A few notes regarding the job description for the Executive Assistant (contained on the following page).

**Front Desk**
If hired, the Executive Assistant would be able to work at the Front Desk during peak times (September and January). Currently, we double-staff the Front Desk during the opt-out period (2 weeks) in September. Front Desk Staff are paid at a rate of $12.50 per hour. This is a total cost of $750 for the additional staffing of the Front Desk. If the Executive Assistant was hired, we would no longer need to pay that additional $750. Therefore, the increased budget dollars needed to put towards the Executive Assistant’s salary would be reduced by $750.

**Committee Coordinator**
I would recommend that the Executive Assistant, if hired, would take over the duties of the Committee Coordinator. The Committee Coordinator is paid at a yearly rate of $1537.50. If the Executive Assistant was hired, and this recommendation followed, the increased budget dollars needed to put towards the Executive Assistant’s salary would be reduced by $1537.50.

**Total Cost For Position**
If hired and if the above recommendations are followed, the additional cost to pay the salary of the Executive Assistant would be as follows:

- Proposed Salary: $31,000
- Re-allocate Front Desk pay (as per above): ($750)
- Re-allocate Committee Coordinator pay (as per above): ($1537.50)
- Total addition money needed to fund position: $28,712.50

**Hiring Timeline**
If the Executive Assistant position is to be added, I would recommend hiring so the new person starts their job on August 1, 2010. This would give me a month to train the person so they are ready for the very busy period the SGPS experiences in September. Given any fee increases that would cover the salary of the Executive Assistant would not come in until September, it would mean that we would have to pay 1 month of the Executive Assistant’s salary from our existing budget or from our reserves.
Executive Assistant
Job Description

Background

The Executive Assistant (EA) reports to the Executive Director. The EA will help the Executive Director with office tasks that relate to the SGPS health and dental plan, finances, office administration and customer service. The EA will work Monday to Friday from 9:30 a.m. until 4:30 p.m.

Responsibilities

- Assist with the administration of the SGPS health and dental plan
- Assist in scheduling meetings
- Assist in organizing and filing important paperwork
- Work in concert with the VP Finance to help with bursary applications
- Prepare documents for Executive members when they attend meetings
- Assist SGPS Front Desk staff during peak times
- Other tasks as given by the Executive Director

Job Requirements

- Excellent organization skills
- Ability to multitask
- Excellent communication skills
- Some financial experience
- Experience with health and dental plans is a bonus

Remuneration

The Executive Assistant has a starting salary of $31,000 per year (which includes 4% vacation pay). In addition, the SGPS will cover the cost of health and dental insurance for the Executive Assistant.
Janice Deakin, PhD  
Associate Vice-Principal and Dean of Graduate Studies,  
School of Graduate Studies  
Gordon Hall, Room 425  
74 Union Street  
Queen's University  
Kingston, Ontario, K7L 3N6

18 January 2010

Dear Dr. Deakin,

I write to you with regards to Queen’s new mandate that states that all Queen’s graduates allow the University to release their theses or dissertations in open access format on the Internet within two years of graduation. I am a recent PhD graduate from the Department of English and have twice requested a delay of the release of my dissertation in open access format on QSpace. At this time I am requesting that you grant me an unconditional and permanent waver of this requirement for graduation given that the new mandate was not in place when I registered in 2004.

I understand from the Queen’s graduate calendar posted online that the university passed a mandate, effective of July 2007, that all new graduates must grant Queen’s the right to post their theses and dissertations on QSpace. I also understand that, while the student may request a delay for up to two years, after this time, their thesis will be “instantly and permanently accessible worldwide through the Internet.” ¹ As the website indicates, the University considers this agreement “a condition of [the student] being awarded the degree” and, as the licensing agreement states, is made “in consideration of my being accepted for enrolment as a graduate student” at Queen’s. ²

When I first registered as a PhD candidate in September 2004, Queen’s theses and dissertations were held by the Library and Archives of Canada and were stored in electronic format on Pro Quest. Free and full access to Queen’s theses was password

² “Copyright License,” Queen’s University at Kingston School of Graduate Studies and Research, 2009.
protected at the time, available only to members of the immediate Queen’s community. There has been a significant shift in Queen’s policy on the release of graduate theses and dissertations since the time of my registration. I did not sign up for putting my dissertation online in an open access format when I enrolled at Queen’s in 2004 as a condition of my graduation. I was not given due notice of the University’s intention to implement this mandate or advised to seek legal counsel on this issue in September 2004. Nor was I notified or given an opportunity to opt out before the mandate was put in place in July 2007. The claim that I agreed to the free release of my thesis on QSpace as a “consideration of my being accepted for enrolment as a graduate student” does not apply in my case since this mandate was not a requirement of the licensing agreement at the time of my registration. This is the basis upon which, at this time, I request an unconditional and permanent waver of this requirement.

I also ask that you consider the harmful impact that this mandate has on both Queen’s graduates and Queen’s as an institution. As I am sure you are aware, the academic job market is more competitive than ever. New graduates who want to pursue a career in academia face unprecedented pressures to enhance their professional profile. Although academic performance and teaching experience are certainly important parts of this, peer-reviewed publications continue to be the primary marker of professional merit recognized by hiring and tenure committees within the Humanities. With competition being as fierce as it is, hiring committees tend to favour candidates who have published a peer-reviewed book with a reputable academic publisher. While in previous years, a strong academic and teaching record with a few publications in reputable peer-reviewed journals may have been enough to secure a tenure-track position, now Humanities departments tend to hire people who have already published monographs or have a book contract underway. In response to this new pressure, graduate students in the Humanities are often advised at the outset to design their PhD thesis to be readily adaptable into a scholarly monograph.

This is true in my personal experience. My PhD dissertation, “The Decorative Imagination: American Modernist Poetry and the Art of Adornment,” was intentionally designed as a book manuscript. It is a multiple author study that transcends the traditional form of the dissertation and makes a significant contribution to the field of modernist studies. The fact that my dissertation can and should be marketed as a book is a common thread that runs through the final comments submitted by the members of my defense committee. My external examiner, Professor Glen MacLeod (University of Connecticut) wrote that “[w]ith some revision and editing, the entire manuscript should be publishable as a book”; Professor Janice Helland (Queen’s) wrote, “I eagerly await the publication of her book”; Professor Gabrielle McIntire (Queen’s) wrote that my dissertation will “serve wonderfully as a solid basis for a publishable book-length study; indeed, I think it is nearly ready to send to a press as it currently stands.” Unfortunately, because of Queen’s mandate to release the thesis in open access on QSpace, my plans to revise and market my dissertation to academic publishers has been stalled indefinitely.

