Agenda Summary

138TH ANNUAL MEETING OF THE UNIVERSITY COUNCIL
Friday, October 18, 2013, 12:30 -5:00 p.m.; Saturday, October 19, 2013, 8:30 a.m. -12:00 p.m.

Friday, October 18, 2013

10:00 a.m.	Councillor-Student Engagement Panel Discussion (Optional)
11:00 a.m.	Registration opens
11:30 a.m.	Lunch at Ban Righ Dining Hall (Optional)
12:30 p.m.	Call to Order by Chancellor D. Dodge
12:30 p.m.	Closed Session
12:45 p.m.	Plenary: Opening Session & Business Meeting
2:15 p.m.	Break
2:40 p.m.	Long-Term Enrolment Planning Consultation
5:00 p.m.	Meeting recesses until 8:30 a.m. on Saturday
6:15 p.m.	Reception & Cash Bar at Wallace Hall
7:00 p.m.	Council Dinner at Wallace Hall

Business casual dress is suggested for Friday's meeting; business attire is recommended for the Council Dinner on Friday evening.

Saturday, October 19, 2013

7:45 a.m.	Continental Breakfast (Optional)
8:30 a.m.	Meeting reconvenes
8:40 a.m.	Thematic Breakout Sessions
10:00 a.m.	Break
10:15 a.m.	Plenary: Question & Answer Panel with Principal & Senior Administration
10:55 a.m.	Plenary Discussion: How should University Council move forward?
11:50 a.m.	Closing Remarks by Chancellor D. Dodge
12:00 p.m.	Adjournment
12:00 p.m.	Lunch at Leonard Dining Hall (Optional) & Parade to Richardson Stadium (Optional)

Councillors are encouraged to show their Queen's spirit on Saturday morning by dressing in Tricolour gear. Queen's clothing is available for purchase at the bookstore and at Grant Hall on October 19.

* For additional agenda details, see pages 2-6.

Pre-Meeting Opportunity (Optional)

Friday, October 18, 2013

Councillor-Student Engagement

10:00 a.m.   **Panel Discussion with Student Leaders**
202 Robert Sutherland Hall

The University Secretariat arranged this optional event based on feedback received from councillors who expressed an interest in engaging with current Queen's students, The Program Committee strongly encourages Councillors to attend this optional session.

Rico Garcia, Chair of the AMS Board, will moderate a panel of student leaders who will speak to a range of current student issues and experiences including residence living, athletics, student government, mental health and orientation. Student leaders are invited to join councillors for lunch at Ban Righ Dining Hall following the panel discussion (see below).

11:00 a.m.   **Registration**

Available from 11:00 a.m. onward outside room 202 Robert Sutherland Hall.

11:30 a.m.   **Lunch Buffet at Ban Righ Dining Hall**

Councillors may pick up a voucher for the lunch buffet when they register at Robert Sutherland Hall for the meeting. Councillors should plan to return to room 202, Robert Sutherland Hall in time for the start of the meeting at 12:30 p.m.

A G E N D A

Friday, October 18, 2013 - Room 202, Robert Sutherland Hall

12:30 p.m. I C l o s e d S e s s i o n

Only members of Council as defined in By-Law 1, Section A, may participate in Closed Session.[1] Proceedings are confidential. Honorary Life Members of the Council and guests are invited to wait in the foyer until the Plenary Session begins.

(15 min) 1. Report on the Chancellor Search

Principal D. Woolf will bring forward a recommended candidate on behalf of the University Council Executive Committee and the Chancellor Search Advisory Committee. In the event that a recommended candidate has not been identified in time to be appointed at this meeting, the Principal will provide an update on the search process.

Information about the search process is available on the University Secretariat website: http://www.queensu.ca/secretariat/chancellorsearch.html.

12:45 p.m. II P l e n a r y : O p e n i n g S e s s i o n & B u s i n e s s M e e t i n g

Honorary Life Members of the Council are invited to attend the plenary opening session and business meeting.

Councillors will be provided with background reading materials and written reports for the items listed below in mid-September.

              1. Call to Order – Chancellor D. Dodge

(20 min) 2. Opening Remarks from Principal D. Woolf

(10 min) 3. Approval of the Minutes of May 5, 2012 and April 24, 2013

(45 min) 4. Question & Answer Panel with Council Trustees

(15 min) 5. Reports from Advancement

                  a. University Council Bursary

                  b. Queen's University Alumni Association

2:15 p.m. B r e a k & R e f r e s h m e n t s

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[1] The University Council By-Laws: http://www.queensu.ca/secretariat/council/bylaws.html.

Queen's University at Kingston

2:40 p.m.   III   L o n g - T e r m   E n r o l m e n t   P l a n n i n g   C o n s u l t a t i o n

Strategic Enrolment Management (SEM) is the process by which a university coordinates campus-wide efforts in such areas as marketing, student recruitment, admission and retention, tuition setting, student support, student services and program planning in support of the academic mission of the university.

The purpose of a Strategic Enrolment Management Plan is to ensure an institutional focus on the importance of enrolment: recruitment, admission, student progression, the student experience, time to completion and graduation. The Plan aligns integrated recruitment and progression strategies with the University's strategic planning and academic planning, enabling the University to make informed enrolment decisions in the short and long term.

Under the guidance of the Strategic Enrolment Management Group, the administration is consulting the Queen's community to inform the SEM Plan. A series of town hall meetings and consultations with the Senate, Board of Trustees, and University Council will occur during fall 2013. The Plan will be approved through the University's governance process in spring 2014.

Information about Strategic Enrolment Management at Queen's University is available on the Office of the Provost and Vice-Principal (Academic) website: http://www.queensu.ca/provost/enrolmentplanning/mandate.html.

Information about the wider consultation regarding enrolment planning is available in this news release: https://www.queensu.ca/news/articles/white-paper-encourages-discussion-around-enrolment-management

This session will be hosted by Deputy Provost L. Daneshmend with support from the Strategic Enrollment Management Group. Councillors will receive a discussion paper and breakout group assignments in early October. Councillors are encouraged to engage with fellow group members to start the discussion prior to the meeting.

(20 min)   1.   Introductory Remarks – Deputy Provost L. Daneshmend

(60 min)   2.   Breakout Group Discussions

(60 min)   3.   Reports from Groups

5:00 p.m.   IV   R e c e s s

C o u n c i l   D i n n e r   a t   W a l l a c e   H a l l

All members of Council including Honorary Life Members are invited to attend the annual dinner. Tickets must be purchased in advance.

6:15 p.m.   Chancellor's Reception & Cash Bar

7:00 p.m.   Dinner & Presentation of 2013 Distinguished Service Awards

Queen's University at Kingston

Saturday, October 19, 2013 - Room 202, Robert Sutherland Hall

7:45 a.m.   **C o n t i n e n t a l   B r e a k f a s t   &   R e g i s t r a t i o n**

8:30 a.m.   **V**   **R e c o n v e n e   –   S a t u r d a y**

    1. Welcome by Chancellor D. Dodge

8:40 a.m.   **VI** **T h e m a t i c   B r e a k o u t   S e s s i o n s**

(80 min)   *The Program Committee selected the thematic breakout topics below because they are strategic University priorities on which the administration is seeking councillors' input. Each session features an introductory presentation and smaller group discussion activities to enable councillors to advise the University on the selected topic. Facilitators will provide background materials and discussion questions for circulation to councillors in advance. Councillors will be asked to indicate their preferred breakout session when they register for the meeting.*

    1. Expanding Experiential Learning at Queen's

       Career Services is interested in Councillors' advice on how the University can expand experiential learning opportunities for students. Councillors may wish to draw on experiences from their own companies and organizations regarding internships, job shadowing, and other work integrated learning opportunities, as well as entry-level hiring practices.

       Facilitator: Cathy Keates, Director, Career Services

    2. Globalization of Queen's University

       Councillors are invited to share their ideas regarding how Queen's strong national reputation can provide the foundation for developing the University's international profile. Councillors may wish to draw on their own experiences abroad when commenting on Queen's international strategy.

       Facilitators: Jim Lee, Vice-Provost (International)
               Ann Tierney, Vice-Provost and Dean of Student Affairs

    3. Engaging Young Alumni

       When and how Queen's University engages young alumni (graduates of 10 years or less) in the areas of volunteerism and philanthropy is important to the future success of the University. Recent classes of young alumni are presenting new opportunities and challenges in terms of engagement due to factors such as social media, student debt loads, career prospects, etc. Queen's Office of Advancement is working to understand how Queen's is, or can be, more relevant to young alumni as well as how to keep them engaged in their first years out to foster a lifelong relationship. Our "pipeline" of future volunteers, board members, university leaders and benefactors is dependent on a meaningful engagement with each new graduating class. Councilors will be asked to draw on their own experiences to comment on questions that will help inform the development of young alumni programming.

       Facilitators: Tom Hewitt, Artsci'82, Chief Development Officer, two-term University Councillor
               Liz Gorman, Sc'97, Associate Director, Alumni and Student Engagement
               Jodi Snowdon, Artsci'99, Director, Annual Giving

10:00 a.m.   B r e a k   &   R e f r e s h m e n t s

10:15 a.m.   VII   P l e n a r y :   Q u e s t i o n   &   A n s w e r   P a n e l   w i t h   P r i n c i p a l   &   S e n i o r   A d m i n i s t r a t i o n

(40 min)   *Principal D. Woolf will facilitate a question and answer panel with members of the senior administration team. Honorary Life Members of the Council are invited to attend this session.*

10:55 a.m.   VIII   D i s c u s s i o n :   H o w   s h o u l d   U n i v e r s i t y   C o u n c i l   m o v e   f o r w a r d ?

(55 min)   *Honorary Life Members of the Council are invited to attend this session.*

With the successful reform of the University Council in May 2013, this is the perfect opportunity to continue the discussion on how University Council can best serve Queen's over the coming year. This conversation will serve as a springboard for future Council activities.

Facilitators: Members of the 2012-13 Reform Planning Group

11:50 a.m.   IX   C l o s i n g   R e m a r k s   b y   C h a n c e l l o r   D .   D o d g e

12:00 p.m.   X   A d j o u r n m e n t

Post-Meeting Opportunities (Optional)

12:00 p.m. **Lunch at Leonard Dining Hall**

Councillors may pick up a voucher for the brunch buffet at Leonard Dining Hall when they register for the meeting at Robert Sutherland Hall. The buffet is available until 2:30 p.m.

Parade to Richardson Stadium

Councillors wishing to join the parade to Richardson Stadium should gather outside Grant Hall at 12:00 p.m. on Saturday. Tricolour gear is available for purchase at the Campus Bookstore and Grant Hall (Saturday only).

1:00 p.m. **Homecoming Football Game**

The Homecoming Football Game versus Guelph kickoffs at 1:00 p.m. at Richardson Stadium. Tickets can be purchased online:
http://queens.universitytickets.com/user_pages/event_listings.asp

Minutes of the Annual Meeting
137ᵗʰ Queen's University Council

University Council Reform

Saturday, May 5, 2012

Appendix

Queen's University at Kingston
137th University Council Annual Meeting
May 5, 2012

A meeting of the University Council of Queen's University took place on Saturday, May 5, 2012 at 9 a.m. in Ellis Hall Auditorium.

1.   Welcome and Introduction

        Chancellor D. Dodge called the meeting to order. He noted that the morning session was for all members and that the afternoon session in the new Medical School Building on Council reform was for elected councillors only. He noted the importance of the afternoon session, and that the Board of Trustees and Senate are also going through their own reform processes. Given the intense interest in the future of the Council, the importance of the afternoon discussion will be important. The recent Royal Charter changes that allowed the Board to reduce its size also gave the Council the flexibility to determine its own size and composition. The intent is to draw the discussion to a close by the end of the afternoon and have a plan to move forward.

        The Chancellor noted the retirement of University Secretary Georgina Moore, after 26 years of service to Queen's. He also acknowledged the contributions of William Young, who steps down as Chair of the Board of Trustees on May 31 and welcomed Barb Palk, William Young's successor, who begins her appointment on June 1.

        He noted the passing of the following former Council members: Paul De La Chevotiere, James Avis, James Fogo, Megan Nutbeem and William G. Wegenast and Distinguished Service Award recipients Barry Batchelor, R. Donald Heyding Lillian M. Preston and Nadine Sloan.

2.   Approval of the Minutes of May 7, 2011

        Moved by B. Erskine, seconded by S. Fairley, that the minutes of May 7, 2011 be approved.
                                                                                          Carried

3.   Council Election Results

        The Chancellor announced the election of H. Black and the re-election of S. Lounsbury to Council in this year's election.
        Secretary's note: Until May 2013, when Council approved its new by-laws, the Council consisted of all of the Board, all of the Senate and an equal number of elected councillors. The number of seats in the 2012 elections was reduced to two due to the reduction in members of the Board (44 to 25 in 2013) and Senate (72 to 68 in 2012), which affected the formula.

4.   Election to the Board of Trustees Results

The Chancellor announced the election of T. Thomas and the re-election of D. Pattenden to the Board of Trustees by the University Council.

5.   State of the University Address by Daniel Woolf, Principal and Vice-Chancellor

The Principal noted the current challenges facing Queen's and described strategies to make its future as bright as its past.
- Provincial funding is now at 50 per cent, down from 75 per cent in the 1990s
- The Drummond Report notes that the province is living beyond its means and that universities will not see any appreciable infusions of cash for the foreseeable future
- Indications are that federal support for research funding is now targeted to specific types of research related to innovation and university partnerships
- Labour market: the government is concerned that there is an undersupply of workers in the areas of science and technology; there is continuing pressure on universities to produce general purpose workers who can think well and communicate
- Demographic issues: according to Statistics Canada, the 19-29 age group will peak in 2012-13 and then start to decrease, requiring Queen's to find better strategies to recruit students; the model of going away to school needs to remain vibrant
- Aging professors: the faculty-student ratio will continue to worsen, promoting a need to explore alternative teaching methods and make better use of technology
- Faculty renewal needs to be supported in a strategic way
- Universities must provide attractive learning options for both domestic and international students; teaching only faculty positions should be explored; at the same time how to provide an optimal environment to support both teaching and research must be considered
- Queen's needs to measure itself against a world league – how to persuade international students to attend Queen's and ensure that domestic students have an international experience before graduation; information technology will allow Queen's to reach all four corners of the world
- Queen's is a balanced academy providing both a first-class learning experience and a strong research profile
- The average of 88 per cent for entering students is among the highest in Canada, as is Queen's retention rate
- Queen's School of Business has shown the way in the areas of distance learning with its executive programs and online courses

The Principal concluded by saying that those who came before would be dishonoured if Queen's fails to seize with imagination the opportunities before it. Queen's can play on an international stage, become a place for a special experience and produce very bright people in a supportive community that reaches out to serve the world.

6.   Operational and Planning Update by Allan Harrison, Provost and Vice-Principal (Academic)

The Chancellor introduced the Provost, who spoke to councillors about:

- Integrated planning, including the academic, strategic research, and campus master plans and their development
- Student success is based on their learning experience and how Queen's engages with its students; the new budget model will help to achieve those goals
- The Campus Master Plan was last updated in 2002. In consultation with the Board, it has been determined that it should be reviewed in 2013
- All plans fit together and inform one another
- The new budget model is transparent; any revenue attributed to faculties and schools will flow directly to them; units will be obliged to provide support to students and pay for the services that keep them operating
- The new budget model will also encourage units to look for new revenue streams; it facilitates the alignment of the budgeting process with the academic and research missions

7.   Q/A with Senior Administration

The Principal, Provost and VPs answered several questions on various topics, including:

- The ability of the University to nurture departments in an era of austerity
- The need to reward excellence and the observation that across-the-board cuts are damaging to all
- Deferred maintenance and current construction projects, including the Isabel Bader Performing Arts Centre on King Street West
- Initiatives to curb excess drinking among students including a ban on alcohol in residence and student involvement in finding solutions
- The upcoming Queen's campaign theme of "Initiative" and the messaging for University Councillors to reach deep in their support of Queen's
- Future enrolment plans and growth relative to graduate and undergraduate categories being restricted by Queen's lack of capacity to grow

- Opportunities to reach out and develop coordinated quality programs that enhance and maintain Queen's reputation
- The tradition of student involvement in non-academic discipline
- The Academic Plan's Pillar 3 recommendations about Queen's involvement in the Aboriginal community

8. <u>Motion to restore fall Homecoming proposed by Councillor McNair</u>

The Chancellor spoke of the great news that the University has begun talks to reinstate fall Homecoming, which was cancelled after 2008. The Principal said that talks to bring back some form of reunion had been taking place for some time and have included the Rector, the Mayor and the Chief of Police. It is clear that alumni and students would like the return of a fall reunion. The last Spring Reunion takes place later this May and a new reunion model is now required. The Principal questioned whether the motion might be premature and overly prescriptive and invited the mover and seconder to amend it. He expressed concern about the time element and would prefer some discretion. He explained that the return of Homecoming is not a University decision but rather one that the Principal will take alone and rests with him.

M. McNair thanked the Principal and observed that it was an opportunity for Council to express its will and preferred to leave the motion as is. He noted that he has heard arguments about risk and thinks that Queen's can execute the event and that an 18-month window was doable. M. Kealy expressed concern that every year there is no fall Homecoming, the University and its alumni lose a five, 10 or 15-year reunion.

The Chancellor noted that ultimately that the decision rests with the Principal, and that the motion should be taken as a recommendation to restore fall Homecoming.

WHEREAS it is a responsibility of University Council to "take into consideration all questions affecting the wellbeing and prosperity of the University, and of making representations from time to time on such questions to the Board of Trustees and/or the Senate"
WHEREAS Fall Homecoming was, and should again be, an integral component of the Queen's experience for students, faculty, staff and alumni
WHEREAS the absence of Fall Homecoming – the most successful homecoming among Canadian universities as measured by returning alumni - has placed at risk the unique affinity relationships that our University has previously developed with alumni
WHEREAS a review of restoring Fall Homecoming in late 2013, needlessly delays a question that can be answered through the immediate leadership of Queen's governance bodies
WHEREAS 18 months is sufficient time for the University to successfully reinstate Fall Homecoming

Moved by M. McNair, seconded by M. Kealy, that the University Council recommends that the University restore Fall Homecoming in 2013 and report to the Queen's community within six months on its plan to do so.

Carried

4 opposed; 4 abstentions

The Principal noted that he would give regular updates on developments.

10.   <u>By-Law Approval</u>

Moved by E. Henderson, seconded by D. McFadden that on recommendation of the Executive Committee of the University Council, the by-law revisions outlined in the program attachment be approved.

