138th Annual Meeting of the University Council

DRAFT SUMMARY OF PROCEEDINGS
Friday, October 18 and Saturday October 19, 2013
Queen's University at Kingston

The draft minutes and related reports are provided for information purposes. The minutes will be approved at the 139th Annual Meeting of the University Council, date TBD.

The agenda and supporting materials from the 138th Annual Meeting of the University Council are available online at: http://www.queensu.ca/secretariat/council/agendasminutes/2013agenda.html

1. Minutes for Review
   Councillors wishing to comment on the draft minutes may do so by emailing ucouncil@queensu.ca
   
   2 - 13
   a) Draft Minutes from October 18 and 19, 2013
   b) Attendance on October 18 and 19, 2013

2. Long-Term Enrolment Planning Consultation
   This report was submitted to the Strategic Enrolment Management Group on behalf of the University Council in November 2013.
   
   16 - 22
   a) Submission to the Strategic Enrolment Management Group

3. Thematic Breakout Session Reports
   Reports from the Saturday morning thematic breakout sessions have been shared with the facilitators on behalf of the University Council.
   
   23 - 25
   a) Expanding Experiential Learning at Queen's
   26 - 28
   b) Globalization of Queen's University
   29 - 33
   c) Engaging Young Alumni

4. Report from the Panel Discussion with Student Leaders
   
   34 - 36
   a) Summary Report and Participant Profiles
A meeting of the University Council of Queen’s University took place on Friday, October 18, at 12:30 p.m. It reconvened on Saturday, October 19, 2013 at 8:30 a.m.

An optional panel discussion with student leaders took place in 202 Robert Sutherland Hall. R. Garcia, AMS Board Chair, moderated a panel of student leaders who discussed current student issues and experiences including residence living, athletics, student government, mental health and orientation.

Secretary’s Note: a report summarizing the panel discussion with student leaders is provided as item 4 in this package.

I  Closed Session

1.  Report on the Chancellor Search

   Chancellor Dodge called the meeting to order and welcomed elected members attending in person and via teleconference to the first annual meeting of the newly reformed Council. He reminded councillors that Closed Session proceedings were confidential and matters discussed were not to be communicated until an announcement is made at the start of the Open Session.

   Upon the achievement of quorum, the following motion was brought forward:

   **Moved by A. Holt, seconded by K. Chak, that James William Leech be appointed as the 14th Chancellor of Queen’s University, effective July 1, 2014.**

   **Carried**

   The Principal noted that Chancellor D. Dodge does not wish to seek a third term as Chancellor and will step down as Chancellor of Queen’s University on June 30, 2014. The appointment of the Chancellor is the responsibility of University Council and mandated by the Charter. The Chancellor:

   - Presides and confers degrees at convocations
   - Chairs meetings of the University Council and is an ex-officio member of the University Council Executive Committee
   - Is an ex-officio member of the Board of Trustees
   - Acts as an ambassador for Queen's in many capacities.
The University Council Executive Committee (UCEC) earlier in 2013 asked the Principal to form an Advisory Committee to Select the Chancellor, as prescribed in the University Council by-laws. Members were: David Bakhurst, faculty; Heather Black, University Council; Nick Francis, Rector; Alison Holt, University Council Executive Committee; Irene LaFleche, staff; Bruce Mitchell, benefactor; Barb Palk, Chair, Board of Trustees; Irène Bujara, Director, Human Rights Office (non-voting) and Lon Knox, University Secretary (non-voting). Sally Rigden, Office of the Principal, provided administrative support.

Candidates were evaluated based on the following attributes, on which the Council was consulted:

- A demonstrated deep commitment to the University
- Esteemed nationally, internationally, and within Queen’s
- Possessing the good judgment required to fulfill the core functions of the position
- Possessing knowledge of the Canadian community and the ability to engage people for the benefit of Queen’s
- Availability
- A strong Queen’s connection.

On October 7, 2013, the UCEC unanimously approved the recommendation of the Principal, on the advice of the Advisory Committee to Select the Chancellor, that James William Leech be appointed as the 14th Chancellor of Queen’s University at the 138th Annual Meeting of the University Council, effective July 1, 2014.

II Plenary: Open Session and Business Meeting

1. Call to Order

Chancellor Dodge welcomed participants to the plenary session of the 138th meeting of Council. He noted that in Closed Session University Council unanimously appointed James William Leech as the 14th Chancellor of Queen’s University. Mr. Leech will take up duties on July 1, 2014 and will be officially installed during fall convocation later that year.

He noted that this was the first post-reform Council meeting. For the first time, a program committee of elected councillors, appointed by the Executive Committee, planned the meeting content for the day. Members were S. Bates, K. Chak (Chair), E. Henderson, C. Lynch, S. McCance, J. Mould and K. Pritchard. They were supported by C. Garneau (Secretary), C. Russell (University Council Secretary) and S. Rigden of the Principal’s office.

The Chancellor noted that former Council member Robert Maudsley (elected) had passed away since the last Council meeting in May 2012. Honorary members who had passed away since May 2012 were John Bannister (former University Secretary),
Peter Lougheed (former Chancellor), Norman MacLeod Rogers (former Board Chair) and Frances K. Smith (former curator, Agnes Etherington Art Centre).

2. Opening Remarks from Principal D. Woolf

The Principal updated councillors on several items. Much of his first term consisted of consulting and planning; entering his second term, the focus turns to putting plans into action. Priorities include:

- Achieving financial sustainability, both a short- and long-term goal. The province continues to limit tuition increases and has reduced per-student operating grants and has no funding for deferred maintenance or new capital projects
- A commitment to maintain Queen’s status as a balanced academy, championing academic excellence, first-class research and the student experience
- Reducing dependence on revenue sources over which Queen’s has little control by instituting aggressive fundraising initiatives such as the Initiative Campaign, which currently stands at 72 per cent against a goal of $500 million
- Improving Queen’s international profile by cementing an international reputation for excellence in research and innovation and the quality of the student experience
- Increasing the number of international students coming to Queen’s.

International rankings

Queen’s recently slipped a level in the Times Higher Education’s World University rankings, and placed 189th in the QS World Universities Rankings. The Principal noted that the methodology varies dramatically between rankings; many are based on criteria such as research output and funding dollars, making it difficult for mid-sized institutions such as Queen’s to compete. Queen’s, however, performs very well in surveys that prioritize factors such as student experience. The International Student Barometer, a professional survey that records the experiences of international students on campus, ranked Queen’s first in Canada and 34th in the world for undergraduate student learning experience. Queen’s also earned first and second rankings in Canada in the doctoral and master’s level student learning experience categories and came first in the country for student support. Although some rankings are concerning, the Principal observed that Queen’s is best served if it stays the course as Canada’s quintessential “balanced academy.”

Immediate goals

- Strengthen the student experience by:
  - Improving student engagement and working to identify students’ learning outcomes
  - Developing more educational opportunities for experiential education and entrepreneurship so they are better prepared for the work force
• Planning for Queen’s 175th anniversary celebrations in 2016-2017
• Continuing the governance reform process with a focus on enhancing the effective governance of Queen’s and dialogue among the Council, Senate and Board.

Campus news

A record seven professors were recently elected fellows of the Royal Society of Canada – one of the highest honours for Canadian academics working in the arts, humanities, and social and natural sciences and a major profile-builder. In May, Kerry Rowe (Civil Engineering) was elected a fellow of the prestigious Royal Society of London in the United Kingdom.

The second Queen’s Summer Innovation Initiative featured students working in teams to develop their own businesses. The winning product was a battery-operated cell phone charging station.

The inaugural meeting of Unleash the Noise, the first student mental health innovation summit, took place in March, attended by more than 200 youths from across the country. The summit was led by Queen’s students in association with the Jack Project, which promotes youth mental health and wellness and is based on campus.

Q Success, a new pilot program to support students’ transition to university, helps first-year students to develop the knowledge, attitudes and skills they need for personal and academic success. Trained upper-year students lead the small group sessions, which are very popular.