Queen’s mandate of posting their students’ theses and dissertations in an open access format effectively destroys the market value of their intellectual property and prevents
recent graduates from securing book contracts with academic publishers. Over the past few months I have done considerable research into this issue, looking at articles and books on the current state of academic publishing in Europe and North America and talking directly to editors of academic presses. The editors that I spoke with unanimously confirmed the fact that academic publishers are reluctant or unable to publish any manuscript that is, or will be, made available for free download in an earlier draft form.

Lynn Fisher, Vice President of Scholarly Publishing at The University of Toronto Press, explained to me why this is so in terms of simple economics. A manuscript that is, or will be, released in open access is very difficult for a publisher to take on because potential consumers of this book (libraries and individual readers) will be far less likely to purchase a book that is already accessible in an open access format. With academic publishers already struggling to make ends meet, they cannot afford to take on a book that will not even allow them to break even financially. Queen’s policy of offering students a two-year delay from the open release of their work does not solve the problem, since academic book contracts often take a number of years to progress from the submission stage, through the peer review process, revision and editing stages. Even if a new Queen’s graduate were to secure a book contract immediately upon graduation, without taking any time for revision, Queen’s would likely release the thesis before the book actually hit the market. For academic editors like Lynn Fisher, such manuscripts, even if they make a significant scholarly contribution and are otherwise marketable, are too much of a financial liability to take on.³

Philip Cercone, the Executive Director and Senior Editor of McGill-Queen’s University Press confirmed Lynn Fisher’s appraisal of the situation. Universities who release their students’ theses and dissertations in open access format on the Internet, he said, are “doing their students a disservice.” This is especially true in the Humanities, he observed, where graduating students face a terrible “Catch-22.” On one hand, these graduates are under more pressure than ever to publish peer-reviewed works, but on the other, Universities like Queen’s that publish their students’ theses in open access are undermining their students’ ability to compete in such a market. Indeed, Queen’s new mandate undermines the careers that these graduates have worked so hard to prepare for and threatens their very livelihood.⁴

While it is true that more and more universities are moving towards storing the work of their faculty and graduate students in institutional repositories like QSpace (or Dspace), other universities either allow students to post their theses on a voluntary basis or only make the theses freely available to the immediate university community. While several universities have begun to encourage their graduates to post their theses in open access, I have not found any other university in Europe or North America that imposes this policy as a mandate (see Appendix). This is true even of Universities like the University of

³ “Interview with Lynn Fisher,” Vice President of Scholarly Publishing at The University of Toronto Press, 14 January 2010, 11:00 a.m.
⁴ “Interview with Philip Cercone,” Executive Director and Senior Editor of McGill-Queen’s University Press, 18 January 2010. 8:45 a.m.
Virginia, M.I.T., and the Université de Laval that have acted as leaders in the creation and adoption of institutional repositories. Of course, some students may indeed decide that it is in their best interest to post their theses in open access format. It is wonderful that institutional repositories like QSpace give these students a platform to do so. But the final decision should rest with the individual scholar, not with the University administration.

Those institutional repositories not accessible through Google (like the Library and Archives of Canada’s collection) and those that are password protected and open only to the immediate university community do not destroy the market value of a work. The Library and Archives of Canada’s website, for example, offers full pdf.s of Canadian theses and dissertations online. They make these theses publicly and freely available, but they do not devalue the work in the same way as QSpace because they are not searchable through Google and other universal search engines. For academic publishers interested in publishing a thesis as a book manuscript, this is a major consideration. As the “Questions and Answers” page on Queen’s QSpace website explains, “Google actually ‘crawls’ repositories more frequently, and puts them higher in its results lists” than other web pages. This means that, were my thesis released on QSpace and published by an academic publisher, someone who entered my name and book title on Google would find the free copy on QSpace before they found the revised book on the publisher’s homepage or on bookseller sites like Amazon. In contrast, to access a Canadian thesis from the LAC one must actually visit the LAC webpage and use their search catalogue. This seemingly small difference has major implications from the perspective of booksellers and buyers.

Queen’s mandate to release all graduate theses and dissertations on QSpace will inevitably hurt Queen’s reputation as a research institution. I know that Queen’s School of Graduate Studies cares deeply about the welfare of their graduates, but this policy sends the wrong message; it suggests that Queen’s does not value the work of their graduates and that they are willing to sacrifice the future success of their graduates in order to gain more visibility on the Internet. When word of this policy begins to circulate, (as indeed, it must) potential graduate students with an interest in pursuing an academic profession will be deterred from attending Queen’s. If I had known that such a mandate would be put in place during my time at Queen’s, I would have reconsidered my decision to enroll and accepted an offer from another reputable institution. If Queen’s continues to undermine the success of their graduate students in this way, Alumni funding will inevitably decline and Queen’s reputation as a graduate institution will be tarnished.

This is a relatively new mandate and the negative consequences of its implementation are only now becoming evident to current and prospective graduate students and their advisors. This is an opportune time for the School of Graduate Studies to rethink this mandate, and allow their graduates to release their theses in open access on QSpace on a voluntary basis.

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I will conclude this letter by thanking you for taking this matter into consideration. With regards to my request that you grant me an unconditional and permanent waver from the release of my thesis on QSpace, I would like your final response within six weeks of your receiving this letter. Please contact me in the meantime and as soon as possible to discuss this issue further. If I do not hear from you with a final decision within six weeks, then I will have no choice but to retain legal counsel.

Sincerely,

Dr. Elisabeth Oliver  
SSHRC Postdoctoral Fellow  
Department of English  
McGill University  
Montreal, QC  
(514) 564-1025  
elisabeth.oliver@mcgill.ca
Appendix: Sample List of University Policies on Access to E-Theses

1) The University of Western Ontario has digitized their graduate theses, which are registered with ProQuest. One can access UWO theses as a member of the UWO community, but not as an outside user. In addition, one must use MLA or the University search engines in order to access the theses’ bibliographical information.

