Minutes

Meeting of the Board of Trustees
Friday October 2, Saturday, October 3, 2009, Robert Sutherland Hall, Conference Room 202

Members Present: Principal and Vice-Chancellor, Daniel Woolf
The Chair, William Young
The Rector, Leora Jackson

Toby Abramsky, George Anderson, Daniel Bader, Mary Balanchuk, Perry Bamji, Donald Bayne, Karyn Brooks, Robert Burge, Daniel Burns, Morgan Campbell, Louise Cannon, Susan Cole, Peggy Cunningham, Merv Daub, Graham Davis, Sarah Jane Dumbrille, David Grace, Ingrid Johnsrude, Gordon Keep, George Lavery, Joseph Lougheed, Kathleen Macmillan, David Masotti (by telephone), Dean McKeown, Alfonso Nocilla, Barbara Palk, David Pattenden, Andrew Pipe, Donald Raymond, Rob Sobey, Edward Speal, Peter Taylor, Innes van Nostrand, David Whiting,

I OPENING SESSION

The Chair welcomed everyone and introduced new trustees Gordon Keep, Peter Taylor, Morgan Campbell and Dan Burns.

Retirement of Lee Tierney, Associate Secretary of the Board of Trustees and Convocation Coordinator.

Before beginning the meeting, the Chair presented Lee Tierney with a Queen’s chair. The plaque on the chair read: “With many thanks Lee, for 23 years of dedication to the Board, 2 Oct 2009.” The Chair thanked Lee for her long service to Queen’s and to the Board of Trustees and wished her the very best for the future. Ms. Tierney will retire from Queen’s in November after thirty-one years.

1. Adoption of Agenda

Moved by D. Woolf
Seconded by E. Speal and agreed

That the Board adopt the Agenda as circulated, and amended so that the Audit Committee will present Contract Signing Authority Policy (Appendix O, page 113) as II, 1, (b), and with the provision that items 2-9 be received for information or action, by consent.

Carried 09-33

Consent

2. Approval of the Minutes of May 1/2 2009, July 6, (confidential), August 31, 2009 (confidential) (Appendix A, page 1)

Carried 09-34
3. Naming Dedications (Appendix B, page 36)

Queen’s School of Business, Goodes Hall

That the Board of Trustees approve the dedication of Team Room 419 in Goodes Hall in recognition of the generous pledge from Michael Bandzierz and Ethel Patterson.

Carried 09-35

That the Board of Trustees approve the dedication of Team Room 418 in Goodes Hall in recognition of the generous pledge from Cathy Williams.

Carried 09-36

That the Board of Trustees approve the dedication of a Seating Area in Goodes Hall Expansion in recognition of the generous gift from members of the Class of BCom ’82.

Carried 09-37

The Queen’s Centre

That the Board of Trustees approve the dedication of the Courtyard in the Queen’s Centre in recognition of the generous gift from the Alexander Murray Jeffrey Trust. (This motion supersedes motion 08-34)

Carried 09-38


5. Advancement Quarterly Report (Appendix D, page 49)


7. Installation and Fall 2009 Convocation Dates and Honorary Degree Recipients (Appendix F, page 59)

8. H1N1 update

9. Committee Reports:
   - Investment Quarterly Report (Appendix G, page 60)
   - Pension Quarterly Report (Appendix H, page 67)

Regular

10. Business Arising from the Minutes

11. Chair’s Report

   The Chair began his report by noting the following important dates and honours:

   • Grant Hall Society Dinner, Saturday, October 2 – highlight will be the Tribute to Tom Williams.

   • John Orr Award Dinner, Saturday, November 14, Toronto - Tom O’Neill is the recipient.

   • David Dodge named a Fellow of the Royal Society of Canada in September. He will also receive the 2009 Agnes Benidickson Award on November 20 in Ottawa.
• Rob Sobey was named the CEO of the Year in Atlantic Canada in May 2009 by Atlantic Business Magazine.

The Chair invited D. Whiting to make an appeal to increase the fund established by Trustees in October 2008 to support the Charles Baillie Environmental Studies Scholarship. D. Whiting challenged Trustees to help boost the fund to the $50,000 minimum required.

The Chair invited Sarah Renaud, President of the Queen’s University Alumni Association, to give a brief report to the Board. The text of the report is attached to these minutes.

**Annual Board of Trustees Effectiveness Survey**

The Chair encouraged 100% participation in the third annual survey that will be circulated for completion and submission by October 31.

**Governance**

Referring to the interest in this topic expressed in May at Council and at the Board, the Chair said that he had consulted with Principal Woolf and Chancellor Dodge over the summer about the scope of the project. Some steps in the process can be accomplished relatively quickly and Principal Woolf will be bringing forward some specific proposals. Other aspects are more complicated and will require time to successfully accomplish the desired change. A roadmap of milestones and a timeframe of common expectations will be discussed in December.

**12. Principal’s Report**

**September**

Principal Woolf spoke about his first month saying that, at many points, he was reminded of his own experience arriving at Queen’s thirty-three years ago. Orientation, which has improved over that time, was by all accounts a success – Principal Woolf became a scavenger hunt item at one point.

The former homecoming weekend saw a significant police presence on Aberdeen to keep the street open and to dissuade crowds from gathering. There were a number of charges and arrests, mostly liquor related. These were fewer than the previous year and in the majority those involved were not Queen’s students. The University’s strategy leading up to the weekend, that was shared and promoted by the AMS, was to ensure students were aware of the safety risks related to the gathering, and to encourage safe and responsible behaviour at all times. Principal Woolf recognized the important role played by the President of the AMS and his leadership team and joined the Police Chief in praising the overwhelming majority of students who stayed away.

Noting that the Chief and the Mayor had also publicly recognized the impact of the difficult decision made by Queen’s to cancel Homecoming for at least two years, Principal Woolf said he would review that decision after the fall next year.

Speaking more generally about Town Gown matters, Principal Woolf reported that he had met with the Principal and Commandant of RMC, had lunch with the head of KEDCO, attended the United Way’s community campaign launch, and talked with many local organizations. He expressed his appreciation for the welcome he had received at Queen’s, in Kingston and beyond.
Preliminary Report on Admissions and Enrolment

Principal Woolf called on the University Registrar to give a preliminary report as of September 30.

