



# Agenda

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## MEETING OF THE SENATE

**April 16, 2019, 3:30 pm, Robert Sutherland Hall, Room 202**

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Signing Ceremony

Faculty of Medicine 1918 Admissions Ban on Black Students -  
Letter of Apology

Signed by Principal and Chair of Senate Daniel R. Woolf and  
Dean Richard Reznick, Faculty of Health Sciences

Remarks from:

Daniel Woolf, Principal and Chair of Senate

Richard Reznick, Dean, Faculty of Health Science and Director,  
School of Medicine

Stephanie Simpson, Associate Vice-Principal (Human Rights,  
Equity and Inclusion)

This portion of the meeting will be live streamed and can be viewed  
at: <https://www.queensu.ca/its/livestream/live.html>

### I Opening Session

#### 1. Adoption of Agenda

[ Action] (2 min)

- a. Agenda: April 16, 2019

**That the Senate adopt the agenda as circulated,  
with the provision that items 2 to 5 in the Consent  
portion of the agenda be approved or received for  
information by consent.**

#### CONSENT AGENDA

(5 min)

#### 2. Approval of Minutes

- a. Minutes: March 26, 2019

**That Senate adopt the minutes of March 26, 2019.**

#### 3. Reports

##### a Standing Committees of Senate

- i Senate Agenda and Summer Action Committee  
ii Senate Committee on Academic Development  
iii Senate Educational Equity Committee

5 - 13

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15

16 - 17

# Agenda

- 18                                iv     Senate Governance and Nominating Committee
- b     Committees to Which Senate Elects Members**
- 19                                i     Queen's University Board Senate Advisory Committee
- 4.     Matters Referred to Standing Committees**
- 20                                a.     Referred to Senate Committee on Academic  
Development - Academic Integrity
- 5.     Principal's Schedule Highlights**
- 21                                a.     Principal's Schedule Highlights - April 2019
- REGULAR AGENDA
- II     Business Arising
- 22 - 31                        1.     **Commission on Black Medical Students - Report and  
Letter of Apology**                                [ **Information**]     (10 min)
- III     Committee Motions and Reports
1.     **Senate Committee on Academic Development**
- 32 - 41                        a.     Enrolment Targets 2019-2020 and 2020-2021                                [ **Action**]     (15 min)
- That Senate approve the Enrolment Targets 2019-  
20 and 2020-21 as contained in the Strategic  
Enrolment Management Group report and, that  
Senate empower the University Registrar to make  
any adjustments as are necessary and appropriate  
to specific program goals and opportunities to  
ensure that the total projected enrolments for 2019-  
20 and 2020-21 are achieved.**
- 42 - 53                        b.     Major Modification - Bachelor of Commerce Degree                                [ **Action**]     (5 min)
- That the Senate approve the major modification to  
the Bachelor of Commerce degree program, Smith  
School of Business, effective September 2020.**
2.     **Senate Committee on Academic Procedures**
- 54                                a.     Hood Approval - Master of Management in Artificial  
Intelligence                                [ **Action**]     (5 min)
- That the new hood for the Master of Management  
in Artificial Intelligence degree as defined be  
approved: black shell, shiny black satin lining, ½  
inch inner gold border, ½ inch outer green border.**
- 55 - 56                        b.     Hood Approval - Master of Earth and Energy Resource  
Leadership and Master of Biomedical Informatics                                [ **Action**]     (5 min)
- That the new hood for the Master of Earth and  
Energy Resource Leadership degree as identified be  
approved: black shell, henna lining, ¾ inch emerald  
green border.**
- That the new hood for the Master of Biomedical  
Informatics degree as identified be approved: black  
shell, shiny black satin lining, ½ inch inner red**

# Agenda

**border, ½ inch outer gold border.**

57 c. Hood Approval - Bachelor of Music Theatre [ Action] (5 min)

**That the new hood for the Bachelor of Music Theatre degree as defined be approved: black shell, sapphire blue silk lining, 3 inch inner sky blue border, ¾ inch outer sky blue border.**

58 - 59 3. Senate Governance and Nominating Committee

a. Nominations Report [ Action] (5 min)

**That Senate approve the nominations as recommended by the Senate Governance and Nominating Committee.**

60 - 62 b. Senate Educational Equity Committee - Changes to Terms of Reference [ Action] (5 min)

**That Senate approve the revised Terms of Reference for the Senate Educational Equity Committee, as recommended by the Senate Governance and Nominating Committee.**

IV Motions - None Received

V Question Period

63 - 64 1. Question - Academic Consideration for Students in Extenuating Circumstances [ Information] (10 min)  
Submitted by: Senator J. MacLeod

**My question concerns the use of the self-declaration of brief absence forms arising from the Academic Consideration for Students in Extenuating Circumstances Policy as passed by Senate in April 2017.**

**The Department of Biomedical and Molecular Sciences has seen a dramatic 55 percent increase in the use of the self-declaration of brief absence forms over the last two years. What are the rates of use of these forms in other faculties? Is its use consistent in all faculties? Is its use consistent with the concept of academic integrity? This Policy was to be reviewed in 2018. If it was, where are the findings of the review?**

VI Administration Reports and Presentations

1. Principal's Report

65 - 66 a. Principal's Report April, 2019 [ Information] (10 min)

67 - 73 b. Magna Charta Universitatum - Membership [ Action] (15 min)

**That Senate grant its full support for Queen's University's becoming a signatory to the Magna Charta Universitatum (MCU) at the MCU's 31st annual meeting in October 2019, and ask the Principal to report back to Senate on how participation in the MCU will enrich the academy and research mission of the University.**

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74 - 76	<b>2. Provost's Report</b>		
	a. Provost's Report April, 2019	[ Information]	(5 min)
77 - 81	<b>3. Research Report</b>		
	a. Research Report April, 2019	[ Information]	(5 min)
	VII Communications		
82 - 92	<b>1. Queen's University Board-Senate Advisory Committee - 2019 Retreat Report and Response</b>	[ Information]	(5 min)
93 - 94	<b>2. Report of New Senators</b>	[ Information]	(2 min)
95 - 100	<b>3. Aboriginal Council of Queen's University - 2018 Report</b>	[ Information]	(10 min)
	<b>4. Division of Student Affairs - Annual Report</b>	[ Information]	(5 min)
	Please click <a href="#">this link</a> to be taken to the Division of Student Affairs website to view the report.		
101	<b>5. Convocation - Honorary Degree Schedule - Update</b>	[ Information]	(2 min)
	VIII Reports of Faculties and Schools - None		
	IX Other Business - None		
	X Closed Session		
	XI Adjournment		



# Minutes

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## MEETING OF THE SENATE

**March 26, 2019, 3:30 pm, Robert Sutherland Hall, Room 202**

### **Senators in Attendance:**

D. Woolf (Chair), S. Arniel, D. Beauchemin, D. Borschneck, , A. Chakrabarti, Y. Chan, A. Chowdhury, L. Colgan, B. Crow, L. Daneshmend, J. Davies, K. Deluzio, D. Detomasi, C. Draeger, P. Fachinger, B. Fickling, M. Finlayson, R. Fleming, J. Giacomini, T. Harris, D. Hunter, K. Lake, S. Lampen, C. Lemmon, R. Luce-Kapler, A. MacDonald, J. MacLeod, M. Martinez, J. Medves, J. Mennell, K. Moriah, T. Morrison, D. Murakami Wood, R. Murty, L. Notash, D. Parker, F. Quadir, R. Reznick, Darryl Robinson, D. Saunders, A. Sonoc, N. Thompson, A. Tierney, K. Timmons, M. Vandenburg, C. Walker, G. Webber, A. Weldemichael, X. Zhu, L. Knox (Secretary)

### **Regrets:**

M. Berkowitz, K. Bowes, C. Cook, M. Doxtater, A. Fam, W. Flanagan, B. Kutsyuruba, D. Lamb, S. Marquardt, K. Mihan, J. Morelli, P. Mousavi, J. Ortiz, Dylan Robinson, S. Smith, A. Troiani, M. White, W. White, K. Woodhouse

### **Also Attending:**

H. Aldersley, S. Brown, V. Chappell, H. Cole, R. Coupland, A. Da Silva, R. Danby, S. den Otter, S. Dunn, M. Erdman, M. Hueston, D. Janiec, R. Khan, S. Ko, E. LeBlanc, Y. Li, A. Martineau, C. McQueen, W. Morrow, T. Oba, P. Oosthuizen, M. Pepe, S. Pinchin, B. Reeve, J. Scott, S. Shearer, S. Simpson, J. Stephenson, L. Stewart, S. Vanner, P. Watkin

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## **I Opening Session**

### **1. Adoption of Agenda**

- a. Agenda: March 26, 2019

**That the Senate adopt the agenda as circulated, with the provision that items 3 to 6 in the Consent portion of the agenda be approved or received for information by consent.**

**J. Davies/J. Mennell**

**19-08**

### **2. Presentation of the Margaret Hooey Governance Award to Senator A. Chowdhury**

- a. Margaret Hooey Governance Award

The Principal presented the first Margaret Hooey Governance Award to Senator Afsheen Chowdhury. Ms. Hooey was a long-standing University Secretary at Queen's who played a key role in shaping the university's modern governance system and was a dedicated advocate for student involvement in the governance of Queen's. The Award is given to a student who has made an outstanding contribution to the good governance of the university through their work on Senate and Senate committees.

Senator Chowdhury has been a student senator from the Faculty of Education since 2017 and served as both member and co-chair of the Queen's University Board-Senate Advisory

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Committee, playing a key role in the planning and execution of the 2019 Board-Senate Retreat. Senator Chowdhury was also a member of the Joint Board-Senate Principalship Search Committee, which required significant dedication, travel, and time away from Queen's and her studies. She is also a member of the University Council on Anti-Racism and Equity (UCARE), the Equity Outreach Coordinator for the Concurrent Education Students' Association, and is the Founder of the CESA Election Mentorship Program.

Senator Chowdhury thanked the Principal and Senate for the award and shared her belief that the role of senators carries true weight. She emphasized the importance of all Queen's community members recognizing and acknowledging the issues with which others are struggling, and to make their best effort to offer support, regardless of individual identities. She noted that it is not enough to simply stand in solidarity or be upset when injustice happens, because the problems of others are problems of us all. She reminded senators that it is crucial to realize that everyone has the ability to make a tangible difference, that we must take an active stand against all forms of oppression, and that we all have an obligation to remember our community and honor it with our work.

## CONSENT AGENDA

### 3. Approval of Minutes

- a. Minutes: February 26, 2019  
**That Senate adopt the minutes of February 26, 2019.**

### 4. Reports

#### a Standing Committees of Senate

- i Senate Agenda and Summer Action Committee
- ii Senate Committee on Academic Development
- iii Senate Advisory Research Committee
- iv Senate Governance and Nominating Committee

#### b COU Academic Colleague Report

- i COU Academic Colleague Report - March, 2019

### 5. Matters Referred to Standing Committees – none

### 6. Principal's Schedule Highlights

- a. Principal's Schedule Highlights

## REGULAR AGENDA

## II Committee Motions and Reports

### 1. Senate Committee on Academic Development

- a. Queen's Learning Outcomes Framework - Presentation by J. Scott

**That Senate approve the revised Queen's Learning Outcomes Framework, effective immediately.**

**D. Murakami Wood/Y. Chan**

**19-09**

Vice-Provost (Teaching and Learning) J. Scott delivered a presentation to Senate.

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Senator Daneshmend expressed concern that one of the recommendations of the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI), specifically that the Framework should be revised to explicitly address issues of racism, equity, social justice, and inclusion, does not seem to have been addressed in the proposed revised Framework. Concern was also expressed that numerous experts in these areas at Queen's appear not to have been consulted in the development of the proposed revisions. Vice-Provost Scott noted that consultation with various individuals and the University Council on Anti-Racism and Equity (UCARE) took place as part of the revision process, and that the Renewal Committee engaged in detailed discussions about how success should be defined in the context of the Framework. Committee members agreed that the implementation of the revised Framework will be of utmost importance, and that the document's introduction specifies the value of diverse learning experiences when it speaks to ensuring that underrepresented identities and perspectives must be reflected in curricula, and that inclusive pedagogies and universal design must be used to enable access for all students.

Senator Fachinger noted that explicit mention of outcomes such as racial literacy and equity, diversity, and inclusion are not present in the revised document, but that Indigenous knowledge is, and expressed the belief that both are equally valuable for students. Vice-Provost Scott detailed that Revision Committee members listened carefully when discussing such issues with stakeholders, including the University Council on Anti-Racism and Equity (UCARE), and agreed that the themes referred to in the document should be kept neutral enough that they could be implemented in any curricular environment. Instructors will be able to avail themselves of various guides and examples related to the development of learning outcomes, and will be strongly encouraged to consider all ways of knowing as they teach.

- b. Establishment of BAH Environmental Studies, Faculty of Arts and Science

**That Senate approve the establishment of a BAH in Environmental Studies, School of Environmental Studies, Faculty of Arts and Science, effective September 2019.**  
**D. Murakami Wood/T. Morrison** **19-10**

There were no questions on the item.

- c. Establishment of Chair in Pediatrics Research and Education, Faculty of Health Sciences

**That Senate approve the proposal to establish a Chair in Pediatrics Research and Education, School of Medicine, Faculty of Health Sciences, subject to ratification by the Board of Trustees.**  
**D. Murakami Wood/R. Reznick** **19-11**

There were no questions on the item.

- d. Establishment of Chair in Surgical Innovation and Research, Faculty of Health Sciences

**That Senate approve the proposal to establish a Chair in Surgical Innovation and Research, School of Medicine, Faculty of Health Sciences, subject to ratification by the Board of Trustees.**  
**D. Murakami Wood/F. Quadir** **19-12**

There were no questions on the item.

- e. Major Modification - MA in Religious Studies Program, Faculty of Arts and Science

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**That Senate approve the major modification to the MA in Religious Studies degree program, School of Religion, Faculty of Arts and Science, effective September 2019.**  
**D. Murakami Wood/A. Sonoc** **19-13**

There were no questions on the item.

- f. Major Modification - Master of Management Analytics Program, Smith School of Business

**That the Senate approve the major modification to the Master of Management Analytics degree program, Smith School of Business, effective May 2019.**  
**D. Murakami Wood/F. Quadir** **19-14**

There were no questions on the item.

- g. Minor Modification - Stage and Screen Specialization, Faculty of Arts and Sciences

**That the Senate approve the minor modifications to the Bachelor of Arts (Honours) Specialization in Stage and Screen Studies in the Department of Film and Media and the Dan School of Drama and Music, Faculty of Arts and Science, effective September 2019.**  
**D. Murakami Wood/J. Mennell** **19-15**

There were no questions on the item.

- h. Five-Year Reviews - New Graduate Programs

There were no questions on the item.

## 2. Senate Advisory Research Committee

- a. Translational Institute of Medicine - Formal Institute Proposal

**That Senate approve the proposal for formal research institute status for the Translational Institute of Medicine for a five-year term, beginning May 11, 2019, subject to ratification by the Board of Trustees.**  
**J. MacLeod/J. Mennell** **19-16**

There were no questions on the item.

- b. International Centre for the Advancement of Community Based Rehabilitation - Formal Centre Proposal

**That Senate approve the proposal for formal centre status for the International Centre for the Advancement of Community Based Rehabilitation for a five-year term, beginning May 11, 2019, subject to ratification by the Board of Trustees.**  
**J. MacLeod/M. Finlayson** **19-17**

There were no questions on the item.

## 3. Senate Governance and Nominating Committee

- a. Senate Agenda Order of Business



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**That Senate waive the Rules of Procedure to extend the trial period of a reordered Senate agenda to December 2019, at which time a final recommendation will be made to Senate.  
L. Daneshmend/D. Beauchemin 19-18**

There were no questions on the item.

## 4. Senate Orientation Activities Review Board

- a. SOARB 2018 Report  
V. Chappell, Co-Chair of SOARB, informed senators that the Board has not yet discussed the implementation of the Fall Break and its impact on Orientation in detail, given that 2018 was the first year it was experienced by students and instructors. SOARB members anticipate they will informally review the revised Orientation Week format after the second year of the Fall Break and will likely provide feedback on its effectiveness in their 2019 report to Senate.

It was confirmed that only direct-entry undergraduate programs' orientations are overseen by SOARB.

III Motions - none received

IV Question Period - none received

V Administration Reports and Presentations

### 1. Principal's Report

- a. Principal's Report - March 2019  
Principal Woolf reported on a number of issues that arose since the Senate's February meeting, including the following:
  - The federal government recently released its final budget before the fall election. Of particular note for Queen's was the commitment of \$25 million over the next 10 years for the Canadian Institute for Military and Veteran Health Research. The Institute is an endeavour of several universities and is based at Queen's as well as the Royal Military College.
  - The budget's main focus was on jobs and skills development and the university is awaiting additional information on how the various initiatives that were announced, such as work-integrated learning programs, may have an impact on Queen's and its students. The budget did contain some information on additional scholarships for Masters and Doctoral-level students, and investments that will expand parental leave coverage for some student researchers and relief for some student loan recipients.
  - The provincial government released the results from its Student Voices on Sexual Violence survey, to which approximately 160,000 students at post-secondary campuses responded. The information released is a high-level overview of the responses. The government is now consulting with the Privacy Commissioner to determine whether detailed data can be released. The government also released information on several new mandatory preventative measures related to sexual violence, many of which Queen's has already undertaken, such as a review of its sexual violence policy and the establishment of a task force on sexual violence.
  - The university recently celebrated the recipients of this year's Tri-Awards, which are given out to individuals and groups that contribute to the advancement of equity, human rights, accessibility, and inclusion within the Queen's community. Adrian Baranchuk and Katherine McKittrick received the Employment Equity Award, Llynwen Osborne received the Steve Cutway Accessibility Award, and Alana Butler received the Queen's Human Rights Initiative Award.

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- The formal opening of Mitchell Hall will take place at the end of March, and senators were invited to attend the celebrations. Principal Woolf noted the achievements of Physical Plant Services and others who worked hard to ensure the staged move-in process went smoothly for units, and that the university met the deadline for federal and provincial Strategic Innovation Fund grants.

Senator Davies remarked that Queen's has a high rate of reports of sexual violence based on the Student Voices on Sexual Violence survey results and it was noted that this is generally typical for residential campuses. Senator Davies expressed concern that, despite the high quality of work of Queen's staff and others involved in support services for students affected by sexual violence, instructors and teaching assistants continue to hear from students who are not able to access support provided by trained professionals. Senator Tierney confirmed that the Task Force will be working to determine where support reinforcement is needed and to provide recommendations on the issue. The university does recognize that professional support is best for students, staff, and faculty, rather than support provided by those who are not trained and are unfamiliar with the issue.

The Principal concluded his remarks by providing a notice of motion with respect to the university becoming a signatory to the Magna Charta Universitatum (MCU). The MCU was initiated in 1988 to celebrate the values of university traditions, encourage strong bonds among universities, and help signatories be relevant partners in an ever-evolving society. The MCU's fundamental values include academic freedom, institutional autonomy, and responsibility to society. The motion Senate will be asked to consider in April reads as follows:

**That Senate grant its full support for Queen's University's becoming a signatory to the Magna Charta Universitatum (MCU) at the MCU's 31<sup>st</sup> annual meeting in October 2019, and ask the Principal to report back to Senate on how participation in the MCU will enrich the academic and research mission of the university.**

It was noted that Board approval will also be necessary for the university to move forward on signing the MCU.

## 2. Provost's Report

### a. Provost's Report - March 2019

Provost Harris confirmed that the African and Caribbean Students' Association, the Levana Gender Advocacy Centre, the Queen's Black Academic Society, and the Queen's University Muslim Student Association will be moving into the Yellow House over the next month. The facility will also contain space that can be booked by groups that do not have dedicated space.

Senator Weldemichael inquired as to whether any enhanced security features will be provided for the Yellow House, and Provost Harris committed to providing such information at Senate's April meeting.

In response to a concern raised by Senator Fachinger with respect to various cuts being made by the Alma Mater Society that will see funding eliminated for clubs that support sustainability, equity, mental health awareness, etc., it was confirmed that the Vice-Provost and Dean of Student Affairs is working with all student groups on managing the outcomes of the provincial government's Student Choice Initiative. The university does know that some student fees will be mandatory, some will be able to be opted out of by students, and some will not be eligible for support at all.

The university administration shares Senate's and students' concerns about the impact this will have on clubs that support traditionally marginalized students and is assisting in the identification of potential alternative funding sources. Senator Martinez, AMS President, confirmed that any services provided by the AMS that are not duplicated by other student societies will be retained,

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but that budget modelling has shown the impact of the Initiative will likely be a 30% to 40% cut in AMS funding. The government has advised universities that they are not to use operating funds to support student groups and clubs that will no longer be supported by student fees.

- b. Online Education Planning Working Group Report: Digital Learning Opportunities 2018-2023  
Vice-Provost Scott confirmed that the university is in the process of renewing the Student Experience of Teaching questionnaire (formerly “USAT”) and that it will be adapted for use in online courses.
- c. Budget Presentation - Interim Provost Harris  
The Provost delivered a presentation to senators on the budget that has been prepared for the 2019/20 academic year, which will be presented to the Board of Trustees for its approval in May. The following information was provided in response to questions from senators:
  - The proposed redistribution of 100 students from undergraduate programs in Arts and Science to those in Engineering, Commerce, and Health Sciences will be put in place for September 2019. The university will make fewer offers to students applying to Arts and Science and more to those applying to the other programs to ensure the revised target number of acceptances and registrations is met.
  - The Faculty of Arts and Science is in a strong financial position and able to accommodate these readjusted enrolment targets as a result of the development of attractive program offerings and the acceptance of many more international students than other programs in recent years.
  - It is hoped that the government will consider excluding professional programs from the tuition cut/freeze in the coming years, given that such programs are often affected in ways different from undergraduate programs. For example, almost three-quarters of the Faculty of Law’s recent revenue increases have been generated by incremental tuition increases, while this figure is much lower in other Faculties, and the Smith School of Business relies upon increases to its MBA program tuition to ensure it can deliver the high quality demanded by potential students.
  - While some of Queen’s peer institutions have eliminated tuition for international students, this has only been for research-stream Masters and Doctoral programs. Queen’s School of Graduate Studies is examining its options in this respect.
  - Deans and the Provost have worked together very well to develop the university’s overall response to the tuition cut, and to reinforce the notion that Queen’s is one institution and that efforts must be made across all units to support each other. Senator Crow confirmed that the Faculty of Arts and Science is currently developing a strategic plan, which presents an ideal opportunity to consider issues such as program delivery, the formation of units, and infrastructure, all of which are impacted by the tuition, and resulting budget, cut.
  - It is true that awareness of Queen’s varies internationally. This will be an important issue for the Principal Designate to consider with respect to the university’s various international initiatives.
  - All deans are working together to examine the existing level of support for international students and to determine where enhancements may be needed, given that a higher percentage of international students will join the Queen’s community in September.
  - Discussions with respect to future years’ budgets will continue to take place, and many options related to enrolment targets, the government’s mandated enrolment corridor model, and the third Strategic Mandate Agreement will be explored.
  - Eliminating or cutting services not related to teaching and learning, such as Athletics and Recreation, is likely not a viable option in response to the tuition cut. Students’ fees contribute to these opportunities, they are highly desired by prospective students, and they are an important part of student health and wellness, especially at a residential university such as Queen’s.

