



Queen's
UNIVERSITY

REPORT TO THE PRINCIPAL
ON THE UNIVERSITY'S
BICENTENNIAL VISION FROM
THE FUTURE OF ARTS,
HUMANITIES, AND SOCIAL
SCIENCES COMMITTEE

JULY 2025

Report to the Principal on the University's Bicentennial Vision from the Future of Arts, Humanities, and Social Sciences Committee

July 2025

Table of Contents

Terms of Reference	3
Executive Summary.....	5
Context.....	8
Guiding Principles.....	10
1. Research: Enhancing Capacity and Impact through Cooperation, Coordination, and Collaboration	13
2. Teaching: Striking a Different Balance	15
3. Increasing our Connections with Local, National, and International Communities	21
4. Operations and Organizations: Nimble, Coordinated, Sustainable, and Trustworthy	22
Appendix A: Current Programs in AHSS.....	25
Appendix B: Faculty Awards	28
Appendix C: AHSS Research Networks and Institutes.....	33
Appendix D: Summary of Feedback from Draft Report Circulated June 2025.....	35

Terms of Reference

Future of Arts, Humanities, and Social Sciences Committee

1. Purpose. As part of the consultation process for developing the University's bicentennial vision, this committee is tasked with articulating a comprehensive vision for the future of the Arts, Humanities, and Social Sciences (AHSS) at Queen's University. Within the context of the University's financial challenges and national and global trends affecting AHSS fields, this vision should identify opportunities to strengthen these fields through research and teaching, addressing emerging challenges, and enhancing their contribution to academic excellence, societal engagement, and global impact.

2. Mandate. The committee will:

- Assess the current state of AHSS disciplines at Queen's, including strengths, weaknesses, opportunities, and threats.
- Identify and analyze local, national, and global trends and developments in AHSS in higher education.
- Engage with students, staff, and faculty to gather diverse perspectives on the future direction of AHSS at Queen's.
- Explore strategies to integrate AHSS and collaborate with other disciplines, leveraging interdisciplinary approaches to address complex societal challenges.
- Recommend initiatives to enhance the visibility, relevance, sustainability, and creative flourishing of AHSS programs at Queen's.

3. Scope. The committee will focus on:

- Academic programming, including curriculum innovation and pedagogy.
- Research priorities and funding strategies.
- Community engagement and partnerships, both local and global.
- Indigenization, equity, diversity, inclusion, anti-racism, and accessibility in AHSS.
- Technology and digital transformation in teaching and research.
- Financial sustainability and resource optimization.

4. Deliverable. The committee will deliver a report to the Principal outlining the vision for AHSS at Queen's to be considered as part of the development of the University's bicentennial vision. A first draft of the report is due by June 8, 2025, and the final report is due by July 1, 2025.

5. Timeline. The Committee had its first meeting on March 5, 2025, and met weekly from March 5 to July 10, 2025.

Membership. The committee will be selected by the Principal in consultation with the Dean of the Faculty of Arts and Science. It is composed of:

AHSS Committee Members

- Adnan Husain (Associate Professor, History, and Director, School of Religion)
- Ajay Agarwal (Associate Professor, School of Geography & Planning)
- Amitava Chowdhury (Associate Professor and Chair, Department of History)
- Christine Sypnowich (Professor, Department of Philosophy)
- Huw Lloyd-Ellis (Professor, Department of Economics)
- Julia Brook (Chair, Associate Professor and Director, DAN School of Drama and Music)
- Kate Harkness (Professor and Head, Department of Psychology)
- Katarina Bojic (Drama/English BAH, Undergraduate Student Representative, AMS)
- Naimul Karim (PhD Student, Cultural Studies)
- Sam McKegney (Professor and Head, Department of English Literature and Creative Writing)
- Scott MacKenzie (Professor and Head, Department of Film and Media)
- Stéfanie von Hlatky (Professor, Political Studies)
- Kate Bearse/Mary Rose Lalande (Support Staff from the Office of the Principal)

We are also grateful for the support and input from Wynnpaul Varela (Research Project Manager, DAN School of Drama and Music) and the 2025 Principal's Summer Student Interns: Alex McDonald, Jacob Kranjac, and Savannah Summers.

Executive Summary

Fundamentally, the Arts, Humanities, and Social Sciences (AHSS) disciplines address questions about our humanity. In this report we note the many ways in which a degree in AHSS is valuable for preparing for a career, inculcating the tools for participatory citizenship, and fostering a deeper sense of social and cultural responsibility. We also note that the disciplines within the Arts, Humanities, and Social Sciences can complement those in the Sciences, Technology, Engineering, and Math (STEM) and Health Sciences as we work together to support technological and humanistic advancements that strengthen individuals, our communities, and natural environments. At the same time, we stress the intrinsic value of scholarship and teaching in AHSS disciplines in the form of the expansion and inculcation of knowledge. It is this holistic understanding of ourselves and the world that is vital as we envision the future for AHSS.

This report is organized into four sections, focusing on (1) research, (2) teaching, (3) connections to local, national, and global communities, and (4) operations. Under each topic, we outline strengths and current challenges, particularly in the context of significant social and technological change and increasing financial pressures. Our proposals for moving forward are always grounded in a commitment to scholarly integrity and sound pedagogical practices. This is only the start of an ongoing conversation in AHSS, recognizing that next steps will require more concrete study and discussion.

1. Research

The Arts, Humanities, and Social Sciences boast strong evidence of research excellence, as demonstrated by numerous Chairs, Royal Society members, international awardees, and tri-council grant holders (see Appendices and tri-council websites). Further, many faculty in AHSS are engaging in large-scale, multi-disciplinary, multinational, and global research projects and networks, integrating basic research in the arts, humanities, and social sciences to address the big questions of our society, many also engaging with colleagues in other faculties (see Appendix D).

We envision a future in which the capacity and impact of this ecosystem are enhanced. Foremost among our proposals is the need to focus on large-scale research collaborations. While such research is already happening within AHSS, we contend that (a) capacity for such projects needs to be increased, and (b) it needs to be more strongly promoted and championed. We propose increasing the capacity of the entire research ecosystem through strategically implemented support. We recognize that significant support currently exists for small- and large-scale research through the robust central University Research Services unit. We are not recommending increasing the size of this unit. Instead, we advocate for (a) prioritizing areas of critical need through central services, and (b) harmonizing unit-based support and support for trainees across AHSS.

2. Teaching

We seek a university that graduates nuanced critical thinkers, ethically self-reflexive citizens, and empathetic leaders who understand both the natural world and the global society in which they live, and the intersections among diverse fields. Such a vision requires the flourishing of Arts, Humanities, Social Sciences, and the Sciences in the Faculty of Arts and Science (FAS), as it does of other areas of the University.

In the context of rapid technological change and socioeconomic flux, the nature of citizenship, as well as career paths and work conditions for our students, has become more uncertain and unstable. Thus, it is important that we equip students with knowledge to help them establish, grow, and adapt flexibly to careers in a variety of fields. We must also not lose sight of the University's role in cultivating citizens and leaders who contribute to their communities and the world.

Finally, it cannot be stressed enough that the university is, in its fundamental rationale, a place where scholars, teachers and students share in the intrinsically valuable activity of acquiring and sharing knowledge. Engaging in ideas, literature, arguments and culture, and appreciating the ongoing “conversation of humankind” in which they emerge, are challenged, and develop, is at the heart of a university education in arts, humanities, and social sciences.

Our observations and proposals aim to build on the University's significant strengths. At the same time, we seek to address changes in students' needs—particularly the opportunity to apply learning in context and opportunities for disciplinary and multidisciplinary learning to enable collaboration across backgrounds. We also advocate for increased flexibility to support access to post-secondary education, anticipating changing capacities for students to engage exclusively through multi-year in-person studies.

3. Increasing our Connections with the Local, National, and International Communities

We envision a university more deeply connected to local, national, and international communities through its research and teaching. This can increase the impact of our research on communities, policies, and practices. Connecting with communities at the undergraduate and graduate levels allows students to experience the contextualized and dynamic nature of learning.