Enrolment is on plan and on target in virtually every program. The undergraduate first year class is approximately 3700 (130 at the Bader International Study Centre); the entering average was 88.2%; ~75% Ontario (40% GTA); 20% other provinces in Canada; 5% international citizenship (note >7% attended school internationally) ~60% female; 40% male (69%:31% Arts and Science)

Full-time Enrolment:
Undergraduate and Professional ~ 14,600 (target 14,440; 2008 actual 14,411)
School of Graduate Studies* ~ 2,840 (target 2,795; 2008 actual 2,658)
School of Business Graduate 677 (target 615; 2008 actual 598)

*Still very preliminary for graduate enrolment; at this time we are over our domestic eligible target on masters (+ ~ 44 students) and at capacity on Ph.D. – graduate enrolment is very fluid over September and October with many students making the final and focused sprint to graduate at the Fall Convocation.

International Enrolment (per visa status; including exchange students)
Total International F-T undergraduate ~720
% of F-T undergraduate ~ 5.5%
Total F-T International ~1,340 (7.4%)

Total Enrolment at September 30, 2009 22,290 (2008: 21,467)
(includes part-time, Education Cont. Ed., Post Graduate Medical, and Theological College)

The final enrolment count is reported as of November 1.

Government Relations

Principal Woolf reported on his first meeting with Premier Dalton McGuinty. Issues discussed included internationalization and India in particular. Principal Woolf has been invited on the Premier’s mission to India in December, along with University of Toronto President David Naylor.

Other important meetings have included: a COU retreat for Executive Heads; a meeting of the Presidents of the AUCC; and a conference call of the Executive Heads of the G13, Canada’s top research institutions during which Principal Woolf voiced his position on the research funding debate in late August. Principal Woolf referred to his letter to the Globe and Mail in which he proposed that the debate should not be framed as big, research-intensive schools versus undergraduate-focused universities. It is not an either-or situation; each school is unique. Queen’s exemplifies a mid-sized university that excels at both research and academics, as well as the overall student experience.

Research Excellence

Principal Woolf cited two recent examples:

- NSERC and RIM announced a $5-million chair at Queen’s in “software engineering of ultra large scale systems.” Computing Professor Ahmed Hassan, a pioneer in this field, will study how to increase the reliability of networks that many millions of people depend on every day.

- Provincial funding of $13.6 million to support PARTEQ’s “Green Centre Canada,” a national centre of excellence develops and commercializes green chemistry technologies to help protect the planet. This provincial funding follows a $9 million investment by the federal government and supports another research area where Queen’s is on the leading edge.
Sustainability

Principal Woolf observed that sustainability is an important focus on campus, and has been for some time. Queen’s must continue to move forward both operationally and academically and the Principal confirmed his engagement in ensuring that all the University’s public statements are backed up with substantive action and change. He called on the Vice-Principal (Academic) to speak in more detail about sustainability at Queen’s.

VP Deane referred to previous discussions at the Board and noted that the various initiatives about sustainability need coordination to ensure their effectiveness. He reported on the establishment of the following:

i. A structure to advance the sustainability agenda that closely integrates the work of the Sustainability Office, within the portfolio of the Vice-Principal (Operations), with the Office of the Vice-Principal (Academic) and academic areas in general.

ii. An inclusive Advisory Committee, co-chaired by Vice-Principal (Academic) and the Vice-Principal (Operations), to provide advice/insight on the goals we are hoping to achieve.

Three important agreements are being discussed:

i. COU – Queen’s University will be a signatory of the Ontario Universities Statement on Creating a Sustainable Environment during University Day in November;

ii. American College & University Presidents’ Climate Commitment – the Principal has asked the Advisory Committee to determine if the goals and objectives described in this agreement are achievable; Queen’s has already enacted portions of what the agreement requests and are looking at the feasibility of the other commitments; this is the agreement that students have asked Queen’s to sign;

iii. Queen’s own framework that addresses climate and greenhouse gas issues, but also touches other issues under the broad banner of sustainability; the new structure allows for the creation of this document, for engagement of various constituencies, and to ensure transparency.

The Principal is committed to sustainability and will announce a series of initial steps and action items in his installation speech.

Queen’s is very supportive of initiatives, particularly of Queen’s Backing Action on Climate Change (QBACC) a group comprised of individuals who are devoted to issues of climate change. VP Deane said he was hopeful that he would be able to engage them in constructive dialogue on how Queen’s can better position itself to deal with issues of global warming.

In conclusion, VP Deane said he anticipated considerable progress by the December Board of Trustees meeting.

Faculty and Staff

Principal Woolf spoke about his opportunities during September to tour the campus. He said he had been continually impressed and excited by the achievements, imagination and dedication of the faculty and staff. On his first day, he hosted a faculty and staff “meet and greet” on Agnes Benidickson Field and was able to meet many of the people who are at the heart of Queen’s.

He spoke also of innovative programs that are popular among students: new combined programs in Law, and ten new graduate programs, including Cultural Studies, Global Development Studies and Gender Studies. New media and IT are being used to enhance the way we teach across a variety of disciplines including Biology, Film studies and Political studies.
Innovation Fund

The fund was established by Principal Williams. It has received over twenty submissions and has funded a half-dozen projects that will reduce costs or increase revenue. For example, Continuing and Distance Studies has received funding to help develop a slate of online pre-med courses which will be open to Queen's students and to students from other universities. This represents academic innovation and potential revenue generation.

Task Forces

Created by Principal Williams these groups have recently submitted their final reports. Many have already led to action. For example,

- work on reducing costs for printing and copying
- and the creation of some online courses to relieve classroom pressures and generate revenue

Other Good News

Principal Woolf noted some other stellar accomplishments:

- BusinessWeek magazine in the States has ranked Queen’s MBA the #1 in the world outside the U.S. for the third straight year.
- The School of Medicine is preparing to break ground later this month for its new home at the corner of Stewart and Arch Streets. Queen’s has received $28.8 million in federal funding and matching provincial funding for a state of the art building that will allow the faculty to grow.
- The Robert M. Buchan Department of Mining in Applied Science has received an unprecedented $10 million gift from alumnus and entrepreneur Robert Buchan. This gift positions the Department to excel in nurturing future industry leaders; it’s the largest single donation to mining education in Canadian history.
- Principal Woolf thanked Queen’s generous benefactors Alfred and Isabel Bader for their $18 million gift for the Isabel Bader Centre for the Performing Arts, noting that they were present at the groundbreaking ceremony on October 1. Their donation combined with federal, provincial and municipal government funding, is making this project possible. In addition, the Baders have generously offered the possibility of a further $4 million towards this project if Queen’s can close the remaining funding gap by December 31, 2009.

