The Third Juncture
SOME THOUGHTS ON THE PAST, PRESENT AND FUTURE OF QUEEN’S UNIVERSITY OVER THE NEXT DECADE

Daniel Woolf, Principal and Vice-Chancellor
In our storied 171-year past, we have seen two prior major inflection points, or ‘junctures’, that have fundamentally altered the shape and direction of Queen’s University. At both points, a combination of internal factors and external circumstances both triggered and facilitated dramatic change; and, at both points, the University was prepared to depart from its past in order to secure its future.

The first of these junctures occurred in the 1880s and ‘90s. Principal George Monro Grant and Chancellor Sir Sandford Fleming, in the midst of a brutal worldwide recession, and having seen the role that a national educational institution could play in the building of a young country, turned a small liberal arts and divinity college – then just barely avoiding merger with larger institutions to the west or east – into a comprehensive undergraduate university with a Canada-wide purview. This satisfied both the need to broaden the University’s reach and ambition, and the national need for a school of leadership, initiative and achievement which could draw young men and women to Kingston, from cities and rural communities lying coast to coast, and prepare them for a higher social purpose. The Queen’s tradition of producing leading public servants for the country and its provinces matured in the twentieth century, but it was conceived in Grant’s and Fleming’s time. We continue to see the impact of this vision in many members of the federal and provincial public services, including our current Chancellor, David Dodge, who is merely the latest in a long and distinguished line of Queen’s men and women who have helped shape public policy in Canada. It is no accident that Queen’s will mark its 175th birthday one year after Sir John A. Macdonald’s 200th, and one year before Canada’s 150th. The stories of all three are intricately interwoven.2

1 The following essay has been written in the aftermath of the two-year Academic Planning exercise and represents my own thoughts on the future at the half-way point in my current term as Principal. It can also be read as a clarification of ideas and questions raised in my previous ‘vision document’, Where Next? (2010) and articulated elsewhere in the intervening period. It reflects both the Senate Academic Plan and the previous work of the 2010 Academic Writing Team, Imagining the Future but does not attempt to address every issue raised in either of those documents. I am grateful to those who have commented on earlier drafts and to the internal and external communities for many of the ideas expressed herein.

2 This is a point worth remembering as we plan celebrations of our 175th in 2016.
The second juncture occurred in the 1950s and ’60s, during the tenures of Principals Mackintosh, Corry and Deutsch, when Queen’s tripled in size, added a strong stable of graduate programs, diversified its faculties and professional schools, and became a research institution as well as an educator of undergraduates. As in Grant’s time, this change was driven both by a sense of what needed to be done to maintain Queen’s place as a leading institution of higher learning, but also by external factors: a post-war Baby Boom, an imperative to diversify Canada’s economy, the establishment of a modern welfare state, the country’s positioning of itself as a middle power and a peacekeeper, and the need to spread scholarly research and innovation beyond the labs of the National Research Council and the more focused aims of industry.3 And, as with the changes of the first juncture, this transition, too, took time to mature, and entailed a commitment of the entire University to a re-broadening of our mission.4

On the watches of my more recent predecessors, Principals Watts, Smith, Leggett, Hitchcock and Williams, Queen’s progress toward research excellence in particular has continued largely unabated, in part owing to a massive infusion of federal research funding during the last fifteen years, in part owing to the superb quality of the faculty the University has hired in the past three decades and the graduate students and postdoctoral fellows whom they have trained.

The early sixteenth-century Florentine political thinker and historian Niccolò Machiavelli once expressed the view that success in any venture was 50% a function of chance (which he called fortuna) and 50% of human action (especially the combination of initiative and ability which he called virtù).5 At both of the junctures I have just described, Queen’s mastered fortune, and took control of its destiny, by exercising some collective virtù. A new direction for the University was opened up by a combination of external circumstance and a willingness of our community to be bold and experimental – to seize the moment rather than letting the moment seize us. At the same time, in both cases,

---

3 The participation rate of the university-age cohort in Ontario increased dramatically during the period of Mackintosh’s and Corry’s principalships from under 10% to somewhere between 25 and 30%.

4 Principal John Deutsch called a halt to further expansion in the early 1970s, in the interest of protecting the quality of the student experience – a thread that connects our present to our earliest history and one which above all things we must now work to maintain and improve. However, the ‘Deutsch doctrine’ did not long survive the 1970s, and a variety of exigencies, primarily financial, have in fact doubled us in size since his era.