2) Yale University has digitized their graduate thesis, but they are available exclusively to members of the Yale community. They are, however, available from ProQuest at a cost.

3) Theses and dissertations from Oxford University are available in hardcopy only and are accessible to the Oxford community through the Bodleian Library.

4) McGill University has digitized their theses with ProQuest. Members of the university may access them for free, but outside users must pay a fee.

5) The University of Saskatchewan stores their theses in electronic format, but these are restricted to U of S users only. A note from the library website: “Due to licensing restrictions, accessing e-books at Books24x7 from any location, on or off campus, will require authentication.” In other words, U of S treats their graduate theses like any other e-book within their collection.

6) MIT (the institution that designed the software for QSpace) does not require that their graduates post theses on Dspace (their Institutional Repository). In addition, they require that outside uses purchase pdf.s of theses for $29 in electronic format (more for paper hardcopies).

7) York University in Canada has digitized their theses, but accesses to these are password protected and available to “registered York students and faculty” only.

8) The University of Calgary “invites” their graduates to submit their theses in open access electronic format, but does not require that they do.

9) The University of Toronto’s Graduate Studies website notes that graduates “have the option” to register theses on TSpace (their version of QSpace). The wording suggests that this is on a voluntary basis and not mandated by the university.

10) The University of Nottingham, in the UK makes an e-thesis service available to their graduates, but does not mandate this.

11) The University of Virginia was one of the first graduate institutions to digitize their theses back in the 1990’s. They use ProQuest, however, and their theses cannot be accessed free. One must pay a fee to download them. Nor are the theses searchable by popular search engines like Google.
12) The Université de Laval provides students with the option of releasing their theses in an open access format on the web, but does not require that they do. Here is how they word it on their website: “L'Université Laval offre à toute étudiante ou à tout étudiant inscrit à un programme de maîtrise avec mémoire ou à un programme de doctorat la possibilité d'effectuer le dépôt de son mémoire ou de sa thèse sur support électronique.” In other words, they encourage their students to do this, but do not require that they do. It seems, however, that certain individual departments within the university may require that their students submit their theses online: “Le choix de l'un ou l'autre des supports [i.e. the choice between submitting a thesis in hardcopy or electronic format] est laissé à la discrétion de l'étudiante ou de l'étudiant, sauf lorsque sa direction de programme oblige le dépôt sur support électronique.” Laval students also have several options made available to them, should they decide to submit in electronic format: They may limit all access to the thesis for one year; They may decide not to release their thesis to the Library and Archives of Canada; Or, alternately, they may decide to make their thesis available only to members of the immediate Laval University community.

*Note: I have not been selective in this list, including only graduate institutions that have no mandate to post graduate theses in open access on the Internet. I simply haven’t been able to find any graduate institutions, besides Queen’s, that have one.
Appendix A

Question intended for Senate:

Prior to the approval of the new graduate program in Women’s/Gender Studies, the OCGS External Consultants recommended the commitment of at least one 0.5 full-time employed (FTE) Graduate Assistant position as a consequence of the anticipated workload increase, considering that the then-existing continuing 2.0 FTE administrative staff were deemed insufficient. Since the introduction of the graduate-level Gender Studies program, the number of FTE administrative staff in Women's/Gender Studies been reduced to 1.0 limited term and 1.0 continuing term appointments.

When staff positions become vacant in the Faculty of Arts & Science, will the continuing status of these positions be removed and replaced with term appointments, as is the reported case in WMNS/GNDS (Women’s Studies/Gender Studies)?

How does the Faculty of Arts & Science propose to run expanding graduate programs with fewer continuing FTE staff?

How does the University propose to effectively manage a growing graduate student population and new graduate programs if staff positions are being reduced or being changed from continuing to term appointments, especially considering the possibility of higher staff turnover rates?

Response from Dean MacLean:

Dear Andrew:

Thank you for query about the status of continuing staff appointments in the Faculty of Arts and Science. I agree with your comments about the importance of support staff for graduate students.

When a staff position is vacated departments consult with the Faculty Office on the most appropriate type of replacement. Each case is considered on its own merits. Some of the factors that are taken into account in reaching a decision are the size of the department, the budget situation in the department, and the possibility of alternative models for providing support. While we wish to provide each department with continuity and stability in the provision of support, the present budget situation means that we also have to explore opportunities for the sharing of resources among departments. In some instances a term appointment more appropriately reflects the nature of the position given the need to explore the transition to more permanent long term arrangements or to accommodate changing budget circumstances.

I hope this information is of some assistance to you.

Regards,

Alistair.
Andrew:

Following the November 26 Senate meeting, you submitted a follow-up question inquiring about the availability of additional information on changes in TA appointments 2008/09 – 2009/10:

... could you provide the SGPS with the number of TA contracts that have been "signed" (they are all on-line now, I believe) broken down by Fall and Winter sessions? More specifically, and if available in this data, the actual number of TAs (not just contracts) across campus during the fall and winter term?...

The HR system provided this information as shown on the attached page. (Year-to-date total payroll for TAs in relation to last year was previously provided.)

Data are available for the Fall term (September – December) only: few Winter appointments have been entered on the payroll system and/or assigned a budget likely to correspond to actual expenditures. We were able to isolate these appointments for graduate students on a department-by-department basis.

In summary, year to date, the number of TA appointments is 1361 compared to 1364 for last year. (Though not shown on the table, the number of students holding such appointments increased from 1284 to 1289).

As with the financial data provided earlier, the interim conclusion is that there has been only marginal change in the total value and number of TA appointments to date this year.

Chris Conway

Attachment
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Refer to attached memo for details and interpretation.

*Office of Institutional Research and Planning*

*January 7, 2010*
Informal Session of the Senate on January 28, 2010

To provide the opportunity for Senators to ask questions and comment on the Principal’s vision document, “Where Next? Toward a University Academic Plan” of January 15, 2010, the Senate Agenda Committee has scheduled an informal session.

Therefore, a motion will be proposed by the Senate Agenda Committee “that ‘Where Next? Toward a University Academic Plan’ be considered in an informal session chaired by Senator J. Stairs.”

The Senate will move into Informal Session under VIII, Other Business.