Queen’s Centre

The Principal reported that the Queen’s Centre is currently scheduled to open its doors later this year. A heavy rainstorm in August damaged the Varsity gym floor and some electrical equipment. Although repairs have been completed and are covered by insurance, the flood unfortunately delayed the opening by several weeks.

Planning is underway for some celebratory opening events for the campus and local community for this important project in the history of Queen’s University that will significantly enhance the student experience in athletics and recreation, expanded space for clubs and programs, and other learning activities. Principal Woolf recognized the contributions and commitment from the student body which have helped make the new Centre possible.
Principal’s Priorities and Planning

Principal Woolf noted that his priorities for Year 1 have been posted to his website. He said he was keen to get started on the development of a ground-up academic plan that will be presented to the Board in December 2010.

At a senior administrative retreat at the beginning of September, there was agreement that Queen’s academic mission must lead budget planning. In other words, budgets across campus must support academic priorities.

As a means of better marrying academic and financial planning, Principal Woolf had introduced the concept of a University Planning Committee that will be examined by the Senate Operations Review Committee. It will also be discussed in detail with Deans and at the Board in December.

In the shorter term, Deans and VPs were defining their strategies and budget targets for 2010-11.

Principal Woolf spoke about the need, in the medium term, to flesh out the Academic Plan, which will form the backbone for a Capital Plan and an Advancement Plan.

Part of the process of curriculum renewal will require further emphasis on several areas, including interdisciplinary and academic innovation and working groups will be established to deal with these.

For the longer term, the process of reviewing governance structures has started. Tomorrow’s theme session represents a first step toward a Provost model. Introduction of the Provost model would allow the Principal to focus on strategic initiatives, alumni relations, and government relations, where Queen’s has been less present than it should have been in recent years.

Principal Woolf stated his commitment to reviewing the mandate and functions of University Council to better involve councillors in the thinking about where the University must go and how to get there. Last May’s session “Queen’s in 2020” was a start. Meetings with small groups of Councillors will continue, and additional models are being explored.

Financial Situation

In May, the Board asked for a review of budget projections for years two and three of a three-year framework to move towards a balanced budget by the end of the 2011-12 year. Compensation represents more than 70% of the operating budget and progress has been made on this front.

Principal Woolf informed the Board that a tentative agreement on salaries and benefits has been reached between the University and the Queen's University Staff Association (QUSA). It is subject to a ratification vote, to be held by QUSA later in October. Principal Woolf thanked QUSA for its recognition of the University's financial situation and for working towards a solution. He recognized that QUSA had shown real leadership in helping to confront the budgetary challenges, a willingness to collaborate, with a high level of professionalism, and a shared commitment to fair and equitable compensation for Queen’s General Staff.

Other factors that will influence the budget, such as the level and rate of debt for the Queen’s Centre and the payouts from endowments, continue to be under review and both of these items will be discussed by the Finance Committee in December. The focus remains getting to a balanced budget in year three and meetings are planned soon with the Deans to agree on steps required to align the budget by 2011-12. Principal Woolf spoke of his confidence that the current financial difficulties will be overcome with true Queen’s spirit and that the University will emerge forward-facing and stronger than ever.
Vice-Principal Searches

Principal Woolf recognized the crucial role played by the University’s senior leadership team and expressed his appreciation for the support and collegiality among the Vice-Principals. He reported that the search committees for the VP(Finance and Administration) and the VP(Advancement) have been meeting since June and said he was cautiously optimistic about filling both positions by early in 2010.

Vice-Principal Kerry Rowe recently announced that he will step down as VP(Research) at the end of his second term in August 2010. At that time, Dr. Rowe will have completed 10 years, making him the longest serving vice-principal or president of research among the G-13. Research funding has more than doubled at Queen’s since his appointment. For the past six years, Queen’s has achieved the top ranking for faculty research awards based on the number of full-time professors per thousand who have won national awards. On behalf of the Queen’s community, the Principal thanked Dr. Rowe in advance for a decade of excellent service to the University. Principal Woolf indicated that he would be chairing a committee to advise him on the present state and future needs of the Office of the Vice-Principal (Research), and on the appointment of the next VP. The first meeting of the search committee will occur within the month.

Ceremony to celebrate the naming dedication of Robert Sutherland Hall

Principal Woolf spoke about ceremony planned for Saturday, October 3, to unveil the plaque honouring Robert Sutherland. He commended all those who initiated the dedication and said that Queen’s remains committed to inclusiveness and celebrating our diversity. He noted that VP Deane will be making a report on diversity to the Senate in November and will offer next steps for action, stemming from recommendations of the panel on Diversity, Anti-racism and Equity (DARE) that was struck in December 2008.

In closing, Principal Wool said that as an alumnus, a Queen’s parent, a professor, and an administrator, he was grateful for the opportunity to lead the University and noted that he regarded Queen’s as his academic home. He thanked Trustees for putting their trust in him.

13. Question Period

The President of the SGPS asked whether the recent Council of Ontario Universities’ Executive Heads Retreat had provided any insights into the potential framework for the government’s next funding plan?

Principal Woolf responded that this topic had been the exclusive focus of the one-day retreat. Noting that he had been the Academic Colleague from McMaster University seven years ago, he was struck that the issues remained unchanged. Universities continue to pursue finite priorities for increased operating funding with the goal of catching up to the average of the other nine provinces within five years and to relax the tuition cap up to approximately 8%. Capital needs and graduate enrollment are also issues for the research intensive institutions.

