Feedback Received Through Consultations Regarding Queen's Bicentennial Vision

OVERVIEW. The development of Queen's Bicentennial Vision began in January 2025 when Principal Deane released a paper to generate discussion about how the university envisions its future. The release of this paper was followed by a series of opportunities for consultation on the Vision during the Winter term of 2025. These opportunities included Q&A sessions with students, staff, faculty, and alumni, meetings with groups of leaders in academic and administrative units, engagement with Indigenous council and Indigenous Knowledge Working Group, a committee of the whole at Senate, and a focused session at the Board-Senate retreat. In addition to these in-person meetings, a portal was made available for members of the Queen's community to provide feedback online.

The following represents the complete collection of community feedback, aside from some comments that were removed due to vulgarity. The feedback obtained through the in-person and online meetings is provided first and includes direct statements as well as summarized notes from meetings. Statements collected through the portal are then provided.

FEEDBACK FROM Q&AS AND IN-PERSON MEETINGS. This section provides the collected feedback from in-person consultation sessions.

- Strong student demand: 58K applicants for 5K spots
- How about going private?
- Enrolment priorities should transcend current budget pressures. What can we offer and demand?
- Space needs should be considered along with enrolment priorities.
- Queen's should grow if Kingston becomes a super-city
- Fundamental problems we face require humanities training, e.g., GenAI
- Need to break silos -> improved integration across fields
- Word distribution [in reference to study body and enrolment] is part of the problem
- Need to consider incentives associated with decisions and goals
- Budget model needs to incentivize proper behaviour, e.g. collaboration across Faculties
- Change grad model to be set by research themes, not by siloed departments
- Innovation
    - How to enable?
    - Pros and cons of IP and commercialization
- Partnerships
    - Alumni
    - Industry
    - Community
    - Government
- Redefining structures -> we are siloed by structures
- Need gathering spaces

- Need to think about change management in this process
- Evidence-based teaching
- Critical thinking
- Need to consider research:teaching:service balance against resource constraints
- Better use of technology
- Interdisciplinarity
    - Facilitating connections
    - Share to reduce burdens where appropriate
- Learn from existing examples for interdisciplinarity
    - CNS, Environmental Studies, Beaty
- Barriers
    - Workload differences
    - Peoplesoft and other technologies
- Need to decompose siloes and make spaces for connections
- Demand for what we offer
    - Students, employers, government
- Ongoing pandemic impacts
- Effects of social media and AI -> information literacy
- Retain humanities and arts
- Equip students for AI
    - AHSS plays significant role in AI research and use in teaching
- Wellness
- STEAM
- Instructors and structures
    - Teachers to teach
    - Researchers to research
    - These offer pathways for interdisciplinarity
- Recognition for those doing work -> workloads and merit
- Rankings
    - National top 5
    - International top 150
- Use research metrics to identify existing and emerging strengths
- Hire into strategic areas
- Utilize advancement to establish research chairs and cluster hiring
- Utilize teaching stream faculty
- Connect priorities with industry R&D
- Closer connection between advancement and research
- Relationship between research and student experience; information landscape
- Coalesce around priorities
- Build structures that align vision and reality
    - Institutes

    - Operational leads
    - Structures that connect to other areas of the university
- Different rankings for different audiences
- Align research objectives to global priorities
- Consider the effects of a changing research publication landscape
- Resources need to be aligned with priorities
- Engage undergrads in research
- Need data to make decisions
- Can we focus on fewer programs and be better at them?
- Social work program
- Academic excellence as a principle
    - Might need to cut programs to ensure those that remain are excellent
- Protecting humanities in current climate
- Natural opportunities for interdisciplinarity impeded by structures
- Support student curiosity
    - Research opportunities within the curriculum via experiential learning, guest lecturers
    - Exposure to research/scholarship via internships, experiential learning, open houses to show research
- Need to be a research intensive university
- Research vs teaching faculty
- Nimbleness in shifting student demands is impeded by slow change in faculty
    - More flexible structures and programs to promote interdisciplinarity could help
    - Need budget model to support this
- How do we retain the Queen's experience?
    - Value proposition vs nostalgia
    - What are essential experiences?
    - May be variations by field
- Queen's should grow
    - Online
    - Summer courses
    - Work-integrated learning
    - Could enhance I-EDIAA
    - Need to consider how growth is funded
- Increasing enrolment vs. experience
    - Size issues
    - Faculty:student ratio
- Consider revenue and cost when looking at student distributions
- Look at available programs when considering student distributions
- Reduce barriers to study across Faculties
- Some common curriculum for all 1st year students, e.g. AI, Indigenous Worldviews and Reconciliation

- Teaching should follow expertise
    - Reduce barriers to cross-Faculty teaching
    - Reduce incentives for Faculties or departments to collect students
- Stop trying to offer everything to everyone
    - Does Queen's need a few themes?
    - Distinctions could be at various levels
- Need support throughout grant cycle for research success
- Mentorship program for new faculty
- Higher benchmarks/expectations for promotion to Full Professor
- Need to consider how the university markets itself
    - Stop being liberal arts and be research focused
- Reduce siloization
- Research focused school
    - Teaching needs to follow research
    - Emphasize knowledge production
- Consider what research means to different constituencies
- Increase international research partnerships
- Balance research excellence vs workloads
- When was Queen's at its healthiest size
- Should we be a set of schools or integrated
- How would we integrate areas
- Should we have breadth requirements
- Need to think about undergraduate, graduate, and postdoc distributions when considering research excellence
- Increase research partnerships for excellence and reputation
- Focused recruitment
- Early career support
- Capitalize on expertise of senior faculty
- Need high standards
- Prepare students for careers as opposed to jobs
    - Learn how to think/learn
    - Cultivate curiosity
    - Flexibility
    - Resilience
    - Critical thinking
- Train students how to deal with failure
- Who do we serve?
- How to show general public we matter?
- Housing for upper year students if we grow
- High standards
- Transferable skills

- What qualifies as a research experience?
- Interactions between graduate and undergraduate students to transfer research knowledge
- New faculty come here to do research, we need to stop thinking we are an undergraduate school
- Growth can be in ways that work with current campus
    - Summer enrolment
    - Digital/remote
- Intellectual vs. administrative organization
- Need to be willing to open and close programs
- Lean into research
- Balance fundamental and transferable skills to prepare for careers
- Connect enrolment o research strengths
- Organize around research and focus on strengths
- Alignment between priorities and activities
- Reorganize faculties to reduce barriers, e.g. DMBS and business
- Need to identify priorities and stop doing other things
    - Civil engineering is an example where they don't offer common streams
- Focused programs – how do small schools offer programs with fewer faculty in some areas?
- Ongoing learning opportunities for alumni
- Enhanced supports for Indigenous students
- Pathways for Indigenous students that address existing barriers
- Build authentic relationships with Indigenous communities and partners
- Increasingly Indigenize campus
- Increase Indigenous representation and approaches in decision making
- with regards to campuses accessibility, and the desire to grow and increase capacity, how will the accessibility needs of students be met and how will older buildings be renovated to ensure that campus is accessible to all
- As we look to the next decades of the University, I can't help but think about training the next generation of academics. For current Queen's students, can you respond to this question? Is Master's funding still under threat? Can Master's students expect to receive funding for their work in the upcoming academic year?
- How has your background as a professor in the humanities prepared you for your current role as a leader within the university?
- I found the bicentennial paper really alarming as there was a serious lack of focus on the arts, humanities, and social sciences. The paper made it very clear that STEM was the focus for Queen's future. Us in the arts are already seeing (and have been seeing for years) the lack of regard the university for our discipline. How (or will) the university work to keep disciplines other than STEM alive?
- The bicentennial vision document relied heavily on historical perspective and the experiences of Principal Wallace at the centenary, which as a historian, was a welcome inclusion. The fear that has rippled across the many history students, staff and faculty, was

that humanities departments at Queen's were going to be sacrificed at the alter of STEM. A rich and robust humanities/social sciences program is of great importance to me as a student, alum, and as a potential future parent and financial supporter of the university. I recognize that shifts might need to take place, but it would be a significant concern if a student couldn't come to Kingston and leave with a degree from the Queen's history department.

- First, I want to acknowledge the significant effort that has gone into this initial document—it's truly appreciated. From my perspective as a third-year PhD student in Civil Engineering, I've noticed that the plan seems to emphasize strengthening STEM programs. While this investment is certainly valuable, I'm concerned that it may come at the expense of humanities, social sciences, and arts programs. Through conversations with colleagues across the institution, I've heard similar concerns, particularly from those in smaller departments within FAS that focus on equity-related education—such as Gender Studies, Black Studies, and Indigenous Studies. These programs play a critical role in shaping well-rounded graduates who can navigate the complexities of our increasingly interdisciplinary world. As STEM fields continue to evolve, it's more important than ever to integrate perspectives from the humanities. In an era where I-EDIAA must be at the core of all academic and professional spaces, we need to ensure that future leaders from Queen's are equipped to be champions of equity in society. This means embedding these critical principles into all disciplines, including STEM, rather than allowing them to be sidelined. With that in mind, how does Queen's University plan to ensure that this prioritization of STEM does not come at the expense of these vital programs? Additionally, how will Queen's continue to bolster equity-related research and improve access to Queen's education for marginalized students?
- Is the university considering downsizing its administrative complement rather than its faculty/graduate students/programs in addressing our budget deficit while still honouring our academic mission?
- Will undergraduate students, in the future, be seen as cheaper replacements for graduate students currently performing research at the university? Are efforts to increase undergraduate research preparation for the erosion of graduate funding?
- I appreciate Queen's commitment to prioritizing the UN Sustainable Development Goals (SDGs), and while the university does fantastic work in this area, there are still pressing challenges right here at home. Among graduate students, the rising cost of living—particularly regarding housing and food insecurity—remains a widespread issue that directly impacts academic success and well-being. Given these ongoing challenges, how does Queen's plan to expand its support for graduate student infrastructure to ensure an environment that is truly conducive to academic and personal success?
- I truly believe that our student community is one of the best in the world. From our clubs and traditions to student organizations, advocacy, and beyond, Queen's thrives because of the passion and dedication of its students. For many including myself, what draws us to Queen's isn't just academic prestige or research opportunities, but the vibrant student life that makes this university so unique. With that in mind, does Queen's have any plans to continue centering student voices and ensuring they have meaningful opportunities to shape campus life? This could include increased funding for student governments like the AMS and SGPS, expanded support for student-led initiatives, and strengthening partnerships with student organizations to foster a thriving, student-driven community.

- School for Continuing Education - premise of the paper, in addition to managing academic mission, is the need to build revenue generated areas. Closure of FAS online occurred before this paper was written and before budget challenges were known. It does run counter to what we are suggesting. Talent, skill and knowledge were likely lost, but there is a lot of talent in the institution now. This is very much up for discussion. Decisions have been made with valid considerations in the short term and will have to negotiate around for the longer-term vision.
- Future of Arts and Humanities - nothing in the paper that suggests the amalgamation of the humanities into a super department. Everyone recognizes what students need from their education is now broader than it was in the past. We need to have thoughtful curricular change that addresses that holistic view of what an education should be and how it is delivered to students.
- Role of Humanities - paper is written to provoke discussion. The paper presupposes that there is a drift in society to move away from the humanities. Would like to see a strong humanities department at Queen's, take hold of the issue and do something very positive. We could be positioned to be the strongest and outstanding in the country. But I don't have a clear sense of what that will look like. Not an erosion of the humanities and social sciences, they will always be important but need to position them to be strong and effective for our students.
- Hybrid/Virtual/AI -Technology has altered the way that we use campus and our offices. This also includes pedagogical changes – they change the demands on the physical fabric of the institution. Technology will influence the way we use campus, relieve some areas and put pressure on other areas. Will Queen's be an online institution? No, our institution is distinguished by the unique quality of the physical environment. But how we use space is definitely going to change.
- US/Canada relations, political relations -those developments have made me more concerned that we build our resistance and help us to weather some of those changes. The ability of governments to support our institutions will diminish if the overall
- Critical importance of maintaining EDII – a moral and ethical obligation to do so. Building our resilience is all the more important.
- EDII - we need to make use of avenues made available through this process. There will be more opportunities, events and forums to speak with members of equity communities. Invite people to bring their thoughts and concerns to Culture, Equity and Inclusion office. Employee groups can be advocates as well.
- -this is a shared responsibility of everyone in the institution. Could likely see pressure against our commitment of EDII.
- Attracting talent from United States -we've seen opportunities a number of times in the past. Challenging for anyone to make a move, as these currents are now spreading worldwide. We should position ourselves to take advantage of it. Sadly, the financial situation of Canadian universities, due to the cap on tuition, will make it harder to that.
- Role of staff in vision -we all pursue the same mission. The paper is a very academic document, trying to lay out our future academic profile. Everyone works towards the realization of that goal. Every student that graduates owes a debt of gratitude to the staff who supported them in their work. The mission is straight forward: we all work towards it. Staff perform an absolutely invaluable function in that.

- Limited resources - it's never easy in these institutions to reconcile the practical reality with how we operate. Yes, there are obstacles to almost everything in that paper for a long term future, some are very serious. How can we attract great staff, students and faculty – what do we need it to look like. A place without aspirations is doomed. I've spent decades in higher education, and this is one of the most difficult experiences I've seen. We have to plan, and we have to aspire and have values to seek to advance. Our sole value cannot be financially viability – no university is built on that single value. We have short term measures that we have to take before we get to the long-term goal and then counter act them to achieve the longer-term goal. It's like building the plane while it's in the air.
- Reconciliation and Indigenous resurgence - Reconciliation remains a powerful direction for the university in the years to come. We need to continue to do work in OII. Our present and former chancellor are/were active in building reconciliation in the university. There can be no easing up on the pressure on achieving those goals.
- Size of administration - financial sustainability of the institution, must be within scope. The administration must be of size and shape and orientation to support the vision as it evolves. We will want to begin to bring the shape of the organization within the line of that vision. Once new direction becomes clear, we can reflect upon it there are new leadership to be developed and other areas where don't need to be sufficiently supplied.
- Business development community - Bring people together who have ideas and expertise to generate additional revenue for the university. Will take that suggestion and see if we can make it come about.
- Government relations/policy development - no shortage of need for the expertise that the university has. How do we shape that? The world is also changing within government and policy areas. There are other areas to influence the government. Working on getting faculty more airtime; there is no shortage of opportunity and need. And the importance of the humanities in those conversations and opportunity.
- Bader College - repairs are underway at the Castle. There were significant repairs that needed to be done. There are no students at the Castle now, but the grounds and garden are open. We are in the process of generating a new business model and testing it. Bader Castle needs to be sustainable and contribute to our academic mission. Physical maintenance is a challenge and we have to make provisions for the continuing cost of maintenance.
- Property owned by Queen's - the only access property is at Innovation Park and we are looking to sell some of it to the City of Kingston. The property is not serviced, so there is a significant cost involved. We don't have significant property for sale. It is in our best interest to keep surrounding property around the university for future growth.
- Capital reserves – we will be tapping into reserves to advance priority projects for the mission of the university, such as supporting CFI grants and building specialized labs. We are starting plans for KCVI – but it needs significant renovations and we don't have enough reserve for that. And capital reserves will be used to support that.
- Critical and deferred maintenance issues -working diligently on plans as we go forward. Every year things get more expensive. We are building a five-year plan, and the university has consciously in the last 7-8 years, have added more to the deferred maintenance funding, up to $10M. It is our responsibility to look after these buildings. It is a key risk we try to manage as best we can.