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- The university is exploring various alternatives to the traditional academic journal subscription model that may result in some savings. The Interim University Librarian will speak to this work at Senate's April meeting.
- The Provost confirmed that international tuition for graduate students will not increase by more than the amount already determined in advance of the provincial government's tuition cut announcement earlier in the calendar year.

## 3. Capital Projects and Priorities

- a. Presentation - Vice-Principal (Finance and Administration) Janiec

**That the Senate meeting be extended by 30 minutes.**

**Y. Chan/M. Martinez**

Senators received a presentation from D. Janiec, Vice-Principal (Finance and Administration). The following information was provided in response to questions from senators:

- The only way to fund the renewal of the John Deutsch University Centre is by the model recently approved by the Board of Trustees, that is, the sharing of the project budget among the university, donors, and the students themselves via a mandatory student fee. The university does not have enough funds to pay for the project itself and the government will not provide funds for student union buildings. The final cost at the end of the 25-year fee period, including financing payments, will be almost equally shared between the students and university. Current students elected to approve this fee in the recent referendum, regardless of the fact that they will not have the opportunity to see the facility completed before they graduate, recognizing that Queen's students have a long history of "paying it forward".
- The sale of the Prison for Women has been concluded. The final selling price was not able to be confirmed, but it was noted that the property sold for more than the sum paid when it was acquired by the university.

Senator Davies expressed her appreciation for the support provided to various local organizations affected by the sale of the Prison for Women. The university facilitated their connection to the City of Kingston and the site's purchaser, which was greatly valued.

## 4. Research Report

- a. Research Report - March 2019

It was confirmed that the Research Report is not intended to be comprehensive and that faculty members are welcome to contact the Office of the Vice-Principal (Research) if they know of a project, initiative, or award they feel should be included.

## 5. Board of Trustees Report

- a. Board of Trustees Report - December 2018  
There were no questions on the item.

## VI Communications

1. **Office of the University Ombudsman and the Ombudsman's Advisory Committee - Revisions to Terms of Reference**  
There were no questions on the item.

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## 2. Harassment-Discrimination Complaint Board - Policy Questions Response

The Principal noted that information was circulated to senators earlier in the day with respect to a proposed motion related to this item.

**Whereas the Ombudsman has identified the potential for policies concerning matters falling within the responsibility of the University Student Appeals Board (USAB) and the Harassment/Discrimination Complaint Board (HDCB), to overlap or have intersecting jurisdiction;**

**And Whereas the HDCB has made recommendations for adjustments to policies to address concerns about issue estoppel and ‘double jeopardy’;**

**And Whereas the HDCB made a recommendation regarding adjustments to the Student Appeals, Rights and Discipline Policy to provide the University Student Appeals Board with jurisdiction to make the ultimate decision regarding any appeal process with a student appellant, regardless of the policy under which they make their appeal;**

**Now Therefore be it resolved that these recommendations be referred to the Senate Committee on Academic Procedures with the request that it fully review SARD and the roles and responsibilities of USAB, with the advice of University Legal Counsel, and report back to Senate with its advice and recommendations.**

**A. Sonoc/T. Morrison**

**19-19**

It was noted that the matter will be referred to the Senate Committee on Academic Procedures, which will be requested to examine it and report back to Senate in a timely fashion.

## VII Reports of Faculties and Schools

1. **Smith Faculty Board Report - March 2018 to February 2019**
2. **Graduate Studies Executive Council Report - February 2019**

There were no questions on the items.

## VIII Other Business – none

## IX Closed Session - not required

## X Adjournment



## Standing Committee Chair Report to Senate

**Committee:** Senate Agenda and Summer Action Committee

**Date of Meeting(s):** April 5, 2019

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**Announcements:**

- none

**Discussion:**

- none

**Decisions:**

- The Committee approved the Senate agenda for April 16, 2019.

Sincerely,

J. Medves, Chair of the Senate Agenda and Summer Action Committee

D. Detomasi  
J. Davies  
C. Lemmon  
M. Martinez  
J. Mennell  
T. Morrison  
D. Woolf



## Standing Committee Chair Report to Senate

**Committee:** Senate Committee on Academic Development (SCAD)

**Date of Meeting(s):** March 27, 2019

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**Announcements:**

- Senate Update
- Federal Budget
- *Queen's Learning Outcomes Framework* approval and implementation
- April and May SCAD meetings

**Discussion:**

**Decisions:**

- Recommend to Senate approval of the major modification to the Bachelor of Commerce program, Smith School of Business
- Recommend to Senate approval of the Enrolment Targets for 2019-20 and 2020-2021
- Recommend to Senate approval of the proposed amendment to the Senate Policy on *Academic Integrity Procedures – Requirements of Faculties and Schools*

**Deferred:**

- N/A

**Sincerely,**

J. Scott, Committee Chair

Committee Members:

Y. Chan, B. Frank, P. Gogna, J. Jackson, E. MacDonald, J. Stephenson, D. Murakami Wood, G. Yin

Observers:

J. Gollner (AMS), K. Lake (QUFA), T. Morrison (SGPS)



## Chair's Report to Senate

### Date of Senate Meeting: April 2019

**Committee Name:** Senate Educational Equity Committee **Date of Meeting:** March 14, 2019

#### Discussion:

The Chair and the Committee members discussed the following:

- a. The new position posted for Academic Advisor (International Students) in the Faculty of Arts and Science.
- b. The African and Caribbean Students Association's (ACSA) town hall on February 7<sup>th</sup> was very successful. The topic was Transforming Our Education.
- c. The ACSA is also hosting their annual Culture Show on Friday, March 15<sup>th</sup>. The theme for this year is Legacy. The show will consist of a fashion show, vocal performances, spoken word, as well as dance and musical performances from various genres and cultural backgrounds.
- d. The Human Rights and Equity Office Round Table Discussion and Tri-Award Celebration is March 19, 2019.
- e. The new Queens National Scholar position in Black Geographies will start July 1, 2019.
- f. There is an Indigenous Knowledge Creation Gathering April 11<sup>th</sup>. The event is intended to bring together a community of Queen's scholars - Indigenous scholars and settler scholars of Indigenous studies.
- g. Biidaaban: First Light VR is at the Isabel Bader Performing Arts Centre from March 18<sup>th</sup> to March 24<sup>th</sup>.
- h. The Queen's Black Academic Society (QBAS) conference last weekend was well attended.
- i. The AMS intervention awareness workshop is on Monday March 18, 2019.
- j. The new faculty position, Philosopher of Race, will be starting at the University shortly.
- k. [The Equity, Diversity and Inclusion Impact Award](#) recipients were Rebecca Gordon and The Executive of the African and Caribbean Students Association.
- l. The Feminist Legal Studies, Queen's University, and Faculty of Law (FLSQ) hosted a conference on March 8<sup>th</sup> and 9<sup>th</sup>. The conference was titled: *Gender, Intersectionalities and Sustainable Development: Food Security, Economic Equality and Women's Empowerment*.
- m. There is a new group on campus, Queen's Students for OSAP Group. There was a suggestion to discuss this item at a SEEC meeting and invite Teresa Alm from the Registrar's Office.

#### **Understanding Each Other: Perceptions of Accent and Authority Among Classroom Instructors at Queen's University**

Erin Clow, Education and Communication Advisor in the Human Rights and Equity Office and Vanessa Yzaguirre, Special Projects Advisor, in the Human Rights and Equity Office attended the SEEC meeting to present on the findings of [Understanding Each Other: Perceptions of Accent and Authority Among Classroom Instructors at Queen's University](#). A few suggestions from the report for next steps are:



- Community awareness and dialogue
- Art exhibition centered on the visual and auditory
- Educational programming framed around building listening skills
- Human Rights Legislation Group (case focus)

E. Clow asked the committee for additional suggestions. The following were suggested:

- Disseminate the report and info graphics to departments
- Present the findings at the SGPS – Queen’s International Women’s conference
- Integrate findings in student orientation sessions
- Connect with the USAT Committee
- Reach out to LLCU
- Intercultural Certificate Program – look at inclusion of accent
- Review accent report from Ryerson University
- Link to the report as a resource in the DEAP Tool
- Share infographics at current training sessions
- Create a myth vs fact poster

### **2018 Orientation Survey Report**

C. Fitzgerald discussed the 2018 Orientation Survey Report that was attached to the Agenda. She stated that the 2018 report followed similar trends to 2017. The Committee discussed in more detail some of the feelings of discomfort and discrimination reported by students noted in the report. The highest reports of discomfort stem from inappropriate behavior, bias or discrimination related to race/ethnicity, sexual orientation/identity and age. The Survey findings are reported to the Senate by the Student Orientation and Activities Review Board and are used by the Student Experience Office to inform its programming.

**Sincerely,**

Petra Fachinger, Chair of Senate Educational Equity Committee (SEEC)

### **Members:**

A. Butler, J. Christie (Secretary), K. Collins, J. Corlett, C. Coulter, M. Djossu, C. Draeger, C. Fitzgerald, C. Mavrigianakis, L. Mussels, L. Notash, S. Simpson and C. Sypnowich



## Standing Committee Chair Report to Senate

**Committee:** Senate Governance and Nominating Committee

**Date of Meeting(s):** 4/4/2019

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### Announcements:

- none

### Discussion:

- Members discussed a referral from Senate regarding an electronic calendar meeting subscription for senators. Additional investigation time is required and the item will be reported on to Senate in the fall of 2019.

### Decisions:

- Members recommended that a nominations report be presented to Senate for its approval. The report will be added to Senate's April agenda.
- Members recommended that a change to the Term of Reference for the Senate Educational Equity Committee be presented to Senate for its approval. The report will be added to Senate's April agenda.

Sincerely,

D. Detomasi, Chair of the Governance and Nominating Committee

M. Blennerhassett

K. Bowes

L. Daneshmend

M. Martinez

T. Morrison

A. Tierney

B. Kutsyuruba



## Standing Committee Chair Report to Senate

**Committee:** Queen's University Board-Senate Advisory Committee

**Date of Meeting(s):** 3/28/2019

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### **Announcements:**

- None

### **Discussion:**

- Members discussed the Joint Board-Senate Retreat and reviewed the draft report and survey results.

### **Decisions:**

- Members confirmed the final report from the Retreat.

Sincerely,

A. Chowdhury and R. Luce-Kapler, Co-Chairs of the Queen's University Board-Senate Advisory Committee

D. Bruce, E. Cook, A. da Silva, C. Evans, T. Harris, D. Raymond, B. Surgenor, A. Weldemichael, D. Woolf



# Memo

TO Lon Knox, Secretary of the Senate

FROM Heather Cole, Interim Ombudsman

DATE April 5, 2019

SUBJECT Inconsistencies in Academic Integrity Policies

OFFICE OF THE UNIVERSITY  
OMBUDSMAN

Room 421, Robert Sutherland Hall  
Queen's University  
Kingston, Ontario, Canada K7L 3N6  
Tel 613 533-6000, ext. 36495  
ombuds@queensu.ca  
www.queensu.ca/ombudsman

Over the last several months, my office has seen a number of students investigated for departures from academic integrity. These students have included both undergraduate and graduate students from almost all of our Faculties and Schools. In reviewing these situations, it has been identified that policies are not consistent across the University. While some degree of difference is to be expected, there appears to be a lack of consistency in implementation of those portions of the Senate's Policy where students are expecting a level of commonality. This is particularly challenging for those students moving between Faculties, taking courses in areas outside of their discipline.

Students are aware of differences amongst Faculties and have raised concerns about fairness with my office. In addition, the faculty members who act as Dispute Resolution Advisors for my office have brought to my attention a number of inconsistencies they believe to be problematic for students. In particular, differences in what a Faculty or School considers to be "facilitation" as a departure from academic integrity has been cited as a significant issue. We have also noted problems with some Faculties distinguishing between Level 1 and Level 2 departures while others make no such distinction. Further issues have been identified in procedural practices, particularly with respect to initial meetings between faculty members and students and the degree of investigation being done before a determination of a departure.

As Interim Ombudsman, I am concerned about what appear to be systemic problems associated with the implementation of the Senate Policy across the University. I am bringing this to your attention with a recommendation that a referral be made by Senate to SCAD to look at issues of inconsistency in academic integrity policies, perhaps through examination by the joint SCAD/SCAP Subcommittee on Academic Integrity, for review and potential recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Heather Cole'.

Heather Cole, BAH, LLB, MPA, MEd, PhD  
Interim Ombudsman

| Principal Daniel Woolf: Schedule Highlights<br>March 27 - April 16, 2019 |                                    |            |                                                                     |
|--------------------------------------------------------------------------|------------------------------------|------------|---------------------------------------------------------------------|
| Month                                                                    | Day                                | Location   | Activity                                                            |
| March                                                                    | 27                                 | Kingston   | Imagine Kingston                                                    |
|                                                                          |                                    |            | 2019 Art of Research Photo Contest Judging                          |
|                                                                          | 28                                 |            | 3-Minute Thesis Judging                                             |
|                                                                          |                                    |            | Queen's University Board-Senate Advisory Committee (QUBSAC) Meeting |
|                                                                          | 29                                 |            | AMS Executive Meeting                                               |
|                                                                          |                                    |            | Mitchell Hall Benefactor's Dinner                                   |
| April                                                                    | 30                                 |            | Mitchell Hall Official Opening Ceremony                             |
|                                                                          |                                    |            | Mitchell Hall Open House and Luncheon                               |
|                                                                          | 1                                  |            | Grant Hall Society Dinner                                           |
|                                                                          |                                    |            | SGPS Meeting                                                        |
|                                                                          |                                    |            | Golden Words "Roast"                                                |
|                                                                          |                                    |            | 2                                                                   |
|                                                                          | Dinner for Outgoing AMS Executives |            |                                                                     |
|                                                                          | 3                                  |            | COU Council Reception and Dinner                                    |
|                                                                          | 4                                  |            | COU Executive Heads Roundtable and Council                          |
|                                                                          | 6                                  |            | Alumni Volunteer Summit                                             |
|                                                                          |                                    |            | QUAA Gala                                                           |
|                                                                          | 8-12                               | Edmon/Vanc | Alumni, Prospective Donors and Friends                              |
|                                                                          | 9                                  | Edmonton   | University Canada Members Meeting                                   |
|                                                                          | 15                                 | Kingston   | John Meisel Gate Dedication                                         |
|                                                                          |                                    |            | Dinner for Outgoing SGPS Executives                                 |
| 16                                                                       |                                    | Senate     |                                                                     |
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## MEMORANDUM

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**TO:** QUEEN'S UNIVERSITY SENATE

**FROM:** RICHARD REZNICK, DEAN, FACULTY OF HEALTH SCIENCES

**SUBJECT:** COMMISSION ON BLACK MEDICAL STUDENTS

**DATE:** APRIL 2, 2019

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The 1918 ban on Black medical students from Queen's University is an important piece of history. In his research, Queen's alumnus Edward Thomas was able to bring to light the policy that initiated the ban, the histories of the affected students, and information regarding other unknown Black alumni of Queen's University.

On October 30, 2018, Queen's Senate passed the following motion:

*That Senate revoke the January 25, 1918 motion: "That negro students be not admitted to the medical school"*

Subsequent to the repeal of the 1918 motion, the School of Medicine formed the Commission on Black Medical Students (CBMS) to define additional steps that might be appropriate in acknowledging this difficult chapter in Queen's history and in defining specific actions to be taken.

The CBMS is advisory to the Dean, Faculty of Health Sciences and Director, School of Medicine, with respect to the implementation of activities in response to these findings, and to provide guidance as to how we as an institution can prevent further acts of systemic and individual oppression from occurring in the future.

**The CBMS has identified four objectives:**

- 1) Acknowledge this deeply harmful and problematic part of the history of the University and of the School of Medicine
- 2) Educate those within and outside of the School about the historic and persistent effects of this action, and actions such as this by other schools in North America on medical education and the profession of medicine
- 3) Provide suggestions for the creation of a supportive medical educational environment for current and future Black medical students at the School of Medicine
- 4) Advance initiatives in the School of Medicine that bolster inclusion, diversity and equity

Diversity of representation was critical in the selection of members of the CBMS. In accordance with this objective, several of the members who were selected identify as Black or People of Colour, and the membership includes representation from a variety of stakeholders and levels of administration across campus.

**Membership of the CBMS includes:**

- Richard Reznick, Dean, Faculty of Health Sciences (Chair)
- Leslie Flynn, Vice-Dean Education, Faculty of Health Sciences
- Tony Sanfilippo, Associate Dean, Undergraduate Medical Education, School of Medicine
- Mala Joneja, Director, Diversity and Equity, School of Medicine
- Stephanie Simpson, Associate Vice-Principal Human Rights, Equity and Inclusion, Queen's University
- Jenna Healey, Hannah Chair in the History of Medicine, School of Medicine
- Lon Knox, Secretary of the University
- Edward Thomas, Associate Director, McDonald Institute
- Bill Leacy, Executive Director, Development and Partnerships, Faculty of Health Sciences
- Jennifer Valberg, Director, Marketing and Communications, Faculty of Health Sciences
- Shakira Brathwaite, Medical Student, School of Medicine
- Sabreena Lawal, Medical Student, School of Medicine

Please see Appendix 1 for the terms of reference of the Commission on Black Medical Students.

## **Current & future activities of the CBMS**

### **Black Physicians Association of Ontario Dean's Breakfast**

On February 23, 2019 Dr. Joneja attended the Black Physicians Association of Ontario (BPAO) Dean's Breakfast which was designed to highlight diversity and inclusivity initiatives at universities and medical schools, discuss ways to increase diverse representation and to provide opportunities for collaboration. There will be an ongoing connection with the BPAO.

### **Public lecture on the 1918 ban of Black medical students**

Mr. Thomas was invited to speak at a student-organized event on February 25, 2019 for Queen's medical students where he discussed his research and provided insight as to how we as an institution can prevent further acts of systemic and individual oppression

from occurring in the future.

### **Public letters of apology**

Mr. Thomas has traced the family histories of each of the medical students impacted by the 1918 ban, generated a list of living relatives and contacted each of those individuals. A formal letter of apology from the Queen's University and the School of Medicine will be sent to each of the living relatives. A general letter of apology will also be published by Queen's University and the School of Medicine. A copy has been included in Appendix 2.

### **Curricular changes with respect to inclusivity and diversity**

The CBMS will develop proposed curricular content in order to educate those within the School of Medicine about the historic and persistent effects of the ban and actions such as this by Queen's and other schools in North America. The undergraduate medical education curriculum committee will be asked to incorporate the new content into its curriculum to more fully address the need for improved understanding of the history and issues of inclusivity with respect to historic admissions policies.

### **Financial support for Black medical students**

In an effort to support representation and further inclusion of Black medical students at Queen's, a Medicine Admission Award for Black Canadians, funded by the Medical School Excellence Fund has been established. The fund will be awarded to Black Canadians on the basis of demonstrated financial need and academic achievement upon entry into the first year of undergraduate medical education. Recipients will be awarded up to \$10,000.

Funding has been established for the first five years, and the Faculty of Health Sciences Office of Advancement will pursue additional funds to support the establishment of an endowment for this award.

### **Exhibit in the School of Medicine**

In an effort to remember and reflect on this deeply harmful and problematic part of the history of the University and of the School of Medicine, a permanent exhibit will be set up in the School of Medicine's atrium.

The exhibits will depict the history of the 1918 ban and the content of the exhibits will be updated by undergraduate medical students under the direction of the Jason A. Hannah



Chair in the History of Medicine.

### **Symposium on Black medical students at Queen's**

A symposium on the history of Black medical students at Queen's will be held in 2020 with the goal of bolstering inclusion, accessibility and equity within the School of Medicine. The event will include a keynote speaker and a series of panel discussions that address both the history of the ban and provide a space for education, thought and solutions around the future of diversity and representation in medicine. The event will also include an unveiling of the aforementioned exhibit.

The event will be targeted at current medical students, but will be open to other stakeholders including School of Medicine faculty members, staff and students from other schools within the Faculty of Health Sciences.

A formal planning committee has been struck, and two potential dates have been put forward to the Principal's office for approval. It is anticipated that the date will be confirmed in June 2019.

### **Mentorship program for Black students**

The CBMS has established a mentorship program that, in its first phase, will connect current Black medical students with faculty mentors. There are approximately seven Black students in the undergraduate medical education program. The following faculty members have agreed to serve as the inaugural mentors:

- Dr. Nazik Hammad (Medical Oncology)
- Dr. Maxine Clarke (Pediatrics)
- Dr. Oyedemi Ayonrinde (Psychiatry)

A second phase of the mentorship program will see it expand to providing mentorship to Black premedical students at Queen's. The program will facilitate continued mentorship of students who earn entry to the School of Medicine to offer a more comprehensive experience.

The Queen's Black Premedical Association, a student-run non-profit organization that supports and educates students of colour who are pursuing a career in healthcare, has expressed interest in participating in a formal mentorship program. The association has approximately 100 members; in order to provide mentorship for this group, a larger faculty mentor recruitment effort will be initiated and will involve inviting non-Black faculty members to join the program.