5 The Prince, ch. xxv.
Queen’s central values – a strong sense of community, a commitment to excellence, a fervent belief in the importance of the educational mission, and a drive toward innovation – remained largely unaffected by changes of course or broadening of mission. The destination and the route may have changed, and crews turned over several times, but the fundamental nature and purpose of the ship has remained very much constant. I would suggest that so long as we retain our fundamental set of values, then we honour our obligation to the traditions of the past best by refashioning them, or even setting them aside, to ensure that the University is best able to flourish in the future. We dishonour them when we use them as a defensive barricade against all change. Imagine if our predecessors of over a century ago had taken the view that Queen’s should not expand beyond a college for the local gentry? How much poorer would the Ontario and Canadian postsecondary sector now be without a university that offers the breadth of experiences and produces the sorts of students that we do? How much poorer will they be if we do not, once again, rise to the challenges, met by our predecessors, of service?

IT IS MY BELIEF THAT A THIRD JUNCTURE IS UPON US, one just as momentous as those faced in the 1880s/90s and the 1950s/60s, and one that will determine both our destiny and our likelihood of success in the century only recently begun. This juncture has been created in part by economic change, in part by technological advance, in part by the globalization of education and knowledge. States across the world are facing massive fiscal challenges which, in countries such as Canada, are severely straining the very social safety net created two generations ago. Immigration has increased in Canada, partly in response to a need to resupply the workforce as the tail-end of the Baby Boom generation prepares to leave the workforce over the next decade and a half, a trend that in turn will place enormous additional pressure on so-
cial and health services (both because of the increased over-60 cohort and the declining proportion of workers to retirees).

These are some of the external realities we face. Standing still or preserving every vestige of our past ways of doing things will not suffice. But we also need to hang on to our core values – preserve the ‘soul’, if you like, of the institution. The challenge in the coming years will be to strengthen those aspects essential to the Queen's of the past and present – our reputation for quality, our history of producing outstanding graduates at all levels, our enduring student and alumni spirit of initiative – while seizing the opportunity to reinvent ourselves yet again for a 21st century world. Now is our opportunity to continue the trajectory of the past 171 years by positioning ourselves as an institution that is old, established and reliable, but also fresh, nimble, adaptable and of value on a global, not merely provincial or national stage.

In pursuing both our research and teaching, it will be essential that we stick to the concept of the ‘balanced academy’ which appears to have resonated across the campus. In its four pillars, the Senate academic plan has articulated a set of priorities and values which we should pursue and nurture. Learning, an activity which we all do, lies at its centre, and the faculty we attract here in coming years should be as committed to providing an outstanding learning experience for students at all levels, from first year to senior PhD students and postdoctoral fellows, as they are to pursuing excellence in their chosen field of research. Their time for each activity will of course vary over the course of a career and from year to year – if anything, we do not allow enough digression from the somewhat fictional but constraining 40% teaching, 40% research and 20% service division of professorial duties. Howsoever we go about it, we must preserve a Queen's that values learning of all kinds, from introductory to advanced research and across (and often between) all disciplines.
THE STUDENT EXPERIENCE lies at the heart of Queen’s identity; along with research, it is the major driver of our reputation. It is that reputation which continues to attract extraordinary young people to our campuses. The quality of that intake – 96% of it from outside the Kingston and local region – is demonstrable in key indicators such as the entering average this past year of 88% across all faculties; and the fact that 91% of our undergraduate students complete their degree programs on time⁶ (a statistic that my American colleagues in particular have difficulty believing). But our students are more than just very bright: they are game-changers. The ‘Spirit of Initiative’, a phrase that ably captures the distinguishing feature of Queen’s students and its graduates, as well as its faculty and staff, captures the three central traits we want to develop in those who come here: an unwavering pursuit of excellence in all things; the ability to think and act independently, analytically, and imaginatively; and a determination to improve the world around them.

Student experience, as we know, is acquired both inside and outside the classroom. When classes end for the day, our students do not for the most part commute home and leave the campus empty. To the contrary, they continue their learning in clubs, in student government, in volunteer activities, and on sports teams. They mature as adults as much in the Queen’s Centre and residence corridors as they do in seminar rooms and lecture theatres. They learn the value of teamwork in labs and on the stage or in orchestras, in athletic competition as well as group assignments. These diverse facets of our students’ development can and should co-exist. It is no accident that Queen’s has more varsity athletes who are academically first-class than any other Canadian university or more student clubs per student than any other university in North America, except for Harvard – that is another part of the ‘balance’ which we offer. And the numerous initiatives which they undertake in our community and around the world proclaim our students’ insatiable appetite to learn about, become immersed in, and help improve, global society.

