Strategic Plan Meeting – Graduate Coordinators  
March 5, 2019

Approximately 18 graduate coordinators attending.

Notes:

- Marc D begins with a summary of background of the working group
- Process of Strategic Plan
  - Depts gave 3-page submission
  - ASUS gave submissions
  - Town Halls available for faculty/staff/students to provide feedback
- Working group took info in 3 or 4 meetings to boil down to the essential themes
- Plan for each theme to have 3 points
- Reason: to give FAS a list of priorities for going forward
- Strat plan will also go to the Faculty Board
- May still be wordsmithing etc. to be done
- 5 basic areas each with 3 points – there will be more specific objectives on points going forward
- Question: Are we looking to describe Queen’s or to distinguish ourselves from other universities
  - It is an internal document for FAS to focus on priorities
- Next step for discussion - working through the document
- Equity, Diversity, Inclusion (EDI) – located throughout
- Vision
  - Make it more aspirational
- Guiding Principles Question
  - Life-long learning
    - Does not show up on other side of document
    - Is this a new orientation?
    - Coming up more and more in documents – more of an emphasis
    - Human skills/soft skills more prevalent
    - Teaching how to learn and re-skill
  - Building global citizenship
    - How does this relate?
    - Two separate ideas included in the same point
  - Vision and guiding principles are not structurally balanced
  - Question: How is this relevant for graduate education?
    - We need marketable skills for jobs for our grad students
    - Professional development was in earlier wording and got replaced with “teamwork” which maybe does not speak to this
  - Direction of resources o will be part of the discussion as well
How do we distinguish ourselves from professional schools?
How we frame “skills” is helpful within the discussion
Professional skills/development language should appear
Raising the profile of graduate teaching and graduate education could be highlighted (maybe under research prominence?)
Can we include undergrad students in the 2nd point of research prominence bullet
For accelerated Masters program - action point under 2nd point of Research prominence
Research prominence
  • Any point about internationalization?
  • Have to be more aggressive regarding attracting international talent – especially in the PHD
  • Both being internationally known, and attracting international students should be considered (Word “beyond” was meant to address this)
  • Increase the pool of students beyond the domestic pool
  • Global engagement piece that addresses this – outboarding of Queen’s students outside of Canada should be a part of this
  • Global experience
Internationalization goes through 1st four ideas
  • Physical spaces
    • Explicit usage of the word “accessibility” within the document
    • May be a concern about the term due to legal complications
    • Where do libraries fit within the picture?
      • Shared university spaces were not highlighted
  • Equity, diversity, inclusion
    • Play out of western epistemologies
    • Spaces reinforce disciplinary focus across FAS
    • Re-envisioning western epistemology
  • Variety of depts coming together in some way would facilitate new uses of space (e.g. non-disciplinary)
  • Breaking down the silos
  • Interchange of Ideas
    • Interdisciplinary
    • Silo-ing is problematic
  • What action items do you want to see?
    • Sharing grad students across depts
    • Students taking courses from different depts
    • Considering budget model implications
  • Graduate Education
    • Was there discussion about separating grad and undergrad student experiences?
      • Over time ideas blended together
    • Do we want to be more specific
    • Right now it is very broad and inclusive
Details matter

- Right now the document is a high level overview
- Going forward, once faculty board has approved, details will be worked on
- MA and PHD are also very different within the term “graduate”. This may want to be considered.
- Professional program also have very different needs
- If you feel something is not captured – please send ideas to working group
- Where we go from here
  - Email ideas regarding the points – issues coming up in your specific area (program) and how would you prioritize them
  - Identify yourself of grad program of your unit
- If you don’t see your discipline/program represented, suggest how it could be incorporated
- Goes to faculty board March 15
- Feedback a week after that
- Week of 27th of March working group will come together to discuss