Faculty and staff across the Arts, Humanities, and Social Sciences have adopted various initiatives to engage with the Kingston community. Faculty also partner with community organizations to pursue research creation or other scholarly opportunities, and there is a strong community presence at our performances/exhibits, lectures, and workshops. Our relationship with Indigenous communities and individuals is also an important component within AHSS as is the recent reinvigoration of the Black Studies program, which we endeavour to strengthen over the next fifteen years (and beyond). For example, the

Economics of Indigenous Communities incorporates field visits to Tyendinaga Mohawk Territory. The recent hiring of Indigenous and Black Studies Scholars should help us develop learning opportunities for all students and embark on research initiatives that support Indigeneity and diverse perspectives. At the same time, we recognize that the entire Queen's Community needs to share these goals, and Indigenous and Black Studies should not only take place in the INDG and BLCK programs but also across FAS and the University as a whole. Our recommendations aim to develop Queen's as a place that welcomes individuals from across the globe and to better integrate Queen's faculty and students and their work within local and global communities.

4. Operations and Organizations: Nimble, Coordinated, Sustainable, and Trustworthy

Building trust among staff, faculty, students, and the public is essential to fostering a thriving academic community and fulfilling the University's goals. Trust is the foundation of collaboration, innovation, and shared purpose. When individuals across units believe in each other's commitment to advancing the institution, they are more likely to engage in partnerships that enhance research, teaching, and service. We note the lack of trust caused by the blunt approach adopted in recent budget cuts, lacking genuine consultation and transparency.

As we consider the next fifteen years, we recognize that financial realities will profoundly impact our path to the Bicentennial. Our mandate was to develop our vision for AHSS at Queen's within this financial context; thus, our recommendations support reorganization through bottom-up processes that leverage expertise, guided by a clear and transparent statement of financial parameters. We also encourage adopting tools and processes that optimize faculty and staff time.

Context

This report provides a strategic overview of the challenges and opportunities facing the Arts, Humanities, and Social Sciences (AHSS), contributing to the University's broader Bicentennial Vision. Given the scope of our mandate, the short timeframe for our work, and the limited resources at our disposal, our orientation has been broad. We do not propose to provide a blueprint, “deliverables,” or action-ready strategies. Instead, what follows is a “big picture” discussion of the value and importance of work done in AHSS disciplines; a general outline of ways in which that work may be furthered and advanced; and strategic perspectives on innovation and potential trajectories. We hope this discussion inspires and galvanizes students, scholars, and administrators in AHSS, as well as the broader University community.

We begin with a fundamental question: What is the value of an education in AHSS? In this report, we note the many ways in which a degree in AHSS is valuable for preparing for a career, for inculcating the tools for participatory citizenship, and for fostering a deeper sense of social and cultural responsibility. We also note that the disciplines within AHSS can complement those in Sciences, Technology, Engineering, and Math (STEM) and Health Sciences as we work together to understand the complex ways in which research in science and technology involves fundamental normative questions about the status of the natural world and its relationship to human communities. However, it is important that we not lose sight of the central, original rationale for a university education: A university's purpose is to produce, disseminate and preserve knowledge. This is our fundamental task, commitment, and responsibility to society. And its impact cannot be underestimated, as Principal Deane noted in his installation address in 2019: “The essence of what happens inside universities is the cultivation of individuals (‘the forming of the subject’) through learning and discovery, a process that in turn prepares them each for a life characterized by continuing education...”¹ As we reflect on the University's role in a bicentennial visioning exercise, it is important to affirm the intrinsic value of scholarship, intellectual conversation, literacy and knowledge of ideas, culture, literature, and history—all central to the disciplines in AHSS.

Although our mandate has been to advise the Principal on the future of AHSS research and teaching at Queen's, our committee registers the impracticality—we would argue, impossibility—of imagining AHSS disciplines discretely from the disciplines of our Faculty of Arts and Science (FAS) colleagues in mathematics, the natural sciences, and other areas. Indeed, we have found it both practical and necessary to consider the University *as a whole*, with its diverse Faculties, programs, and disciplines in a dynamic relationship, and with resources to support a future vision of the University toward which we aspire. It remains true today that the most urgent problems facing our world require the coordinated efforts of all these diverse fields.

¹ https://www.queensu.ca/principal/sites/2pvcwww/files/uploaded_files/PDeane-Installation-speech-2019-11-12.pdf

The impossibility of extricating the sciences from AHSS is best revealed in the defining global problems of our time—from climate crisis to forced migration, and from systemic racism to poverty—that demand not just technological innovations but ethical, philosophical, historical, sociological, cultural, and policy-related interventions. Moreover, the skills of critical analysis, rational inquiry, and ethical reflection acquired in our disciplines are crucial to counter the intellectual climate of conspiracy theories, misinformation, hostility to science, and intolerance of social criticism. In this, we must keep in mind that, in cultivating the autonomy of the individual, the purpose of universities is to support democracy, as Principal Deane recently reminded us in his speech to the Global Forum on Higher Education in Prague.² AHSS are critical fields of inquiry to foster a more just, equitable, peaceful, and sustainable future—a future Queen's has a responsibility to cultivate.

A recurring theme in the Principal's Discussion Paper is that there is a general and noticeable “drift towards STEM.” However, the fact remains that enrolments in many units in AHSS are robust at Queen's. Elsewhere, the post-2008 dip notwithstanding, it is becoming clear that the so-called decline of the humanities is episodic, uneven, and frequently reversed. Nevertheless, universities have indeed been experiencing increased demand for applied degrees, with students needing assurance that their undergraduate experience will connect to a viable career option. It is noteworthy that these higher numbers of applications are not only in STEM and Health Sciences but also in other direct-entry programs such as Kinesiology, Concurrent Education, Urban Planning, and the graduate programs in Art Conservation, Public Administration, and Arts Leadership, which are professions grounded in AHSS.

Further, it should be noted that while the general perception might be that AHSS graduates take longer to find a well-paid position, their lifetime earnings are frequently as good, if not better, than those of STEM graduates. That is because a wide range of rewarding professions require soft skills to succeed: communication, that is, the ability to listen and discuss in a constructive manner and to write persuasively; the ability to synthesize information from a wide gamut of sources; good skills of reasoning and analysis; and interpersonal skills.

Graduates with AHSS degrees consistently go on to serve their communities as teachers, academics, lawyers, politicians, creators, editors, entrepreneurs, policy analysts, civil servants, counsellors/social workers, psychologists, urban planners, geographers, cultural workers, content creators, economists, etc. AHSS graduates boast foundational, adaptive, and transferable proficiencies in critical analysis, rational thought, information management, communication, cultural awareness, and ethical acuity that prepare them to thrive in a vast array of careers and become respected leaders in their fields and society.

Adept at analyzing and sustaining civil society, AHSS graduates work to shape the ways that we understand ourselves and our place in an increasingly uncertain world. Rapidly shifting

² https://www.queensu.ca/principal/sites/2pvcwww/files/uploaded_files/Keynote%20Speech_Patrick%20Deen_Global%20Forum%2C%20Prague%2C%20May%202025.pdf

geopolitics, the proliferation of misinformation, and the algorithmic push toward polarization in Canada and globally make their contributions—past, present, and future—ever more vital. Research in AHSS is imperative for our understanding of the vexing issues of our day and the required constructive responses. This research informs and enhances our economies and communities and can only increase the reach of Queen's globally.

Another key dimension to the University's reflections on its future is the role of Artificial Intelligence. As we think forward toward Queen's bicentennial, we recognize the need for a comprehensive and adaptive strategy for the critical and ethical integration of Artificial Intelligence technologies into the University's research and teaching goals. The University has an obligation not only to its students, whose career paths will most certainly demand facility with diverse and evolving AI technologies, but also to the broader society to grapple with the complex and ever-changing moral, ethical, environmental, and policy-related dimensions of AI. Boasting expertise in ethics, critical inquiry, algorithmic bias, public policy, critical pedagogy, and data sovereignty, AHSS scholars are well positioned to contribute to the development of Queen's-centred strategies in this regard that recognize AI's influence on cultural production, communication, and notions of identity while critically examining the social, political, and historical contexts in which AI systems are developed and deployed. While providing recommendations for a Queen's strategy for AI is beyond the purview of our Committee, we view the development of forward-looking, ethically rigorous, practical, and empowering AI policies and best practices as not only an institutional necessity but also a great opportunity to enhance the University's pursuit of its academic goals.