Proposed Format for Informal Discussion

One hour has been allotted to discuss the following topics:

1. Four Fundamental Principles (page 4 of the report).
2. Ten Proposals for Consideration (page 7)
3. Some Possible Institutional Priorities (page 16)
Where next?
TOWARD A UNIVERSITY ACADEMIC PLAN

Daniel Woolf
Principal and Vice-Chancellor
Introduction

Throughout the Queen’s community, there has been, and continues to be, general agreement on the values we share. These include high academic standards, a rich and personal campus environment, an emphasis on excellence in teaching and research, a welcoming and respectful environment and a culture of service to our multiple communities. But although these values provide a framework, we need more to guide the decisions we will need to make in the next several years.

We need to engage in a discussion process that leads to a set of clear choices on what we will do and what we will not do. My hope is that the Academic Planning exercise, which I am initiating with this document, will guide not only our curriculum, research focus, and teaching and learning goals, but also our decision-making regarding financial strategies, our size, capital development, human resources and fundraising.

Like many of our peers, Queen’s is facing fundamental choices. Economic, social and technological revolutions are underway across the globe. We must be alive to this context – and our current financial situation – in our planning and decision-making. We must balance the budget over the next few years and to do so we must become more efficient. We will be undertaking a major governance review and the Vice-Principal (Academic) position will also become that of Provost in May; we are developing a proposal for a University Planning Committee that, if adopted, will bring together members of the Board of Trustees and Senate to ensure that academic and financial planning are better integrated and proceed in parallel. On the administrative side, we are implementing recommendations of the Cost-Reduction Task Force and we are considering bringing in external experts to help us identify any internal inefficiencies that may be costing us money.
This personal vision document represents my own current views and ideas on where we could and/or need to go. It is not written in stone since I have much to learn, but I hope that it may help to jump-start vigorous debate in departments and faculties. Those discussions will culminate, by the end of the winter term, in submissions which specify how our various units see themselves moving forward.

While in some circumstances one might encourage blue-sky thinking, like “given five new tenure-track positions and a new building we would become the top department or faculty of ‘x’ in North America,” these are not such circumstances. Essentially, I am asking every part of the University to take stock of what it does and plan for where it would like to be in five years, assuming for the most part no new university resources and increasing costs. Some of this may be accomplished by creative revenue-generation and strategic investment that will produce administrative efficiencies. This is already happening in some faculties including Education and Business, and I encourage all units to consider innovative ways they may generate revenue to support their programs.

As part of this process, units will be asked to develop responses to a series of questions (see Appendix 1). The goal is to help units think broadly and imaginatively about their future, and capture the specifics of their plans and visions in a framework that will ensure consistency across campus.

In the spring, I will be asking several Queen’s academics to work as a committee to synthesize the submissions from faculties, schools and departments into a draft university plan. This draft plan will then be presented (via the University Planning Committee, should that body be in existence by then) to Senate for discussion and approval in Fall 2010, and to the Board in December 2010 (see Appendix 2).
I suggest that as Queen's moves forward, we need to build on four fundamental principles:

1. We must preserve this university as a balanced academy that offers an outstanding undergraduate experience enriched by high-quality graduate and professional programs within a research-intensive environment; we must find ways better to align research and teaching so they are complementary, not competitive;

2. We must encourage innovation in teaching, in research and in the ways we go about our daily business, including administrative operations. Some of these innovations will succeed; others will fail, but we should aspire to be known as a university that is not afraid to try new things and explore new paths;

3. We must look beyond our traditional disciplinary boundaries to find the constellations of expertise that bring faculty members together across the University and provide students with a rich educational experience that will serve them in their lives beyond Queen's; and

4. We must seek to support local and regional economic development and then look beyond our location in Kingston and Canada to seek our place in the world, by providing international educational experiences for our students, research collaborations for faculty, and service beyond our national borders.

In sum, Innovation, Interdisciplinarity and Internationalization should guide us in our academic planning, and Imagination should be one of the major intellectual tools we take on this journey.

These principles and tools are obviously not unique to Queen's, but how we use them will determine what our university can be in the 21st century. The tough part of the discussion comes in identifying specific directions, and agreeing on our choices.
Universities have survived longer than most institutions in the world. A major factor in this survival has been the ability to keep pace with society while preserving academic independence. Sometimes we have been a little slow and have followed social and economic changes; other times we have helped engineer change. Yet universities such as Queen's remain deeply conservative institutions, and, in some ways, highly risk-averse. Some of this tendency is understandable: there are elements that are so core to a university, including academic freedom and the interaction of faculty and students engaged in teaching, research and learning, that we must guard them carefully. In Queen's case, there is much, specific to our university, that is worth preserving. Our sixth principal, the Rev. William Snodgrass, described this to his successor George Grant as a “potent and mysterious spell.” If we let this go, we lose a critical part of our identity, and the reputational advantage that continually gives us an edge in student recruitment.

But not everything is indispensable, and not everything is core to our values and our identity. In fact, many things that we practice as custom or convenience have not been around as long as we might think. Our current curricular and disciplinary divisions, for instance, are the cumulative creation of the past 100 years. Who in Grant’s time had heard of Global Development Studies or Gender Studies (itself an evolution, at Queen’s, from Women’s Studies), of an MBA, or of Neuroscience? How different is medical education from even 50 years ago? Let us by all means look to the past, but over a longer period than the last four or five decades. Only then will we truly realize how much our predecessors, too, needed to embrace change.

Change is not easy, and not always welcome. It is inconvenient, untidy, and raises questions that sometimes we may not want to ask, about things we take for granted. Even at the individual level, change consumes time. As a full-time professor, every time I changed the format or syllabus of a course, it was a draw on my time. Sometimes I wanted to do this—it kept me fresh and excited, using new materials, adding bibliography, trying out new topics. Other changes—for example, a move to half-year courses imposed in the late 1980s—were not something I greeted warmly (although I quickly changed my mind, as I discovered I liked this way of organizing my personal academic year).

But change is both natural and necessary, and so are innovation and experimentation, some of which, frankly, will fail. However, just because some ventures do not succeed, we should not stop trying them. And we should think boldly — transformatively — in “game-changing” ways, not just incrementally or around the margins.