### **Communications to raise awareness**

A communication strategy will be developed by the Faculty of Health Sciences in support of the initiatives outlined above. The purpose of the communications will be to bring broad awareness to diversity and inclusivity initiatives at the School of Medicine and to acknowledge the impact of the 1918 ban. The strategy will include the following activities:

- Event promotion
- Development and promotion of content that tells the stories of Black faculty members, Black medical students and Black alumni
- Development and promotion of content that tells the story of the 1918 ban and its impact on Black students and their families
- Development of targeted campaigns that share content about Black students and alumni using social media, blogs, newsletters, web and other channels within Queen's
- Promotion of the new Medicine Admission Award for Black Canadians
- Increased visibility of minority groups, including Black students, in Faculty communications

A standing committee has been struck and will be responsible for initiating implementation of the aforementioned activities, monitoring progress and moving forward with additional initiatives as they are identified.

## Appendix 1

### **Commission on Black Medical Students Terms of Reference**

The Commission on Black Medical Students is established by, and shall be advisory to, the Dean of the Faculty of Health Sciences. The Commission is established in response to the barring of admission to the medical school of Black students by the Senate on January 25, 1918 and the rescission of that motion in 2018.

That 1918 motion provided: "That negro students be not admitted to the medical school."

The responsibilities of the Committee are:

1. To investigate appropriate action to be taken by the School of Medicine, in addition to the rescinding of the motion to Senate on January 25, 1918 which stated: "That negro students be not admitted to the medical school."
2. To report to Senate at either the March 26 or April 16, 2019 meeting with a plan of actions recommended by the commission to address the motion of January 1918, as documented above.

### **Membership**

The Committee will have a membership as follows: the Dean, FHS; Vice-Dean Education, FHS; Associate Dean, UGME; Director, Diversity and Equity; Associate Vice-Principal Human Rights, Equity and Inclusion; Hannah Chair in the History of Medicine; Secretary of the University; Mr. Edward Thomas; Executive Director, Development and Partnerships; Director, Marketing & Communications, FHS and two members from the medical student body.

### **Membership List**

- Richard Reznick, Dean, Faculty of Health Sciences (Chair)
- Leslie Flynn, Vice-Dean Education, Faculty of Health Sciences
- Tony Sanfilippo, Associate Dean, Undergraduate Medical Education, School of Medicine
- Mala Joneja, Director, Diversity and Equity, School of Medicine
- Stephanie Simpson, Associate Vice-Principal Human Rights, Equity and Inclusion, Queen's University
- Jenna Healey, Hannah Chair in the History of Medicine, School of Medicine
- Lon Knox, Secretary of the University
- Edward Thomas, Associate Director, McDonald Institute

- Bill Leacy, Executive Director, Development and Partnerships, Faculty of Health Sciences
- Jennifer Valberg, Director, Marketing & Communications, Faculty of Health Sciences
- Shakira Brathwaite, Medical Student, School of Medicine
- Sabreena Lawal, Medical Student, School of Medicine

### **Officers**

The Chairperson shall be the Dean, FHS.

The Office of the Dean, Faculty of Health Sciences, shall provide administrative support.

### **Special Procedures**

Meetings of the committee shall be closed to all save those specifically authorized by the Chairperson to attend. Minutes of the meetings of this committee shall be confidential.

### **Review of Committee**

The Committee will review its membership, terms of reference, rules and procedures as necessary and complete its work by April 2019.

## Appendix 2

**Black medical students at Queen's letter of apology**

We, as the representatives of Queen's University and its Faculty of Health Sciences (formerly the Faculty of Medicine), wish to convey our institution's profound regret for injustices enacted upon its Black medical students, alumni and prospective applicants in the period between 1918 and 1965.

In 1918, the Senate of Queen's University voted to ban students of African descent from attending its medical school. The Senate implemented the ban at the request of the Faculty of Medicine. This admissions ban excluded medical students of African descent from Queen's medical school between 1923 and 1965. In 2018, the university formally rescinded the Senate resolution that enabled the ban.

We acknowledge the responsibility to speak for the institution, whose actions of 100 years ago play a role in racial inequity in the medical profession today. We want to acknowledge the specific racist acts committed by the institution, and the repeated failures of the university to hold itself accountable. Specifically, we apologize for the following:

- The university's official ban of Black students from medical training set a unique Canadian precedent coinciding with a multi-decade collapse in the nation's training of Black physicians from the British West Indies.
- The university's efforts to apply pressure to Black students to leave campus in the immediate wake of the ban ended the medical careers of at least two upper-year students in good standing: Ethelbert D. J. Bartholomew, and David L. Harriot. These efforts appear to have irreparably disrupted the medical career of a third, Terry C. Thompson.
- The ban created a hostile campus climate for eight Black students who remained at Queen's after the ban was announced; these students were subjected to veiled racist threats and degrading mockery by fellow students in the months following the ban.
- The university repeatedly refused to consider the applications of Black students for admission to the medical school after the ban was announced.
- The 1964 testimony of two Queen's graduate students indicates that medical faculty members informally maintained the practice of refusing medical school applications from Black students until 1965 (although its Dean denied the existence of a colour ban at Queen's in 1964). No effort was made formally to rescind the Senate ban until 2018.
- The university misrepresented its efforts to assist students displaced by the 1918

- ban. In 1918, the Dean of Medicine intimated that Black Queen's students might be placed at Dalhousie University, yet there is no evidence that any Queen's student directly affected by the ban ever transferred to Dalhousie University.
- The university placed blame for its discriminatory actions on the alleged prejudices of injured soldiers of the First World War Canadian Expeditionary Force, the population of the City of Kingston and the Board of Kingston General Hospital. None of these allegations was ever substantiated.
  - The university's historical handling of its medical school history contributed to the development of unhealthy norms, values, and beliefs about Blackness at Queen's. This was demonstrated by deeply hurtful acts, including the omission of references to almost all of the Black students and alumni who were directly affected by the ban.
  - In 1978, the university was informed by Ethelbert Bartholomew's family that the ban had destroyed his medical career and that a transfer to Dalhousie University had never materialized. The university did not amend its long-held assertions, despite the family's documented evidence to the contrary.
  - In 1988, the university's representation of the ban and its impact was publicly criticized by a historical scholar at the University of Waterloo. The merits of the critique were never addressed.
  - The university ended the application of its racial ban in 1965, but did not formally rescind the Senate resolution at that time.

Careful archival research suggests that Queen's Faculty of Medicine enacted the ban against students of African descent with the goal of demonstrating adherence to discriminatory policies favoured by the American Medical Association (AMA), the body that rated medical schools in North America. The 1910 "Flexner Report," whose educational recommendations were taken up by the AMA, promoted a race segregation policy that was specific to students of African descent. Queen's racial ban was also specific to students of African descent. This prejudicial turn appeared contemporaneously with Queen's pursuit of funding that was influenced by AMA ratings.

One hundred years have passed, and we are ashamed to learn of our complete estrangement from a network of Black medical students who went on to positions of great prominence in the areas of politics, medicine and finance. We are now aware of the legacies of Black physicians trained at institutions that did not follow our unjust path and find ourselves to have been impoverished by our bias. We deeply regret this loss.

We are resolved to confront our past actions, and more fully to understand the meaning of the university's historical racism, including a commitment to identify its causes and consequences to the best of our ability. We understand that our actions have negatively affected students and prospective students. We understand that our past actions

contributed to a broader North American pattern of denial-of-access to equal medical opportunities for Black practitioners and patients alike.

In reckoning with our institutional history, we are committed to acknowledging our failures and to learning from our mistakes. We will ensure that this episode of the university's history is acknowledged in a public space on campus. In doing so, we will integrate the lessons from this racist ban into the curriculum of undergraduate medical trainees, as part of their broader training on social bias and systemic inequality in medicine. We will also commit funding and resources to support the recruitment and training of Black medical students to address persistent under-representation within the profession. It is our sincere desire to confront this past, to learn from it, and never again to repeat it.

Sincerely,

Daniel Woolf, DPhil, FRSC., Etc.

Richard Reznick, MD, Etc.



## Senate Committee on Academic Development

### Report to Senate – Meeting of April 16, 2019

#### Enrolment Targets 2019-20 and 2020-21 and Enrolment Projections 2021-22

#### Introduction

The Strategic Enrolment Management Group report outlining the enrolment targets for 2019-20 and 2020-21 and enrolment projections for 2021-22 was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on March 27, 2019. T. Harris (Interim Provost and Vice-Principal Academic) and other members of the Strategic Enrolment Management Group (SEMG) attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the “*Short Term Enrolment Projections 2019-2022*” document dated March 2019.

#### Analysis and Discussion

The following should be noted:

- Enrolment planning is a complex exercise influenced by a number of factors including student demand, institutional capacity, societal demand and government policy and direction;
- Submitting overlapping enrolment targets enables annual budget planning which begins 12 months prior to the year of budget that is being planned;
- For 2019-20 the first-year direct-entry target has increased by 57 students, to 4,719, from the previously approved Senate target of 4,662. There is also a reallocation of first-year enrolment intake between and within programs and faculties in response to applicant demand, program capacity and faculty/school priorities;
- For 2020-21, the enrolment target increases to 4,779 (+60) and in 2021-22, the enrolment target increases to 4,794 (+15). These increases are predicated on student demand for the new on-campus and online Bachelor of Health Sciences program;
- Demand for graduate education continues to increase both domestically and internationally. Expanded graduate enrolment through professional program development has contributed to graduate growth. The University will continue to focus on providing accelerated routes to degree completion with the

... 2



- development of combined Bachelors and Master's degrees and accelerated Master's-PhD degree programs;
- The university continues its commitment to increasing the number of self-identified first-generation and Indigenous students. Recruitment and outreach strategies to maintain growth in these two particular areas will continue.

### **Motion**

**That Senate approve the Enrolment Targets 2019-20 and 2020-21 as contained in the Strategic Enrolment Management Group report and, that Senate empower the University Registrar to make any adjustments as are necessary and appropriate to specific program goals and opportunities to ensure that the total projected enrolments for 2019-20 and 2020-21 are achieved.**

Respectfully submitted,



J. Scott, Chair, Senate Committee on Academic Development

### **Committee Members:**

|                                                    |                                 |
|----------------------------------------------------|---------------------------------|
| Y. Chan, Smith School of Business                  | E. MacDonald, Political Studies |
| B. Frank, Faculty of Engineering & Applied Science | J. Stephenson, Arts and Science |
| P. Gogna, PhD candidate, Public Health Sciences    | D. Murakami Wood, Sociology     |
| J. Jackson, AMS Student Member                     | G. Yin, AMS Student Member      |



## Short Term Enrolment Projections 2019-2022 March 2019

*Approved by SCAD in March 2019, then University Senate April 2019*

This report contains enrolment targets for 2019-2020 and 2020-2021 and enrolment projections for 2021-2022, which have been developed by the Strategic Enrolment Management Group (SEMG). More specifically, this report includes:

- Revisions to 2019-2020 targets: 2019-2020 targets were previously approved by Senate in April 2018, and the revisions are now submitted for April 2019 Senate approval;
- Revisions to 2020-2021 targets: initial 2020-2021 targets were provided for information to Senate in April 2018 as enrolment projections, and the revised targets are now submitted for April 2019 Senate approval;
- Enrolment projections for 2021-2022: these are submitted to Senate for information.

### **The development of enrolment targets**

The SEMG includes Deans, faculty members, staff, and AMS and SGPS representatives. This group annually considers enrolment targets and projections for the following three years. Each spring, Senate reviews:

- Any revisions to previously-approved targets for the upcoming year that are resubmitted for approval;
- Any revisions to previously-submitted (for information) targets for the first of the two following years, that are resubmitted for approval; and
- Projections for the second of the two following years, submitted for information.

This practice of submitting overlapping enrolment targets enables annual budget planning, which begins 12 months prior to the year of budget that is being planned.

The enrolment targets are derived through the following process:

- Meetings are held with each Dean to review enrolment priorities, applicant demand and program capacity;
- The SEMG reviews data on Queen's applications, province-wide applications, sector trends, provincial policy issues and initiatives, and annual faculty and school enrolment plans;

- Preliminary targets for the upcoming three years are presented to SEMG and assessed against the data, the priorities and goals in the university's long-term enrolment framework, and by the Deans;
- SEMG recommends rolling three-year enrolment targets and projections to SCAD. The first two years' projections are presented as targets for approval, and the third year's projections are presented for information;
- SCAD reviews and recommends the two upcoming years' enrolment targets to Senate for approval, and provides the third year's projections for information.

### **Undergraduate Enrolment Context**

Applications to Queen's remain strong. They have increased each year for the past eight years, despite a decline in the Canadian university-aged demographic. First-year direct-entry applications for 2019-2020 to Ontario universities had increased by 4.3% as of March 5, 2019 compared to the same time last year, while applications to Queen's programs had risen by 10.9% as of March 8, 2019.

The Canadian university-aged population has been projected to decline by 10% between 2011 and 2020, returning to 2010 levels by 2030. This means increased PSE participation across the sector over the next decade will continue to need to occur through differentiated enrolment of underrepresented student populations, including international students, Indigenous students, first-generation students, part-time students, mature students, and online students.

### **Graduate Enrolment Context**

Between 2017-18 and 2018-19, graduate enrolment grew by 5.7%. This was in large part due to continued efforts to develop new programs, both at the Master's and doctoral levels, the emphasis on introducing combined bachelors and Master's degrees and accelerated Master's-PhD degrees, investment in developing more effective recruitment strategies that focused on collaboration between SGS and Faculties and Schools, the launching of the SGS Doctoral Award, and the implementation of Indigenous and Equity Admission regulations. The plan to hire new faculty and the increased emphasis on research intensification are expected to help Queen's experience similar growth over the next three years.

The total number of applications, including domestic and international, to graduate programs in the School of Graduate Studies grew from 6,918 in 2016 -17 to 7,733 in 2018 -19, which accounts for an increase of 11.8%. In 2018-19, the number of domestic applications grew by 5.9 % while the increase in applications from international students was 25.3%.

As of March 4, 2019, a total of 5,189 applications were received for School of Graduate Studies administered programs. Compared to the data from early March 2018, domestic applications have increased by 2.65 %. By contrast, the current application data indicate a 18.8% increase in international applications.

## Enrolment Tables

Two tables are included in this report:

- Table 1: Student Headcount Intake; and
- Table 2: Enrolment Summary (Total Enrolment).

### Table 1: Student Headcount Intake

#### University-Wide Intake:

For 2019-2020, the total first-year direct-entry intake target increases by 57 students, to 4,719, from the previously approved Senate target of 4,662. The increase is distributed as follows:

- 14 student places to first-year programs on the Kingston campus;
- Eight student places at the Bader International Study Centre (BISC);
- 35 student places for Queen's Online programs;

There is also a reallocation of first-year enrolment intake between and within programs and faculties in response to applicant demand, program capacity, and faculty/school priorities.

Total intake increases to 4,779 in 2020-21 and to 4,794 in 2021-22 as demand for the new on-campus and online Bachelor of Health Sciences program is expected to remain strong.

The planned first-year second-entry target for 2019-20 and beyond is 498, an increase of ten students from what was previously approved.

**Intake by Faculty and Program:** The table shows both first year and upper year intake by Faculty, School and Program. A brief summary for each Faculty/School is set out below.

**Arts and Science:** The total on-campus intake target for the faculty is reduced from 3,120 to 3,012 for 2019-20 and beyond.

The upper-year Arts and Science transfer student target increases by 10 students, to 110 in 2019-20 and to 113 students in 2020-21 and beyond as students in the Bachelor of Music Theatre program transition from St. Lawrence College to Queen's for years three and four of their program.

**BISC:** The first-year target increases from 130 to 138 for 2019-20 and beyond. New laboratory facilities are being constructed at the BISC allowing for the expansion of the Science program from 32 to 35 students, and the addition of five places in Concurrent Education-Science beginning in 2019-20.

**Engineering and Applied Science:** The first-year target will increase by 70 students to 790 for 2019-20 and beyond. This includes 50 places for the direct-entry program in Electrical and Computer Engineering, which was successfully implemented in 2015-16.

**Commerce:** The planned first-year intake target increases by 25 students from 475 to 500 for 2019-20 and beyond.

**Nursing:** Beginning in 2019-20 and beyond, Nursing increases its first-year intake from 92 to 99 students. The Nursing-Accelerated Standing (upper-year entry) track target remains unchanged at the previously approved target of 48 students through to 2021-22.

**Faculty of Health Sciences:** The faculty admitted its first students to the new online Bachelor of Health Sciences degree in Fall 2016. Additional full-time-equivalent enrolment in this program is targeted at 60 for 2019-20, increasing to 70 in 2020-21 and 85 in 2021-22.

The on-campus Bachelor of Health Sciences program will admit students beginning in September 2019, with a projected intake of 120 in 2019-20, with a proposal to increase by 50 students, to a total intake of 170 students in 2020-21 and beyond.

**Law:** The intake target for Law will increase from 200 to 208 beginning in 2019-20 and beyond.

**School of Medicine:** The intake target remains at 104 through 2021-22.

**Faculty of Education:** The faculty has adjusted its enrolment targets for its Concurrent and full-time Consecutive Education programs in response to provincial requirements associated with the mandated change to Bachelor of Education programs from two terms to four terms that was implemented in 2015-16. Annual intake can vary significantly year to year due to the structure of the program.

**International Student Enrolment:** The university remains committed to increasing the number, proportion and diversity of international students on campus. This commitment is a key component of the Internationalization pillar of the university's Strategic Framework (2014) and the [Comprehensive Internationalization Plan \(2015\)](#). International students currently comprise 13.9% of the total student population.

In 2018-19 international students made up 10.4% of the first-year undergraduate class. This continues the five-year plan of modest year-over-year increases since 2013, when international students accounted for 2.9% of the incoming first-year class. Queen's has embedded undergraduate recruitment staff in China, India and Viet Nam to guide students during the application process and the transition to the supports and services available to international students when they arrive in Kingston. The year 1-2 undergraduate retention rate among international students in 2017 is 93.2%, consistent with the overall undergraduate retention rate of 94.7%. The international applicant pool remains strong. As of March 8, 2019, first-year undergraduate visa student applications for 2019-20 are up 5.9% over the same time last year.

Efforts to increase the proportion of international graduate students, supported through government agencies, continue through the establishment of agreements, partnerships and dual degree programs.

**Indigenous Student Enrolment:** The university continues to enhance targeted and sustained recruitment and outreach strategies to maintain growth in the number of self-identified Indigenous learners at Queen's, both at the undergraduate and graduate level. Between 2011-12 and 2018-19, applications from self-identified Indigenous undergraduate applicants have increased by 99%, offers have increased by 109% and first-year registrations have increased by 200%; the year 1-2 undergraduate retention rate among self-identified Indigenous students is 95.8% in 2017. As of March 8, 2019, applications to first-year direct-entry programs from self-identified Indigenous students have increased by 27.3% over the same time last year.

The School of Graduate Studies approved a new Indigenous Student Admission policy as part of the university strategy to increase access to graduate study.

**First-Generation Student Enrolment:** The university is committed to increasing the number of self-identified first-generation students at Queen's - those who would be the first in their family to attend college or university. Senate approved the First Generation Admission Policy in Fall 2017. Undergraduate Admission and Recruitment has added an additional recruiter located in the GTA who is dedicated to outreach activities targeted to first-generation students. Student Awards has also introduced a new entrance award to support first-generation students. In 2018-19, 4.1% of incoming undergraduate students self-identified as being the first in their family to attend post-secondary. In 2018-19, 20 applicants requested consideration under the new policy, and 14 received offers. To date for 2019-20, 38 requests for consideration have been received.

### **Graduate Studies:**

There is a great deal of interest in launching new professional and research-based degree programs in Faculties and Schools. Apart from helping Queen's meet its enrolment targets, as outlined in the Strategic Mandate Agreement (SMA2), these new programs are also expected to raise the profile of Queen's as a destination for graduate education. Much of Queen's efforts to grow, however, will depend on the provincial decision of whether to allow universities to expand enrolments beyond the corridor model. The growth in domestic PhD enrolments is likely to remain stable in most traditional disciplines due primarily to shrinking applicant pools.

**Table 2: Enrolment Summary**

The second table shows total enrolment by Faculty, School and Program and includes all enrolment data that inform faculty budgets. Also included is a full-time-equivalent column to reflect the various course loads and weighting per student and the associated budget implications for each Faculty and School. This table reflects the university's strong undergraduate and graduate retention rates - among the highest in the country - and tracks the flow-through of any enrolment changes included on Table 1.

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The SEMG has worked collaboratively to enhance enrolment planning information for SCAD and Senate. Feedback is welcome, as the SEMG continues to enhance enrolment-related data reporting.