Carried

1 abstention

University Secretary G. Moore introduced the by-law revisions. She noted that the revisions do not change Council's responsibilities but are intended to align with the Royal Charter revisions.

11. i. <u>University Council Bursary Update</u>

The Chancellor invited Councillor McFadden to provide a report. D. McFadden noted that the bursary is awarded on the basis of financial need to students in any faculty or school at Queen's. As of April 30, 2011 (2012 numbers were not yet available), the Bursary had a capital balance of about $133,000, all donated by past councillors. In 2011-12, almost $7,300 was split between two recipients. After encouraging councillors to contribute at the May 2011, meeting, six additional contributions were made, totaling $2,300. Although it was noted that this recent increase to capital was a good amount, the need for donations has never been greater. Councillor McFadden stated that councillors could do better, considering its membership consists of the most committed of Queen's supporters. This year, to get the momentum started, the elected representatives on the University Council Executive Committee – B. Erskine, E. Henderson, K. Williamson and D. McFadden have each made a contribution to the Council Bursary.

D. McFadden introduced Orchid Lee, a 2011 University Council Bursary recipient and 2102 graduate of Queen's School of Business, who joins Ernst & Young in September to work on her CA designation. She described how the bursary fulfilled her and her family's dream of her receiving a university education. Had she not received the bursary, she would have had to take on multiple jobs to pay for her education. Councillors' contributions allowed her to concentrate on her studies and give back to the Kingston community as a volunteer.

The Chancellor thanked O. Lee and D. McFadden and noted that student support is crucial so that outstanding students can continue to come to Queen's.

ii.   Council Representatives on the Board of Trustees Report

The Chancellor referred to the posted report on the meeting website and introduced the current University Council trustees: J. Lougheed, D. Pattenden, B. Mitchell, C. Lynch, D. Tisch and I. van Nostrand. D. Tisch summarized the highlights.

Discussion centred on the following points:
- Examination of the current structure of Board committees is ongoing given the need for some rationalization to align with the plan to reduce the number of Trustees
- With Board restructuring, membership will reach 25 in 2013 and University Council trustees will make up nearly 25 per cent of the Board membership
- How Council members can contribute meaningfully to the Board
- Councillors' interest in receiving updates from the trustees more than once a year at the annual meeting.

iii.   QUAA President's Report

The Chancellor introduced J. Joss, President, Queen's University Alumni Association (QUAA).

J. Joss noted:
- The 2012 Alumni Volunteer Summit takes place in mid-October and features a gala awards dinner recognizing alumni achievement
- The QUAA Board members have met the challenge of 100-per-cent annual giving; she challenged councillors to do the same
- Young alumni engagement begins the last week of classes in April; graduating students are sent a welcome kit including alumni branch information and discounts on products such as insurance
- The Queen's Student Alumni Association (QSAA) helps communicate to students the value of staying involved with their alma mater

12.   Presentation by the Vice-Principal (Finance and Administration) (Appendix C)

The Chancellor introduced VP (Finance and Administration) C. Davis to the podium. She was joined by Director of Strategic Procurement Services E. MacDonald, and Councillors W. Baillie, G. Bavington and K. Levine. The group presented on the topic of Strategic Travel Procurement, aimed at making Queen's a model for travel excellence. The

presentation sparked much discussion among councillors including the following comments:

- Queen's would need to be part of a collective in order to get travel deals
- In many sectors, business travel has been cut back and employers are moving to webcasts; this challenges researchers' ability to make connections with other researchers if they are unable to travel to conferences, making it imperative to stretch one's grant as far as possible.

The Chancellor thanked the group and noted that this initiative was one way that councillors with related expertise can help the University.

13.   <u>Presentation of work of the Ad Hoc Working Group on University Council Reform</u> (Appendix D)

The Chancellor introduced group members: VP (Advancement) Tom Harris (Chair); B. Erskine (UC trustee and member, University Council Executive Committee); A. Holt (elected UC member); G. Moore (University Secretary); K. Williamson (former elected UC and UCEC member); S. Rigden (Secretary and University Council Annual Meeting Program Co-Chair).

T. Harris noted the hard work of the group on its mandate to consider Council's unique roles and responsibilities. G. Moore noted that the composition of the Board and Senate has changed over time but not that of the Council. The current membership is all of the Board, all of the Senate plus an equal number of elected councillors. In the 2011 Royal Charter changes, that formula was removed and Council now has a blank slate with which to work. Its continued role in the appointment of the Chancellor and six trustees is of critical importance. A. Holt added that this is an opportunity for increased engagement in addition to alumni representation. She noted that councillors should take the QUAA challenge and be leaders in philanthropy. K. Williamson noted that the current model is not functional, although Council's mission is still valid. In addition to contributing to the Board and offering advice to the University, she noted the following:

- The need to develop a skills and demographic matrix of Council members
- The creation of a nominating committee to help with the annual nomination of two UC trustees and recruitment of new councillors
- The creation of a town-gown relations and student advisory teams in addition to ad-hoc working groups to address specific problems
- The UCEC could consist of chairs of the nominating and other potential committees and would continue to set the AGM agenda and select the Distinguished Services Award recipients
- The annual meeting could be combined with the alumni gala in October; additional quarterly meetings were considered.

The Chancellor thanked the Ad Hoc Working Group for their contributions to Council Reform.

14.   Adjournment of Morning Session; outline of Afternoon Session and Announcements

The Chancellor noted that the afternoon session was for elected councillors only to work toward choosing their future model and, to maximize the value of their collective thinking, he and Council ex-officio members of the administration would not be in attendance at the exercise. He and the Principal would attend at 4:45 p.m. to wrap up the proceedings. The Chancellor noted the important work ahead over the next year that will include a formal meeting and a vote. It is hoped that the mandate would be ready by November and would describe Council's future direction including instructions on how to move forward. Given that Council and the University do not have unlimited resources, the most expeditious and cost-effective route to our new future will be sought.

The Chancellor thanked S. Carson and his team from the Queen's School of Business for sharing their expertise. The Queen's Executive Decision Centre technology will translate the afternoon input into a report that will be emailed to all Councillors.

The Chancellor also thanked those involved in the planning of the 2012 Program, ex-officio and honorary councillors and other participants for their attendance at the morning session.

15.   University Council Facilitated Discussion, School of Medicine (Appendix E)
The University Council Facilitator's Report (Appendix F) was distributed to all councillors via email on the evening of May 5, 2012.

16.   Adjournment and Closing Remarks, School of Medicine, Lecture Theatre 132A

The Chancellor noted that a landmark discussion had taken place among elected councillors and thanked them for their work. He noted that he and the Principal looked forward to reading the results of the afternoon's deliberations. The next steps would be to:
- Reconvene the University Council Executive Committee as soon as it is feasible
- Involve additional elected councillors to discuss the afternoons deliberations and the facilitator's report by Prof. S. Carson (Business) and create a plan
- Distribute the plan to elected councillors for comment
- Present a final plan via teleconference to all Council members by November 2012.

The Chancellor reminded elected members that the full Council, which includes all members of the Board and the Senate as currently constituted, would have to agree on the plan as a whole.

P. Sager proposed a motion, seconded by D. McFadden.

> *WHEREAS as University Council Reform is one of the most important issues that council will address and all councillors should have the opportunity to have visibility into the reform process,*
> *AND WHEREAS a significant amount of work and investment has been completed since 2009, including the McLatchie Report, the report from the Ad Hoc Working Group on the Future of University Council, the Facilitator's Report from the working session with Scott Carson and others*
> *AND WHEREAS the university needs a clear governance structure to ensure it continued success*
> *The following motion is proposed:*
>
> *Be it resolved that the Elected Members on the University Council Executive call an electronic vote for Council to approve a Roadmap for Reform and assign accountability for executing it to an Ad Hoc Committee on June 1, 2012. The Roadmap shall yield a plan to complete council reform by no later than May 10, 2013.*
>
> *Notes to the motion:*
> *The following steps should be executed to prepare for a vote by June 1 2012:*
> * *The Elected Members of the University Council on the Executive are accountable for preparing the road map and managing the process to assign accountability*
> * *A draft Roadmap shall be circulated, by e-mail, to all Council members by Wednesday, May 9, 2012*
> * *An input period of two weeks between May 9, 2012 and May 23, 2012 should be provided for councillors to provide input to Council Executive on the Roadmap*
> * *The final version shall be circulated on May 29, 2012*
> * *A vote to approve the roadmap shall be called on June 1, 2012, using the standard electronic voting process and timelines for electronic voting at Queen's University*
> * *There should be a process to solicit interest in participating from Council in participating on the Ad Hoc Committee; the importance of maintaining continuity with the current Ad Hoc Working Group on the Future of University Council should be noted.*

Proposed motions for the vote to approve the Roadmap and assign accountability for executing it:
> *Be it resolved that University Council approve the attached "Roadmap for Reform" to complete the Council Reform Process by DD/MM/YY.*

That the University Council Strikes an ad hoc committee (to be known as the Council Reform Ad-Hoc Committee) composed of _____ (individuals to be solicited between now and May 29, 2012) and assign accountability to this Committee for executing the Roadmap for Reform.

The Principal cautioned that the proposed motion had been put before elected councillors only and that the Senate and Board members, who form 50 per cent of the council membership, were absent and were not privy to the motion. He commented that the motion was prescriptive and it was unclear who would be responsible for organizing the details. He urged councillors to first read the Facilitator's Report by S. Carson and that he and the Chancellor would commit to put a process in place by mid-June.

D. McFadden said it was important to set next steps before the end of the meeting. P. Sager observed that the process should be open, honest and broadly communicated.

The Principal noted that elected members would like more communication from the Executive Committee and that the preferred reform plan proposed by elected councillors would be put on the next Executive Committee agenda.

I. van Nostrand cautioned that it was important not to separate students from the conversation. Councillors must have some degree of patience and trust that it will arrive at a solution.

The Chancellor noted that he and the Principal would:
- Receive and review the results of the afternoon's work
- Convene the UCEC to discuss the direction councillors will choose and report back to the Council on the steps forward and long-term objectives

The Chancellor observed from past experience that it is difficult to conduct business between June and August and that the presentation of a roadmap to the Board and Senate was the goal for the fall.

After discussion, it was decided:
- To not vote on the motion as it was presented to only part of the membership, elected councillors, and did not include ex-officio councillors (trustees and senators)
- That the ad-hoc working group developing the roadmap and plan should be larger than the current five-member group
- That 2012-13 will be a transition period
- That engagement outlasts expediency.

The Chancellor adjourned the meeting at 5:20 p.m.

Attendance – University Council Annual Meeting – Saturday, May 5, 2012

Council Members Present (including Elected, Ex-officio, Senators, Trustees, and Honourary) – 107

D. Dodge (Chancellor, Chair)	S.J. Dumbrille	L. Long	I. Picketts
	J. Elson	J. Lougheed	K. Pritchard
	B. Erskine	S. Lounsbury	R. Pritchard
D. Woolf (Principal)	P. Fachinger	J. Low	D. Raymond
	S. Fairley	T. Lusney	T. Redburn
	B. Foo	C. Lynch	M. Reed
T. Abramsky	T. Forkes	A. MacLean	R. Renaud
G. Anderson	N. Francis	J. MacLeod	R. Reznick
W. Baillie	J. Frezell	K. Macmillan	P. Sager
M. Balanchuk	J. Goodyer	S. McCance	M. Scribner
S. Bates	A. Harrison	D. McCotter	N. Sears
G. Bavington	E. Haythorne	D. McFadden	E. Speal
S. Bernier	E. Henderson	D. McKeown	J. Stetic
H. Black	L.A. Hermann	K. McKinnon	P. Taylor
K. Black	A. Hillock	M. McNair	D. Tisch
T. Bridges	A. Holt	J. Medves	B. Trotter
J. Bruce	M. Humayun	J. Meisel	I. van Nostrand
C.A. Budd	A. Janikowski	B. Mitchell	R. Watts
R. Burge	D. Johnson	J. Molloy	A. Whyte
D. Burleton	J. Kaduck	A. Morgan	M. Wilson Trider
R. Burnside	M. Kealy	L. Morgan	M. Wong
C. Campling	P. Kennedy	J. Mould	T. Woodhall
J. Carlson	J. Lambert	J. Nesbitt	E. Wu
K. Chak (via teleconference)	E. Lascelles	B. O'Grady	W. Young
	G. Lavery	P. Oosthuizen	J. Zakos
K. Crewe	C. Leggett	R. Owen	
J. Curtis	W. Leggett	B. Palk	
K. deBellefeuille Percy	K. Levine	D. Pattenden	
	S. Liss	A. Paul	

Guests – 18

E. Berkok	M. Dineen	J. Joss	A. Vienneau
J. Brown	H. Debnam	O. Lee	T. Wheeler
M. Campbell	R. Garcia	T. Lee	K. Williamson
T. Chishti	T. Harris	E. MacDonald	
C. Davis	C. Joseph	L. Peterson	

Strategic Travel Procurement

University Council

May 5, 2012

Strategic Travel Procurement

Why are we here today?

- May 7, 2011 University Council Afternoon Breakout Sessions
  - ❑ Subgroup A How the University's Finances Work Lead: VP (Finance and Administration) C. Davis (attended by Councilors Bill Baillie and Karen Levine)
  - ❑ Subgroup C Improving organizational efficiency Lead (s: AVP (Facilities) A. Browne; Director, Strategic Procurement Services E. MacDonald (attended by Councilor Greg Bavington)

Takeaway from both sessions – how can we as councillors/concerned alumni assist Queen's to address financial and operational challenges?

2

Strategic Travel Procurement

Current Travel Spend:

- Total travel spend of $18 million per annum- 47% from Research Funds (amongst top 50 travel spends in corporate Canada!)

- Travel and expenses submitted through manual process

- No breakout of nature of travel expenses (air, rail, meals, accommodation, etc.)

- Majority of staff book their own travel

- No negotiated agreements in place (except Via Rail)

3

Strategic Travel Procurement

Why not outsource to a Corporate Travel service?

Academic travel, although a lucrative market, is a hard sell for Corporate Travel agents for reasons including:

- Variable spend profile from year to year
- Emotional commodity: employees prefer selecting their own travel preferences
- Less control on spend than a corporate client that can mandate policies and service provider(s)

No Canadian university has mandated the use of a single travel agent/service to date!

4

Strategic Travel Procurement

Where are we now?

Preferred supplier agreements established for:

- Travel agencies and Vehicle rental
- Via Rail contract re-negotiated resulting in 12% savings
- CAUBO Contract for hotels

New Travel Policy in compliance with Broader Public Sector guidelines

Travel spend still a manual process with limited data on travel spend to facilitate analysis and improvement

5

Strategic Travel Procurement

What next....a two-fold approach:

1. Continue chipping away at low hanging fruit such as tendering vehicle rental, credit card solutions, etc.

2. Focus on data capture, analysis and reporting capability to achieve sustainable control of travel:

   - ❑ Investigate service offerings of travel management companies or software service providers
   - ❑ Once detailed data is captured - leverage annual spend data for supplier price negotiations and Queen's travel policy

6

Strategic Travel Procurement

Why is Travel an important area to focus on?

- Significant area of spend for Queen's (2.3% of total expenditures; 1.5% of operating budget)

- Savings can be reallocated to underfunded areas within segregated funds

- Have Queen's be the model for other Canadian universities to follow given the absence of institutional models but similar financial/capital woes

7

Presentation of
Ad Hoc Working Group
on the
Future of University Council

May 5th, 2012

Formed by Principal Woolf – November, 2012

Chaired by Vice-Principal (Advancement) Tom Harris

Representation from:

- University Council
- University Council Executive Committee
- Board of Trustees
- Senate
- Secretariat

Purpose:

- To consider University Council's unique roles/responsibilities compared with other bodies at Queen's
- To determine how UC might be reformed in order to provide roles not fulfilled by other Queen's bodies
- To suggest how UC can add value to the university _and_ to the volunteer councillors
- To explore possibilities in light of the changes made to the Royal Charter.

Membership:

- Tom Harris (Chair)
- Blair Erskine
- Alison Holt
- Georgina Moore
- Krystyna Williamson
- Sally Rigden (Secretary)

Structure of Presentation of AHWG

Tom Harris – Introduction

Georgina Moore – University governance

Blair Erskine – Council relationship with Board

Alison Holt – Consideration of linkages with QUAA and broader Queen's community

Krystyna Williamson – Advisory role of Council and one possible model

---

- **Meetings through November and December, 2011**
- **Report back to University Council Executive Committee in January and February**
- **Deliberations**
  - Discussions on ways to realize UC's Governance Role
  - Much debate regarding deliberative and / or advisory role
  - Large number of issues re size, composition, method of appointment
  - Discussions ranged from no changes to abolition (not really possible)
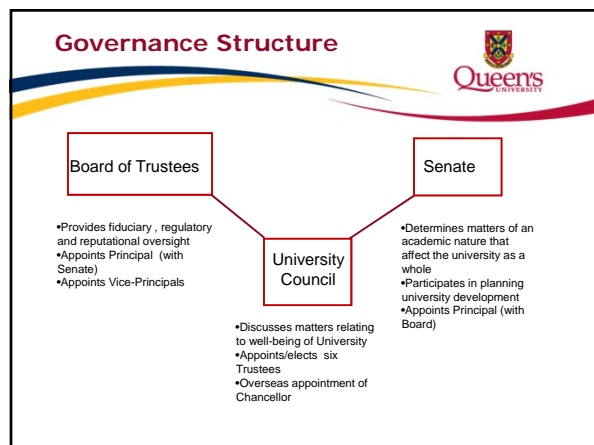- **Appreciation to members of working group**

Afternoon program for elected Councillors

- Professor Scott Carson will lead you through comprehensive exercise to arrive at a 'straw model'
- Several models that the ad hoc group sketched out, as well as the recommendations of the University Council Governance Task Force led by Professor Bill McLatchie in 2010 will be considered
- Facilitated discussion will refine and develop these models and lead to a preferred model by the elected membership

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Structure of Presentation of AHWG

✓ **Tom Harris –** Introduction

Georgina Moore – University governance

Blair Erskine – Council relationship with Board

Alison Holt – Consideration of linkages with QUAA and broader Queen's community

Krystyna Williamson – Advisory role of Council and one possible model

---

Governance Structure

Board of Trustees

- Provides fiduciary, regulatory and reputational oversight
- Appoints Principal (with Senate)
- Appoints Vice-Principals

University Council

- Discusses matters relating to well-being of University
- Appoints/elects six Trustees
- Overseas appointment of Chancellor

Senate

- Determines matters of an academic nature that affect the university as a whole
- Participates in planning university development
- Appoints Principal (with Board)

Ad Hoc Working Group Presentation

✓ **Tom Harris –** Introduction

✓ **Georgina Moore –** University governance

Blair Erskine – Council relationship with Board

Alison Holt – Consideration of linkages with QUAA and broader Queen's community

Krystyna Williamson – Advisory role of Council and one possible model

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Ad Hoc Working Group Presentation

✓ **Tom Harris –** Introduction

✓ **Georgina Moore –** University governance

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Alison Holt – Consideration of linkages with QUAA and broader Queen's community

Krystyna Williamson – Advisory role of Council and one possible model

---

What differentiates Council?