- Administrative complement - university needs administrative complement appropriate to the scale and complexity of the university.
- Collaboration to deliver programs - in all the challenges higher education faces across the country, partnerships with other institutions on a range of activities would be a good idea. Collaborations can be extremely beneficial. It is in everyone's interest to move away from universities all looking very similar. In a limited way, universities have done this, interlibrary loans, Canadian association of university business offices, - we can't afford to be in competition with each other, but rather supporting each other the best way we can.
- Financial sustainability is a growing concern and it seems as though there is a disconnect between financial decision making and academic priorities.
- Develop new revenue generating programs and streamlining the processes for approving and implementing new programs.
- Ensure that decisions regarding infrastructure investments are aligned with academic need.
- Invest in research and interdisciplinary teaching to strengthen Queen's academic standing.
- Increase interdisciplinary education opportunities, as there is a perception that the current budget structure is too limited in this regard.
- Expand online and hybrid course offerings.
- Address structural issues (such as the budget model and program/course offerings) before making significant enrolment changes.
- There is a need to expand international research collaborations to ensure Queen's is recognized globally.
- There are significant challenges for faculty to balance teaching, research, and administrative duties. Resources will be required to assist with these priorities.
- Consider additional tenure-track teaching position opportunities.
- Consider Queen's role as an instrument of colonization and consider how we can be forward-looking in our role in reconciliation
- Introduce widespread Indigenization of the institution as opposed to pockets of Indigeneity
- Expand research metrics to properly capture activities like community engagement and non-traditional forms of research and knowledge dissemination

FEEDBACK PORTAL. The following section reports the feedback obtained through the online portal. This information is organized by providing the question in the portal followed by all responses to that question.

Q. How can Queen's ensure its Bicentennial Vision advances its Mission, Vision, and Values while adapting to the challenges and opportunities of its third century?

- As someone whose nearly 10-year career at Queen's has focused on continuing education, it is heartening to see recognition of continuing education as a solution to much of what ails the university. There is vast untapped potential in this area and a consolidation of efforts would reap significant rewards for the university, while enabling it to continue to support its research and academic goals.
- Explore the opportunity to rent out Richardson Stadium to sports leagues during times that the field is not in use. This will: 1. increase additional funding to Queen's; 2. bring more tourism to Kingston; 3. Address food and housing security for students by preserving our

farmer's market at the Memorial centre and surrounding housing, where a new stadium is currently proposed

- If maintaining and developing a powerful research culture in the arts, humanities, and social sciences, notwithstanding enrolment patterns, is an additional contemporary imperative, then why is our department not able to staff a basic curriculum in English literature? We have absolutely no Renaissance scholars on faculty and are on the verge of having no Romanticists either. Retirements have hit our aging department especially hard, with 25% of our faculty lost this year alone. After repeatedly requesting lines to fill these essential, foundational roles within a standard department of English, we were told by Dean Crow to reimagine and modernize our curriculum. Reimagine English literature without anyone to teach the works of Shakespeare, Milton, Blake, and Byron? Is Chemistry likewise invited to reimagine itself as a discipline without Organic Chemistry? When I was hired here, we had 6 Renaissance specialists, many of whom were globally-recognized scholars. We now have zero. This decimation of a once-robust, respected and research-intensive Department of English happened on your watch, Patrick Deane. The failure to renew our faculty complement has resulted in a wholly depressing and hopeless working environment that continues to deteriorate. This year, our graduate numbers are the lowest they have ever been, in part because of the attack on graduate funding this past fall, and in part because we can no longer offer basic supervision to graduate projects in several areas of English literature when a promising candidate in Renaissance studies applies, we must turn her away for lack of a qualified supervisor. These holes in our faculty complement and the greatly decreased incoming graduate class will in turn affect the quality of our TAs and the instruction available to undergraduates. This is a marked decrease in the quality of education offered to Queen’s students. As your disciplinary colleagues, Professor Deane, we hoped for a champion who would represent the humanities not as STEM’s tawdry and impoverished handmaidens, but as a necessity in and of themselves. Step up. Argue for some urgently needed positions for our department, which has been disproportionately decimated by retirement initiatives. Hiring young researchers with innovative research programs is the best way to restore the university's vitality and its place in the research rankings.
- "You can't say everyone must have funding. It's impossible. Update to say everyone MUST be applying annually for funding. This is something Queen's has control over and can improve. If a project is not funded, have supports for reapplication. Increase the number of submissions (including in Humanities), increase your chances of success.
- Accommodations must be addressed. They are critically important, AND, when students are given accommodations to miss required sessions, it is impossible to do anything that spans more than one setting. E.g., problem-based learning, building solutions, etc.-->one student had a 48% absence rate for required sessions, and there was nothing I could do. I couldn't explain to the student's group why there was absences, the group was left with critical pieces of a team-based project undone, the group was frantically trying to book space to meet at alternative times which was not feasible, and QSAS told me that I had to just accept the absence rate, and ensure that the student was not penalized. I wholeheartedly believe that the student needed accommodations, and they were too unwell to participate in the course. This was not allowed as an option. As rates of accommodations increase, this becomes unsustainable, especially in larger classes. The system forces instructors to use a midterm-final based model to keep teaching to a reasonable time frame to balance

research needs. Lectures can be great and evidence based. We need to accept the reality that we need fewer assignments, and anything that builds across weeks is in jeopardy.

- We have so many great examples of achievements in these boxes. We send the examples up, and they are never publicized. In addition to engaging in necessary work, promoting what we already have done would help significantly with recruitment, and help researchers to continue to secure funding. It's very frustrating to see incredible outcomes go unacknowledged. Scholars should be getting credit which helps to reinforce their success. A wing in MarCom dedicated to success stories, or at least formal intake of success stories through a MS Form, would be incredible.
- Stay focussed and understand priorities; as the discussion paper acknowledges, research needs to be a central target in order to continue attracting top talent, both in terms of faculty and students, to the institution. Times change quickly, and I believe it may be easy to lose sight of this central and critical goal; achieving this goal is only possible if challenges (financial, political, or otherwise) not be used as an excuse to remain stagnant.
- we need to work together as one University not in silos. We need to feel we are being heard and not just be given lip service.
- Truly, emphasis needs to be on goal #1. Queen's reputation as a party school has led to decreased enrolment by top students, challenges recruiting top faculty, and decreased foreign student enrolment.
- Queen’s University will strengthen its research excellence, expand its global reach and promote equity, diversity and inclusion to ensure its Bicentennial Vision advances its Mission, Vision and Values. The university aims to promote innovation, accessibility and sustainability by aligning its infrastructure and financial strategies to these goals. This vision prioritizes long term growth with digital technologies and diverse learning pathways, and strengthens commitments to Indigenization and social justice, so that Queen’s is resilient and purposeful in adapting to the challenges and opportunities of its third century.
- 1. Commit to the autonomous aims and values of the Arts, Humanities, and Social Science (AHSS) disciplines, to cultivate and support for their own sake in terms of enrolment, teaching capacity, and research expectations. This Vision paper makes no concrete commitment of that kind, focussed as it is on STEM uniquely to improve the University’s financial security and at-risk reputation (which apparently, AHSS is not expected to do). Everything the paper says about STEM is persuasive, however, including the value of AHSS contributing pedagogy to it. The neglect of an imperative in the reverse direction is symptomatic.
- 2. Distinguish between the University’s responsibility to cultivate practical knowledge in response to present and future conditions, and its responsibility to preserve knowledge and increase understanding of the vast, unrolling landscapes of past and other lives, of the struggles and achievements of heart, soul, imagination and intellect over centuries and millennia of human life on this Earth. It is sad to read this vision of a University that has nothing to say about the latter for its own sake, focussed as it is on the importance of knowledge as timely engagement and customer demand. Certainly, the University must be willing to respect and adapt to, indeed humanistically to enrich, the increasingly profound relevance of STEM in our world. But that is not only, in the words of the paper, what a university is for.

- Not clear if this is sufficient to paint a picture of the current situation at Queen's, so to ensure its bicentennial vision (...), the first and foremost is to empower honest, committed and competent individuals and their ideas. There is not a lack of them on campus, somehow they are not in position where they can do something about it. What does it say about us as a community?
- Queen's is dying, and no one seems to care. Will there be U15 in Kingston in 2040 - I doubt it. Future proof Queen's staff by creating incentives and responsibility to stay competitive and current in their capacity to lead and verify staff skills; Start by implementing a probation period for every change in their employment (new hire, promotion or change in role); Ensure that a probation is tied to Professional Development; Ensure that designations declared in staff signatures are current in their designation status and requirements. I have seen lots of staff who have designations and I wonder if they are verified and/or current. Trust but verify; Ensure all new hires can prove their graduations/certifications; Remove any barriers to stagnation and break down silos within departments/faculties by seconding staff to roles where they can be aligned with their growth"
- I would like to see strong advocacy for better provincial funding. If the attitude is that funding 'is unlikely to change', this will be a self-fulfilling prophecy. I would like to see innovative programming that combines the humanities with STEM - computer science and media studies, climate science and literature, engineering and philosophy (ethics). The most successful and creative people I know are interdisciplinary - and there's an opportunity to connect many of the humanities to real-life application.
- To achieve it, Queen's must hire more faculty members and provide a work environment that the members can develop their best potential. When I was hired, I replaced two accomplished faculty and I had to cover their teaching workload and apply to NSERC discovery grant, CFI and others in my first year as assistant professor and get my registration as P.Eng in the coming years. I was very busy for an assistant professor. My teaching workload has been in the last 25 years greater than competing universities, where colleagues have much more time to develop their research program. And the workload continued to increase, with faculty members leaving or retiring and with limited replacement. Teaching workload for the same course increased significantly with all the administrative work that was added to accreditation boards for programs, students' accommodations, considerations etc. (which are valuable but increased the workload). The support for financial and research related projects has been very limited, and many industrial grants that could be hosted at Queen's were hosted in the collaborators' institution as those provided more support to operate the grants. Therefore, if Queen's would like to increase its reputation, it must invest in human resources (faculty, staff) and create a work environment where people are considered the most important resource. The financial budget model also caused major damage in the relationships across and within the departments and Faculties and significantly limited cross discipline teaching and research. A new financial/budget model is needed to allow the university to achieve its strategic goals. There is no soundness to reinvest funding to generate more funds when the institution is losing ranking. I compare it to parents that choose to feed their kids with low cost, low quality food and cut their cultural programs in order to save funds to support their university education. Is not better to invest in their basic needs to ensure that they are healthy and have a good development to achieve their goals? Is it good idea save funds for the future without investing in the needs of the present? It is very difficult for an institution

that lost its reputation to build it up. Therefore, if we would like to have a strong institution, we need to invest in it NOW, instead of cutting funding to a point that would not be able to recover. Everything has its break point, and we are reaching it.

- Above all, Queen's should not forget its past--the roots of the future. Alongside mathematics and the natural sciences, the humanities (broadly speaking) were part of the initial charter of the university and deserve to continue to be an essential component of a Queen's education into this third century.
- Studies abundantly show the sustained impact and relevance of the humanities. In the US, for example, studies in the early 2000s by Michael Nieswiadomy, an economist from the University of North Texas, found that students in English, Philosophy, Religion, Classics, and foreign languages placed among the top LSAT and UGPA candidates for law school. These trends very much continue today: https://www.reuters.com/graphics/LEGAL-LAWSCHOOL/TABLE/zjvqyjaadvx/chart.png. They are certainly applicable to Canada, whether in the legal sector or in other professional fields. A training in the humanities provides an essential step towards a significant section of workforce and thus works perfectly alongside STEM and its foci.
- While not erasing any aspect of the university's definition as a ""holistic approach to knowledge"" and thus its broader mission, closer interaction and collaboration between these different fields is the most promising way forward. Can the humanities be called to step in and to provide, e.g. approaches to narrative medicine and practical ethics, archaeological/conservation science and cultural resource management, training that is complementary to STEM and Law? How can these interactions between the respective fields be better integrated? Answer below: modernized, interactive research hubs."
- "In the ""Riding the Trends, Navigating the Challenges"" section, it is noted that, ""Universities are discipline-bound places, so the common follow-up to that insight would be to say, as Principal Wallace said, that the optimal way forward is to liberalize the professions and the sciences with an admixture of the humanities and social sciences. Not surprisingly, that model has no more traction today than it had in 1941..."" I agree.
- But, the Vision seems to have no actual vision regarding what to do differently now. There is vague mention that disciplines - non-STEM disciplines, that is -- need to reimagine themselves and ""to ponder the lineaments of a possible future defined not by alienation from and reaction against that drift [to a STEM focus], but by a recognition of their continuity with it."" There is no sign of leadership vision in these words -- the 'vision' seems to be that the arts, humanities, and social science disciplines will need to prove their relevance to STEM. I agree that some of the work to demonstrate relevance to STEM and connections to broader aspects of life will have to be homegrown within disciplines, but true university leadership will be necessary too. "
- Include the "Staff" group in any documentation as a valued part of the university. Particularly with the current economic climate, layoffs, etc. while other units are getting huge pay increases and early retirement options, staff morale is at an all-time low. Not even a mention of staff in this document does not help with the morale issue...and while obviously faculty and senior administrators are critical in running a university, so are staff members.

- Reduce central costs, and let different units manage their own budget independently, with minimal transfers. This will give incentives for every unit to develop programs that generate enough revenues.
- This process seems like an excellent way - to capitalize on the greatest resource we have: our people (students and staff).
- "Hire enough support staff to support research and students
- -reduce the bureaucratic nightmare for faculty trying to win and then use grants
- -centralize systems and allow more staff access to more information such as research funding, finance, HR records, etc. (so many processes are siloed, and to 'look' into each stage of the process you need to know who to email and see if they can do you a favour and 'look')
- Queens will have to make drastic decisions sooner rather than later if Queens wants to thrive in the next century. This is a pivotal time for Queens and Canada and punting a decision down the road is not advisable.
- Unfortunately to be financially viable, Queens may have to cut programs, professors and support staff and downsize the student population while leaning into the programs that Queens does well and growing the departments that are associated with Queen's reputation while cutting programs that are replicated at other universities or which we are not especially known for.
- Shift of undergraduate enrollment balance from regulated to non-regulated programs professional programs (e.g. engineering, health sciences). This will increase the overall revenue. A larger faculty headcount in STEM will also increase the research intensity and leads to higher research funding level and reputational gain.
- Maintain a vision that includes and showcases the arts, humanities, and social sciences, as these are the things that will save us from automation and robotic control of everything.
- I'm focused primarily on the financial crisis, and secondarily upon the sub-standard teaching quality that I endured as a student. I think a useful solution may be that pioneered by Jordan Peterson with his Peterson Academy: deliver a university degree for 5% of the typical cost, at a world-class quality level. Peterson's advantages are: (1) he is well ahead in the game; (2) he can truly attract the very best teachers on the planet; (3) he can truly deliver the best production quality. His disadvantages are: (1) he cannot currently offer accreditation; (2) he currently cannot deliver programs that require hands-on lab work. Queen's can offer accreditation and perhaps can catch up if it is serious about delivering equal quality. Queen's can--throughout Eastern Ontario, at least--utilize community colleges and high schools to deliver laboratory portions of many programs. My hope is that Queen's can capitalize upon the cachet of its name and reputation to generate a significant new revenue stream, and to improve the quality of all its instruction.
- I think we are at a major pivotal moment in higher education, and embracing the technological shift underway is absolutely necessary. The current makeup is explicitly preventing this from happening. Computing should be a stand-alone Faculty, and empowered to help usher Queen's, writ large, embrace the obvious technological shift. I say this as a professor that would be directly impacted.
- It is imperative that Queen's supports research excellence by FUNDING all manner of research at the university. Researchers cannot publish and earn grants at a rate that would

grow Queen's standing if they are constantly forced to spend their time doing administrative tasks that they have no training in (e.g., entering financial documents and/or managing startling amounts of student accommodation needs because slashes to funding have axed departmental support staff). They cannot attract the top graduate students when there are threats to cut graduate funding support (e.g., QGAs; all these top students are going to schools that will fund their training at a more reasonable level, i.e., McGill or U of Toronto - universities that are at the top of many rankings list). If you want your faculty to focus on growing research at Queen's, it is imperative that their administrative duties be reduced and their capacity to engage in research be enhanced (e.g., more funding for research staff, undergraduate funding opportunities, graduate fellowship support to ensure top students come to Queen's and don't need to spend hours of their time earning salaries elsewhere instead of committing to their research). The current cuts to funding at the university have further restricted faculty's capacity to fulfill their teaching and research responsibilities.

