STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.
1. Jobs, Innovation & Economic Development (JIED)

This component highlights Queen's University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

*Per the KPI results reported from the graduate survey of 2012 graduates:*

<table>
<thead>
<tr>
<th>Percentage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The employment rate for 2012 graduates, 6 months after graduation, at Queen's University was:</td>
<td>91.01</td>
</tr>
<tr>
<td>The employment rate for 2012 graduates, 2 years after graduation, at Queen's University was:</td>
<td>94.81</td>
</tr>
</tbody>
</table>

1b. Employment in a Related Job

*Per the graduate survey of 2012 graduates:*

<table>
<thead>
<tr>
<th>Percentage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at Queen's University was:</td>
<td>79.30</td>
</tr>
<tr>
<td>The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Queen's University was:</td>
<td>91.90</td>
</tr>
</tbody>
</table>

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that Queen's University used in 2014-2015 to measure graduate employment rate.

Queen's played a major role in designing and coordinating the National Five-Year Out Baccalaureate Graduate Outcomes Survey (NBGOS) in 2013 in which 41 Canadian universities participated. During 2014-15, we authored two reports on the national-level results; undertook additional analysis on Queen's results in relation to those at other universities; and incorporated the results into several internal planning initiatives.

The survey explored numerous dimensions of labour market outcomes, subsequent post-secondary educational activity, goal achievement, civic and social engagement, and the impacts and effectiveness of various elements of the undergraduate experience.

Several findings of the NBGOS reinforce the quality and unique character of Queen's:

* 95% full-time employment rate for Queen's graduates (national average 93%).
* 90% labour force participation rate for Queen's graduates (93%).

* A median five-year out full-time employment income of $83,000 across all Queen's undergraduate programs.

* (The lower labour force participation rate for Queen's is substantially the result of a higher rate of post-baccalaureate educational activity: 9% were full-time students at the time of the survey (6% nationally) and 67% had completed another post-baccalaureate credential (50% nationally). In fact, of all Queen's graduates not working at the time of the survey, 74% were full-time students (56% nationally).

These and other findings are being applied in two key areas of planning at Queen's. Program-specific NBGOS results now form a component of the data package provided to programs undergoing cyclical program review, and the self-study document is required to respond to labour market and other outcomes. Second, numerous working groups and analysis projects have been created to support implementation of Queen's Strategic Framework. These include stakeholder input on "Queen's-Specific Learning Outcomes", and a completed report and plan development/implementation on enhancing experiential learning opportunities.

In addition, Queen's is represented on the COU/MTCU working group developing a multi-cohort survey of masters and doctoral graduate outcomes (known as GPOS), and played a significant role in the design of the survey instrument.

**Highlights**

Please provide highlights of Queen's University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Numerous departments and academic units at Queen's work with employers and community partners to foster 21st century learning skills and offer experiential learning opportunities so students can make successful work transitions following graduation.

Queen's has created a new career development tool - Majors Maps - to help students identify program-specific career options and proactively develop related skills and experiences throughout their academic programs. The online site where the maps are housed generated 20,000 hits in its first four months of operation, and 88% of students reported that the maps increased their confidence in making informed decisions about their academic program and career plans. The maps were profiled in the Education Advisory Board's "Reimagining Experiential Learning" publication and was recognized by the Canadian Association of Career Educators and Employers with an Excellence in Innovation Award.

Alumni Relations and Career Services created "Queen's Connects" - a moderated LinkedIn group connecting students with Queen's alumni on issues of advice and support for job search and career. Over 1,500 Queen's students and alumni have joined the group so far, with significant growth expected in the coming year.

A new event - Careers week for Graduate Students and Post Docs - was launched in October 2014. The event offers seminars on academic and non-academic career options and job search skills, along with networking opportunities with industry, government and healthcare professionals.

In 2014-15, Queen's continued its partnership with St. Lawrence College and the Kingston Economic Development Corporation to offer the "Live and Work Kingston" career
fair connecting students with local employers and organizations.
2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Queen's University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at Queen's University for NSSE question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents. 90.60

Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at Queen's University for NSSE question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents. 86.80

Additional Information

Please indicate the methods, in addition to the NSSE survey, that Queen's University used in 2014-2015 to measure student satisfaction.

Queen's has moved to annual administration of both NSSE and CGPSS surveys for the period 2014 to 2019 in order to provide more current monitoring and feedback information for implementation of the Strategic Framework and specifically, to inform targeted improvements in the undergraduate and graduate student experience. NSSE 2015 results reinforce positive student opinion from 2014, with 91.3% responding "good" or "excellent" to the overall evaluation question, and 85.9% responding "definitely yes" or "probably yes" to the institutional choice question.