14. Student Affairs

a) Rector – (Appendix I, page 72)

The Rector referred Trustees to her written report. She expressed enthusiasm for Principal Woolf’s priorities and affirmed her belief that the university’s core mission is academic – teaching, learning and research. In her view, the adoption of a provostial model would be key to the integration of resources into the academic plan. Improved communication between the Board and the Senate is also essential to successful integrated planning. The Rector concluded her remarks by commending Trustees for their role in the naming dedication of Robert Sutherland Hall that would be celebrated on Saturday, October 3, 2009.
b) **AMS President (Appendix J, page 74)**

The President referred to his written report noting that an equitable solution had been reached with the SGPS about the 2009-2010 fee shortfall caused by the secession of the Education Student Society from the AMS.

The AMS had sent clear warning to students to avoid gatherings on Aberdeen Street during the previous weekend.

The Queen’s Centre Governance model, specifically the Student Life Component, remains an AMS priority and the President reported that productive discussions were underway with the Principal.

Generally, student impressions of the Principal during his first weeks had been positive as he immersed himself in all aspects of campus life.

The President concluded his remarks by reminding Trustees that student life is a key component of a Queen’s education, and he referred particularly to the $14M in services provided by the AMS. In his view, the student experience will translate into positive future advancement results from alumni giving back to Queen’s.

c) **SGPS President (Appendix K, page 76)**

The SGPS President echoed AMS President’s positive comments about the favourable impressions of Principal Woolf’s first month.

He thanked the School of Graduate Studies and the Office of Student Affairs for supporting a very successful second annual general orientation for all graduate students.

The President referred to concerns expressed in his written report with respect to unmet space needs, both work and residence, associated with graduate expansion.

He referred to ongoing discussions about the Queen’s Centre student fee capital commitment.

He welcomed talk of the governance review. However, he looked for a clear statement of objectives and the perceived benefits of potential changes.

### II COMMITTEE MOTIONS AND UPDATES

1. **Audit Committee**

   a) **Audited Financial Statements ending April 30, 2009 (Appendix L, page 78)**

   The Chair of the Committee, K. Brooks, reported that the Financial Statements (Appendix L) were substantially complete. However, one final piece of reconciliation remained outstanding and therefore KPMG had been unable to complete its work. K. Brooks explained that only a few numbers may be affected and there may not be any impact on the statements circulated with the Agenda. There is no impact on the statutory filing requirements.

   However, the Audit Committee, with the concurrence of the Finance Committee, must defer final approval of the statements to the December Board of Trustees meeting.

   D. Janiec confirmed that one of the debenture debt covenants stipulates filing within six months of year end. However, the final bound copies of the statements are required and these have never been available within the specified period which has not been a problem in the past.
b) Contract Signing Authority Policy (Appendix O, page 113)

Moved by K. Brooks
Seconded by G. Anderson and agreed:

That the Board of Trustees, on the recommendation of the Audit Committee and the Finance Committee, approve the Contract Signing Authority Policy and the Contract Signing Authority Matrix, as presented by the University management on October 2, 2009.

Carried 09-39

2. Finance Committee

a) Capital Projects

i) New Medical School Building Project - Funding Request (Appendix M, page 108)

Moved by G. Anderson
Seconded by A. Pipe and agreed:

That the Board of Trustees, on the recommendation of the Finance Committee and the Campus Planning and Development Committee, approve the School of Medicine New Building Project at a total cost of $76.8 million. Out of the $76.8 million total project budget, $70.6 million has been secured, with the remaining $6.2 million to be financed by the Faculty of Health Sciences, primarily through fundraising initiatives

Carried 09-40

b) Queen’s School of Business Fees Approval (Appendix N, page 111)

Moved by G. Anderson
Seconded by M. Daub and agreed:

That the Board of Trustees, on the recommendation of the Finance Committee, approve the tuition fees outlined below, for classes starting in 2010, subject to the increases for regulated programs falling within the 2010-11 Provincial tuition fee guidelines.

Queen’s School of Business proposes the following program fees for classes starting in 2010:

- The Full-time MBA domestic student program fee be increased to $62,500 from $60,000 (4.2% increase)
- The Full-time MBA international student program fee be increased to $67,500 from $65,000 (3.8% increase)
- The Accelerated MBA program fee be increased to $64,000 from $61,000 (4.9% increase)
- The National Executive MBA program fee be increased to a maximum of $88,000 from $84,000 (4.7% increase)
- The Cornell-Queen’s Executive MBA program fee be increased to a maximum of $102,000 from $96,000 (6.2% increase)

Carried 09-41
c) **Major Capital Project Business Case Approval Process** (Appendix P, page 122)

Moved by G. Anderson  
Seconded by K. Brooks and agreed:

*That the Board of Trustees, on the recommendation of the Audit Committee and Finance Committee, approve the Major Capital Project Business Case and Approval Process, as presented by the University management on October 1, 2009.*

Carried 09-42

In response to questions, the Principal confirmed that the process, which consisted of a framework of questions, was designed to ensure that work would not proceed on capital projects, and money would not be spent, unless and until the Board had determined what was needed, that funding had been obtained, and that, once built, the costs of operation of the building could be met.

The process was designed for use by the Finance Committee to assess requests for funding approval and the Chair reported that the Finance Committee had reviewed these details for the Medical School Building.

It was anticipated that the process would be refined over time from experience with its use. L. Cannon suggested its function be extended to a post construction review of the success of the project.

d) **Budget**

I. Van Nostrand asked for an update on progress in response to the Board’s very strong and clear request in May that the administration work on reducing the 2010 and 2011 deficit projections.

G. Anderson reported that the Finance Committee had a full discussion at its meeting that will continue in December. A cashflow forecast will be presented at that time.

Principal Woolf added that the administration had taken its brief as getting to a positive balance at end of year three. Because compensation represents seventy percent of expenses, the settlement with the Queen’s University Staff Association (QUSA) was a significant recent development. Looking ahead to future contracts that come up for CUPE in 2010 and QUFA in 2011, the Principal said he would be discussing collaborative ways to reduce the wage bill and thereby the deficit.

Referring to the year-end statements, M. Daub observed that expenses had increased by only 1.6% in the past year.

3. **Pension Committee - Revised Statement on Investment Policies and Procedures**  
(Appendix Q, page 142)

D. Grace noted that the Statement on Investment Policies and Procedures (SIP&P) is a governance document that outlines the framework for investing pension assets and is required by the Pension Benefits Act (Ontario). The document was last revised in October 2002.