The return of Homecoming

The weekend marks the second of two Homecoming reunions. The first, on October 4-6, unfolded relatively well. The Principal said he remained cautiously optimistic about the coming weekend, and hoped to see even better behaviour from Queen’s students and visitors as they celebrate.

3. Approval of the Minutes of May 5, 2012 and April 24, 2013

Moved by K. Chak, seconded by E. Henderson, that the minutes of May 5, 2012 and April 24, 2013 be approved.

Carried

It was requested that the meeting minutes be available sooner after the meeting for the purposes of recall.
4. **Question-and-Answer Panel with University Council Trustees**

The Chancellor referred to the posted report on the meeting website and invited University Council trustees C. Lynch, D. Tisch and M. Wilson Trider to answer questions.

He congratulated M. Wilson-Trider on her election and announced the re-election of I. van Nostrand, who was unable to attend, to the Board.

D. Tisch summarized the report highlights:
- An overview of the governance reform process and changes in Board meeting structure since B. Palk was appointed Chair in 2012
- A summary of activities over the past year
- A chart showing the roles of the Council-elected trustees on the Board

In particular, he noted:
- An increase in planning, integration and performance measurement
- The public launch of the Initiative Campaign
- The introduction of annual Board-Senate retreats, bringing the two governance bodies closer together
- That four of the Council trustees participated in the refinement of the University’s new strategic framework, based on key planning initiatives and defining performance metrics

C. Lynch noted that the reduction in the Board’s size to 25 in 2013 and the move to holding meetings in a boardroom has enabled members to have frank conversations on many strategic issues. The reduction in size also means that Board members play more significant roles at the committee level.

M. Wilson Trider said that as a new member, she was impressed with the impact of the changes to Board structure, its effect on Board members’ engagement and the fact that four Council trustees directly participated in the refinement of the strategic framework. This speaks to the quality of her colleagues and the importance of the role of councillors as contributors to a strong and functioning Board of Trustees.

Discussion centred on the following points:
- A request for a regular Board report to Council after each meeting and updates on committee activities
- The need for two-way communication between councillors and Council-elected trustees
- Engaging qualified councillors to participate on Board committees when there is a need for external representation

In response to a question about reporting from in-camera sessions, Board Chair B. Palk replied that the larger Board did not afford opportunities for frank conversation. She explained that no actions are taken during the two in-camera sessions, one of
which includes the Principal and the Secretary and one that involves trustees only. Any key issues are communicated afterwards by the Board Chair to the Principal.

It was noted that the time allotted to open session remains the same. The materials coming to the Board are now more focused on key issues, which has also been helpful.

Discussion also focused on:

- The challenge of balancing research prominence and student engagement
- Financial sustainability and the need to diversify revenue sources and raise revenue while maintaining the quality of the student experience
- Differentiating Queen’s and how to build its core competitive advantage
- In addition to electing members to the Board, Council can serve as a resource to recruit high-quality members to the Board and Board committees
- That councillors are diverse geographically and have useful perspectives to share with Board members
- How Council can best execute its participation in governance and advisory roles
- The need for councillors to step forward and participate in a meaningful way; if not, the responsibility for Council not being successful belongs to its members

5. Reports from Advancement

a) University Council Bursary

The Chancellor drew attention to the financial report in the agenda. He recalled that the May 2012 annual meeting featured one of the award recipients who spoke about how the bursary made a difference to her studies. The Chancellor noted that this would be a good idea to organize for the next meeting. It is up to councillors to contribute to the fund and noted that these contributions would be gratefully accepted.

Councillor S. Bates noted that councillors have been encouraged in the past to have 100-per-cent participation in annual giving and that this is an important leadership role for councillors. The Chancellor noted the importance of that comment and that the request for an update on the participation status could be answered by VP (Advancement) T. Harris during the Saturday session.

b) Queen’s University Alumni Association (QUAA)

The Chancellor referred to the written report in the agenda. He congratulated QUAA President J. Joss on her recent appointment as the ex-officio member of Council representing the Queen’s University Alumni Association, a provision of the new Council by-laws. She reviewed the priorities of the QUAA:
• Engaging current alumni
  o The nationally based QUAA Board is another volunteer opportunity for councillors
  o The QUAA Awards Gala Dinner on the April 4-5, 2014 Alumni Volunteer Summit weekend featuring a variety of awards including teaching, alumni achievement and recognition of outstanding students
  o Councillors are invited to both
• Engaging future alumni
  o The QUAA welcomes first-year students to campus, provides opportunities for alumni to mentor students
  o Speakers’ series in collaboration with student government
  o Working with the Queen’s Student Alumni Association to publicize branch events and provide information about the QUAA and what it offers
• Connecting with alumni
  o The 2014 Class will have a lifelong Queen’s email address which will be available to all alumni
  o Engagement with alumni online, through the Queen’s Alumni Review, live streaming of Queen’s sports via gogaelsgo.com
• Promoting a culture of volunteerism and philanthropy
  o Donations can be time, treasure or talent, depending on one’s stage of life
  o The QUAA Board boasts a 100 per cent donation rate for Annual Giving within the first 12 hours in 2013 and 24 hours in 2012
  o The Board issues a friendly challenge to councillors to meet that 100-per-cent donation rate to Annual Giving; the focus is not on the amount but on participation

Discussion ensued.

A. Holt reminded councillors of the importance of being leaders in philanthropy. She reported that Council is at just over a 50-per-cent participation rate in Annual Giving and that it should take up the challenge issued by the QUAA.

In response to a question, J. Joss reported strong alumni participation in international branches and an appreciation by members of Queen’s officials such as the Principal who visit and bring fresh information, promoting connections between the branches and Queen’s. In areas that do not have branches, the QUAA has a network of alumni contacts who can, for example, welcome a new graduate who is moving to that country.

In response to a question about tracking young alumni engagement and plans to ensure that they will give later, J. Joss replied that the QUAA is working to create engagement and that the dashboard and metrics are the responsibility of VP.
(Advancement) T. Harris. She noted that Advancement is developing a Young Alumni Engagement Plan.

In response to how international students might engage with others, the Principal mentioned 2012 QSAA President Rico Garcia of Monterrey, Mexico, who learned about Queen’s from some of his high-school teachers who are Queen’s graduates. His younger brother is now in first year and the second of his family to attend. One student can develop a Queen’s profile and create a flow of new international students.

6. **Introduction of Chancellor-Designate**

The Chancellor announced the arrival at the meeting of Chancellor-Designate Jim Leech, who will begin his appointment on July 1, 2014. On behalf of the University Council Executive Committee and the Principal’s Advisory Committee to select the Next Chancellor, the Principal welcomed J. Leech to the meeting. He noted that J. Leech is a world authority on public-sector pensions and has a long record of philanthropy and public service, including service on Queen’s Board of Trustees.

J. Leech described his longstanding relationship with Queen’s, and growing up in Kingston. When his father retired from the military, Principal Corry asked him to come to Queen’s to be the Registrar. His father was warmly embraced by Queen’s. This welcome and how much his father enjoyed his work endeared him to Queen’s perhaps more than his two years as a Queen’s MBA student.

He thanked councillors for having the confidence in him to do the work of the Chancellor and described it as a humbling and exciting opportunity.

III **Long-Term Enrolment Planning Consultation**

1. **Introductory Remarks**

The Chancellor introduced Deputy Provost L. Daneshmend, who provided background on the Strategic Enrolment Planning exercise and the consultation process. He noted that the next step for the Strategic Enrolment Planning Group (SEMG) is to gather feedback from two campus town-hall meetings, the Board-Senate retreat and the Council meeting. The input will serve to direct the deliberations of the SEMG group as it develops a draft long term enrolment plan to be placed before the Senate for adoption in the spring of 2014.

2. **Breakout Group Discussions**

Councillors broke into groups to consider six questions:
1. What opportunities exist to increase experiential and entrepreneurial learning on campus and elsewhere? Where could Queen’s explore establishing satellite campuses?

2. How can Queen’s continue to increase underrepresented student populations including aboriginal learners, first-generation students, and international students?

3. What are the key elements of the Queen’s residential experience and how might it be impacted by decisions about enrolment?