We are in difficult and uncertain times. To move forward, we need to be willing to let go of some things. It is not a matter of “doing more with less” – we have been doing that for a long time – but of doing fewer things, better, with what we have: doing “less with less.”
We need to ask what knowledge and experiences should fundamentally characterize a student’s time here and what areas of research, discovery, dissemination and application are distinctively central to Queen’s role, nationally and internationally? I would suggest, from under the many hats I wear—principal, professor, alumnus, parent—they are sortable and distinguishable. They are at the basis of the set of “Vision—Mission—Values” which I offered to the joint Board-Senate selection committee a year ago and which I reproduce here. I hope we can use it to initiate discussions.

**vision** To pursue wisdom and knowledge for the greater good of our communities and the world, while inspiring outstanding achievement in learning, personal development and public service.

**mission** Queen’s will be Canada’s post-secondary leader, internationally recognized for its distinctive integration of teaching and research, for the diversity of its curriculum and the inclusiveness of its community, for the innovative and imaginative outlook of its students and staff, and for its commitment to social responsibility.

**values** Excellence in scholarship and learning; a commitment to the social responsibility of knowledge and public service; a culturally inclusive and collegial environment; transparency in decision-making; pride in our history but a forward-looking and open-minded attitude to change; the alignment of resources and infrastructure to academic priorities, facilitated by a supportive administration and assessed both qualitatively and quantitatively; and an unwavering pursuit of quality across all aspects of our academic, extracurricular and administrative activities.

As we move forward with our planning, we must be mindful of the values the Queen’s community has adopted over the years, as expressed in Senate policies and reports, speeches, and planning documents, to name a few. Among these planning documents are the *Meeting the Challenges* (1992), *Report on Principles and Priorities* (1996) and *Engaging the World* (2006). Many of the values espoused therein are still true today: a commitment to academic and research excellence, the value of the campus living and learning environment, and an outward-looking point of view which embraces both the local community, the rest of Canada, and the world.

However, since *Engaging the World* was adopted, much has changed. Our financial situation has become more complex, our enrolments continue to rise, and demands on our internal resources are more acute. In this context, the challenge is not to find other values, but rather to recognize that we cannot be all things to all people. This will entail hard choices. There will be some things we will want to emphasize; there will be others we will no longer be able to do. We need, as a community — at the individual, departmental, faculty and University level — to do the hard work of setting realistic goals, along with real measures and timelines. We will also have to avoid the temptation of hoping for a return to some perceived previous “golden age.”
TEN PROPOSALS FOR CONSIDERATION

Here are some thoughts on particular areas of curricula and campus development that I believe we must explore, as we move toward a more nimble, creative and efficient way of operating.

1 Degree structure

We must avoid the trap of assuming that our current program and degree structures are cast in stone and that courses must always be taught in the same fashion, with the same format and duration. This is a counting method and a practice of delivery; it is not a core value. Where this is feasible and permitted by professional accreditation requirements, we should examine whether our academic programs can be offered in an accelerated fashion, with a view to bringing our structures in line with the Bologna Process unfolding in Europe. What if we allowed more students to “stack” credits instead of accumulating them in a linear fashion? Moving to a system of unit-counting, as opposed to the aggregation of courses and half courses, will provide an opportunity to facilitate this.

2 Interdisciplinarity

We need to find ways around or through departmental, faculty, and in some cases, university boundaries. There are already examples of this on the research side, such as the Human Mobility Research Centre, the Centre for Neuroscience Studies, the Fuel Cell Research Centre and the GeoEngineering Centre. However, on the teaching side, we are much less successful at interdisciplinary initiatives because budgets are apportioned to departments. There will always be an uneasy balance between new interdisciplinary directions and traditional disciplines and as we evolve, we must be mindful of that tension. It is tough for a department head trying to maintain courses to enable a faculty member to teach or co-teach in another unit. It is hard to synchronize undergraduate and graduate interdisciplinary programs with academic job markets that remain, for the most part, driven by traditional departmental structures. We have some sound successes, like Gender Studies and Global Development Studies and we should encourage more of this interdisciplinary teaching with centrally base-funded multi-year initiatives. We should also be much more open about which courses count in which programs. For instance, there are language courses being counted in Political Science; Classics courses being counted in History; Business courses being counted in Computer Science, and Arts and Social Science courses forming part of Engineering programs.


**3 Virtualization, Size and Flexibility**

Instead of generally trying to keep classes small—and signally failing—could faculties explore, where feasible, offering more students a variety of class sizes and teaching frameworks? For example: one small (full year) class per year, two larger format classes, one offered virtually (through a combination of real-time and asynchronous discussions and lectures), and one as a research component that could be used to double up a credit?

**4 Field Studies**

This is one of the most powerful components of the tool-kit at the Bader International Study Centre (BISC) at Herstmonceux Castle in England where students take all their classes from Monday to Thursday and use Friday and sometimes part of the weekend for field study travel. For example, law students spend a full week of their two-month program in continental Europe, where they visit major international law institutions such as the International Criminal Court in The Hague. The benefits include seeing what is being studied in the classroom, and the synthesis provided by putting students and faculty from different disciplines (for example, History, English, Art History) in front of the same materials. Students also use these opportunities to talk to each other and to faculty informally.

Examples closer to home include Applied Science civil engineering week held at the Kennedy Field Station in Tamworth, the extensive field program in Geology and second-year biology students doing a typology of trees on campus.

**5 Inquiry**

We need to ask ourselves how best to enhance our students’ learning experience. This will become increasingly important as class sizes rise and opportunities for interaction shrink. There is no single solution to this problem, but examples already exist on campus. Case-based and problem-based learning are used in a number of faculties including Business, Law, Medicine and Applied Science. Like a some of its peers, Queen’s has developed programs involving “inquiry-based” or “discovery-based” learning (see [www.iatq.ca](http://www.iatq.ca)). Could we expand these models to ensure that all students have access to these opportunities starting in their first year? This would not be inexpensive, but if we decide to make it a priority, it should drive budgeting decisions around pedagogy and training for faculty members.

We must also seek to foster environments where students can integrate what they have learned and touch the edges of their disciplines. Particularly in the sciences, the undergraduate thesis model allows students to explore a research problem with a faculty supervisor and to experience the joys, and challenges, of research. Are there other models which could achieve the same end?
At the root of all of these initiatives is the notion that learning is a social phenomenon and the goal of a university is to provide, as far as possible, the locales – be they labs, tutorials, or libraries – which help this happen.