Guiding Principles

This document lays out a vision of Queen's for the future. However, it is being written during a time of significant cost-cutting and upheaval, driven in large part by forces outside the University's control. We affirm that any change in AHSS should be informed by the following guiding principles, or we risk unintended consequences and losing the opportunity to innovate as we change. It is impossible to advocate bold improvements to curriculum, research environment, and organization without recognizing the challenges to the fiscal sustainability of these changes. That said, cost reduction should not be the only driver of change, not least because, at some point, it undermines the University's capacity to maintain quality and thereby generate revenue in the long run, not to mention the risk of losing sight of crucial questions of our academic community's integrity and purpose. With this tension in mind, we identify five guiding principles to inform future changes and reorganization with clear academic guardrails to prevent irreversible harm to core programs, research capacity, or student experience.

1. Balance

The impact of changes to curricula, research services, and organizational structure is inherently complex and often has unintended consequences. In an effort to rapidly rein in costs, the University has so far used rather blunt approaches (e.g., voluntary retirement

without replacement, cutting of graduate funding, etc.) with limited reference to an overarching intellectual vision. We must not, as Principal Deane promised in his 2019 installation address, “subordinate human aspiration to economic rules and imperatives.”³ Going forward, the proposals offered here must strike an appropriate and informed balance between pedagogical quality, scholarly rigour, and budgetary feasibility. Any structural changes considered should enhance the integrity of disciplines and programs and enrich the pedagogical experience of current and potential students, which is best understood by the units involved. Decisions must reflect a thorough and transparent analysis of the likely benefits and costs. For example, undergraduates come to Queen's in large part due to a reputation for excellent academic programs and departments that has been earned over many decades. Thus, research and teaching excellence depend on the faculty who are hired and retained, as well as the graduate students and postdoctoral fellows who are thereby attracted to join our community. Made precipitously, cuts to the complement of scholars at Queen's can have drastic spillover effects.

2. Disciplinary Integrity

Organizational academic units in FAS (i.e., departments, schools, programs) have evolved gradually over time, responding to the needs of students and faculty in tandem with the evolving norms and practices of the larger academe and the changing needs and issues of the wider society. The current organizational structure of academic units in AHSS is not, therefore, merely administrative; it is foundational to the cultivation of disciplinary depth, scholarly identity, and academic integrity. Academic units serve as intellectual homes—sites where faculty and students cohere around shared methods, traditions of inquiry, and evolving research agendas. Such a structure fosters mentorship, disciplinary rigour, and curriculum development. These structures help create strong incentives and collegial environments that are conducive to high-quality scholarly output and student engagement. They also play a significant role in hiring and retaining top faculty and attracting the best students.

As disciplinary boundaries continue to evolve, many departments now share complementary or overlapping areas of expertise. This development presents a valuable opportunity to leverage expertise across departments in the delivery of their curricula. It is crucial, therefore, that faculties outside of FAS draw upon the expertise of AHSS scholars and teachers in their efforts to integrate ethical, historical, social, and cultural themes. Leveraging this expertise will also allow for the development of innovative programs and mitigate faculty attrition.

Finally, while scholarly and administrative collaboration across departments, schools, and programs is essential for addressing complex intellectual and societal challenges, such collaboration is most productive when it arises from the strength of distinct disciplines in dialogue and certainly not from their dissolution. Any organizational changes intended to

³ https://www.queensu.ca/principal/sites/2pvcwww/files/uploaded_files/PDeane-Installation-speech-2019-11-12.pdf

achieve economies of scope and scale must, therefore, come from the ground up, led by the units themselves, which have the expertise and vision to appropriately monitor these drivers of quality.

3. Trust and Transparency

The nature of the process of achieving budget balance has thus far generated significant confusion and erosion of trust in administration within and beyond the University. Members of our committee are particularly concerned that our deliberations have occurred against a backdrop of significant decisions involving the removal of resources (faculty positions, student places) from FAS to other faculties.⁴ Going forward, the reasoning behind and the consequences of proposed changes should be a result of genuine collective consultations and communicated to the campus community promptly and in a transparent way. Any reorganization proposal should have an in-built review mechanism to assess the academic consequences of proposed structural changes before implementation.

4. Diversity

Guided by its commitment to anti-racism, decolonization and gender justice—a commitment that academic units have long had at the forefront of their missions—Queen's must continue to seek an inclusive environment for faculty, staff, and students from diverse backgrounds. As per the mandate of the committee to view all proposals through the lens of "Indigenization, equity, diversity, inclusion, anti-racism and accessibility in AHSS," any changes made must not jeopardize this commitment. That said, we regret that our committee, though diverse in many important respects, did not have any representation from Indigenous communities at Queen's, and we urge that going forward, this invaluable perspective is actively sought out.

5. Innovation

Academic units within AHSS have been at the forefront of public engagement initiatives, innovative pedagogy, and critical knowledge production. We reject the assumption that innovation is the province of STEM or must follow its example or methods. Innovation in AHSS includes new forms of public scholarship, interdisciplinary collaboration, decolonized curricula, and pedagogical experimentation, and it must be nurtured through intellectual freedom, not narrowly defined by market or scientific logics.

The following four sections focus on research; teaching; connection to local, national and global communities; and operations. Under each topic, we outline areas of strength as well

⁴ Noted with dismay in the student press—"Queen's is turning its back on the Faculty of Arts and Science: Budget cuts to Arts and Science programs leave students questioning their value amongst other faculties": <https://www.queensjournal.ca/queens-is-turning-its-back-on-the-faculty-of-arts-and-science/>

as current challenges, particularly in the context of significant social and technological change, as well as increasing financial pressures. Always, our proposals for moving forward are coupled with the commitment to scholarly integrity and sound pedagogical practices front and centre. These are only the start of an ongoing conversation in AHSS, recognizing that next steps will require more concrete study and discussion.

1. Research: Enhancing Capacity and Impact through Cooperation, Coordination, and Collaboration

AHSS boasts strong evidence of research excellence, as demonstrated by the plethora of Chairs, Royal Society members, international awardees, and tri-council grant holders (see Appendices and tri-council websites). Many AHSS scholars have made innovative contributions to a range of important questions about cultures, communities, humanity and our relationship to nature and the world. Further, many faculty in AHSS are engaging in large-scale, multidisciplinary, multinational, and pan-global research projects and networks, integrating basic research to address the “big questions” of our society, with many also engaging with colleagues in other faculties (see Appendix D). Just a few examples include discovering the causes of, and novel treatments for, mental illness [CAN-BIND/POND/CIMVHR]; protecting democracy and resisting authoritarianism at home and abroad [CSDD/CIDP/QCSP]; and developing sustainable climate policy [QIEEP].

The research ecosystem in AHSS is one in which large-scale, team-based, and often multidisciplinary projects are complemented by smaller-scale, lower-cost projects. The latter is vital to innovation launching and supporting the research programs of early-career researchers (ECRs) as well as providing support for researchers throughout their careers. These smaller-scale projects generate new knowledge, theories, and methods that will support the evolution of the global research goals over time. They also have the potential to develop into other research networks for greater impact. We envision a future in which the capacity and impact of this whole ecosystem are enhanced. In our first recommendation, we focus specifically on large-scale research collaboration. While such research is happening within AHSS, we contend that (a) the capacity for such projects needs to be increased, and (b) it needs to be more strongly promoted and championed.

Further recommendations focus on increasing the capacity of the entire research ecosystem through strategically implemented measures of support. We recognize that significant support currently exists for small- and large-scale research through the robust central University Research Services unit. We do not recommend increasing the size of this unit. Instead, we advocate for (a) prioritizing areas of critical need through central services and (b) harmonizing unit-based support and support for trainees across AHSS.