Results of these plans and strategies are detailed in the annual Enrolment Report that will next be submitted to Senate in January 2020.

| Enrolment Report to the Senate Committee<br>on Academic Development |              |            |                   |            |              |            |                   |            |                   |            |              | March 7 2019                  |
|---------------------------------------------------------------------|--------------|------------|-------------------|------------|--------------|------------|-------------------|------------|-------------------|------------|--------------|-------------------------------|
| DRAFT                                                               |              |            |                   |            |              |            |                   |            |                   |            |              | Queen's University            |
| Table 1: Student Fall Headcount Intake                              |              |            |                   |            |              |            |                   |            |                   |            |              | Office of Budget and Planning |
| Program                                                             | 2018 Actual  |            | 2019 Prev Planned |            | 2019 Planned |            | 2020 Prev Planned |            | 2020 Updated Plan |            | 2021 Planned |                               |
|                                                                     | First        | Upper      | First             | Upper      | First        | Upper      | First             | Upper      | First             | Upper      | First        | Upper                         |
|                                                                     | Year         | Year       | Year              | Year       | Year         | Year       | Year              | Year       | Year              | Year       | Year         | Year                          |
| <b>Undergraduate (Full-Time)</b>                                    |              |            |                   |            |              |            |                   |            |                   |            |              |                               |
| Arts & Science                                                      |              |            |                   |            |              |            |                   |            |                   |            |              |                               |
| BA/BAH                                                              | 1,371        | 22         | 1,470             | 60         | 1,414        | 60         | 1,470             | 60         | 1,414             | 60         | 1,414        | 60                            |
| BSC/BSCH                                                            | 912          | 4          | 970               | 35         | 938          | 35         | 955               | 35         | 923               | 35         | 923          | 35                            |
| BFAH                                                                | 20           | 0          | 20                | 0          | 19           | 0          | 20                | 0          | 19                | 0          | 19           | 0                             |
| BMUS                                                                | 9            | 1          | 15                | 0          | 15           | 0          | 15                | 0          | 15                | 0          | 15           | 0                             |
| BCMP/BCMPH                                                          | 182          | 3          | 185               | 5          | 179          | 5          | 200               | 5          | 194               | 5          | 194          | 5                             |
| BSCH KINE                                                           | 166          | 0          | 160               | 0          | 155          | 0          | 160               | 0          | 155               | 0          | 155          | 0                             |
| BMT                                                                 | 0            | 1          | 0                 | 0          | 0            | 10         | 0                 | 0          | 0                 | 13         | 0            | 13                            |
| Con-Ed Arts/Science/Music                                           | 291          | 0          | 275               | 0          | 267          | 0          | 275               | 0          | 267               | 0          | 267          | 0                             |
| Distance Studies (BA1)                                              | 31           | 8          | 25                | 0          | 25           | 0          | 25                | 0          | 25                | 0          | 25           | 0                             |
| Non-Degree/Certificate Programs                                     | 1            | 0          | 0                 | 0          | 0            | 0          | 0                 | 0          | 0                 | 0          | 0            | 0                             |
| Subtotal Arts & Science                                             | 2,983        | 39         | 3,120             | 100        | 3,012        | 110        | 3,120             | 100        | 3,012             | 113        | 3,012        | 113                           |
| Commerce                                                            | 489          | 2          | 475               | 5          | 500          | 5          | 475               | 5          | 500               | 5          | 500          | 5                             |
| Engineering                                                         | 712          | 16         | 720               | 15         | 790          | 15         | 720               | 15         | 790               | 15         | 790          | 15                            |
| Bachelor Health Science - Distance                                  | 39           | 3          | 25                | 0          | 60           | 0          | 25                | 0          | 70                | 0          | 85           | 0                             |
| Bachelor Health Science - On Campus                                 | 0            | 0          | 100               | 0          | 120          | 0          | 100               | 0          | 170               | 0          | 170          | 0                             |
| Nursing                                                             | 91           | 0          | 92                | 0          | 99           | 0          | 92                | 0          | 99                | 0          | 99           | 0                             |
| Bader ISC                                                           | 124          | 16         | 130               | 15         | 138          | 15         | 130               | 15         | 138               | 15         | 138          | 15                            |
| Subtotal Direct Entry                                               | 4,438        | 76         | 4,662             | 135        | 4,719        | 145        | 4,662             | 135        | 4,779             | 148        | 4,794        | 148                           |
| Education (Yr 5 & Consec)                                           |              | 597        |                   | 492        |              | 455        |                   | 414        |                   | 385        |              | 414                           |
| Law                                                                 | 205          | 3          | 200               | 0          | 208          | 0          | 200               | 0          | 208               | 0          | 208          | 0                             |
| Medicine                                                            | 104          | 0          | 104               | 0          | 104          | 0          | 104               | 0          | 104               | 0          | 104          | 0                             |
| Post-Graduate Medicine                                              | 179          | 0          | 184               | 0          | 186          | 0          | 182               | 0          | 186               | 0          | 186          | 0                             |
| Nursing-Accelerated Standing                                        |              | 43         |                   | 48         |              | 48         |                   | 48         |                   | 48         |              | 48                            |
| Subtotal Second Entry                                               | 488          | 643        | 488               | 540        | 498          | 503        | 486               | 462        | 498               | 433        | 498          | 462                           |
| Subtotal Undergraduate (Fac/School)                                 | 4,926        | 719        | 5,150             | 675        | 5,217        | 648        | 5,148             | 597        | 5,277             | 581        | 5,292        | 610                           |
| <b>Graduate (Full-Time)</b>                                         |              |            |                   |            |              |            |                   |            |                   |            |              |                               |
| School of Grad Studies                                              |              |            |                   |            |              |            |                   |            |                   |            |              |                               |
| Research Masters                                                    | 562          |            | 588               |            | 650          |            | 597               |            | 675               |            | 686          |                               |
| Professional Masters                                                | 518          |            | 518               |            | 524          |            | 525               |            | 541               |            | 541          |                               |
| Doctoral                                                            | 326          |            | 303               |            | 317          |            | 309               |            | 332               |            | 341          |                               |
| Diploma                                                             | 30           |            | 102               |            | 48           |            | 102               |            | 56                |            | 56           |                               |
| Subtotal SGS                                                        | 1,436        |            | 1,511             |            | 1,539        |            | 1,533             |            | 1,604             |            | 1,624        |                               |
| Smith School of Business                                            |              |            |                   |            |              |            |                   |            |                   |            |              |                               |
| Masters                                                             | 976          |            | 955               |            | 1,044        |            | 948               |            | 1,054             |            | 1,064        |                               |
| Diploma                                                             | 115          |            | 180               |            | 125          |            | 180               |            | 130               |            | 135          |                               |
| Subtotal Smith                                                      | 1,091        |            | 1,135             |            | 1,169        |            | 1,128             |            | 1,184             |            | 1,199        |                               |
| Subtotal Graduate                                                   | 2,527        |            | 2,646             |            | 2,708        |            | 2,661             |            | 2,788             |            | 2,823        |                               |
| <b>Budgeted Total Enrolment</b>                                     | <b>7,453</b> | <b>719</b> | <b>7,796</b>      | <b>675</b> | <b>7,925</b> | <b>648</b> | <b>7,809</b>      | <b>597</b> | <b>8,065</b>      | <b>581</b> | <b>8,115</b> | <b>610</b>                    |



| Enrolment Report to the Senate Committee<br>on Academic Development |                          |               |               |               | DRAFT                                               |               |               |               | March 7 2019 |
|---------------------------------------------------------------------|--------------------------|---------------|---------------|---------------|-----------------------------------------------------|---------------|---------------|---------------|--------------|
| Table 2: Enrolment Summary                                          |                          |               |               |               | Queen's University<br>Office of Budget and Planning |               |               |               |              |
| Program                                                             | Fall Full-Time Headcount |               |               |               | Annualized FFTE                                     |               |               |               |              |
|                                                                     | Actual                   | Planned       |               |               | Actual                                              | Planned       |               |               |              |
|                                                                     | Fall 2018                | Fall 2019     | Fall 2020     | Fall 2021     | 2018-19                                             | 2019-20       | 2020-21       | 2021-22       |              |
| <b>Undergraduate</b>                                                |                          |               |               |               |                                                     |               |               |               |              |
| Arts & Science                                                      |                          |               |               |               |                                                     |               |               |               |              |
| BA/BAH                                                              | 5,993                    | 5,992         | 6,027         | 5,990         | 6,145                                               | 6,168         | 6,217         | 6,174         |              |
| BSC/BSCH                                                            | 3,852                    | 3,825         | 3,763         | 3,721         | 3,853                                               | 3,855         | 3,795         | 3,756         |              |
| BFAH                                                                | 76                       | 64            | 62            | 61            | 76                                                  | 65            | 63            | 62            |              |
| BMUS                                                                | 72                       | 68            | 65            | 67            | 79                                                  | 73            | 70            | 72            |              |
| BCMP/BCMPH                                                          | 709                      | 686           | 719           | 724           | 712                                                 | 696           | 727           | 732           |              |
| BPHEH                                                               | 80                       | 48            | 19            | 20            | 80                                                  | 50            | 23            | 24            |              |
| BSCH KINE                                                           | 562                      | 580           | 602           | 590           | 564                                                 | 580           | 602           | 590           |              |
| BMT                                                                 | 2                        | 11            | 20            | 22            | 3                                                   | 12            | 21            | 23            |              |
| Con-Ed Arts/Science/Music                                           | 771                      | 798           | 819           | 807           | 764                                                 | 779           | 800           | 789           |              |
| Distance Studies (BA1)                                              | 205                      | 172           | 163           | 159           | 296                                                 | 266           | 258           | 254           |              |
| Non-Degree/Certificate Programs                                     | 84                       | 86            | 86            | 87            | 242                                                 | 176           | 176           | 176           |              |
| Subtotal Arts & Science                                             | 12,406                   | 12,330        | 12,345        | 12,248        | 12,814                                              | 12,720        | 12,752        | 12,652        |              |
| Commerce                                                            | 1,888                    | 1,892         | 1,919         | 1,949         | 1,914                                               | 1,916         | 1,941         | 1,968         |              |
| Engineering                                                         | 3,086                    | 3,088         | 3,147         | 3,179         | 3,242                                               | 3,267         | 3,328         | 3,362         |              |
| Bachelor Health Science - Distance                                  | 76                       | 108           | 132           | 158           | 123                                                 | 139           | 157           | 179           |              |
| Bachelor Health Science - On Campus                                 | 0                        | 120           | 253           | 362           | 0                                                   | 114           | 236           | 342           |              |
| Nursing                                                             | 355                      | 363           | 357           | 363           | 356                                                 | 364           | 359           | 365           |              |
| Bader ISC                                                           | 140                      | 153           | 153           | 153           | 172                                                 | 188           | 188           | 188           |              |
| Subtotal Direct Entry                                               | 17,951                   | 18,054        | 18,306        | 18,412        | 18,621                                              | 18,708        | 18,961        | 19,056        |              |
| Education (Yr 5 & Consec)                                           | 597                      | 460           | 390           | 419           | 1,013                                               | 833           | 833           | 821           |              |
| Law                                                                 | 612                      | 599           | 602           | 604           | 637                                                 | 612           | 615           | 617           |              |
| Medicine                                                            | 403                      | 403           | 400           | 399           | 403                                                 | 404           | 401           | 400           |              |
| Post-Graduate Medicine                                              | 527                      | 540           | 540           | 540           | 542                                                 | 531           | 531           | 531           |              |
| Nursing-Accelerated Standing                                        | 98                       | 93            | 98            | 98            | 142                                                 | 142           | 148           | 148           |              |
| Subtotal Second Entry                                               | 2,237                    | 2,095         | 2,030         | 2,060         | 2,737                                               | 2,522         | 2,528         | 2,517         |              |
| Subtotal Undergraduate (Fac/School)                                 | 20,188                   | 20,149        | 20,336        | 20,472        | 21,358                                              | 21,230        | 21,489        | 21,573        |              |
| <b>Graduate (Full-time)</b>                                         |                          |               |               |               |                                                     |               |               |               |              |
| School of Grad Studies                                              |                          |               |               |               |                                                     |               |               |               |              |
| Research Masters                                                    | 1,104                    | 1,241         | 1,298         | 1,338         | 1,054                                               | 1,199         | 1,261         | 1,303         |              |
| Professional Masters                                                | 779                      | 781           | 812           | 811           | 878                                                 | 909           | 944           | 945           |              |
| Doctoral                                                            | 1,278                    | 1,380         | 1,508         | 1,607         | 1,237                                               | 1,331         | 1,469         | 1,566         |              |
| Diploma                                                             | 30                       | 48            | 56            | 56            | 25                                                  | 51            | 80            | 97            |              |
| Subtotal SGS                                                        | 3,191                    | 3,450         | 3,674         | 3,812         | 3,194                                               | 3,490         | 3,754         | 3,911         |              |
| Smith School of Business                                            |                          |               |               |               |                                                     |               |               |               |              |
| Masters                                                             | 1,156                    | 1,281         | 1,291         | 1,301         | 1,156                                               | 1,281         | 1,291         | 1,301         |              |
| Diploma                                                             | 115                      | 125           | 130           | 135           | 71                                                  | 83            | 88            | 93            |              |
| Subtotal Smith                                                      | 1,271                    | 1,406         | 1,421         | 1,436         | 1,227                                               | 1,364         | 1,379         | 1,394         |              |
| Subtotal Graduate                                                   | 4,462                    | 4,856         | 5,095         | 5,248         | 4,421                                               | 4,854         | 5,133         | 5,305         |              |
| <b>Budgeted Total Enrolment</b>                                     | <b>24,650</b>            | <b>25,005</b> | <b>25,431</b> | <b>25,720</b> | <b>25,779</b>                                       | <b>26,084</b> | <b>26,622</b> | <b>26,878</b> |              |



## **Senate Committee on Academic Development** Report to Senate – Meeting of April 16, 2019

### **Major Modification to the Bachelor of Commerce Degree Smith School of Business**

#### **Introduction**

The proposal to modify the Bachelor of Commerce (BCom) degree program, in the Smith School of Business, was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on March 27, 2019. E. LeBlanc (Director, Strategic Program Development & Accreditation), L. Garnier (Executive Director, Commerce Program) and A. Kesek (Associate Director, Commerce Program) attended the meeting to speak to the modification and to answer questions from committee members. Members of SCAD were provided with the expedited submission form to modify an existing program.

#### **Analysis and Discussion**

The following should be noted:

- The proposed major modification is to introduce an undergraduate dual degree program between Queen's University and the Guanghua School of Management, Peking University, Beijing China;
- Queen's University has a long-standing relationship with Peking University and several students from both institutions have participated in international exchange programs;
- Upon graduation successful students will receive a Bachelor of Commerce degree from Queen's University and a Bachelor of Arts in Management degree from Peking University;
- Each year, five (5) Commerce students will be selected by Smith and Peking University to participate in the dual degree program. Students will spend the first (2) two years in the Queen's commerce program completing their core courses for the BCom. The final (2) two years will be spent at Peking University completing their electives by studying business and Arts and Science courses;
- A number of programs currently exist at Queen's for outgoing students to ensure their health and safety while living abroad. In addition, dual degree students will receive one-on-one counselling and intercultural awareness training;

- This two-plus-two dual degree program has been adopted by 14 (fourteen) elite universities in 13 (thirteen) countries forming an international consortium. It is anticipated that the consortium will continue to expand as other top-tier institutions in the USA and UK have expressed an interest in joining the association;
- Queen's students who plan to participate in an international exchange in China or are accepted into the dual degree program are encouraged to take introductory Chinese Mandarin courses from the Department of Languages, Literatures and Cultures prior to leaving Canada. Once at Peking University they will also have the option of taking language courses as part of their degree program;
- The proposed dual degree aligns with the strategic priorities of the university.

**Motion**

**That the Senate approve the major modification to the Bachelor of Commerce degree program, Smith School of Business, effective September 2020.**

Respectfully submitted,



J. Scott, Chair, Senate Committee on Academic Development

**Committee Members:**

Y. Chan, Smith School of Business

B. Frank, Faculty of Engineering & Applied  
Science

P. Gogna, PhD candidate, Public Health  
Sciences

J. Jackson, AMS Student Member

E. MacDonald, Political Studies

J. Stephenson, Arts and Science

D. Murakami Wood, Sociology

G. Yin, AMS Student Member



# 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:     | Bachelor of Commerce     |
| Academic Unit(s):             | Smith School of Business |
| Proposed Implementation Date: | 2020                     |

| Contact Information (1) |                                                                      | Contact Information (2) |                                                                      |
|-------------------------|----------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------|
| Name:                   | Lori Garnier                                                         | Name:                   | Erin LeBlanc                                                         |
| Title:                  | Executive Director, Commerce Program                                 | Title:                  | Director Strategic Program Development & Accreditations              |
| Unit:                   | Smith School of Business                                             | Unit:                   | Smith School of Business                                             |
| E-mail:                 | <a href="mailto:Lori.garnier@queensu.ca">Lori.garnier@queensu.ca</a> | E-mail:                 | <a href="mailto:Erin.leblanc@queensu.ca">Erin.leblanc@queensu.ca</a> |
|                         |                                                                      |                         |                                                                      |

|                         |                      |
|-------------------------|----------------------|
| Nature of Modification: | CHECK all that apply |
|-------------------------|----------------------|

## Major Modifications

- ☐ Change in a degree designation without a substantial change in program requirements or learning outcomes (*e.g. BSc to BNSc*)\*
- ☐ Significant changes to program requirements from those existing at the time of the previous cyclical review (*e.g. admission or graduation requirements*)
- ☐ 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 (*e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.*)\*\*
- ☐ Merger of two or more programs
- ☐ Introduction of a combined or concurrent program
- X **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)

|               |  |
|---------------|--|
| <b>OTHER:</b> |  |
|---------------|--|

|                 |  |
|-----------------|--|
| Please describe |  |
|-----------------|--|

## Minor Modifications Requiring Senate Approval

- ☐ Change to program name

|                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Major Modifications: Description of Existing Program, Nature of the Major Modification, and Rationale for Proposed Change</b> |
|----------------------------------------------------------------------------------------------------------------------------------|

Stephen J.R. Smith School of Business at Queen's University, in partnership with Guanghua School of Management at Peking University, Beijing, China, propose to collaborate with an international consortium of elite institutions to offer students with a unique dual-degree opportunity at the undergraduate level. Students who participate in this option of the Commerce Program would receive the Bachelor of Commerce Degree from Queen's University and a Bachelor of Arts in Management Peking University. This option aims at developing future global leaders equipped with an intimate understanding of China who can help navigate inter-country exchanges created through the Belt and Road Initiative.

The Commerce Program is a four-year undergraduate program with the first two years consisting of core courses and electives in year three and four. Each year, five (5) Commerce students will be selected by Smith and Guanghua to be admitted to this option. Students will spend the first 2 years in the Smith Commerce program at Queen's and their final 2 years will be at Peking, studying alongside students from the 14 schools from 13 countries:

- Bocconi University (Italy)
- Erasmus University's Rotterdam School of Management (Netherlands)
- ESSEC Business School (France)
- FGV-Sao Paulo (Brazil)
- IE Business School (Spain)
- Keio University (Japan)
- Moscow State University (Russia)
- National University of Singapore (Singapore)
- Smith School of Business, Queen's University (Canada)
- Tel-Aviv University (Israel)
- University of Hong Kong
- University of Mannheim (Germany)
- Warsaw School of Economics (Poland)
- York University's Schulich School of Business (Canada)

The design of the option allows the selected Commerce students to complete the requirements of the Commerce degree with no modifications. Peking will accept the first two years of the Program as equivalent to the core requirements for their degree. Smith Commerce will accept the following two years of study at Peking as meeting the requirements of elective study in Business and Arts & Science. As a result, students will receive both degrees in a four-year plan of study.

## 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 [qugap@queensu.ca](mailto:qugap@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.

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

**Information required:** *Appropriateness of proposed designation [Section 1.4], 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)*

### **Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements)**

**OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)**

**Information required:** *Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1]. Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module and Budget Template of New Program template if appropriate]*

### **Introduction or Deletion of a Work Experience or Co-op Option, Internship or Practicum**

**Information required:**

**Introduction:** *describe the nature and appropriateness of the requirement, how the requirement contributes to the relevant Degree Level Expectations and identify associated learning outcomes [Section 3.2, including Table 1]; indicate any effect on timeline for degree completion [Section 3.4 incl. table 2] and methods of monitoring progress [Section 3.6].*

**Deletion:** *describe the impact on students' ability to achieve the learning outcomes and meet Degree Level Expectations, on the expected completion time, and on the relative workload associated with the program.*

**Significant Change to the Faculty Delivering the Program**  
*(e.g. inter-institutional collaboration, different campus)*

**Information required:** Complete Section 8.2, Table 5 for all new faculty involved in the Program [append CVs following the CV guidelines available [here](#) if not previously included in the program review] and explain how program integrity will be sustained (including student supervision)

**Significant Changes to the Existing Mode(s) of Delivery**  
*(e.g. part-time, different campus, on-line, blended learning, inter-institutional collaborations, etc.)*

**Information required:** As appropriate include Section 3.5 and Section 6 (including subsections). If new faculty associated with change, include Sections as per above. As appropriate, complete Section 7 including all subsections, and Section 8 plus the Budget Module (Authorization of Associate Vice-Principal, Planning and Budgeting required, Part C)

**Merger of Two or More Approved Undergraduate Programs**

**Information required:** Complete Section A of this template and append all sections of the New Undergraduate Program template (append CVs following the CV guidelines available [here](#) for those faculty members not previously included in the contributing programs)

**Other Changes that Affect the Learning Outcomes but Do Not Constitute a New Program**

**Information required:** Consult with the provost's office

**Introduction of a Combined or Concurrent Program**



**Information required:** 1. Describe how the introduction of the combined program is consistent with institutional priorities and strategic plans, 2. Specify the degree programs to be combined, 3. Identify the advantages to students (i.e. time efficiency, benefits to scholarship, other considerations), 4. Provide indicators of student demand and projected enrolment, 5. Discuss the admission requirements and process 6. Discuss the structure (organization) of the combined program and any overlap in degree requirements, 7. Discuss any additional resources required to launch and deliver the program (teaching, staff, space, student support/funding etc...). 8. Provide Budget Template (Authorization of Executive Director Planning and Budgeting required, Part C)

### Introduction of a Dual Credential Program

**Information required:** 1. Describe how the introduction of the dual credential program is consistent with institutional priorities and strategic plans, 2. Identify the partner institution 3. Identify the advantages to students (i.e. time efficiency, benefits to scholarship, other considerations), 4. Provide indicators of student demand and projected enrolment, 5. Discuss the structure (organization) of the dual credential program (i.e. sequential completion or schedule of terms spent at each institution), 6. Describe all requirements that will contribute to both credentials, 7. Describe the administrative aspects (application, admission, tuition, etc ...), 8. Discuss any additional resources required to launch and deliver the program (teaching, staff, space, student support/funding etc ...).