- Elected by alumni
- Oversees selection of the Chancellor (ex officio Trustee)
- Elect/appoint 6 of 25 Trustees

What differentiates Council?

For Queen's, an opportunity for engagement

- Alumni representation
- Tap into networks of expertise and skills
- Engage leaders: insight, influence and philanthropy

What differentiates Council?

For alums, a continuum of volunteer experiences

- Voice for alumni at the highest levels of governance
- Significant responsibilities
- Opportunity for meaningful personal involvement that make use of experience and expertise
- Offer a senior level experience for alumni 7 or more years out

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Ad Hoc Working Group Presentation

- ✓ **Tom Harris –** Introduction
- ✓ **Georgina Moore –** University governance
- ✓ **Blair Erskine –** Council relationship with Board
- ✓ **Alison Holt –** Consideration of linkages with QUAA and broader Queen's community

Krystyna Williamson – Advisory role of Council and one possible model

One Possible Model

- **Engaged Councillors with on-going Roles**
- **Governance Roles**
- **Advisory Roles**

Governance Roles

Selection Committee
- To review nominations and prepare slate of Council candidates, based on skills and demographics needs

Governance Roles

Selection Committee
- To review nominations and prepare slate of Council candidates, based on skills and demographics needs

Nomination Committee
- To nominate candidates for election by Council to Board of Trustees

Governance Roles

Selection Committee
 - To review nominations and prepare slate of Council candidates, based on skills and demographics needs

Nomination Committee
- To nominate candidates for election by Council to Board of Trustees

Governance Committee
-To review and advise on by-laws and governance related to Council

Advisory Roles

Town/Gown Relations
-Deals with issues arising related to reputation, student and alumni experience and community stakeholders

Advisory Roles

Town/Gown Relations
-Deals with issues arising related to reputation, student and alumni experience and community stakeholders

Student Advisory Team
-Multi-year assignment to work with all levels of student government in advisory, mentoring and other supportive capacities

Advisory Roles

Town/Gown Relations
-Deals with issues arising related to reputation, student and alumni experience and community stakeholders

Student Advisory Team
-Multi-year assignment to work with all levels of student government in advisory, mentoring and other supportive capacities

Ad Hoc Issues Working Groups
-Formed on request to provide advisory input or receive information deemed necessary by Queen's or Council

Management of Council

Executive Committee
-includes chairs of all committees
-sets AGM agenda, selects DSA recipients

Management of Council

Executive Committee
-includes chairs of all committees
-sets AGM agenda, selects DSA recipients

Meetings
-primarily electronic, on-going and objective based
-quarterly meetings by Executive to review progress, identify impediments
-AGM to bring all of Council together to review progress, receive Principal's address, elect Chancellor and Board representatives, etc

Ad Hoc Working Group Presentation

- ✓ **Tom Harris –** Introduction
- ✓ **Georgina Moore –** University governance
- ✓ **Blair Erskine –** Council relationship with Board
- ✓ **Alison Holt –** Consideration of linkages with QUAA and broader Queen's community
- ✓ **Krystyna Williamson –** Advisory role of Council and one possible model

Presentation of
Ad Hoc Working Group
on the
Future of University Council

University Council: Inventing the Future

A. Scott Carson
Jeff Dixon
Laurie Ross

Queen's School of Business
May 5, 2012

Purpose of the Session

- Facilitation team outside of the Queen's governance/administrative structure
  - A. Scott Carson, Professor, Strategy & Organization, and Director, The Monieson Centre, Queen's School of Business
  - Jeff Dixon, Associate Director, The Monieson Centre, Queen's School of Business
  - Laurie Ross, Director, Office of the Dean, Queen's School of Business
- A consultation to facilitate the evaluation of UC
- Open, transparent, inclusive
- Rationale for alumni only
- Using models to assess the question of UC's advisory role
- Deliverable at end – everyone gets the same thing

Outline of the Session

1. Introduction of the classroom technology
2. Two preliminary comments
3. Outline of five principles for evaluating models of UC
4. Four alternative models building on previous UC working groups
5. A three-tiered evaluation process
6. Wind-up with Principal and Chancellor, including housecleaning motions
7. Same day evening delivery of facilitators' report to UC members and university administration

Introduction of the Classroom Technology

- How the classroom sets up for teamwork
- Use of the presentation technology
- Clicker straw poll voting technology
- Clicker practice quiz – Do you know your Queen's facts?

Two Comments about the Advisory and Governance Mandates

1. Why the unique university context has such an effect on the UC's advisory role
2. How the UC can have a significant impact on governance at Queen's

Comment 1: University Context

- Universities as self-examining, self-governing, and existing for opinion, discussion, debate
- Universities are highly experienced and nuanced environments
- Governance structure of a university is vastly more extensive than in the private sector
- UC advice needs to find gaps

Comment 2: University Council's Two Roles

1. Advisory:
   - Well-being and prosperity of the university
   - Representations to Trustees, Senate, Principal
2. Governance:
   - Nominations and appointments
     - Membership of the Council: Appointments, retirements, removals, replacements
     - Appointment of the Chancellor
     - Appointments of Councilors to Board of Trustees

Comment 2 (cont.): Governance and Trustee Nominations

- Corporate governance best practice today is
  - Smaller boards
  - Board recruitment based on skills gap analysis
- Trustees moving from 44 to 25 members
- Consider who appoints/elects Trustees
- UC nominates 6 + Chancellor
- UC has the opportunity to appoint approx. 25% + on skills basis

Criteria for evaluation of models:
Five Principles

1. Importance
2. Impact
3. Unique mandate
4. Operational efficiency
5. Fiscal responsibility

Principle 1: Importance

- Does (will) UC address governance-level issues?
- Strategic issues?
- Enterprise risk and control?
- Relevant to institution as a whole, not just faculty or department level?
- Pressing time sensitive?
- Far-reaching in consequences?
- Significant event magnitude?
- Likelihood of occurrence?

Principle 2: Impact

- Does the UC effect change?
- Leverage special competences?
- Are the UC's strategic proposals aligned well with the strategies of Queen's as a whole?
- Are the UC's activities focused?
- Does it have a mechanism for measuring impact?

Principle 3: Unique Mandate

- Non duplication?
  - The University is a complex organization with multiple bodies fulfilling its varied governance, advisory, regulatory, administrative responsibilities
    - Trustees: multiple committees
    - Senate: academic regulatory structure, multiple committees
    - Faculties: internal administration (resources, operations, programs)
    - Faculty Boards, Faculty Forums, departmental administration
    - Pan-university committees
    - Faculty-level external advisory councils
    - QUFA and other unions
    - AMS: student affairs
    - QU Alumni Association
- Where would the University Council of the future fit?
- External issues aligned with special competences?

Principle 4: Operational Efficiency

- Membership size?
- Effectiveness of communication?
- Meeting frequency?
- Use of time: Meeting travel and attendance?
- Engagement? Participation?
- Advanced preparation for meetings? Institutional knowledge – general and issue specific?
- Use of Administrative time

Principle 5: Fiscal Responsibility

- Is the UC affordable?
  - Deficits, budget cuts across the University
- Direct costs of meetings, mailings and materials?
- Institutional overheads?
- Cost of administrators?
- Senior administrative time?

Five Principles in Summary

1. **<u>Importance</u>**: Governance level, strategic, enterprise risk/control, urgency, event magnitude, likelihood of occurrence

2. **<u>Impact</u>**: Effect change, leverage special competences, strategic alignment, focus, measurement

3. **<u>Unique mandate</u>**: Non-duplication, use of special competencies

4. **<u>Operational efficiency</u>**: Membership size, communications, meeting frequency, time commitment, engagement, preparation, use of administration

5. **<u>Fiscal responsibility</u>**: Direct meeting costs, administrative costs, institutional overheads, administrative time

Models for Discussion

- Each model shares features with the others, but each has important conceptual differences
- The models reflect proposals made by other committees
- The models have similarities with tri-cameral systems in other universities, but they focus mainly on the specific mandates of the UC in the Charter
- The models are intentionally high level with operating procedures and implementation processes left for another time
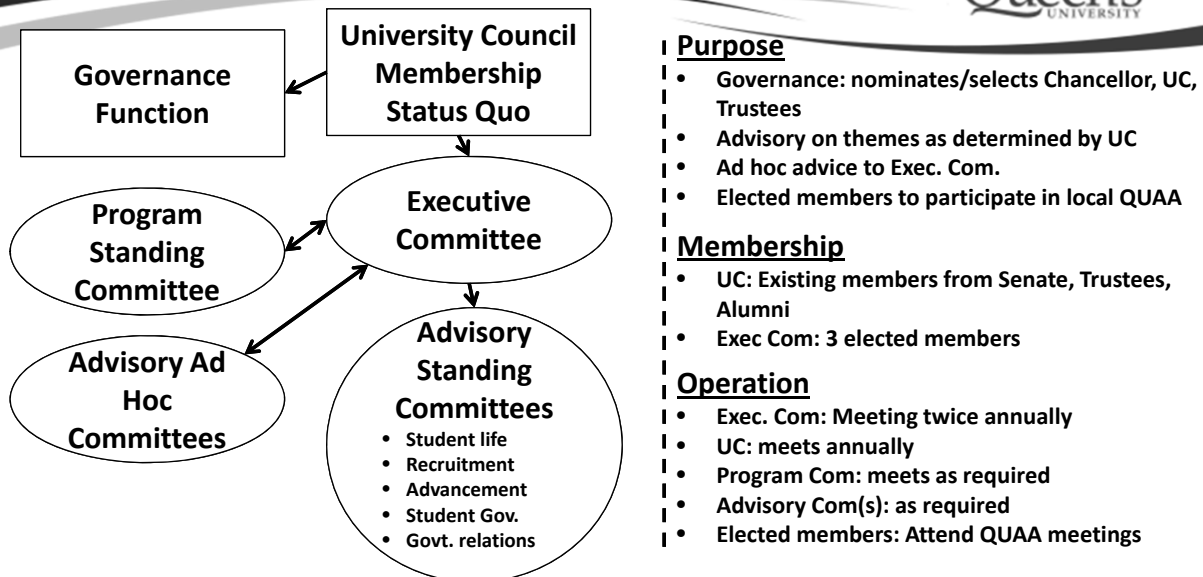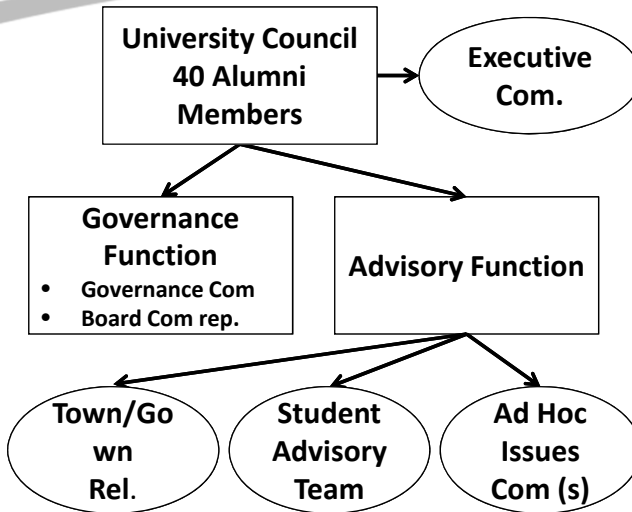
Three-Tiered Review Process

1. Plenary session review and revision of models in relation to five evaluative principles with first clicker straw poll
2. Team-based review of a single assigned model followed by presentation to plenary by teams
3. Final plenary review of revised models followed by comprehensive clicker straw poll on each model using five evaluative principles

Model 1: Status Quo, Clarified Advisory
(UC Governance Task Force)

Governance Function

University Council Membership Status Quo

Program Standing Committee

Executive Committee

Advisory Ad Hoc Committees

Advisory Standing Committees
- Student life
- Recruitment
- Advancement
- Student Gov.
- Govt. relations

Purpose
- Governance: nominates/selects Chancellor, UC, Trustees
- Advisory on themes as determined by UC
- Ad hoc advice to Exec. Com.
- Elected members to participate in local QUAA

Membership
- UC: Existing members from Senate, Trustees, Alumni
- Exec Com: 3 elected members

Operation
- Exec. Com: Meeting twice annually
- UC: meets annually
- Program Com: meets as required
- Advisory Com(s): as required
- Elected members: Attend QUAA meetings

Model 2: Reduced Size, Focused (Ad Hoc Working Group)

University Council
40 Alumni
Members

Executive
Com.

Governance
Function
• Governance Com
• Board Com rep.

Advisory Function

Town/Gown
Rel.

Student
Advisory
Team

Ad Hoc
Issues
Com (s)

Purpose
• Governance: nominates/selects Chancellor, UC, Trustees
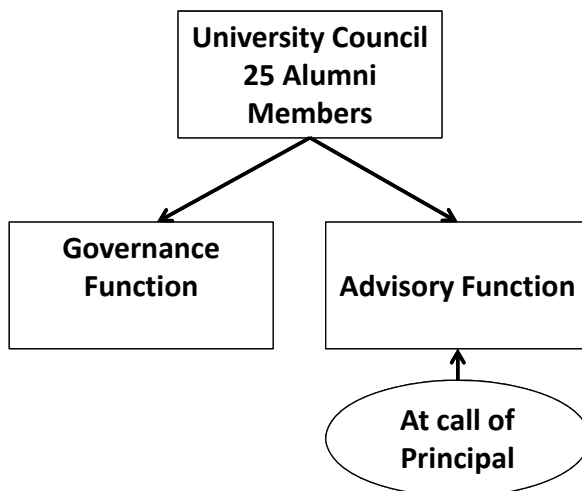• Advisory: on themes as determined by UC (20%) or requested by Principal

Membership
• Alumni: 7 years post 1st degree
• Qualifications: skills matrix

Operation
• UC annual meeting
• Exec. meeting quarterly
• Committees meeting as needed

Model 3: 'Advisory Board'

University Council
25 Alumni
Members

Governance
Function

Advisory Function

At call of
Principal

Purpose
• Governance: nominates/selects Chancellor, Trustees (shared selection of its own membership)
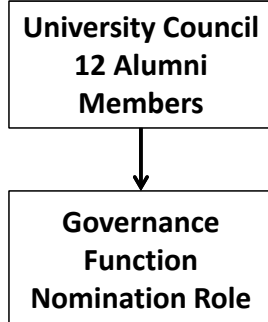• Advisory on themes as determined by Principal

Membership
• Alumni based on experience and needed skills
• Selection in consultation with Principal

Operation
• Governance: Meet twice annually or as needed
• Advisory: Call of Principal

Model 4: Governance, Trustee Skills

```
┌─────────────────────┐
│  University Council  │
│     12 Alumni        │
│     Members          │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│     Governance       │
│      Function         │
│  Nomination Role      │
└─────────────────────┘
```

Purpose
- **Governance: nominates/selects Chancellor, UC, Trustees**
- **Formal advisory role remains in Charter but is de-emphasized (no expectation)**

Membership
- **Alumni chosen by UC**

Operation
- **As needed for skills gap analysis**
- **Twice annually for nominations**

Models in Review

Model 1 **Status Quo, Clarified Advisory**	**Model 2** **Reduced, Focused**	**Model 3** **'Advisory Board'**	**Model 4** **Governance, Trustee Skills**

• UC remains intact
 • Clarifies and
  • defines
 • Advisory role
	• Size reduction with focused advisory	• Size reduction
		  • Advisory
		  • Shift to Principal-directed
			• Size reduction
			  • Focus on nominations
			 • De-emphasized advisory

1. **Importance 2. Impact 3. Uniqueness 4. Efficiency 5. Fiscal Responsibility**

University Council Facilitator's Report

A. Scott Carson

Professor, Queen's School of Business

May 5, 2012

Report Contents

- Executive Summary
- Session Overview
- Analysis & Review: Potential University Council Models
- Straw Poll Results
- Other Comments
- Appendix A: Discussion Groups
- Appendix B: Straw Poll #2 Raw Data

Executive Summary

Comments from Scott Carson, Facilitator

May 5, 2012

Dear University Council members,

Thank you everyone for an excellent afternoon. It was very fast paced but a great deal of important work was done. One thing that struck me is how certain aspects of the models were beginning to converge and it seems to me that in light of the valuable comments from the group session a valuable model could be developed.

One thing that was clear throughout our discussions was the need to develop a vision statement and detail around the fundamental purpose of University Council. In the remainder of this report you will find an executive summary and all of the comments from the group session and of course, the "parking lot." I'm confident that the process of change will move forward at a good pace in the coming months.

Other than editing for typographical errors, the group reports have not been altered from their presentation.