1. Highlighting and Facilitating Large-Scale Collaboration

We advocate for a Tier 1 Research Center grounded in AHSS, leveraging and highlighting our exceptional Research Chairs and international award-winning faculty across AHSS (see

Appendices). This Center would boost the reputation of AHSS and Queen's nationally and globally. It would stimulate innovation and facilitate the development of more large-scale, multidisciplinary collaborations within AHSS and between AHSS and other disciplines and Faculties at Queen's and around the world. We recommend that this Center be focused on pillars of research strength in AHSS identified through a consultative process and a comprehensive scan of existing large-scale collaborative groups at Queen's. We also recommend that smaller-scale research, particularly but not exclusively of ECRs, be incorporated into this Center in a purposeful way both to foster the research of ECRs and their trainees and to ensure a firm grounding of the Center in basic empirical and theoretical disciplinary knowledge.

Further, we recommend that the centralization of Marketing and Communication staffing out of units (through Phase 1 FAS restructuring) be leveraged to better promote existing and future multidisciplinary networks, global partnerships, community engagements, and other large-scale research activities in AHSS. Research promotion and translation are crucial to enhancing the reputation of AHSS and Queen's and to securing additional partners. Finally, we recommend Queen's Partnership and Innovation (QPI) staff be deployed to specifically aid in the securing of industrial, commercial, NGO, and other non-academic partners to support the research enterprise (e.g., trainee fellowships, work-embedded learning, etc.).

2. Optimizing Central Operational Support

Developing a culture of pursuing external funds for research requires significant support. A scan of faculty members in FAS reveals important gaps in centralized services that may require shifts in focus to target operational support to areas that will enhance success. Two examples:

(a) Pre- and Post-award Finance Support: With the centralization of financial and research support staff positions through Phase 1 of FAS restructuring, faculty members have lost critical on-the-ground and personalized support for day-to-day grant administration and management. Budget writing and ongoing post-award budget administration support are areas of critical need.

(b) Support for Knowledge Translation/Dissemination: Enhancing the global reach of AHSS at Queen's requires active dissemination of research in bold and creative ways; thus, we advocate for more robust professional development in research communication and support for knowledge translation and dissemination, particularly for ECRs. We also recommend that the central communications strategy for the University incorporate a pan-university ethic toward the illumination of research excellence that will strategically disseminate engaging stories of research accomplishments from all Faculties, including FAS (and AHSS, therein), in a comprehensive, equitable manner.

3. Harmonizing Unit-Level Support

Developing a culture of pursuing external funds for research also requires robust unit-level support and promotion. However, a scan of units in FAS reveals great diversity in the level of research support. Recognizing that there is also great diversity in research methods and cultures across AHSS, examples of initiatives to be addressed include:

(a) Generating Interdisciplinary Opportunities and Potential Collaborations by capitalizing on the annual report process to identify ECRs and other promising scholars undertaking impactful and innovative research in areas of strategic interest to FAS and the University more broadly, then facilitating opportunities for such researchers to think and work together to develop innovative solutions to problems of global import.

(b) Formalized mentorship for ECRs that includes deliverables and is incorporated into mentors' annual reports (e.g., UBC mentorship program); and

(c) Hub- or Unit-level Research and Awards Committees to support all faculty in grant-writing (e.g., brainstorming workshops, grant draft review) and research celebrating (e.g., nominations for awards). Experience with such committees (e.g., CHEM, PSYC) has demonstrated enhanced grant and award success.

4. Trainees as the Engines of Research

Finally, undergraduate students, graduate students, and postdoctoral fellows (PDFs) are the “engines” of research. In some disciplines, undergraduate researchers play a pivotal role and are involved in research opportunities right from the beginning of their degrees. These opportunities not only increase students' research literacy but also enable their future academic and occupational trajectories. In AHSS, graduate research training begins at the Master's level. A recent scan of units in FAS revealed that almost all have a research-based Master's program that precedes entry into the PhD (consistent with the Canadian model of graduate training more generally). We strongly argue that enhancing research capacity and success at Queen's requires prioritizing investment in these scholars, including maintaining Queen's Graduate Awards (QGA) for research-based Master's programs. We recommend that AHSS better leverage existing PDF funding mechanisms (e.g., Mitacs, tri-council) and pursue strategies for competitively recruiting high-quality graduate student talent that are appropriate to specific research traditions/disciplines (e.g., donor-based scholarships pursued with FAS Advancement; GRA/GRF contributions scaled to career stage).

2. Teaching: Striking a Different Balance

We seek a university that graduates nuanced critical thinkers, ethically self-reflexive citizens, and empathetic leaders who understand both the natural world *and* the global society in which they live and understand the intersections and commonalities among diverse fields. Such a vision requires the flourishing of AHSS and the Sciences in FAS, as it does in other areas of the University.

Moreover, in the context of rapid technological change and socioeconomic flux, the career trajectory, nature of work and employment conditions of our current and future students have become more uncertain and unstable. Thus, it is important that we equip students with knowledge that will allow them to establish, grow, and adapt flexibly to their careers as professionals in a variety of fields. Furthermore, we must not lose sight of the University's role in cultivating citizens and potential leaders who can positively contribute to their communities and the world around them.

Finally, it cannot be stressed too much that the university is, in its fundamental rationale, a place where scholars, teachers and students share in the intrinsically valuable activity of acquiring and sharing knowledge. Engaging with ideas, literature, arguments, and culture and appreciating the ongoing “conversation of humankind” in which they emerge, are challenged, and develop is at the heart of a university education in AHSS.

The undergraduate and graduate programs in AHSS encompass both professional and liberal arts programming (see Appendix A), which support not only students majoring in AHSS but also students across the University. In 2025, FAS introduced the modular degree framework, allowing students to double major within or across AHSS, Sciences, Computing, and Math, aligning Queen's with other universities across Canada (e.g., University of Toronto, University of Ottawa, University of British Columbia). In addition to these new degree frameworks, we advocate for the following program enhancements to support multi- and inter-disciplinary learning within AHSS and between AHSS and Sciences and applied degree programs.

Our recommendations aim to continue to build on the strengths across the University while also addressing possible future changes in students' need for certainty (Recommendations 1 and 3), anticipated needs for more multidisciplinary knowledge for all students (Recommendations 1 and 2), and increased flexibility to support access to post-secondary opportunities (Recommendations 4 and 5).

1a. Consider the Option of Direct Entry Programs for High-Demand Specialization Plans

FAS is well-known for its open first-year BAH and BSc experiences. However, many students may be seeking more certainty through direct-entry programming, particularly for our existing interdisciplinary programs. Thus, we recommend exploring turning existing plans such as Politics, Philosophy and Economics (PPE), or Media and Performance Production (MAPP) into direct entry programs. These degrees could attract both domestic and international students. These types of programs have increased AHSS's visibility and highlight how disciplinary knowledge and research approaches within AHSS are used to address real-world issues. New, distinct, direct-entry programs that attract international students also offer a promising path forward, as they reassure students who pay international tuition that they will be admitted to their preferred program upon accepting an offer from Queen's. This recommendation could be explored on a pilot basis to gauge its potential.

1b. Consider a Direct-Entry Interdisciplinary Undergraduate Degree Program Within AHSS

Many universities offer students direct entry into an interdisciplinary first-year program (e.g., The Arts One and the Science One programs at the University of British Columbia or Vic or Trin One programs at University of Toronto). A direct-entry interdisciplinary undergraduate program will be attractive for domestic and international students interested in exploring complex issues using an interdisciplinary approach while also developing disciplinary knowledge through a set of required, optional courses. Practicum-based or coordinated international experience or internships would help students apply their learning in different real-world contexts. We recognize that much of the appeal of these programmes may be the small class sizes they offer, so it would be important to commit to providing the resources to make this possible. Offering a suite of coordinated first-year courses would help students develop disciplinary knowledge and experience, connecting these knowledge bases to solve a variety of programs. These students would go on to leverage the modular degree framework to explore areas of their choosing and may come back in their final year for an interdisciplinary capstone experience. A pilot offering of this type of program is necessary to develop its scope and efficacy further.