With an ever-increasing number of online courses and course registrations, Queen's recognized the need for a teaching effectiveness survey constructed specifically for online courses. In 2014-15, the SEOTEQ survey (Student Evaluation of Online Teaching Effectiveness at Queen's) was finalized and piloted in more than 40 courses and generated several thousand responses. The survey deals with student opinions toward course, instructor and online delivery issues. Student survey responses were returned to course instructors along with additional data to facilitate comparisons across courses.

Queen’s continues to expand the number of blended courses reported in prior MYA report-backs, and continues to conduct evaluations of engagement and learning process in these courses.

As noted above, respondents to the NBGOS five-year out survey provided retrospective assessments of their academic program - satisfaction, impact and effectiveness, and key strengths and weaknesses. These responses have been examined using both statistical analysis and content analysis programs and are being communicated to Faculties and academic departments.

Other surveys undertaken during 2014-15 and/or in development for 2015-16 include

* Undergraduate applicant survey
* Customer relationship index survey
Highlights

Please provide highlights of Queen's University's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In this section, we highlight initiatives in two Faculties (Law and Education) and two student support services (Student Affairs and the Centre for Teaching and Learning).

The Faculty of Law

The Faculty continues to utilize results from LSSSE (the Law equivalent of NSSE) to benchmark performance and inform teaching and learning strategy, and will administer LSSSE again in 2016-17.

Following a review of the first-year curriculum (informed in part by a survey of students) the Faculty has developed a first-year Legal Skills Training course that will be introduced in 2015-16.

A Family Law clinic was implemented this year. All clinics provide experiential opportunities for students, and now consist of Business Law, Elder Law, Prison Law and Legal Aid in addition to the new Family Law Clinic. Clinic activities have been relocated together in downtown Kingston to enrich the student learning experience and ensure accessibility and convenience for clientele. In addition, new legal file management software is being implemented at the clinics so students will learn file and time management practices commonly used in the legal profession.

Faculty of Education

Within the newly-implemented revised B.Ed. program, the Faculty has introduced several new concentrations including Teaching in Business and Industry, Teaching at-Risk Youth and Educators Abroad. Students identified and were placed into their preferred concentrations.

Classrooms continue to be renovated to enhance the learning environment and support group work; D2L (a learning management system) is now utilized in all B.Ed. courses; additional student study, dining and exercise space was created; and a personal counsellor is now housed in the Faculty to provide both counselling and mental health workshops for students.

Student Affairs

Career Services (a unit within the Division of Student Affairs) partnered with the Alma Mater Society to launch a career health promotion campaign ("It All Adds Up") in
response to NCHA survey results indicating that career-related stress was a source of anxiety within the student body. Fifteen other university career centres will participate in a greatly-expanded campaign in 2015-16.

Following the success of the "Major Maps" program, a "Majors Night" was held for Arts and Science students. Over 1,000 first-year students discussed majors options with senior students and advisors. 86% of the first-year students attending reported increased confidence in their upcoming selection of major, and 63% indicated a lowering of stress associated with that selection.

Residence Life expanded its offerings of "Living and Learning Communities in Residence". These learning communities allow students to interact within close-knit groups with respect to personal and learning goals, projects and challenges. Learning community themes now include Leadership, Active Living, Eco-Friendly Living, and various academic disciplines.

In conjunction with the Office of Institutional Research and Planning, Student Affairs is in the process of "rolling out" comparative program-level NSSE results to individual units across the University. Custom reports highlight both strategic themes and unit-specific strengths and weaknesses; over the next year, unit- and Faculty-level initiatives will be developed and implemented.

Centre for Teaching and Learning

In 2014-15, the Centre for Teaching and Learning began exploration of a major initiative - a survey identifying the demographic characteristics and learning styles of new Queen's students that will inform faculty of the dimensions of personal and academic diversity and facilitate new approaches to diversity.
2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.20</td>
</tr>
</tbody>
</table>

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Queen's University used in 2014-2015 to measure graduation rate.

As noted in previous MYAA submissions, Queen's students achieve an overall graduation rate of 90%, among the highest in North America, with all academic program streams achieving comparable graduation success. Graduation rate is identified in Queen's Strategic Framework as a core strength, and is monitored and reported on annually.

Program-specific graduation and retention rates are and cross-program transfer rates form part of the data package produced for cyclical program reviews.