Best wishes,

Scott

Executive Summary

- 55 elected University Council members attended a session facilitated by Dr. Scott Carson, Professor, Queen's School of Business.
- Four potential models to reform the University Council were presented, revised, reviewed and discussed.
- Two 'straw polls' were taken during the session – one at the midpoint and one at the end of the session.
- The result of the final straw poll was a preference for Model 2 but not by a wide margin. Models 1 and 3 were close behind.
- There were many comments throughout the process that would suggest possible convergence among the models, and the strong possibility of a hybrid version.
- Included below is the summary of the final straw poll. It's on a 5 point scale, with 5 being the highest ranking, and 1 being the lowest ranking.
  - Each of the 4 models was evaluated based on 5 "quality principles": Importance, Impact, Uniqueness, Efficiency, Fiscal Responsibility
  - The models and principles are described below

Models in Review

Model 1
More Engaged, Clarified Advisory

- UC remains intact
  - Clarifies and
    - defines
  - Advisory role

Model 2
Reduced, Focused

- Size reduction with focused advisory
- Governance

Model 3
'Advisory Board' & Governance

- Size reduction
  - Advisory
  - Shift to Principal-directed

Model 4
Governance, Trustee Skills

- Size reduction
  - Focus on nominations
- De-emphasized advisory

1. **Importance 2. Impact 3. Uniqueness 4. Efficiency 5. Fiscal Responsibility**

Five Principles in Summary

1. **<u>Importance</u>**: Governance level, strategic, enterprise risk/control, urgency, event magnitude, likelihood of occurrence

2. **<u>Impact</u>**: Effect change, leverage special competences, strategic alignment, focus, measurement

3. **<u>Unique mandate</u>**: Non-duplication, use of special competencies

4. **<u>Operational efficiency</u>**: Membership size, communications, meeting frequency, time commitment, engagement, preparation, use of administration

5. **<u>Fiscal responsibility</u>**: Direct meeting costs, administrative costs, institutional overheads, administrative time

Straw Poll #2 - Final Results (Scored out of 5)

	Model 1	Model 2	Model 3	Model 4
Importance	3.20	3.64	2.56	1.95
Impact	2.95	3.55	2.45	1.94
Uniqueness	3.31	3.44	2.56	2.08
Efficiency	2.05	3.31	3.43	3.34
Fiscal Responsibility	2.22	3.19	3.41	3.67
Total – Even Weighting	**2.75**	**3.42**	**2.88**	**2.60**
Total – "75-25"*	**2.90**	**3.47**	**2.75**	**2.37**

* This scoring was based on a 75% weighting (25% each) for Importance, Impact and Uniqueness; and a 25% weighting (12.5% each) for Efficiency and Fiscal Responsibility

Session Overview

Purpose of the Session

- Facilitation team outside of the Queen's governance/administrative structure
    - A. Scott Carson, Professor, Strategy & Organization, and Director, The Monieson Centre, Queen's School of Business
    - Jeff Dixon, Associate Director, The Monieson Centre, Queen's School of Business
    - Laurie Ross, Director, Office of the Dean, Queen's School of Business
- A consultation to facilitate the evaluation of UC
- Open, transparent, inclusive
- Rationale for alumni only
- Using models to assess the question of UC's advisory role
- Deliverable at end – everyone gets the same thing

Outline of the Session

1. Introduction of the classroom technology
2. Two preliminary comments
3. Outline of five principles for evaluating models of UC
4. Four alternative models building on previous UC working groups
5. A three-tiered evaluation process
6. Wind-up with Principal and Chancellor
7. Same day evening delivery of facilitators' report to UC members and university administration

Review & Analysis of Potential UC Models

- Four potential UC models were presented, discussed and evaluated using a three-tier process:
  1. Large group discussion, revision and evaluation using a straw poll
  2. Each model was assessed by two small groups (see Appendix), and their findings were presented to the large group
  3. All participants scored each model on a scale of 1(low)-5(high) against five criteria

Models in Review

Model 1 More Engaged, Clarified Advisory	Model 2 Reduced, Focused	Model 3 'Advisory Board' & Governance	Model 4 Governance, Trustee Skills

• UC remains intact
  • Clarifies and
    • defines
  • Advisory role
	• Size reduction with focused advisory
	• Governance
		• Size reduction
		  • Advisory
		  • Shift to Principal-directed
			• Size reduction
			  • Focus on nominations
			• De-emphasized advisory

1. **Importance 2. Impact 3. Uniqueness 4. Efficiency 5. Fiscal Responsibility**

Five Principles in Summary

1. **<u>Importance</u>**: Governance level, strategic, enterprise risk/control, urgency, event magnitude, likelihood of occurrence

2. **<u>Impact</u>**: Effect change, leverage special competences, strategic alignment, focus, measurement

3. **<u>Unique mandate</u>**: Non-duplication, use of special competencies

4. **<u>Operational efficiency</u>**: Membership size, communications, meeting frequency, time commitment, engagement, preparation, use of administration

5. **<u>Fiscal responsibility</u>**: Direct meeting costs, administrative costs, institutional overheads, administrative time

Analysis & Review

Potential University Council Models

Model 1: More Engaged, Clarified Advisory

(UC Governance Task Force – McLatchie 2010)
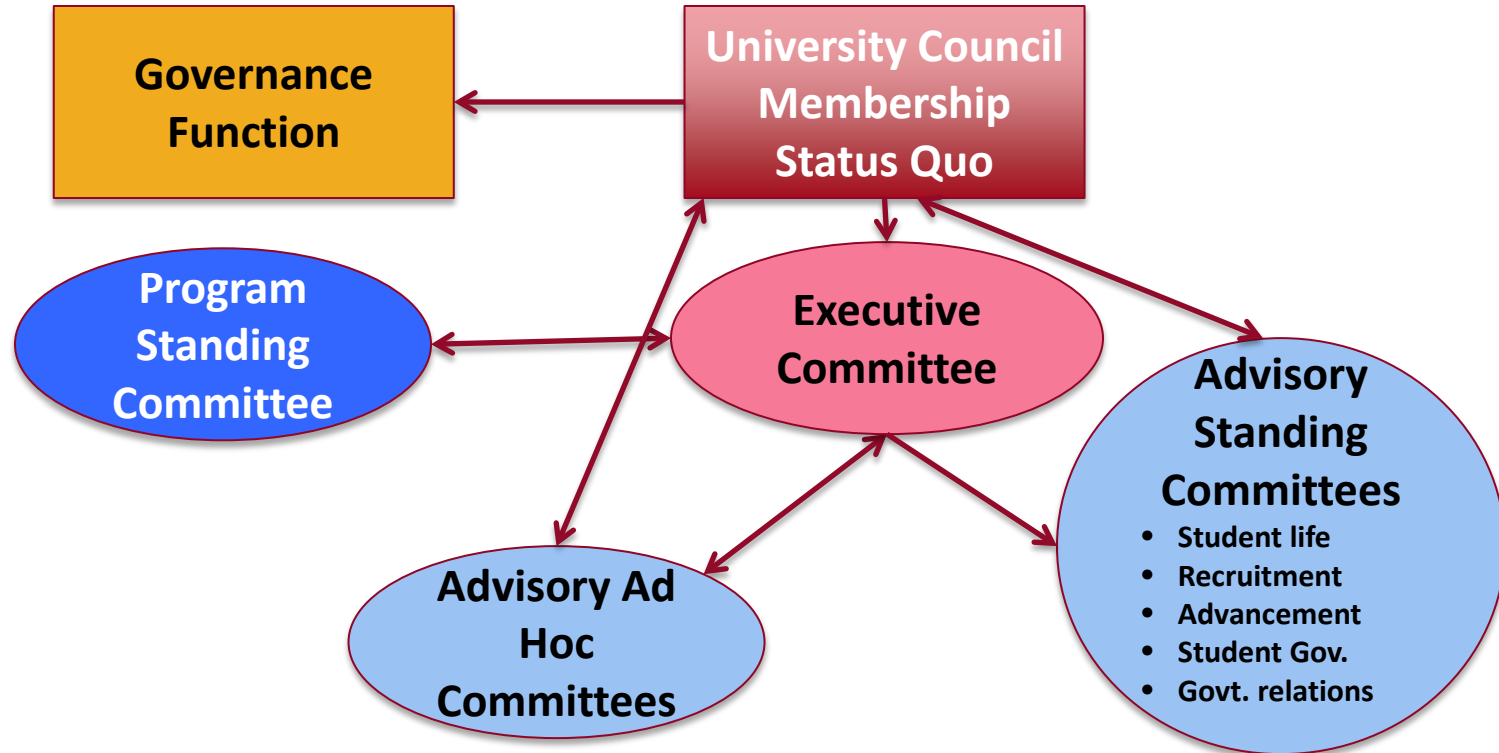
Model 1: More Engaged, Clarified Advisory

(UC Governance Task Force – McLatchie 2010)

- **Purpose**
  - Governance: nominates/selects Chancellor, UC, Trustees
  - Advisory on themes as determined by UC
  - Ad hoc advice to Executive Committee
  - Elected members to participate in local QUAA
- **Membership**
  - UC: Existing members from Senate, Trustees, Alumni
  - Executive Committee: 3 elected members
  - Consider having fewer Trustees and Senators (e.g., five each, Committee chairs), resulting in total membership of about 100
- **Operation**
  - Executive Committee: Meeting twice annually
  - UC: meets annually
  - Program Committee: meets as required
  - Advisory Committee(s): as required
  - Elected members: Attend QUAA meetings

Model 1: Pros (Group 2)

- Support the concept; screen for skills match by working on committees – getting to know people who then move to the board
- Nominations for either council or board would not come through the principal
- Advisory driven by council not the call of the Principal
- Broad cross section
- Huge pool of talented bodies:
  - For committees
  - For board skills matching
  - Broad cross section of the large Queen's exterior community

Model 1: Cons (Group 2)

- Too big to involve everyone
- Too many committees that conflict with QUAA committee activities

Model 1: Other Comments (Group 2)

- Change the name to "New and Improved"

- Reduce overall number?

- Do we need to have all of Senate on Council?

- Chairing of committees not clear

- Process of selecting Trustees for the board

- Need to reduce the numbers of Senators and Trustees who sit on council

Model 1: Pros (Group 7)

- The broader that we are, the more ways that we can be relevant to the University
- Forces us to look only at the long-term well-being (limits our scope)
- Enables alumni to persuade the University to consider important issues
- Connects to broader alumni group – brings a 'farther away' perspective to the university
- Representative nature

Model 1: Cons (Group 7)

- If the model stays status quo, we can't respond to short-term questions (limits the scope)
- Not governed by 'needs' (change language)
- Don't know enough about situation to give advice
- Size of council inhibits ability to give 'help'
- Challenges in execution of structure

Model 1: Other Comments (Group 7)

- Size of elected committee / size?

- Help instead of advice

- Do something that is meaningful / helpful: themes decided in conjunction with administration

- Provide advice on long-term issues

Model 2: Reduced Size, Focused (Ad Hoc Working Group, 2012)
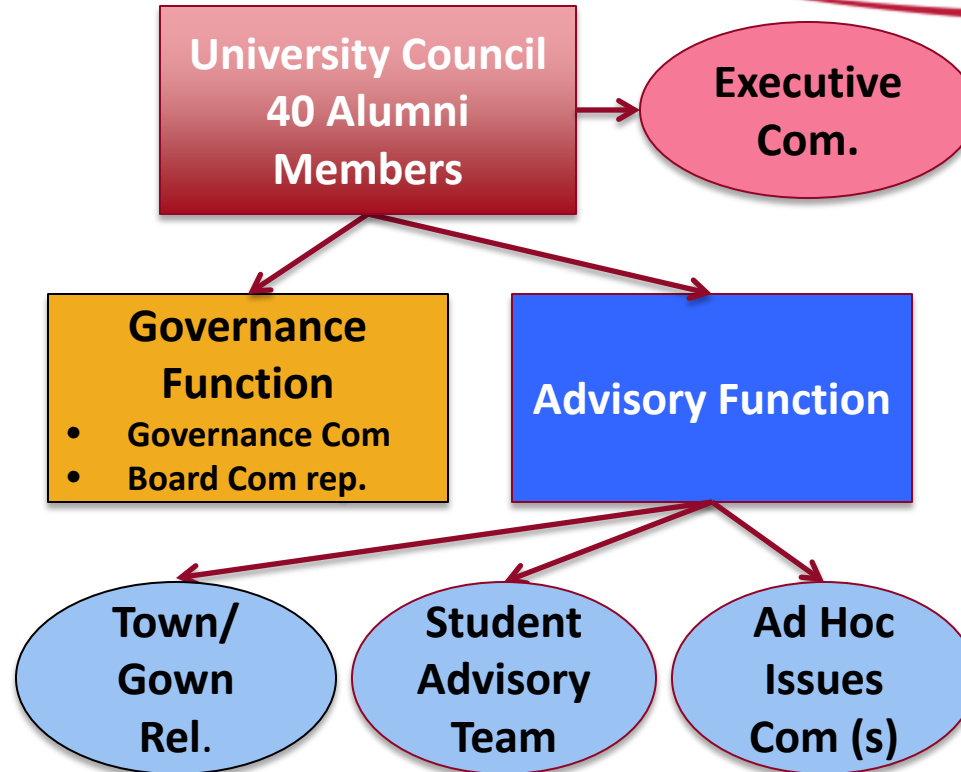
Model 2: Reduced Size, Focused (Ad Hoc Working Group – 2012)

- **Purpose**
  - Governance: nominates/selects Chancellor, UC, Trustees
  - Advisory: on themes as determined by UC (20%) or requested by Principal
  - Deeper engagement of councillors
- **Membership**
  - Alums (note: a proposal to limit membership to alumni 7 years post-graduation was not widely supported)
  - Qualifications: skills matrix
  - 40 elected members (this number was specifically chosen to fill committees/teams)
- **Operation**
  - UC annual meeting
  - Executive meeting quarterly
  - Committees meeting as needed

Model 2: Pros (Group 6)

- Committee structure easier to manage

- Majority favour a reduced size

- Increased technology enables committees to meet more

Model 2: Cons (Group 6)

- Our purpose(s) is not clearly defined
- Governance function: skills matrix needs to be defined
- 7 years people lose interest

Model 2: Other Comments (Group 6)

- Perhaps model one and two could converge

Model 2: Pros (Group 4)

- Elected positions – vetted against a skills matrix for both initial election to UC and for election to the Board

- More manageable size – maybe need to consider number

- Distinct group of elected alumni (not blurred by addition of senate and trustees)

- 60+/- allows for broad sample including young and older alum

- Structured advisory – more focused

Model 2: Cons (Group 4)

- Vetting process creates lack of transparency
- Inherently less democratic
- Restriction in age demographic
- 'at the call of the Principal'

Model 2: Other Comments (Group 4)

- Size – 40-60? Some people may not want to sit on committees or cannot attend some meetings/years – so somewhat bigger might provide sufficient people for committees

- How do we actually vet against a skill matrix?

- How does the skills matrix get developed – who has input?

Model 3: 'Advisory Board' with Governance
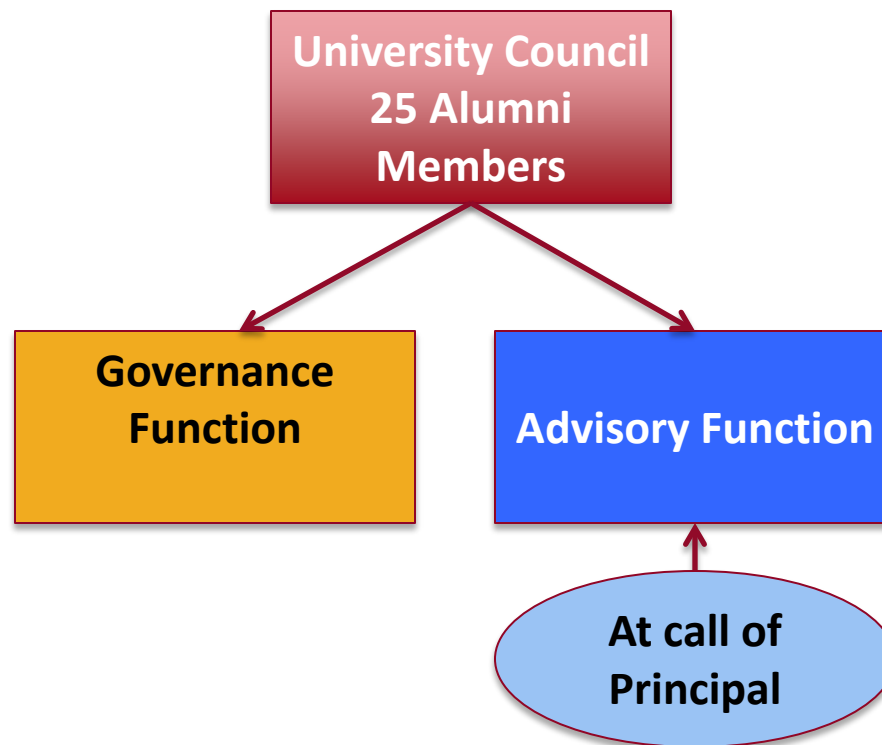
Model 3: 'Advisory Board' with Governance

- **Purpose**
  - Governance: nominates/selects Chancellor, Trustees (shared selection of its own membership)
  - Advisory on themes as determined by Principal, as well as independence to offer advice from UC to Administration
- **Membership**
  - Alumni based on experience and needed skills
  - Preference for election by alumni not Administration
  - Preference for 40 vs. 25 members
- **Operation**
  - Governance: Meet twice annually or as needed
  - Advisory: Call of Principal

Model 3: Pros (Group 3)

- More focused than current format
- Simpler in terms of operation and organization
- Cheaper
- If a targeted question is asked, it could be easier to get a targeted response

Model 3: Cons (Group 3)

- Limited # of Alumni
  - Lack of breadth
- Shouldn't be limited to being called to *respond* to only one person/position within the University (who is initiating the communication is key)
- Lack of representative function
- Membership based on skills addresses something that isn't necessarily an issue currently
- Selection by the Principal removes a "truth to power" role
- Terms of office lack specificity

Model 3: Other Comments (Group 3)

- We still don't know what we cost so it's hard to decide 'cost impacts'

- Across all models, we're still not clear what is the issue/question we're being asked to solve.

- We should develop a set of expectations for its councillors that can inform our decision making process.

- Could the roles be expanded; philanthropy for example

Model 3: Pros (Group 5)

- Efficient in terms of size
- Well aligned with University priorities and strategy (subjects selected by Principal)
- Membership is skills based and focused
- Potential to provide impact if well utilized
- Meets fiscal responsibility needs
- Common model at other institutions

Model 3: Cons (Group 5)

- Potentially less important (see next point)
- What if Principal does not call? Loss of impact if Advisory Board not utilized
- Administration could be less accountable
- Less diversity of membership – loss of development "bench strength"
- Smaller pool for Trustee selection
- Loss of "uniqueness"

Model 3: Other Comments (Group 5)

- How is membership selected? Should not be administration chosen.

- Chair or Executive structure?