2. Supporting Collaboration and Coordination Across Units and Faculties Through More Integrated Courses and Plans

In keeping with the goal, articulated by Principal Deane in his recent keynote address, that “students—whatever their field of study—are deliberately educated in the core precepts of democracy”,⁵ we believe that all students should have experience in a breadth of disciplines as well as some coordinated interdisciplinary experiences in their degree experience, particularly at the undergraduate level. We therefore recommend the following:

2a. Introducing Breadth Requirements & Interdisciplinary Topics Courses

In relation to the committee’s mandate to “[e]xplore strategies to integrate AHSS, and collaborate, with other disciplines, leveraging interdisciplinary approaches to address complex societal challenges,” we argue that one way to strengthen students’ interdisciplinary knowledge is by providing courses where topics common to many disciplines are explored from these disciplinary perspectives. This approach leverages interdisciplinary expertise across departments and faculties by creating a set of interdisciplinary experiences within courses (e.g., Ethical Thinking and Practice; Science and Data Literacy; Historical Roots of Contemporary Global Issues; Creativity; Wellness; Climate Change). Via cross-coding, these courses could be embedded within major requirements and, with the class makeup from different disciplines, would offer students a guided interdisciplinary experience. These themes and courses could serve degrees by offering breadth opportunities or as substitutions for core degree or elective requirements at the undergraduate or graduate level, campus wide.

⁵ https://www.queensu.ca/principal/sites/2pvcwww/files/uploaded_files/Keynote%20Speech_Patrick%20Deen_Global%20Forum%2C%20Prague%2C%20May%202025.pdf

2b. Developing new Cross-Faculty Degrees

A deeper curricular integration between applied/professional programs and AHSS and science can be explored to develop new degree programs across faculties. Implementing this recommendation will require coordination and planning at the university level to identify opportunities and fundamentally recognize the value of expertise where it properly exists. The current budget model works against such collaborations or respect for disciplinary expertise, so changes to the model will be necessary to facilitate genuine cross-faculty collaboration. However, such new degree programs can generate higher tuition and provincial support while providing unique, attractive, and competitive academic degree programs to students.

2c. Developing More Explicit Career Planning Along With Liberal Arts Education

Global problems—the climate crisis, forced migrancy, systemic racism, the rise of authoritarianism, challenges to democratic institutions, poverty and homelessness, and the youth mental health crisis—demand not just technological innovations but ethical, philosophical, historical, sociological, cultural and policy-related interventions that will be implemented by people working in public, private, and non-profit sector in education, policy, management, the heritage and creative industries among others. Following the committee's mandate to "[e]xplore strategies to integrate AHSS, and collaborate, with other disciplines, leveraging interdisciplinary approaches to address complex societal challenges," FAS-wide engagement with the perils and possibilities of Artificial Intelligence is another key emergent area in which we ought to take a lead.

3a. Creating More Connections Between Course-Based Content and Assignments to Potential Career Paths

There are several professional undergraduate and graduate programs across AHSS at the University (e.g., Policy Studies, Industrial Relations, Public Administration, Art Conservation, Clinical Psychology, and Kinesiology). Moreover, within and across AHSS, many departments already implement industry or career days, invite alums to share their paths and support a variety of internships or independent studies. Our recommendation is to coordinate career preparation within liberal arts programs better. For example, we could broaden department-level activities to a series of such events that are open across FAS. In addition to improved marketing and communications about alumni pathways, we recommend creating more sustained and integrated opportunities within both the undergraduate and graduate degrees where students can discuss and engage with the development of career opportunities. Embedding courses about careers or capstone courses in AHSS or closely related fields within the degree programs would also make these opportunities more explicit. Leveraging existing courses in FAS (e.g., Creative Entrepreneurship, Careers in Psychology, Professional Development for Historians, Business of Media, etc.) could be the first step in this process.

3b. Scaffolding Experiential and Work-Integrated Activities

The ability to transfer skills—such as critical thinking, communication, data management and analysis, and problem-solving—into diverse workplace environments is one of the benefits of an AHSS education. However, students may also need structured support to navigate workplace norms, including time management, communication protocols, navigating project scope expectations, and the use of workplace technologies. By intentionally designing a progression of Work Integrated Learning (WIL) experiences—such as foundational workshops in the second year, short-term placements in the third year, and more independent or immersive opportunities in the fourth year—AHSS can strengthen students' capacity to confidently and competently transition from their studies to the launch of their careers. We recognize that FAS currently has a working group discussing Work Integrated Learning and look forward to learning more about their findings.

4. Increasing Access Through Differentiating Modes of Course Delivery

Foregrounding the committee's mandate to consider "[t]echnology and digital transformation in teaching and research," we must consider a future where domestic and international students may face more barriers that prevent them from living in Kingston for extended periods. Thus, we are developing other modes of delivery, including online courses and short courses. There is no replacement for in-person teaching and learning, which students and teachers alike attest is the most engaging and stimulating form of education. Nonetheless, providing opportunities for online learning is advisable, and would help deliver on our EDI goals of making the University more accessible for students. Finally, although rebuilding online programming should be a priority, instead of a top-down structure, Queen's should opt for a replacement that takes its lead from the needs and resources of departments and units.

4a. Increasing Online Courses

Queen's was the first university in North America to offer distance education.⁶ The University could capitalize on some recent innovations within AHSS disciplines (e.g., the online Graduate Diploma in Arts Management or the online MA in Arts Leadership) to build a set of online programs that would increase accessibility and flexibility. It would attract more diverse domestic and international students to the University. We recognize that the bulk of online programming in FAS was a casualty of budget cuts in recent years, but nevertheless, believe that FAS should consider ensuring that, over the next fifteen years, a set of online learning opportunities is developed to create accessible and flexible learning opportunities for domestic and international students.

There have been several recent additions to online programming across AHSS, including the Professional Master's in Education, the Master's Diploma in Arts Management, and the

⁶ <https://www.london.ac.uk/study>

Master of Arts Leadership, as well as several program offerings in the Smith School of Business. These online opportunities can include both asynchronous and synchronous learning opportunities. The first step is to inventory the current online course offerings at the undergraduate and graduate levels. There are also several hybrid courses across Arts and Sciences, and developing strategies to make these courses entirely online could be a first step.

4b. Increasing For-Credit Short Intensive Course Opportunities

Another way to increase accessibility is through intensive short courses. Several units currently offer summer-intensive courses. These short for-credit courses could be ideal opportunities to bring together in-person and online learners to engage in experiential, field-, community-, or research-based opportunities. These activities could take place on Queen's campus or in other places in Canada and around the globe. We could also leverage the flexibility of these programs to build relationships with our remote communities across Canada, including many Indigenous communities. Building on Kingston's connection with Northern Ontario communities for healthcare services would be an innovative initiative.

4c. Developing More One-Year Master's Programs

While research training across AHSS begins at the Master's levels, there are different types of Master's programs. Master's degrees across AHSS can include professional, course-based, or thesis-based programs. They can function as a minimum requirement for some professional roles (e.g., planners, economists) or stand-alone professional programs (e.g., Arts Leadership, Public Administration). In contrast, others serve as a gateway to PhD programs. Master's programs can be one or two years. However, given that many PhD programs across AHSS will accept students with a one-year Master's degree, it seems prudent to review Master's programs to identify ways that the second year of the degree could bridge into a PhD plan. Nuancing the different types of Master's degrees would also require refining the criteria and types of funding resources that could be allocated to the different types of programs (e.g., internship stipends for professional Master's, QGA for research-only degrees)

5. Connecting AHSS Expertise With the Professional School of Continuing Education

The University has announced its intention to establish a Professional and Continuing Education School. Such a school has the potential to significantly expand outreach and provide lifelong learning opportunities through continuing and professional education, as well as transnational programs that connect learners across borders. By drawing on the rich expertise of faculty across FAS, we can develop innovative leisure and continuing education programs or customized programs for diverse groups of individuals across the human lifespan. This integration not only enhances the relevance and impact of the offerings but also strengthens the connection between academic scholarship and real-world application, benefiting individuals at every stage of life. It is crucial, however, that there be genuine consultation with FAS units and relevant unions or associations to ensure that academic integrity and responsible workload arrangements are in place.