4. 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 in place to encourage this innovation?

5. What is the role of undergraduate, graduate, and professional distance studies, and off-campus delivery? What distance offerings could be pursued or expanded, that could meet existing and projected demand across a diverse student population? For example, delivering programs elsewhere (including the Bader International Study Centre), on-line learning based in Kingston or elsewhere, MOOCs, or blended learning models.

6. How can Queen’s maximize campus activities and course offerings year-round (spring and summer) for undergraduate, graduate, and professional students, as well as non-credit programming?

3. Reports from Groups

Secretary’s note: Group reports were incorporated into the University Council Report on Long-Term Enrolment Planning Consultation included in this package as item 2.

The Chancellor announced the names of the 2013 Distinguished Service Awards, to be honoured at the Council Dinner that evening in Wallace Hall:

- Kim Black, Queen’s alumna and former member of the Board of Trustees
- David Ginsburg, professor emeritus in the Faculty of Health Sciences
- Greg Lessard, long-time professor of French Studies and Computing and former special advisor to the Principal
- Alistair MacLean, former Dean of the Faculty of Arts and Science and professor of psychology

IV Recess

The meeting recessed at 5:00 p.m.
V Reconvene – Saturday, October 19, 2013, 8:30 a.m.

VI Thematic Breakout Sessions

The Chancellor noted that the thematic breakout session topics, Expanding Experiential Learning at Queen’s, the Globalization of Queen’s University and Engaging Young Alumni, were selected by the Program Committee as strategic University priorities for which the administration seeks councillors’ advice and input.

Secretary’s note: Reports from the three sessions are included in this package as item 3.

VII Plenary: Question-and-Answer Panel with Principal and Senior Administration

Principal Woolf, Deputy Provost L. Daneshmend (on behalf of the Provost), VP (Finance and Administration) C. Davis, VP (Advancement) T. Harris, VP (Research) S. Liss and Chief Communications Officer M. Fraser answered questions on various topics, including:

• A Faculty of Law proposal to increase enrolment despite lack of jobs in the legal community and opportunities for articling
• The need for all faculties to explore revenue-generating opportunities and the fact that Queen’s Law tuition costs less than at other universities, and also maintains the best placement rate in Ontario
• An update on the Initiative Campaign: counting started in 2006; the university is at about 72 per cent of its $500-million goal, or $362 million; the creation of chairs and professorships benefits students by helping to increase the faculty complement. Parents are more involved; one recently donated $10 million to the University. Engaging people who have no Queen’s connections is a priority
• The challenge to sustain student services in the wake of student growth
• The concern that distance and online education does not result in the same level of student engagement and the possibility that undergraduate students will continue to enjoy a residential and out-of-class Queen’s experience as these types of degree programs differ. The development of niche-based professional masters programs such as the Executive MBA program is under way; most of these students do not spend much time on campus the program content is generally delivered virtually. The fact that distance learning was very much part of Queen’s history more than 100 years ago was noted and so in some ways, Queen’s is returning to its roots (Secretary’s note: Queen’s Encyclopedia states that the university was the first in North America to offer "distance education" in 1889.)
• How marketing and branding can help to tell the Queen’s story both internally and to the world and the ability to frame Queen’s message; the need for Queen’s to improve its news website and ways of reaching its stakeholders
• The effectiveness of social media in positioning Queen’s
• The balance between research and teaching; when enrolment changes, research areas can dry up. Many units now use more adjuncts to teach instead of tenured
faculty, which allows more flexibility for department heads managing programs. A third model which other universities have embraced is the professional teaching stream professor. Although the core tenure stream faculty position will by no means disappear, there are other models to be considered:

- Queen’s researchers as excellent teachers and the importance of their engagement in the classroom
- Canada’s funding model does not cover the total costs of research; dependence on Advancement to provide funding for research chairs
- Some rankings mechanisms are not constructed to benefit universities but rather the magazines that feature them.

### VIII Discussion: How should University Council move forward?

The Chancellor introduced panel members from the Reform Planning Group (RPG): A. Holt (moderator), C. Lynch, R. Pritchard, M. Wilson Trider and A. Whyte. (Also serving on the RPG: B. Erskine, H. Black, J. Medves, and C. Davis.) He thanked the group for taking on a difficult challenge and making it happen, all in the course of a few short months. The Chancellor observed that the results of the reform effort were clearly paying dividends.

Members fielded questions, suggestions and comments which will be compiled and communicated to the University Council Executive Committee. Discussion centred on:

- The need for all councillors to be involved in the life of Queen’s
- That councillors are communication conduits on behalf of the university and leaders in philanthropy, whatever the amount
- The ability to have better and more intimate conversations in a smaller group setting
- Whether the annual meeting format is adequate and activities between meetings to maintain connection
- The timing of the next annual meeting and the need to address accommodation challenges when/if it is paired with a Homecoming Weekend
- The importance of providing options for young parent councillors to attend meetings
- Time-limited, special purpose committees as opportunities for councillors to contribute to the University; other options for involvement
- Recognition that Council is most effective when focused on university goals; by-laws state that the Executive Committee examines the Principal’s goals to determine how Council can be most helpful to university and identify special purpose bodies to engage around these matters. Council is free to comment on any matter but it would be most helpful if those were related to the areas identified
- Recognition of the need for some level of University Secretariat support in the move to councillor-driven program development
- Work on removing barriers that prevent councillors attending the annual meetings by joining remotely and improving the technology
- Consideration of some flexibility on the mandatory attendance requirement to recognize personal circumstances
• The need for councillors to be personally philanthropic and the challenge for 100-per-cent participation by next year; the view was expressed that otherwise councillors will have failed in their duty
• Opportunities for councillors to attend alumni branch sessions.

IX  Closing Remarks by Chancellor D. Dodge

The Chancellor reflected on his last meeting as Chancellor and thanked participants for their contributions over the two-day meeting. He also thanked the Principal and the staff for their contributions in the success of the meeting; those in Richardson Hall, Advancement and the University Secretariat. He noted his enjoyment in working with students, their energy drive and creativity, and his pleasure to return and work with faculty such as Professor Emeritus John Meisel. Queen’s is unique among the major research universities; its student-faculty relationship remains an enormous strength. He stressed the importance of nourishing that relationship.

The Principal noted that history will reflect that D. Dodge was Chancellor at a key point in Queen’s history; a time of extraordinary change and reform. He paid tribute to the Chancellor’s devotion to the service of the University and thanked him for his advice.

The Chancellor adjourned the meeting at 11:55 a.m.
**Attendance: Friday, October 18, 2013**

**Councillors (participating in person)**

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**Councillors (participating remotely)**

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**University Council Executive Committee Members**

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<td>C. Davis</td>
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**Honorary Members**

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<td>C. Campling</td>
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**Guests**

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<td>C. Garneau</td>
<td>G. McAllister</td>
<td>C. Russell (Secretary)</td>
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<td>K. Julien-Michels</td>
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Attendance: Saturday, October 19, 2013

Councillors (participating in person)

D. Dodge (chair)  L.A. Hermann  J. Medves  J. Stetic
S. Bates  A. Hillock  J. Mould  D.A. Whyte
G. Bavington  A. Holt  B. O’Grady  M. Wilson Trider
C.A. Budd  C. Johnston  K. Pritchard  M. Wong
K. Chak  M. Joshi  R. Pritchard  T. Woodhall
D. Cook  J. Joss  M. Reed  D. Woolf
N. Crawford  P. Kennedy  R. Renaud  E. Wu
K. Crewe  J. Lambert  N. Saloojee
A. Helferty  C. Lynch  N. Sears
E. Henderson  S. McCance  J. Sim

Councillors (participating remotely)

J. Breckon  J. Frezell  L. Morgan
J. Chew  H. Ganapathy  T. Thomas

University Council Executive Committee Members

C. Davis  A. Tierney

Honorary Members

C. Campling  J. Meisel

Guests

E. Berkok  L. Gorman  L. Knox  C. Russell (Secretary)
J. Brown  T. Harris  J. Lee  J. Snowdon
L. Daneshmend  T. Hewitt  C. Leroux  E. Van Niedek
M. Fraser  K. Julien-Michels  S. Liss  B. Yates
C. Garneau  C. Keates  S. Ridgen

Attendance Summary

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<tr>
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<th>Friday, October 18, 2013</th>
<th>Saturday, October 19, 2013</th>
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</thead>
<tbody>
<tr>
<td>Councillors (in person)</td>
<td>42</td>
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<td>Councillors (remotely)</td>
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<td>Total Attendance</td>
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Introduction

As part of the 138th Annual Meeting of the University Council, councillors focused on Long-Term Enrolment Planning, part of a University-wide consultation conducted by the Strategic Enrolment Management Group (SEMG), led by the Office of the Provost. Previous consultations with the university community took place on September 24 and 25 at town halls hosted by the Senate Committee on Academic Development. Long-term enrolment planning was also the theme of the Board-Senate Retreat on October 5.