Highlights

Please provide highlights of Queen's University's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Faculty of Education revised and enhanced the "Student Annual Report". The report is completed by each graduate student along with his/her supervisor and enables better tracking of student progress toward timely completion and appropriate and timely intervention where appropriate.

The Q-Success and Bounce-Back programs documented in previous MYAA submissions have been expanded to cover students in more Faculties and (starting in 2015-16) those studying at the Bader International Study Centre (BISC). Program enhancements implemented in 2014-15 include more detailed and timely mid-year course grade and GPA reporting and intervention-based academic advising for students experiencing academic difficulties.

The development of Queen's-specific learning outcomes (mentioned above) provides a vehicle to link teaching and learning experiences and program/curriculum with student articulation of these experiences and the learning outcomes they generate. While not directly linked to student graduation rate, improved clarity of these linkages (a) by students suggests increased student confidence in proceeding through their learning experiences, and (b) by faculty may inform program and curriculum decisions. The learning outcomes identified as being most distinctly Queen's are "Research Engagement and Practice Orientation" (foundations for lifelong learning, application of knowledge, knowledge creation, and inquiry and analysis), and "Leadership" (vision and ambition, initiative and persistence, nurturing self and others, and integrity and social responsibility).
2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Queen's University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Queen's University's achieved results:

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>2010 Cohort</th>
<th>2011 Cohort</th>
<th>2012 Cohort</th>
<th>2013 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>94.00</td>
<td>94.50</td>
<td>94.60</td>
<td>94.80</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>89.40</td>
<td>89.90</td>
<td>90.20</td>
<td></td>
</tr>
</tbody>
</table>

Highlights

Please provide highlights of Queen's University's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

(See also the preceding section on Graduation Rates.)

The first- to second-year retention rate of undergraduates at Queen's averages close to 95%. Our goal is to maintain retention at this level or higher; this goal is explicit in our Strategic Framework. Of particular interest are those student groups who may be at risk of withdrawal during or soon after their first-year of study. Three such groups were the target for customized retention programs during 2014-15.

The first is students who are at-risk academically, and involves both an early "Q-Success" program providing study skills development and self assessment workshops. Those students who are identified as being at academic risk after their first term of study (Christmas break) are offered "Bounce-Back" programs and services through a more intensive and intervention-based approach. Results from the first year of Bounce-Back operation indicates a GPA increase by the end of first-year and a higher retention rate into second-year than a matched group of non-participants. In its second year of operation in 2014-15, Bounce-Back was expanded to include identification of, and outreach to, all undergraduate students in Arts and Science, Engineering and Applied Science, Commerce and Nursing.

The second is Aboriginal students. In 2014-15 the Four Directions Aboriginal Student Centre welcomed an Elder-in-Residence who quickly became a key resource for both Indigenous and non-Indigenous students on campus. The Elder's activities include facilitating ceremonies at convocation and in classes, participating in campus-wide events, speaking to students in several classes, co-facilitating the Wellbeing Circle for students with mental health challenges and group and one-on-one counselling. The Elder-in-Residence represents an expansion of a previous program in which Elders visited the campus for short period on a rotating basis.

The third is students who spent their first-year of study at the Bader International Study Centre. These students experience a unique transition to the Queen's Kingston campus and some feel "out-of-step" with their fellow students who are already familiar with the campus and who have already established relationships with other students. BISC students are matched with senior student mentors who also attended BISC in their first-year; mentors provide support and guidance of various types to support this second-year transition to Queen's-Kingston.
As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/ coop-defined.html, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the Queen's University in 2014-2015:

<table>
<thead>
<tr>
<th>Co-operative Education Program Type</th>
<th>Number of programs at Queen's University with a Co-op Stream</th>
<th>Number of students at Queen's University enrolled in a Co-op program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3</td>
<td>146</td>
</tr>
<tr>
<td>Graduate</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Highlights

Please provide highlights of Queen's University's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

For over thirty years, the Queen's Undergraduate Internship Program (QUIP) has been connecting students in Engineering and Applied Science and the School of Computing with employers for paid 12-16 month internships. In 2014-15, QUIP was expanded to include students across all honours programs in the Faculty of Arts and Science. Students in over 60 different academic programs can now participate.
In the Bachelor of Education program, all teacher candidates participate in mandatory classroom and alternative practica (a total of 20 weeks of practicum experience in the new B.Ed. program). One of Queen's most valued programs - the Aboriginal Teacher Education Program (ATEP) - provides additional support to Aboriginal student practicum activities including assignment of a First Nations Faculty Liaison and a Queen's faculty liaison for all placements; access to a fund to facilitate travel to practica at First Nations Schools (currently in approval stage) and community-based site coordinator placement support.

