

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 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