About the University Council

The University Council is an advisory body that performs specific governance functions including the appointment of the Chancellor, approving the by-laws that govern the election of the Rector, and the election of six members of the Board of Trustees. Council is empowered to take into consideration all questions affecting the well-being and prosperity of the University and may also advise the Principal on issues of mutual interest through the creation of special purpose committees. Council is elected by and from the alumni.

Councillors are uniquely positioned to advise the University regarding long-term enrolment planning because they represent a diverse group of alumni who have successfully transitioned from studying at Queen’s to working in a range of fields.

Consultation format

Councillors were asked to read the SEMG white paper in advance of the meeting, http://www.queensu.ca/provost/enrolmentplanning.html At the request of the Alma Mater Society, the University Secretariat also circulated The Rising Tide: An Enrolment Paper from the Alma Mater Society, to councillors in early October 2013.

At the meeting, Deputy Provost L. Daneshmend gave an overview of the University’s long-term enrolment planning process. SEMG facilitators led six small-group breakout sessions (including one via teleconference) where participants discussed a question related to the white paper developed to stimulate discussion and input for the SEMG as it proceeds to craft a long-term enrolment plan for the University.
Summary

Councillors reflected on how their time at Queen’s prepared them for their careers, and the academic and co-curricular experiences that influenced their personal and professional development. Councillors also drew on their experiences as employers, graduates of other universities, and working professionals. The questions and associated input from councillors is listed below.

1. **What opportunities exist to increase experiential and entrepreneurial learning on campus and elsewhere? Where could Queen’s explore establishing satellite campuses?**

- Summer Innovation Institute, Maker Space, innovation seminars and workshops, Master of Innovation, Business Plan Competition, Global Innovation Conference
- Connections to innovation and entrepreneurial organizations in Kingston
- Successful student businesses have acquired space in Innovation Park
- The Next 36 program can broaden, build student teams
- Explore courses in innovation and entrepreneurship
- Additional fundraising is needed for QSII program, Next 36
- Massive database of alumni and others who can mentor, include local mentors in Engineering, Business, and Law; International mentors and contacts in business schools
- Bring in experts who have dealt with major issues; for example, Andrew Shaw, who brought Toronto Symphony back from the brink of disaster
- Broaden experiential learning to some accredited programs
- Andrew Steel Peacock Centre for Social Innovation
- Need to provide skills to those in social sectors; this may clash with timetabling
- Expand to nursing students next year; challenging for medicine, physiotherapy, occupational therapy; Engineering students do not want to get out of sync with their peers
- Institute a FSWEP program, co-op, mostly at Carleton and Ottawa, a 16-month program between third and fourth year
- Is the focus on experiential learning or revenue? Is it in response to student demand?
- Four-semester model would make better use of space
- Workload reorganization would be an issue
- Make better use of space through summer by running more courses, could also regain space in residence for common rooms
- Continuing education professional programs in Toronto, Calgary for oil and gas sector, Bader International Study Centre
- Launch Masters of Innovation program
- International Experience Canada to 32 countries, work travel, short-term travel, coop, internship
- St. Lawrence College tripled in size without diluting quality
- Privatize Queen’s.
2. **How can Queen’s continue to increase underrepresented student populations including aboriginal learners, first-generation students, and international students?**

- Increased Aboriginal undergraduate student population (also growing demographic); transition for mature students looking to improve education; access to engineering
- Working with local communities and schools; continuing at any post-secondary school is good, attending Queen’s is even better
- Improve international profile; specific areas of focus in international recruitment: China, India
- What kind of investment will produce significant improvement in numbers?
- Issues of academic preparedness exist in some regions
- Dedicated staff needed for international recruitment
- 6 per cent of Queen’s first year students are first-in-family (not limited to new Canadians) to attend university
- Selling point: exposure to North American and Kingston culture; English-speaking, safer environment; advantages of experience in residence system and support structure is reassuring to parents (perhaps a lack of understanding exists regarding non-academic learning and experiences)
- Connecting with alumni and combining with prospective student engagement/recruitment
- Increased weighting in personal statement as part of admission application
- School of English bridging program
- Financial assistance/bursaries/private donor funding availability; awards policy
- Limitations resulting from physical space constraints in high-demand programs
- Challenges regarding granting of visas – long-term repercussions
- Take educational programs to those who cannot or do not want to come to Kingston; for example, two years on site and two years remotely; could involve strategic partnerships with colleges.
- Queen’s culture/environment: do these students see themselves reflected in the student or faculty population? How might this be improved?

3. **What are the key elements of the Queen’s residential experience and how might it be impacted by decisions about enrolment?**

- Key elements of experience
  - Size of campus; students want an intimate setting not offered at other campuses (for example, the University of Toronto)
  - Students remain on campus on weekends instead of going home; they want to connect with other students
  - Queen’s spirit is derived from the residential experience
  - Graduate experience is different than Queen’s undergraduate
  - Perception is many students want to stay in residence beyond first-year
  - Being in a university residence is integral to the Queen’s experience; particularly in first year
Residential experience allows you to become involved in the extra-curricular activities; more opportunity for engagement
- Affinity is different depending on program (Queen’s vs. Faculty vs. Department vs. Building); affinity can change after time
- Campus feels safe and accessible
- Quality of the buildings on campus.

- Impact of enrolment changes
  - Adding more graduate students need not negatively affect the undergraduate experience
  - Less undergraduate research engagement in certain departments (particularly in the Arts); explore ways to involve research enterprise in undergraduate experience; this will differentiate Queen’s from smaller institutions
  - Unclear whether enrolment growth negatively impacts research opportunities; is it linked to a lack of creativity?
  - Outside-the-classroom interaction among students and the faculty varies
  - Increased bureaucratic nature of institution; delusion of oversight and communications issues
  - Examine how Queen’s builds affinity/allegiance for students engaged in distance learning
  - How do you build international students’ affinity to Queen’s over the long-term? Need to find ways to achieve success in international student recruitment if Queen’s is to be successful 30 years from now.

4. **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 in place to encourage this innovation?**

- Innovation funding? Some in the hands of Professor Brenda Ravenscroft and her first-year psychology course.; Incentives are built into the new budget model. Professor Ravenscroft teaches 900 students with a blended course, which brings in about $1 million in revenue (mode of delivery)
- Why do students go to college after university? Why do they go to college first? What about the CEGEP model? Financial benefits and allowing time to grow and mature
- Leverage the fifth-year experience at high school and encourage students to come to Queen’s instead; the University of King’s College’s foundation year program is a good example
- Foundation summer, great books program, life balancing; would however, lower earning potential that summer
- Include life skills and mentorship (writing centre courses are now part of the curriculum, mental health, budgeting, etc.)
- Preliminary work that sets students up for success
- More spring and summer courses
- Recorded lectures may involve intellectual property issues.