As noted above, a key pillar of Strategic Framework implementation at Queen's is experiential learning. NSSE and CGPSS survey items are used within the framework to measure and assess involvement in, and satisfaction with experiential learning opportunities. Our 5-year objective is to increase both participation and satisfaction in order to distinguish Queen's as a go-to institution for experiential learning.

The final report of the Experiential Learning Working Group (created to make recommendations consistent with the Strategic Framework) contains a number of recommendations currently in review. These include building on the successful QUIP model to coordinate and support experiential learning and build community and employer partnerships; focusing as a top priority on increasing the number of paid internships available to students; developing record-keeping, monitoring and reporting mechanisms to document and authenticate course- and program-based experiential learning; facilitating co-curricular EL and exploring e-Portfolios and other tools as supports; developing EL-specific learning outcomes/metrics/protocols within program development and reviews; and systems to facilitate student reflection and skill articulation as key elements of experiential learning. Significant institutional commitment to experiential learning will begin in 2015-16.
2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Queen's University is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A **Fully Online Learning (asynchronous) course** is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A **Synchronous Conferencing course** is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A **Fully Online Learning (asynchronous) program** describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A **Synchronous Conferencing program** describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide the Queen's University's eLearning data for 2014-2015:

<table>
<thead>
<tr>
<th>Course Data</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ministry-funded, for-credit courses offered through fully online learning</td>
<td>84</td>
<td>13</td>
</tr>
<tr>
<td>Number of ministry-funded, for-credit courses offered through synchronous conferencing</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Total Number of ministry-funded, for-credit courses offered in e-Learning format</td>
<td>84</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Data</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ministry-funded, for-credit programs offered through fully online learning</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Number of ministry-funded, for-credit programs offered through synchronous conferencing</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Total Number of ministry-funded, for-credit programs offered in e-Learning format: 4

Course Registrations
- Registrations in ministry-funded, for-credit courses offered through fully online learning: 12511 Undergraduate, 3225 Synchronous Conferencing
- Registrations in ministry-funded, for-credit courses offered through synchronous conferencing: 85 Graduate, 3225 Synchronous Conferencing

Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format: 12511 Undergraduate, 3310 Synchronous Conferencing

Additional Information
Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.)

Not applicable.

Hybrid Learning*
A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.

Additional Information
Please highlight one example of Queen’s University's use of Hybrid Learning courses and/or programs.

The Faculty of Arts and Science at Queen's continues to expand on, and experience positive outcomes from, blended (hybrid) courses. In 2014-15, four new blended courses were introduced (in Geography, Health Studies, History and Psychology), bringing the total to 13 courses with combined registrations exceeding 10,000. Virtually all students in the B.Sc. and B.A. programs now register in at least one hybrid course in their first or second year; further development of upper-year courses is planned for the future. Assessment of student engagement in blended courses (using the CLASSE version of the NSSE survey instrument) continues to indicate improvement in "active learning" averaging 60% over the traditional versions of courses. In addition, this engagement improvement is being maintained over successive offerings of courses. Preliminary analysis of NSSE results (which measure overall rather than course-level engagement) provides encouraging evidence that exposure to an increased number of blended courses is associated with improvement in overall engagement.

Highlights
Please provide highlights of Queen's University's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The following provides a brief summary of various other e-learning activity at Queen’s during 2014-15:
Development and piloting of Student Evaluation of Online Teaching Effectiveness at Queen's (SEOTEQ) a student course/instructor evaluation survey designed specifically for online course delivery at Queen's.

The Faculty of Engineering and Applied Science now offers APSC221 - Economics and Business Practices in Engineering in both fully online and blended format.

Queen's received funding for 20 course/module proposals of the 94 approved by MTCU in the 2015 Shared Course Fund competition. In combination with Queen's successful 2014 proposals, the University has clearly established itself as a leader in online course development and implementation.

The Faculty of Education recently completed development of (2014) and introduced (2015) the Professional Masters in Education - a fully online M.Ed. degree program tailored to working professionals in the Education sector; and the Graduate Diploma in Professional Inquiry - a component of a laddered sequence that can lead with further coursework to the Professional Masters in Education.