B. Forbes (Special Advisor, Investments) noted the following revisions as outlined in the quarterly Report of the Pension Committee (Appendix H, p. 68):
- Updated policy asset mix; 59% equities and 41% bonds
- Addition of a section on currency hedging;
- Expansion of the list of permitted investments;
- Addition of a section on responsible investing, and
- Updated section on conflicts of interest
With reference to p. 145, s. 1.04, investment and risk philosophy, B. Palk asked whether the concept of affordability on the part of the University was taken into account?

In response, B. Forbes noted that, for some period of time, there has been an expectation that the governance for the Pension Committee would be modified and some work has been done on a statement of guiding principles. With changes to the governance structure, the Pension Committee will address the investment risk philosophy.

With reference to p. 148, s. 2.05, B. Palk noted that the Investment Subcommittee is referenced but not defined, and suggested it should be defined.

B. Forbes responded that it was anticipated that the Investment Subcommittee would be formalized under the new governance structure and would be fully defined at that time. In the meantime, it was appropriate to acknowledge its existence in the revised SIP&P.

D. Raymond agreed that the Investment Subcommittee is a work in progress and that the members and terms of reference would be formalized in a subsequent version of the SIP&P. In its current form, the Investment Subcommittee comprises Pension Committee members with investment backgrounds, plus Trustee D. Raymond and Trustees’ appointee P. Copestake, who are also members of the Investment Committee.

From the Board’s perspective with respect to the affordability questions, D. Raymond drew attention to s. 1.02 and 1.03 that refer to the plan design and the statement on risk, and s. 2.03 which outlines the policy asset mix. The Plan has two option-like characteristics. One is the money purchase with a defined benefit floor that creates option-like features. The second is the post-retirement benefit increase. More volatility and a higher risk profile are more costly for the University. Lower risk investments are better. The resultant policy mix is similar to other universities and lower than a typical defined benefit plan. There is movement towards reducing the risk but there is a natural challenge with respect to the pressure from the employee groups.

The Chair of the Board confirmed that the SIP&P should be reviewed by the Pension Committee once a year and any changes brought forward to the Board for approval.

The Chair of the Board reviewed the Trustees Code of Conduct rules on conflict of interest. Those with a conflict of interest may participate in discussion but may not vote.

Moved by D. Grace
Seconded by D. Raymond and agreed


That the Board of Trustees, on the recommendation of the Pension Committee, approve the Revised Pension Plan of Queen’s University Statement on Investment Policies and Procedures, October 2, 2009.

Carried 09-43

4. Committee Updates - Optional Oral Reports at Committee Chair’s Request

a) Advancement Committee
Co-Chair, J. Lougheed, reported that Advancement has raised $30M to date for this fiscal year compared with $4M at this time last year. He described campaign preparations, noting that the academic plan will be key to guiding priorities.
In response to a question about effective management of competing fundraising goals, such as the New Medical Building or the Queen’s Centre versus other priorities, Principal Woolf acknowledged the challenges of fund raising for an athletic facility. However, he expressed confidence that once the facility opens, progress will be made. He reported that consultants Marts & Lundy are positive about campaign prospects.

b) Nominating Committee

Motion I

Moved by D. Whiting
Seconded by R. Burge and agreed:

WHEREAS Principal Dr. Thomas R. Williams retired as Principal of Queen’s University on August 31, 2009;

AND WHEREAS in recognition of the important service and lasting contributions of Dr. Williams to Queen’s University, the Nominating Committee of the Board of Trustees has unanimously recommended to the Board of Trustees that Dr. Williams warrants, and is deserving of, the designation “Principal Emeritus of Queen’s University”;

BE IT RESOLVED as follows:

In recognition of, and gratitude for, his important service and lasting contributions to Queen’s University, the Board of Trustees hereby confers upon Dr. Thomas R. Williams the designation of “Principal Emeritus of Queen’s University”, effective as of October 2, 2009.

Carried 09-44

Motion II

Moved by D. Whiting
Seconded by R. Burge and agreed:

WHEREAS Principal Dr. Karen R. Hitchcock retired as Principal of Queen’s University on April 30, 2008;

AND WHEREAS in recognition of the important service and lasting contributions of Dr. Hitchcock to Queen’s University, the Nominating Committee of the Board of Trustees has unanimously recommended to the Board of Trustees that Dr. Hitchcock warrants, and is deserving of, the designation “Principal Emerita of Queen’s University”;

BE IT RESOLVED as follows:

In recognition of, and gratitude for, her important service and lasting contributions to Queen’s University, the Board of Trustees hereby confers upon Dr. Karen R. Hitchcock the designation of “Principal Emerita of Queen’s University”, effective as of October 2, 2009.

Carried 09-45

The meeting continued in Closed Session.
Towards Integrated Planning at Queen’s: Provost vs VP Academic
- Presentation by Dr. Greg Moran, University of Western Ontario (attached to these minutes).

Principal Woolf set the context for the presentation. Queen’s is one of a small number of Canadian universities without a Provost. Normally, this position is linked to the VP (Academic), but it is not just a title. It combines the job of Chief Academic Officer (CAO) and Chief Operations Officer (COO). Peer best practices show that because teaching and research are the core mission of the university, major budget decisions must rooted in the academic portfolio. At the same time, the responsibilities of the Principal have multiplied, particularly in external relations. It is evident that recently Queen’s has not been a presence at government, in the AUCC (Association of Universities and Colleges of Canada) and in other places it deserves to be.

The Provost model does not dictate a rigid internal/external division of responsibility. The Principal cannot advocate for the University if the Principal is detached from academic life.

Principal Woolf introduced Dr. Greg Moran who served two full terms for a total of 10 years as the University of Western Ontario’s first Provost and Vice-President (Academic), stepping down on June 30, 2005.

Dr. Moran began his career at Western in 1977, serving as Chair of Psychology from 1987 to 1992, and Dean of Graduate Studies from 1992 to 1995. He was Provost from 1995 to 2005.


Dr. Moran’s decade as Provost was marked by severe budget cutbacks at the provincial level, combined with the double cohort enrolment boom. Some of his achievements as Provost include: rising entering grades and retention rates for undergraduate students; growth in graduate programs; growth in faculty hiring and total faculty complement after 1998; two new faculties—Health Sciences and Information and Media Studies; a major renewal of the undergraduate curriculum, and a successful fundraising campaign linked to academic priorities.