- **Opportunities at the undergraduate level:**
  
  - Diversify course offerings in professional programs
  
  - Links to colleges, partnerships (more students are attending college)
  
  - Need a broader net and partnership with other colleges (more articulation agreements)
  
  - Queen’s does not need transfer students to make up for students lost through attrition due to its high retention rate; it is, however, important to build relationships
  
  - Satellite campuses (other than the Bader International Study Centre)
  
  - Develop post-degree certificate programs
  
  - Collaborative or similar to concurrent education programs (five-year or 3+2 professional programs)
  
  - Look at colleges to see what programs require a university degree to fast track and market it as a new opportunity
  
  - Get students long and pay more, or increase programs in the summer (this can be challenging for those who need to work and earn money for school)
  
  - 12 month compressed post-degree programs
  
  - Framework around self-directed studies (internships)
  
  - Hybrid, post degree, one-week intensive courses.

- **Opportunities for older students:**
  
  - Corporate training from professors.

- **Incentives:**
  
  - Money talks; funding required to do the development
  
  - Portion of the funding stays with department
  
  - Target non-government-related course offerings
  
  - Interact with professional organizations to determine the best course-offering opportunities
  
  - Become the gold standard in fields where there are minimal standards.

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**5. What is the role of undergraduate, graduate, and professional distance studies, and off-campus delivery?** What distance offerings could be pursued or expanded, that could meet existing and projected demand across a diverse student population? For example, delivering programs elsewhere (including the Bader International Study Centre), on-line learning based in Kingston or elsewhere, MOOCs, or blended learning models.

- Move away from disciplinary silos into more interdisciplinary programs, integrate areas such as medicine and engineering
- Avoid moving away from collaborative and engaged learning, relationships are important to the Queen’s experience
- The student experience is a major part of what Queen’s does well, and should not be lost; it will be challenging to maintain it
- Online courses could focus on core skills that are needed in multiple disciplines, such as writing or statistics, to free up classroom time for disciplinary courses
- Recognize that some things cannot be replicated online; consider function before form
- Enhance the international profile; it is relatively lacking compared to other universities
- Recognize that graduate students have different reasons for choosing a university and often want a different experience than undergraduates
- Graduate students may be working or have family commitments that undergraduates do not; this may limit their ability to engage in campus activities
- Recognize that different students want to learn in different ways – a one-size-fits-all model will not work
- Queen’s location makes it challenging to recruit part-time students
- Younger students may be more comfortable studying online
- Recognize that not everyone wants the “student experience” while at Queen’s
- Queen’s has learned a lot from operating campuses elsewhere (QSB in Toronto, BISC, failed Ottawa MBA); these facilities should be assessed before establishing new ones
- Adopt a similar strategy to when the EMBA was launched in the 1990s; promote learning opportunities that mirror the way professionals work on a daily basis (boardroom-style learning)
- Position distance education as a better way to learn for certain audiences
- Target early retirees, lifelong learners, new markets for those wishing to complete a university credential later in life
- Advertise interest-based courses to those who might not have had time to take them while completing their degree (history to engineers, for example)
- Avoid disciplinary courses for skills needed across multiple programs (separate statistics courses for nursing, business, and psychology, for example)
- Introduce university-wide learning opportunities
- Need to recognize this area requires some trial and error
- Professional schools are risk-adverse and do not want to risk their graduates’ success in the field and accreditation
- Regulatory colleges should be open to changing requirements
- Programs and delivery methods that are most profitable should be expanded if there is a market for them
- Engage alumni in the GTA who are looking for professional development
- Consider offering tiers of programming, including discounted, market rate, and premium, with different levels of service corresponding
- Consider laddering credentials and programs, build credibility early on to encourage future studies
- Offer laddered entry points for people with international credentials, offer advanced standing
- State of Georgia has successfully integrated universities, colleges, and industry
- Rely on alumni abroad to engage their communities and recruit future students; identify strategic markets as a starting point, and ensure infrastructure in Kingston supports the personal and cultural needs of international students.
6. **How can Queen’s maximize campus activities and course offerings year-round (spring and summer) for undergraduate, graduate, and professional students, as well as non-credit programming?**

- Create different kinds of programming to attract a different set of students, or help students with existing credentials
- Get the word out about the value of a Queen’s degree, bringing possible partners to campus
- Build Queen’s reputation among people wanting to enrich their professional careers; non-students, conferencing, extended hosting, related to learning but not strictly so
- Allow constrained programs to offer courses outside the regular semester, could be distance learning or in Toronto during the summer
- Summer courses online might be more attractive
- Allow students to start their program in January or May
- Campus spaces may not be air-conditioned or comfortable in summer; this makes it hard to rent these spaces to external groups
- Engage students in campus projects, such as building design
- Find ways to build year-long continuity in the broader learning environment
- Queen’s Innovation Connector is a good example of facilities use in summer
- Consider the Banff Centre as an example
- Startups may be interested in partnerships or summer facilities
- Open enrolment, more programs for high school students
- Professional development programs may be more successful based outside of Kingston
- Science camp for children, enrichment studies outreach
- Avoid duplication
- Centralize offerings where appropriate; there should not be multiple student exchange offices, etc.
- Promote Queen’s and Kingston as a conference destination, retreat; a long-term strategy is required ensure infrastructure to support conference bids
- Identify a few strategic priorities, rather than diversifying too quickly
- Ensure that you have the proper leadership and structure to coordinate these activities.
Expanding Experiential Learning at Queen’s

Facilitator: Cathy Keates, Director, Career Services

Councillors: Gregory Bavington, Carol Ann Budd, Katherine Crewe
            Caroline Davis, Anjali Helferty, Annie Hillock
            Mala Joshi, Jennifer Medves, Bridget O’Grady
            Caroline Davis, Jennifer Medves, D. Alan Whyte

Scribe: Christi Garneau, University Secretariat

Introduction

C. Keates provided an overview of the Career Services portfolio, range of services, and career support for Queen’s students. She explained that programs are designed to meet several objectives including:

- Helping students identify career options related to their interests, skills, and major;
- Learning and applying strategies for entering their desired field; and,
- Allowing students to build skills and experiences related to their anticipated future job.

Career advising, workshops, events, on campus recruitment services, and employment programs are examples of these programs.

Career Services is working to expand its on campus presence through a variety of initiatives, including:

- Embedding career messages into new student orientation and programs in residence;
- Integration of career and academic advising; and,
- “Major Maps” that help students connect majors with possible career paths.

About Experiential Learning

Experiential learning is defined as a method in which educators purposefully engage learners in direct experiences and focused reflection in order to increase knowledge, and develop skills and values. Learners are encouraged to reflect and reintegrate their experiences into their learning. Experiential learning opportunities are a current provincial government priority and students are increasingly interested in these programs.

Queen’s students currently participate in experiential learning activities through field trips, practicum placements, applied research, internships, work study programs, co-curricular opportunities, and the Summer Work Experience Program (SWEP).

Career Services offers skills assessment workshops for students. A database the Co-Curricular Opportunities Directory, allows students to search for opportunities that match the skills they are seeking to develop through activities on campus.

Students should receive feedback on their performance throughout the opportunity. Students who are peer supervised in co-curricular learning opportunities may not receive the same level of feedback as those supervised by professionals. Students participating in internships complete term reports on their experiences.
Councillors’ Experiences as Students

Councillors were asked to share their familiarity with experiential learning while they studied at Queen’s. Highlights of this discussion included:

- Participating in the Summer Work Experience Program provided valuable insight into graduate school and research experiences and influenced future career planning;
- Short-term opportunities allowed students to try out several different fields, explore their interests, and learn which fields they are and are not suited to;
- Lab research helped one student feel more connected to the campus community and encouraged her to continue her studies;
- Co-curricular experiences helped students demonstrate applicable skills on their resume after graduation; and,
- Work placements allow arts students to see how their program prepares them for the workforce.

Possible New Directions for Experiential Learning at Queen’s

C. Keates reviewed possible new directions for expanding experiential learning including within the curriculum, the creation of full and part-time opportunities, and ensuring both undergraduate and graduate students have access to experiential learning programs. She explained that students are most interested in experiences that do not extend their program of study significantly, those that they can plan for in advance, and those that are relevant to their desired field of work.