The Faculty of Law introduced its first fully online course - Introduction to Canadian Law in summer 2015. The course provides scheduling flexibility and easy access to 300 students in Arts and Science, Commerce and Engineering programs.
3. Student Population

This component highlights Queen's University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

**Full-Time Students**

The total Full-Time Headcount Enrolment* at Queen's University in 2014-2015: 19803

*Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).


*Please do not include International Students in the calculations below.

**Students with Disabilities** *DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the Queen's University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of Full-Time Students with Disabilities at Queen's University who registered with the Office for Students with Disabilities and received support services in 2014-2015:</td>
<td>1175</td>
<td>5.93</td>
</tr>
</tbody>
</table>

**First Generation Students**

*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential, e.g., degree, diploma, certificate).

<table>
<thead>
<tr>
<th>First Generation Students</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of Full-Time First Generation Students enrolled at Queen's University in 2014-2015:</td>
<td>1730</td>
<td>8.74</td>
</tr>
<tr>
<td>The total indicated above as a comparative % of the Queen's University's 2014-2015 Full-Time Enrolment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Aboriginal Students**

* DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual...
Aboriginal Students

The total number of Full-Time Aboriginal Students enrolled at Queen's University in 2014-2015: 355

The total indicated above as a comparative % of the Queen's University's 2014-2015 Enrolment Headcount: 1.79

The total number of Part-Time Aboriginal Students enrolled at Queen's University in 2014-2015: 7

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
  1) His/her mother tongue is, or includes French (the student is a francophone);
  2) His/her language of correspondence with the institution is French;
  3) He/she was previously enrolled in a French-language education institution; or
  4) He/she was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students

The total number of Full-Time French-Language Students enrolled at Queen's University in 2014-2015: 

The total indicated above as a comparative % of the Queen's University's 2014-2015 Enrolment Headcount:

The total number of Part-Time French-Language Students enrolled at Queen's University in 2014-2015:

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

First Generation

Counts for first-entry first- and fourth-year students are point estimates based on NSSE 2015 sample responses with linear interpolation of proportions for second- and third-year, applied to Fall 2014 USER counts. Counts for Consecutive Education and Law are based on the distribution of responses to the University Applicant Census (UAC) applied to USER file counts, and are assumed to be equal for full-time and part-time students. Counts for graduate students are based on the distribution of UAC results applied to USER file counts, with a slight decline in participation rate assumed from first-year of graduate study onward. Certain programs are excluded because of data availability or data comparability limitations.

Aboriginal

First-entry program method as above. Consecutive Education, Law and GraduateStudies counts use 2013 UAC proportional results (due to low "n" for 2015) applied to USER file counts. Certain programs are excluded because of data availability or data comparability limitations.
French Language

As an English-speaking university, Queen's does not collect or maintain data on French language consistent with the definitions above.

**Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students**

**Highlights**

Please provide highlights of Queen's University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

The Faculty of Education offers a number of services, programs and facilities that contribute to Aboriginal student access and success:

**Access:**

* Toll-free number for the ATEP program
* Recruitment webinars
* ATEP Facebook page
* Applicant and recruitment gatherings
* Queen's/Trent final year information session
* First Nation on-site coordinator recruitment
* First Nation instructors in courses with First Nation content
* Aboriginal language course modules and other activities

**Success and Support:**

* ATEP staff/faculty membership on Aboriginal community committees
* Four Directions and Elder-in-Residence services
* Cultural sensitivity training for staff, faculty and students
* ATEP role in Sacred Medicine Garden (http://educ.queensu.ca/atep-office)
* partnership with CSC for shared cultural events at CSC Staff College

The Q-Success program noted above continues to attract a disproportionate number of Aboriginal and first generation students. The capacity of Q-Success was tripled in 2014-15 and there is a separate Aboriginal cohort/group within the program.

The Faculty of Engineering and Applied Science provides science camps and workshops to five community partners, and offers a bursary for high-school students to attend on-campus engineering enrichment programs including EngWAY: Engineering Week for Aboriginal Youth.

In 2014-15, Queen's engaged in an external review of Health, Counselling and Disability Services. The Disability Services Office has been renamed "Queen's Student
Accessibility Services” and through reassignment of budget, an additional 1.5 support staff positions (intake and transition) will be created in 2015-16.
3b. Student Population - International Students

International Students

*DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2014, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students

Queen's University reported to the ministry Full-time International Enrolment* in 2014-2015:

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2071</td>
<td>9.21</td>
</tr>
</tbody>
</table>

The total indicated above as a comparative % of Queen's University's 2014-2015 Full-Time Enrolment Headcount (Funding Eligible and Ineligible):

Queen's University's 2014-2015 Part-time International Enrolment is 71.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Not applicable.