1. This option is consistent with the strategic priorities of the University, in particular, providing and exceptional learning experience for the students and further strengthening the international footprint of both Queen's and the Smith School of Business. This initiative would increase both Queen's University's and Smith's exposure in China specifically, assisting in the ability to recruit high quality international fee-paying students to programs. Similar "2+2" options exist in other faculties at Queen's, including Arts & Science.
2. Founded in 1898, Peking University is the first university in Chinese modern history, and it is consistently ranked as one of the top academic institutions in China. Grounded in the rich cultural legacy of Peking University, Guanghua School of Management has attracted the best and brightest students globally and has successfully channeled a great number of its exceptional graduates into the business world as future leaders. Like Smith, Guanghua received accreditation from both EQUIS and AACSB, as a fully internationalized, world-class institution for business education. They are quickly becoming a key international partner for the School with existing exchange activity in our Commerce, Master of International Business and MBA programs.
3. Students would benefit from substantial savings in time and money. They would receive two undergraduate degrees in four years, paying only for the cost of the Smith Commerce degree from Queen's University. The Peking University Belt & Road Institute will be offering full scholarships to all students selected for participation in the international undergraduate option in recognition of their outstanding talent and leadership potential. These scholarships will cover the costs associated with their time at Peking University including University of Peking tuition, living accommodation, and a living stipend. Earning two degrees from two different continents will directly benefit students seeking an international business career and provides students with the opportunity to gain functional specialization as well as a broad global management perspective. They will also have the opportunity to work in international peer teams and with high quality faculty. Students will further benefit from having access to the networks and resources provided to them by both universities: career counseling; resume writing; job/internship postings; and alumni networks. This would represent a unique opportunity for Queen's students to experience truly cross-cultural learning, both at the peer and faculty level.
4. Student demand for University of Peking as an exchange destination in the Smith Commerce Program is consistently strong due to its excellent reputation and excellent student experience. Smith initially signed an exchange agreement with Guanghua School of Management at Peking University in 2005, and to date 113 Smith Commerce students have studied at Peking University, participating in a four or eight month exchange. This is an indication of a desire for students to study in China.
5. Appendix 1 to this document outlines the specific curriculum of this option.
6. Students will fulfill the requirements of completing all required courses in Year 1 and 2 as is the case for all

students in the Smith Commerce Program. With the exception of Comm 341 and Comm 401 which are required courses in years three and four, all other courses are electives, which students will receive as transfer from Peking. Peking offers courses that are equivalent to Comm 341 and Comm 401, fulfilling all the degree requirements. There will be no changes or reduction of Program Level Learning Outcomes. As such, students will complete the 126 credit units required for the Degree. Peking University will accept the core courses of years one and two of our students as meeting the core required courses for their degree. The courses taken in year three and four fulfill the requirement of the Peking degree. All courses for students in this option are taught in English at Peking University.


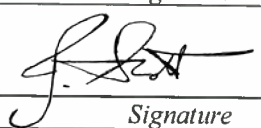
7. Students will be asked to apply after first year of the Smith Commerce Program. First year grades will be reviewed interviews, and written statements of purpose for participation in the option. Final selection will be agreed upon by both Queen's and Peking, ensuring that the most qualified students are selected for this option. Students will pay tuition to Queen's for all four years of the option. Tuition fees normally assessed by Peking will be offset by the Scholarships offered by the Peking University Belt and Road Institute.
8. As the target enrollment for this option is five students each year, administration can easily be accommodated with existing resources within the Smith Commerce Program and Centre for International Management offices.
9. Given the long history of successful exchange between the two institutions and the high quality of Peking University, we are assured that students will have access to highly adequate support and services during their time at the Guanghua School of Management.

### **Minor Modification: Change to Program Name**

**Information required:** *Describe the nature of and rationale for the proposed modification, and the impact on current and future students.*

## Part C - Authorizations

**Note:** Refer to Part B for necessary authorizations

|                                                                                 |                                                                                     |                       |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------|
| <i>Department Head(s)</i>                                                       | <u>Signature not required</u>                                                       |                       |
|                                                                                 | <i>Signature</i>                                                                    | <i>Date</i>           |
| <i>Faculty Dean(s) (or delegate)</i>                                            |   | <u>12 March '19</u>   |
|                                                                                 | <i>Signature</i>                                                                    | <i>Date</i>           |
| <i>Associate Vice-Principal,<br/>Planning and Budgeting (if<br/>applicable)</i> | <u>Signature not required</u>                                                       |                       |
|                                                                                 | <i>Signature</i>                                                                    | <i>Date</i>           |
| <i>Vice-Provost and University<br/>Librarian (if applicable)</i>                | <u>Signature not required</u>                                                       |                       |
|                                                                                 | <i>Signature</i>                                                                    | <i>Date</i>           |
| <i>University Registrar</i>                                                     | <u>Signature not required</u>                                                       |                       |
|                                                                                 | <i>Signature</i>                                                                    | <i>Date</i>           |
| <i>Provost and Vice-Principal<br/>(Academic)</i>                                |  | <u>March 15, 2019</u> |
|                                                                                 | <i>Signature</i>                                                                    | <i>Date</i>           |
| <i>Date approved by Faculty<br/>Board(s)/Committee(s)</i>                       | <u>March 12, 2019</u>                                                               |                       |
| <i>Date Approved by SCAD</i>                                                    | <u>March 27, 2019</u>                                                               |                       |
| <i>Date Approved by Senate</i>                                                  |                                                                                     |                       |

| Commerce & "Future Leaders" International Undergraduate - Study Plan |                    |                          |          |
|----------------------------------------------------------------------|--------------------|--------------------------|----------|
| Term                                                                 | Dates              | Focus                    | Location |
| Year 1                                                               | September to April | Queen's Core             | Kingston |
| Year 2                                                               | September to April | Queen's Core + Electives | Kingston |
| Year 3                                                               | September to June  | PKU Core + Electives     | Beijing  |
| Year 4                                                               | September to June  | PKU Core + Electives     | Beijing  |

| Queen's Student Academic Plan     |                                                          | PKU Credits  | Queen's Units |
|-----------------------------------|----------------------------------------------------------|--------------|---------------|
| Year 1<br>Queen's<br>(Sept-April) | <b>11 Core Courses</b>                                   |              |               |
|                                   | Micro-economics & Macro-economics                        | 7.2          | 6             |
|                                   | Business Management                                      | 3.6          | 3             |
|                                   | Intro to Financial Accounting                            | 3.6          | 3             |
|                                   | Managing Work Teams                                      | 3.6          | 3             |
|                                   | Intro to Mathematical Analysis for Management (Calculus) | 3.6          | 3             |
|                                   | Business Communications                                  | 3.6          | 3             |
|                                   | Management Accounting                                    | 3.6          | 3             |
|                                   | Intro to Marketing                                       | 3.6          | 3             |
|                                   | Organizational Behaviour                                 | 3.6          | 3             |
|                                   | Managerial Statistics                                    | 3.6          | 3             |
| <b>Total</b>                      |                                                          | <b>39.6</b>  | <b>33</b>     |
| Year 2<br>Queen's<br>(Sept-April) | <b>9 Core Courses</b>                                    |              |               |
|                                   | Intro to Finance                                         | 3.6          | 3             |
|                                   | Business Decision Models I                               | 3.6          | 3             |
|                                   | Intro to International Business                          | 3.6          | 3             |
|                                   | Intro to Human Resources                                 | 3.6          | 3             |
|                                   | Business Ethics and Corporate Social Responsibility      | 3.6          | 3             |
|                                   | Finance II                                               | 3.6          | 3             |
|                                   | Marketing II                                             | 3.6          | 3             |
|                                   | Managerial Economics                                     | 3.6          | 3             |
|                                   | Enabling Business with Information Systems               | 3.6          | 3             |
|                                   | <b>2 Electives</b>                                       |              |               |
|                                   | Chinese I (Fall Term) recommended                        | 3.6          | 3             |
|                                   | Chinese II (Winter Term) recommended                     | 3.6          | 3             |
| <b>Total</b>                      |                                                          | <b>39.6</b>  | <b>33</b>     |
| Year 3<br>Peking<br>(Sept-June)   | <b>University-wide Core</b>                              |              |               |
|                                   | Advanced Mathematics (2)                                 | 3            | 2.4           |
|                                   | Chinese Finance                                          | 3            | 2.4           |
|                                   | Chinese Economy                                          | 3            | 2.4           |
|                                   | <b>School-wide Core</b>                                  |              |               |
|                                   | International Trade and Globalization                    | 3            | 2.4           |
|                                   | Economic History                                         | 3            | 2.4           |
|                                   | Entrepreneurship and Innovation                          | 2            | 1.8           |
|                                   | <b>University-wide Electives (16 units)</b>              | 16           | 14.4          |
|                                   | <b>School-wide Electives (6 units)</b>                   | 6            | 4.8           |
| <b>Total</b>                      |                                                          | <b>36</b>    | <b>30.6</b>   |
| Year 4<br>Peking<br>(Sept-June)   | <b>School-wide Core</b>                                  |              |               |
|                                   | Operations Management                                    | 3            | 2.4           |
|                                   | Strategic Management                                     | 3            | 2.4           |
|                                   | China Immersion Project                                  | 3            | 2.4           |
|                                   | <b>University-wide Electives (14 units)</b>              | 14           | 12.6          |
|                                   | <b>School-wide Electives (9 units)</b>                   | 9            | 7.2           |
|                                   | <b>Graduation Thesis</b>                                 | 6            | 4.8           |
| <b>Total</b>                      |                                                          | <b>35</b>    | <b>29.4</b>   |
| <b>Total Units Earned</b>         |                                                          | <b>150.2</b> | <b>126</b>    |

\*\*\*Students will work with advisors at Smith and Guanghua, to select electives that satisfy the requirements for both degrees\*\*\*

| University-wide Electives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Math and Natural Science<br>B. Social Science<br>C. Philosophy and Psychology<br>D. History<br>E. Language, Literature, Art<br>F. Sustainable Social Development<br>G. Law<br>H. Globalization                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Media and Society in China<br>China Sociology<br>China's Education and Its Cultural Foundations<br>Environmental Issues and Policies in China<br>China and Media Matters<br>Chinese Politics and Public Policy<br>Comparative Studies of Chinese Media and Western Media<br>The Image of China in Selected Works of Western Literature<br>Chinese Perspectives on International and Global Affairs<br>China and International Organizations<br>Our Changing Planet<br>China's Energy and Environmental Challenges<br>Garden City's Practice in China<br>History of Sino-European relations<br>A General Survey of Traditional Chinese Arts |

| School-wide Electives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computer Programming and Machine Learning<br>Intermediate Business Chinese<br>Chinese Economic Law<br>Chinese Philosophy<br>International Finance and Financial Management<br>Fintech : Application & Future Development<br>Venture Capital and Private Equity of China<br>E-commerce<br>Logistics and Supply Chain Management<br>Financial Risk and Management<br>Chinese Society and Business Culture<br>Business Simulation Games<br>Channel Management<br>Financial Statement Analysis<br>Investment Banking<br>Advanced Managerial Accounting |

**Queen's University  
Senate Committee on Academic Procedures  
Hood Design Proposal for  
Master of Management in Artificial Intelligence  
April 2019**

**Background**

The Office of the University Registrar is planning for the first graduating class of the Master of Management in Artificial Intelligence degree in spring 2019. One of the necessary tasks is to select a new hood for the graduands to wear as they are awarded their degree.

The following design is being recommended as the new hood:

- Shell – black
- Lining – shiny black satin
- Border – ½ inch inner gold; ½ inch outer green

The proposal was approved by the Dean of the Smith School of Business on April 1, 2019.

**Analysis and Discussion**

The committee discussed the process by which a new design is selected.

**Conclusion**

At its meeting on April 8, 2019 the Senate Committee on Academic Procedures carried the following motion:

**THAT the new hood for the Master of Management in Artificial Intelligence degree as defined be approved: black shell, shiny black satin lining, ½ inch inner gold border, ½ inch outer green border.  
(D. Beauchemin/F. Rouget) Carried**

SCAP requests that the Senate approve the motion, as carried by SCAP.

Respectfully submitted,

Dr. John Metcalfe, Chair, Senate Committee on Academic Procedures

**Members:**

D. Beauchemin, P. Gilbert, J. Gollner (Official Observer), N. Orecchio, R. Snowdon, M. White, F. Rouget, T. Arciero Easter (Secretary)

**Queen's University  
Senate Committee on Academic Procedures  
Hood Design Proposal for  
Master of Earth and Energy Resource Leadership  
and  
Master of Biomedical Informatics  
April 2019**

**Background**

The Office of the University Registrar is planning for the first graduating class of the Master of Earth and Energy Resource Leadership degree and the Master of Biomedical Informatics degree in spring 2019. One of the necessary tasks is to select a new hood for the graduands to wear as they are awarded their degree.

The following is being recommended:

**Master of Earth and Energy Resource Leadership**

- Shell – black
- Lining – henna
- Border –  $\frac{3}{4}$  inch emerald green

**Master of Biomedical Informatics**

- Shell – black
- Lining – shiny black satin
- Border –  $\frac{1}{2}$  inch inner red;  $\frac{1}{2}$  inch outer gold

The proposal was approved by the Vice-Provost and Dean of the School of Graduate Studies on April 2, 2019.

**Analysis and Discussion**

The committee discussed the process by which a new design is selected.

**Conclusion**

At its meeting on April 8, 2019 the Senate Committee on Academic Procedures carried the following motions:

**THAT the new hood for the Master of Earth and Energy Resource Leadership degree as identified be approved: black shell, henna lining,  $\frac{3}{4}$  inch emerald green border. (M. White/P. Gilbert) Carried**

**THAT the new hood for the Master of Biomedical Informatics degree as identified be approved: black shell, shiny black satin lining, ½ inch inner red border, ½ inch outer gold border.**

**(M. White/P. Gilbert) Carried**

SCAP requests that the Senate approve the motions, as carried by SCAP.

Respectfully submitted,

Dr. John Metcalfe, Chair, Senate Committee on Academic Procedures

**Members:**

D. Beauchemin, P. Gilbert, J. Gollner (Official Observer), N. Orecchio, R. Snowdon, M. White, F. Rouget, T. Arciero Easter (Secretary)



**Queen's University  
Senate Committee on Academic Procedures  
Hood Design Proposal for  
Bachelor of Music Theatre  
April 2019**

**Background**

The Office of the University Registrar is planning for the first graduating class of the Bachelor of Music Theatre degree in spring 2019. One of the necessary tasks is to select a new hood for the graduands to wear as they are awarded their degree.

The following design is being recommended as the new hood:

- Shell – black
- Lining – sapphire blue silk
- Border – 3 inch inner sky blue; ¾ inch outer sky blue

The proposal was approved by the Dean of Arts and Science on April 5, 2019.

**Analysis and Discussion**

The committee discussed the process by which a new design is selected.

**Conclusion**

At its meeting on April 8, 2019 the Senate Committee on Academic Procedures carried the following motion:

**THAT the new hood for the Bachelor of Music Theatre degree as defined be approved: black shell, sapphire blue silk lining, 3 inch inner sky blue border, ¾ inch outer sky blue border.**

**(P. Gilbert/D. Beauchemin) Carried**

SCAP requests that the Senate approve the motion, as carried by SCAP.

Respectfully submitted,

Dr. John Metcalfe, Chair, Senate Committee on Academic Procedures

**Members:**

D. Beauchemin, P. Gilbert, J. Gollner (Official Observer), N. Orecchio, R. Snowdon, M. White, F. Rouget, T. Arciero Easter (Secretary)



## Senate Governance and Nominating Committee

### Nominating Report – April 16, 2019

#### Proposed Placements:

Senate Representative to University Council  
To Be Confirmed

Senate Standing Committees and Other Committees to Which Senate Regularly Elects Members:

| Committee                          | Vacancy         | Departing Member        | Proposed New Member         | Term                |
|------------------------------------|-----------------|-------------------------|-----------------------------|---------------------|
| Academic Development (SCAD)        | AMS student     | Grace Yin               | K. Klupt                    | Sep 2019 – Aug 2021 |
|                                    | Faculty         | D. Murakami Wood        | J. Almost                   | Sep 2019 – Aug 2021 |
|                                    |                 | E. MacDonald            | C. Cline                    | Sep 2019 – Aug 2021 |
|                                    |                 | J. Stephenson           | <i>Vacancy (Senator)</i>    |                     |
|                                    | Staff           | <i>Existing vacancy</i> | C. Keates                   | Sep 2019 – Aug 2021 |
| Academic Procedures (SCAP)         | AMS student     | N. Orecchio             | M. Ali Asif                 | Sep 2019 – Aug 2021 |
|                                    | Faculty         | M. White                | P. Oosthuizen               | Sep 2019 – Aug 2021 |
|                                    | Faculty         | D. Beauchemin           | <i>Vacancy</i>              |                     |
|                                    | SGPS student    | P. Gilbert              | B. Fickling                 | Sep 2019 – Aug 2020 |
|                                    | Chair           | <i>Existing Vacancy</i> | <i>Vacancy</i>              |                     |
| Advisory Research Committee (SARC) | Faculty         | J. Almost               | A. Ferguson                 | Sep 2019 – Aug 2022 |
|                                    | Faculty         | M. Daymond              | C. Saavedra                 | Sep 2019 – Aug 2022 |
|                                    | Faculty         | J. Tolmie               | <i>Vacancy (Humanities)</i> |                     |
|                                    | Faculty         | <i>Existing vacancy</i> | <i>Vacancy (Phys Sci)</i>   |                     |
| Agenda and Summer Action (SASAC)   | Faculty senator | <i>Existing vacancy</i> | <i>Vacancy (Senator)</i>    |                     |
|                                    | Faculty senator | J. Mennell              | K. Timmons                  | Sep 2019 – Aug 2021 |
|                                    | Faculty senator | J. Davies               | <i>Vacancy (Senator)</i>    |                     |
|                                    | Staff senator   | C. Lemmon               | J. Downie                   | Sep 2019 – Aug 2021 |
| Cyclical Program Review (SCPRC)    | Faculty         | C. Ferrall              | R. Lysaght                  | Sep 2019 – Aug 2022 |
|                                    | Faculty         | <i>Existing vacancy</i> | D. Blouin                   | Sep 2019 – Aug 2022 |
|                                    | Staff           | G. Denford              | N. Cheney                   | Sep 2019 – Aug 2021 |
|                                    | SGPS student    | S. Gollish              | <i>Vacancy</i>              |                     |
| Educational Equity (SEEC)          | SGPS student    | L. Mussell              | J. Lawson                   | Sep 2019 – Aug 2021 |
| Governance and Nominating (SGNC)   | Faculty senator | D. Detomasi             | J. Hutchinson               | Sep 2019 – Aug 2021 |
|                                    | Faculty senator | B. Kutsyuruba           | <i>Vacancy (Senator)</i>    | Sep 2019 – Aug 2021 |
|                                    | Faculty senator | <i>Existing vacancy</i> | <i>Vacancy (Senator)</i>    |                     |
|                                    | Faculty non-sen | M. Blennerhassett       | J. Shurr                    | Sep 2019 – Aug 2021 |
|                                    | Staff           | K. Bowes                | C. Lemmon                   | Sep 2019 – Aug 2021 |
|                                    | Chair           | D. Detomasi             | <i>Vacancy</i>              |                     |
| Queen's University Board-Senate    | Student senator | A. Chowhury             | <i>Vacancy (Senator)</i>    |                     |
|                                    | Faculty senator | A. Weldemichael         | <i>Vacancy (Senator)</i>    |                     |
|                                    | Senate apt      | E. Cook                 | P. Gogna                    | Sep 2019 – Aug 2021 |

|                                                   |                                             |                                                                                              |                                                           |                                                                   |
|---------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|
| Advisory Committee (QUBSAC)                       |                                             |                                                                                              |                                                           |                                                                   |
| Library (SLC)                                     | SGPS student<br>AMS/SGPS<br>Staff<br>Chair  | L. Mantella<br><i>Existing vacancy</i><br><i>Existing vacancy</i><br><i>Existing vacancy</i> | <i>Vacancy</i><br>S. Li<br>A Gunn<br><i>Vacancy</i>       | Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021                        |
| Orientation Activities Review Board (SOARB)       | Student Co-Chair                            | V. Chappell                                                                                  | M. Birchard                                               | May 2019 – Dec 2020                                               |
| Scholarships and Student Aid (SCSSA)              | SGPS student<br>Faculty<br>Faculty<br>Chair | B. Sivarajah<br>D. Bryden<br>P. Oosthuizen<br>D. Bryden                                      | <i>Vacancy</i><br>A. Wu<br>P. Oosthuizen<br>P. Oosthuizen | Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021 |
| Alumni Award for Excellence in Teaching Committee | Faculty<br>Faculty<br>Student<br>Student    | M. Kocsis<br>M. Lucktar-Flude<br>S. Ganeshamoorthy<br><i>Existing vacancy</i>                | <i>Vacancy</i><br><i>Vacancy</i><br>E. Sharp<br>L. Althus | Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021                        |
| Ombuds Advisory Committee                         | Faculty<br>Staff                            | <i>Existing vacancy</i><br><i>Existing vacancy</i>                                           | M. Blennerhassett<br>T. Ziembekis                         | Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021                        |
| International Centre Council                      | Student<br>Student                          | D. Meister<br>B. Samuels                                                                     | K. Kaushal<br>A Moran-MacDonald                           | Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021                        |
| Teaching and Learning Advisory Committee          | Faculty                                     | <i>Existing Vacancy</i>                                                                      | A. Chakrabarti                                            | Sep 2019 – Aug 2021                                               |
| University Council on Athletics and Recreation    | Faculty<br>Student<br>Staff                 | <i>Existing Vacancy</i><br>K. Hupp<br>A Burtch                                               | A. Ferguson<br>S. Dwara<br>A. Mendieta-Sweet              | May 2019 – Apr 2021<br>May 2019 – Apr 2021<br>May 2019 – Apr 2021 |
| University Promotions Committee                   | Faculty<br>Student                          | <i>Existing Vacancy</i><br><i>Existing Vacancy</i>                                           | C. Saavedra<br>J. Scanlon                                 | Sep 2019 – Aug 2021<br>Sep 2019 – Aug 2021                        |
| University Promotions Advisory Committee          | Faculty<br>Faculty                          | L. Colgan<br>P. Fachinger                                                                    | <i>Vacancy</i><br><i>Vacancy</i>                          |                                                                   |



March 21, 2019

Dear Senate Governance and Nominating Committee,

I am writing on behalf of the Senate Educational Equity Committee (SEEC) with regard to revising the SEEC's Terms of Reference to reflect the recent changes to the Human Rights and Equity Office as well as the Office of Indigenous Initiatives.

The SEEC would like to revise its Terms of Reference to include the AVP (Indigenous Initiatives and Reconciliation) or delegate as an ex-officio on the Committee.

Moreover, with the amalgamation of the Human Rights and Equity Offices, the SEEC suggests to have only one representative from the Human Rights and Equity Office as an ex-officio: the AVP (Human Rights, Equity and Inclusion) or delegate.

Please find attached a copy of the revised Terms of Reference. We look forward to hearing from you.

Sincerely,

A handwritten signature in blue ink, reading "Petra Fachinger".