⁶ According to MYCU data.
**QUEEN’S C. 2022**

Let us gaze outward ten years to 2022. What will Queen’s look like then? I have no crystal ball, but I see the following as highly likely.

Government funding per student will continue to fall, at least in relative terms. It is essential that we continue, now, to develop alternative streams of revenue. That is not turning the University into a business: it is ensuring that we have the resources necessary to support our teaching and research. Inadequate resources – the situation we have been in for several years – mean a continued death by a thousand cuts, and ultimately permanent and irrevocable damage to quality. That is a destiny too awful to contemplate.

Global competition among universities will continue to increase. In the next decade, it will not be sufficient to be ‘known’ in one’s own country. Other Canadian universities have put considerably greater resources into developing and enhancing their international reputations. This is not a matter of institutional vanity but of institutional survival. As our reputation goes, so goes the value of our degrees to the students who get them, especially early in their careers; and so goes our ability to attract international students, the very students we need to enhance our global profile. Reputations are fragile things, and while they frequently outlive reality, they don’t outlive it indefinitely.

Our reputation globally – which lags our national profile – will depend at least as much on excellence in research and innovation as it will on the student experience. The new Strategic Research Plan will provide some guidance from the community as to broad areas we should continue to develop. While we must ensure that individual enquiry is still supported, it would be folly to assume that we will be among the outstanding universities of the world in every field or sub-field. We must make some choices, and allow some tall poppies to grow while ensuring that the conditions exist for the conduct of basic research across the campus. The alternative is a mediocre reputation for the whole institution, and no one gains by that.

The quality of our research and graduate training will be a key differentiator of Queen’s from other universities of its size – a ‘balanced’ academy which has matched its commitment to undergraduate learning with an equal commitment to advanced research and innovation. Indeed, the robustness of our enrolments may depend on this in the near future. Even if government per-student funding remained stable (a very doubtful ‘if’), a number of signs suggest a contraction of the university-age population in most provinces of the country, Ontario included. We could face a

7 The pending update to the Strategic Research Plan with its well-organized themes, permits and encourages the widest possible range of intellectual pursuits. This is not mutually incompatible with a decision to build areas of special emphasis.

downturn in applications a decade out as the ‘Echo Boomers’ finish moving through the system. We need, now, to raise our game significantly in bringing international students to campus, because positioning us as attractive to a global, expanding, university-age population will be better for the institution’s upkeep of quality admissions, diversity and ultimately better for the country. Why? First, because some of those who come to Queen’s will choose to remain in Canada; second, because our domestic students will be globally literate and Queen’s will become known as a hub for building world understanding; and third, because this will also help to differentiate Queen’s from the ‘sea of sameness’ that Canadian universities are rapidly becoming.

As with other directions we take, it will be important to measure our progress – to take our longitude and latitude, as it were – along the way. Currently, full-time degree-seeking undergraduate international students represent approximately 5% of our total undergraduate enrolment. I think it a reasonable and achievable goal that we double this figure within ten years. As the academic plan suggests, we also need to internationalize at home: the success of our students and of our country in the future will depend on being able to thrive in a global setting. We should invest now in improving our capacity to offer language and culture training, especially in the languages that have great global reach, like Spanish, Chinese, and Arabic. At the same time, we should do everything we can to encourage all our Faculties to insert a global perspective into their programs if they have not already done so.

We need not look exclusively abroad for a new source of students. For comparable practical reasons of securing our future enrolments, as well as the less self-interested one of addressing a gross historical inequity, now is the time to make some serious effort to increase the participation in university of our indigenous peoples – the one population group in the country which is predicted to increase and which has not been well-served by existing postsecondary structures. National Chief of the Assembly of First Nations, Shawn A-in-chut Atleo, called just over two years ago for a national agenda of rein-

---

International Outreach

Aboriginal Peoples

---

9 International students currently represent just under 18% of our graduate enrolment. I anticipate that this will also rise.
vestment in aboriginal youth, with a particular focus on three areas: stability of funding, systems that take into account First Nations’ priorities and values, and support from universities and colleges. Failure of Canada’s educational institutions to take up this challenge will lead to adverse consequences, as Mr. Atleo has pointed out: ‘the gap between First Nations citizens and other Canadians will grow, as will unemployment, creating downward pressure on productivity coupled with upward pressure on social expenditures and programs. All Canadians will suffer and all Canadians will pay for it.’