6 Areas of Research Excellence

There is an enormous amount of outstanding research underway at Queen's in the Sciences, Humanities and Social Sciences. But there are only a limited number of areas in which Queen's can justifiably be called a global leader. It is unwise to suppose that we can be equally excellent at all things, but we need to be committed to supporting and promoting excellence. We will have to decide which areas will get more of our attention. This is tough — we all like to think that our own discipline and our own area are “excellent.” Indeed, we have individual researchers and clusters of excellence in particular areas across all faculties. As we choose institution-wide areas of focus, we must continue to support individual or group activities that do not (at the moment) reflect institution-wide priorities. Because you never know where the next paradigm-shifting discovery will emerge.

But we do have to make some spending decisions and this must involve funding some areas at a higher level than others. This means taking money from some old activities, or even stopping those activities, so we can develop promising new ones. An equal division of money, like an equal division of cuts, may seem “fair,” but in fact it is inequitable, and bad for the institution as a whole.

As part of the Academic Planning process, four or five cross-faculty foci will be identified for consideration as institutional research priorities. Once the plan is adopted, it will become the responsibility of university administration to allocate resources to permit these areas to “get to the next level.” It will also become the task of the Office of the Vice-Principal (Research) and the Office of Advancement to raise additional funds for these activities.
7 Connecting Teaching and Research

Queen's is ideally positioned to be the mid-sized Canadian university that best combines a strong undergraduate education—inside and outside the classroom—with the benefits of a research-intensive environment. But we need to find new and creative ways to link teaching and research in organic ways, in whatever discipline or interdisciplinary program. Undergraduates doing summer internships in labs are an obvious one; undergraduates working on social projects of interest to our communities and to professors in the human sciences are another. Graduate students could play a strong mentoring role here.

Queen's has traditionally identified three major communities or—to use a historical analogy—“estates”: undergraduates, graduate students and faculty. This image misses other key members of the University:

• our general staff, who support what faculty and students do;
• postdoctoral fellows, a key transitional stage from student to professor, especially in the sciences and social sciences but increasingly in the Arts and Humanities (I held such a position here in the mid ‘80s);
• off-campus alumni, benefactors, government and industry partners, who provide experiential learning opportunities for our students during their time here and often employment afterwards; and,
• life-long learners and those seeking ongoing professional development.

Part of the challenge in balancing what we do lies in connecting all of these groups and making the best use of their talents. As part of this, we should expand our pool of postdoctoral fellows and visiting scholars, perhaps reviving and rethinking programs such as the Queen’s National Scholar competition when funding permits. In this way, we can add to our teaching and research complement at a time of constrained recruitment for regular faculty positions. Should we follow this route, fundraising for such initiatives will be a priority for the Advancement Office and the Office of the Vice-Principal (Research).

This might extend to more robust institutional support for visitors—including alumni—from government, industry, and other universities, who could teach courses. These courses might be shorter than 12 weeks and might make use of internet connectivity, but they could provide an agile complement to what we currently do. In addition to strengthening our relationships with the external world, they would provide valuable “real-life” content to our students, as well as building excellent professional connections. Many faculties and departments are already using this strategy to some extent, but we could do much more, perhaps by creating teaching “teams” for particular courses.

Undergraduates can be involved in research, as suggested above, but can we not also involve them more in teaching on the principle that what you can explain to someone else, you will better comprehend yourself?
What if we had more undergraduate TAs working with grad TAs? They could learn from the grads and provide additional teaching power. Credit could be provided either as extra points toward the undergraduate student’s degree, or by way of an entry on a co-curricular transcript.

Finally, it will be important for us to reaffirm the fundamental place of graduate students in the life of the University in their roles as teaching assistants and fellows, and research assistants. Among the issues we will need to confront are the proportion of graduate students in our population, the balance of international and domestic graduate students, and the best means of bringing them more fully into the non-academic life of the University.

8 Nothing is Forever

We must be careful that we do not create further silos and build further structures that we, or others, will have a hard time moving in the future, when interests and priorities evolve further, as they surely will do. In particular, we should put sunset clauses on many of our activities — “sell-by” dates after which we should cease doing them unless there is the will and energy to maintain them. I have seen too many programs over the years, founded for noble reasons in one era and by one set of faculty members who have subsequently retired or moved on, become a burden on university resources long after they ceased to attract either students or faculty members. They are tough to get rid of, so just as we put a term on the appointment of academic administrators from department heads to principals, so should we acknowledge that academic structures have a life-cycle. This idea must obviously be reconciled with the centrality of academic freedom to the university environment.

One way to do this would be to create a number of time-limited interdisciplinary areas of specialization, and offer courses or programs dealing with key issues of the day — issues that themselves will change — to four or five annual cohorts of students who would sign up for them before they are closed and new ones created. This would require cooperation, flexibility and a significant degree of logistics management, but I believe it would be worth it.
Creating Social Spaces and Having Conversations

Our physical planning and capital needs should reflect our academic aspirations and priorities.

Any academic buildings we construct or renovate in the future need to promote the kind of instruction we plan to practice, and the kinds of interaction we wish to encourage. The era of faculty sitting in their offices while students visit at set hours, is past or passing. For one thing, entering someone’s office has always required courage: it is another person’s space. For another, many faculty and students now work more from home or are collaborating in research laboratories (a venue in which significant teaching and self-directed learning occur). Students do not approach their interactions with faculty under constraints of time of day or physical presence, as indicated by the use of email and other electronic forms of communication. If we all share a commitment to ensuring the best possible learning experience for our students at a university that is much much more than a “degree-mill,” we need to continually address the impact of technological change on what was once “common intellectual space.”