- The document's focus on graduate education is important but, notably, Master's students were missing. It seems like there is a false equation of ""Master's"" with ""professional training"" or some other non-research aligned value. However, Master's students are hugely important in research, often even more so than PhD students, completing projects in short turnarounds and supporting faculty research. The document notes how important it is to attract the highest-calibre PhD students but that cannot happen without attracting the highest-calibre Master's students, since one begets the other.
- The focus on digitization seems backward; I assume few applicants or evaluators would think ""is this university committed to digitization"" since it's a foregone conclusion. Including it makes us look outdated, as if we're striving for yesterday's benchmarks.
- By taking external factors as a given that Queen's needs to adapt to, Queen's abdicates its own role and that of universities: to matter to and influence the world. While we all need to take these external factors seriously as barriers and opportunities, they also absolutely must be taken seriously as dynamic contexts that we need to work on and not just within; anything less counters the entire point of our existence as scholars, academics, and as a university.
- The university should focus on building community, rather than fostering division amongst various faculties and departments. Queen's is made up of its people - without staff, researchers, and students, the university is nothing but a collection of empty buildings, a name on a piece of paper. The people at Queen's are its heart. They are the ones who envision its future and bring that future to life. There is an incredible wealth of knowledge and expertise within the Queen's community about how to adapt to the challenges and opportunities of this world in a way that aligns with our mission and values; however, the changes over the last year have indicated that the university administration does not value all these contributions equally. This has been sad to witness as both an alumni and current member of the Queen's community - especially because it has resulted in a series of short-sighted decisions that have undermined the university's mission, vision, and values. We have all the resources, skills, and knowledge we need - both within the university community, in Canada, and in the world - to address the "pressing political problems" of our time. What we lack is the willingness to implement these solutions because they are not immediately profitable or do not align with the political interests of those in power. Climate change is an excellent example of this phenomenon: it is not the case, as the Principal

suggests, that we need more "cutting-edge research" to get to net-zero emissions. Scientists and policy-makers have been providing solutions to these problems for decades. We have the information, technology, and funds necessary to address these challenges tomorrow; what we lack is the political willingness to do so. We lack solutions that will get us to net-zero while also maximizing the profits of industries that benefit from massive carbon emissions. STEM fields have told us what we need to do. The social sciences and humanities have suggested multiple avenues through which we might address the problem of collective action. What we need is to change the culture of our communities locally, nationally, and globally, so that we might be ready to implement these changes, rather than searching for more palatable solutions to existing problems.

- Ensure a commitment to attract the brightest students and faculty in the core disciplines. Maintain a balanced curriculum allowing both humanities and STEM to be supported.
- Strive to reduce the admin load on profs. Reduce the number of forms we fill out, useless training exercises etc.
- Of course, even if the university faces economic shortages to some extent, the university must protect academic superiors and all faculty members avoiding separations and resignations.
- Strength in collaboration with our U15 and other partners. Aligned goals for the sector, and collective/aggressive lobbying on shared issues.
- I think the looking back at the history is a good approach, as was done in the Bicentennial Vision. Learning from our past helps us prepare for the future. Curious what the mission, vision and values were 200 years ago and how it has changed. Not losing sight of the importance of the humanities and arts in generating creativity and out of the box thinking. Support the arts. Is the focus on Research too narrow?
- This vision must include more collaboration. Cross-disciplinary work is fundamental to many of the current research advances, and is paramount in the challenges we face today. Whether it is climate change, the growth of AI, or global collaboration vs. competition, the idea that STEM fields alone can produce the next generation of thinkers is flawed. A robust understanding of STEM concepts alongside aspects of social sciences allowing for adept communicators founded in appropriate political and historical context is essential to building a brighter future. As engineering faculty, I am all too aware of the pitfalls our students fall into without this context, and Queen's should strive to graduate the next generation of thinkers.
- A strong commitment to the Humanities would address current challenges and opportunities. In her book "Not for Profit: Why Democracy needs Humanities," philosopher Martha Nussbaum has said that without the Humanities, the world would be filled with narrow, technically trained workers, rather than complete citizens who can think for themselves, criticize tradition and authority, and understand the significance of another person's sufferings and achievements.
- The current draft includes zero mention of Indigenous Peoples (Nations, Communities), Indigenous Learners, or Queen's responsibilities vis-a-vis supporting all learners on their reconciliation journeys. It is unconscionable, and must be corrected. All things are interrelated, and weaving these responsibilities, which are central to ethical Canadian and global citizenship throughout all pillars of this plan/vision is critical. Queen's has

considerable in-house Indigenous expertise that it can engage on questions of strategic vision and transforming the academy, should it wish to do so.

- Find that which is undervalued and invest in it instead of pandering to market demands. Double down on the things that only Queen's as an institution can provide that no other university in Canada can, instead of seeking conformity and standardization. A sense of imagination and playfulness instead of the cynicism and miserabilist attitudes expressed in the report.
- Focus on quality of the school, students and infrastructure. Rebuild damaged reputation. Queens has over indexed on inclusion at the expense of the school's brand.
- There is a trend towards STEM, but we need to be careful about following trends too carefully. A solid grounding in the arts and non-STEM fields can produce thoughtful leaders with a broad skill set - we don't want to lose that. I also appreciate the desire for more non-academic components of the student experience - but we can't lose the focus on academics as this is what drives our reputation, attracts students, etc.
- I think the biggest problem we have at Queen's that is somewhat within our control is institutional culture. I don't know if it is because of being chronically starved for funds here, but people are much less cooperative here than at my previous institutions. That is not to say that people are necessarily less collaborative, but things are much more cliquey. People tend to view colleagues in my department at adversaries rather than teammates. Part of this seems to stem from the Tri-Councils mandating internal competitions that drive a huge amount of gatekeeping. But the culture feels pretty toxic.
- Expanding Continuing Professional Education:
- The idea of developing a more focused strategy for continuing professional education is highly promising. It presents both a valuable revenue opportunity and a way to meet a demonstrated need in the community. As Queen's staff, we have access to a wealth of high-quality training programs, courses, and professional development opportunities. These resources could be of significant benefit to local employers. How can we structure access to these offerings in a way that generates revenue while remaining viable and accessible for smaller organizations and local non-profits?
- Addressing Gaps in Postsecondary Education in Kingston:
- Given the current state of Ontario's colleges and the recent closure of several St. Lawrence College programs, there may be an opportunity for Queen's to expand into this market. Many college-aged students in Kingston now face limited local options, particularly those who may not meet the entrance requirements for existing Queen's programs. How can Queen's create accessible pathways for these students? Additionally, what strategies can be employed in marketing and engagement to encourage prospective students to consider university as an alternative to college?
- International Education and Online Learning Expansion:
- With declining international student enrollment and limited access to in-person classes, there may be an opportunity to leverage Queen's expertise in online education to reach global learners. Could the university develop internationally targeted online courses and certifications to meet emerging market needs? Would such an initiative be financially viable, and is there sufficient demand to ensure a strong return on investment?
- Micro-Credentials and Workforce Development:

- Offering micro-credentials tailored to industry needs can provide alternative revenue streams while addressing workforce gaps. Partnering with employers to co-develop short, specialized programs in fields such as healthcare, technology, and business could attract both working professionals and new learners. I know this is needed in the Developmental Disabilities Sector where they are struggling, across Ontario, to find qualified persons to provide in home supports to persons with disabilities. The micro credentials courses, or other formal partnerships, could be achieved by a formal collaboration with nursing, medicine, and rehab as a QHS collaboration and revenue generator.
- Expanding Hybrid and Online Learning for Domestic Students
- Beyond targeting international students, we could enhance flexible learning options for domestic students who may not be able to relocate for their studies. Offering more hybrid or fully online programs can increase enrolment from mature students, working professionals, and those in remote areas. This could also help with EDIIA focus to enhance accessibility.
- Maximizing Real Estate and Campus Assets
- Queen's University owns valuable real estate and infrastructure that could be better utilized. This could include leasing under-utilized spaces, or even establishing co-working spaces for local businesses and startups."
- Build something robust to the political winds of the day.
- There isn’t a natural place to leave a comment like this, but I wanted to raise the issue of how biased the townhall meetings have become. They are dominated by strong opinions/voices of FAS members that (rightfully) are worried about their future in the University. There is very little room for those that support and agree with much of what the bicentennial vision lays out. I say this both from my own perspective (faculty in the School of Computing) and from what I’m hearing from colleagues.
- We feel there does need to be a re-imagining of things within Queen’s, one that allows the technical fields to flourish, and we are reluctant to make these opinions heard in public for fear of the pushback that would inevitably follow.
- The vision seems to prioritize external research funding, technological advancements, and global competition, but it may give the impression that Queen's University is increasingly more concerned with external visibility and marketability rather than maintaining a focus on the traditional academic values that once underpinned its prestige. Research that attracts funding is undoubtedly important, but when research becomes predominantly about securing external grants and partnerships, it risks becoming narrowly focused on market-driven priorities, rather than intellectual curiosity or advancing the human condition.
- If the university's main goal is to attract top researchers and talent based solely on their ability to secure funding, there may be a shift towards research that is more commercially viable, leaving behind those areas of scholarship that are critical for broad intellectual engagement, including the humanities and pure sciences that do not always have immediate market applications.
- By focusing heavily on ""state-of-the-art"" buildings, technological advancements, and global prestige, the university may be inadvertently neglecting the foundational role that the humanities play in a well-rounded education. The humanities philosophy, literature, history, art, and social sciences have long been considered the backbone of academia,

helping students develop critical thinking, ethical reasoning, empathy, and an understanding of human society and culture. These disciplines help shape individuals who are capable of grappling with complex, ambiguous issues that transcend immediate market demands.

- Concern: If the university's mission increasingly leans towards flexible learning and career-oriented programs it risks narrowing the scope of academic inquiry, sidelining disciplines that might not have immediate or clear career outcomes but are essential for developing informed, thoughtful, and socially responsible individuals.
- If the university places shareholder profits over academic prestige and intellectual pursuit, it could lead to a decline in the quality of education offered. If the institution becomes too focused on short-term financial returns, it could lead to decisions that prioritize cost-cutting measures or revenue-generating programs over academic excellence. This could disproportionately affect non-revenue-generating programs, such as the humanities, which might be viewed as less financially sustainable in a market-driven approach.
- Queen's absolutely cannot lose track of the importance of the humanities and social sciences. If we look at how the children of the elite are educated on this continent (and yes here I am thinking of the US Ivy-league, where many of Canada's elite are also educated, and also of honors programs at eg Toronto) we see a continued focus on liberal fields and on distribution requirements for STEM majors that will ensure that they graduate with basic understanding of history, some ability in a second language, and the ability to write a good paragraph unassisted. I don't see why we should aim for any less for the rest of Canada. I would never accept anything less in my own children's education.
- I found the faculty town hall yesterday greatly dispiriting. The principal seems to have decided to concentrate the discussion of the next century of this institution on sewing divisions between disciplines. The questions below are not the right set of things to be asking about a bicentennial vision. They're much more time- and scope-limited questions.
- I also want to add that the principal ought to engage in some conversations sometime with some scholars who are engaged in inter/multi/transdisciplinary work. The remarks he made in the town hall yesterday suggests that he has an underdeveloped understanding how this work actually happens. I will say he's not alone in that. Many senior university leaders express many opinions on interdisciplinary work that betray a lack of experience and understanding. However, if the plan is to reorganize the university on the basis of those misapprehensions he'd do well to learn more first. Unless of course the goal is to come up with a signature ""innovation"" that will translate into a big move elsewhere, in which case, sure, eliminate the notion departments or whatever the idea is.
- It is only mentioned once in the report, but a key factor here is the budget model. As I am sure you know, Huron Consulting identified a lack of transparency in budgeting, the underfunding of research, and a distribution gap between faculties as problems with how the university's budgeting system works. If there is to be a re-allocation of seats and a focus on research, then there needs to be a clear and transparent system by which the resources needed to maintain the vital (while smaller) communities that you have referred to are spread through the university.
- Will the amount of tuition funds that go to the teaching v. home faculty/school be revisited if more engineers are taking humanities courses as a means of funding the humanities, for instance? Will the university fund be grown through the use of investment income and

greater centralization in order to fund research activities? The budget model needs to be front and center of these discussions or else there is a risk that any vision becomes window-dressing,"

- I like that the Bicentennial Vision has identified and reacted to the reality of the current time and likely near future - falling funding and changing desires from students of what they want to study. I know this won't be popular with arts professors but I encourage you to stay on this path to greater sustainability and responsiveness.
- Queen's is currently facing an unsolvable problem. It is time that we look at this problem and recognize it as being immutable without a significant government overhaul or change to legislation. While the idea of honing in on the university's academic standing is certainly an interesting one, we have to understand that any progress made in that field (particularly in STEM programs) CANNOT take away even the slightest of opportunities for students in the arts, humanities, or social sciences. While STEM programs and the additional government student funding for enrolments is appealing, understand that the world we are living in will be changing so drastically in the coming years that arts, humanities, and social science-related skills will be needed more than ever. We have no idea what kind of technology we will be tasked with managing in five, or even ten years; let us not jump the gun on a decision of this importance.
- I think one item not mentioned in the Bicentennial Vision but that would be highly relevant for Queen's being seen a top-class educational institution and destination for students is the concept of adding co-ops. I think students are really looking for ways to gain relevant work experience prior to graduation. While research is an important and useful area to focus on, another way to attract more students is also better employment outcomes, which could be achieved by more investment in a co-op program similar to that of University of Waterloo.
- Rewrite the goals that I just read in the summary of your discussion paper. This is the most anodyne set of goals that any committee of a great university ever came up with!
- Note: the definition of anodyne is ""inoffensive, often deliberately so"" and ""not likely to provoke dissent or offense"". Shame on the committee who came up with the goals I just read. Maybe they are good for upper management at the university to play it safe and avoid criticism, but these goals have nothing to do with making a great university.
- A great university would have goals that state it wants to be the best university in Canada, with the best resources, the best researchers, the best teachers, the best students, and top it off by stating that the reason it wants to be the best is to help make Canada the best country in the world!
- Instead, I read between the lines that the purpose of the paper is to raise money because management is failing at that job. Where is the discussion of a call to greatness, a call which would do a great deal to attracting funds to help pay for the greatness? Businesses of all kinds have practical problems they need solved and could partner with the university to help fund research. Put out a call for business to present their ideas for research - research that the businesses would help fund.
- This discussion paper should state that you want to graduate the best people in every field that you teach: engineering, geology, chemistry, physics, commerce, English, history, and all the other fields that are taught at Queens. When students are accepted at Queens their acceptance letter should state at the top that the university expects the student to strive to

be the best in Canada, and that while not everyone can be the best, just by trying to be the best is a recipe for everyone's success, including the university.