At least two of the four themes in the pending Strategic Research Plan (Exploring Human Dimensions; Securing Safe and Successful Societies) call for further attention to what might be called ‘at risk populations’. A hard lesson of the past twenty-four months is that one of those populations is our own student body, who fit into a youth demographic at high risk of experiencing some form of mental illness (ranging from anxiety and stress at one end to more serious conditions such as schizophrenia and other personality disorders at the other). Other students come to us with learning or physical disabilities; still others with what have been called by one student advocacy group (characteristically started by a Queen’s student and now spread nationally to other campuses), Invisibilities, or non-obvious afflictions and medical conditions. Within our financial constraints, and recognizing that we are an institution of learning, not a hospital or social service, we must nevertheless put into place the systems needed to support students who are coming to us in higher numbers than ever before. I believe that Queen’s can take a leadership role among Canadian universities in providing the academic and non-academic supports in place to ensure that all successful applicants can reach their potential, at a time when the proportion of Canadian (and international) students who arrive with some physical or emotional challenge is virtually certain to increase.

In contemplating some of the above-mentioned directions, let us recall a lesson from the first two junctures: we should do all these things not merely
because they are good for Queen’s, but because they will be good for our country and our world. That has always been a Queen’s value – the university that helped pioneer distance-learning in Canada in the last century can step up again in the present day to help provide education for those who have previously been denied it, despite ability, through financial, social or personal circumstance.

In what sort of spaces should we conduct our work? Along with a decline in the student-aged population, capital expenditures by government are likely to remain slow and modest for some time. We have had a string of new and refurbished buildings completed or planned in recent years: the Queen’s Centre, Goodes Hall and its extension, the new medical school building, Beamish-Munro Hall, Chernoff Hall, and the soon-to-start Isabel Bader Centre for the Performing Arts are the main examples. There will certainly be further new buildings in our future (including a couple of desperately needed residences), but they are getting harder to finance,\(^\text{11}\) and with a government committed to major transformation in the PSE sector, the business case for them will have to reflect government priorities. The new campus plan that is now being developed should take account of our future enrolment levels, of the likelihood of funding for particular projects, and in particular of the way teaching, learning and research will be conducted. We need to think about our campus itself as a teaching tool and ask how it can best be configured – or reconfigured – to meet the needs of tomorrow’s students.

On that score, what will the campus physically look like a decade hence? I would personally like to see the division between ‘main’ campus and west campus largely eradicated. (The names themselves unhelpfully suggest a centre and a periphery.) We are nearly out of space at the current University/Union location and we must make better use of our west campus

---

\(^{11}\) For most academic buildings, even named ones, provincial and federal funding constitutes a significant portion of the cost, often half to two-thirds; very few donors have the wherewithal to pay for a whole new building.
space. To integrate it more fully into the University we must be prepared to do more there than house a few hundred first-year students, play our varsity football games, and run our Education programs. Similarly, we must work with the city so that our new buildings, and their location, facilitate Kingston’s economic revitalization – a movement of some upper year and graduate housing to the Williamsville area would represent one possibility. Further space on ‘main’ campus could be recaptured by relocating some non-front-line offices to commercial space downtown or along Princess Street.

**If we are going to increase our usage of space elsewhere and not run the risk of creating a commuter university, then in turn we must ensure we have the ability to move students, faculty and staff rapidly back and forth through the city without adding to our carbon footprint, for we have also committed Queen’s to a path of becoming more environmentally sustainable. I see electric busses or trams in our future, and conceivably rent-a-bikes of the sort common in larger cities such as Montreal and London, England. We must find ways, similarly, of encouraging the city to improve public transit so that fewer of our faculty and staff who live outside walking distance are obliged to use private vehicles to come to work. No university was ever regarded as ‘great’ because of the quality and quantity of its parking lots.**