Highlights

Please provide highlights of Queen's University's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Queen's University. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Internationalization is one of the four core themes of Queen's strategic framework and is comprised of three components: International Research Engagement, International Undergraduate Student Recruitment and International Undergraduate Student Engagement.

With respect to international recruitment, Fall 2014 saw significant growth in the intake of new international undergraduate students: from 115 to 212 - an increase of 84%. International student intake will continue to increase over the next 5+ years, potentially reaching 500 by 2020, by which time up to 10% of Queen's undergraduate student body will be international.

We measure undergraduate student engagement in two ways: the number of Queen's students who study away from Queen's in another country on exchange, and the number of international students who spend time at Queen's on exchange. Both measures will continue to increase at or above the rate of enrolment growth (i.e. by 20% within the next 5 years).

2014-15 initiatives related to these or other internationally focused objectives include:

* Development of 2+2 programs with Tongji University, Fudan University and Beijing Normal University that will allow Chinese students to complete Environmental Studies,
Chemistry and Biology degrees at Queen's.

* The delivery of the first-year B.Sc. (Science) program at the Bader International Study Centre.

* Expansion of Q-Bridge, a year-long English language proficiency improvement program for students who would then be eligible to enter their first-year of study at Queen's.

* Piloting of "Acculturation and Transition to Life and Academic Success (ATLAS). The program begins in early summer and continues through the first month or so of classes, and consists of a webinar dealing with study permit applications, entry visas and work opportunities during study; an orientation day involving upper-year international students and providing information on health coverage and obtaining a SIN, social networking opportunities; receptions and social nights; and a final session dealing with cultural transition and access to services.
3c. Student Population - Proportion of an institution’s enrolment that receives OSAP*

*Definition: Receives OSAP is the number of OSAP awards, including any student at Queen's University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution’s enrolment that receives OSAP  
Queen's University’s 2014-2015 proportion of an institution's enrolment that receives OSAP is  

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7376</td>
<td>37.20</td>
</tr>
</tbody>
</table>

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Not applicable.
4. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Queen's University's SMA.

- Concentration of full-time enrolment* at universities by program Specialty or Major (SPEMAJ)
- Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

**DEFINITION:** Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

### Undergraduate / Graduate Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural &amp; Bio. Sciences</td>
<td>9.46</td>
<td>2.95</td>
</tr>
<tr>
<td>Engineering</td>
<td>15.68</td>
<td>12.18</td>
</tr>
<tr>
<td>Fine &amp; Applied Arts</td>
<td>3.19</td>
<td>2.51</td>
</tr>
<tr>
<td>Food Science &amp; Nutrition</td>
<td>5.21</td>
<td>2.71</td>
</tr>
<tr>
<td>Dentistry</td>
<td>5.21</td>
<td>2.71</td>
</tr>
<tr>
<td>Business &amp; Commerce</td>
<td>10.69</td>
<td>20.64</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1.47</td>
<td>2.20</td>
</tr>
<tr>
<td>Education</td>
<td>5.21</td>
<td>2.71</td>
</tr>
<tr>
<td>Engineering</td>
<td>15.68</td>
<td>12.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th># of undergraduate students in a program as a % of total # of undergraduate students across all programs at Queen's University</th>
<th># of graduate students in a program as a % of total # of graduate students across all programs at Queen's University</th>
<th>Queen's University's share of system-wide undergraduate enrolment in each PROGRAM</th>
<th>Queen's University's share of system-wide graduate enrolment in each PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Bio. Sciences</td>
<td>9.46</td>
<td>2.95</td>
<td>6.83</td>
<td>4.13</td>
</tr>
<tr>
<td>Architecture &amp; Landscape Arch.</td>
<td>10.69</td>
<td>20.64</td>
<td>4.23</td>
<td>16.74</td>
</tr>
<tr>
<td>Business &amp; Commerce</td>
<td>1.47</td>
<td>2.20</td>
<td>3.35</td>
<td>8.86</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3.19</td>
<td>2.51</td>
<td>4.14</td>
<td>5.38</td>
</tr>
<tr>
<td>Education</td>
<td>5.21</td>
<td>2.71</td>
<td>10.75</td>
<td>14.59</td>
</tr>
<tr>
<td>Engineering</td>
<td>15.68</td>
<td>12.18</td>
<td>9.49</td>
<td>7.89</td>
</tr>
</tbody>
</table>