Model 4: Governance, Trustee Skills

University Council
12 Alumni
Members

Governance
Function
Nomination Role

Model 4: Governance, Trustee Skills

- **Purpose**
  - Governance: nominates/selects Chancellor, UC, Trustees
  - Formal advisory role remains in Charter but is de-emphasized (no expectation)
- **Membership**
  - Alumni chosen by UC
  - Size to be determined to ensure diversity
- **Operation**
  - As needed for skills gap analysis
  - Twice annually for nominations

Model 4: Pros (Group 8)

- Nimble

- Focused

- Membership still elected by alumni

- Opportunity to ensure the six Board reps are qualified and fill alumni gaps at the Board level

Model 4: Cons (Group 8)

- Narrow/small membership which self-selects the Board reps limits types of people
- No advisory role

Model 4: Other Comments (Group 8)

- Opportunity to fill skills gaps on Board
- UC could select trustees outside of UC membership
- More activity in regional hubs
- If we are simply governance, those roles can be taken on by other groups

Model 4: Pros (Group 1)

- Potentially directed and effective
- Efficient – easy to make decisions
- Fiscally responsible
- Can hone in on talented, skilled individuals
  - A specialized 'headhunted' group of experts
- Can act as a board nominating committee effectively
- Minimizes role to greatest extent possible without changing the charter

Model 4: Cons (Group 1)

- Does not effectively represent breadth of alumni
- Does not have sufficient exposure to represent board of trustees
- Does not align with overarching purpose of UC
  – Too small to represent alumni and assist students
- Just governance, little capacity for advising
- Still lacks a specific and explicit advising function
- Does not help to staff committees

Model 4: Other Comments (Group 1)

- Purpose to Process
  - What should the University Council do?
  - Overarching purpose of UC
    - Ensure wellbeing and prosperity of Queen's
    - Emphasis on serving STUDENTS
    - Preservation of values (small, personal, honest) and uniqueness of Queen's

Straw Poll Results

Straw Poll #1

Based on the discussion thus far, which Council model do you think best satisfies the five principles?

1.   Model 1 – More Engaged, Clarified Advisory

2.   Model 2 – Reduced Size, Focused

3.   Model 3 – Advisory Board with Governance

4.   Model 4 – Governance, Trustee Skills

Straw Poll #2 - Final Results (Scored out of 5)

	Model 1	Model 2	Model 3	Model 4
Importance	3.20	3.64	2.56	1.95
Impact	2.95	3.55	2.45	1.94
Uniqueness	3.31	3.44	2.56	2.08
Efficiency	2.05	3.31	3.43	3.34
Fiscal Responsibility	2.22	3.19	3.41	3.67
Total – Even Weighting	**2.75**	**3.42**	**2.88**	**2.60**
Total – "75-25"*	**2.90**	**3.47**	**2.75**	**2.37**

* This scoring was based on a 75% weighting (25% each) for Importance, Impact and Uniqueness; and a 25% weighting (12.5% each) for Efficiency and Fiscal Responsibility

Other Discussion

Parking Lot

- Add to Impact principle
  - Ambassador role
  - Development potential
- Define the purpose of the UC, what is the problem to be solved
- Creating a structure that will last for the long term
- Is it necessary to keep all of Senate on the UC? Keep all Trustees?
- "Age discrimination" – Concern about limiting membership to post-7 years graduation (model 2). However there are other ways to become engaged.
- How long should the term be? Is 6 years too long?
- Cost – is it any cheaper to have fewer councillors? What are the travel costs to bring councillors to Kingston once a year? What is the total cost of the annual meeting?
- Selection of councillors: there was concern with models that have the Principal selecting councillors
- Next steps – need to involve the elected councillors (see following motion discussed at the end of the meeting)

Parking Lot – Sager & McFadden Motion

WHEREAS as University Council Reform is one of the most important issues that council will address and all councillors should have the opportunity to have visibility into the reform process,

AND WHEREAS a significant amount of work and investment has been completed since 2009, including the McLatchie Report, the report from the Ad Hoc Working Group on the Future of University Council, the Facilitators Report from the working session with Scott Carson and others

AND WHEREAS the university needs a clear governance structure to ensure it continued success

The following motion is proposed:

Motion (proposed by P. Sager; seconded by D. McFadden): Be it resolved that the Elected Members on the University Council Executive call an electronic vote for Council to approve a Roadmap for Reform and assign accountability for executing it to an Ad Hoc Committee on June 1st 2012. The Roadmap shall yield a plan to complete council reform by no later than May 10th, 2013.

Notes to the motion:

The following steps should be executed to prepare for a vote by June 1st 2012.

Parking Lot – Sager & McFadden Motion (Cont'd)

The Elected Members of the University Council on the Executive are accountable for preparing the road map and managing the process to assign accoutability

A draft Roadmap shall be circulated, by e-mail, to all Council members by Wednesday, May 9th 2012

An input period of 2 weeks between May 9th, 2012 and May 23rd, 2012 should be provided for councillors to provide input to Council Executive on the Roadmap

The final version of shall be circulated on May 29th, 2012

A vote to approve the roadmap shall be called on June 1st, 2012, using the standard electronic voting process and timelines for electronic voting at Queen's University

There should be a process to solicit interest in participating from Council in participating on the Ad Hoc Committee; the importance of maintaining continuity with the current Ad Hoc Working Group on the Future of University Council should be noted.

Proposed motions for the vote to approve the Roadmap and assign accountability for executing it:

Be it resolved that University Council approve the attached "Roadmap for Reform" to complete the Council Reform Process by DD/MM/YY.

That the University Council Strikes an ad hoc committee (to be known as the Council Reform Ad-Hoc Committee) composed of _____(individuals to be solicited between now and May 29th, 2012) and assign accountability to this Committee for executing the Roadmap for Reform.

Appendix A: Discussion Groups

University Council Discussion Groups

Group 1 – MODEL 4B	Group 2 – MODEL 1A	Group 3 – MODEL 3A	Group 4 – MODEL 2B
van Nostrand, Innes	Pritchard, Robert	McFadden, Douglas	Bruce, Jean
Wilson Trider, Mary	Lounsbury, Susan	Sears, Nancy	Mould, John
Picketts, Ian	Sager, Phil	Paul, Annette	Wu, Elaine
Janikowski, Adam	Owen, Robert	Kealy, Michael	Black, Heather
Williamson, Krystyna	Bavington, Gregory	Woodhall, Thomas	de Bellefeuille Percy, Keith
Bates, Sue	Henderson, Ellen	Crewe, Katherine	Lascelles, Eric
Pritchard, Kathleen	Burleton, Derek	Elson, James	Carlson, John
	McCance, Sandra	Pattenden, David	
		Mitchell, Bruce	

Group 5 – MODEL 3B	Group 6 – MODEL 2A	Group 7 – MODEL 1B	Group 8 – MODEL 4A
Tisch, Daniel	Erskine, J. Blair	Lambert, Janet	Morgan, Lara
Whyte, Alan	Fairley, Scott	MacLeod, James	McNair, Michael
Budd, Carol Ann	Frezell, John	O'Grady, Bridget	Renaud, Rob
Reed, Mary	Goodyer, Jennifer	McCotter , Damien	Forkes, Tyler
Wong, Marcus	Hermann, Lee-Anne	Redburn, Theresa	Lusney, Travis
Baillie, William	Hillock, Annie	Stetic, John	Thomas, Tobias
Bernier, Sarah	Humayun, Mustafa	Levine, Karen	Holt, Alison
Chak, Kingsley	Kennedy, Patrick	Lynch, Colin	Curtis, Jenefer

Appendix B: Straw Poll #2 Raw Data

Model 1 Analysis- Final Results (Scored out of 5)

	Total Votes	Average Score	# of Votes: 1	# of Votes: 2	# of Votes: 3	# of Votes: 4	# of Votes: 5
Importance	55	3.20	10	8	15	5	17
Impact	55	2.95	10	12	14	9	10
Uniqueness	54	3.31	6	11	10	14	13
Efficiency	55	2.05	25	12	11	4	3
Fiscal Responsibility	54	2.22	19	16	11	4	4

Model 2 Analysis- Final Results (Scored out of 5)

	Total Votes	Average Score	# of Votes: 1	# of Votes: 2	# of Votes: 3	# of Votes: 4	# of Votes: 5
Importance	55	3.64	5	4	13	17	16
Impact	55	3.55	4	7	12	19	13
Uniqueness	55	3.44	6	8	11	16	14
Efficiency	55	3.31	2	9	22	14	8
Fiscal Responsibility	54	3.19	5	5	23	17	4

Model 3 Analysis- Final Results (Scored out of 5)

	Total Votes	Average Score	# of Votes: 1	# of Votes: 2	# of Votes: 3	# of Votes: 4	# of Votes: 5
Importance	55	2.56	14	14	12	12	3
Impact	55	2.45	13	20	10	8	4
Uniqueness	54	2.56	15	14	11	8	6
Efficiency	53	3.43	5	4	16	19	9
Fiscal Responsibility	54	3.41	4	6	13	26	5

Model 4 Analysis- Final Results (Scored out of 5)

	Total Votes	Average Score	# of Votes: 1	# of Votes: 2	# of Votes: 3	# of Votes: 4	# of Votes: 5
Importance	55	1.95	33	7	5	5	5
Impact	54	1.94	28	13	5	4	4
Uniqueness	52	2.08	27	7	10	3	5
Efficiency	53	3.34	12	6	4	14	17
Fiscal Responsibility	52	3.67	7	1	14	10	20

The Queen's University Council, in its 137th year, presented a Distinguished Service Award on May 5, 2012 to:

Georgina Moore

As Queen's guardian of good governance, your professional and dedicated service has ensured the smooth functioning of Queen's governing bodies, including the Senate, Board of Trustees and University Council, for two decades. Your encyclopedic knowledge of Queen's history and governance practices is well known and respected both inside and outside the University.

You have been the driving force behind searches for Principals and Chancellors, who are beneficiaries of your wisdom and deep caring as a trusted advisor. Senators, trustees, alumni, students, staff and faculty have all benefited from your wise counsel.

You have an uncanny ability to facilitate quality decision-making by steering people toward the correct course of action. Your honesty and willingness to "tell it like it is" is both reassuring and invaluable. As an articulate and unflappable catalyst of University governance reform, you assisted those leading the way by laying out a clear road map.

Your genuine warmth and wry English sense of humour will be sorely missed when you retire later this month.

You epitomize what this award is all about. For your contributions to University governance and in recognition of your exemplary service, Queen's is honoured to present to you this award for distinguished service.

The Queen's University Council, in its 137th year, presented a Distinguished Service Award on May 5, 2012 to:

John Pierce

Your remarkable record of service shows that it is possible to be a talented educator, researcher and mentor in both the academic and administrative sectors of the University. As a long-serving Associate Dean of Studies in the Faculty of Arts and Science, your contributions far exceeded the job description. The Faculty and the University continue to benefit from the policies, practices and relationships that you established, including, in particular, those around academic integrity.

You have been a source of wisdom and knowledge regarding the myriad rules and regulations relevant to the lives of students. Thanks to your compassion, empathy and patience, you have helped many of them to overcome troubled academic pasts and succeed in their programs of study.

Most recently, you capably took on the responsibility of interim Associate Vice-Principal and Dean of Student Affairs. You facilitated the development of a comprehensive approach to student health and wellness, showing compassionate leadership during an extremely difficult year, handling these issues with equal measures of grace and competence.

For your dedication and promotion of Queen's core mission, the education and well-being of students, we present you with this award for distinguished service.

The Queen's University Council, in its 137th year, presented a Distinguished Service Award on May 5, 2012 to:

William Young

After 16 years of service to the Board of Trustees, the last six as Chair, your resilience and dedication is remarkable. A diplomatic, strong and thoughtful leader, you have capably led the Board of Trustees through an exceptionally complex time in Queen's history, fraught with financial challenges. Under your watch, the Board made a landmark decision to restructure from 44 to 25 members. Through this process, your ability to drive change, particularly in a large institution such as Queen's, is exemplary. Your ability to build consensus while respecting the importance of all opinions and perspectives is appreciated by all of us who work toward promoting the University's mission.

You have always been a huge supporter of Queen's students; accessible and personable; a leader by example.

The commitment of time and energy that you have given to your alma mater is a model for all. Although based in Massachusetts, the distance never impeded your ability and enthusiasm to serve. You always give the impression that anything to do with Queen's comes first.

In recognition of your outstanding and enduring contributions to Queen's, we proudly present to you this award for distinguished service.

Minutes

SPECIAL MEETING OF THE UNIVERSITY COUNCIL
Wednesday, April 24, 2013, 1-2 p.m., The Peter Lougheed Room, 340 Richardson Hall and via teleconference

Present:	A. Bains, S. Bates, G. Bavington, E. Berkok, B. Brouwer, R. Burge, L. Colgan, S. Elliott, G. Farah, W. Flanagan, N. Francis, R. Jolly, I. LaFleche, S. McCance, N. McCormack, D. McKeown, R. Pritchard, L. Purda, V. Remenda, L. Robinson, D. Saunders, M. Scribner, N. Sears, P. Taylor, C. Ward, M. Whitehead, A. Whyte, C. Russell (Secretary)
Via teleconference:	H. Black, K. Brooks, K. Chak, J. Chew, K. Crewe, J. Carlson, J. Curtis, K. deBellefeuille Percy, S. J. Dumbrille, B. Erskine, E. Esposto, S. Fairley, J. Frezell, T. Forkes, E. Henderson, L. Hermann, A. Holt, A. Hillock, A. Janikowski, E. Lascelles, M. Melnyk, B. Mitchell, R. Owen, R. Reznick, J. Mould, T. Thomas, D. Tisch, M. Wilson Trider, T. Woodhall, D. Woolf, D. Dodge (Chair)
Also present:	L. Knox (via teleconference)

I   Opening Session

1. Adoption of Agenda

The agenda was adopted as circulated.

Carried

The Chancellor explained that the purpose of the meeting was to vote on a procedural motion to allow electronic voting on the new University Council by-laws, to implement the mandate for reform that Council had endorsed earlier in April. Although the vote could have taken place with a quorum of 15 voters under the current by-law, the goal was to reach as many councillors as possible by allowing them to vote via teleconference.

He thanked the councillors who participated in the vote for the new mandate. The result was 89 per cent in favour of the mandate with 103 councillors participating.

II   New Business

1. Resolution to authorize an electronic vote on the University Council By-laws

Moved by A. Holt, seconded by A. Whyte:

That notwithstanding the provisions of By-law A, Section A20 of the Council By-laws, proposed By-laws A through I, as distributed to the members of the Council on April 8, 2013, may be adopted by electronic vote of the membership (as opposed to a vote of members present at a meeting) to take place between April 25, 2013 and May 6, 2013 inclusive and the existing By-laws A through G may be repealed using the same process.

Carried

Queen's University at Kingston

The Chancellor noted that councillors were sent an email link to the proposed by-laws and the proposed mandate on March 8, 2013. The by-laws that were distributed to councillors on April 9 included minor changes suggested by some councillors during the consultation period, and were primarily for clarification.

The following points were noted:
- Concern was expressed about councillor turnover and the re-election process and that the breadth of Queen's alumni skills and expertise should not be overlooked.
- Council in its new format will regularly review the by-laws for relevancy
- A mandatory review of the mandate by the University Council Executive will take place in 2017.

The proposed by-laws implement the mandate endorsed by University Council: http://www.queensu.ca/secretariat/council/bylaws2013.html

The Chancellor noted that the results of the by-law vote from April 25 to May 6 would be communicated to councillors via email after the close of the vote.

Secretary's note:
The results of the by-law vote from April 25 to May 6 were as follows:

Are you in favour of adopting proposed University Council By-laws A through I, as distributed to members of the Council on April 8, 2013 and repealing existing By-laws A through G?

Carried

89 (94%) in favour, 6 opposed

I I I   O t h e r   B u s i n e s s
None

I V   A d j o u r n m e n t
The meeting adjourned at 1:23 p.m.

Queen's University at Kingston

QUEEN'S UNIVERSITY COUNCIL
Elected Trustees update to University Council
October 18, 2013

Introduction
We have been extremely privileged to serve both Council and the University by serving on the Board of Trustees. This has been a busy and productive year on the Board. While completing a significant reform process, the Board has and continues to make other improvements to its operating effectiveness. Throughout the year, the Board has taken several actions of relevance to Council.

Reform Process
The Board has completed a significant reform of its structure and size:

	Previously	Current
Size	• 44	• 25
Constituencies	• 3 ex-officio (Chancellor, Principal, Rector) • 15 elected by the Board of Trustees • 7 elected by the Benefactors • 6 elected by the Graduates • 6 elected by University Council • 2 elected by the Staff • 2 elected by the Students • 2 elected by the Faculty • 1 elected by the Theological College	• 3 ex-officio (Chancellor, Principal, Rector) • 10 elected by the Board of Trustees • 6 elected by University Council • 2 elected by the staff • 2 elected by the students • 2 elected by the faculty
Committees	• Finance • Audit • Environmental Health and Safety • Advancement • Governance and Nominating • Campus Planning and Development (*Board committee to which Senate members were appointed*) • Human Resources • Investment • Pension • University Planning Committee (*joint with Senate*)	• Capital Assets and Finance • Audit and Risk • External Relations and Development • Human Resources • Governance and Nominating • Pension • Investment • University Planning Committee (*reformed – joint with Senate*)

New Meeting Structure

Barbara Palk's term as the new Chair of the Board of Trustees began June 1, 2012 and the implementation of a new meeting structure began with the first quarterly meeting in September. The new structure provides additional time for the Board and administration to discuss issues of significance and of long-term strategic importance. A portion of this additional time is held in camera without university administration present to allow frank discussion of issues. Feedback is solicited from every board member on what went well and what could be improved. In camera sessions are not minuted, so no actions or approvals are taken.