Career Services is working to expand the Queen’s Undergraduate Internship Program (QUIP). The Queen’s Innovation Connector, a program that encourages student entrepreneurs through a partnership between the Faculty of Engineering and Applied Science and the Queen’s School of Business, is also expanding.

Career Services is seeking to build self-sustaining programs with limited administrative requirements.

Advice from Councillors as Educators and Employers

Councillors were asked to reflect on their experience as educators and employers who support students engaged in experiential learning opportunities. They were asked to offer advice on how Career Services can build partnerships with new employers, the types of resources employers would find useful, and potential concerns employers may have.

Feedback from Councillors fell into these broad categories: relationship building, support for employers, support for students, administrative, financial, and events and programs.

Relationship Building

- Ensuring students and employers are appropriately matched is important, although this can be time consuming, it is an important step toward ensuring all participants have positive experiences;
- Employers should work with their staff to help them understand the value of students in the workplace and to ensure appropriate supervision is given;
- Employers could advertise particular projects or initiatives and students could be invited to apply to them, helping ensure the student fully understands what they are signing up for;
- Alumni could be contacted to inform them of these opportunities because many did not exist when they went to school; may be opportunities to build relationships with new employers as a result;
- Queen’s should do exit surveys with employers at the end of a student’s employment and follow up to resolve difficulties where the experience has been problematic for one or both parties.
Career Services should establish a point person for certain employers so there is a consistent contact and relationship built up over time; this person could assist with student placement.

Support for Employers

- Employers should have assistance developing work plans for students that include defined and achievable outcomes that fit within the student’s time in the workplace.
- Employers would benefit from advice about how to deal with students who have never had a job before.
- Examples of what level of work is manageable within a four-month term in specific fields could help employers set manageable expectations for students.
- On boarding documents that assist employers with orienting students would be helpful, especially for first-time employers of students; these could include basic safety information, timekeeping, and defining their project.
- A portal of employer and student resources could provide a single location for getting more information and important contacts at the University.
- Relationship managers in the field could perform site visits and advise employers and students in the workplace.

Support for Students

- Alumni mentoring opportunities are valuable for students.
- Incoming students may want to develop skills before coming to campus; it may be worthwhile to consider how they can be supported in the lead up to arriving on campus.
- New graduates should be more aware of the resources available to them through Career Services and Alumni Relations.
- Not all disciplines lend themselves to well-articulated paths to employment and it may be advisable to target students in these areas.
- Faculty could be advised on how their teaching prepares students for future careers and students could be taught how to articulate these skills on their resume.

Administrative

- Small workplaces may have limited administrative infrastructure, so it is helpful to limit the amount of paperwork an employer must complete.

Financial

- Parents may be willing to pay for their student(s) to access programs and services.
- Employers may be willing to pay fees for certain activities.
- Basic services must be available for free, but higher level programming could be at a cost.

Events and Programs

- Employer lunch and learns would provide valuable networking and resource sharing opportunities.

Next Steps

Career Services, working in partnership with academic units, is continuing to work towards expanding experiential learning opportunities for students. Career Services will report back to Council in spring 2014 to share their progress.
Globalization at Queen’s University

Notes of the Thematic breakout session, Saturday, October 19, 2013

Facilitators: Jim Lee, Vice-Provost, International
Ann Tierney, Vice-Provost and Dean, Student Affairs
Scribe: Barbara Yates, International Office
Secretariat: Lon Knox, University Secretary

Participants: Scott Fairley, Alison Holt, Sandra McCance
Tyler Forkes, Patrick Kennedy, Kathleen Pritchard
Ellen Henderson, Janet Lambert, Robert Pritchard
Lee-Anne Hermann, Colin Lynch, John Stetic

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

Introduction:

Lon Knox welcomed everyone to the session, and introduced the facilitators.

The session opened with a brief presentation by Jim Lee and Ann Tierney on internationalization at Queen’s. The diverse scope of the international portfolio was discussed as a context for developing the internationalization strategy at Queen’s. The strategy has two overarching goals: (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 presentation included summaries of Queen’s initiatives in international undergraduate recruitment; international experiences made available to Queen’s students, including field trips, exchange, study-abroad, BISC, special programs, independent research, etc.; initiatives concerning “internationalization at home”; and raising Queen’s international profile. Finally, highlights of the results of the three-year International Student Barometer survey were presented.

Following the presentation, a discussion ensued on the following four themes:

1) Increasing international enrolment
2) Internationalization “at home”
3) Raising Queen’s profile around the world
4) Enhancing academic and non-academic support for international students.
1) **Increasing international enrolment**

Facilitators informed the Councilors of the following initiative:

Queen’s is participating in a provincial initiative funded through the Ontario Ministry of Training, Colleges and Universities that aims to provide a central organization for the review and assessment of international applications. Such an initiative would introduce efficiencies (e.g. one-time translation of documents), and reduce processing times.

Councilors identified the following opportunities (main discussion points follow in italics):

- Can we recruit more students from the UK, Europe? *It is difficult to compete in Europe, as undergraduates do not pay tuition; exchange may be a more feasible activity.*
- Explore collaborations with Canadian boarding schools (e.g. through the collective Canadian Accredited Independent Schools – CAIS). *Queen’s recruiters currently work with these schools.*
- Collaborate with Canadian public school boards. *Queen’s recruiters currently work with these boards and are developing a pathway program with the local Limestone District School Board.*
- Work with high schools in India that feed the Indian Institutes of Technology. *Yes, this is being done. In fact, for the last several years, Queen’s has hosted a delegation of principals from top Indian high schools.*
- Exploit Queen’s membership in networks, such as the Matariki Network of Universities, the U15, etc. *Yes, there is work is being done in this area, more so in some networks than others.*
- Collaborate with RMC in language training. *Queen’s does not collaborate with RMC on language training, as RMC has well-established French language training programs, and Queen’s has well-established English language training programs. Queen’s and RMC are partners in a reciprocal fee waiver arrangement for study by undergraduate and graduate students at the other institution on a course-by-course basis.*
- Make more use of recruiting agents. *The University is proceeding cautiously on this front because the university’s reputation and brand are at stake; we are currently developing guidelines and a legal agreement.*

Councilors made the following recommendations (main discussion points follow in italics):

- Encourage UK/European students to visit the BISC as a first step in familiarization with Queen’s Canadian campus and possible opportunities for study.
- It is important to stress what the alumni are doing: give examples of alumni in prominent or influential positions.
- Consider joining the CALDO group (Canadian consortium of four leading research universities – University of Alberta, Université Laval, Dalhousie University, and University of Ottawa). This group has a focus on expanding international undergraduate and graduate recruitment. *Consideration is being given to this in the deliberations on the internationalization strategy.*
- It is important to feature key pages of the Queen’s website in foreign languages. *Queen’s Marketing is investigating this and will be addressed in an international marketing plan that is currently being developed.*
- Make more use of bridging programs. *The facilitators described the QBridge English language bridging program. There are both for-credit and not-for-credit models.*
2) **Internationalization “at home”**

Councilors made the following **recommendations** *(main discussion points follow in italics):*

- Consider making an international or intercultural experience mandatory. *Facilitators noted that this would be desirable but will take time and further discussion to occur. The Global Citizenship Certificate, which will be introduced in 2014-15, will provide an opportunity for the formal recognition of international non-academic experiences. Adding an international aspect to learning outcomes is under consideration; the nature of this would vary by program. A challenge would be persuading departments of the benefit, as they can be very focused on discipline-specific core learning outcomes.*
- Study other universities that have successfully embraced international credit transfer. *Facilitators noted that work is underway in this area, particularly in the MNU; the issue of international transfer credit has been contentious in some departments.*

3) **Raising Queen’s profile around the world**

Councilors identified the following **opportunities** *(main discussion points follow in italics):*

- Attendance at international education conferences. *Queen’s is well represented at international education conferences (e.g. Association of International Educators (NAFSA), Asia-Pacific Association for International Education (APAIE), and the European Association for International Education (EAIE)).*