- Why did Elon Musk not stay at Queens for more than a year? What could Queens have done to keep him longer, or even to help him start his various businesses in Kingston instead of San Francisco? How many brilliant students pass through Queens but go somewhere else to leave their mark? Make it your goal to keep more of these people. Think about what you could do to make Queens such a special place that they don't think about leaving Queens or Kingston before or after graduation.
- I just want to mention one more thing: you should stop talking incessantly about diversity and inclusion. It just ticks people off. A really great institution would never have to even mention these things because it would go without saying that diversity and inclusion were part of the DNA of the university. You would never have to mention them if Queens was simply known as The Greatest University in Canada."

Q. What measures should Queen's take to remove barriers to education, enhance diversity and inclusion, and address the increasing non-academic needs of students, such as mental health support?

- Student wellness services needs more resources. They are doing the best they can, but they are overworked and there are not enough health providers to meet the unique health challenges of the student population.
- Develop ways to increase graduate researcher funding generally and building directed scholarships and funding pools to enhance participation from equity seeking groups instead of moving towards graduate funding cuts (i.e., cutting QGA).
- The elephant in the room at the university has always been funding and dollars. For too long it's been assumed that funding will simply materialize through grants ad governments. By enhancing revenue streams and leveraging things that we're already proficient at, we will be able to better support all areas listed above.
- Focus on increased accessibility and awareness for existing programs, make efforts to reduce stigma around seeking out services, make Degree planning services more easily obtainable to reduce stress regarding navigating university course planning.
- The abysmal record of nearly 1 in 4 Queen's students 'needing' accommodations is due to 'accommodation' being defined as 'extension' or more time to do basic tasks. If accommodation were redefined as early submission of assignments or necessary meetings with TAs or faculty for assistance and mentoring prior to submission of assignments, the need for accommodations would likely fall off dramatically.
- Make INDG101 a required course for everyone. Or at least more awareness on Indigenous perspectives other than just land acknowledgments. Maybe a pre-course, like the one on sexual violence we had. Also, a different system for academic accommodations. Some people have conditions or have very painful symptoms and either don't have a doctor or have to wait a long time to get a diagnosis. There should be a list of certain conditions that meet criteria to have an easier route to the accommodation without a diagnosis.
- Continue to show we are changing. Be creative in how we can best handle the non-academic needs. Maybe work with the City more on this.

- I wonder if there is a way to do active recruitment of the top students from less privileged regions/schools. Actively working to provide these students with research/employment activities would go a long way.
- To remove barriers to education, enhance diversity and inclusion, and address non-academic needs, Queen's University should:
- Expand financial aid programs and ensure accessibility for underrepresented groups.
- Invest in recruitment and retention initiatives for diverse students, staff, and faculty.
- Foster an inclusive campus culture through anti-racism training, equitable policies, and active engagement with marginalized communities.
- Enhance mental health and wellness services by increasing access to counselors, offering peer support programs, and integrating mental health into overall student care.
- Provide holistic support systems addressing housing, food insecurity, and other essential needs.
- These measures would align with the university's commitment to equity and student well-being.
- Ontario universities might try collectively to negotiate funding to implement dedicated student health programs that would allow funds for mental health consultation and accommodation to flow more substantially from the provincial government. Perhaps such an implementation could be rationalized so as to take pressure off students' use of higher-cost health professionals under OHIP. (But I don't know, maybe this is already what's going on.)
- Whether administration will admit or not, there is a surplus of paper pushers whose mission do not align with Queen's (teaching, research). You could get ahead of it or get blamed and never get a job anywhere else afterwards.
- We are not preparing students for society. By removing barriers, and addressing needs outside of the academy, we are educating a generation of low accountability, low resilience, low adaptability graduates. Queen's, and other higher education institutes need to focus on educational quality rather than social engineering outcomes, or pseudo-medical mitigations.
- Also - let's not try to be out of date for EDI - it's time to end that as a priority - it feels like fiddling while Rome burns. If you're truly interested in EDI - consider that 70% of Q of the student population is female (at least in my classes). Men are the minority at Queen's - men don't feel welcome here.
- What an enormous question -- petition to government for funding and if it's not provided create clear, concise communications that mental health support is being cut because the Ontario government refuses to fund it. Do this is collaboration with other institutions. We need strong cross- institutional support to stand up to increasingly conservative and anti-intellectual governance.
- Queen's need to be authentic in pursuing diversity and inclusion. There is still significant discrimination related to cultural background, gender, among others. How to be authentic? By improving governance at departmental and Faculty levels to ensure that the decisions made are in accordance with the best practices. The administration should work together with QUFA to be familiarized with the major discriminatory issues that occur across Faculties and address them properly.

- These are fundamental issues indeed, but the University is already on the way to addressing them. While doing so, however, I would just like to point out that Queen's should not lose its core and primary mission of academic excellence. Many students that are being accepted at Queen's today have been ill-served by the high school system of their respective provinces and they are thus ill-prepared for university. If we wish to continue to provide the best possible training for these future leaders, then we must ensure that the most promising students come to Queen's, irrespective of their background. While this necessitates systemic solutions at educational levels lower on the academic rung (high schools, even elementary schools), there is also much that our institution can do: take Queen's to schools and communities for workshops/seminars/etc. in order to stimulate interest in the best students; require minimum grades and/or placement exams for *all* applicants; create a bridge between campus visits and departmental fairs to promote early enrolment in directed programs; etc.
- On the non-academic needs of students: Queen's and peer universities should tally up those costs year after year and start demanding that governments pay for that separately from the academic costs.
- Queen's should lift the hiring freeze and spend more money on hiring mental health therapists so students can actually access the supports they need, and so that the mental health care providers are not so overworked.
- Provide free education to Canadian students. Don't accept based on postal code, socio-economic status, or race, accept based on credentials.
- Lowering admission requirements, lowers the value of a Queen's degree...not to mention I don't want a doctor who did not pass Canada's stringent exams.
- Mental health support is often needed by unqualified students. The solution is to admit only qualified students. Since high school grades are very noisy and incomparable across high schools, the solution is to use standardized tests at the admission stage.
- In terms of increasing non-academic supports - a number of schools in the USA (and some in Canada) have some kind of first year course for credit that embeds learning about supports and wellbeing, including academic skills, career planning, mental health, etc... Often, accessing these supports can have a bit of inertia where the unfamiliarity is a barrier - but by embedding it in the classroom, they get exposed to thinking about these needs and connecting with the support services. I support a course we offer called Designing Your Life After Queen's that embeds career planning in the classroom for credit, and it forces students to carve out time in the busy lives for the important but rarely urgent task of career development. I think expanding this offering in scale, but also offering other services integrated in similar for-credit courses could be highly impactful.
- -provide more, rent geared to income/low cost housing like John Orr Tower and Ann Clachan
- -provide more information to incoming first year students and parents about grade expectations in university (to expect lower grades than high school) before students arrive
- If Queens truly wants to eliminate barriers to admission then she needs to revamp her admission process. There should be interviews for admission scholarships so admissions can get the whole picture of the student. It should not purely be based on grades and academics . If this is not feasible then you can also rely on alumni to conduct the prospective student interviews like some Ivies do in the US. There should be an essay in the admission

process for all students so a student can explain that he /she worked 2 jobs while going to school and that is why she has a 90 percent average instead of a 98 percent . Queens should actively recruit at schools in immigrant communities if they want racial diversity and make contacts with the guidance counselors in these schools to refer the truly outstanding students.

- Mental Health
- I like the Bounce back program and have supported it. I think Queens is has emphasized mental health and was at the forefront of this issue. I would encourage Queens to hire more mental health counselors and pay for it with a separate student fee. Students and their parents would gladly pay for this if accessibility and the resources were expanded and improved.
- More merit-based and need-based scholarship to encourage undergraduate enrollment from diverse social-economic backgrounds. Fund the non-academic needs via alumni donation, instead of the core operating budget.
- Prioritize teaching. Mental health support is not a "non-academic" need, it directly impacts academic performance. Ensuring students have access to proper healthcare resources is part of the University's mission to remove barriers to education. I am both saddened and furious that there is still the perception that mental health support is a "non-academic need." The assumption here is that accommodations for students who do need mental health support are 'non-academic' in nature. Is food a non-academic need? These seem like small issues to folks above, but these are the real concerns of workers and students.
- Support access for students from poor rural areas and schools; help them get to university and create an atmosphere that welcomes them and their experiences.
- Queen's should stop trying to enhance diversity and inclusion: the time for diversity, equity, and inclusion initiatives seems to have come and gone, by my read of current popular culture. Thus--especially in light of the current financial crisis--Queen's ought to spend no money and no effort on such initiatives and make admissions and staff promotions entirely on the basis of merit.
- Revisit some of the core assumptions placed on pedagogical logistics. Make it more natural to run hybrid classes (to reflect the actual attendance in the lecture halls); centralize Considerations across the University (similar to QSAS); etc.
- Here too, it is essential that Queen's develop a structure to fund support staff (essential to delivering these services) OR a method of diverting students to community partners. These responsibilities cannot fall on your faculty and the remaining staff (after significant cuts have already been enacted).
- Queen's doesn't need new measures; it needs to actually act on the measures it has committed to. There must be over one hundred measures (actual items) that Queen's has committed itself to but not addressed.
- Moreover, Queen's needs to address what its role *is* in terms of mental health support, and for whom. Is it responsible for mental health and well-being? If so, for students? For everyone? And, in what ways? And, how is this equitable? Does one group (e.g., accommodations for over half of students) come at the cost of another (e.g., no extra time or remuneration for the increased work this involves, increasing already massive stress and demand for instructors)?"

- Raise more outside capital to ensure financial resources are available to support all of these areas.
- by supporting grads with better supervision, knowledge and guidance through their research outline and sustaining continuity without any interruption.
- staff needs and metal support "
- Focus on access.
- Queen's should consider a simplification of the over-saturated/overwhelming information on support services. Having a robust landscape of services to remove barriers is critical, but our current landscape is a patchwork of hard to understand services with varying intake processes that are difficult to navigate. More navigation information (how-tos and folder guides) are NOT supporting the user experience and are an internal-focused approach. A broader simplification and streamlining (i.e. consolidation) would support access and a customer-service mindset and model. We are currently prioritizing process and policy (internally focused), and we need to shift to a needs-analysis and support model (partnership/external model).
- I think Queen's is doing a good job of this. lobbying the government to provide the non-academic support needs through health care funding so it doesn't all fall on Queens'?
- Investigate shared models for services - bridging the gap with the Kingston community and leveraging incentives in place to partner with the regional health units etc. to provide services to students, staff and faculty, and the broader community.
- Small classrooms enable instructors to attend to all the above.
- Queen’s will commit to the comprehensive preparation of educators by integrating evidence-based pedagogical training and ongoing professional development into the academic career path
- Excellent! I am in a subject, Physics, where clearly a significant number of courses are taught entirely by traditional, passive lecturing. I have taken 3 grad courses in the department so far, and I have regretted attending nearly every hour of these classes, which is not at all my usual experience of grad courses (I've previously studied at 4 different universities).
- Until Queen's decides that learning is a priority and acts accordingly, the experiences of physics students will continue to be like this, with harm to all students' learning who attend these courses, and disproportionate harm to students from under-represented groups, all of which undermines every one of Queen's goals.
- Wider distribution of resources and information so that stronger collective engagement within the institution would nullify the need for FOI requests, gossip, and the general antagonism between management and staff/students. Transparency is central to a functioning democracy.
- Good faith and respectful dialog with staff and students instead of the current one which is defined by an air of dismissiveness, unprofessionalism, performativity, filibustering, and information asymmetry.
- They have over indexed in this category. Pull it back to a reasonable middle ground.
- Bursaries and financial support
- I'm not sure what to say here. Queen's has engaged in a lot of internal investigation about this which produces comprehensive reports and recommendations that the administration subsequently ignores. There's no institutional momenta for making any of these changes

in a durable way, and this seems like a pretty restrictive setting compared to the more comprehensive studies that were done before. Why not just work on some of that stuff that never got implemented?

- Are there collaborations that could take place with QHS? We have some of the best physicians, nurses, and allied health professionals. At various levels of their training they are able to provide varying levels of care. Are we exploring how to utilize our home grown talent at a training appropriate level to enhance access to non-academic supports such as mental health, mentoring, counselling etc? Have we formally partnered with KHSC, or explored a partnership, whereby we can access services?
- Queen's needs to grow student wellness services to keep up with the inflation of student need. That is the number one complaint we see in many areas regarding wellness at queens. The students CAN be accommodated for what they need, but getting an appointment, seeing someone in a timely manner is impossible.
- Place less of an emphasis on grades.
- Queen’s historically has been a prestigious institution that prided itself on its intellectual rigor, fostering academic environments where students were encouraged to challenge assumptions and think critically. The focus on adapting to global trends, while important, might unintentionally shift the focus away from maintaining that same prestige if it moves too far toward a business model. There’s a risk that, as the university prioritizes global competition, innovation, and marketable research, it will lose sight of the values and traditions that have made it an esteemed institution.
- This potential dilution of prestige can result in the erosion of long-standing academic values, leading to a loss of reputation in academic circles. The humanities, once central to the development of students into global citizens and critical thinkers, could be viewed as expendable in favor of programs seen as more lucrative or aligned with immediate labor market demands. Over time, this risks diminishing the university’s standing in the eyes of academia and society at large."
- This is an area in which targeted alumni donations can make a real difference.
- With respect to EDI, the way we hire faculty in our department harms both EDI and excellence. We tend to hire in very circumscribed areas. I mean extremely circumscribed. The applicant pools are tiny, and small-number statistics tend to drive down the diversity and excellence of the pool. At my previous institution we only did broad searches and it was much easier to find outstanding and diverse applicants in a pool of hundreds of applicants.
- It should take the measures that it deliberately and thoughtfully develops, tests and monitors. These are complex operational services that should be placed in the hand of trusted professional experts, not crowdsourced.
- This is a really hard question, as supports for mental health are expensive. Obviously, the university should provide these supports, but if funding is reduced, it's hard to see how we can. Maybe this speaks to having a smaller student body, to be able to afford these supports for fewer students.
- I do not have many suggestions for this category, but I do ask that Queen's please revise the flagpole and plaque outside of Ontario Hall on University Street. The information is outdated and incorrect and does not come close to actively reflecting the memorial tribute that the flag should represent.