*Personal information is confidential and must be protected*
10. Forestry
11. Health Professions 2.73 9.82 3.29 7.30
12. Humanities 7.96 6.75 4.49 4.85
13. Journalism
14. Kinesiology/Recreation/Phys-Ed 3.28 2.51 3.94 8.09
15. Law 3.20 0.64 7.77 4.16
16. Mathematics 0.77 0.88 2.85 3.49
17. Medicine 2.31 9.00
18. Nursing 2.56 1.60 3.73 5.24
19. Optometry
20. Other Arts & Science 15.05 8.35
21. Other Education
22. Pharmacy
23. Physical Sciences 1.57 1.92 4.86 3.16
24. Social Sciences 14.34 20.12 3.42 5.58
25. Theology 0.01 0.08 0.30 0.51
26. Therapy & Rehabilitation 12.50 17.47
27. Veterinary Medicine

Notes:
- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Highlights
Please provide highlights of Queen's University's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Undergraduate and graduate program mix is one of the ways in which Queen's differentiates itself from other Ontario universities, and confirms the program priorities outlined in our Strategic Mandate Agreement.
Queen's undergraduate enrolment share of the Ontario university sector is particularly high in Education (11%), Engineering and Medicine (9%) and Law and "Other" Arts and Science (each at 8%). At the graduate level, Rehabilitation Therapy programs constitute 18% of the Ontario university total, Business Administration 17%, Education 15%, Computer Science 9%, and Kinesiology and Engineering each 8%. These offerings form part of the basis for our proposed SMA program strengths and priorities: Health and Society, Science and Technology, and Business Administration and Education.

With respect to new academic programs, Queen's introduced or prepared for 2015-16 implementation a number of new academic programs:

* Certificate in Business: provides Arts and Science students to develop business skills and knowledge during and subsequent to their Arts or Science degree program. Half of the program's courses are available entirely online.
* Professional Masters of Education: with concentrations in assessment, leadership, literacy and international education, the program addresses educational and instructional interests across a number of professional areas.
* Graduate diplomas in Risk Policy Regulation, Professional Inquiry and Business Administration were introduced in 2014-15; up to four more graduate programs are planned for 2015-16.
* In partnership with St. Lawrence College, two new collaborative programs have been developed: a joint B.Sc. (Honours) specialization in Biotechnology (Queen's)/Advanced Diploma in Biotechnology (St. Lawrence College); and a joint B.Mus. degree (Queen's)/Diploma in Music and Digital Media (St. Lawrence College). Both programs have opened in 2015-16.
* After substantial planning and development, an internship-designated degree stream within all Arts and Science programs is now in place.
* International collaborations in Environmental Studies, Biology and Chemistry programs with Tongji University, Fudan University and Beijing Normal University.

In terms of academic program revisions, enhancements and supports:

* The JD program in the Faculty of Law, and all undergraduate programs in the Faculty of Engineering and Applied Science undertook curriculum reviews to prepare for and implement changes in professional accreditation requirements.
* The Faculty of Law continued to offer its one-of-a-kind program in Global Law to JD and LLM students at the Bader International Study Centre.
* Graduate Degree Level Expectations (GDLES) and expected learning outcomes for all graduate programs at Queen's are now posted on the web; academic programs are currently identifying transferable skills expectations.
* Support services and programs supporting a wide range of graduate students include "Expanding Horizons" (64 workshops with attendance of 1.722 students, designed to improve academic, professional and personal success in graduate study); and pending implementation of the "Alumni Mentors" program.
5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector.

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applications</th>
<th>Total Registrations</th>
<th>Transfer Applications*</th>
<th>Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>25453</td>
<td>3800</td>
<td>149</td>
<td>13</td>
</tr>
<tr>
<td>2011</td>
<td>26374</td>
<td>3947</td>
<td>170</td>
<td>7</td>
</tr>
<tr>
<td>2012</td>
<td>26262</td>
<td>4150</td>
<td>148</td>
<td>6</td>
</tr>
<tr>
<td>2013</td>
<td>28549</td>
<td>5481</td>
<td>168</td>
<td>15</td>
</tr>
<tr>
<td>2014</td>
<td>28478</td>
<td>4212</td>
<td>135</td>
<td>14</td>
</tr>
</tbody>
</table>

*Transfers from publicly assisted colleges in Ontario.