Times approx..	Previous Model (to May 2012)	Current Model	Explanations
Friday evening 5:30 – 6:30 PM	*Board dinner*	• Selected topics for continuing orientation will be added throughout the year	• Opportunity to interact with Board members and informally discuss matters relevant to the university
6:30 – 7:30 PM	*Closed session* • Without observers • With Secretary and Associate Secretary present • Guests as required	• Addition of Provost and Vice-Principals	• For consideration of confidential business, including but not limited to personnel, finance and property matters
7:30 – 9:30 PM	*Open session* • Updates from administration • Updates from key constituents (AMS President, SGPS President, Rector) • Committee reports including action items from Board committee meetings, which have taken place that day or earlier	• No change	• The public may attend open sessions, subject to space limitations. Sessions are generally attended by University community members
9:30 PM	*Reception*	• No change	• Opportunity to interact with community members and to continue informal discussion
Saturday morning 8:30 – 9:30 AM	• Themed sessions on topics of relevance to the University (previous topics have included the academic plan, internationalization etc…)	• Meeting reconvenes; items include discussion of matters of financial and strategic importance	• Normally for topics requiring significant board discussion
10:30 – 12:00 PM		*Closed session* • Discussion continues without observers	• For consideration of confidential business and matters arising from content discussed
		In-Camera Session • Board members with the Principal and University Secretary present followed by Board members without the Principal	• Candid discussion among Board members as well as an opportunity to develop feedback

Highlights of Notable Board Actions and Activities

Meeting	Details
September	*Approved the Principal's goals for 2012-2013* • Expand relationship-building with internal constituencies. • Achieve workable solutions for non-academic discipline and alcohol policy • Implement the new budget model • Successfully launch the public campaign • Continue governance reform • Complete planning for the safe return of fall reunions • Advance international profile building *Public launch of the Initiative Campaign* • $500M in donations + $100M in estate donations by 2016 *Joint Board-Senate retreat (first time in 10 years)* • Overall focus: how can the University deliver its academic mission given financial realities • How can Board and Senate more collaboratively work together
December	*Residence construction* • Approved construction of two new residences (~550 beds) for $70M *Review of the Principal* • The Board appointed several trustees, including councillors Bruce Mitchell and Dan Tisch to the joint Board and Senate committee to review the Principalship, chaired by Chancellor David Dodge *Strategic Framework* • Reviewed and provided advice to administration on the development of a strategic framework for Queen's
March	*Residence Construction* • Approved a project to renovate the west campus kitchen areas for $2.2M and another $1.5M project to renovate the former Sidewalk Café in the JDUC – both projects funded by Housing and Hospitality Services *Provost's Update* • Received an update on the ongoing review of the Agnes Etherington Art Centre and the School of Policy Studies *International Implementation Plan* • Board reviewed and commented on a draft of the international implementation plan to improve Queen's profile and position abroad *Campaign for Queen's* • Received an update that the University surpassed its $60M fundraising goal for the year three months early. 12,000 have contributed $61.1M of which 60 benefactors have contributed $52M *Ratified the renewal of two research centres* • Queen's-RMC Fuel Cell Research Centre and the Centre for Health Services for Policy Research
May	*Approved the following financial items* • 2013-14 university budget ($457M) • 2013-14 tuition fees, residence fees and student activity fees • SNOLAB Institute five-year renewal *Pension Fund Investment Policy* • Approved an amendment to the investment policy to permit the pension fund to invest 5% of assets in real estate and 5% in infrastructure funds

	Reputational surveys • Received and discussed a report on Queen's rankings in three of the most prominent international university ranking indexes: Academic Ranking of World Universities, QS World University Rankings and the Times Higher Education World University Rankings *Received the following updates on:* • Appointment of the new dean of Arts and Science and the reappointment of the deans of the Faculty of Law and School of Business • Reintroduction of the Queen's National Scholar program • Initiative campaign raised $67.3M and exceeded its 2012-13 fundraising target	

Current roles played by elected university councilors on the Board during 2013-2014

	Committees	Task Forces and Appointments
Innes Van Nostrand	• Governance and Nominating (Chair) • Audit and Risk	• Strategic implementation working group
Dan Tisch	• External Relations (Chair) • Governance and Nominating	• PARTEQ Board of Directors • Strategic implementation working group • Committee to review the Principalship
Toby Thomas	• Governance and Nominating • Queen's University Planning	• Campus Planning and Development Committee Task Force
David Pattenden	• Audit and Risk • Governance and Nominating	• Board / Senate Retreat Planning Group
Mary Wilson Trider	• Audit and Risk	
Colin Lynch	• Capital Assets and Finance (Vice-Chair) • Investment	• University Council Executive Committee • Strategic implementation working group
Alison Holt* *appointed as an external, non-Trustee member of the Committee	• External Relations and Development	

In closing, we'd like to acknowledge the retirement of Bruce Mitchell from the Board as well as his significant contribution to the University. Over his nine years as Trustee elected by University Council, Bruce has served in a number of roles including Vice Chair of the Board, Vice Chair of the Board of Trustees' Finance Committee and as a member of its Campus Planning and Development and Human Resources Committees. Bruce has also played a meaningful role as a member of the Search Committee for the Chancellor. Bruce has provided wise counsel to many at the University and his presence on the Board is missed.

Respectfully submitted,

Innes Van Nostrand Dan Tisch, Toby Thomas, David Pattenden, Mary Wilson Trider and Colin Lynch

The University Council Bursary

Fund: 72224

For fiscal period: May 1, 2012 to April 30, 2013

Gifts contributed to this permanent fund are consolidated with the capital gifts of other donors and invested as part of Queen's University's Pooled Endowment Fund (PEF). The investment objectives and guidelines, the choice of fund managers, and the payout and expense policies applicable to the PEF are determined by the Board of Trustees' Investment Committee. All numbers are rounded to the nearest dollar.

Terms of Reference for the Fund:

Established by members of University Council and awarded on the basis of financial need to students in any faculty or school at Queen's University.

I.   Status of the Fund's Capital:

Book Value: Total of gifts to capital account, with reinvested payout and other adjustments

Opening Balance – May 1, 2012		$135,647
New Capital Account Activity – May 1 to April 30:		
Contribution(s)	4,919	
Other	0	
Recapitalization of Income – as per recapitalization on next page	0	
Total:		4,919
Balance in Capital Account – April 30, 2013		$140,565

Market Value: Value of capital account reflecting investment appreciation or depreciation since inception.

Units Held	**Units**	**Value per Unit**	**Market Value**
As of April 30, 2013	66,534	2.6588	$176,901

The University Council Bursary

Fund: 72224

For fiscal period: May 1, 2012 to April 30, 2013

II.   Status of the Fund's Income:

> **Income Account Activity:** Investment income paid to the account and disbursed for purposes as specified in the fund's terms of reference

Opening Balance – May 1, 2012		$ 34
Contribution(s)	0	
Income credited based on 2012-13 payout rate (0.0999 per unit)	6,440	
Income credited calculated on new capital account activity	155	
Other	0	
Total:		6,595

Total available for disbursement through April 30, 2013	$6,629

Award Recipient(s):

Name withheld from web publication to respect recipient's privacy.

Total distributed in period	(6,550)
Transfer to capital account for capitalization – see previous page	0
Balance in Income Account – April 30, 2013	$ 79

> **Projected Payout to Income Account (2013-14):** Based on the Board approved "payout rate" of $0.0924 per unit

Units Held as of April 30, 2013	66,534	Units
Payout Rate	0.0924	per unit
Next year's projected income		$6,148
Balance from April 30, 2013		$ 79
Projected Balance in Income Account (May 2013–April 2014)		$6,227

138th Meeting of the University Council
QUEEN'S UNIVERSITY ALUMNI ASSOCIATION

QUAA Mission Statement

"To reach out and foster a lifelong association with Queen's, to engage our members in the life and work of the University, and to serve the alumni community in all its diversity".

**To deliver on this mission, the QUAA volunteer Board of Directors has 4 Top Priorities:**

1. **Engaging Current Alumni**
   - Contributes alumni perspective through a national volunteer Board
     - Enhances profile of Queen's accomplished alumni through awards program and annual QUAA Gala Awards evening (April 5, 2014). Please visit: http://www.queensu.ca/alumni/quaa/awards.html for information on how to submit nominations.

2. **Engaging Future Alumni**
   - Queen's will be launching a new career and mentoring services module for alumni and students, *Queen's Connects*, in fall 2013. This will replace NetworQ. Logging into Queen's Connects through Career Services *MyCareer* program will require the use of your Queen's University NetID.
   - Access Queen's *MyCareer* and *Queen's Connects:* http://www.queensu.ca/alumni/networking/career.html
   - Contact alumni@queensu.ca with questions!
   - For anyone interested in connecting to current students through the QSAA Alumni Speaker Event program, please contact Ben Seewald (ben.seewald@queensu.ca) with your interest and availability.

3. **Connect with Alumni Where They Are**

   QUAA Board

   Branches of the QUAA

   Canada   US   International
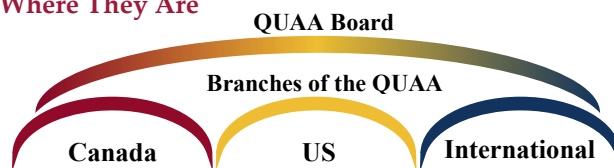
   Alumni living throughout the world are encouraged to come together along geographic lines…" (QUAA constitution)
   - Connects alumni to one another through our global network of (48) Branches of the Alumni Association
   - New: QTV webcasting of Gaels' Football, Basketball and Volleyball home games (bit.ly/gaelslivestream)

4. **Promote the Culture of Alumni Philanthropy and Volunteerism**
   - 100% participation by QUAA Board in Annual Giving within 12 hours
   - Encourages alumni to enhance their volunteer careers through training/orientation programs like Alumni Volunteer Summit, April 4-5, 2014

Watch for:

September 25, 2013	Vancouver Branch Kathleen Beaumont Hill Award Reception honouring: Carman J. Overholt, Law'84
November 14, 2013	Calgary Branch Johnson Award Reception honouring: Mike Rose, Artsci'79 and Sue Riddell Rose, Sc'86
November 16, 2013	Toronto Branch John Orr Dinner and Dance honouring: John A. Rae, Artsci'67
April 4-5, 2014	Alumni Volunteer Summit
April 5, 2014	QUAA Awards Gala honouring:

Alumni Achievement Award	Alumni Humanitarian Award	Alumni Award for Excellence in Teaching	One to Watch Award
Alfred, Sc'45, Arts'45, MSc'47, LLD'86 And Isabel Bader, LLD'07	Shelagh Rogers, Artsci'77	Daniel Lefebvre Department of Biology	Jeffrey Gallant, Com'11
Outstanding Student Award	Branch Marsha Lampman Award	Branch Rising Star Award	Branch Event of the Year Award
Rico Garcia, Artsci'14	Mitch, Arts'53 and Wilda Andriesky, Arts'59 Sarah Chan, Artsci'08	Monica Dingle, Com'02	Calgary Branch – Student Outreach Program

Queen's Student Alumni Association
Volunteer of Distinction Award
Sierra Megas, Artsci'13

Jess, Joss, Artsci'96
President QUAA, Chair Board of Directors
Jess@insitefulweb.com

Welcome George Jackson, Artsci'85
Incoming QUAA President, commences his term on April 5, 2014 at Alumni Volunteer Summit
- Experienced member of the QUAA Board of Directors and member of the Grant Hall Society
- Former football Gael, resident of MacNeil House and life-long sailor

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http://www.queensu.ca/alumni/quaa.html
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Strategic Enrolment Management Group

White Paper – Long-term Enrolment Planning

Background

The university's Strategic Enrolment Management Group (SEMG) released its initial report in early 2013. The report, much of which focused on a number of internal and external factors that influence strategic enrolment planning (such as demand for programs, institutional capacity, government funding and policy and the capacity of student support services), also included enrolment targets for Faculties and Schools for 2013-2014 and 2014-2015 and preliminary enrolment projections for 2015-2016. It was reviewed by the Senate Committee on Academic Development (SCAD) at its March 13, 2013, posted for community feedback, and then reviewed again by SCAD at its April 9, 2013, meeting. The Faculty and School enrolment targets for 2013-2014 and 2014-2015 were approved at the April 30 meeting of Senate.

This year the SEMG's major task is to develop a longer-term enrolment plan for the university, one that looks forward up to 10 years. In his discussion paper The Third Juncture, Principal Daniel Woolf proposes long-range goals for the university, some of which – expanded credentials, internationalization and financial sustainability – suggest starting points for discussions relating to a long-range enrolment strategy. Other planning documents, including the university's Academic Plan, Strategic Research Plan and Queen's Proposed Mandate Statement will also inform enrolment planning and strategy.

In advance of beginning work on the longer-term enrolment plan, the SEMG has prepared this white paper to generate discussion across campus and encourage input into the long-term enrolment planning process. The SEMG will be looking to Faculties and Schools to articulate their long-term visions and also wishes to engage the broader Queen's community and seek advice on a number of elements that will affect our future direction.

The release of this white paper begins this process of community engagement. SCAD is holding two on-campus town hall meetings on September 24 and 25 (in Richardson Hall, Room 340, 6:00 – 8:00 p.m.), the focus of which will be strategic enrolment management. In addition, a joint Board of Trustees-Senate retreat session on enrolment management will take place on October 5, and the University Council will discuss enrolment planning on October 18. This paper outlines additional context, discussion themes and potential questions to help guide these forums.

Strategic Enrolment Management

Strategic Enrolment Management (SEM) is the process by which a university coordinates campus-wide efforts in areas including marketing, student recruitment, admission and retention, tuition setting, student support, student services and program planning in support of the academic mission of the university. The SEM process is about determining the appropriate size and program mix for the university and involves careful attention to optimum enrolment through all stages of the student life cycle. The SEM process focuses not only on recruitment, but also on student progression, program completion, the student experience and academic quality. It is important to have in place, and to monitor, the structures to achieve these goals.[1]

A long-term enrolment plan must align integrated recruitment and progression strategies with the university's strategic and academic planning processes. It must also consider the broader external environment, enabling the university to make informed enrolment decisions in the short and long term.

Furthermore, high-quality academic programs require proper funding. Setting and meeting enrolment targets assists a university in meeting its revenue objectives. In a period of constrained funding from the provincial government, the need for a strategic approach to enrolment management is reinforced.

Broader Environment

Government Funding and Policy

The provincial government's per student grant and the tuition students pay together account for a very large proportion of Ontario universities' operating revenue. The government is holding its total spending constant and has implemented several new reductions to base post-secondary institutional grants. This, combined with a four-year tuition framework, starting in 2013-14, that caps increases to an average of 3%, constrains universities in their ability to cover increases in already existing costs (chiefly salaries and benefits) from these revenue sources. The risks associated with not receiving full enrolment funding will increase year over year, as costs for salary increases, deferred maintenance, student financial aid and critical student support services continue to rise.

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[1] These definitions of enrolment management and enrolment management processes are based on the work of Michael Dolence, Bob Bontranger and Thomas Williams.

In addition, over the last 12 years, Queen's share of provincial operating grants has declined from 7% to slightly more than 5%, as the university's enrolment growth, although positive, did not keep pace with the system growth.

This means enrolment-based funding has increased at a higher rate at other universities than at Queen's and has provided other universities with more flexibility to respond to their rising costs and their priorities.

Queen's financial situation remains serious. The university's new activity-based budget model increases transparency and the link between enrolment and budget is clear and direct. Faculty budget submissions propose enrolment targets, and these drive faculty revenue. Some programs have government-imposed enrolment caps (for example, Nursing and Education) which further constrains these faculties. Faculty staffing plans are in turn aligned with total revenue projections, so increased and diversified revenues to faculties from increased and diversified enrolment, for example, would help support adequate staffing and allow Queen's to continue to fulfill its academic mission.

Queen's, like other Ontario universities, is seeking to diversify its revenue sources and reduce its reliance on government grants and government-controlled tuition. While Queen's will need to be prepared to respond to changes in government policy to maximize this important/traditional revenue stream, increased revenue diversification will give Queen's the flexibility it will need to innovate, invest in its students and programs and ensure that it stays true to its commitment to be "the research-intensive university with a transformative student experience" (Academic Plan) and "the quintessential balanced academy" (Proposed Mandate Statement).

A long-term diversified enrolment strategy, that includes growth beyond the traditional residential direct-entry student population, will help Queen's achieve these goals. Universities do not exist to generate revenue, but generating more revenue in new ways, through new and different activities, including diversified enrolment, will allow Queen's to continue fulfilling its core mandate and investing in its students, faculty and staff.

Student demand for post-secondary education

The demand for undergraduate post-secondary education in Ontario has risen considerably. The province's universities and colleges have experienced a 36% enrolment increase since 2002–2003: The number of applications by Ontario secondary students applying to first-year university programs has increased by 4.1% over 2012-13. Since 2000, secondary school applications to Ontario universities have increased by 56.3% and this trend is expected to continue.

The number of Ontario adults with some post-secondary education had risen to 63% in 2009 (the highest rate in the OECD-member countries) and the provincial government has set a target to

raise the post-secondary attainment rate to 70% by 2020. According to the Drummond Report, over two-thirds of all new jobs in the province are expected to require post-secondary education and it is this demand for a highly skilled and educated workforce that is, in part, driving university enrolment.

This increased demand for post-secondary education is somewhat countered by demographic shifts in the post-secondary-aged population. The Association of Universities and Colleges of Canada projects that the population in the 18-24 age group will decline by 10% between 2011 and 2020 and then grow back to slightly higher than its 2010 level by 2030.

It is therefore expected that the post-secondary education sector in Ontario will not see much enrolment growth, especially among the traditional direct-entry age group, unless the average student spends more time in post-secondary education than he/she has in the past.

Applications to Queen's – 2013-14

Undergraduate: Applications to Queen's for 2013-14 were up by 2% over 2012-13 and first-choice applicants rose by 5%. This chart shows the increase in applications to direct-entry first-year programs for 2013 as a percentage increase over 2012.

	Total Applications	1st Choice Applications
Arts and Science	+2%	+4%
Bader ISC	+1%	-17%
Engineering	+4%	+9%
Commerce	+2%	+8%
Nursing	+9%	+10%
All direct-entry programs	+2%	+5%

Although first-choice direct-entry applications increased at the Faculty level, there is a notable exception at the program level. First choice applications to Arts, one of the mainstays of Queen's enrolment, declined by 5%. This is consistent with a provincial trend (OUAC), which last year saw a sector-wide 2% drop in Arts applications.

The minimum individual entry average in the Faculty of Arts and Science is Queen's lowest at 80%. This fact, combined with a declining applicant pool, requires Queen's to pay particular attention to recruitment and admissions processes for Arts applicants.

While the first-year undergraduate class entry averages at Queen's are among the highest in the province (ranging from 84 in Computing/Education to 91 in Commerce, Kinesiology and Arts/Education), it is important to distinguish these from the minimum cut-off grades (the lowest

of which is 80% in Arts). In addition, faculties read the Personal Statements that are part of all Queen's applications. These statements reflect the fact that Queen's looks for well-rounded individuals and although grades are the most significant consideration, they are not always the only consideration.

The overall acceptance rate for direct-entry undergraduate programs was 29%, down 1% from 2012. Queen's achieves its highest yield rate (the ratio of acceptances to offers) on first-choice applications so it is important to maintain a strong first-choice applicant pool and to focus on yield strategies. For example, for 2013-14, Queen's extended early offers of admission to the top 10% of applicants and this positively impacted the conversion rate of these high-achieving students.

Yield rates by program are not consistent: Queen's achieves higher yield rates in Commerce, Engineering, Concurrent Education and Nursing. The university's ability to grow enrolment in some of these high demand programs, such as Nursing and Education, is limited due to government enrolment regulation.

Applications to the one-year Bachelor of Education program have decreased, which is part of a province-wide trend. The strong applicant pool for the Concurrent Education program at Queen's ensures we will meet education enrolment targets, despite a decline in applications to the one-year program.

Applications to our second-entry degree programs remain strong: applications to the Faculty of Law have increased by 4% and applications to the School of Medicine have increased by 14%.