- Stop talking about it and just make sure it is done. Talking about it frustrates everyone that I know. Canada does not need more woke administrators. Woke people never aspire to great things, just to make everyone the same - so stop talking about it. If it is an issue, then fix it. But don't talk about it.

Q. What should be the optimal size of Queen's student body by 2041, and how should enrolments be distributed across STEM and non-STEM fields to balance workforce demands, financial sustainability, and the university's core values?

- Despite what the principle has stated in his Discussion Paper, us in the humanities have no confidence that the university is invested in our disciplines in any way. We have received the most cuts, and we receive the most ambivalence from upper admin. I have been encouraging potential arts students to not come to Queen's. I used to be active in recruitment in my department. It is unethical for me to do this now because we do not have the faculty anymore to support new students. We are losing 6 faculty members and gaining none. The writing is on the wall: our labor and research output is not valued by this university. I am unconvinced that the university will ever value us enough that it will allow us to continue to exist. There are a lot of really smart and productive people in my department who love what they do. You are failing them.
- We always speak of multi, inter disciplinary research, but the reality is we place too many barriers to actual implementation of such research. Cutting student intake outside of stem will make that worse. Cutting curriculum requirements is making that worse because students inevitably choose the path of least resistance and that stands for students in STEM and non-STEM.
- This is outside my area of expertise.
- The Queen's student body should remain between 25 000 - 30 000 students. This should require a slow decrease in student population over time. Any further increase will drive up the cost of housing as seen with the massive student population increase in the last 30 years. Furthermore, it will positively impact student stress by reducing housing-related and financial stress.
- I cannot stress this enough - any increase in student population SHOULD NOT take place without a plan for their housing before acceptance. E.g. to increase the student population by 1,000 students, the university should either build another residence that can accommodate that many students, or contract with an external company for the addition of another off-campus apartment building.
- Enrollment in STEM should increase relative to non-STEM fields based on an ever-increasing interest from the youth population. We are entering into an unprecedented era of technological, healthcare and foundational science advancement. As such, knowledge of STEM is critical in order to build an industry and research enterprise that is able to contribute to, and fully utilize rapid STEM developments that solve real-world problems.
- Let's stay small. WE don't have to be a UBC or UofT. Our city can't sustain high numbers, we can't sustain high numbers. This should be about quality of education, not just a numbers game. The bigger the number the more resources needed which we don't have or may never have. So let's look at quality over quantity.
- Not in a position to say.

- To optimize the size of Queen's student body by 2041, the university should balance growth with its capacity to provide high-quality education and support services. Enrolment distribution should align with workforce demands and societal needs, promoting financial sustainability while reflecting Queen's commitment to arts, humanities, and STEM disciplines. A strategic focus on STEM fields can meet evolving market demands, while non-STEM enrolments ensure the preservation of critical thinking and cultural inquiry. Regular reviews of labour trends and societal priorities will guide sustainable enrolment planning."
- 1. Smaller is better, especially for the Queen's brand in Canada as the only elite institution of that kind. But limiting size is less important than sustaining the balance of STEM and non-STEM academic values and pursuits.
- 2. The Vision paper implies that the balance of students hence resources and research, and hence the University's mission, as noted above should shift substantially toward STEM. I do not think this is a bad thing, if the University would otherwise close its doors; it's a desperate, last ditch strategy. Such a shift would signal that Queen's is no longer what Queen's was, and no longer a university like most others in Canada. Its brand would change, and likely not for the better. Queen's would be aspiring to be the MIT of the north, which I doubt it truly has the money and size to pull off.
- more STEM and healthcare, the art and science and humanity has to learn to code and do statistics. Student enrollment needs to increase to have more faculty member to support research. The organization and the position of power needs to be more diverse and inclusive. (one can dream, nothing really happened after years of EDI, more like self-interested yes people up and down the chain).
- Universities should focus on supply and demand outside of a core commitment to classics. If society needs more engineers - educate more engineers (but lets keep some poets too).
- This answer would differ by Faculty and unit and should be responsive to changing needs and enrolment. When I think of the employment and tech world 20 years ago compared to today, the landscape is vastly different. The next 15-20 years will surely see as much, if not more, change. The university should be flexible and responsive. We should have tenure-track teaching loads that reflect our position as a research, but also teaching institution. Increasing the Arts and Science teaching load by a half credit would solve the financial crisis in this Faculty and connect our researchers more with students. A system where faculty can earn reduced teaching loads for service (e.g. graduate supervision) and successful research funding (teaching load reductions for those with external research funding at certain minimums) would help incentivize faculty. The balance between STEM and non-Stem fields is a red herring; our focus should be responsive, sustainable, interdisciplinary programming
- It depends on various factors, being the first number of faculty members and their workload, as these are the ones that will be teaching. We also need to consider the physical facilities, housing in the region, etc.
- Further to preceding question, the student body at Queen's should not necessarily be bigger, but better. The student body should not be adjusted to workforce demands, as students themselves shape the evolving workforce. Rather, students should be allow to orient themselves towards any fields and programs of study, with no quotas assigned and no parameters applied except for entrance requirements and student interest (see above).
- STEM should be 70% of total student enrolment.

- The size of the student body should not out-weigh the supports the university is willing to invest in (e.g. right now, mostly due to budget cuts, layoffs, and the hiring freeze, there are simply not enough support staff to attend to the student body's needs, therefore support staff are being crushed by unreasonable workloads).
- 25,000. If you grow too big, we do not have the infrastructure to accommodate.
- STEM is the most important, particularly with computers/AI, etc. The Arts are nice...but is a drama degree really going to help society more than a computer science or engineering degree?
- The student body should increase by 50%. STEM should account for about 1/2 of the student body.
- Fascinating question! I think it clearly makes sense to increase access to STEM/business since demand is there in students and workplace - but I share the concern that important things are potentially lost in drifting away from Arts & Humanities. As someone with a History and Math degree, I have found tremendous benefit in being versed in 2 paradigms and think having a requirement of some kind where someone studying science needs to add some depth via a minor or certificate in humanities or arts could be powerful. If there is a decline in demand for majors in arts/humanities, maybe they can be more often presented as sides to compliment/enhance the value of a STEM degree.
- I would be concerned with expanding size of student body much more without increasing resources for support staff, residences, classrooms, etc... Also, having been at a larger university before, there is something precious that gets lost in a larger place in terms of relationships and familiarity with staff/community. "
- '-the number of students should be relative to the number of first-year residence rooms as well as Kingston's ability to absorb student renters in years 2, 3, and 4
- -why not make Queen's more competitive by accepting only top students instead of taking more applicants at all degree levels?
- -while STEM enrolment may provide more funding per student, these programs also cost much more to run with infrastructure costs
- -work integrated learning is great but it also requires more staff to facilitate and manage (e.g., I can't imagine faculty members running risk assessments and ensuring they have the correct insurance and clearances in place for a work-integrated course without support)
- I graduated in 1992 and I believe the student body was 10000 undergrads. I think Queens should again go back to that. There are economies of scale especially with current reimbursement by the province but Queens will have to crunch the numbers to get the maximal efficiency and cost analysis.
- It is hard to appropriate what I think the percentages should look like for STEM versus Non STEM but I believe Queens should grow the programs that they are known for.
- Hampshire college a small liberal arts college in Massachusetts had to completely revamp their degree program because of poor financial health. They have emerged the other side stronger and they could be a model study.
- Concentrations and majors at Queens should be interdisciplinary and versatile. Students should be able to study AI and the law for example or Engineering and urban planning for example.

- Queens should lean into what they do well. This would mean surveying the academic landscape and not competing with schools like Waterloo that have their own niche strengths that Queens cannot duplicate.
- Increase the overall undergraduate and graduate enrollment size, along with the faculty complement and investment in space. The STEM enrollment headcount should map to the faculty headcount that allow us to bring in the desirable research funding levels typical of the top 5 Canadian universities. Punching above one's weight is generally not sustainable in the long term for research, given the pace of change and advancement.
- Prioritizing STEM at the expense of social sciences and humanities is gross behavior that reifies the false separation between the arts and sciences.
- 18,000. Heavier on the arts, humanities, and social sciences, as that is how we create a strong future. Recognize that arts & culture is the fastest growing sector of the Canadian economy.
- That's a hard one. I suspect the answer ends up being the sum of a series of optimization curves. That is, for any given program that Queen's might offer, that program has to generate net positive revenue, and there is likely some narrow range of the number of students for which that revenue is optimized. Queen's should offer only programs in which it can successfully compete for students, and can be profitable, and should optimize the profit in each case. The calculations also depend upon the idea suggested above, that of attempting to grab the Canadian market for online education.
- Largely dictated by the capacity of Kingston to house them. That said, I think we should triple the cohort through remote offerings or joint offerings with other universities.
- The Principal's discussion paper fundamentally mischaracterizes the ways in which enrolment numbers are decided. A vague shift from other disciplines of study to "STEM" is also not supported by robust data (and rather cherry-picked from aggregate statistics that do not consider the specific situation at Queen's). Queen's prides itself on its smaller classrooms that allow for more exposure and contact with faculty (who have extensive expertise in the subjects they teach, in part due to their involvement in research and discovery in that area). Growing class sizes without appropriate administrative support presents a barrier to that student experience which is so prized by Queen's students and alumni.
- The focus on STEM is unempirical, unscientific, and confusing, given that enrollment has increased - often in huge measure - in other disciplines, like Psychology, Neuroscience, Life Sciences, or Health Sciences, and decreased in others that are squarely within STEM. Is it STEM or specific areas of STEM *and* other areas of the university? Numbers need to actually be given, to act as an empirical foundation for this argument. Focusing on STEM misses the point, given the massive demand for health sciences, life sciences, neuroscience, and psychology.
- This question concerns me. As I understand it, a central part of the university's mission is to be a leader in teaching and research; to contribute to solving global challenges and preparing its students to be leaders in the real world. This is a vision that resonates deeply with me as an alumni and current member of the Queen's community. However, I think it is a mistake to believe that this vision can be achieved by "optimizing" the size of the student body. There is no magic number of students that will make this vision come to life, and to believe this is the case is to fall prey to the fallacy that the university is a business, rather

than a public institution of higher learning. Moreover, when read in concert with the Principal's vision, which highlights the increasing demand for STEM programs as the only path to "strong job prospects", the question implicitly positions STEM fields as more valuable to the local, global, and national workforce, to the financial sustainability of the university, and to the university's core values. That is, it implies that the "optimal" distribution of students for the university's future is one that increases enrolments in STEM fields. This is misleading. There are many strong job prospects outside of STEM fields; in fact, many, if not all, of my friends and colleagues from undergraduate have arts degrees and are now working in strong jobs with competitive salaries and pensions - jobs for which they were competitive candidates because they had arts degrees. Likewise, many of my friends with STEM degrees are not working in STEM-specific jobs - jobs for which they were qualified because they possessed an undergraduate degree, not a STEM-specific one. In short, I think that the university's focus towards the bicentennial should not be on thinking about students as numbers, or revenue-generators, or "butts in seats" (although they are, on a very crude level, all of those things), but rather on the kind of community it wants to foster, and the kind of skills it believes are necessary for its graduates to possess to be successful in the real world. These are not skills located only in STEM fields; arguably, the most important of these skills (communication, critical thinking, the development of one's own values) are taught in the arts and humanities.

- Student body growth should follow the financial resources of the school versus some arbitrary growth rate. It is more important to continue increasing the quality of the student body and faculty than growing it.
- Student choice should be determining.
- I have no idea, better review the annual reports with fiscal consolidation about essential financial adjustments.
- Being mid-sized is a strength and being community-embedded is a distinguishing Queen's asset. We offer a safer community environment, nested on the shores of Lake Ontario outside of an urban environment, while still being close enough to urban centres to offer diverse practicum and experiential learning opportunities.
- Increasing our size is not seemingly attainable without satellite campus structures, and retaining our mid-sized qualities allows us to differentiate ourselves to prospective students and parents (i.e. not getting lost in a massive machine like U of T).
- In terms of distribution of enrolments, we need to evolve our thinking to keep pace with our customer needs (students, parents, employers) and broader societal expectations that higher education must relate to and result in career prospects. This does not need to oppose our critical role as a societal good and a societal asset.
- What are our highest programs of interest? How are we supporting them?
- How do these programs align with career prospects? How are we connecting them?
- What are our highest funded areas of research and how can we build on these?
- What corporate and private partnerships can bring robust career prospects and experiential learning opportunities?
- What corporate/private donors are aligned with these values and ready to support?"
- This should be based on statistics / projections - I have no idea.

- Key to this is why we need to distinguish STEM and non-STEM fields. We need folks enrolled across disciplinary boundaries and we need to offer them degree options that tool them with skills they will need to face our current interdisciplinary problems.
- Specifically, since we now have a modular degree model in arts and sciences in which students (for most plans) have a minor plan. I am looking forward to students' plan selection that will show that there is considerable interest for interdisciplinary dynamics. As a trajectory to this thought, there are successful plans that offer such interdisciplinarity in a more integrated way offered at other universities and it would be a good idea for Queen's to offer these, too.
- Student enrolment should increase in healthy proportion to teaching and admin staff. Trying to increase class sizes to maximize enrolment numbers results in a qualitative loss to everyone involved: students receive a lesser education, educators/staff are overworked and then underperform, and employers receive unprepared workers.
- That’s an optimization question based on capacity, financial budget, tuition cost, employability, and quality of student base.
- Good question - I'm not sure.
- It's hard to say, but I think it is ultimately a budgeting and demographic question. The budgeting seems pretty opaque, so it is hard to say. My feeling is that Queen's is kind of an awkward size. We're large enough to need lots of human/capital infrastructure, but we're not large enough to really take advantage of economies of scale. As a faculty member (who had a faculty position at a large public university in the US), we feel pretty under resourced. Our faculty-student ratio is pretty high, and the teaching load is 50% more than what I moved from. (I wouldn't have come to Queen's if there hadn't been other circumstances that made it necessary.) As a person in STEM, I think we need to preserve the existence of non-STEM fields at Queen's. I wouldn't want to work at a university that doesn't have english, history, or classics programs, for example. (How do we not have anthropology?) However, I also don't think the relative size needs to stay fixed. I think we need to be able to return to a point where we have the teaching capacity to offer some specialized courses for upper year students, and the ability to have a comprehensive graduate curriculum. The structure of our program really makes it feel like Queen's is actually a primarily undergraduate institution rather than a research university.
- It should be in line with housing capacity, and weighted to the faculties that can maintain financial sustainability.
- The critique is rooted in a concern that Queen’s may be losing sight of its foundational academic mission in favor of a more corporate-driven model that prioritizes financial returns and global prestige. There’s a risk that this could erode the university’s standing as a center for intellectual growth, critical inquiry, and academic rigor, particularly in disciplines such as the humanities, which are often seen as less immediately profitable but essential for developing well-rounded, thoughtful individuals. Balancing the demands of global competitiveness with the preservation of academic integrity, particularly in the humanities, will be key to maintaining Queen’s status as a leading educational institution.
- I teach at a professional school keenly aware of job outcomes. One of the things I try to make sure that my students understand is that they cannot predict what the specifics of their profession will look like in 20 years (or even 5, the shift to online processes has significantly altered the experience of going to court). They therefor need to focus on

acquiring the core skills and habits of mind that will allow them to adapt to changing realities. We are not a vocational certificate course.