Petra Fachinger  
Chair, Senate Educational Equity Committee

# Senate Educational Equity Committee

## Committee Terms of Reference

The SEEC exists to promote, facilitate and support the achievement of institutional goals for educational equity as articulated in the University's Vision Statement and in the Values and Principles set out in the University's Strategic Plan.

SEEC's mandate includes all matters related to policy for educational equity in the following areas:

Educational Access: recruitment, retention and graduation of students who have historically been under-represented, underserved and/or disadvantaged in University programs

Educational Context and Climate: provision and maintenance of a supportive and welcoming educational and learning environment for all students, faculty and staff of all social identities.

Educational Content and Practice: promotion of education and training for students, faculty and staff on educational equity issues as they relate to curriculum, pedagogy and the broader learning environment.

Educational Capacity: increasing the institution's capacity for educational equity through recruitment, hiring and retention of faculty, staff and administrators.

The responsibilities of the Committee include:

Assisting in broadening campus community awareness of principles, goals and benefits of educational equity;

Promoting activities that foster a safe, supportive and inclusive campus community that values diversity;

Promoting opportunities to share experiences and diverse perspectives among campus members;

Reviewing and, where necessary, recommending revision to existing policy or the creation of new policy related to educational equity;

Initiating, recommending and overseeing research to inform the development or implementation of recommendations regarding educational equity-related policy;

Setting up subcommittees or task forces and inviting such representatives necessary to ensure the participation of equity interest groups at Queen's in the work of the Committee;

Encouraging and supporting academic units in developing and implementing educational equity plans;

Receiving reports from the responsible administrative bodies on the effectiveness of the implementation and administration of educational equity-related policy;

Coordinating the execution of its responsibilities with other bodies at Queen's responsible for equity-related policy and with the officers of the University who have responsibility for the implementation of equity-related policy.

Report at least annually to the Senate on the work and activities of the Committee.

### **Composition**

Elected members will be recommended by the Senate Nominating Committee and ratified by Senate.

#### **4 Ex Officio Members:**

Provost and Vice-Principal (Academic) or delegate

~~Executive Director and University Advisor on Equity and Human Rights~~ Associate Vice-Principal (Human Rights, Equity and Inclusion) or delegate

~~Director, Human Rights Office or delegate~~ Associate Vice-Principal (Indigenous Initiatives and Reconciliation) or delegate

Vice-Provost and Dean of Student Affairs, or delegate

#### **8 Elected Members:**

4 faculty (where possible representative of a cross section of Faculties/Schools)

1 undergraduate student

1 graduate student

2 staff

#### **2 Student Representatives:**

1 member of the Alma Mater Society appointed by AMS

1 member of the Society of Graduate and Professional Students appointed by SGPS

At least one member of the Committee must be an elected Senator.

**Question – From Senator MacLeod**

My question concerns the use of the self-declaration of brief absence forms arising from the **Academic Consideration for Students in Extenuating Circumstances Policy** as passed by Senate in April 2017.

The Department of Biomedical and Molecular Sciences has seen a dramatic 55 percent increase in the use of the self-declaration of brief absence forms over the last two years. What are the rates of use of these forms in other faculties? Is its use consistent in all faculties? Is its use consistent with the concept of academic integrity? This Policy was to be reviewed in 2018. If it was, where are the findings of the review?

**Answer – Provided by Ann Tierney, Vice-Provost and Dean, Student Affairs and Chair of the Advisory Committee on Academic Accommodations**

Thank you for the questions.

The *Academic Consideration for Students in Extenuating Circumstances* Policy ("the policy") was developed by the [Advisory Committee on Academic Accommodations](#) ("the committee"), a longstanding campus-wide committee that includes representatives from faculties/schools, usually including an Associate Dean, students, and staff involved in managing both academic accommodations for students with disabilities, and academic consideration for students in extenuating circumstances.

The policy provides a process and guidance for the community, when a student is faced with a life circumstance (for example, a short-term illness, a death in the family, a trauma or major event) that requires them to be temporarily absent or unable meet a deadline. The goals of the policy included formalizing practices that existed in some faculties, and creating consistency and fairness across the university with respect to managing requests.

Faculties and schools have implemented protocols under the policy to manage requests for consideration. It was recognized that the number of requests under the policy would increase over time, if only because students would have a clear process to follow, and would access the process, instead of potentially going without support, and that use of the policy would be tracked. Prior to the policy, requests were ad hoc and not always tracked. Many faculties and schools have established staff positions, that work collaboratively with Student Wellness Services and others, to help respond to requests made under this and other policies, and to smooth out the processes for students and for faculty members, as much as possible.

In developing the policy, there was a strong commitment to the principle of good faith in responding to students, and similarly an expectation that students would also adhere to the principle of good faith in seeking consideration. The policy is explicit in requiring that the essential academic requirements and standards of courses are to be met, and that misuse of the policy by providing false or misleading information to delay or not fulfill academic requirements, constitutes a breach in academic integrity.

The self-declaration of brief absence process and form applies generally to absences of up to 48 hours. The use of the form is largely consistent across faculties and schools, and most faculties and schools have seen an increase in the use of this form since the policy was implemented. Many faculties and schools are reaching out to students who have used the brief absence form more than once or twice to try and determine if there are any underlying issues that need to be addressed, and to reiterate the purpose and criteria for the use of this process.

A review of the implementation of the policy was completed through the committee last summer, and another review process is planned for this summer by the committee. The results of last year's review led to adjustments to various forms under the policy, adjustments to protocols in faculty/schools offices, and additional information and communications about the policy and its protocols. It is expected that in the coming months, as a result of continuing discussions among committee members, more adjustments to processes, including additional student outreach and communications, will be put in place.





PRINCIPAL AND  
VICE-CHANCELLOR

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**Principal's Report  
Queen's University Senate  
April 16, 2019**

**Government relations**

- On March 28, Queen's welcomed Innovation, Science, and Economic Development Minister Navdeep Bains and Kingston and the Islands MP Mark Gerretsen to campus for a [tour of Mitchell Hall](#). Mr. Gerretsen also attended the official opening ceremony for Mitchell Hall on March 30 (more below), along with Steve Clark, provincial Minister of Municipal Affairs and Housing, and Kingston Mayor Bryan Paterson.
- On April 4, Queen's hosted the executive heads of the Council of Ontario Universities (COU) at Mitchell Hall for their regular roundtable meeting. The meeting provided an opportunity to showcase Mitchell Hall and its amenities, as well as The Isabel Bader Centre for the Performing Arts, where we met for a reception and dinner on April 3.

**Queen's community**

- In March, Oyedeji Ayonrinde (Psychiatry) received the [2019 Biomedical Science Ambassador Award](#) from Partners in Research Canada for his work to educate Canadians about cannabis and the potential risks of its use, especially for youth. This national award recognizes the work of biomedical researchers who have undertaken significant outreach education efforts for the benefit of the Canadian public.
- I attended and judged the annual [Three-Minute Thesis competition at Queen's](#) on March 27. It was a terrific event, with 12 graduate students competing from nine departments across the faculties of Engineering and Applied Science, Arts and Science, and Health Sciences. Congratulations to Amanda Brissenden, a PhD candidate in Chemical Engineering who took the top prize, as well as Nevena Martinović, a PhD candidate in English Language and Literature, who was the runner-up, and Hannah Dies, a PhD candidate in Chemical Engineering, who won the people's choice award.
- On March 30, members of the Queen's and Kingston communities, along with donors and government officials, gathered in Mitchell Hall's central atrium for the facility's

[official ribbon-cutting ceremony](#). I emceed the momentous event and Bruce Mitchell, Sc'68, the lead patron, spoke on behalf of all donors to the project.

- I am pleased to welcome [Mark Walters](#) back to Queen's as the dean of the Faculty of Law beginning July 1, 2019 for a five-year term. Dr. Walters succeeds Bill Flanagan, who has had an exceptional 14-year tenure as dean. A Queen's alumnus and former faculty member and senator, Dr. Walters is currently at McGill University, where he researches and publishes in the areas of public and constitutional law, legal history, and legal theory. He is also a leading scholar on the rights of Indigenous Peoples.

## International

- On May 31, Queen's will host the Ambassadors' Forum, an annual gathering that brings together ambassadors of the Asia-Pacific region to discuss topics of relevance to the group. This event allows Queen's to strengthen relations with key diplomats and offers Queen's the opportunity to showcase its talent and expertise in matters related to international trade. This year, David Detomasi, Adjunct Associate Professor and Distinguished Faculty Fellow of International Business at Smith School of Business, will provide a lecture titled *The New International Trade Order*.

## MEMORANDUM



Office of the Principal

**To:** Members of Senate

**From:** Daniel Woolf, Principal and Vice-Chancellor, and Chair of Senate

**Copy:** Patrick Deane, Principal-Designate  
Lon Knox, University Secretary

**Date:** April 10, 2019

**Subject:** **Magna Charta Universitatum motion**

**Purpose**

Senate's approval is being sought with respect to Queen's becoming a signatory to the Magna Charta Universitatum (MCU), as Senate approval is one of the requirements for admission. Approval of the Board of Trustees is also required, and three letters of support from universities that are existing signatories.

As the Magna Charta Universitatum is a statement of fundamental values for which the University stands, including academic freedom, the intersection of teaching and research, and freedom from intolerance, it is appropriate that Senate consider this motion.

**Evolution of the MCU**

The Magna Charta of the European Universities was first put forward by the University of Bologna to the oldest European universities in 1986 as Bologna approached its 900<sup>th</sup> anniversary. The idea was embraced, drafted in Barcelona in January 1988, and signed by all the Rectors who were in Bologna to celebrate the 900th anniversary on September 18, 1988.<sup>1</sup>

The original aims of the document were to celebrate the deepest values of University traditions and to encourage strong bonds among European Universities, on the understanding that Europe exists beyond its geographical, historical, and cultural boundaries, and its universities helped to shape common values and intellectual commitment to using knowledge for common benefit.

With the growth of its membership to close to 900, and increasing diversity and complexity of global relationships, MCU signatories are currently clarifying the conceptual aims and targets of the statement and addressing concerns of Euro-centrism. They acknowledge that 'the document is dated and geographically defined' and would be written differently if it were conceived today. Rather than revising the original text, however, a supplementary document is being drafted that

<sup>1</sup> Note that the Magna Charta Universitatum is distinct from the Bologna Process that has 48 participating countries committed to harmonization of the European higher education system.

will make it clear that signatories are embracing the Magna Charta in 'its worldwide 21<sup>st</sup> century meaning and dimensions.' Principal-Designate Deane is a member of the drafting committee for this supplementary document.

### Rationale

There are three key benefits for Queen's becoming a signatory to the Magna Charta Universitatum at this time:

- a) **Natural evolution from values of a single institution to a global network committed to the same values** - Becoming a signatory to the MCU would be a natural evolution of Queen's commitment to the fundamental values of a university. In 1996, Senate's [\*Report on Principles and Priorities\*](#) pledged Queen's to uphold:
  - **Intellectual integrity** - Rigorous standards of intellectual integrity must be upheld in all teaching, learning, and research activities;
  - **Freedom of inquiry and exchange of ideas** - The University commits itself to remain open to free enquiry and the free expression of ideas, both of which are basic to the University's central purpose. Any restrictions proposed on free expression must be openly stated and subjected to careful public scrutiny and evaluation; and
  - **Equal dignity of all persons** - Queen's cherishes the diversity of human experience and background, and supports the freedom of individuals to study, teach, work and carry out research without fear of harassment, intimidation or discrimination.

The original conception of MCU in 1986 was based on, and has subsequently confirmed the following values that complement and reinforce those affirmed by Queen's:

- **'Institutional autonomy** – The University is an autonomous institution at the heart of societies differently organised because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching.<sup>2</sup>
- **Academic freedom** - To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and economic power. Freedom in research and training is the fundamental principle of university life, and governments and universities, each as far as in them lies, must ensure respect for this fundamental requirement. Rejecting intolerance and always open to dialogue, a university is an ideal meeting ground for teachers capable of imparting their knowledge and well equipped to develop it by research and innovation and for students entitled, able and willing to enrich their minds with that knowledge.
- **Inseparability of teaching and research** - Teaching and research in universities must be inseparable if their tuition is not to lag behind changing needs, the demands of society, and advances in scientific knowledge.

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<sup>2</sup> Queen's was established by Imperial Royal Charter on October 16, 1841. The charter remains the University's basic constitutional document, and has been modified in numerous important respects by Parliament of Canada, which has authority over all amendments and additions.

- **Global impact** - A university is the trustee of the European humanist tradition; its constant care is to attain universal knowledge; to fulfil its vocation it transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other.'

With now almost 900 signatories from 88 countries, the MCU statement of values is translated into 49 languages and is deemed to be universally important in global higher education.

- b) **Global exposure** - Signing the Magna Charta Universitatum and becoming a member of the MCU Observatory will put Queen's into a large global network, based on shared values, which will allow Queen's to participate in gathering information and expressing opinions on respect for and protection of fundamental university values. Experience at McMaster University demonstrates that active participation as a member can be influential in ensuring that the MCU and its signatories stay relevant in an increasingly diverse world.
- c) **Common framework for engaging with Queen's community** - With Queen's commitment to these fundamental values and membership in an organization that actively defines and helps members live effectively in accordance with their values, the incoming principal will have a common framework from which to hear from faculty, staff, students, government, alumni, and donors about how best to affirm the values at Queen's.

### Timing considerations

At a time when institutional autonomy of Ontario universities has been challenged, signing the Magna Charta Universitatum (MCU) will buttress Queen's commitment to uphold fundamental values, and demonstrate that these values are commonly held among universities world-wide.

On a more practical basis, securing approval from Senate and the Board of Trustees prior to the 31<sup>st</sup> annual conference of the Magna Charta signatories on October 16-17, 2019 at McMaster University will allow Principal-Designate Deane to sign this commitment on Canadian soil. Short-range travel will permit participation by Principal and members of the University's senior team to build relationships, explore commonalities, and identify potential collaborators. If the University is successful in securing admission, links to the Magna Charta and the signing ceremony will be featured on web pages where other foundational statements and policies are posted.

### Attachments

Attachment 1: Cover note from Principal-Designate Deane  
Attachment 2: Text of Magna Charta Universitatum



Queen's  
UNIVERSITY

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# Memo

TO Queen's University Senate  
FROM P. Deane, Principal Designate  
DATE April 10, 2019  
SUBJECT Magna Charta Universitatum

Dear Senators and future colleagues at Queen's,

I am grateful to Principal Woolf for bringing forward the proposal to have Queen's University become a signatory of the Magna Charta Universitatum (MCU). It is an important document—indeed, according to one of its authors, Fabio Roversi-Monaco, Rector of the University of Bologna from 1985 to 2000, “it was the first written statement in the history of higher education containing the fundamental freedoms and proclaiming the underlying principles of University institutions at global level.” Despite its initially very European focus, the MCU “immediately aroused interest around the world, in particular the United States, Canada, Latin America, Asia and Australia,” and today it has been signed by nearly 900 institutions, drawn from close to 90 countries.\*

Signing the MCU will bring Queen's into a vital and active network of universities, will provide us with a touchpoint in defending our autonomy and the integrity of our mission here at home and through our international collaborations, and it will provide our university with an opportunity to influence values and principles across the global higher education landscape. Principal Woolf's memo notes that I have been appointed to a small international working group to update the MCU, which means that the Canadian academy will play a significant and direct role in shaping the future global consensus on university values and rights.

When the Thirty-First Annual Conference of the Magna Charta is held in Hamilton, Ontario, in October of this year, it will be the first time that the conference has been held in North America and one of the few occasions it has been held outside Europe. The intention is to use that opportunity not only to address pressing issues in higher education globally, but also to showcase Canadian universities. As one of our country's oldest and most distinguished institutions, it would be a lost opportunity were Queen's not to participate in the signing ceremony, and by doing so declare its full engagement with the mission and values of the world's leading universities.

The Hamilton conference is an opportunity that will not present itself again, which is why I agreed with Principal Woolf that we should bring this matter to Senate and the Board of Trustees for consideration right now. In order for Queen's to sign in October, the Magna Charta Observatory will require formal application to be made, supported with governance resolutions and sponsorship from other signatory institutions, this spring.

With thanks for considering this,

Patrick Deane  
Principal-Designate.

\*Josep Bricall and Fabio Roversi-Monaco, “From the Origins of the University in Europe to the Universities of the Globalisation,” in *Past, Present and Future of the Magna Charta Universitatum* (Bologna: Magna Charta Observatory, 2008), 47.

# MAGNA CHARTA UNIVERSITATUM

## Preamble

The undersigned Rectors of European Universities, gathered in Bologna for the ninth centenary of the oldest University in Europe, four years before the definitive abolition of boundaries between the countries of the European Community; looking forward to far-reaching co-operation between all European nations and believing that people and States should become more than ever aware of the part that universities will be called upon to play in a changing and increasingly international society,

Consider

1. that at the approaching end of this millennium the future of mankind depends largely on cultural, scientific and technical development ; and that this is built up in centres of culture, knowledge and research as represented by true universities ;
2. that the universities' task of spreading knowledge among the younger generations implies that, in today's world, they must also serve society as a whole ; and that the cultural, social and economic future of society requires, in particular, a considerable investment in continuing education ;
3. that universities must give future generations education and training that will teach them, and through them others, to respect the great harmonies of their natural environment and of life itself.

The undersigned Rectors of European universities proclaim to all States and to the conscience of all nations the fundamental principles, which must, now and always, support the vocation of universities.

## Fundamental principles

1. The university is an autonomous institution at the heart of societies differently organised because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching.  
To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and economic power.
2. Teaching and research in universities must be inseparable if their tuition is not to lag behind changing needs, the demands of society, and advances in scientific knowledge.
3. Freedom in research and training is the fundamental principle of university life, and governments and universities, each as far as in them lies, must ensure respect for this fundamental requirement. Rejecting intolerance and always open to dialogue, a university is an ideal meeting-ground for teachers capable of imparting their knowledge and well equipped to develop it by research and innovation and for students entitled, able and willing to enrich their minds with that knowledge.
4. A university is the trustee of the European humanist tradition; its constant care is to attain universal knowledge; to fulfil its vocation it transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other.



## The means

To attain these goals by following such principles calls for effective means, suitable to present conditions.

1. To preserve freedom in research and teaching, the instruments appropriate to realise that freedom must be made available to all members of the university community.
2. Recruitment of teachers, and regulation of their status, must obey the principle that research is inseparable from teaching.
3. Each university must - with due allowance for particular circumstances - ensure that its students' freedoms are safeguarded, and that they enjoy concessions in which they can acquire the culture and training which it is their purpose to possess.
4. Universities - particularly in Europe - regard the mutual exchange of information and documentation, and frequent joint projects for the advancement of learning, as essential to the steady progress of knowledge.

Therefore, as in the earliest years of their history, they encourage mobility among teachers and students; furthermore, they consider a general policy of equivalent status, titles, examinations (without prejudice to national diplomas) and award of scholarships essential to the fulfilment of their mission in the conditions prevailing today.

The undersigned Rectors, on behalf of their Universities, undertake to do everything in their power to encourage each State, as well as the supranational organisations concerned, to mould this policy sedulously on this Magna Charta, which expresses the universities' unanimous desire freely determined and declared.

Bologna, 18 September 1988



Office of the Provost

## Provost's Report to Senate: April 16, 2019

**Staff Announcements**

I am pleased to share the following staff announcements.

**Faculty of Law Dean**

Dr. Mark Walters has accepted the appointment of Dean of the Faculty of Law for a five-year term effective July 1, 2019.

Dr. Walters presently holds the prestigious F.R. Scott Chair in Public and Constitutional Law at McGill University where he researches and publishes in the areas of public and constitutional law, legal history, and legal theory. He is also a leading scholar on the rights of Indigenous peoples, with a special focus on treaty relations between the Crown and Indigenous nations. His work in this area has been cited by Canadian courts, including the Supreme Court of Canada, as well as courts in Australia and New Zealand.

Prior to joining McGill, Dr. Walters was a faculty member at Queen's for 17 years, serving as the first Associate Dean (Graduate Studies and Research) where he led the launch of the Queen's doctoral program in law. He co-chaired the faculty's strategic planning committee and wrote a detailed history of the Queen's Faculty of Law as part of the faculty's 50th anniversary celebrations. Before his tenure at Queen's, Dr. Walters taught at Oxford University after practicing law in the area of Aboriginal title and treaty rights.

Dr. Walters has a Bachelor of Arts (Political Science) from Western University and is a graduate of Queen's Law. He attended Oxford University on a Commonwealth Scholarship where he pursued graduate studies in law, completing his doctorate before being called to the Ontario Bar.

Dr. Walters has held a number of research and visiting fellowships, including the Jules and Gabrielle Léger Fellowship (SSHRC), the Sir Neil MacCormick Fellowship (University of Edinburgh), the Herbert Smith Fellowship (Cambridge University) and the H.L.A. Hart Fellowship (Oxford University). He is the recipient of the Canadian Association of Law Teachers' Award for Academic Excellence (2006) and the Queen's Award for Excellence in Graduate Supervision (2012).

The Principal and I extend our gratitude to Professor Bill Flanagan for his exceptional tenure as dean, and to the members of the Principal's Advisory Committee for their thoughtful advice and perspective.

### **Interim Associate Vice-Principal (International)**

Dr. Jill Scott has accepted the appointment of Interim Associate Vice-Principal (International). Dr. Scott has led the international portfolio over the last few months, and her interim appointment, effective until December 31, 2019, will ensure that the Associate Vice-Principal (International) Office has consistent leadership until a search can be launched under the direction of Dr. Patrick Deane. Dr. Scott will retain her duties as Vice-Provost (Teaching and Learning) throughout her interim appointment.

The international portfolio will benefit from Dr. Scott's proven leadership experience, including her oversight of university-wide initiatives such as the development of Queen's University Learning Outcomes Framework, classroom renewal, and Queen's Truth and Reconciliation Commission Task Force.

### **Interim Vice-Provost (Digital Planning) and University Librarian**

Mr. Michael Vandenburg will begin his one-year appointment as Interim Vice-Provost (Digital Planning) and University Librarian on July 1, 2019, when Martha Whitehead steps down from her current role. Mr. Vandenburg has served as Queen's Associate University Librarian since 2012, working closely with members of the library's senior administrative team to guide strategic priorities, organizational change, and the allocation and management of library resources in support of university goals.