North America on the whole doesn’t do shared public places very well, compared with parts of Europe like Italy or Spain with their piazza cultures. But there are some such spaces here already. The Learning Commons at the Library is one, and the Residences at Queen's have done good work in bridging the community/learning gap, including the introduction of a program to encourage faculty and staff to eat in the residence cafeterias. What if we created more common spaces (physical and virtual) for conversation to occur, both informally and formally? The Vice-Principal (Research), for instance, is working on a series of interdisciplinary lunches for faculty members and undergraduates, following the practice of the annual Chancellor’s Research Awards dinner. In the same vein, the School of Computing runs a program called ‘Coffee with Profs’ where faculty and students just talk. Other departments and schools have similar initiatives. We need a way to reinvigorate this culture of just talking. Suppose faculty wore buttons around campus that said: “I’m a prof, ask me what I’m studying”?
10 Reaching Beyond Kingston

Queen's is very rooted in Kingston, and our relationship with the city is a crucial part of our identity. The University strongly supports local and regional economic development and must continue to do so. But we must also reach beyond Kingston, Ontario and Canada, if we are truly going to become an international—and a more diverse—university. We already have one international beachhead in the BISC; the School of Business has internationalized its programs (75% of commerce students go on an international exchange); Law has a BISC-based international program; and Global Development Studies and the School of Policy Studies have their Fudan University-based programs.

Our incoming student international activities are already formidable, but they would profit from further focus. Our successes in China, where we have a full-time liaison officer at Fudan, may provide a model to be pursued elsewhere. We need to pick some strategic international markets and direct our energies there—not, again, to the exclusion of all others, but with preferential activity. India and China are obvious foci, both emerging economic powerhouses. Other countries in South America, Africa and Asia should also be considered. We should build on the initiatives already in place in these parts of the world, such as the Faculty of Education’s links in Chile, and Global Development Studies’ connections in Southern Africa. Once we have our academic plan approved, we should develop a related internationalization plan that builds on our strengths and allows us to concentrate in particular parts of the world.

The 10 areas I have just discussed are ones that I believe Queen’s should consider developing as we begin the academic planning process. They are not exclusive. Others will no doubt emerge over the next few months.
QUEEN’S PLACE IN THE CANADIAN POST-SECONDARY EDUCATIONAL LANDSCAPE

Last summer I engaged in a dialogue (some might say debate) with other members of the G-13 group of research-intensive universities, a group to which I am proud to have Queen’s belong and a group in which Queen’s must remain. That being said, I am not much concerned about our relative placing in that group, except insofar as it provides tangible and reputational benefits and pumps up the value of our name, and hence our students’ degrees. By the same logic, we should pay attention to ranking exercises such as the Globe and Mail, Maclean’s, and the Times Higher Education Supplement to the extent that they often guide many international universities’ decisions on potential partnerships. But these rankings are at most indicators of reputation or diagnostic signs. Pursuing improvement within them should not be our only concern. Similarly, we must also monitor how our peer institutions position themselves for the future and consider their decisions regarding growth, recruitment and foci to the extent that they might affect Queen’s.

In the course of that summertime debate, and subsequently in further dialogue at the AUCC and in the media, I have concluded that Queen’s should not seek to emulate the “mega-research” universities of the country. You know who they are, so I need not name them. There is too much else that we do well, especially in teaching and in the undergraduate out-of-class experience, to put all our eggs into chasing universities much larger than us. That being said, it is imperative that we maintain and increase our share of the federal granting council “pie.” Apart from allowing us to do outstanding research, research performance here generates Indirect Cost funding (a modest and inadequate sum, but necessary), and determines such things as our share of Canada Research Chairs.

We must also re-examine and perhaps even recalibrate the balance between teaching and research. As I suggested last year at a Brown Bag Lunch organized by the Centre for Teaching and Learning, perhaps it is time to revisit the traditional 40/40/20 model of faculty members’ time split among teaching, research and service. What if it could be varied over the course of a career, as is now done to some extent in some Faculties? It has also been suggested in some quarters that universities should have more ‘teaching only’ faculty. This is a discussion which deserves to take place here.

We have also seen recent debate concerning the role of academic administrators at Queen’s. I recently polled the Faculty Deans and was encouraged to discover that the vast majority of academic administrators, myself included, continue to engage in some degree of undergraduate and graduate teaching and supervision. I think it is important that we not allow our activities as heads, directors, deans, vice-principals and so on, to completely remove us from the
core activities of the professoriate. At the end of the day, teaching students is the core reason why universities exist, and the reason why our provincial governments fund us as best they can, even acknowledging that this has fallen well short of need. We would be research institutes or industries without our students, and Queen's in particular has a vested interest in maintaining a reputation as a school that puts students first.
SOME POSSIBLE INSTITUTIONAL PRIORITIES

Without prejudging the discussions of the next few months, there are some obvious areas in which Queen's already excels, has excelled, or could excel. In selecting which these are, we will obviously have to ask the larger “meta-question”: what differentiates Queen's from any number of other excellent Canadian or world universities and what can continue to make us distinctive in an extremely competitive market? Our residential nature, the quality of our students and the reputation of our out-of-classroom experience are obvious strengths, reflected in external appraisals such as the National Survey of Student Engagement (NSSE), but there are doubtless specific points of academic distinction we need to bring to the fore.

Let me suggest a possible few for consideration:

**Energy and Environment** A lot of players are in this game, but we have a competitive advantage. We are involved in leading-edge research in such key areas as fuel cell technology, green chemistry, nuclear materials and environmental policy that link scholarship and innovation across both the human and natural sciences and we are situated in a city that aims to be one of the “greenest” in the country.

**International Development** As a “public service” university of a leading “middle power,” committing our students and Queen's to making the world a better place will help boost our global profile. And it is the right thing to do.

**Canadian Public Service** We need to rekindle our connections with the federal and provincial public services.

**Global Human Health** This would include our current initiatives in cancer care and human mobility research.

Again, this list should not be seen as cast in stone but rather as my attempt to initiate cross-campus discussion.
MEASURES AND MILESTONES

Our academic plan cannot simply be a declaration of noble goals, open-ended and with no process for measuring progress. Otherwise these goals would rapidly become empty platitudes. Every university aspires to “excellence.” The question is, how do we attain it?

First of all, a plan itself is a time-limited document which must be revisited annually. It would be worse than useless if after our year-long development process, we adopted a plan, patted ourselves on the collective back, and filed it away.

Second, our academic plan must become the roadmap for the next part of the Queen’s journey. It must clearly identify our goals and how we’re going to reach them. This will require us to define specific targets and milestones that we will use to measure our progress. Some of these will be unit-specific, or faculty-specific; others will be imposed by multi-year accountability agreements with government, and by our responsibilities as a public institution. The setting of goals and measures must become an integral part of planning at every level.
TWO RETROSPECTIVE HISTORIES

Let me end with some speculative fiction.