3. Increasing our Connections with Local, National, and International Communities

Departments across AHSS have adopted various initiatives to engage with the local Kingston community. These include community-based activities embedded in undergraduate and practicum-based classes (e.g., DEVS Living Lake Ontario course; Experiential Learning in Historical Practice; Clinical Psychology community-embedded practica). Faculty also partner with various community organizations to pursue research-creation or other scholarly opportunities. Thousands of local community members attend performances, exhibits, lectures, or workshops produced by departments across AHSS each year, and many faculty members consult or serve on advisory committees within the local community (e.g., Eastern Ontario Leadership Council, Utilities Kingston, Creative Industries Advisory Group, as well as several influential advocacy groups).

Our relationship with Indigenous communities and individuals is also an important component within AHSS, which we endeavour to strengthen over the next fifteen years (and beyond). For example, the Economics of Indigenous Communities incorporates field visits to Tyendinaga Mohawk Territory. The recent hiring of Indigenous Scholars will help us develop learning opportunities for all students and embark on research initiatives that support Indigenous revitalization. At the same time, we recognize that the entire Queen's Community needs to share these goals, and Indigenous studies should take place not only in the INDG program but across FAS and, indeed, the University as a whole. The new Black Studies programme also offers AHSS an opportunity for greater engagement with local communities of colour.

The activities of researchers, students, and alumni play important roles in enhancing the connections between Queen's AHSS and national and international communities. The research activities of faculty, postdoctoral fellows, and graduate students are often national or international in scope and involve scholarly interactions through research groups, fieldwork, site visits, conferences, and workshops. Undergraduate and graduate students have access to learning opportunities throughout Canada and the world, while faculty may teach courses abroad. Moreover, our alumni are often employed and/or live abroad, expanding Queen's community beyond Canada's borders. Further leveraging these connections, as described below, would enhance Queen's global reach.

We believe that the following recommendations would improve the University's global, national, and local connections:

1. Creating a Community of Global Scholars

In regard to the committee's mandate to "[r]ecommend initiatives to enhance the visibility, relevance, sustainability, and creative flourishing of AHSS programs at Queen's," the Queen's campus and Kingston community should welcome individuals from around the globe, both temporary visitors and full-time members, with many examples of content related to non-Western cultures, issues, and traditions. However, they are often isolated in particular units, or, for our visitors, with particular faculty hosts. We recommend

developing a global scholar's program in AHSS that brings our international scholars together for a community of learning, collaboration, and knowledge translation to the broader University community. Embracing and nurturing these individuals should be an ongoing goal.

2. Strengthening Bilateral Student Exchange Programs

The ability for students to go on exchange is an underutilized resource at Queen's, as few students in AHSS take advantage of these opportunities. One way to increase these opportunities would be to create a more streamlined process for exchange, such as advertising opportunities departmentally; creating and strengthening bilateral/reciprocal relationships with key partners by identifying courses that would transfer across institutions for students on exchange; having a more seamless process to prepare students for going abroad; and helping establish community and supports when they are away.

4. Operations and Organizations: Nimble, Coordinated, Sustainable, and Trustworthy

Building trust among and between staff, faculty, students, and the public is essential to fostering a thriving academic community and fulfilling the University's goals. Trust is the foundation upon which collaboration, innovation, and shared purpose are built. When individuals across units believe in each other's commitment to advancing the institution, they are more likely to engage in meaningful partnerships that enhance research, teaching, and service. We are disheartened by reductions to the capacity and resources of AHSS taking place in advance of the findings of our report. Our recommendations aim to contribute to a shared vision where trust is cultivated not only internally but also externally, reinforcing the University's credibility and impact on the broader community. In the previous sections, we have advocated for the establishment of an ecosystem to support teaching and research as we enter the next century. So, we advocate for more nimble, coordinated, and collaborative administrative structures within FAS that support the enrichment of teaching and research in a sustainable fashion.

As we think about fifteen years into the future, we recognize that the financial reality of the present and near future will have a profound impact as we move towards our Bicentennial. Our mandate was to develop our vision for AHSS at Queen's within the current financial context. As stated earlier, we consider this vision within the context of the entire University, and we recognize that financial constraints are affecting us all. In particular, the most recent retirements from the voluntary retirement initiative coupled with the hiring freeze have affected units differently, and we expect that faculty attrition will continue to be uneven.

We recognize that there are several probable effects for many units, from issues of sustainability and resilience in units with small FTEs to larger units grappling with the realities of losing sub-fields of programs due to retirements clustered in particular areas. Within FAS, we need to provide support and resources to ensure that units and programs

are not left trying to solve the outcome of a reduced faculty complement on their own. While we believe it is beyond the scope of our mandate to recommend an overall strategy or provide a homogenous organizational vision, addressing these issues and the pressure points that shall emerge can be undertaken in several ways. Making these decisions will require us to grapple with difficult questions collectively, and below, we suggest some systematic ways to leverage our collective wisdom to develop nimble and sustainable structures where achieving our academic goals remains central.

The following values should undergird any considerations of structural evolution at the Departmental, Faculty, and University levels:

- Evolution to structures should occur organically from the ground up and must be directed by the programs and units involved.
- Structural change must not be undertaken principally for economic reasons but must ensure intellectual vision is a driving force. This requires, again, that all such change be directed by the units and departments affected.
- Any structural changes considered should enhance the integrity of programs and disciplines and enrich the pedagogical experience of current and potential students, which, again, is best understood by the units involved.
- All potential structural changes must align with the University's commitments to anti-racism, decolonization, and gender justice, commitments that departments and units have long had at the forefront of their missions, as per the mandate of the committee to view all recommendations through the lens of "Indigenization, equity, diversity, inclusion, anti-racism, and accessibility in AHSS."

1. Review and Stabilize the Administrative Hub Structure

To address the University's structural deficit, in 2024 FAS engaged in a major operational restructuring exercise, adopting a "hub" model for the administration of departments and units. Six administrative hubs were established following the logic of collocation, disciplinary affinities, or other considerations. The goal of the hub structure was operational, enabling the sharing of key administrative roles (e.g., undergraduate assistant; graduate assistant; department manager) that became necessary due to staff attrition. Units in AHSS suffered greater staff losses and thus necessitated greater operational restructuring than units in the sciences. In addition, the new administrative structures have worked better in some hubs than others. We propose that FAS should institute a periodic collaborative and consultative review process to assess the function and efficacy of the hub model.

2. Setting Financial Parameters to Inform Evolution of Units

As a committee, we recognize that academic units have long and complicated histories—sometimes involving disciplinary development over time, sometimes involving the branching or inauguration of new disciplines, or merging of two or more disciplines. The

future organization of units is a bottom-up conversation. Nonetheless, developing standard criteria for administrative course releases (e.g., Unit Head, UG and Grad Chairs) could help provide the appropriate financial parameters for these discussions. Providing more explicit criteria for various course releases and course buy-outs could also provide for a more transparent and fair consideration of these requests across units.

3. Review and Streamline FAS Decanal Structure

We suggest that the organization of Associate Dean (AD) positions in FAS be re-imagined to support best the initiatives and ideas proposed in the current document. Currently, the decanal organization follows a “portfolio” model, with each AD in charge of a particular area (e.g., research, grad, academic, etc.) as well as a group of departments. We suggest that this may be an inefficient structure that unnecessarily (and, at times, confusingly) duplicates central administrative structures. We suggest a review to determine which portfolios are necessary at the FAS level, with the potential adoption of a “hybrid” model. Based on the proposals in the current document, we preliminarily suggest that AD (Academic) will remain crucial to ensure the flourishing of the academic goals of FAS with decreasing resources. Similarly, AD (Research) currently provides a crucial bridge between advocacy for FAS and the Vice-Principal Research (VPR) portfolio. This role will be increasingly important in supporting an expansion of research capacity in FAS. Any additional AD positions could be deployed to provide more robust strategic and operational support to groups of departments (group structure to be determined) as they imagine and implement initiatives to address financial challenges.