Councilors made the following **recommendations:**

- Study other universities to see what they do; e.g. peers such as Dartmouth College, which has been very successful in international recruitment.
- Profile athletic successes; e.g. the type of sports team is important (e.g. cricket for Indians).
- Advertise results of high-profile student academic competitions.
- Use the EduCanada brand.
- Introduce a program of strategic recruiting, accompanied by financial assistance, with the goal of placing alumni in influential positions internationally (e.g. Canadian foreign service, etc.).
- Set up system of international ambassadors: Queen’s alumni who can talk to local media outlets.
- Utilize the diaspora of alumni to target sectors of the population (e.g. Chinese community in Western Canada).
138th Annual Meeting of the University Council
Thematic Breakout Session
Saturday, October 19, 2013
Engaging Young Alumni

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

Guest: Judith Brown AVP (Advancement), Executive Director, Alumni Relations

Councillors: Sue Bates, Kingsley Chak, Cheryl Johnston, Jess Joss, Susan Lounsbury, John Mould, Mary Reed, Naseem Saloojee, Mary Wilson Trider, Marcus Wong, Tom Woodall, Elaine Wu

Scribe: Celia Russell, University Secretariat

Introduction

T. Hewitt noted that councillors’ observations and personal experiences will assist the Office of Advancement to gain insight and perspective on young alumni engagement. Universities continue to experiment with methods of connecting with young alumni. To personalize the exercise, he provided a breakdown of the demographics of the 16 councillors assigned to the group, the percentage who donate to the university and the range of their gifts. In all, 25 per cent of University Councillors have donated to date in 2013, compared to 54 per cent in 2012.

Queen’s alumni overall have an eight-per-cent participation rate. Although it is the highest of all Canadian universities, this single-digit figure concerns Queen’s officials. T. Hewitt observed that Canadian universities suffer from the perception that they are publicly funded and therefore do not need extra money. The rate ranges from 2 per cent among young alumni to as high as 60 per cent among older alumni cohorts. Although Queen’s is renowned for its spirit and alumni loyalty to their alma mater, this does not translate into donor loyalty. Giving rates are higher at U.S. universities. At government-funded William and Mary University, for example, the giving rate is 24 per cent. Queen’s is currently in the middle of the $500-million Initiative Campaign, which Advancement sees tracking well with cautious optimism. People with the wealth are older. Future campaigns will depend on the younger cohort, hence the current need to focus on this issue.

Young alumni and giving profiles

The days of undesignated gifts from benefactors are over. People do not like donating to “the big black hole” and not knowing where their money is going. Accountability is crucial.

Young alumni are defined as graduates from the last 10 years from their first Queen’s degree. They form one third of the total alumni population and are growing. Each year, 4,500 added to this demographic. After five years, one could fill the Air Canada Centre with new graduates. Their average income is $48,000 two years after graduation and 44 per cent graduate with no debt. For those carrying debt, the average debt load is $22,000.

Unlike the preceding generations, young alumni are mobile making it very hard to retain contact information. Advancement’s database currently contains mailing addresses and home phone numbers.
**The difficult “ask”**

Responding to a request to donate is difficult for recent graduates who are trying to pay off their degrees. When trying to pay off your degree asking to donate is difficult. If reached on their cell phones, they may be in transit and unable to speak instead of sitting in their living room (as calling on a landline would guarantee). Lifetime email addresses do help the university to stay in contact with alumni provided they check it regularly or forward it to their main email.

**Engagement opportunities**

As a pilot project, the Queen’s University Alumni Association (QUAA) formed young alumni groups in branches in Toronto, Ottawa, New York and the UK with a focus on engagement, networking and volunteer opportunities for young alumni. Several young alumni serve in key leadership roles on the QUAA Board of Directors, in branch leadership, are involved in planning for five- and 10-year reunions. Career Services: Statistics are also being kept on how many alumni go on to post-degree diplomas, do graduate work or go directly into work.

**The numbers**

- New graduates are not solicited for six months after graduation
- The giving rate of young alumni is two per cent compared to eight per cent of the overall alumni population
- The giving rate of young alumni who are volunteers is 22 per cent
- Cha Gheill Society; recognizes current students and graduates whose first Queen’s degree was earned within the past five years, and whose gifts during a single fiscal year total between $249 and $1,000.

**Summary**

- Traditional models are no longer working to attract people’s attention; it is a competition with social media
- Not solely a Queen’s struggle; important to communicate that Queen’s does not want to be their only giving destination, Queen’s wants to be in their top three. We want people to get into the habit of giving
- Young alumni complain that the only time they hear from Queen’s is for a gift.
- Campaign remains the focus until 2016; young alumni to take centre stage post-campaign
- The biggest hurdle for young alumni is value for their money. Younger grads envision their education as a transactional relationship. I pay, you give me service. Most people do not believe that Queen’s is a registered charity.
- They consider that they have already paid Queen’s enough money because they paid for their education; some worked hard in the summer to see Queen’s get their fortune in the fall.
- They want to see the value to them for giving money to Queen’s
- In comparison, there is a prevailing sense of gratitude among older graduate for being given the opportunity for post-secondary education.
To gain insight and perspective on young alumni engagement, councillors broke into four smaller
groups to discuss a question.

1. **What are the challenges young alumni are currently experiencing? How can Queen’s and/or the
   Queen’s alumni network help with these issues?**
   - Tapping into alumni network – the need to stay relevant
   - If they had their own group of friends at Queen’s and did not need to reach out why participate
     in branch events?
   - What value-added approach might attract them to events they that they could not attend/present
     on their own
   - Tap into social networking to overcome the communications challenge that Queen’s actually
     needs the funds to continue delivering the great education that they received; tuition and
     funding do not cover it all.
   - Develop greater awareness that you can give by credit card and accumulate rewards points or
     monthly at $10 to $15 a month; this option needs to be better publicized
   - Via Career Services, provide job information to young alumni

2. **Philanthropy is a choice. What do you believe are the most important influences for young
   alumni in their decision to support a charity?**
   - A perception exists that Queen’s does not appreciate small gifts; walk the talk and get that
     message out there
   - The Chaplain’s fund provides meaningful, immediate impact; contributions might help a
     student get home for the holidays
   - Leverage the ask to student volunteerism; it depends on how it is packaged
   - Galvanize around projects for social impact; maintain the engagement the moment they leave
   - Giving influence; health-care related charities compete with young alumni contributions. For
     example, peer asks for someone running in a race. It is important who does the asking; if a
     friend is asking for a pledge, you are likely to donate without thinking too hard and long about
     it. Even $20 is easy for young alumni – a modest, set amount.
   - Queen’s could sponsor an event such as a triathlon – “seduction by t-shirt” to meet a giving
     milestone; foster online competition between teams.

3. **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 two years or five 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?**
   - Differentiate between tuition and government funding.
   - Scholarship recipients have a connection and are more likely to give back to the University
   - Customization is resource intensive but would work.
   - Asking six months out is too soon unless the QUAA branches to reach out to them first
   - Communicate and offer free entry to events, train and car-rental discounts; giving value for
     being a part of the Queen’s family.
   - Constant conversation but the ask must be later than six months.
   - A year after a full-time year. Sometime between one and five years out.
4. 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?

- Career mentoring and building awareness for volunteer opportunities
- Continuing education not ending on graduation
- International volunteer trips
- Education is better in person
- The idea that Queen’s is still giving to me even though I am done as a student; that was the premise of MiniU; continuing education for a nominal amount
- A lifelong commitment to education; a lecture five to six times a year.

Appendix

Additional sub-group notes from Engaging Young Alumni Breakout Session

Question 2

- Perception that Queen’s does not appreciate small gifts and that only the big gifts are celebrated
- Perception of direct, positive impact on student life, e.g. Chaplain’s Fund
- Young people like specific projects that have visible social impact, e.g. buying a Christmas dinner for a poor family
- Look where students are volunteering their time (and possibly giving money) while at Queen’s and package the ask accordingly
- Need to keep students engaged from the moment they leave in order to stay above the “noise” of other causes, such as calls for support (e.g. natural disasters)
- Leverage the things they did here (e.g. sports, clubs) as well as the faculty that they graduated from
- New and recent grads would like to engage with current students. They also want to engage with more experienced and successful people
- Cancellation of Homecoming directly affects giving
- Need to find a way to keep people engaged with their university experience
- Whether there are opportunities to join Queen’s with another cause (i.e. co-fundraising that also provides an engagement opportunity with Queen’s. This will help get past “Queen’s only engages us to ask for money.”