I’ve spoken of residences and of academic buildings, and it is true that they are funded and built in different ways. But there is no need to keep them, functionally, entirely separate and a good case exists for not doing so. As we move more courses to blended models, and to 24/7 delivery, much more learning will occur in residences. Our new undergraduate students now depend on their frosh leaders (Gaels, Frecs, Bosses, etc.) and their dons and residence life coordinators to integrate them into the University. In the future, they are equally likely to depend on senior undergraduates in their own programs – some of whom may actually live with them.
As that last point suggests, the rather discrete and firm boundaries that exist now between undergraduates at various stages, graduates, postdoctoral fellows and faculty, are also going to have to become more permeable, at least so far as pedagogy is concerned. Medical schools figured this out decades ago in using upper-year clerks to teach their juniors, interns to help teach upper-years, and so on, all in the reasonable belief that something one can explain to others is something one will oneself better understand. I believe that this proven model should be applicable, with suitable modifications, to the humanities, physical and social sciences. The recent experiment by the department of Psychology in reinventing its first year course, making use of upper-year undergraduate tutors (trained in a special half-course on pedagogy) suggests that this can be the case. Another variant, task-based learning, where new knowledge is acquired by doing rather than simply listening, also deserves support.13

It is clear that we must pay more attention to teaching our students to be clear communicators. Fortunately, again, we have excellent students with whom to work. One of the challenges of larger class sizes has been the reduction in writing assignments across the University. However, there is a great deal of literature to suggest that what students need most is not the traditional longer writing assignments designed to prepare them for research-stream graduate programs (into which only a smallish minority will go) but rather more frequent and shorter assignments.14 Some attention must be paid, in turn, to ensuring that we have adequate mechanisms in place to support students at all levels as they hone their writing skills. The same might be said of oral communication skills, since our graduates will often, in the course of their careers, be called on to make presentations to groups. Some American liberal arts colleges still mandate a ‘rhetoric’ course for their students, recognizing the importance of developing verbal and public-performative skills.

13 A further possible advantage in making greater use of our upper-year undergraduates in some form of mentorship/teaching capacity may lie in their greater comfort with technological tools and social media that may be quite foreign to those of my generation used to more conventional means of imparting knowledge.

Academically, by 2022, we will need to have moved the University decisively away from the current 3 hours of lecture per week per course, which is neither sustainable nor necessary, and in fact has the potential to become an impediment to active learning. To depart from the 3-hour structure should not be conflated with the term ‘virtualization’. Speaking personally, I have no interest whatsoever in Queen’s becoming a distance-education focused institution, and I don’t think anyone else on campus wants that either. There is nothing wrong with an emphasis on distance- or on-line learning, but it is something in the mission of other universities, not in ours. Queen’s residential experience is, let me say it again, crucial to our identity. However, having said that, it is a mistake to view ‘virtualization’ (perhaps a word we should now expunge from the campus vocabulary as it seems to excite either positive or negative reactions out of all proportion to its utility) or the use of on-line instruction as an either/or prospect. The experiments of several departments have shown that much can be achieved through a blended model of learning. Similarly, we might also take a page out of MIT’s playbook and offer some of our courses on-line to non-degree students, thereby meeting a key objective of our ministry — expanding available on-line credits — and without this in any way compromising the on-campus experience of Queen’s degree students. Here again, we would honour our past, and our commitment to accessibility. As already noted above, Queen’s was among the earliest of Canadian institutions to extend some of the benefits of a Queen’s education to those who could not afford to attend in person through its pioneering efforts, a century ago, in distance education. Far from cheapening our pedagogy, we would be continuing a great tradition of Queen’s improving the level of education across the country — and, now, around the world.

In the longer run, technological changes will necessitate our adaptation in ways even more compelling than fiscal changes, and they will do this whether
we wish them to or not. Budget difficulties can be overcome, governments rise and fall, generations of faculty members arrive, mature, and retire. But social media are here to stay, just like the laptop and the internet and more recently the iPad and its rivals – just like the airplane, the locomotive, the television and the telephone in earlier generations. Of course particular platforms and technologies may emerge and then disappear – Twitter and Facebook are the current darlings but will yield in due course to others, just as few of the original printing houses of the Renaissance survive today.15 The communications revolution that social media have spawned in conjunction with the World Wide Web is as unstoppable as the tidal waters that famously lapped around King Cnut’s feet. Digital media are here for the long haul, just as the printing press has survived for centuries.16 Ignoring them, and failing to make use of what they have to offer, will simply look silly to someone looking back a few years, never mind decades, from now. Let us put social media and learning platforms such as Moodle to use as our servants, design and equip our learning and living spaces accordingly, and fill them with our content (or better yet, with our questions) rather than with trivia. Let us do so before they become our masters. Let us use them to assist in our core mission, and, just as the printing press once spread learning to a wider population, let us take advantage of current technology to bring what Queen’s has to offer to the world.