He played a key role in developing the library's [Information Resources Strategy](#) and represented Queen's in work with the Ontario Council of University Libraries to implement a shared library services platform for 13 Ontario libraries, improving management and access to library resources for the Queen's community. Mr. Vandenburg also worked with consortial partners to develop services and infrastructure to increase our capacity to support research data management here at Queen's, and at the provincial and national level.

Ms. Sandra Morden will serve as Acting Associate University Librarian until June 30, 2020.

### **Matariki Indigenous Student Mobility Program**

The Matariki Indigenous Student Mobility Program (MISMP) will be hosted at Queen's from June 23 to July 6, 2019. The program will bring together Indigenous and ally students,

faculty, elders, and community members in an international learning opportunity focused on Indigenous knowledge.

The theme of the program will be learning, language and land, led by Dr. Lindsay Morcom, Assistant Professor of Aboriginal Education at the Faculty of Education. The program is designed to foster academic and personal growth opportunities for students who demonstrate a deep awareness of Indigenous issues and willingness to engage in reflection, dialogue, and debate. Participants will come away with a deeper understanding of Anishinaabe and Haudenosaunee ways of knowing, understanding, doing, and honouring issues impacting Indigenous peoples in Canada and around the world, and local initiatives for self-determination.

## Senate Research Report

April 16, 2019



### *News and Updates*

The second Research Development Day (RDD) will take place on May 2 in Mitchell Hall. RDD offers a chance for Queen's faculty members from across campus to come together to learn about and workshop common challenges faced during the research lifecycle. This year's event will feature a keynote workshop on knowledge mobilization, and sessions on increasing equity, diversity and inclusion in a research lab or group, the strategies and tools available for building a research profile, and funding opportunities available to enhance international collaboration.

Through its SSHRC Institutional Grants (SIG) funding opportunity, SSHRC provides annual block grants to help eligible Canadian postsecondary institutions fund, through their own merit review processes, small-scale research and research-related activities by their faculty in the social sciences and humanities. SIG funds are intended to help Canadian postsecondary institutions strengthen research excellence in the social sciences and humanities. A call for applications has been launched with a deadline of April 19. [More information about the SIG funding opportunity](#) is available on the Office of the Vice-Principal (Research) website.

The [Resources for Researchers at Queen's \(R4R@Q\) program](#) has an event scheduled for May 8: *People, Tissues, Cells, & Data: Key Ethical Considerations and Resources*

### *Awards and Accolades*

Dr. Ryan Riordan (Distinguished Professor of Finance, Smith School of Business) has received the [2019 Governor's Award](#) from the Bank of Canada, given in recognition of expertise and research in areas important to the Bank's core functions. Dr. Riordan studies how investors and exchanges use technology, in particular high-frequency trading systems, and the impact of these systems on the quality of financial markets.

Dr. Diane Beauchemin (Chemistry) was awarded the [2019 Clara Benson Award](#), given by the Canadian Society for Chemistry to recognize a woman who has made a distinguished contribution to chemistry while working in Canada. Beauchemin's research focuses on the fundamentals and applications of ICP spectrometry, a technique that permits detection of almost all elements on the periodic table at concentrations as low as one part per  $10^{15}$  (quadrillion) and is vital for analytical laboratories in a variety of industries.

*Funding*

| Principal Investigator                           | Department                                               | Project Title                                                                                                           | Amount    |
|--------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Cancer Research Society – Operating Grant</b> |                                                          |                                                                                                                         |           |
| Kristan Aronson                                  | Cancer Care and Epidemiology                             | Shift Work as a Carcinogen for Breast Cancer, Melatonin, and Circadian Gene Methylation Among Female Hospital Employees | \$120,000 |
| <b>CFI - JELF</b>                                |                                                          |                                                                                                                         |           |
| Sheela Abraham                                   | Biomedical and Molecular Sciences                        | Using Systems Biology to Investigate Leukemic and Normal Stem Cells                                                     | \$162,500 |
| Joseph Bramante & Aaron Vincent                  | Physics, Engineering Physics & Astronomy                 | Astroparticle Theory Laboratory                                                                                         | \$49,970  |
| Julia Brook & Colleen Renihan                    | Dan School of Drama & Music                              | Driving Innovation: Establishing a Mobile Inclusive Music Theatre Makerspace                                            | \$40,800  |
| Kenneth Clark                                    | Physics, Engineering Physics & Astronomy                 | Development of a Scintillating Bubble Chamber                                                                           | \$189,951 |
| Vahid Fallah                                     | Mechanical and Materials Engineering                     | Selective Laser Melting of Reactive/Sensitive Metals for Aerospace, Automotive and Medical Applications                 | \$125,000 |
| Madhuri Koti                                     | Biomedical & Molecular Sciences; Obstetrics & Gynecology | Predictive Immune Monitoring Approaches for Precision Cancer Chemo-Immunotherapy                                        | \$150,000 |
| Bhavin Shastri                                   | Physics, Engineering Physics & Astronomy                 | Nanophotonic Neuromorphic Computing                                                                                     | \$132,500 |
| Jeremy Stewart                                   | Psychology                                               | Unpacking the Transition from Suicide Ideation to Attempts in Adolescents                                               | \$100,000 |
| Aaron Vincent & Joseph Bramante                  | Physics, Engineering Physics & Astronomy                 | Dark Stars and New Physics from Neutrinos                                                                               | \$50,000  |
| <b>CIHR – Catalyst Grant</b>                     |                                                          |                                                                                                                         |           |
| Dianne Groll                                     | Psychiatry                                               | Understanding the Prevalence of Mental Health Disorders in Provincial Correctional Officers - A National Study          | \$93,800  |

This report is an illustration of research activity at Queen's University and is based in part on information provided to the Office of the Vice-Principal (Research) by University Research Services.

|                                                   |                                           |                                                                                                                                                                     |           |
|---------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>CIHR – Operating Grant</b>                     |                                           |                                                                                                                                                                     |           |
| Josée-Lyne Ethier                                 | Oncology                                  | Real World Outcomes of Novel Targeted Agents for the Treatment of Metastatic HER2-Positive Breast Cancer in Ontario: A Population-Based Study                       | \$97,999  |
| Sandra Fucile                                     | Paediatrics                               | Developmental Outcomes of Preterm Infants Enrolled in a Randomized Clinical Trial of a Parent Administered Sensorimotor Intervention in the Neonatal Intensive Unit | \$104,055 |
| <b>CIHR – Planning and Dissemination Grant</b>    |                                           |                                                                                                                                                                     |           |
| Elijah Bisung                                     | School for Kinesiology and Health Studies | Developing a Research Agenda to Promote Accessible and Inclusive Water and Sanitation Services in Schools for Persons with Disabilities                             | \$19,612  |
| <b>CIHR – Project Scheme</b>                      |                                           |                                                                                                                                                                     |           |
| Bruce Banfield                                    | Biomedical and Molecular Sciences         | Early Stages in the Morphogenesis of Herpes Simplex Virus                                                                                                           | \$784,125 |
| Lindsay Fitzpatrick                               | Chemical Engineering                      | MyD88-Dependent Modulation of Host Response to Insulin Infusion Cannulas                                                                                            | \$443,700 |
| Frederick Kan                                     | Biomedical and Molecular Sciences         | Role of Human Oviductin in Enhancement of Sperm Fertilizing Competence                                                                                              | \$592,875 |
| William Pickett                                   | Public Health Sciences                    | Gender Inequalities in Adolescent Mental Health in Canada                                                                                                           | \$497,252 |
| <b>MITACS-Accelerate</b>                          |                                           |                                                                                                                                                                     |           |
| Diane Beauchemin                                  | Chemistry                                 | Improvement of Inductively Coupled Plasma Mass Spectrometry for Single Particle and Single Cell Analyses                                                            | \$55,000  |
| Doug Munoz                                        | Centre for Neuroscience Studies           | Developing Biomarker Identification Tools for Neurodegenerative Diseases                                                                                            | \$90,000  |
| <b>MITACS - Globalink Research Award - Abroad</b> |                                           |                                                                                                                                                                     |           |
| Lola Cuddy                                        | Psychology                                | Fear and Anger in the Way We Speak (Anja-Xiaoxing Cui, PhD candidate)                                                                                               | \$6,000   |

|                    |                            |                                                                                                                             |         |
|--------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------|
| Susanne Soederberg | Global Development Studies | Governing Global Shelter and Natural Hazards: A Study of Urban Housing in Dhaka and Amsterdam (Sarah Sharma, PhD candidate) | \$6,000 |
|--------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------|

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**NSERC - Collaborative Research Development**


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|            |                                   |                                                                                                          |         |
|------------|-----------------------------------|----------------------------------------------------------------------------------------------------------|---------|
| Ali Etemad | Electrical & Computer Engineering | Smart Meeting Room: Ubiquitous Speech Recognition and Analysis of Mental States of Attendees in Meetings | \$3,000 |
|------------|-----------------------------------|----------------------------------------------------------------------------------------------------------|---------|

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**NSERC - Discovery Launch Supplement - Discovery Grant Early Career Research for 2018**


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|                 |                                          |                                                                                                                                                                           |          |
|-----------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Fady Abdelaal   | Civil Engineering                        | Long Term Performance of Bituminous and Modern Geomembrane Liners with High Interface Shear Strength (IMRSV Data Labs, Industry Partner for Cash Contributions, \$50,000) | \$12,500 |
| Laurent Beland  | Mechanical and Materials Engineering     | Accelerated Atomistic Simulation of Dislocations in Nuclear Materials                                                                                                     | \$12,500 |
| Joshua Dunfield | School of Computing                      | Programming Languages for Scalable Incremental Computation and Advanced Gradual Typing                                                                                    | \$12,500 |
| Suzan Eren      | Electrical & Computer Engineering        | Transforming Hybrid Micro-Grids from Theory into Reality Through Innovative Power Electronics Technology                                                                  | \$12,500 |
| Ali Etemad      | Electrical & Computer Engineering        | Towards Ambient Affective Intelligence and Interaction in Smart Environments                                                                                              | \$12,500 |
| Vahid Fallah    | Mechanical and Materials Engineering     | Additive Manufacturing of Advanced Aluminum Alloys for Transportation Industry                                                                                            | \$12,500 |
| Javad Hashemi   | School of Computing                      | Advanced Signal Processing Methods for Analysis of Fibrillatory Waves                                                                                                     | \$12,500 |
| Louise Meunier  | Chemical Engineering                     | Physiologically-Relevant Bioaccessibility Measurements of Inorganic Contaminants                                                                                          | \$12,500 |
| Suraj Persaud   | Mechanical and Materials Engineering     | High Temperature Oxidation of Metals                                                                                                                                      | \$12,500 |
| Bhavin Shastri  | Physics, Engineering Physics & Astronomy | Programmable Nanophotonics for Deep Learning and Neuromorphic Computing                                                                                                   | \$12,500 |

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This report is an illustration of research activity at Queen's University and is based in part on information provided to the Office of the Vice-Principal (Research) by University Research Services.



|                               |                                   |                                                                                                                                              |          |
|-------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Xioadan Zhu                   | Electrical & Computer Engineering | Exploring Better Distributed Representation and Composition Models for Semantics                                                             | \$12,500 |
| Farhana Zulkernine            | School of Computing               | A Smart Big Data Analytics and Knowledge Management Framework                                                                                | \$12,500 |
| <b>NSERC – Engage Grant</b>   |                                   |                                                                                                                                              |          |
| Pascale Champagne             | Beaty Water Research Centre       | Biogeocementation - Biologically Catalyzed Reactions to Improve the Geotechnical Properties of Tailings Deposits                             | \$25,000 |
| <b>Project Trauma Support</b> |                                   |                                                                                                                                              |          |
| Dianne Groll                  | Psychiatry                        | Targeted Strategies to Support Return to Work and Recovery for Occupations That Are at Greater Risk for Re-Experiencing Psychological Trauma | \$5,000  |

## Queen's University Joint Board/Senate Retreat 2019

### Final Report

Queen's University's sixth Board/Senate Retreat was held on March 2, 2019 and focused on the theme of helping students to find success in the new world of work. The general objective of the Retreat was to provide an opportunity for trustees and senators to discuss this issue and associated areas of interest to both governing bodies with the aim of fostering greater collaboration between them, and to identify and prioritize recommendations for further study by the administration.

Attendees included trustees, senators, and members of Queen's senior administration. The retreat's guest speaker was Ms. Isabelle Duchaine, a Queen's graduate and Director at the Business Higher Education Roundtable. The agenda consisted of an opening presentation, followed by a panel discussion with a variety of experts both internal and external to Queen's. Later in the day, participants were divided into small group breakout sessions that focused on specific aspects related to the Retreat's theme:

- Successes and Gaps in Preparing Students to Thrive in the Evolving Workplace;
- Collaboration Opportunities Within and Between Queen's and Industry;
- "No Degree Required or Desired": How Should Queen's Respond?; and
- Queen's Responsibility to Balance Academic Expectations with Workplace Preparation.

The small group breakout sessions were facilitated by faculty, staff, and students from the Queen's community and were followed by a return to the group as a whole, permitting representatives from each of the small groups to share their discussion and proposals with all attendees.

Trustees and senators received background reading prior to the retreat that included information on Queen's-specific resources and general readings on the subject of the new world of work, 'soft skills', and the responsibilities of both employers and universities in helping students to success in the workplace.

A comprehensive survey was undertaken after the retreat, and the results will be reviewed in detail by the Queen's University Board-Senate Advisory Committee prior to the commencement of planning for the next retreat. Surveys were received from 36 respondents, 30 of whom attended the Retreat and 6 of whom did not. The results from the survey are discussed throughout this report and the data itself is provided as a separate report.

From the Board, 23 Trustees were registered to attend. From the Senate, 36 Senators were registered to attend. The remainder of the attendees were senior administrators (Vice-

Principals, student leaders etc.) Not all those who registered were able to attend on the day of the event. Both the incoming AMS President and the incoming SGPS President were in attendance, as was the Principal Designate.

### **Opening Theme Overview**

The theme overview was given by Ms. Isabelle Duchaine, of the Business Higher Education Roundtable. She spoke on the subject of the new world of work and the types of skills employers are looking for when they hire newly-graduated students. She noted that expectations are changing, and universities will need to decide how to respond. An increasing number of academic programs are incorporating varieties of work integrated learning in an effort to help students to adapt to shifting expectations.

The presentation provided a broad context in advance of the Queen's-specific focus of the remainder of the day. The speaker was well received by participants, and when asked during the survey to select their "level of satisfaction with the following aspects of the Retreat", 27 respondents (90%) reported they were either "extremely satisfied" or "somewhat satisfied" with Ms. Duchaine. In addition, 86% of respondents "strongly agreed" or "somewhat agreed" that the use of a guest speaker was effective.

### **Panel Discussion**

After the opening presentation, a number of individuals assembled into a panel, during which they discussed their experiences engaging with students, post-secondary institutions, and employers. The five members were from various backgrounds both internal and external to Queen's, and represented a variety of perspectives on hiring and career development. Responding to suggestions from the previous year, this portion of the day was longer than it had been at previous retreats, as was the Q&A session that followed. Participants were actively engaged throughout the process and asked many questions of the panel and Ms. Duchaine. Respondents suggested that the panel was "most effective" and 63% were satisfied (extremely and somewhat) with this element of the day.

### **Breakout Group Session**

After a break for lunch, participants then came together in small groups to discuss more specific aspects of the retreat theme. The groups were facilitated by staff and students from Queen's and two groups addressed each topic. In response to suggestions from the previous year, the reporting back was done by topic, rather than by group, with the facilitators coming together to present a joint report.

Respondents to the survey indicated a mixed response to this element of the retreat. Overall, 50% were satisfied, with the remaining 50% declaring either a neutral or negative response. Qualitative feedback indicated that some respondents would like to spend more time in group

discussion, to allow for more detailed exploration of the topics. In addition, some comments regarding the reporting back from the groups noted that the reports presented may have been too high-level and that there should have been an opportunity for questions and further discussion during reporting. Summary notes for each of the four breakout topics are provided below and detailed transcriptions of the notes for each topic can be found in Appendix 1.

### **Small Group Session – Successes and Gaps in Preparing Students to Thrive in the Evolving Workplace**

Two groups composed of students, staff, and faculty senators and trustees discussed specific successes and gaps at Queen's relating to preparing students to react and respond to the evolving workplace and offered the following suggestions for the consideration of senior administrators and/or any committees that may examine this topic in the future:

- While a broad range of opportunities are available to students, they are not equally accessible by all. It was noted that some students may have other obligations, such as the need to work at part-time jobs or child-care, reducing the time that can be spent on exploring activities outside the classroom.
- A wide variety of 'official' and 'unofficial' opportunities exists at Queen's, ranging from sanctioned internship placements to participation in campus clubs and teams. Students need to recognise and promote the skills they are learning in all of these situations, and the university needs to actively support this learning as well as act as an advocate to employers.
- It was suggested that the university could take advantage of the Queen's alumni network to leverage additional mentorship opportunities, such as the existing "Life After Artsci" events, which bring together students and alumni to discuss a wide variety of career paths and provide networking opportunities.
- The university needs to recognize that professional programs have more support for their students, such as dedicated career centres, and closer relationships with industry than general arts and science programs and should work to ensure all students have similar supports in place.

### **Small Group Session – Collaboration Opportunities Between Queen's and Industry**

Two groups composed of students, staff, and faculty senators and trustees discussed the specific topic of collaboration opportunities between programs and departments at the university and between Queen's and the external community and offered the following suggestions for the consideration of senior administrators and/or any committees that may examine this topic in the future:

- While it is critical to offer these collaboration opportunities it is important to respect the competing demands on student time. Offering collaborations within existing class or lab time, rather than in addition to these academic requirements, will be one key to success.
- Consider converting Queen's to a 'living lab' and provide opportunities for students to connect with Physical Plant Services or Executive Offices to work on real-time projects, in a controlled environment.
- Ensure that all programs and departments are encouraged to develop opportunities for collaboration, such as combined degrees or simply within individual courses.

### **Small Group Session – Queen's Responsibility to Balance Academic Education with Workplace Preparation**

Two groups composed of students, staff, and faculty senators and trustees discussed the specific topic of the responsibility of the university to balance a traditional academic education with the new responsibility of workplace preparation, and offered the following suggestions for the consideration of senior administrators and/or any committees that may examine this topic in the future:

- The groups pointed out that the professional programs may be more successful than general undergraduate programs in providing a balance between academic education and offering career transition assistance.
- The university should consider strategies to better engage with alumni to provide workplace preparation opportunities.
- There exists a stigma around taking time away from the classroom to engage in work placement opportunities, this needs to be addressed and alleviated in order to encourage more students to take advantage.

### **Small Group Session – “No Degree Required or Desired”: How Should Queen's Respond**

Two groups composed of students, staff, and faculty senators and trustees discussed the specific topic of the growing impression that employers do not value a traditional university degree, and offered the following suggestions for the consideration of senior administrators and/or any committees that may examine this topic in the future:

- It may be possible to build 'micro credentials' on top of standard degrees, and these options could be offered to existing students or those already in the workforce who wish to return to the university for additional education.
- Consideration should be given to offering more flexibility across the university, given that some degree programs have limited elective opportunities.
- The university needs to do a better job of promoting the skills that students already have, both by giving students the means to explain their skill set and by educating employers on the skills students develop while at Queen's, regardless of their degree program. Employers cannot expect 'plug and play' graduates and should expect that

some time will be needed for newly-hired students to learn the specific skills needed to succeed in different industries.

### **Board-Senate Retreat Effectiveness Survey - Results**

A survey on the effectiveness of the retreat was circulated to all invitees the week after the Retreat was held. Invitees were asked to reply whether or not they attended the retreat. Most of those who could not attend indicated that their primary reason was due to scheduling difficulties.

In general, the majority of respondents indicated they were either “very satisfied” or “satisfied” with the Retreat as a whole. Respondents indicated a very positive view of the Retreat’s format (guest speaker, panel discussion and small group breakout sessions), with the majority agreeing that the use of a guest speaker was effective and that the balance between information-sharing and engaging discussions was appropriate. It is worth noting that respondents did indicate that more time for ‘networking’ would be valuable, and suggested that that a specific networking component could be more structured. One respondent suggested considering the use of ice-breakers to assist in this. These comments will be taken into consideration when planning subsequent retreats.

On the question of whether the Retreat came to an appropriate conclusion, the opinion was mixed, with only 40% of respondents agreeing. The remaining respondents were either neutral in their response or disagreed. Respondents indicated some frustration with the lack of frankness in the conversations that took place throughout the day. They noted that Queen’s has both challenges and opportunities that need to be addressed and while this did occur to some degree, there could have been more ‘critical moderation’ to ensure that participants were exposed to different perspectives on the topic and not simply a discussion of what is already being done.

The full results of the survey, both quantitative and qualitative, will be reviewed by the Queen’s University Board-Senate Advisory Committee in advance of planning for the next Retreat.