- I think the other question we should ask ourselves here is what kind of institution we are. I didn't think of Queen's as a primarily undergraduate institution before I arrived, but the culture here indicates that it is. Our undergraduate programs drive everything to the extent that we are in the handful of the largest undergrad programs in my discipline in Canada, but we struggle to offer a comprehensive graduate course curriculum because we're woefully understaffed.
- To frame this question by pitting STEM against non-STEM terms is to perpetuate fixed ways of thinking and fuel internal tensions. Where is the innovative thinking that will break this dusty model? Business students need to understand psychology. Engineers understand public policy, computer scientists need a command of ethics. There are universities who have broken this model and they are the universities of the future.
- The recent publication of data on the the faculty/student ratio at Queen's highlights how poorly we rank in comparison to other U15 universities. The size of the student body cannot be grown without a growth in the number of faculty without there be being negative effects on the university's academic mission given our already poor ratio. Any consideration of the size of the student body must be paired with a similar growth in the size of the faculty complement.
- In regard to the distribution across STEM and non-STEM fields, attention should be paid to Queen's own role and niche within the university ecosystem. There is a risk in re-orienting, and failing, that I believe is being underdiscussed. York's financial problems for instance are greatly linked to overextension through its expansion to a Markham Campus geared around STEM and attempts to become a center of health research: how sure are we that changes in this make up will work?
- I think enrolments should be skewed towards STEM fields where the demand from students is highest.
- The optimal student body size is now nearly entirely dependant on population growth and online learning capacity; it is impossible to present a figure to aim for. Nonetheless, Queen's should be what it can to be self-sustaining and remain financially afloat. As mentioned earlier, however, further development of STEM programs must, in no way whatsoever, affect the trajectories of other students. All students have a right to study their field as provided by the university, and any program favouritism (even for financial reasons) from the school's upper leadership must be shot down.
- "The most important word in this question is the last one, ""values"". I do not mean what is referred to in the question (STEM/nonSTEM balanced workforce demands, financial sustainability) but to the core values Queen's would like to foster in its future graduates. Their values will be the source of motivation and intent in their lives which will be expressed in whatever they do. To think in terms of STEM and nonSTEM reflects the siloing of education by skill set rather than focusing on educating a complete person who must decided how to put these skills to use. This can best be achieved by the university which incorporates 'judgement based on values' into the application of ever skill set it teaches. That is the best way to make a university education more than just a preparation for a job. It is the way to prepare someone for a life with purpose that they will feel is worth living.

- I think Queen's should try to decrease class sizes (i.e., increase the faculty: student ratio). I think it makes sense to shift the distribution of enrolments based on workforce demands, though it would be sad to see a lot of programs cut and not offered as elective options anymore.

Q. How can Queen's strengthen its global connections and focus on mission-driven research to address real-world challenges and improve its position in rankings?

- Focus on research and education properly supporting that, not cutting support staff and prioritising investments, which is the reality of our current situation despite statements to the contrary (including this document).
- Go all-in on the Sustainable Development Goals; make them the core focus of our institution. The mission, vision, and values of the institution should be rooted in the SDGs. This will increase our appeal internationally, and will differentiate the institution from our domestic counterparts. We can be seen as a historical institution that is laser-focused on improving the world and society at large.
- Where a ranking is influenced by merits/awards i.e researcher that is at Queen's when the merits are awarded, target honors and merits in emerging areas that you can increase the ranking in, create Chairs in that field, solicit major gifts to align with that strategy and attract the researcher to that area and keep them until it's achieved. Consider a capital campaign to fund these initiatives. If needed, create an environment for hybrid partnerships to thrive between Faculties/Universities which can help break down silos in learning and teaching. Enable hybrid partnerships in MOAs in philanthropic contributions (if they don't already exist). Have strategic ties with McGill and UofT to leverage their success where they are aligned with Queen's
- Our dismal faculty-student ratios are a chief reason for our dive in the rankings. Fortunately, there's an easy fix: HIRE MORE FACULTY.
- Support faculty getting out of the office and connecting with the community. Incentivize by highlighting non tri-council grants. This can help to show alternative paths to grants, and help scholars to see opportunities to engage with real-world challenges. And then promote what they do! :)
- Improve institutional ranking to put Queen's and it's researchers on the map. This may involve increased research funding, including on the hiring of promising faculty and students. In addition, recognition and support for institutional research strengths will allow high-quality and innovative research to come out from the institution.
- Promote international collaboration both in translational and basic sciences and establish Queen's and it's research faculty as reliable research allies.
- Have more classes relating to other cultures so that people can get passion for it.
- More focus on Research to start with. Don't just keep talking about undergrad in this aspect. What is the institution really doing to support graduate student research or postdoctoral fellows. For student experience, how can we set up agreements/exchanges with good global universities. Partnering in research
- Higher admission standards, and maintain high standards for all programs.
- "To strengthen its global connections and focus on mission-driven research, Queen's University should:

    - Expand International Partnerships**: Collaborate with leading global institutions to enhance academic and research opportunities.
    - Promote Interdisciplinary Research**: Focus on solving global challenges such as climate change, health equity, and technology innovation.
    - Attract Top Talent**: Invest in recruiting globally recognized researchers and diverse students.
    - Leverage Digital Platforms**: Use technology to increase global reach in education and research dissemination.
    - Engage in Rankings-Specific Initiatives**: Target impactful areas like research output, internationalization, and graduate employability.
    - These strategies will elevate Queen's global standing while addressing critical real-world issues."
- Obviously the answers vary by discipline. The Vision paper notes an objective for every Queen's researcher to have external funding, which would improve one measure in rankings. But this objective is out of touch with funding needs and opportunities in the humanities, so is not a reasonable or equitable practical aim to the stated ends.
- The front line researchers and instructors are strong. Management, not so much and they know it. This is written mostly for documentation purposes.
- How about building a strategic plan that effectively articulates the nature of the global commitments, the milestones require to achieve them, and the metrics necessary to know if we've achieved them. As someone who works VERY internationally, I've never been reached out to by the international office.
- Incentivize research, celebrate our current researchers and undertake more strategic research mobilization (and fund professional staff to do so!),
- First by improving it reputation. Major researchers, institutions would like to be involved with peers with similar stands. Therefore, it comes to the same point: without investing in hiring faculty and staff and provide them conditions to fully develop, it will be difficult to strength the global connections. The same related to receiving major donations, as major donors invest in winners, not in those ones losing their reputation.
- Rankings should not be a priority at the moment. From more practical solutions, state of the art (and ecological) buildings, excellent academics and research, positive rankings will continue or follow.
- Queen's should be a global Role Model in actual Integrity and Accountability from Leadership by investing in all levels of staff, rather than giving massive raises only to people in the top tier of management.
- Buy into relevant research. Put funding into research that will help society as a whole, i.e. cancer research, socio-economic impact of immigration, etc.
- Let researchers do what they do best with minimal interference or top-down management.
- Working to expand options for internships, undergraduate research, service learning, and integrating working the frameworks like the UN SDGs can all support this important part of the mission. Getting students thinking about career planning earlier in their degree would support their engagement, like how in Engineering first/second year APSC courses they have to reflect on career options. Getting students to consider social impact and career options can motivate them to engage in this work sooner, as can integrating career/SDG

resources and activities like the new Queen's UN SDG Career Guide (just being released this year).

- "-support faculty in tapping into Horizon Europe funding opportunities (this will take a few years to develop)
- -make research security process clearer to allow for easier collaboration with certain countries "
- Encourage international exchanges not just for students but also for professors and visiting professors.
- Rely on the international alumni, we love Queens and would anything for her if asked.
- Partner with industry.
- Create a Patent office.
- Create an office to encourage student innovation and startups and pair them with a professor mentor.
- As for the Macleans ranking or global rankings, I would focus on reputation and student experience and the rest will come.
- Increase STEM enrollment and faculty headcount to improve its research output and impact. As it is, the critical mass just is not there for research intensity, which is generally the foundation for reputation.
- Which real-world challenges? Vague platitudes designed to bolster the Queen's "brand" are short-sighted. What about the workers?
- Stop saying "real world", as if there are areas of life and endeavour that are not "real". Separate out the three things: global connections involves supporting researchers and students to work/study internationally. Mission-driven research must be based on curiosity-driven research. Improving position rankings will come from doing the basic things better.
- Separate teaching from research.
- Support younger faculty that have the passion and innovation to bring to the table, rather than shovelling more money towards research programs that offer just more of the same.
- See response in the first response box. To improve its position in rankings, Queen's must adequately FUND research across disciplines. The breadth of research at Queen's is also part of what supports its reputation.
- There needs to be actual support for the doing of research; at present, there is (limited) federal funding for the research itself but our buildings are crumbling, our infrastructure is broken, and it can take researchers 20 emails to get one payment approved. Unique new buildings sound wonderful, but juxtaposed against the literally crumbling reality, they seem like more "blue sky" thinking than anything else. Get our university's research infrastructure actually working.
- Queen's decline in rankings is in part a result of the administrative decisions the university has undertaken in the last year, which have dramatically affected the ability of faculty, postdoctoral fellows, and graduate students researchers to conduct their research. Researchers build the university's reputation - we bring in research funds, we supervise students, we teach future generations of leaders and researchers. Narrowing the scope of the university's research mission - to focus, for example, on professional fields like law, STEM, medicine, and business - may perhaps improve the university's rankings globally in

these areas, but it will do so at the expense of the many world-renowned researchers, including Canada Research Chairs and Royal Society Fellows, in the social sciences and humanities who attract students to their departments and who make vital contributions to the university's reputation. I came to Queen's for graduate studies because it was one of the top schools in the country in my field (political philosophy). These scholars are world-renowned, working to address real-world challenges including reconciliation, migration, and climate change, and through them I have made many global connections. It is sad to think that the Principal's bicentennial vision is one that will potentially sever these connections because they are not as immediately profitable as those that can be fostered in other departments.

- Rankings are determined via a multitude of measures be laser focused on those measures and ensure the whole organization is aligned in achieving the goals. Determine which rankings are important, they all aren't, and focus on those.
- Support the excellent people we have. it is critical not to neglect research that is fundamental in nature and does not clearly focus on real-world challenges.
- I believe it is not a priority now if the university has economic issue with budget deficit because of taxing regulations in federal government.
- With our neighbours to the South disrupting their entire funding landscape at the federal level, might that position Canada (and Queen's) to take advantage of our continued commitment to science in some way? Are we more attractive to US-based students and industry partnerships if we retain our objectivity and commitments to scientific inquiry and knowledge development? Could this be an opportunity to capitalize on a weakening neighbour's scholarly shortcomings?
- The Department of Psychology is a research power-house and the primary user of GREB. Our counterparts in the states are facing unprecedented risks to their research programs and funding (i.e. gender diversity, sexual health) - does this open up any opportunities for Queen's Psychology or Queen's more broadly to fill these gaps? Develop/bolster new partnerships where they are being weakened in the States? Recruit world-class graduate students and faculty that can no longer practice their critical research due to shifting policy landscapes in the US?
- Form more intentional partnerships with higher education outside of the US in solidarity - strength?
- Are rankings only due to research? Is this the solution? Or does Queen's focus on excellent education and opportunities for students that will lead to world leaders, successful graduates and increased rankings? I think Queen's spirit, strong community and alumni bond is amazing and helps us with connections and opportunities.
- Address the key challenges of our time:
    - Climate change
    - Artificial intelligence
    - Geopolitical instability
    - Ideally with a lens drawn from the SDGs
- Ranking expresses a hierarchal, reductively quantitative, and competitive framing of one's value. It would be more interesting to think introspectively. How can collaborative and complementary processes be established that both maintain the university's reputation

while also producing meaningful work instead of applying universal metrics and a "winner-takes-all" mentality.

- Focus on research and publications, don't rely as heavily on adjuncts
- I think we're getting far too focused, and the way we hire seems guaranteed to make sure we drop in rankings. Our faculty searches are way too surgically targeted and in my department, we get few qualified applicants and most of them come from within the professional networks of our existing faculty. Nobody beyond that know about anyone here unless you work on subtopic X of subtopic Y. The department at my previous institution held open searches and hired the best people that applied, regardless of field. They were a world top-25 department because they were able to amass considerable talent by not being choosy about research topics. And, people had a broader range of expertise so that they could bring a more diverse set of tools to attack big problems when they worked together. Here, we have all kinds of people who do nearly the same thing, and then they have to keep the scope of their research programs narrow so they don't step on their colleagues toes. It's like a recipe for irrelevance, but Queen's continues to double down on it even though it is not working.
- Support the researchers in building collaborations across institutions & nations.
- Prioritize Smaller, Intensive Learning Environments:
- Smaller Classes with Personalization: By maintaining and even expanding smaller class sizes, Queen’s can foster an environment where students receive more individual attention, engage in deeper discussions, and develop stronger connections with faculty members. Smaller classes lead to more meaningful interactions and personalized mentorship, which is especially important in fostering critical thinking and academic excellence.
- Impact on Global Reputation: Global rankings often place a high value on the student experience, and offering smaller, more interactive classes would demonstrate a commitment to quality education. It would also improve retention and graduation rates, positively influencing rankings.
- Focus on Pedagogical Innovation: Instead of following traditional or ""conservative"" learning models, Queen’s can explore active learning, inquiry-based teaching, and experiential learning methods that allow students to engage directly with content. This can include more hands-on research opportunities and collaborative projects that empower students to contribute meaningfully to ongoing societal challenges.
- 2. Focus on Niche, Mission-Driven Research:
- Addressing Unmet Global Needs: Queen’s can differentiate itself by focusing its research efforts on issues that are underrepresented or lacking attention from other global institutions. This could include specialized areas such as sustainable development in local communities, indigenous knowledge systems, or interdisciplinary research into emerging technologies and their ethical implications.
- Interdisciplinary Collaboration: Creating research clusters that combine diverse fields (e.g., health, environment, engineering, and humanities) can lead to innovative, mission-driven solutions that tackle complex global challenges. For example, Queen's could focus on climate justice, public health in marginalized communities, or the intersection of artificial intelligence and social ethics areas where many other universities may not have dedicated centers or robust research initiatives.