4. Developing a Budget Model That Incentivizes Collaboration and Innovation

The current activities-based model incentivizes units to work individually and disincentivizes units from sharing resources or exploring innovative ideas. These issues are exacerbated in a context of diminished administrative staffing, and there is little capacity to undertake collaborative initiatives beyond the unit level. A new, transparent and accountable budget model is needed that incentivizes the pursuit and shared use of resources, supports explorations and collaborations with communities, and enables the flourishing and growth of research. The current budget model in FAS has been frozen since the onset of COVID in 2020, with the result that its underlying metrics to determine budget allocation are not in use. This seems like an opportune time to revisit and revise the budget model to incentivize cross-faculty initiatives. Indeed, the problem with the current budget model is that in its close to 9 years of existence before the budget freeze, it was never fully “turned on.” This points to a systemic problem in the current—albeit frozen—model. By fostering stronger cross-departmental collaboration at both the undergraduate and graduate levels, we can enrich student learning, reduce redundancy, and create more opportunities for faculty to share their expertise and bring their research into the classroom.

Appendices

Appendix A: Current Programs in AHSS

Table 1. List of AHSS Undergraduate Programs

Program	Department
Applied Economics	Economics
Art History	Art History & Art Conservation
Black Studies	Gender Studies
Classical Studies	Classics and Archaeology
Classics	Classics and Archaeology
Computing and the Creative Arts	School of Computing; Art History / Art Conservation / Fine Art; Drama and Music; Film & Media
Cognitive Science (COGS)	Philosophy / Psychology / Linguistics / Neuroscience
Drama	Drama & Music
Economics	Economics
Employment Relations	Employment Relations Studies
English	English
Environmental Studies	Environmental Studies
Film and Media	Film and Media
French Studies	French Studies
Gender Studies	Gender Studies
Geography	Geography and Planning
Global Development Studies	Global Development Studies
Health Studies	Kinesiology and Health Studies
Hispanic Studies	Languages, Literatures, and Cultures
History	History
Indigenous Studies	Languages, Literatures, and Cultures
Jewish Studies	School of Religions
Kinesiology*	Kinesiology and Health Studies
Languages, Literatures, and Cultures	Languages, Literatures, and Cultures
Linguistics	Languages, Literatures, and Cultures
Media and Performance Production	Drama & Music / Film and Media
Music	Drama & Music
Philosophy	Philosophy

Program	Department
Political Studies	Political Studies
Politics, Philosophy, and Economics	Economics / Philosophy / Political Studies
Psychology	Psychology
Religious Studies	School of Religion
Sociology	Sociology
Spanish and Latin American Studies	Languages, Literatures and Cultures
Visual Arts (BAH)	Drama & Music / Film & Media / Art History & Art Conservation
World Language Studies	Languages, Literatures, and Cultures

*Direct entry programs

Table 2. List of AHSS Graduate Programs

Program	Department
Art Conservation+	Art History & Art Conservation
Arts Leadership+	Drama & Music
Classics	Classics and Archaeology
Cultural Studies	Cultural Studies
Economics*	Economics
Employment Relations	Employment Relations Studies
English*	English
Environmental Studies*	Environmental Studies
Gender Studies*	Gender Studies
Geography*	Geography and Planning
Global Development Studies*	Global Development Studies
Health Studies	Kinesiology and Health Studies
History*	History
Industrial Relations+	Employment Relations Studies
Juris Doctor/ Master of Industrial Relations+	Employment Relations Studies/Faculty of Law
Juris Doctor/Master of Public Administration+	Policy Studies / Faculty of Law
Kinesiology*	Kinesiology and Health Studies
Neuroscience*	Centre for Neuroscience Studies
Philosophy*	Philosophy
Political Studies*	Political Studies

Program	Department
Political and Legal Thought	Philosophy / Political Studies / Law
Psychology*+	Psychology
Public Administration*+	Policy Studies
Religious Studies	Religion
Screen Cultures & Curatorial Studies*	Film and Media
Sociology*	Sociology
Urban and Regional Planning+	Geography and Planning

*PhD
+Professional Graduate Programs

Table 3. List of AHSS Undergraduate Certificates

Certificate Program	Offering Department
Animation Theory and Practice	Film & Media
Certificate in Disability and Physical Activity (DIPA)	School of Kinesiology and Health Studies
Entrepreneurship, Innovation & Creativity	Drama & Music
Geographic Information Science	Geography and Planning
Indigenous Languages and Cultures	Languages, Literatures, and Cultures
Mohawk Language and Culture	Languages, Literatures, and Cultures
Sexual and Gender Diversity	Gender Studies
Urban Planning Studies	Geography and Planning

Table 4. List Of AHSS Non-Credit Microcredentials

Advanced Human Resources	Industrial Relations Centre
Advanced Labour Relations	Industrial Relations Centre
Labour Relations	Industrial Relations Centre
Organization Development Fundamentals	Industrial Relations Centre
Organized Crime Prevention	Industrial Relations Centre / Languages, Literatures, and Cultures

Appendix B: Faculty Awards

Table 5. List of AHSS Research Chairs

Research Chair	Agency	Tier	Name	Department	Profile Link
Canada Research Chair (CRC)	SSHRC	2	Grace Adeniyi-Ogunyankin	Geography and Planning	https://www.queensu.ca/geographyandplanning/people/adeniyi-ogunyankin-grace
CRC	SSHRC	2	Yolande Bouka	Political Studies	https://www.queensu.ca/politics/people/bouka-yolande
CRC	SSHRC	1	Katherine McKittrick	Gender Studies	https://www.queensu.ca/gnds/people/katherine-mckittrick
CRC	SSHRC	1	Susanne Soederberg	Global Development Studies	https://www.queensu.ca/devs/people/soederberg-susanne
CRC	SSHRC	2	Stéfanie von Hlatky	Political Studies	https://www.queensu.ca/politics/people/von-hlatky-stefanie
CRC	SSHRC	2	Kyla Tienhaara	Environmental Studies / Global Development Studies	
CRC	SSHRC	2	Lindsay Morcom	Education	
CRC	SSHRC	2	Kristin Moriah	English	
CRC	SSHRC	2	Heather Aldersey	School of Rehabilitation	
CRC	SSHRC	1	Amy Latimer-Cheung	SKHS	
CRC	SSHRC	1	Lisa Butler	Public Health Sciences / School of Medicine	

Research Chair	Agency	Tier	Name	Department	Profile Link
CRC	NSERC	2	Laura Thomson	Geography and Planning	https://www.queensu.ca/geographyandplanning/people/thomson-laura
CRC	NSERC	2	Robert Way	Geography and Planning	https://www.queensu.ca/geographyandplanning/people/way-robert
C150 Laureate		n/a	Sari van Anders	Psychology	https://www.queensu.ca/psychology/people/sari-van-anders
CRC	CIHR	1	Caroline Pukall	Psychology	https://www.queensu.ca/psychology/people/caroline-pukall
CRC	NSERC	2	Jordan Poppenk	Psychology	https://www.queensu.ca/psychology/people/jordan-poppenk
CRC	CIHR	2	Susan Bartels	Emergency Medicine	
Ontario Research Chair in Bioethics			Udo Schüklenk	Philosophy	https://www.queensu.ca/philosophy/people/udo-schuklenk

Table 6. AHSS Royal Society of Canada Members and Fellows

Name	Department(s)	Year
Audrey Kobayashi	Geography	2011—Fellow
Awet Weldemicheal	History	2008—College of New Scholars, Artists, and Scientists
Carlos Prado	Philosophy	2013—Fellow
Christine Overall	Philosophy	1998—Fellow
Christine Sypnowich	Philosophy	2022—Fellow
Colin Leys	Political Studies	1985—Fellow
Craig Walker	English and Cultural Studies	2016—Fellow
Dan Usher	Economics	1983—Fellow
Daniel Woolf	History	2006—Fellow
David Bakhurst	Philosophy	2016—Fellow
David Dodge	Economics	2009—Fellow
David Lyon	Sociology	2008—Fellow
François Rouget	English and French Studies	2014—Fellow
Frederick Lock	English	2013—Fellow
Gauvin Bailey	Art History	2013—Fellow
Gerald Finley	Art History	1984—Fellow
Gregoire Webber	Law and Philosophy	2008—College of New Scholars, Artists, and Scientists