NOTE:

- OUAC collects information on the number of transfer student applications and registrations. The ministry recognizes that:
  - the transfer data set only includes students who have applied to university through OUAC and have self-identified on applications to OUAC;
  - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
  - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages Queen's University to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, Queen's University should report institutional data that includes data from OUAC and other sources.
### Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Queen's University's Total Applications</th>
<th>Queen's University's Total Registrations</th>
<th>Queen's University's Transfer Applications*</th>
<th>Queen's University's Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>28106</td>
<td>3812</td>
<td>1860</td>
<td>292</td>
</tr>
<tr>
<td>2012</td>
<td>28253</td>
<td>3851</td>
<td>1562</td>
<td>210</td>
</tr>
<tr>
<td>2013</td>
<td>28956</td>
<td>3888</td>
<td>2037</td>
<td>355</td>
</tr>
<tr>
<td>2014</td>
<td>30506</td>
<td>4207</td>
<td>2375</td>
<td>476</td>
</tr>
</tbody>
</table>

### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

In the top table, 2013 total registrations are reported as 5481. These data originate with OUAC and are distributed through COU. The 2013 total registrations value is incorrect, and was not detected as an error during the 2013-14 MYA cycle. The correct figure cannot be determined within this year’s SMA reporting time frame, but is approximately 4,200.

Values provided in the table immediately above present an alternative view of transfer applicant and student volumes. The data include all first-year full-time Fall entry applicants and registrants, including internal program transfer applicants requiring post-secondary transcript assessment, as well as part-time and full-time first-entry applicants to first-year and upper-year study originating at any post-secondary institution (universities and colleges).

### Highlights

Please provide highlights of Queen's University's activity in 2014-2015 that demonstrate Queen's University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Queen's University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

In addition to the degree-seeking program applicants and registrants in the table above, 2014-15 Letter of Permission (LOP) applicants to Queen's totalled 187, generating 151 registrants.

Last year, Queen's expanded available credit transfer opportunities with new agreements signed with St. Lawrence College and the Northern School of Mining, to provide degree pathways for college-to-university and university-to-college transfers.

As of the 2015-16 year, transfer students are integrated into the University's day-long Summer Orientation Orientation to Academics and Resources (SOAR) program. This provides incoming transfer students access to more of the services and resources available to all students at Queen's, prior to the beginning of the academic term.
6. Financial Sustainability

Highlights
Please provide highlights of Queen's University's activity in 2014-2015 that demonstrate Queen's University's efforts to support ongoing financial sustainability of Queen's University.

Queen's actively tracks and acts on issues related to financial sustainability.

On an annual basis, Queen's requests credit rating reports from Standard & Poor's (S&P) and DBRS. These reports are based on a comprehensive analysis of enrolment and staffing, market position, and numerous financial and operational indicators. Queen's has received highly favourable financial ratings from both agencies over the past several years: AA+/stable (S&P) and AA/stable (DBRS).

Financial sustainability is one of the four strategic drivers in Queen’s University's Strategic Framework. Regular Strategic Framework reporting to the Board includes consideration of numerous indicators, including:

* trends in revenue generation by Faculties and Schools
* trends in degree of diversification of revenue sources by Faculties and Schools
* cost containment processes for Faculties, Schools and shared services
* primary reserve ratio
* net operating revenues ratio and
* endowment value per student.

Queen’s also reports annually to the Board of Trustees on past and current values of a number of financial indicators outside the Strategic Framework reporting process:

* debt per student
* interest burden ratio and
* viability ratio.

A number of important initiatives have been implemented, or are being considered, to strengthen Queen's financial sustainability. Queen's is in its third year of implementation of a new responsibility centre management (RCM) budget model, which encourages revenue generation, revenue diversification and cost containment, with a focus on Faculties and Schools, the areas of the university primarily responsible for delivering teaching and research.

Queen’s has recently concluded negotiations with almost all of its bargaining groups, resulting in numerous four-year collective agreements that allow for sound financial planning and compensation predictability (since compensation is our largest single expenditure).

Queen’s is also an active participant in discussions that could lead to a jointly sponsored pension plan (JSPP) for a number of Ontario universities, which would enable a financially sustainable pension plan and secure permanent solvency relief. During the last round of collective bargaining, all unions committed to participate in the project to
design and build the new JSPP.

Finally, Queen's continues to pursue and implement cost containment in utilities, cost efficiencies through collaborative procurement, and other activities that support financial sustainability.
7. Attestation

By submitting this report to the ministry:

Queen's University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Queen's University's Executive Head.

For additional information regarding Queen's University's 2014-2015 SMA Report Back please contact

Name: Chris Conway
Telephone: 6135336000 ext 77939
Email: conwayc@queensu.ca