- Global Collaborations: Partnering with institutions in the Global South or lesser-known regions can open new avenues for collaboration in areas like sustainability, social justice, and human rights. Queen's can position itself as a university that doesn't simply follow global trends but creates new ones by addressing areas of need that are currently underserved by major institutions.
- 3. Foster Deep Global Connections:
- Strategic International Partnerships: Queen's can forge partnerships with universities that share its focus on societal impact, rather than just those ranked higher or in prestigious regions. These partnerships could extend to research collaborations, exchange programs, or joint degree offerings, particularly in areas that align with mission-driven research goals.
- Engage with Non-Governmental Organizations (NGOs) and International Development Agencies: Queen's can strengthen its role in global development by actively engaging with NGOs, international organizations, and government agencies that work on real-world challenges such as climate change, public health, and poverty alleviation. This would allow the university to create a robust global network for impact-driven research and projects.
- Involve Students in Global Problem-Solving: Encouraging students to participate in global research projects or internships abroad can enhance Queen's reputation. By directly involving students in international collaborations focused on real-world challenges, Queen's can showcase its commitment to producing graduates who are not only highly skilled but also socially conscious and globally aware.
- 4. Revitalize Research Excellence with Real-World Impact:
- Move Beyond Conventional Research Models: Rather than following traditional research paradigms, Queen's can prioritize projects that push boundaries and address cutting-edge problems. For instance, instead of simply studying well-trodden topics in mainstream disciplines, Queen's could lead research in emerging fields like the ethical dimensions of AI, the future of work in a digital economy, or resilience in post-disaster communities.
- Industry Partnerships for Mission-Driven Impact: Queen's should work on creating deep ties with industry leaders and government bodies that have a genuine interest in solving global challenges, not just generating profit. By focusing on mission-driven research, Queen's can attract funding that is aligned with its values while making a tangible impact in areas such as clean energy, global health, or social equity.
- Research Commercialization with Purpose: While Queen's could pursue commercialization of research outputs, it should do so with an eye toward solving societal challenges rather than focusing solely on profit. This approach would distinguish Queen's from other institutions that might prioritize tech-driven, profit-oriented commercialization. Queen's could create a more ethical and socially responsible research commercialization model that aligns with its academic values.
- Strengthen Support for Interdisciplinary Programs and Innovators:
- Encourage Cross-Disciplinary Learning: Offering more interdisciplinary programs can break down silos and foster innovative thinking. Students and faculty could collaborate across departments (e.g., combining humanities with data science, or policy studies with environmental science) to create novel solutions to contemporary issues.
- Support Innovators and Entrepreneurs: Queen's can create more programs or centers that support student and faculty innovators who are developing new ideas for social impact.

This could involve funding opportunities, incubators, and mentorship that focus on addressing societal issues moving away from purely business-driven innovation.

- Increase Visibility through Impactful Communication:
- Showcase Unique Research: To elevate its global standing, Queen's should prioritize communicating the outcomes and societal benefits of its research. This includes highlighting research projects that are truly unique and impactful, focusing on tangible results that can transform communities or tackle urgent global challenges.
- Thought Leadership and Global Conferences: Queen's could host and participate in global conferences that align with its mission-driven focus, creating spaces for thought leadership on topics such as sustainability, equity, and global health. Through these events, the university can amplify its visibility and establish itself as a leader in addressing real-world challenges.
- Move Away from Conservative Educational Models:
- Embrace Non-Traditional Learning: Moving away from rigid, traditional learning structures can encourage more creative and collaborative forms of education. Project-based learning, internships with real-world applications, and community-based research are examples of innovative learning approaches that align more closely with modern educational goals and the needs of the global workforce.
- Encourage Critical Thinking over Memorization: Rather than focusing on rote learning or a narrow set of standardized outcomes, Queen's can emphasize critical thinking, problem-solving, and ethical decision-making. This would make students more adaptable to changing global contexts and better equipped to tackle complex, real-world challenges.
- Queen's cannot strengthen its global connections by adopting a cramped view of what the university is. Have all the STEM you want as long as you understand that it, too, is not vocational training.
- I think we need to be less strategic and more opportunistic in hiring. When we do searches in my department we often focus them very narrowly. We always get stellar applicants that we throw out of the pool because of a perceived lack of fit. Then we end up hiring someone who is solid, but fits the narrow scope of the ad. I think we'd be a much stronger department, and Queen's would be much stronger more generally if we had the opportunity to go after the stars. I feel like our current strategy is to assemble a really solid B-team.
- I don't understand the pairing of these two items.
- Queen's already has some extraordinary global connections. You are not doing your homework. Spend 5 minutes with the Centre for Internal Management in the business school.
- The current reduction of resources (TAs, larger class sizes, lack of staff support) within FAS are antithetical to this project. As described above, the university should review its budget model to examine how and where resources are flowing through the system even within the context of a shrinking resource environment due to budget constraints. I am not sure the focus on capital expenditures the Principal mentioned during his meeting within faculty is the best use of resources to accomplish this task (see above York case).
- Queen's can continue to partner with universities around the world to establish programs that centre around global outreach and international research. They can also begin making

its own financial challenges a topic of study (in whatever field) with major incentives to providing research that can illuminate future solutions to problems the school faces.

- I think Queen's can create better incentive systems for faculty to publish papers and get their graduate students to publish more papers. Perhaps the concept of tenure needs to be revisited.
- Queen's should partner with Israel's universities, research organizations and businesses in technology, agriculture, engineering, psychology, and medical fields.
- Put out a call for businesses small and large to fund research by partnering with the university in practical research - for example in chemistry, or in engineering to improve concrete, or using AI in engineering, or having a much more practical field experience in geology and geological engineering,

Q. What innovative strategies or alternative funding models can Queen's adopt to address decreasing government funding, frozen tuition fees, and limits on international student enrolment?

- Divest from infrastructure that do not serve this mission critical focus over the next decade; reduce the number of yrs for contracts so that Queen's is not "beholden" to outdated technology or evolution of a service/contract. Ensure that any technological contract have incentives for a company to exceed expectations. Consider merging with St. Lawrence college.
- Providing adequate returns on investment interest. Instead a minute fraction of income from investment remains in our operating budget, which drives our structural deficit - a value that is capped at a decreasing absolute amount (resulting in a decreasing % of our growing endowments that include both internal (accessible) and externally restricted funds) and not even a percentage which would at least account for the growth we see - this is untenable for maintaining or improving reputation and rankings.
- Stop prioritising the feelings of students over quality of education - students need to learn that learning requires challenge.
- Use capital investments not only for shiny new buildings, but to improve existing buildings so they do not become dilapidated. Upkeep of our current buildings (facilities, custodial, renovations) should be a capital investment expenditure, not operating - that is simply a sound capital management to reduce capital depreciation losses."
- As mentioned earlier, a focus on consolidating continuing education efforts would realize near-immediate savings, create efficiencies and remove redundancies, and would allow the university to present a united front when it comes to continuing education. As long as continuing education is housed in separate faculties, we will never reach as wide an audience as we should. From an external perspective, we look incredibly fragmented and disorganized. A unit that is united and leveraging faculty and industry expertise in a variety of fields could become a powerhouse and would hedge against the barriers highlighted above.
- 1. Renting out Queen's spaces (particularly conference rooms, lecture halls, fields and stadiums) during non-utilized times/summer season
- 2. Increasing summer (May-August) class operation to draw in more income during off-peak times"

- Stop giving everyone with a senior position a massive bonus and instead pay your workers a fair share
- High school marks are completely inflated and out of control; the major admissions awards submissions now feature applicants with averages of 99% who then descend to B-level once in university. It is my view that the U-15 should initiate entrance exams, for which a fee could be charged. Standardized tests written in a controlled environment would give a more accurate view of students' abilities.
- I also note that Kingston has terrible daycare availability. Many faculty parents who are discouraged by the quality of public education for their school-age children seek out private schools. A high-quality academics-focused Queen's Charter School offering an enriched curriculum from early child care through elementary years would attract and help retain young faculty and could be profitable if partly staffed by our Education students.
- Grants. Good grant writing takes time. Teaching is important. We have shifted too far to maintain balance here--you can have excellent, evidence-based courses that are much smaller in terms of grading requirements. If we want to free up researcher time for research, we need to reduce the time needed for teaching (not fewer courses--but classes with weekly assignments, many assessments, etc. are just not sustainable. There are ways to use technology to free up time. We should do this!)
- Seek partnerships for research exchanges. The international student doesn't have to spend the whole time in Canada to do their studies, particularly now it is easier to be online. It may mean less tuition coming in, but also lessens the burden on Student Wellness Services, Bursaries and such. Not to mention the student experience of being on the poverty line.
- - Co-op programs where companies contribute to tuition?
    - Recruiting faculty with proven track records of accessing large grants (ie focus on top tier quality)
- To address decreasing government funding, frozen tuition fees, and limits on international student enrolment, Queen’s University can adopt innovative strategies and alternative funding models, such as:
- Increase PhD Funding**: Enhance doctoral funding to attract top talent and align with national university standards, as current funding is insufficient.
- Diversify Revenue Streams**: Expand continuing education, micro-credential programs, and executive training initiatives.
- Strengthen Industry Partnerships**: Foster collaborations with private sectors for sponsored research and innovation.
- Alumni Engagement**: Launch targeted fundraising campaigns and endowment initiatives.
- Optimize Resources**: Implement cost-saving measures like shared services and infrastructure optimization.
- These measures ensure financial sustainability while maintaining academic excellence.
- For the same reason that STEM is the leading mindset today, the days of hinterland universities are on the wane. Nobody now wants to be out of reach from a city, because cities are associated with opportunity and the future. Unlike Queen’s, nearly all Ontario universities are within cities or an easy commute to them. Queen’s should be creating brick-and-mortar footholds in metropolitan areas, both in Canada and internationally. For example, Queen’s should be partnering with TMU a growing, successful institution that

could benefit from association with the elite Queen's brand and not in program competition with it. Or it should be renting its own space for a dedicated centre of some kind in Toronto or Ottawa with full-service teaching and research, no matter how modest in size, as a brand sign and gateway to main campus. Internationally, we should be opening up the kind of outpost institutions that escape tuition regulation and offer our programs to students eager for our brand (like the Castle, but in China, the US, etc.).

- Lots of great people with good ideas around. Hope the administration has checked its consultation box.
- Stop wasting money. Create a new budgetary model (one you'll stick to). New leadership to focus on issues that exist rather than sleepwalking into a financial catastrophe.
- Advocate tuition and grant increase with partners in the COU and Colleges Ontario and also ensure policy and support for areas of Queen's exploring and offering non-credit (and revenue generating) programs.
- It must start by changing the Board of Trustee financial approach to save funding for future capital investments, and instead apply Queen's funding now to hire faculty, staff. Queen's is in a critical point and if does not change its financial approach it will continue to go down in the national and international rankings.
- See below: infrastructure and technological investments are key to reaping long-term financial rewards (cf. e.g. https://www.brookfield.com/news-insights/insights/why-infrastructure-compelling-investment-all-cycles).
- Renegotiate the QUFA collective agreement to make it easier to move faculty who are producing little research to a teaching-focused position. Furthermore, tenure should end when faculty reach 65. In STEM disciplines there's also the problem of faculty who retire at 65 and then hold on to large research labs as Emeritus and they're not much willing to let others use the resources. We had a case like that in my Unit for several years until a new Department Head came in and fixed the issue. There should be higher level policies from central administration about what to do with retired faculty.
- Reduce central costs, and let different units manage their own budget independently, with minimal transfers. This will give incentives for all units to develop programs that generate enough revenues.
- I think the proposed idea of expanding continuing education and professional development is tremendous with a lot of potential!
- I think there is a significant appetite for adult learning, in particular online - with flexibility for working adults. Although the ASO programs have shut down, they had a particular quality of not needing physical space, which reduced that cost, and were accessible to people across the world.
- -freeze management salaries
- -support faculty in tapping into Horizon Europe funding opportunities (this will take a few years to develop)
- -look at Lab to Market options (e.g., similar to what Dalhousie has currently)
- -provide more support to the DDQIC "
- With tuition rates frozen and the Ontario provincial government only paying for 57% of the cost of educating a student from Ontario while limiting the number of international students, Queens has to make some drastic decisions. For the long term sustainability of

the University, Queens should lean into the programs that she is known for namely Commerce, Smith MBA program, Engineering, Law and Healthcare. Unfortunately, she does not have the luxury of duplicating programs that can be replicated at other universities that may have better reputations. She cannot be all things to all people.

- In the departments she hope to grow and specialize in, Queens should charge each student the max rate allowable (engineering and medicine are already more expensive than regular Arts/Sci) and also look to recruit from other provinces. Queens has a very good reputation throughout Canada . The provincial government may give Queens more leeway in allowing tuition increases for out of province students.
- Here is an out of the box idea. The world's richest man Elon Musk was a '94 commerce student at Vic Hall 1B international floor in 1990. He benefited from his one year at Queens, met his first wife here and made many friends here. (I am not one of them so I won't have any sway). His brother also graduated from Queens. I recommend that Queens play on these alumni connections to get a major donation. He has more than enough money to throw around and he may have some sentimentality and loyalty to Queens especially if it is tied to research relevant to his Space X business and Tesla. He may even partner with Queens as engineering is his passion.
- More fundraising initiatives from alumni to support non-core academic activities. (e.g. mental health, among others). Use the government funding for core academic activities (teaching and research). To be fair, the university has invested its time and resources in non-critical missions, please use the opportunity to correct that.
- Cutting administrative bloat and egregious salaries of upper admin. I truly do not care about 'market rates' of the job compared to other universities. If money is your only motivator, leave education. Adding funding to graduate students so that they do not have to either be already wealthy or take on several part time jobs outside of the university to live.
- Get rid of the activity-based budget model, that pits Faculties against each other. It simply counts dollars in and dollars out, without taking into account the things that also cost but are not rewarded by government decisions about WGUs and tuition rates.
- See the above idea regarding online education.
- Professional programs and remote offerings.
- The extensive group of Queen's administrators should focus their energies on advocating for government changes in policies, rather than turning a prized and reputable institution into a polytech/online courses business. Part of the responsibility of senior administrators should be to protect the mission of universities: breadth of training in higher education, to prepare our students for participation in an increasingly interdisciplinary and diverse society. This is accomplished through training in critical thinking and the development of expertise, rather than simply experiential or professional experience.
- The presentation of the "School for Professional and Continuing Education" is concerning in a number of ways, including that it has no justification, explanation, or logic in the document. It doesn't address what are presented as the main issues - e.g., research prominence; STEM; building the brand - and is poorly thought out and presented.
- Changing the model of how funds are distributed within the university. The university as a whole institution has sufficient funds available to address localised financial challenges - particularly the deficit in the Faculty of Arts and Sciences. This option, which is arguably the most financially viable, the best for the health and future of the university community, and

for the university's rankings in the global research community, has been under-explored - if not outright ignored - by the university administration in favour of short-sighted solutions (e.g., administrative restructuring, lay-offs, hiring freezes, super-sized classes) that will damage the university's community, reputation, and ability to meaningfully contribute to real-world problems now and in the future.