Name	Department(s)	Year
Heather Stuart	Psychology	2018—Fellow
Ian McKay	History	2014—Fellow
Jacalyn Duffin	History and Philosophy of Science	2012—Fellow
James MacKinnon	Economics	1995—Fellow
Jean-Jacques Hamm	English	1994—Fellow
Joan Schwartz	History	2016—Fellow
John Burge	DAN School of Drama and Music	2014—Fellow
John McGarry	Political Studies	2010—Fellow
John W. Berry	Psychology	2021—Fellow
Julia Christensen	Geography & Planning	2012 / 2022—College of New Scholars, Artists, and Scientists
Julian Barling	Political Studies	2002—Fellow
Keith Banting	Political Studies	2012—Fellow
Kim Nossal	Political Studies	2019—Fellow
Margaret Moore	Political Studies	2019—Fellow
Marjan Mozetich	DAN School of Drama and Music	2015—Fellow
Merlin Donald	Psychology	1995—Fellow
Mireille Calle-Gruber	English	1997—Fellow
Nancy van Deusen	History	2020—Fellow
Peter Milliken	School of Policy Studies	2014—Fellow

Name	Department(s)	Year
Pierre de la Ruffinière du Prey	Art History	2002—Fellow
Rena Uptis	Education and Interdisciplinary Studies	2018—Fellow
Robert Morrison	English	2017—Fellow
Robin Boadway	Economics	1986—Fellow
Rosa Bruno-Jofré	History and Education	2019—Fellow
Sari Van Anders	Psychology	2007 / 2021—College of New Scholars, Artists, and Scientists
Susan Lederman	Psychology	2002—Fellow
Susanne Soederberg	Global Development	2022—Fellow
Thomas Courchene	Economics	1981—Fellow
Will Kymlicka	Philosophy, Political Studies, and Law	2003—Fellow

Appendix C: AHSS Research Networks and Institutes

Table 7. Research Networks involving AHSS

Network/Organization	Funding body	Participating Departments
Connected Minds	Queen's-York partnership, Canada First Research Excellence Fund	Psychology, DBMS, Rehab
Promoting Relationships and Eliminating Violence Network (PrevNet)	Pan-Canadian network with multiple federal, provincial, and private funders	Psychology, Law, Education, and Psychiatry
Canadian Biomarker Integration Network for Depression	Pan-Canadian network funded by Ontario Brain Institute, CIHR, and private funders	Psychiatry, Psychology
Province of Ontario Neurodevelopmental Network (POND)	Pan-Canadian network funded by Ontario Brain Institute, CIHR, and private funders	Psychiatry, Psychology, DBMS

Table 8. AHSS Research Institutes

Research Institute	Housing Departments	Affiliated Departments / Programs
Centre for International and Defence Policy (CIDP)	School of Policy Studies	Department of Political Studies, Global Development Studies, Department of History, Department of Economics, School of Religion
Centre for Neuroscience Studies (CNS)	Faculty of Health Sciences	Department of Psychology, Department of Biology, Department of Biochemistry, Surgery, Biomedical and Molecular Sciences, Chemical Engineering, Electrical and Computer Engineering, Psychiatry, Physical Medicine and Rehabilitation, School of Religion, Division of Neurology
Centre for the Study of	Department of Political Studies	School of Policy Studies, Faculty of Law, Department of Philosophy

Research Institute	Housing Departments	Affiliated Departments / Programs
Democracy and Diversity (CSDD)		
Institute of Intergovernmental Relations	School of Policy Studies	School of Religion, Department of History
Health Services and Policy Research Institute	Faculty of Health Sciences	Department of Public Health Sciences, School of Policy Studies, School of Rehabilitation Therapy, Faculty of Law
Centre for Security and Privacy	School of Computing	Department of Political Studies
Beaty Water Research Centre	Faculty of Engineering and Applied Science	Department of Geography and Planning
Canadian Institute for Military and Veteran Health Research	N/A	Department of Psychology, School of Nursing
Institute for Energy and Environmental Policy	School of Policy Studies	Department for Civil Engineering

Appendix D: Summary of Feedback from Draft Report Circulated June 2025

Concerns about the Committee & University Leadership

- Concerns about University leadership and implementation of outlined recommendations
- Explain why more input was not sought from the wider FAS community
- Include someone Indigenous on the committee
- Have "University-wide" SSHCA representation (e.g., law, education, business)
- Have non-AHSS representation on the Committee

Budgeting & Restructuring

- House Life Sciences and Biochemistry plans within Health Sciences
- Reclassify Economics and Applied Economics programs as science concentrations
- Provide an implementation roadmap
- Provide concrete bottom-up proposals for restructuring
- Reconsider/remove proposed incentive system to work collaboratively
- Provide guiding principles for restructuring
- Provide strategies (other than collaboration) for overcoming faculty attrition and loss of expertise in AHSS
- Name and discuss neoliberal priorities and how to balance these with this vision
- Acknowledge precarity faced by equity-deserving students in AHSS
- Push back against the neoliberal narrative that the arts should serve the market first
- Add a call for greater transparency re: budgeting decisions
- Drop/modify activity-based budgeting
- Provide specific funding models and strategies
- Provide initiatives and targets re: anti-racism and Indigenization
- Explain how each department is impacted by the Bicentennial Vision
- Correct the claim that psychology and philosophy were historically part of a unified department
- Avoid diluting AHSS into accessories for applied disciplines
- Provide examples of interdisciplinary collaboration
- Directly state that unit mergers should be bottom-up and evidence-based
- Provide mechanisms for stakeholder engagement
- Challenge the economic logic dictating the worth of AHSS disciplines
- Directly address likely changes in structures and hirings

Research

- Broaden definition of collaborative research groups
- Further emphasize supporting ECRs
- Provide evidence that ECR need more support

- Develop inclusive plans to improve research administration and facilitate cross-faculty coordination
- Highlight and invest in AHSS Tier 1 Research Centre to acquire world-renowned academics
- Include more high-level facts about Queen's research
- Be more specific about implementation of research recommendations
- Be more specific re: Tier 1 SSHCA proposal
- Add a short context section to highlight research and teaching sections
- Further showcase faculty research (Appendix 2)
- Provide TRAQ "lunch and learns"
- Change "the scientific method" to "scientific methods"
- Spell out "HQP"

Teaching

- Mention the School of Policy Studies and Master of Administration program
- Avoid devaluing applied and professional programs in FAS
- Define "liberal arts education"
- Make a clear distinction between senate-approved degree programs and "leisure" courses
- Address the structural challenges that may prevent implementation of proposed changes re: teaching and pedagogy
- Remove the call for an AHSS School of Continuing Education
- Have a "one-entry door" approach rather than an interdisciplinary admission category for FAS
- Clarify that "programs" in the report are "plans" for FAS
- Separate IRC professional certificates and those to be added to UG degrees
- Highlight the School of Environmental Studies as an example of interdisciplinary addressing of global issues
- Add MES program in Graduate programs
- Add Arts Major in ENSC
- Add Certificate in Disability and Physical Activity to programs
- Correct the list of AHSS offerings
- Require research-creation projects with real-world value
- Incorporate more holistic learning opportunities within AHSS courses
- Clarify how interdisciplinary courses will be embedded within existing degree requirements
- Consider supports and resources needed to increase online/hybrid courses
- Offer more online and summer courses, incoming letter of permission students, and non-degree course enrolment
- Remove/modify the call for hybrid/online opportunities
- Call for a strategic plan for online learning that articulates its value for Queen's
- Add more about online learning opportunities

- Discuss impact of AI and online courses

Other

- Clarify the audience and purpose of the report
- Consider adding an Executive Summary
- Provide a description of the committee's method
- Have departments identify international study abroad programs
- Emphasize Bader College program re: international connections
- Recommend an AHSS-specific communications strategy
- Discuss CEL, WIL, etc. vis-à-vis graduate career orientations
- Remember that expanding WIL requires resources
- Provide strategies for connecting undergraduate education to career outcomes
- Emphasize the Agnes Centre in section on work-integrated and experiential learning
- Highlight the underused Queen's Career Apprenticeship program