## Appendix 1 – Breakout Group Detailed Notes

**Small Group Session – Successes and Gaps in Preparing Students to Thrive in the Evolving Workplace**

- Co-curriculars, and broad sense of community are a huge asset, help develop skills
- need more student resources to take experiences and skills, and discuss how those skills can be translated to workplace
- difficult for students to find the resources
- quick presentations in classes > meet students where they are
- disproportionate number to grad school: positive as undergrads know they can excel in academics; negative as many go because they don't have ability to do well in workplace
- professional programs have more support than larger programs, and closer relationship with employers and industry
- leveraging alumni network as a good way to become comfortable with what workplace is and what it expects, should do more of this, mentorship programs like Queen's Connects, Arts and Science's events
- World of Knowledge changing — more need for perspectives and critical thinking
- Disrupted society ... nationally and globally
- Community and networks more valuable
- Are we preparing future generations for a faster-changing society???
- Strengths:
  - more Queens students go to grad school
  - co-curricular and campus governance
  - recruitment of top students
  - exposure of elite to new perspectives
  - measuring achievements
  - technology and technical knowledge
  - leadership
  - integrated learning environment
  - brand recognition
  - commerce exchange
  - distance education
- Weaknesses
  - not good at linking
  - weak entry skills
  - year round programs
  - poor IT
  - high variance between faculties
  - entitlement barriers

- rise of costs
- lack of co-op programs
- rise of rest
- articulating tangible skills through courses and lack of reflection on what it provided
- Mentorship
- get faculties to access soft skills in courses
- Creating more equitable opportunities
- Use all four terms
- Define and measure skills
- How to provide broader skill set, variety
- Revisit curriculum, especially first year
- Internships — how to make more recognizable
- How to get off agriculture calendar
- Boot camp model to prepare people to leave

### **Small Group Session – Collaboration Opportunities Within and Between Queen’s and Industry**

- moving from discipline based curriculum to a competency based one
- offering more collaboration btw Faculties and Schools, especially in classes that many different students take, even on one project – consider mandating this requirement
- RCI and collaboration with industry, alumni come back and offer these issues as problems for classes/faculty to take on (eg, Law and Commerce consulting)
- converting Queen’s to “living lab”, provide opportunities in controlled environments, collaborate with PPS, executive offices, Office of the University Registrar
- reach out to local industry as well
- some students don’t have time, so need to focus on collaboration opportunities within class time/homework time
- co-shared learning (engineering and communication skills) solving real life projects
- embed cross disciplinary courses in curriculum
- considerations:
  - funding sources: tuition, industry
  - geography: larger cities, closer to opportunities
  - 5<sup>th</sup> years: need earlier engagement, summer opportunities?
  - Internal culture: research publications vs applied
- Opportunities:
  - Certificates with integrated soft skills
  - Industry approaches faculty to solve problems/research
  - Clubs and student groups, leverage existing relationships



- Lifelong learning, Law School training program, contact with graduate students
- Alumni engagement

### **Small Group Session – “No Degree Required or Desired”: How Should Queen’s Respond?**

- broad range of soft skills, attach competency skills
- more flexibility in degrees, especially in highly regulated courses to take electives
- micro credentials to build on top of degrees, returning from workforce or new requirements of workforce
- there can be a happy medium, degrees can be competency based – could dive in deeper based on what the world of work requires
- degrees do not specifically communicate these competencies, and some programs are less clear
- response is industry dependent, banks, for example, value BComm and MBA, important to have credentials
- may have to look at university model to address these changes
- modernize vocabulary, for example, if a student can do research and stats, this could be described as data analytics
- would be helpful to explain competencies to prospective students in choosing a degree
- growth market for skills retraining, option of not coming back for a full degree but specific skills upgrading, for example, will all doctors need AI? Likely, but no AI courses offered now, what could be done in the future
- student jobs on campus, adding process around these jobs to build skills, specific feedback, etc
- industry wants to know ‘what can you do’ – need to communicate on their level
- access issues – if students can’t do all the co-curriculars are employers using these as criteria, are students with less social capital disadvantaged?
- Need to be aware of ‘predatory internships’
- Some students will be successful on their own, how to look at those with the most challenges
- We need to do a better job of telling the employers of students that they are learning skills, not just the credentials and grades
- Help students also see skills focus, not just name of degree

### **Small Group Session – Queen’s Responsibility to Balance Academic Education with Workplace Preparation**

- professional programs vs undergrad programs, former doing better transitioning students
- when talking about prepping students have to separate skills development from transitioning students, work together but are separate
- ask recruiters to open up to more Faculties and Schools

- engage with alumni to help figure out working world
- leverage success stories
- alleviate stigma of year off, it's a year of experience
- also assumption of specific path based on program, hard to get out of those paths
- present alternatives to traditional employers in each field to help students understand paths
- make it easier to take courses from multiple departments to develop integrated and crossover skills (fewer mandatory courses?)
- noted that 'academic education' was not defined in the question, and that professional programs guided by an accreditation process do balance workplace preparation with academic education, very well
- What Queen's can do:
  - Better use the alumni network
  - Leverage success stories and broaden the institution's conception of success
  - Recognize that not all students are seeking employment in 'big' business
  - Broaden the conception of 'employer' to include community-based options and career support
  - Supplement the institutional learning outcomes with reliable metrics that demonstrate that Queen's students actually have those traits and skills
  - Commit to institutional focus on something like team work so Queen's can legitimately claim that every program develops that skill
  - Adopt more positive language around experiential learning. Rather than 'a year off to work' use 'taking a year to develop additional skills' or 'a skills application year'
  - Adopt a more flexible approach to workplace learning – consider 1 day/week or shorter internship options
- What employers/industry can do:
  - Open up their recruitment visits to invite students from programs other than engineering and commerce
  - Recognize that they will need to do some on-the-job training
  - Consider a first year employment rotation through a variety of entry-level jobs
  - Better use the alumni network

## MEMORANDUM



Office of the Principal

**To:** Members of Queen's Senate  
**From:** Daniel Woolf, Principal and Vice-Chancellor and Chair of Senate  
**Copy:** Lon Knox, University Secretary  
**Date:** March 29, 2019  
**Subject:** Response to 2019 Board-Senate retreat

I would like to thank members of Senate who attended the Board-Senate retreat, held on March 1, 2019, where we discussed the broad theme of helping students find success in the new world of work, particularly after they graduate from Queen's. The Board of Trustees has focused on this theme throughout meetings held in 2018-19, and it was fitting to engage with Senate to reflect on how academic concerns may be addressed in addition to studying the efficacy of related student support. Principal-Designate Deane attended the retreat and participated actively in the small group discussion.

In responding to the feedback from the retreat, I am cognizant that my successor will take over responsibility for how this matter is addressed by the University, and to what degree Senate will be involved.

Based on the sub-themes outlined in the report from the University Secretariat, and subsequent conversations with senior administrative leaders, I suggest that further study into some or all of the questions below would be fruitful:

- Accessibility – Can we ensure equal access by students to opportunities for experiential learning or work-integrated learning, notwithstanding financial or time constraints that they face?

- Conceptualizing work and employment - Can we develop a broader and more inclusive approach to what we consider work and employment that embraces, not just paid work or the corporate sector, but also the not-for-profit sector, community service, or other forms of citizenship involvement, which would underpin services that we offer students and potential employers?
- Clarifying definitions – Can we agree on common definitions for terms such as experiential learning (including, for example, entrepreneurship) and work-integrated learning that would be helpful to guide future efforts while aligning with common practice?
- Integrating academics and curriculum – What can we learn from professional programs at Queen's, and good practices from other institutions, about integrating work-related learning and skill development with curriculum development, assignments, academic advising, and learning outcomes throughout the life cycle of our students?
- Looking at data – What data could we use to help us improve services for students and their prospects to thrive and succeed if they choose to seek employment after they graduate? How could technology be used to our advantage?
- Listening to students – How can we better assist students in articulating the value of their Queen's education and learning outcomes? What can they tell us about existing student support services and how they might be improved? How might needs differ between undergraduates and graduate students?
- Listening to employers – How can we improve our services that assist employers connect with our students?
- Listening to alumni – How might Queen's support graduates who wish to be continuous learners? How could alumni help our students better understand contemporary workplaces or make connections?
- Pursuing funding opportunities – How might Queen's take advantage of new funding opportunities for skills development, continuous learning, and work-integrated learning?

While many of these questions give rise to matters of an academic character, so too do they touch on responsibilities under the purview of several vice-principals, including (but not limited to) the Interim Provost and Vice-Principal (Academic), Vice-Principal (Advancement), and Vice-Principal (University Relations).

The University Secretariat will incorporate feedback from this retreat, particularly on purpose and format, when the Queen's University Board Senate Advisory Committee (QUBSAC) is established next year. I encourage all Senators whose term on Senate extends to 2019-20 to consider serving as a QUBSAC member to ensure that this annual retreat reflects the aims and concerns of the academic enterprise at Queen's.

Office of the Principal  
Suite 351 Richardson Hall, Queen's University  
Kingston, Ontario, Canada K7L 3N6  
Telephone: 613-533-2200 Fax: 613-533-6838



**Report to Senate  
New Senators  
April 16, 2019**

| <b>Retiring Senator</b> | <b>New Senator</b>        | <b>Term</b>                         | <b>Electing Body</b>                          |
|-------------------------|---------------------------|-------------------------------------|-----------------------------------------------|
| <b>Ex Officio</b>       |                           |                                     |                                               |
| M. Martinez             | Auston Pierce             | May 1, 2019 – April 30, 2020        | Alma Mater Society                            |
| T. Morrison             | Jeremy Ambraska           | May 1, 2019 – April 30, 2020        | Society of Graduate and Professional Students |
| <b>Elected</b>          |                           |                                     |                                               |
| D. Murakami Wood        | Kyra Pyke                 | September 1, 2019 – August 31, 2021 | Faculty of Arts and Science                   |
| J. Mennell              | Melissa Lafrenierre       | September 1, 2019 – August 31, 2022 | Faculty of Arts and Science                   |
| A Weldemichael          | Patricia Collins          | September 1, 2019 – August 31, 2022 | Faculty of Arts and Science                   |
| D. Robinson             | Stephanie Dickey          | September 1, 2019 – August 31, 2022 | Faculty of Arts and Science                   |
| C. Cook                 | Eric Flowers              | September 1, 2019 – August 31, 2020 | Arts and Science Undergraduate Society        |
| C. Draeger              | Zack Lunetta              | September 1, 2019 – August 31, 2020 | Arts and Science Undergraduate Society        |
| N. Thompson             | David Niddam-Dent         | September 1, 2019 – August 31, 2020 | Arts and Science Undergraduate Society        |
| D. Lamb                 | Roberto Fonesca-Velazquez | September 1, 2019 – August 31, 2021 | Arts and Science Undergraduate Society        |
| A Chowdhury             | Alexander Kotsopoulos     | September 1, 2019 – August 31, 2021 | Concurrent Education Students' Association    |
| L. Notash               | L. Notash                 | September 1, 2019 – August 31, 2022 | Faculty of Engineering and Applied Science    |
| L. Daneshmend           | L. Daneshmend             | September 1, 2019 – August 31, 2022 | Faculty of Engineering and Applied Science    |
| M. Berkowitz            | Peter Matthews            | September 1, 2019 – August 31, 2021 | Engineering Society                           |
| J. Medves               | TBC                       |                                     | Faculty of Health Sciences                    |
| D. Borschneck           | TBC                       |                                     | Faculty of Health Sciences                    |
| S. Marquardt            | Carrie Davis              | September 1, 2019 – August 31, 2010 | Rehabilitation Student Society                |
| D. Robinson             | TBC                       |                                     | Faculty of Law                                |
| Y. Chan                 | TBC                       |                                     | Smith School of Business                      |
| A Sonoc                 | Courtney Bannerman        | September 1, 2019 – August 31, 2021 | School of Graduate Studies                    |
| C. Walker               | Jean Hutchinson           | September 1, 2019 – August 31, 2022 | Faculty-at-large                              |

|          |             |                                     |                |
|----------|-------------|-------------------------------------|----------------|
| K. Bowes | Jeff Downie | September 1, 2019 – August 31, 2022 | Staff-at-large |
|----------|-------------|-------------------------------------|----------------|

# Aboriginal Council of Queen's University

## Annual Report 2018



Report provided by the Office of Indigenous Initiatives  
January 2019



## Introduction

The Aboriginal Council of Queen's University (ACQU) provides advice to the university and is mandated to continuously be involved in all decisions affecting Indigenous programs, services and students at Queen's.

In 2018, Council was actively engaged in various Indigenous initiatives on campus. During the February 2018 meeting, the new incoming Community Co-Chair was announced and then officially welcomed during the May meeting. Council was regularly consulted on Indigenous research and collaborations along with Indigenous terminology. Indigenous research continues to be a big focus for Queen's as well as the use of appropriate terminology when referring to and working with Indigenous Peoples, communities and ways of knowing.

The Aboriginal Caucus and Council each meets 3 times per year, and for 2018 meetings took place in February, April and October. The Aboriginal Caucus meetings are an opportunity for the Indigenous members of Aboriginal Council to meet with the Community Co-Chair to identify and discuss any areas for further consideration or concern from an Indigenous perspective. The Co-Chair then presents on behalf of Caucus during the Council meetings.

## 2018 Meetings at a Glance

### February Meeting

Council Co-Chair Marlene Brant-Castellano led a meeting with the Aboriginal Caucus prior to the full Council meeting.

During Council, the Co-Chairs announced that Carol Ann Budd, would be the new incoming Community Co-Chair. University Co-Chair Ann Tierney welcomed Kandice Baptiste, the new Director of Four Directions Indigenous Student Centre. In addition to the new Director announcement, the upcoming expansion and renovation of the Centre was also announced.

Marlene Brant-Castellano discussed the need for improving research practices with Indigenous communities which was raised by Aboriginal Caucus. It was noted that at the leadership level, there is an increasing awareness of the need for Indigenous community partners and beneficiaries of the research to be respectively consulted with when seeking opportunities for collaboration.

The Provost, Benoit-Antoine Bacon announced the retirement of Irène Bujara (University Advisor on Equity and Human Rights). It was noted that in lieu of a retirement celebration, Irène requested that a donation be made to the Wabano Centre for Aboriginal Health in honor of Leo Yerxa, an Ojibway artist who gave the generosity of his time and talent to Queen's over 25 years for many projects. Leo Yerxa passed away in September of 2017.

Benoit-Antoine also announced the Principal's signing of the Queen's Strategic Mandate Agreement with the Ministry of Advanced Education and Skills Development. An important piece of the agreement is that it outlines the university's commitment to serving Indigenous students, including providing comprehensive and culturally tailored support services; increasing enrolment among



Indigenous students through targeted recruitment activities, outreach programming and alternate admissions pathways; and offering programs that focus on Indigenous content.

Kanonhsyonne (Janice Hill) delivered a presentation on the implementation the TRC Task Force recommendations and highlighted a number of key initiatives outlined in the progress report provided to Council. Kanonhsyonne also announced the plans for the Queen's Office of Indigenous Initiatives and the Centre for Policy and Research in Indigenous Learning at Confederation College to host a workshop at Queen's on March 7, 2018, for faculty and staff from institutions involved in the Pathways Collective. The intent of the workshop is to engage participants in learning about the work that the collective has completed to date and engage in exploring potential partnerships and collaborations within their institutions.

Marlene summarized the proposed ACQU Co-Chair appointment process and it was noted that Council should explore the need for a nominating committee to support the appointment and election process. A review of the appointment process was planned for the ACQU meeting for April 2018.

Lastly, the Co-Chairs provided an overview of the 2017 Annual Council Report which included a summary of Council's activities, highlights of news stories and updates on Indigenous faculty and staff.

### April Meeting

Council Co-Chair Marlene Brant-Castellano led a meeting with the Aboriginal Caucus prior to the full Council meeting.

Carol Ann Budd, incoming Community Co-Chair was in attendance to shadow outgoing Co-Chair Marlene Brant-Castellano. University Co-Chair Ann Tierney thanked Marlene for her immeasurable contributions and guidance over her six years as Community Council Co-Chair. It was noted how her leadership led to the vibrant, effective increased engagement of Aboriginal Caucus and Council.

Marlene advised that Aboriginal Caucus discussed the use of terminology in relation to Indigenous Peoples, and it was proposed that a Terminology Guide be developed for the Queen's community. Indigenous research methods and the need for increased awareness of how to approach Indigenous research was once again discussed during Caucus. Marlene announced the plans for a daylong event on educating those interested in Indigenous Research, this event is hosted by the Ad Hoc Committee on Research Collaborations.

The Provost, Benoit-Antione Bacon noted the progress of the Truth and Reconciliation Commission (TRC) work that had been done over the past year. Thanks and acknowledgements were extended to Council or the role it has played in collectively helping to guide and support this work and the proposed changes across campus. Benoit-Antoine thanked Kanonhsyonne (Janice Hill) for her work in facilitating the implementation of the TRC Task Force and its recommendations.

Kanonhsyonne noted that progress had been made on each of the 25 recommendations from the Task Force Report which includes the enhancement of services and pathway opportunities for Indigenous

students, increased support for faculty members as they work to integrate Indigenous knowledge into their curricula and the hiring of an Indigenous Educational Developer.

Kanonhsyonne welcomed Haley Cochrane, the Coordinator of the Office of Indigenous Initiatives. Haley is the first full time hire within the Office of Indigenous Initiatives. The intent of her role is to work closely with Kanonhsyonne to ensure that each the recommendations from the Task Force Report are implemented – Haley is responsible for the Offices project management, administrative coordination, office communications and the hiring of new and future positions.

It was also announced that Queen's would be welcoming five Indigenous PhD students for a 12-month pre-doctoral fellowship. The students are from various fields, and this is the first round of this pilot project to host Indigenous PhD students.

### October Meeting

Council Co-Chair Carol Ann Budd led a meeting with the Aboriginal Caucus prior to the full Council meeting.

University Co-Chair, Ann Tierney welcomed Carol Ann Budd to her first Council meeting as Community Co-Chair. Carol Ann provided an update from attending her first Aboriginal Caucus meeting as a Council Co-Chair. A suggestion was made to review the Council Terms of Reference (TOR) which were initially created in 2013 – a call was extended for volunteers from Council interested in reviewing the TOR.

Provost, Tom Harris introduced himself to Council as Acting Provost. He noted that Benoit-Antoine Bacon had left his role as Provost to serve as President at Carleton University. Tom mentioned that the search for a new Dean for the Faculty of Law has commenced and that Indigenous representation has been included in the search.

The Co-Chairs invited Kandice Baptiste, Director of Four Directions Indigenous Student Centre to provide an update on recruitment and enrolment of Indigenous students at Queen's. It was noted that for the current year 72 students had self-identified via direct entry and six upper year students who transferred to Queen's also self-identified. Kandice stated that four students had self-identified within Queen's online programs and five students self-identified within part-time program offerings. From the second-entry program self-identified students were recorded as followed: 12 in the Faculty of Medicine, 19 in the Faculty of Law and 63 in the School of Graduate Studies.

Kanonhsyonne (Janice Hill) provided an update on the work of the Office of Indigenous Initiatives. Kanonhsyonne outlined the four priority areas for the Office; advancement, community engagement, research and pathways opportunities. It was also announced that the Office had hired two new part-time positions; a Cultural Advisor (Allen Doxtator) and a Knowledge Keeper (Tim Yearington).

### 2018 Council Highlights

- A review of the Terms of Reference for Council has begun. The revised Terms of Reference are expected to be finalized by the April 2019 meeting.
- The Office of Indigenous Initiatives has begun drafting a Terminology Guide for the Queen's community to refer to. The Guide will include appropriate language and terms to use when

referring to Indigenous Peoples, communities and cultures. Additionally, the Guide will speak to land acknowledgements as well as, how and why the land is acknowledged.

- Council welcomed a new Community Co-Chair as well as new faculty representation.
- Queen's celebrated the retirement of former Community Co-Chair Marlene Brant-Castellano by hosting her retirement event in May 2018.
- The initial planning for the Indigenous Research Centre has begun, this work is being led by the Office of Indigenous Initiatives in collaboration with Council's Indigenous Knowledge, Curriculum and Research Working Group.
- Council's Aboriginal Support and Access Working Group has taken increasing the opportunities for pathways for Indigenous student's priority and TRC recommendation.

## 2018 Gazette Stories & Media Advisories

Featuring Indigenous staff, faculty, students, initiatives and events

### January

[New season at Agnes to feature Shame and Prejudice exhibition](#)

[Strengthening Indigenous voices](#)

[Queen's engineering recognized for Indigenous outreach](#)

[Fellowships profile new generation of Indigenous scholars](#)

### February

[Learning Indigenous languages](#)

[Principal's message regarding the Colten Boushie verdict](#)

[Media Advisory - Queen's Art Conversation celebrates \\$632,000 donation from Andrew W. Mellon Foundation](#)

[Unprecedented grant awarded to Queen's Art Conservation](#)

[2018 ISSUE 4: THE PUBLIC HEALTH ISSUE](#)

### March

[Queen's Law reveals shortlist of Indigenous art proposals](#)

[Media Advisory - National voice of Canada's Inuit speaks at Queen's University](#)

[Branching out into Indigenous research](#)

[Widening the margins of public policy](#)

[Proposals for reconciliation](#)

[Exploring Indigenous identities](#)

[Raising awareness of Indigenous identity](#)

[Indigenous art collection grows with generous donation](#)

[Media Advisory - Criminal law scholars analyze Stanley trial in expert panel](#)

[Students answer the prime minister's reconciliation challenge](#)

### April

[Available Expert - Trans Mountain pipeline could be in jeopardy](#)

[Dreams of reconciliation](#)

[Ka'tarohkwi Festival of Indigenous Arts headlines Isabel's fifth season](#)

[Indigenous alumnus helps right a 133-year-old wrong](#)

### May

[Indigenous art proposal selected by Faculty of Law](#)

### June

[Mentoring Indigenous youth](#)

**Queen's supports pathway efforts for Indigenous students**

Available Expert - Queen's University to launch Mohawk Language and Culture Certificate for Tyendinaga community members

**Supporting Indigenous academics and Indigenous research**

News Release - Queen's partners to create new certificate program in Mohawk Language and Culture

**Reflecting and reconciling**

**New fund to support Indigenous art at the Agnes**

July

**Indigenous scholars visit Queen's for year-long fellowship**

August

**Breathing new life into Indigenous languages**

September

**"Words that are lasting"**

October

**Indigenous Mentoring Network hub launches at Queen's**

Media Advisory - Second annual John Meisel Lecture features presentation by Hayden King

November

**Decolonize these walls**

**Talking treaties, research, and rights**

**Welcoming Indigenous staff voices**

**An education in reconciliation**

**Extending the rafters**

**2019 Meetings Schedule**

- January 28 2019
- April 29 2019

*Ne Queen's University e'tho nohwe nikanónhsote tsi nohwe ne Haudenasaunee tánon Anishinaabek  
tehatihsnónhsahere ne óhontsa.*

*Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.  
Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.*

**Honorary Degrees – Spring 2019  
Report to Senate**

**April 8, 2019**

The following changes have occurred since the last report to Senate:

1. Our office has been advised that Murray Sinclair is no longer available to receive the honorary degree of Doctor of Laws at spring 2019 convocation. The Registrar's Office awaits response regarding availability to attend fall 2019 convocation.
2. Shelagh Rogers is now scheduled to receive her Doctor of Law honorary degree on Friday, May 24, 2019 at 4:00 p.m.
3. Margaret Murphy is no longer able to receive the honorary Degree of Doctor of Science at spring 2019 convocation. The Registrar's Office will defer the conferral until fall 2019 convocation.