A long term enrolment strategy should consider opportunities for expansion in high-demand programs where capacity exists and where possible with relatively modest investment; the strategy should also be responsive to opportunities for increased funded enrolment that may arise in the future and it should look to opportunities to diversify revenue sources through enrolment beyond the traditional residential direct-entry student population.

Graduate: Queen's has expanded its graduate student enrolment by 43% in recent years and is one of the few institutions in Ontario that have achieved domestic growth targets for Master's and PhD enrolments in the 2005-2012 Reaching Higher program. During this same period, international graduate student enrolment more than doubled and currently accounts for 19 per cent of all full-time graduate enrolment at Queen's.

Graduate application numbers have increased modestly year-over-year and the number of submissions to date compares well to previous years. The final numbers for 2013-14 will not be known until the new academic year, since many programs do not have a fixed application deadline and will consider applications up until the start of term.

Over the next five years, an additional 44% growth is projected in non-research-based graduate enrolments and 2% growth in research programs, primarily at the doctoral level. The Ministry of Training, Colleges and Universities (MTCU)'s allocation of graduate spaces for 2013-2014 provides Queen's with 20 additional master's and seven additional doctoral spaces.

Demand for Queen's graduate programs is high, particularly for professional programs. Incremental growth could be realized through the development of expanded graduate credentials including certificates, diplomas and professional programs delivered on campus and through distance learning.

Retention and Graduation Rates

Undergraduate: The university's undergraduate retention and graduation rates are among the highest in the country. While our first-to-second year retention rate has increased, Queen's has experienced a slight decline in its 7-year graduation rate, defined as the proportion of an entering cohort that graduates within seven years, which means the numbers below refer to the 2003, 2004, and 2005 entering cohorts.

Undergraduate retention and graduation rates:

	2010	2011	2012
Year 1 to 2 retention rate	93.6%	94.01%	94.5%
7-year graduation rate	90.6%	87%	85.1%

Queen's is committed to supporting student success from entry to graduation. Transition support programs, in addition to strong academic offerings, student services and a robust broader learning environment, all contribute to student progression. While some first-to-second year attrition is expected, it is important to pay attention to retention across all years of study as well as specific student populations, including under-represented groups, such as international students and Aboriginal students.

There is also a financial impact of attrition, which directly affects faculty resources. For example, a 1% loss in retention in the Faculty of Arts and Science is 39 full-time students. This represents $450K (based on the average Arts and Science tuition and provincial grant revenue) per year. If the students leave after first year, the Faculty will lose $450K per year for the remaining three years of the students' program for a total impact of $1.35M.

One mitigation strategy for upper-year attrition is transfer students. Traditionally, Queen's welcomes small numbers of upper year transfer students, but the Faculty of Arts and Science is planning to increase the size of this group and work to overcome challenges recruiting this population of students.

Graduate: Queen's Master's and PhD attrition and completion rates are regularly compared to those with the U15 group of Canadian universities.

These comparisons show that Queen's 5-year completion rate for Master's of 83% exceeds the U15 average of 74% by nine percentage points, and that the 9-year doctoral completion is rate is 81%, compared to the U15 average of 68%, all of which demonstrates that Queen's is among the top U15 schools in terms of retention and completion.

The Role of Student Assistance

Scholarships, bursaries and awards can be a significant factor in students' decisions to accept an offer from a university or college and their ability to continue their studies. The provincial environment relating to merit-based scholarships, in particular, is increasingly competitive. It is important for Queen's to continually monitor both merit and needs-based student assistance for the purposes of supporting recruitment, retention and completion rates. Student assistance is a priority for the ongoing Initiative Campaign. Ontario government policy mandates that a portion of new tuition revenue is set aside for bursary assistance, so the amount of available bursary funds increases as the student population grows.

Increasing the diversity of Queen's student population

Queen's recruits nationally and internationally in line with the university's Academic Plan, which identifies the goal of increasing student diversity, including growth in the number of under-represented student populations, such as first-generation, international and aboriginal students through targeted outreach and supports. Growing demand across the sector for professional programs attended by working adults (attending part-time, off campus or through distance studies) is also increasing the diversity of the overall student population.

International enrolment

Internationalizing the campus and learning models, increasing international enrolment over the next 10 years and expanding Queen's reach and presence around the world are university priorities.

Undergraduate International Recruitment: The university has embarked on targeted international recruitment activities in key markets (international students in Canada, Northeastern US, China/Hong Kong and India). For 2013-14, applications from international students increased by 5%. A university-wide strategy for these and other international markets is in development in consultation with Faculties.

The university has set targets for incoming undergraduate visa students over the next three years but the current Citizenship and Immigration Canada labour dispute, affecting visa offices world-wide, is likely to negatively affect confirmed enrolment at Queen's and many other Canadian universities, and damage the country's reputation as a PSE destination.

Year	Undergraduate first-year visa student target
2013-14	175
2014-15	200
2015-16	230

Graduate International Recruitment: At the Master's level, 34% of applications to Queen's are from international students and at the PhD level, 57% of applications are international. Approximately 39% of graduate applications overall are from international applicants; in some engineering and applied science programs, over 80% of applicants are international. The provincial government's graduate expansion initiatives target domestic growth, which challenges our ability to simultaneously grow our international enrolment secondary to the differential revenue incentives. Our international recruitment efforts will continue to focus on those countries with whom we have agreements and that provide funding for degree students.

With the development of new credentials (for example, Graduate Diploma in Education) and the expansion of some professional degree programs (for example, M.Eng), which target both domestic and international students, it is expected that total international enrolment will increase modestly over the next three years.

Aboriginal Enrolment

An Aboriginal enrolment strategy has been designed and implemented and the results have been very positive. Coordinated Aboriginal recruitment and outreach activities have been enhanced. Specific academic support programs have been developed centrally and in the Faculty of Engineering and Applied Science. As well, a new minor in Indigenous Studies in the Faculty of Arts and Science launches this fall and a working group of the Aboriginal Council of Queen's University (ACQU) is focused on research and curriculum development.

First-year Aboriginal applications, offers and admissions have increased over 2012-13: Applications are up 6% and acceptances are up 91%. Requests for consideration under the Aboriginal Admission Policy have increased by 88%. The university is able to track retention rates among Aboriginal learners and this will help to ensure we are providing the ongoing supports that are needed. Increasing Aboriginal access and providing support for aboriginal learners is the continued focus of another ACQU working group.

Institutional Capacity

Residences: Queen's residence system is currently beyond capacity and unless more beds are added to the system, there is no possibility for even limited first-year undergraduate growth because of the university's first-year residence guarantee.

Two new residence buildings, with a total of 550 new beds, common space and a new food outlet (modeled on The Lazy Scholar in Victoria Hall) have been proposed for completion by fall 2015.

The design of the new residence rooms/suites is deliberately flexible, to ensure it is attractive to undergraduate and graduate students, and the new residence space will therefore provide more flexibility for the range of options to be considered as the longer-range enrolment plan is developed.

In the meantime, the university has renewed its agreement with the downtown Confederation Hotel as a continued option for graduate students in 2013-14. Feedback from students living in the hotel in 2012-13 was very positive. The hotel is also an option for incoming international upper-year exchange students.

Space: The ongoing Campus Master Planning (CMP) process will establish a vision and framework to guide how the university will physically change over the next 10 to 15 years to accommodate Queen's evolving programs and activities. A final Campus Master Plan is expected in 2014.

The most recent project underway to improve the quality of learning spaces on campus will see five under-utilized classrooms in Ellis Hall converted into three uniquely configured rooms designed for active learning and innovative pedagogy. These various-sized classrooms will have expanded capacity, and be flexible and wired.

The Library and Archives has launched a space planning initiative that is integrated with the CMP process. This process includes a review of study spaces on campus. The university is also working in collaboration with the AMS on continued improvements to the JDUC Student Centre.

The inadequacy of the current space occupied by Health, Counselling and Disability Services (HCDS) has been highlighted in the 2012 report of the Principal's Commission on Mental Health (and elsewhere). The university has begun to explore the possibility of housing a range of Student Wellness services, including HCDS, in the PEC building; however, this could only occur with the support of external funders. This project would build on the recent renovations that re-opened three PEC gyms and that have eliminated a 1,000-student wait list for recreational gym time.

In addition, an on- and off-campus housing review is being undertaken in parallel with the CMP process, as the university continues to work in collaboration with the City of Kingston, local residents, landlords and students on the effects of undergraduate and graduate enrolment growth.

Enrolment planning is undertaken within the context of these and other planning processes at Queen's.

Faculty complement: Queen's faculty members play a central and valued role in delivering the quality education for which the university is renowned. Faculty complement and renewal must be considered with any planned enrolment changes and growth. Any increased enrolment would require increased teaching resources, but additional investments in teaching are required under the current QUFA collective agreement even if enrolment and faculty complement remained static. Each faculty must address this critical issue to meet its unique needs. Planning documents from Faculties looking to grow will include necessary investment in faculty complement and renewal.

Distance Studies: The growth of distance studies is planned at both the undergraduate and graduate levels. Distance learning increases Queen's ability to deliver innovative educational opportunities and includes providing access to Queen's courses to students who are not on campus. At the graduate level, new programs that are delivered primarily via distance learning (e.g., the new Master of Science in Healthcare Quality) provide global access to these programs, address a growing demand among, for example, professionals and practitioners and increase this revenue stream.

Student Support Services: Any change to the current size and makeup of the student community at Queen's comes with a set of requirements for student support services, facilities and faculty and staff resources, all of which must be taken into consideration. Ongoing planning and monitoring processes across the Division of Student Affairs, the School of Graduate Studies and other university departments take into account any changes in enrolment, as well as demand and usage of existing student services, well in advance of any enrolment changes occurring. For example:

- The opening of three gyms in the PEC enabled Athletics and Recreation to more than meet the demand for intramural recreation and fitness facility space is able to accommodate an increase in enrolment.

- Counselling wait times have decreased and in 2013-14, three additional counselors will be based in faculties to increase access in both the satellite and central sites.

- The Student Academic Support Services Unit has responded to a 5% increase in demand for 1:1 writing and learning services appointments and a 22% increase in participation in its writing and learning skills workshops

- A new restaurant, offering authentic international cuisine is opening in Fall 2013 in the JDUC and the west campus servery has been renovated to meet the needs of the increased number of first-year students on meal plans.

Capacity is continually adjusted to meet demand and the needs of the changing student population; all student services are well positioned to accommodate current projected enrolment increases and careful attention will be paid to any changes in demographic student make-up and mix to ensure appropriate levels of support are in place. For example, appropriate attention must be paid to the total number of students at Queen's, whether domestic or international, whether they are full-time or part-time and whether they are based on campus or online. The needs of all students must be considered in the ongoing assessment of growth and change on student services. All students access some university resources, depending on each student's program, schedule and personal circumstances.

The Broader Learning Environment: Queen's is known for providing students with an extensive range of co-curricular, extra-curricular and volunteer opportunities on and off campus. With any enrolment changes, programs would need to consider the availability of practicums, field placements and internship opportunities to ensure students can access these important educational experiences.

Institutional Priorities

Mandate Statement: Queen's is responding to an increasing student desire for experiential and entrepreneurial learning opportunities throughout their degree.

Focusing on expanding credentials and experiential and entrepreneurial education at both the undergraduate and graduate/professional levels will enhance student demand for the Queen's student learning experience. Queen's is increasing curricular and co-curricular activities available to all students to respond to demand for this skill-building experience.

One example is the growing Co-curricular Opportunities Directory that aims to enrich the broader learning environment at the university. Another is the entrepreneurial experience provided by Queen's Innovation Connector, a partnership of the Faculty of Engineering and Applied Science and the Queen's School of Business that enables and supports the innovation activities of students, professors, entrepreneurs and Canadian companies through joint courses, workshops, internship opportunities, seminar series, conferences and business plan competitions.

The university's Proposed Mandate Statement outlines plans for these priority areas and their links to total enrolment and enrolment mix. The statement also provides examples of the breadth of existing programs and partnerships from which to increase opportunities for students across disciplines and programs.

The development of new graduate programs that meet the needs of students seeking advanced education and skills to prepare for particular career options, that provide multiple access and exit points to and from graduate level programs (usually referred to as laddered credentials), and that afford efficiencies in working toward a degree is a priority. Building the scope of graduate program offerings to address the demands of a creative economy and recognize the varied needs of graduate students will enhance links between learning and career aspirations. Over the next three years, several new graduate programs are expected to be introduced and will be associated with incremental growth of approximately 180 students (headcount) without reducing research-based program enrolments.

Themes and Questions for Discussion

New undergraduate learning opportunities

Possible discussion questions:

- What opportunities (full-time and part-time) are there for new program development (credit and non-credit) at the undergraduate level and what incentives can be put into place to encourage this innovation?
- What opportunities exist for expanding high-demand programs? What programs have unmet demand and how much would expansion cost as the university looks to increase net revenue?
- What opportunities are there for increasing the number of undergraduate transfer students and student mobility across the PSE sector (partnerships with colleges, 2+2, accelerated undergraduate/graduate degrees etc.)?
- What is the role of undergraduate distance studies and off-campus delivery: What distance offerings could be pursued/expanded (delivering programs elsewhere including the BISC, on-line learning based in Kingston, on-line learning based elsewhere, MOOCs,

blended learning models etc.) that could meet existing and projected demand across a diverse student population?

- What are the unique values/outcomes of a Queen's arts degree? How can this be articulated to continue attracting students to this program?
- Some direct-entry undergraduate programs have seen their minimum entry mark increase significantly in recent years. How does Queen's continue to attract students who demonstrate balance between academic strength and broad extra-curricular experience?
- In light of the anticipated decline in the 18-24 year old applicant pool, how can Queen's ensure it is appropriately assessing mature student applications?
- What role could the Isabel Bader Centre for the Performing Arts play in supporting undergraduate enrolment?
- How can Queen's maximize campus activities and course offerings year-round (spring and summer) for undergraduate students as well as non-credit programming?

New graduate/professional learning opportunities

Possible discussion questions:

- What opportunities (full-time and part-time) are there for new program development (credit and non-credit) at the graduate and professional level and what incentives can be put into place to encourage this innovation?
- What opportunities are there for expanding high-demand programs? What programs have unmet demand and how much would expansion cost as the university looks to increase net revenue?
- What is the role of graduate/professional distance studies and off-campus delivery: What distance offerings could be pursued/expanded (delivering programs elsewhere including the BISC, on-line learning based in Kingston, on-line learning based elsewhere etc.) that could meet existing and projected demand across a diverse student population?
- How can Queen's maximize campus activities and course offerings year-round (spring and summer) for graduate/professional students?

Recruitment and Retention

Possible discussion questions:

- How can the university capitalize and leverage its distinctive strengths and identity in student recruitment (undergraduate, graduate, professional etc) in line with diversified enrolment strategies?

- What academic and support programming could be implemented to maintain Queen's strong retention rate and improve the graduation rates at both the undergraduate and graduate levels?

Expanded credentials

Possible discussion questions:

- What new credentials could be introduced at the undergraduate level? What new categories of students may be targeted?
- What new credentials could be introduced at the graduate level? What new categories of students may be targeted?
- What laddering opportunities (a series of credentials each leading to advanced standing at the subsequent level) could be pursued?
- What opportunities exist to increase experiential and entrepreneurial learning on campus and elsewhere? Where could Queen's explore establishing satellite campuses?
- What credentials are Queen's students pursuing at colleges and what can Queen's do to respond to this demand?

Diversity of the student population

Possible discussion questions:

- How can Queen's continue to increase under-represented student populations including Aboriginal learners/first-generation students/international students?
- How can Queen's leverage the BISC to support its institutional goals and priorities (internationalization, expanded credentials, etc…)?
- How can Queen's build on international recruitment activities (e.g. Limestone District School Board partnership, University of Fudan) to help meet enrolment targets?
- How can Queen's maximize opportunities for exchanges?
- What role can Queen's research activities on campus and abroad play in enrolment planning?

Student Support Services

Possible discussion questions:

- How can student support services further respond to/support enrolment changes that increase diversity of the student mix?

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- How can the Kingston community respond to/support enrolment changes that increase diversity of the student mix?
- How could student scholarship policy be modified to improve support for enrolment management priorities?

SEMG welcomes comments on these questions and enrolment planning from members of the campus community at provost@queensu.ca until October 23, 2013 when all feedback will be considered as the group begins to develop the university's long term enrolment strategy.

University Council, October 2013
Experiential Learning Consultation

Queen's has identified a need and a response with respect to university education. The need is to ensure that students acquire (a) appropriate disciplinary and inter-disciplinary content knowledge, (b) critical thinking, analytical and problem solving skills adaptable to many life and career environments, and (c) job- and career-related knowledge and skills. Queen's response, in part, is to increase opportunities for experiential learning in its programs through the use of internships, exchanges, clinical and practicum placements, specific course and program design elements, and career preparation services and programs.

Queen's provides a range of career preparation services and programs. The central career support office, Career Services, is open to all students, in undergraduate, graduate, and professional programs. There are also three other career offices: Faculty of Education Career Services, Faculty of Law Career Development Office, and School of Business Career Centre. Students can access supports for career decision making, researching and applying to further education programs, job search strategies, whether for part-time, summer, or full-time jobs after graduation, and connections with employers.

Career Services	careers.queensu.ca
Faculty of Education Career Services	educ.queensu.ca/career-services
Faculty of Law Career Development Office	law.queensu.ca/students/careerDevelopment.html
School of Business Career Centre	business.queensu.ca/recruiting

In addition to the core career support services, there are many experiential learning opportunities for students at Queen's, including curricular and co-curricular options. Several of these are listed at http://www.queensu.ca/learn/fieldstudies and plans are underway to create a tool that presents more of the full range of internship and other curricular experiential learning options across campus.

As well as increasing promotion of current opportunities, Career Services, in collaboration with other partners across campus, is investigating ways to best support the growth of experiential learning to provide more options and opportunities for Queen's students. Many forms of experiential learning, such as internships, require employer partners who are interested and willing to create student learning positions in their organizations. In order to design new programs that both meet the needs of students, and meet the interests of available employer partners, we need to understand the cultures and decision making of various types of organizations to help determine who to connect with, and how to best target our approaches.

We are gathering information about ways to work with employers in various sectors of the labour market. In addition to the on-going consultations Career Services is conducting with organizations through various contacts, we look forward to this opportunity to speak with University Council members to add to our information collection. *University Council members, by reflecting on the culture and strategies of the organizations in which they work, can contribute to the development of our strategies to increase experiential learning opportunities for Queen's students.* Councillors do not need to have any significant knowledge of experiential learning practices, nor direct experience supervising a student in an experiential learning role, in order to contribute to this discussion – rather, we are hoping

Councillors will be able to reflect on and explain the culture and strategies of their organizations in regards to the creation of student learning positions.