The Provost's portfolio at the University of Western Ontario currently includes: academic units, Faculty Relations, the Office of the Registrar, Student Recruitment, Institutional Planning & Budgeting, University library system, and Information Technology Services.

During discussion the following aspects were explored:

The transition from a professor to a senior administrator occurs over time by acquiring skills through on the job training: engagement with curriculum design, participation in faculty hiring, promotion and tenure evaluations, management responsibilities as department head and dean. An academic leader must first be able to “walk the academic walk” in the collegial environment and then learn management skills.

There are degrees of contrast between succession planning in the corporate world and in the academic world. Succession upwards in the organization is not necessarily the practice. In faculty and senior administrative hiring, the academy will bring new talent into the organization. For example, the last three Queen’s principals (excepting Principal Williams) have been recruited from other institutions. At the same time, it is always important to groom successors.

The Queen’s model of “Principal teacher” comes from a time when the institution was considerably smaller and the collegial model was more immediate. However, times change and the skill sets required for the senior leadership have also changed. Care will be required to overcome particular sensitivities attached to the notion of the Queen’s Principal.
The Vice-Principal (Academic) and Provost is an academic, but other senior positions below the Provost, for instance Human Resources, Finance and Physical Plant, require a more specialized skill set.

To make a successful transition from the current model to the Provost model, will require patience and a systematic change to the university’s decision process. It is not just a change in the organizational chart boxes and it is more than a new individual setting a new tone.

Universities must respond to the broader society and constituencies beyond the faculty and students to include alumni, donors, partners and governments.

Concurrent structural governance changes are not essential, although committee structures will be affected to become more efficient at all levels.

A compatible relationship between the Principal and the Provost is critical and dependent on the hiring choice. The accepted model of an advisory search committee ensures a broad and fair process that respects the choice of Principal who makes a recommendation for appointment to the Board of Trustees.

At the same time, success cannot be dependent just on the individuals. The elements of success must be embedded in the change process and the ways used to mobilize and engage the institution. The Principal and Provost must work as a team.

At the University of Western Ontario the key steps for the transition were:

1. University Level Strategic Planning
2. Implementation process for the Plan
3. Integrated budget planning
4. Implementation of cultural change throughout the organization
5. Multi-year planning

The University of Western Ontario’s financial position and academic position has improved.

Selectivity and differential allocation of resources are key elements. Objectives must be agreed and supported. Change must be implemented fairly and wisely.

The right candidate must be selected – a Provost must be strong and decisive with determination and perseverance. Process is essential to implement the required change. The Provost, as an academic, brings academic credibility to integrated planning.

The budget must tell a story that makes strategic sense

V OTHER BUSINESS

VI ADJOURNMENT

The meeting adjourned at 12 noon.

The dedication ceremony for Robert Sutherland Hall took place at 1:00 pm.
Good evening. On behalf of the QUAA Board, I am excited to share with you some recent activities, trends and updates from the Alumni Association. I hope that this is the first of many occasions where we can share with you the progress of the QUAA Board and of our extensive network of alumni association branches. Equally important, I am hoping we can use this forum as a means of forging a stronger partnership between the Alumni association, the Board of Trustees and other Queen’s groups.

Within the pre-read materials provided to you (I believe that Lee sent these to all of you mid-week – thank you, Lee), you’ll note our strategic direction for 2009-2010 as well as the current opportunities and challenges that we are addressing as an association. I would like to focus my remarks this evening on our key challenge of ‘engagement’ and to suggest ways that we can connect with more alumni in a way that is meaningful to them and meaningful to the University.

First and foremost, it is clearly obvious based on current statistics that our engagement levels with alumni are not where they could be. We continue to try to crack the million dollar question and that is: “why are students so engaged as students but not as alumni”? Part of the answer lies in the relevancy of Queen’s - due to several factors - after convocation. During an intense, life-changing undergraduate or graduate experience, students are immersed in Queen’s, living on or near campus. Upon convocation and in an era of Facebook, Twitter and other real-life demands, there are an infinite number of distractions and options for the average alum. Shifting this mindset of indifference and mobilizing alumni to be engaged with their alma mater requires more effective communication and education. One big opportunity to increase engagement is young alumni who live in major urban centers. Of the 165,000 alumni, 90% are located in Canada; and 30% are deemed ‘young alumni’ (currently 32 years or younger). As an Association, and in partnership with Alumni Relations and our Branches, we are engaging in focus groups with young alumni to address this demographics’ needs and interests. We are exploring the pilot of an alumni ‘affinity’ card to provide discounted offers and services and the development of a graduation toolkit with tips and career advice on life after convocation, we hope, will serve as an alumni passport to navigate the real world. We are also transforming how we support our Branches and how we foster stronger communication between and across branches. Our Strategic Branch Plan, which we will formally launch at Alumni Assembly at the end of this month, will help us tap into our alumni in local markets and leverage the breadth of talents of our alumni – something that is critical in light of our upcoming Capital Campaign. As someone who began their volunteer relationship with Queen’s at the branch level, I feel passionate about the role branches can play in helping to realize the short and long term goals of Queen’s. I encourage and welcome thoughts and ideas from this group on how we can partner together to further engage our alumni.

Secondly, and perhaps most importantly, we have an obligation to raise awareness of the importance of annual giving while educating alumni about Queen’s need for financial support. Many alumni are not aware of the critical need for support to Queen’s – not only in these times of fiscal uncertainty but also in light of Queen’s unique position and desire to remain close to its current size. I distinctly recall one alumnus at University Council this past Spring stating that had he known about the severity of Queen’s current financial situation, he would have re-directed his charitable donations to Queen’s. Often referred to as the ‘Harvard of the North’, many graduates, and even the general public, look at Queen’s as an ivory tower with limitless funds to build sophisticated infrastructure and hire world-class faculty on a limitless budget. All of us in this room tonight know this is certainly not the case. The challenge lies in educating alumni about the need to preserve and protect our traditions of excellence, while at the same time creating the next generation of Queen’s and Queen’s graduates.