If we do these things, what kind of size should we be? We are still ‘mid-sized’ and I do not believe that significant further growth at the undergraduate level can be achieved without further erosion of the sense of community. Marginal growth in response to provincial funding may be inevitable while we remain dependent for nearly half our revenue stream on per-student grants and for the other half on tuition but I do not foresee the Queen’s of 2022 as significantly larger – so far as its residential programs are concerned – than it is now, at least in terms of undergraduate enrolment. Our potential

---

15 Incidentally, the notable exceptions have been precisely those that saw opportunity in the advent of international scholarly communication in the eighteenth century and have latched on early to the internet more recently.

16 A brief historical footnote here: during the period I study, the sixteenth and seventeenth centuries, many scholars complained about the cheapening of learning through the then recent invention of printing, and they foretold that this was either a passing fad or that it would lead to the decay of knowledge. As we know, these prophecies of the corruption of knowledge were not borne out, nor did print disappear.
graduate expansion faces different sorts of limits, especially in the research-stream masters and doctoral programs, the availability of federal research funding for which is becoming more constrained.

On the other hand, there may be an opportunity for expansion both through external availability of our courses to non-Queen’s degree students, and in what may be called ‘second-credentialling’. Students are increasingly taking their undergraduate degrees to college with them – we are long past the day when we could regard college as simply a possible entry point to university. We should take this opportunity to expand our professional-stream masters programs (perhaps with a longer research paper in lieu of a full thesis), and actively investigate ways in which students could gain two credentials in less than the current time involved (typically four years undergraduate plus two years college or masters). The university that figures this out first will have a significant competitive advantage.

As scholars and academics, why should we care about any of this? Is this not succumbing to the market? Is it not prioritizing financial issues? I don’t think so. It is, rather, developing the University in such a way that we continue to draw the best and brightest from across Canada and increase our intake of excellent students from around the world. Failing to do so will have real long-term academic consequences. Who, teaching at Queen’s, does not relish the high quality of our student intake? That quality is a direct consequence of a superabundance of applications. This is the first institution that I’ve been at in my career that could for the most part have its pick of applicants across all Faculties. That situation will not endure if we do not change with the times.

New Academic Offerings

17 British universities have been doing this for some time, with very focused masters programs that provide depth in a particular area with professional needs in mind; some institutions such as the LSE have been hugely successful in adding this to the complement of their research-stream graduate degrees. In Canada we of course have degrees such as the MLIS, MBA, and M.Eng. This is an option open to the Humanities and Social Sciences as well as to professional faculties, and a few institutions have experimented with focused Masters of Arts courses (for instance the University of Waterloo History Department’s public history stream, and other universities’ degrees in areas such as museum studies).
IN CLOSING THIS ESSAY, I want to return to something I said in my installation speech in 2009, repeated in Where Next?, and have echoed in various places since. It is a plea for imagination. We know Queen’s has lots of *doctrina* and we aspire, if we do not always achieve, to *sapientia*. But these are only two legs of a stool, and we all well know that 3 legs make for greatest stability. It is through imagination that our greatest achievements in research occur. It is through imagination that our students routinely innovate in their lives at Queen’s and after – often without a great deal of help from anyone else. And I believe that it is through imagination that we will be able to adapt to the many changes that surround us and ensure a thriving, energetic Queen’s well into the future.

We live in a challenging, sometimes dangerous world which is undergoing enormous change and which still faces enormous problems: war, hunger, poverty, illiteracy, disease, and the degradation of our environment. This world needs nations like Canada to play their part in finding solutions to these problems. And Canada in turn needs universities such as ours, devoted to the proposition that we can, by providing a high-quality education, turn Canadian values into Canadian leadership.

The challenges before our little community are themselves immense and may seem to drive out all other concerns – may incline us to turn inward, hunker down, and think only of how to protect what we have. This is not what our predecessors did, nor would have done in our circumstances. For the sake of Ontario, Canada, and the world, all of which need an institution such as ours, let us not be guilty of a failure of imagination or of the courage to take some risks. If the Queen’s community of George Monro Grant’s era were alive and with us today, I have no doubt whatsoever that this is the advice that they would provide, even at the cost of departing from some of the directions that they set. When the fourth juncture in Queen’s history comes, as it surely will when we are long gone, let’s make sure that that generation can, similarly, look back in gratitude at the steps we took in our time and the renewed Queen’s that we handed on to them and to the world.

**Kingston, April 25 2012**

---

18 For those outside Queen’s, I am alluding here to the University motto: *Sapientia et Doctrina Stabilitas* (Wisdom and knowledge shall be the stability of thy times).