Post-discussion observation:

- Young alumni do not yet appreciate the value of maintaining the Queen’s brand to their own careers and future opportunities. If they see investing in Queen’s as having continuing value to them, it might change their perspective of why they should give.
Question 4

- Alumni to alumni career mentoring
- Alumni to student career mentoring
- International volunteer trips (e.g. help build a home, a village, set up a clinic, etc.)
- Continuing education opportunities
- Helping new graduates build their alumni network; depending on where alumni go when they leave Queen’s, they may need to start their entire network from the ground up
- Help graduates identify who else in their workplaces are Queen’s grads
- Invite recent graduates back as guest speakers
- Keep in mind:
  - The university must clarify its role; with social media, much can be done among alumni that requires no involvement from Queen’s
  - Education about roles and options must begin well before graduation, i.e. in 3rd or 4th year
  - Many students volunteer during their student years; it would be beneficial to track this volunteer work, so that similar opportunities may be explored post-graduation, once the student becomes an alumnus
  - Opportunities that are covered in the Queen’s Alumni Review magazine may not be known to young alumni demographic; they don’t always read the magazine, don’t always receive it, since they may not leave their mailing address with the university; even the “Keeping in Touch” notes may be becoming less relevant for new grads: “all the information about our friends is known through social media”.
  - The return of Homecoming is helpful in building alumni engagement; the fifth-year reunion is particularly strategic in building relationships with this demographic
  - Relationships between the university and its alumni come and go / peaks and valleys; it may be that alumni not interested in a relationship with their university at one point in time find more relevance to a relationship at another time.
  - There is a strong positive correlation between volunteering and giving money, so it makes sense to engage new graduates as volunteers as a prelude to giving
  - It is also important that the university be perceived to be giving something to recent graduates before asking them to give; 3 or 4 touch points before a solicitation
  - It is important to educate students about the importance of philanthropy, starting early “good alumni are made, not born”.
  - It’s important that the university add value, offer something that alumni couldn’t get on their own; often, this is access to people, or resources, or experiences (e.g. an exclusive workshop, open only to Queen’s graduates would reinforce the conviction that Queen’s still gives, even after one has graduated.
  - Young alumni often seek direct impact, immediate impact in their giving
  - Could the university solicit bursary recipients? (help others because they were helped)

Other comments:

- At Queen’s, it’s assumed that graduates with help one another. Graduates may feel inclined to help.
Report on Councillor-Student Engagement Opportunity: Panel Discussion with Student Leaders

The University Secretariat arranged this optional event based on feedback received from Councillors who expressed an interest in engaging with current Queen’s students. This was the first time this type of opportunity was available as part of the annual University Council meeting. Approximately 30 Councillors attended and participated in the discussion.

Rico Garcia, chair of the AMS Board of Directors, moderated the discussion. Panelists were selected for their breadth of experiences and their ability to speak to one of the two themes listed below. The panel format included introductory remarks from each student and an opportunity for Councillors to ask questions to the panelists.

Following the panel discussion, Councillors and panel participants continued the conversation informally over a buffet lunch at Ban Righ Dining Hall.

Panel #1: Enrolment planning, growth, and the impact on student life

Participants: Hasina Shain Daya, President, Residence Society
Chris Reid, Vice-President Academic, Engineering Society
Allison Williams, AMS Academic Affairs Commissioner

Panelists offered their thoughts on how increased enrolment could influence academics, residence life, physical space, and access to campus services. Highlights included discussing the impact of constructing two new student residences, changing student demographics, and provincial lobbying efforts through the Ontario Undergraduate Student Alliance.

Panel #2: Enrolment planning, growth, and the impact on student life

Participants: Aaron Gazendam, Co-President, Varsity Leadership Council
Sebastian Gorlewski, Residence Don and Director, Peer Support Centre
Stephanie Johnson, Head Manager, AMS Pub Services
Justin Reekie, AMS Hospitality and Safety Services Director

Panelists offered their thoughts on student mental health, alcohol consumption, and how campus culture impacts the health and safety of students. Highlights included discussing Athletics & Recreation’s Lead the Way initiative against hazing, the AMS’s Rethink the Pre-drink campaign, and the services offered by the Peer Support Centre.
Rico Garcia, Moderator
board@ams.queensu.ca

Rico Garcia (Artsci '13) is finishing up a major in Applied Economics and a minor in Global Development Studies. He is currently the Chair of the Alma Mater Society Board of Directors and in the past has served in various leadership roles such as Senator, President of the Arts and Science Undergraduate Society, and President of the Queen's Student Alumni Association. He is presently a Residence Life Don and recently co-founded GCC Labs Ltd., the winning startup from the Queen's Summer Innovation Initiative.

Hasina Shain Daya
9hsd1@queensu.ca

My name is Hasina and I am currently the Residence Society President and the co-chair of the Religious Studies Department Student Council. I'm a medial in Global Development and Religious Studies. I completed my first year at the Bader International Study Centre and have since attempted to immerse myself in the Queen's culture and Kingston community through involvement in clubs like Queen's International Affairs, Project Red Charity Fashion Show, and Girl Guides of Canada. I look forward to sitting on today’s panel and discussion.

Aaron Gazendam
9amg2@queensu.ca

Native of Kingston, graduate of Holy Cross Catholic Secondary School and recipient of Queen's Excellence Entrance Scholarship; Currently in fourth year of a B.Sc. (Hons.) in Kinesiology program and 4th year member of the Queen's Gaels Varsity Football Team; Co-president of the Varsity Leadership Council representing all student-athletes at Queen's. Two time Academic All-Canadian (2011-2013) and 2-time Ted Reeve Memorial Award winner (2012-2014) for academic achievement, team loyalty, courage and fair play; Dean's List 2011/2012.

Sebastian Gorlewski
9sg37@queensu.ca

My name is Sebastian and I am entering my 4th year of Life Sciences. I've been involved with different activities on campus, from playing varsity rugby to chairing a committee that fights religious oppression. In second year I dealt with my own mental health issues, which encouraged me to get involved with establishing workshops in residences focusing on de-stigmatizing the topic. The workshops showcase successful students who share their experiences of overcoming mental illness with first year students. This year I’m fortunate enough to be donning in residence while directing the Peer Support Centre, an entirely student-run support service for students.
Stephanie Johnson

My name is Stephanie Johnson, I am a fourth year Politics student. Currently, I am the AMS Pub Services Head Manager. I took on this position after acting as a staff member for 2 years and then assuming the role as the Marketing Manager last year. I love this service and believe that it provides an excellent outlet for all Queen's students.

Justin Reekie
hsdirector@ams.queensu.ca

Hi, my name is Justin Reekie and I am the Hospitality and Safety Services Director for the AMS. I oversee the finances and day to day operations of Common Ground Coffee House, The AMS Pub Services, Walkhome and Queen’s Student Constables. I am in fifth year studying Drama.

Chris Reid
c.reid@queensu.ca

My name is Chris Reid and I am a 3rd year Chemical Engineering student here at Queen's. I have been blessed with the opportunity to become heavily involved in student life during my time here, with my past experiences including the organization of Orientation Week, bartending at Clark Hall Pub, and being the first year AMS representative for engineering. I am looking forward to the positive student and alumni interaction that will take place today, as well as hearing and discussing innovative ideas on how Queen's should grow in the near and distant future.

Allison Williams
aac@ams.queensu.ca

Allison is in her fourth year of studies pursuing a Major in Life Sciences and a Minor in English. She is the Academic Affairs Commissioner for the Alma Mater Society, overseeing a portfolio that provides programming and advocacy support for students on issues of an academic nature. She is also a Steering Committee Member of the Ontario Undergraduate Student Alliance, a lobbying body representing the interests of 140,000 students to the provincial government.