Clearly, our existing ways of communicating to alumni are not yielding the greatest impact. Educating alumni about how Queen’s is upholding its mission and that their financial support matters, however large or small, is critical. We need to develop a mindset amongst alumni that they don’t have to wait to make their first ‘million’ before they give back. Alumni Relations is working hard to deliver the message that annual giving is about participation. Just imagine, if all 100,000 mailable alumni donated just $10.00 each...
year to annual giving, Queen’s would have $1 million. It is obviously difficult to make this ask of alumni if Queen’s leaders themselves don’t embrace a philosophy of participation. Our QUAA Board has demonstrated its commitment and I am proud to say that we have 100% board participation in the annual giving program for this fiscal year. I encourage the Board of Trustees to help us with this messaging to our alumni base and to assist in the process of being transparent with alumni. Communicating the facts of how our money is spent/not spent and why we need the funds that we do will go a long way towards our goal of full participation. Transparency of issues to alumni fosters credibility in dealing with the issues at hand while building trust. This is something that I admired greatly during Tom William’s terms as Principal in his handling of the Homecoming situation and the financial constraints at Queen’s. I know that Principal Woolf also endorses this mindset and will no doubt be an advocate of delivering the right communication at the right time in a manner that is relevant to alumni. But the workings of this Board of Trustees need to be brought to light more to the average alumni. The ideas, problem-solving and decisions made by the Board of Trustees can and should be shared to the extent that it mobilizes alumni to get engaged. Together, we need to inform alumni and let alumni know how they can help.

As you are all aware, the mission of the alumni association is about providing value-added services that are relevant to alumni and to engage alumni in the life and work of the university. As I complete my term, I ask the Board of Trustees to consider two requests:

1) To work and partner with Alumni Relations and the QUAA on delivering more effective communication and building greater awareness of the workings of the University including the issues at hand. The channel of this communication also needs to reflect our shifting culture in technology. Blogs, webcasts and even twitter posts can drive home the right message and reach a critical mass. Thank you to Principal Woolf for taking the lead on twittering; I’m an avid follower.

2) To endorse and support recommendations for new and expanded alumni programming from the Advancement Committee and the QUAA so that we can effectively deliver on our mandate. If we want alumni engagement, we have to invest in our alumni. I am acutely aware of the many diverse pressures on Queen’s limited resources – and by resources, I don’t just mean money – I also mean people and time. Alumni are one of our greatest assets and existing students are our greatest opportunity. We need our new graduates to be world class alumni who will invest back in Queen’s.

I have every confidence that my successor, Heather Black, will continue to engage alumni to foster the passion for Queen’s, to foster the lifelong association and to raise awareness of the importance of giving back in many different ways. As a fellow Sci 80’ to Principal Woolf, I also have no doubt she and the QUAA Board will passionately work with Queen’s around the future return of the traditional fall homecoming.

Thank you for the opportunity to share these thoughts with you tonight. It has been an enormous privilege to serve the University and Alumni in this role over the past two years. I welcome any questions or ideas you may have.

Sarah Renaud
President, QUAA
TOWARDS INTEGRATED PLANNING AT QUEEN’S: PROVOST VS VP ACADEMIC

Queen’s University Board of Trustees
October 2, 2009

Greg Moran
Professor of Psychology and
Former Provost and Vice-President (Academic), 1995-2005
The University of Western Ontario

Plan for the Morning

1. Introduction and Overview
2. The Provost or “How and Why is a Vice-Principal not a Vice-Principal?”
   - By way of answer - The experience at Western: Changes in structure, process and culture
3. Creating a culture of change at the university
   - The Provost as leader of an integrated planning process
4. Questions and Discussion

The Provost or “How and Why is a Vice-Principal not a Vice-Principal?”

The experience at Western: Changes in structure, process and culture

Western Prior to 1995...

- Relatively narrowly defined role - “Head of the academy”
  - Academic faculties, programs and members of academic staff (faculty)
- Role paralleled and complementary to other Vice-Presidents (Admin, Research, External)

The Move to a Provostial Model

- Important structural and process changes but all serve a cultural change:
  - Explicitly placing the front line academic priorities of the university at the centre of all its operations
- Structural changes in organization
- Assumed responsibility for Library, Information Technology Services, Office of the Registrar (later --- Vice-Provost)
- Later: Academic HR (--- Vice-Provost) &...
- Information Planning and Budgeting
Change in Process & Impact on Culture

- Provost as Chief Academic Officer
- Leadership and involvement in all aspects of budget planning and allocation, academic and “non-academic” university planning
- Expected and unexpected consequences
  - Cross-campus repercussions

Critical Relationships for the Provost

- With the other Vice-Principals
  - A variety of options: Reporting relationships through “first among equals”
- Associate Vice-Principals in other domains
  - Physical Plant and Capital Planning, Human Resources, Finance, & Institutional Planning and Budgeting
- Vice-Provost(s)
- And finally...

Relationship With the Principal

Enhanced external effectiveness - sustained internal presence

- Principal’s three key external constituencies
  - Board of Trustees,
  - Broader university community: alumni, donors, partners
  - Government: local, provincial and federal
- But must never be seen to be isolated from the internal constituency - students, faculty and staff
  - Continuing leadership role in Senate
  - The Provost’s role...

The Provost and Governance

The Senate

- Must remain venue for issues of academic policy and strategy
- Provost must play key facilitating role
- Departmental-, Faculty- and Committee-level structure must be strong

The Faculty Association/Union

- Sensitivity to legitimate areas of responsibility

Creating a Culture of Change at the University

The Provost as leader of an integrated planning process
- The Western example -

Overview

1) The University and Change: Strange - or at the very least - Uncomfortable Bedfellows

2) Integrated Planning and Implementation: the Western Example, 1995-2005

3) Identifying the Conditions for Change
The University and Change - Strange Bedfellows

The Culture of the University and Its Governance

- Roots of the University - A Past Real & Imagined
- Conservative approach to new ideas at core
- Some mistrust of data-informed decision making
- Present Environment - A New Reality
  - Enrolments - from elite to mass participation in higher education
  - Societal expectations of research - A new paradigm
  - Accountability
  - Competition for students and faculty

