit’s programs of study**
- **Possible Impacts on other cognate units and inter-institutional agreements/contracts (if applicable)**
- **Possible Impacts on shared services and/or resources (e.g. library resources, physical facilities, IT resources)**
- **Possible Impacts on the overall academic mission of Queen’s the University**

Institutional Process and Approvals
Proposals for the closure of an existing Program will be subject to the following sequence of internal University approval processes:

In developing a proposal to close a Program the Dean will:
1. Ensure that there are opportunities for affected individuals and groups to provide input into the draft proposal.

2. Ensure that alternatives to program closure have been explored and explain to the affected individuals and groups, including Faculty Board(s) or equivalent(s) and Senate the feasibility (or lack of feasibility) of these alternatives.

3. Conduct an analysis of the anticipated effect, if any, the closure might have on other academic and non-academic units and/or Programs/Plans at Queen’s University.

4. Conduct an analysis of the anticipated impact, if any the closure might have on the equity goals of the Academic Unit/Faculty/University, and steps that will be taken to ensure that to the extent possible, these goals continue to be met.

- Preliminary consultation with students, faculty, staff, other academic units and external stakeholders
- Draft proposal for Program closure initiated by Unit and/or Faculty/School.

5. Draft proposal sent to Provost’s Office for preliminary discussion. For Graduate Programs, the proposal will be sent concurrently to the School of Graduate Studies.

6. Draft proposal presented by relevant Dean(s) for information, and discussion and input at the relevant Faculty Board(s) (and in the case of Graduate Programs, at GSEC).

7. Draft proposal is presented by relevant Dean(s) for information to Senate for information, discussion and input.

- 8. Proposal is developed further by Unit in conjunction with the relevant Faculty/School.
  - During this phase broad consultation will take place with academic and non-academic staff, students, faculty, staff, other academic units and external stakeholders.
  - The proposed date for discontinuing or phasing out an Academic Program will take into consideration the time required for anticipated completion by students currently enrolled or for facilitation of their placement in acceptable alternative programs.

9. Before a decision is finalized to close a Program, it is imperative that there be a well-articulated plan to ensure that students currently enrolled in the affected Program can meet graduation requirements.

10. Academic and non-academic staff and students in the affected Program are notified of the proposed plan including the proposed closure and timing for phasing out of the Program.

11. Final proposal is considered by the affected Faculty Board(s) and/or GSEC. A 2/3 majority vote is required for approval.

12. Final proposal is considered by Senate. A 2/3 majority vote is required for approval.

- Final proposal is signed off by Provost

- Students currently enrolled in the Program are notified of the proposed Program closure and timing for phasing out of the Program

- Final proposal approved by relevant Faculty Boards and GSEC
Final proposal is submitted to Senate by the relevant Dean(s) for approval.

External Reporting
Program closures are reported annually to the COU Quality Council and the MTCU by the Office of the Provost for information.

2. Long-term Strategic Enrolment Management Framework
Dear senators,
Senators received a request to comment on this framework on Tuesday February 11. Comments were due a week later on Tuesday Feb 18. It will be brought to the March Senate meeting. The request draft framework will be taken to Senate in March. At least this framework is available on line:
If you have concerns about the timeline or the content please contact me and I will raise them on your behalf at Senate.

Respectfully submitted by
Cathy Christie
Feb 19, 2014