What is Experiential Learning?
Experiential learning is a method in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.[1] Experiential learning can take many forms, including internships, field experiences, practicums, applied research projects, and service learning [2].

To ensure a high degree of learning through the work term or project, experiential learning programs intentionally structure the student learning experience. The most commonly followed learning model is Kolb's Experiential Learning Cycle, in which students engage in a concrete experience, reflect on that experience, draw conclusions from their learning, and then apply their learnings back in the classroom, in their work experience, and in other settings[3].

Growing Experiential Learning: Assessing Best Approaches for Engaging Employers
Many experiential learning programs, such as internships, clinical practicums, applied research projects, and some service learning and field experience programs, require employer partners to provide learning positions/opportunities for students.

As we consider program designs and options, we are collecting information about what types of organizations can support what types of student experiential learning.

With greater knowledge of the cultures and approaches of organizations in various industries in terms of their current practices and what benefits they may see, we will be able to design programs and outreach strategies to promote options that will be compelling to employers.

Consultation with Councillors

If you will be participating in this consultation, please consider reflecting on the following questions:

Organization:

- How does your organization currently support experiential learning for students; do you offer internships, practicums or other student work/training opportunities?

- If yes, for what reasons does your organization offer these opportunities; what do they see as the benefit for the organization?

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[1] Definition adapted from Association for Experiential Education http://www.aee.org/about/whatIsEE
[2] For a typology of work-integrated learning types see Sattler, P. & Peters, J. (2012). Work-Integrated Learning and Postsecondary Graduates: The Perspective of Ontario Employers. Toronto: Higher Education Quality Council of Ontario http://www.heqco.ca/SiteCollectionDocuments/WIL%20Employer%20Survey%20ENG.pdf
[3] Kolb. D. A. and Fry, R. (1975). Toward an applied theory of experiential learning, In C. Cooper (ed.) *Theories of Group Process*, London: John Wiley.

- If no, has this been considered and for what reasons do you not offer these activities?

- What barriers to participating in student experiential learning programs might your organization identify?

Individual:
- Have you recruited and/or supervised a student in an experiential learning role?
  If yes,
    o Were there things that the host educational institution did that helped make the experience positive for you?
    o Were there things that the host educational institution could have done to make the experience more positive for you?
    o What did you find to be the biggest benefits to participating as a supervisor of an experiential learning opportunity for a student?

Other:
- What are your organization's practices for hiring new graduates?

Follow Up
Career Services will report back to Council in Spring 2014 to share our progress in supporting experiential learning for students.

University Council Thematic Breakout Session #2 Outline:
Globalization at Queen's University

Date: Saturday 19 October 2013 (08:40-10:00h)

Description: Councillors are invited to share their ideas regarding how Queen's strong national reputation can provide the foundation for developing the University's international profile. Councillors may wish to draw on their own experiences abroad when commenting on Queen's international strategy.

Facilitators: Jim Lee (Vice-Provost, International)
                 Ann Tierney (Vice-Provost and Dean, Student Affairs)

Scribe: Barbara Yates, International Office

Equipment required: laptop (preferably Mac) connected to data projector
                        AV screen
                        4 flip charts + coloured markers for 4 groups

Background info: Queen's International Statistics 2013 (PDF)
                        Queen's Internationalization Strategy Framework (PDF)

Part 1 (15 min) - Introduction and Presentation

J. Lee and A. Tierney will give a brief presentation as a background to the breakout session, giving an overview of the Queen's Internationalization Strategy and related institutional initiatives.

Part 2 (35 min) - Breakout Group Session

Participants will be divided into 4 groups based on their own interests to discuss one of the following topics:

1. International student recruitment
2. Internationalization of the curriculum / internationalization at home
3. Raising Queen's international profile
4. Academic and non-academic support for international students

Each group will be asked to discuss a specific topic and make recommendations on how to improve / enhance our efforts in that area.

Part 3 (30 min) - Presentation of Group Work, Comments, and Questions

Each of the groups will be asked to nominate a spokesperson and present the group's ideas and recommendations to all participants.

Queen's University Internationalization Strategy - Year 1
last revised 12 September 2013

<u>*Summary of the Internationalization Strategy*</u>

The main goals of the Queen's Internationalization Strategy are: (I) to expand and strengthen Queen's international reach through targeted and innovative initiatives and programs, and (II) to ensure staff and students are professionally engaged with the international and intercultural skills to operate effectively in 21st-century global societies and cultures. The internationalization strategy will therefore be centred around two spheres of activity related to these goals, namely: (i) utilizing a variety of initiatives, both internal and external to the University community, that will raise Queen's profile internationally, and (ii) establishing mechanisms, both inside and outside of the formal curriculum, which enable all members of the University community to enhance international and intercultural awareness, perspectives, and competence during their time at Queen's. By ensuring alignment with existing institutional policies and priorities, such as the Academic Plan and Strategic Research Plan, general actions supporting these two goals have been developed based on the following thematic areas: Queen's profile, collaborations and partnerships, organizational and infrastructural supports, curriculum, and intercultural competence. The general actions to be pursued in Year 1 are:

- deepen international engagement in teaching and research through focused efforts in key regional hubs
- promote Queen's as an internationally renowned research-intensive university that provides a high-quality student experience, with a focus to recruiting top students
- increase the number, proportion, and diversity of international students on campus
- strengthen the international and global dimensions of the curriculum of all degree programs at Queen's
- provide students with co-curricular opportunities to incorporate internationalization as part of their university experience

Specific activities associated with each of these general actions have been developed and are further outlined below.

<u>*Goal I: Expanding Queen's International Reach*</u>

- ***Deepen international engagement in teaching and research through focused efforts in key regional hubs***

    Three regions of focus (hubs) have been identified as areas of priority for the Queen's Internationalization Strategy:

    Identified activities in Year 1:
        – develop BISC engagement plan for BISC
        – develop engagement plan for China

- ***Promote Queen's as an internationally renowned research-intensive university that provides a high-quality student experience, with a focus to recruiting top students***

Identified activities in Year 1:
> – develop an international student recruitment strategy to attract high-achieving students - explore the potential of pathway programs
> – develop a coordinated international marketing strategy

Goal II: Internationalization at Home

- ***Increase the number, proportion, and diversity of international students on campus***

  Identified activities in Year 1:
  > – achieve international student enrolment targets as set in International Strategy Group report (Sept. 2012)

- ***Strengthen the international and global dimensions of the curriculum of all degree programs at Queen's***

  Identified activities in Year 1:
  > – develop/identify courses which have clearly defined intercultural learning outcomes

- ***Provide students with co-curricular opportunities to incorporate internationalization as part of their university experience***

  Identified activities in Year 1:
  > – launch formal programs which recognize student achievements in gaining global perspectives and competencies through co-curricular and/or academic activities

Queen's University International Statistics Fact Sheet
last updated 26 April 2013

<u>University-wide Statistics</u>

- total # of international undergraduate students [1]: 767 (5% of total undergraduate student population)
- top 5 source countries for undergraduate students [1]: China/Hong Kong (154 - 20%), USA (61 - 8%), South Korea (49 - 6%), United Kingdom (47 - 6%), France (39 - 5%)
- total # of international graduate students [1]: 821 (19% of total graduate student population)
- top 5 source countries for graduate students [1]: USA (173 - 21%), China/Hong Kong (156 - 19%), India (82 - 10%), Iran (67 - 8%), Saudi Arabia (55 - 7%)
- # of international dual-degree programs: 9 (all at Master's level in Queen's School of Business)
- # of cotutelles: 4 [all with French universities](a cotutelle is a specific form of a PhD dual-degree program through the joint supervision of a student at two different universities)
- # of students in non-degree English language programs (Queen's School of English) [1]: 320 from 21 different countries
- # of high-school applications to Queen's from "international" applicants [2]: 4125 (14% of all applications) where 35% = Canadians attending high school abroad, 34% = visa students attending high school abroad, and 31% = visa students attending high school in Canada
- types of international activities in which students engage [3]: field trips (31%), academic exchange (26%), BISC study abroad (19%), independent study/research (16%), direct enrolment study abroad (4%), internships (4%)
- % of all undergraduates acquiring an international experience during their degree [3]: 11%
- geographic regions with the most international activity [3]: Europe (44%), USA (21%), Asia (12%)
- # of students enrolled at the Bader International Study Centre [1]: 133 first-year students (5% of all 1st-year students in Arts and Science), 209 upper-year students
- % of international students using QUIC programs and services after arrival: ~50% (estimated)

[1] Based on the 2012-13 academic year; [2] Based on the 2013 admission cycle; [3] Based on the 2011-12 academic year

<u>Student Exchanges (based on the 2012-13 academic year)</u>

Undergraduate

- # of countries with which Queen's has active undergraduate exchange agreements: 46
- # of international institutions with which Queen's has active undergraduate exchange agreements: 148
- # of bilateral student exchange agreements: 134
- top 5 countries with which Queen's has the most exchange agreements: France, Australia, China/Hong Kong, United Kingdom, Netherlands
- top destination countries to where Queen's exchange students go: France, United Kingdom, Australia, Singapore, China/Hong Kong
- top source countries from where exchange students to Queen's come: France, China/Hong Kong, United Kingdom, Netherlands, Australia, Singapore
- % of Queen's undergraduate students going on exchange (by Faculty) (total = 519)

Faculty / School	%
Arts & Science	5.4
Engineering and Applied Science	4.7
Business (Commerce program)	82.0
Law (JD program)	18.0
Health Sciences (School of Medicine - MD program)	10.0
Average (across all programs)	11.9

Graduate

- # of countries with which Queen's has active graduate exchange agreements: 22
- # of international institutions with which Queen's has active graduate exchange agreements: 37

Research

Summary of Selected International Research Funding

Fiscal Year May 1 to April 30. Awards placed in fiscal year on basis of expected start date.

University Fiscal Year & Sponsor	Total Awarded
2007	**4,768,109**
Canadian International Development Agency	3,010,000
Dept. of Foreign Affairs and Trade	38,500
International Development Research Centre	1,719,609
2008	**516,665**
Dept. of Foreign Affairs and Trade	472,665
International Development Research Centre	44,000
2009	**1,155,870**
Dept. of Foreign Affairs and Trade	60,000
International Development Research Centre	861,870
World Bank	234,000
2010	**42,500**
Dept. of Foreign Affairs and Trade	42,500
2011	**1,563,859**
African Development Bank	949,125
Bank of Industry (Nigeria)	105,999
Dept. of Foreign Affairs and Trade	46,631
International Development Research Centre	1,000
Islamic Development Bank	144,000
Qatar National Research Fund	317,104
2012	**2,412,351**
African Development Bank	887,125
Canadian International Development Agency	1,318,326
Qatar National Research Fund	206,900
2013	**6,833,338**
African Development Bank	1,136,500
Canadian International Development Agency	4,899,660
Dept. of Foreign Affairs and Trade	34,458
International Development Research Centre	450,000
Qatar National Research Fund	312,720
Grand Total	**17,292,692**

Prepared by: the International Office, with assistance from the Offices of Research Services, Student Affairs, University Registrar, Queen's University International Centre, Faculties and Schools.

University Council Session: Engaging Young Alumni

Facilitators: Tom Hewitt, Chief Development Officer; Jodi Snowdon, Director of Annual Giving; and Liz Gorman, Associate Director, Alumni and Student Engagement, Alumni Relations

The engagement of young alumni (graduates of 10 years or less) in the areas of volunteerism and philanthropy is important to the future success of Queen's University. Recent classes of young alumni are presenting new challenges and opportunities in terms of engagement due to factors such as social media, student debt loads, career prospects, etc. Queen's Office of Advancement is working to understand how Queen's is, or can be, more relevant to young alumni as well as how to keep them engaged in their first years out to foster a lifelong relationship. Our "pipeline" of future volunteers, board members, university leaders and benefactors is dependent on a meaningful engagement with each new graduating class.

Queen's Alumni Relations currently defines young alumni as those who have graduated with their first Queen's degree in the past 10 years. Under this definition, there are currently 44,830 young alumni in the alumni population, representing 32% of the total alumni population – almost a full one-third.

Money is a pressing concern for many students. While 44% of undergraduate students are able to graduate with no debt, for those that leave with debt, the average debt load is $22,000. While many young alumni are employed immediately after graduation (the average income two years after graduation from undergrad at Queen's is $48,000), while others are returning to school to complete grad work, post-degree diplomas, or are under or unemployed for a time. These realities affect how young alumni may wish to connect with Queen's and present opportunities for Queen's to support the transition from students to alumni.

Not surprisingly, most young alumni are concentrated in the Toronto region with strong populations in Calgary, Vancouver, Kingston and Ottawa. Outside of Canada, young alumni are in greatest concentration in New York City, London, UK and Hong Kong. To support these concentrations, young alumni groups have been established in the Branches in Toronto, Ottawa, London, UK (new), and New York City (new). Vancouver, Calgary and Hong Kong Branches have a strong track record of engaging young alumni through a diverse line up of programming. In all Branches, there are opportunities for young alumni to volunteer and serve in leadership roles.

Young alumni have several opportunities to stay current with what is happening at Queen's and in the alumni network through: the Alumni Review magazine (mailed quarterly); electronic newsletters from faculties, departments, and Alumni Relations; social media notices; event invitations, mailings and newsletters from their classes, student clubs and sports teams; and appeals for donations which highlight University priorities and initiatives.

In fiscal year 2012-13, 2% of young alumni made a philanthropic contribution to Queen's (compared to 8% of the overall population). With young alumni representing almost a full third of the population, it becomes clear that their giving behavior significantly impacts this statistic. Their giving participation increased significantly, however, when they were also engaged in a volunteer role through Alumni Relations in the same fiscal year – they gave at a rate of 22%. There is a strong correlation between the giving of time and the giving of money amongst alumni.

Generations - Participation Rate by Decade
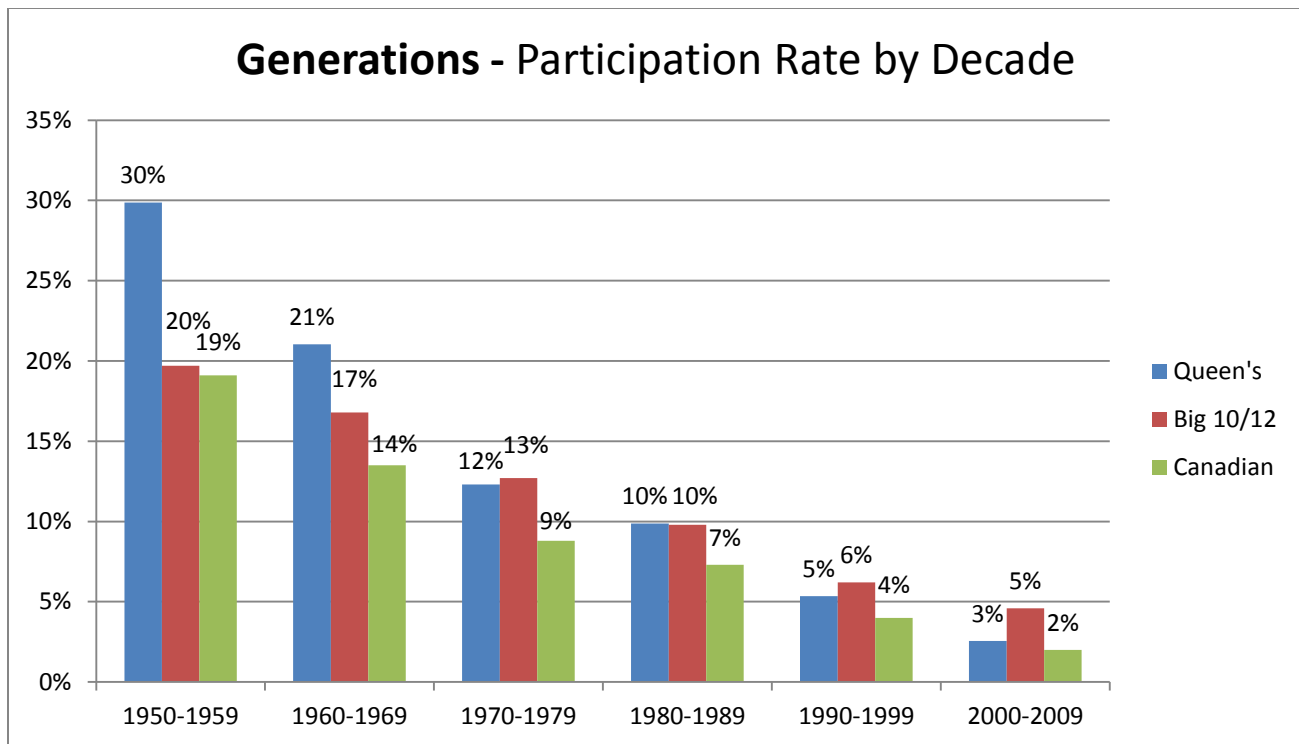
*Big 10/12 refers to comparator public institutions in the US including Indiana University, Purdue University, Iowa State University, Rutgers University, Michigan State University, University of Iowa, Ohio State University, University of Michigan, Oklahoma State University, University of Wisconsin, Penn State University

Advancement is beginning to look at how to work differently with the Queen's young alumni population and we are seeking Councilors' perspectives and insight into this population. By reviewing the questions below, discussing with your Queen's networks in advance of the Council meeting, and coming prepared to discuss in the breakout session, Councilors can help inform the next stages in the development of a young alumni engagement plan.

We look forward to your insight.

Discussion Questions

Q1: What are the challenges young alumni are currently experiencing? How can Queen's and/or the Queen's alumni network help with these issues?

Q2: Philanthropy is a choice. What do you believe are the most important influences for young alumni in their decision to support a charity?

Q3: Current practice is to not connect graduates with a philanthropic appeal until six months after graduation. Some think that this should be done immediately upon graduation while others think that Queen's should wait 2 years or 5 years before approaching with a fundraising appeal. What are the upsides and downsides to these windows? Do you believe that young alumni understand the power of participating, at whatever level? How might young alumni prefer to be asked?

Q4: Research shows that this demographic is committed to volunteering. Queen's has a number of ways in which young alumni can engage as volunteers. These include speaking opportunities, mentorship, and roles such as your own in University Council. What are your thoughts/experiences on the importance of engaging young alumni as volunteers for Queen's University? What types of roles might inspire young alumni to volunteer?