The University and Change

The Current Campus Environment

- Diverse Voices in the Academy include:
  - Busy, seldom heard majority
  - Faculty Association/Union
  - The newcomers
- Suspicion and often resistance to systematic planning and to substantial, non-incremental change

The University and Change

The Reality of University Governance

- Deep commitment to collegial decision making and consultation
- Broad but patchy representation and participation
- Characteristics of typical governance process
  - Pursuit of the illusive (illusory) consensus
  - Discomfort with differentiation in allocation of resources
  - Necessity of extensive consultations
  - Process matters
  - Frequent disruptions - “Spanner in the works”

The University and Change

The Too-Common Default Outcomes

- Incremental, sequentially self-cancelling change, or ...
- Fatigue-induced paralysis and the status quo

The University and Change

Fundamental Challenge
- To maintain and enhance correspondence of university operations with the educational and research needs of society

Current Circumstances
- Expectations of university are fundamentally and rapidly shifting and expanding

Solution
- A culture and process of change requiring systematic and systemic planning and decision making, better aligned with current needs and priorities

Integrated Planning and Implementation: The Western Example, 1995-2005

1. Where Western started
2. The steps in the process at Western
3. What was achieved - Illustrative Outcomes
Where Western Started

- Established member of Canada’s 10 research intensive universities
- The mid-1990’s reality
  - Undergraduate decline
  - Stagnant graduate programs
  - Research performance lagging
  - Absence of key planning elements

Steps in Budgeting and Planning Process Change at Western

1. University-level Strategic Planning
2. Implementation of the Strategic Plan
3. Integrated Budget Planning Process
4. Moving he Process Out to the Units
5. Multi-year Operational/Budget Planning

Steps in the Process

The Steps in the Process at Western

1. University-level strategic planning
   - Process itself is important
   - Sets context and touchstone for future action
   - Integrates all domains - academic, non-academic and capital planning
   - Living Plan:
     - 5-year renewal
     - Foundation of unit plans and annual budget process

Western’s Strategic Plan: “Leadership in Learning” (Fall, 1995)

- Undergraduate Students and Programs
- Graduate Studies
- Research
- Faculty Development
- Institutional Restructuring and Planning
- Staff and Administration
- Community Relations, Alumni, and Private Giving
- Operating and Capital Budgets

Steps in the Process

2. Implementation of the Strategic Plan
   - From the hypothetical to action - “Looking Forward” (Spring, 1996)
     - Making Choices
       - Becomes explicit imperative
     - Budgetary Context - Tuition and Student Aid
     - Academic Restructuring Options
     - The Role of Government:
       - Specific Proposal for grants and tuition

Steps in the Process

3. Integrated Budget Planning Processes
   - Differential and Selective
   - Centrality of management data and information
   - Single decision point for budget allocation
   - Unit plans modeled on revenues available
   - Combines centralized planning and local authority
   - “Integration”
     - Across levels
     - Across sectors
     - Across years
Steps in the Process

3. Integrated Budget Planning Processes (cont.)
   • Differential allocations in support of strengths and priorities
   • Automatic allocation mechanisms, e.g.
     - Enrolment Contingent Funding (ECF)
     - Graduate Expansion Fund (GEF), Increased Cohort Fund (ICF)
   • Programs to enable particular recommendations from planning process, e.g.
     - Strategic Faculty Renewal Fund (SFRI), University Priority Investment Fund (UPIF), Provost’s Academic Support Fund (PASF)

Steps in the Process

4. Moving the Process Out to the Units
   • Unit-level Academic and Operational Plans
   • Renewal of the Strategic Plan – “Making Choices” (2001)
     - Recruitment and Retention
     - Size – Resources and Quality; Collaboration, IT, Advancement
     - Explicit call for local level identification of priorities and differential allocation
     - Institutionalizing the process and changing the culture...
     (3rd iteration of plan in 2006...)
Western -- 1995 to 2005

Faculties
- Major Restructuring/Consolidation
- From 17 Faculties to 12 (in 1 year...)
  - Health Sciences, Med & Dent, Information and Media Studies
- Engineering as a Priority
  - Investments
  - Increases in Faculty, Staff, Enrolments, Space
- And much more...

Students
- First-year Course Guarantee
- Undergraduate Recruitment Initiatives
  - Standard Minimum Entrance Requirement for All Programs
- Expansion of Residences
- General Use Computer Labs
- Enhanced Course Offerings
- Technology in Classrooms
- Expansion of Scholarships and Aid
  - Undergraduate Entrance Scholarships...
  - 75% of Grad Tuition
- Universal Centralized Teaching Evaluations
- University Surveys
  - Exit Survey, Student Financials

Full-Time New First Year Students
Average Entering Grade

Western -- 1995 to 2005

Support Units
- Restructuring of Registrar’s Office
- Creation and Expansion of Office of Institutional Planning and Budgeting
- Restructuring of Information Technology Services
  - PeopleSoft implementation
  - Benchmark for efficient implementation
- Creation of Western Information Systems Group
- Distributed IT Model with Central Support
- Priority on Libraries and Acquisitions
  - Protection of Acquisitions Budget
  - Technology in Libraries
  - Archives and New Storage Facility
  - Transformation of service and function

Office of the Provost
- Vice-Provost (Undergraduate Programs & Students)
  - Integration of student services; student aid; Teaching Support Centre; Centre for New Students
  - Undergraduate program advocacy
  - Recruitment
- Vice-Provost (Academic Planning & Faculty)
  - Creation of Office of Faculty Relations
    - Recruitment and Retention
    - Ongoing relationship and negotiations with faculty union
    - Provincial salary & benefits initiative

Space, Facilities, Capital
- General Use Facilities, including New Buildings
- Classroom Renewal Program, Smart Classrooms, Computer Labs
- Integration of Capital into Overall Planning
  - Academic Space Realignment Project
  - SuperBuild Expansion
  - Strategic Allocation of Space
The Conditions for Change

The Key Elements for Change
Believing That Change Can Happen

- A focus on academic objectives - The Provost
- Commitment to quality and priority based differential allocation of resources
- Systematic, integrated planning process
- Operational and academic plans at all levels
- Multi-year planning and budgeting
- Leadership commitment to change
  - Solid and stable team
  - Determination and perseverance
    - Life in the vineyard