- Philanthropy fewer are giving more and those have much greater capacity to give. Utilize the generosity of our major donors to be connected into their networks. Ensure the development team is first class.
- I am an internation student, my supervisor intended to resign already. I am in my 2nd year. I do not mind how to resolve the university's miserable problem with limitation of international student intake. I will graduate return my country. In academical point of view I already felt that I have not been welcome with those restricting condition, supervision, economical issues with raising crisis from the period of pandemia (as they mostly assume).
- I would like to only graduate and return my country as soon as possible within my PhD timeframe from here on in.
- Despite the common sentiment I have heard so far, I think the professional school referenced in the Vision (consolidating Queen's non-credit offerings) has to be the future. Our academic reputation (particularly our Smith Schools) set us apart to offer exceptional programming for lifelong learning.
- Reducing our reliance on government funding seems the only solution - we cannot wait for cooler heads to prevail - the funding gap is too great.
- As someone who has worked in Smith Business Executive Development at Queen's as well as Queen's Advancement and Alumni Relations, I have seen the voracious appetite for this type of non-credit programming, and the additional pull of the Queen's brand. People also seek community through education... we can offer community building through these non-credit offerings and additionally evolve our ability to engage with these members as partners and donors. I would be very excited for the opportunity to sit on a working group or other development group to explore these possibilities!"
- Has the Queen's Smith School of Business been asked to assist with our financial strategies for ideas? I would suggest getting them involved if not already.
- Ask the faculty in the Business School! This is truly what they excel at, and I have heard many ideas floated from my colleagues there that were very promising. PLEASE consider them, these folks after all have PhDs in solving exactly this flavour of problem.
- Increase in more informal courses, workshops, and programming that are not tied to a degree program but centred around interests, curiosities, networking, and new developments in fields. Courses can vary in length, commitment, and specializations.
- Taking on more of a consultancy role. Professors and graduate students are very knowledgeable in their fields; why not facilitate employment opportunities where they can advise various public and private entities?
- Develop in-house products, services, and technologies that can then be licensed to other institutions and companies.
- The university is a business. it needs to begin acting like one. A small minority of funding comes from the government. The rest must be raised. You have estranged your biggest asset and funders, your alumni. So many of my fellow alums have had their kids rejected

by the school despite meeting the stated criteria. Many believe it is due to the over indexing on diversity and inclusion. far lesser quality candidates at the same schools as these kids have got in who are not kids of alum and that's perplexing. They in all cases happen to be DEi admits. These parents are now funding schools like Western, McGill, UBC and others that they have NO prior affiliation with. They have become angry with Queen's. They would have loved to stay connected financially and emotionally to Queen's but you blew the relationship. If you want to raise more money, you need to create loyalty to your alum and their kids. Every US institution understands this. It's a business and you are violating a 101 rule - not keeping / building on the loyal customers you already have. Lastly, there are several anecdotal stories floating out there that kids are faking their transgender or LGBT statuses to get in and for some it is working. While I understand it is difficult to verify these types of assertions, but it's unethical and punishing the ethical students that would never do such a thing. There is a place for supporting those that need it but Queen's has over indexed. Other schools like Western are taking advantage of this and happily absorbing high quality students, families and future funders as Queen's drops the ball here.

- Good question - I don't know. Universities are in a really tough spot. Alumni and partners need to pressure government more.
- I think we should be upfront about the fact that our program cuts are hurting quality. It is obvious that they are, and it is happening across Ontario. I think we should get together with other institutions and show the public our crumbling infrastructure, our long course waitlists, our diminished programs, and our failed faculty searches, and let them know that the system is not working. We keep putting a brave face on things, but we're never going to be able to fix our problems without the public knowing what the real situation is. If we keep up the outward perception that things are fine, why are we surprised nobody realizes we're chronically underfunded.
- Seriously consider what the red line is to convert to a private institution.
- Keeping in mind Queen's slashed all these initiatives: Online and Hybrid Learning Programs: Queen's can develop more online and hybrid programs that offer high-quality education to a global audience. These programs can cater to non-traditional students, working professionals, and those who may not be able to attend on-campus classes. By focusing on flexible, innovative formats particularly in fields like business, health, and the humanities Queen's can attract students beyond its traditional geographical boundaries and create a new revenue stream.
- Microcredentials and Continuing Education: Offering short, flexible microcredential programs or professional development courses can tap into the growing demand for lifelong learning. Queen's could offer certification in specialized skills that are highly sought after by industries, such as data analysis, digital marketing, sustainability, or leadership. These courses can attract a wide range of students who are looking to upskill or pivot in their careers, creating additional revenue without requiring significant infrastructure investment. You have faculty and staff that want to continue this work - give them resources. You have a Learning unit under HR that focuses on training as well, maybe use them - I've taken some of their certificates, they are really well done. "
- I'm sick of discussions on campus where we're looking for a gimmick that can bring in more money. The 57% figure is the sticking point, and until we (collectively, as a sector) start shouting about it we're not going to fix the problem. We are currently cutting the quality of

our programs, and the public deserves to know about it. On another note, I heard some rumours (who knows if they're true) that the provost wants to have fee-based masters degrees like in the UK. I don't like the model of providing cheap, substandard undergraduate training that drives students to pay through the nose for a masters program of dubious value in the hopes that they'll actually learn something.

- Unshackle entrepreneurial innovation from process and red tape. Queen's culture is massively risk averse. You can never break this challenge without some courage. We need a bold courageous leader making big bets and bold moves.
- I'd like Queen's to explore with OCAV the development of hubs of subject specializations. So that arts and humanities are still available for Ontario students, but not at every single institution.
- I also think changes to tenure, or abolishing it altogether, would allow universities to be much more responsive. I know Queen's couldn't do this alone. What other profession gives a lifelong employment guarantee with very minimal performance management?
- Noted above. This is a precarious situation that can likely only be solved by uncapping (or distinctly altering the capacity for) international student enrolment.
- The university should consider getting rid of some buildings to rent out the land it's on or rent the buildings out. I think having Continuing Professional programs are a good idea. Queen's should also put more emphasis on making sure it is optimizing the returns it is getting on any endowments/ donations. Pursue more industry partnerships where they provide some amount of funding.

Q. What infrastructure and technological investments are essential to support Queen's growth and adapt to advancements in teaching, research, and student services?

- Use a fraction of our native capital investment funds to improve our analytical infrastructure. Simple, get better faculties to do research and we attract better researchers and students. That takes investment. A new building means nothing if it's filled with nothing.
- A centralized university and budget model is essential. We must strive to end the fiefdom mentality currently adopted by each faculty; it is divisive and creates a ""class-like"" structure that benefits only a very few. From an infrastructure-perspective, significant investment is required to bring our buildings in-line with students' expectations. We cannot have a handful of nice buildings for the richest faculties while many others are in a sad state of disrepair. Word of mouth matters, and students are not singing our praises at the moment. This will have significant downstream effects when paired with our falling rankings and recent negative attention in the media.
- I love working at this university. It has supported me through the birth of my two sons, and more recently through a cancer diagnosis and treatment. It has provided me with ample opportunity and growth. We are capable of so much and I want to be part of our revitalization.
- Air conditioning in more buildings to increase capacity for summer operation.
- Hire more faculty. Invest in people. Advancements in teaching are only possible if we have teachers. Advancements in research require researchers. And this is a university: the student service that is most crucial is the provision of instruction that will result in the advancement of knowledge.

- Leverage copyright to demonstrate prestige in content. High volume of students seeking exceptions to common rules, and not accepting the "no." We have created a climate that encourages students to come back 20+ times by email because sometimes they just wear folks down to get a "yes." This is unsustainable. We need to uphold fair and transparent processes, and this means that it's okay to say "no."
- I believe that in line with the document, improvements in research infrastructure are critical. Groundbreaking research is made easier with groundbreaking infrastructure, and if Queen's is to re-establish itself as a research powerhouse, investments in next-generation research centres may be important. Queen's has made large strides on this front, and continued investment and collaborative grants will be necessary to continue on this positive trajectory.
- More affordable Queen's housing available (to all levels of students) so students don't have to worry so much on that front.
- Flexible classrooms / event spaces.
- Lose this Microsoft infrastructure nonsense.
- Some of the buildings are embarrassing. Stirling was supposed to be replaced - an announcement was made in 2015 when Prof MacDonald won the Nobel Prize. They are still waiting! That building was in poor condition when I was a first year student in 2003.
- Please note that I submitted and contacted Queen's as a concerned alumni working in the USA in 2012, about Queen's growing reputation as an ""experience"" ie party school, and how it ruined Queen's international reputation, making it challenging to get a job outside of Ontario. I am glad to see that getting back to the top of the rankings, as it was when I originally chose Queen's in 2003, is a priority!
- To support growth and adapt to advancements, Queen’s should prioritize investments in modernized classrooms with hybrid learning capabilities, cutting-edge research labs, and sustainable infrastructure. Expanding high-speed campus-wide connectivity and enhancing data systems for research collaboration are critical. Additionally, robust student service platforms, including mental health and career development technology, are essential to meet evolving needs. These investments will ensure a future-ready campus that supports innovative teaching, impactful research, and comprehensive student services.
- Bigger classrooms and new buildings to host more students with bigger class sizes. More custodians to improve sanitation on campus.
- Computational power and access. Core facilities to support basic sciences. Crumbling buildings, and resources. This is NOT a modern campus. Queen's feels like it's declining.
- Staff are an essential part of making Queen's adapt to advancements. Make basic technical skills mandatory (Power apps) for staff to adapt to future challenges
- Provide Queen's centric training in Power apps, excel, sharepoint, onedrive, MS products so that they are familiar with the full potential of tools that are at their fingertips.
- - Incentivize tenure track research; ensure sustainable course loads; invest in research and knowledge mobilization and research promotion; support faculty with grant writing; pay support staff adequately (our salaries are not competitive for professional staff roles)
- Better classrooms (physical and technological facilities) and better laboratory space. Many very expensive research instruments need special conditions to operate and there are so

many problems with heating, air conditioning in many laboratories which increase the costs in maintain the instruments. More incentive to cross-discipline research and teaching.

- "Queen's should consider investing capital in real estate, technological centres, and modernized research hubs in order to undertake a full-scale modernization of the university. This may seem counterintuitive at a time of budgetary stress, but it actually makes perfect economic sense, as countless studies have determined. Moreover, Queen's has all the necessary resources in investments--and a solid alumni network--in order to set a sweeping program of modernization into motion.
- For example, building an admittedly extremely costly AI or data research hub at Queen's would attract multiple investors as well as generate a steady stream of revenue. Modernizing the university hospital would allow Queen's to position itself as one of the main medical centres in Ontario and create a focal point for the health but also the finances of the community. Constructing a state of the art hub in almost any field would thus attract both considerable investment and rewards, since any new/modernized facilities at Queen's would at the same time significantly expand private-sector partnerships for utilization of research facilities and infrastructure, thus generating much needed revenue."
- Sell the Castle. Do More Online Degree options so there is less need to staff things in-person on campus. Don't let recruiters promise stuff to prospective students that Queen's doesn't actually provide, unless they are ACTUALLY going to provide it.
- Technology to support students, staff, programming, etc and innovative researchers. So much money goes into student support services - look at more peer support.
- Create more online study options, including PhDs. Queen's has the advantage of being one of the top universities in Canada; however, location is a problem (i.e. Kingston), so if many students are unable to come and study on campus due to financial reasons, Queen's needs to make it easier and more accessible for those willing to study online.
- Larger classrooms.
- '-integration of support services (e.g., finance, payroll, research services, research accounting, HR, IT Services all being able to look at same information related to a research project and all its resources, personnel included)
- "See above. Combining Scientific research with industry. Set up a patent department so Queens researchers / professors and Queens herself benefits financially from new Patents.
- Focus on:
    - 1)Engineering and basic sciences like physics and Chemistry
    - 2)AI and Law
    - 3) primary care Physician training
    - And training for remote areas
    - 4) partner with RMC so students at RMC can take courses at Queens and vice versa
    - 5) an office to help students create their own start ups / business and have mentors from smith school of Business"
- More teaching space to house more students. More hardware for experiential learning and laboratories.
- Properly pay the custodians and ensure that they have enough workers to maintain campus.

- Fix the buildings that are falling down. Make sure that all units (including arts & humanities) have good solid buildings and safe places in which to do their work.
- Those that enable online education.
- Through coordination with Computing, a cross-university initiative to re-imagine higher-education in the context of AI.
- FUNDING for support staff. The mission of faculty is significantly curtailed when faculty members are unable to focus on their core missions of research and teaching due to increasingly administrative loads and lack of support for research. This sets us apart from our competitors in the U15, and likely explains our decreased rankings compared to similar institutions.
- Moreover, faculty are under constant threat recently of losing their critical research infrastructure (e.g., MRI scanner). Those critical pieces of infrastructure are often treated as deficient revenue generators, when they should instead by considered key technological needs for faculty to enact their world-class research programs. Faculty members should not have to spend time advocating at the administrative level to maintain the basic research equipment they need to continue their work."
- The University needs to actually support its ongoing operations, in terms of buildings, renovations, heating/cooling, staff, online systems, etc.
- We need computer support in the departments. ITS is often not responsive and not useful. Centralizing everything in ITS is inefficient.
- beats me!
- I honestly believe that we need to work to professionalize and stabilize our existing infrastructure prior to NEW capital investments. There are buildings with chronic issues, distracting researchers and students from their mandates.
- Additionally, the service structure of shared services (particularly CAC and ITS) are currently not enabling academic units to pursue their best strategies. An evolution (or revolution) is needed to reorient our shared services to focus on the SERVICE part of their mandate. Customer service (conducting a needs analysis and implementing a service shift based on needs) should be the future mandate of these units."
- I believe investments in the current infrastructure and maintenance of existing labs, buildings and property are essential to strong growth. As an alumni who works at Queen's, I am dismayed with the seeming state of disrepair and neglect. If we can't maintain what we have now, how can we possibly grow and advance? It harms morale and does not encourage interest/new faculty. How do we attract new researchers or students to Queen's when there is a flavour of neglect on campus? It would not take much investment to improve on this. The gardens on Campus used to be lovely but now I see gardens on campus full of weeds or bare ground. I realize landscaping can be costly and during a time of fiscal restraint it calls for creative gardening with inexpensive perennials grown from seed perhaps, that would still add colour and look cared for. Inside many of the buildings are dirty floors, overflowing garbages, filthy bathrooms and unwashed windows. I would suggest some investment in supervision to ensure the current custodial teams are getting work done (it seems they are around, but what are they doing?), have the supplies they need and are doing the job well.

- Be green. Take the SDGs to heart and employ the power of reducing and re-using to cut costs and protect the environment. Make sure that investments are in infrastructure that serves multiple uses and does not erect barriers.
- More informal gatherings. More of a presence on the ground. Not practicing wage suppression. Having honest dialogs. Technological solutions have a tendency to obscure underlying social issues.
- Greater cross sharing across departments to avoid redundancies.
- There is not enough space in my department for graduate students to sit. Many of the offices don't have working ethernet connections, and many have extremely weak wifi signals (I can't get reliable wifi in my office, for example). The teaching spaces are not well suited to active learning, those that are massively oversubscribed.
- Improving the quality of existing (very aged) facilities.
- There is too much to write here. I will say that I think the broader problem is that I don't think any administrator at the associate dean level or above has ever asked me a question like that during my many years at Queen's. I think that, in addition to the many items I might list, there is a general lack of consultation between Queen's leadership and faculty.
- Dispersing monies to the front-line faculties, schools and departments. They know where to spend it. Get the central administration out of the way.
- better classroom and lab facilities.
- Ideally, Queen's would invest significantly in emerging and rising value technologies like nuclear energy and genetic research. In a perfect word, the return on interest from these emerging ideas is reasonable enough to keep the university afloat during its next century. While this likely results in a period of economic downturn for the establishment, it is the only method I, personally, can see of ensuring that Queen's remains a dignified institution.
- Student services, however, MUST, without exception, be academically integral. I myself know of far too many students who actively use artificial intelligence to complete critical projects and tasks. This abuse of trust and honesty is an unbelievable fallacy; the university should not hesitate to remove students who have been caught using it to write assignments more than once.
- Make sure existing tech/ buildings is maintained well, but we should not be buying new land/buildings when there is a budget shortfall.