Imagine a historian a century from now surveying the turbulent evolution of higher education at the start of the 21st century and Queen’s position in particular. Here are two versions of what that might look like.

**History A** “Faced with rising costs and diminishing revenues, Canadian universities continued to struggle well into the second decade of the century. Faculty numbers dwindled further. International students, able to do more flexible degrees in a shorter period of time in countries such as Australia and the members of the European Community, post-Bologna, stopped coming in significant numbers, further adding to the insularity of higher education and eroding revenues. Insisting on accountability, government officials began to set curriculum on a province-wide basis, and concentrated research activity in a few major urban centres.

By 2016, the provinces introduced university rationalization. Since there was little to distinguish several previously autonomous institutions, a new University of Ontario was created in the most populous province and previously existing institutions either closed or turned into branch campuses. On-line learning, resisted strenuously in the past, was forced upon institutions in cookie-cutter ways that many found abhorrent. The distinction between community colleges and universities was eventually eliminated by the Post-Secondary Education Harmonization Act of 2019. The former Queen’s University became a feeder campus of the University of Ontario in 2020.”
History B “Faced with rising costs and diminishing revenues, Canadian universities continued to struggle well into the second decade of the century. Some enterprising institutions decided to use the crisis to seize the initiative, break the mould, and adapt themselves to new circumstances. Queen’s University was a leader in this process. In a few short years, it redesigned its undergraduate curriculum to accommodate provincial growth and access initiatives, but did so in ways that did not compromise quality. It built on its traditionally strong reputation for undergraduate experience and used that “capital” to position itself for the next century, quickly leaving most of its peers behind. Undergraduate and graduate students applied in great numbers because of Queen’s flexible and diverse range of teaching methods, its ability to link study with social engagement and community service, its uncompromising focus on producing students devoted to making a global difference, and its accelerated pathways toward degree qualifications. Strategically focusing its research in particular areas brought in increased federal funding and enhanced the University’s reputation abroad, benefiting the entire faculty, staff and student community. Queen’s also maintained its position as a “top employer” in Canada. By 2020, it had established specialized campuses or programs in other parts of the country and across the world making it, despite its modest size, Canada’s premier institution combining high quality undergraduate teaching with leading edge research.”

There are lots of other possible scenarios, but between these two, I know which one I prefer.

Let’s talk about how we should move forward.
QUESTIONS TO GUIDE UNIT/PROGRAM AND FACULTY LEVEL SUBMISSIONS

Current economic and budgetary conditions and challenges are unlikely to change in the near or distant future. At the same time, the Premier has set the ambitious goal that 70% of the population will graduate with a post-secondary qualification, and the Ministry of Training, Colleges and Universities (MTCU) projects that between 2008-09 and 2015-16, university applications in Ontario will rise by 42,000 – 58,000. Our ability to respond to this increased demand while retaining our commitment to quality requires that we look closely at what we do, how we do it and how well we do. We must be clear-minded and strategic. We cannot do everything, so we must choose our areas of focus. While being mindful of the tremendous diversity which characterizes this institution, across Faculties and even within units, we must forge a coherent common vision for the future.

The following questions are provided to guide the Academic Planning Exercise. A comparable template, suitably adapted, will be provided to administrative units for input into broader university planning.

The submission deadline for unit documents will be determined by Deans. The Deans’ submission deadline to the Vice-Principal (Academic) is April 15, 2010.

1. How will your unit or programs contribute to Queen’s mission of research, scholarship, teaching and service to the community, province, nation and broader world? What steps will you take, through the delivery of high quality programs, to attain these goals?¹²

   Speak specifically to:
   a. Program structures (areas or fields for emphasis; de-emphasis or discontinuation)
   b. Interdisciplinarity
   c. Curriculum reform and inclusivity
   d. Degree Structure (e.g., credit hours)
   e. Course format (length, weight, delivery mechanisms, location, etc.)
   f. Innovative teaching and learning techniques (i.e. e-learning, field study, exchange, capstone experiences, co-curricular activities, etc.)
   g. TA support and adjunct teaching
   h. Infrastructure (physical)
2 What are your areas of demonstrated excellence in research and graduate teaching? Identify no more than three.
   a What metrics do you use to establish “excellence”?3
   b Are there parallel areas of strength in other units in your Faculty or elsewhere at Queen’s that might merit this being a University area of emphasis?
3 Outline the current and future relationship between research and teaching in your unit and programs.
   Speak specifically to:
   a Undergraduate participation in research (current and future)
   b Graduate student role in the relationship between research and teaching (current and future)
   c Role of postdoctoral fellows and research associates if applicable
4 What international activities is your unit engaged in (please feel free to use material generated for the November 2009 query from the Principal to Deans) and what additional activities would it wish to engage in, given resources?
5 What factors distinguish your unit from similar ones in other universities?
6 The Ministry of Training, Colleges and Universities (MTCU) is interested in multilateral partnerships between universities and between colleges and universities as mechanisms to improve student access to, and mobility in, the post-secondary sector (i.e. university transfer credits, college credit transfer toward baccalaureate degrees, college offerings of baccalaureate degrees)4. Are there opportunities within the evolution of your academic programs to consider these types of partnerships?
7 Some funds will be centrally allocated beginning in the 2011/12 budget year for new initiatives and established or emerging areas of excellence. State how you would allocate any net new resources awarded to your unit.
8 Provide a brief response on behalf of your unit to the general content of Where Next?, paying particular attention to areas in which you see the potential for your unit to move forward using existing resources.

1 If applicable address program accreditation in the context of the itemized list provided.
2 Please project your tenure-track and continuing adjunct staff complement ahead five years and calculate the total number of courses that can be offered given planned budgetary reductions.
3 Empirical data from OCGS and IAR reviews as well as other assessments are appropriate.
### TIMELINE FOR ACADEMIC PLANNING PROCESS

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<thead>
<tr>
<th>Steps in Process</th>
<th>Date</th>
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<tbody>
<tr>
<td>Release of &quot;Where Next? Toward a University Academic Plan&quot;</td>
<td>January 15, 2010</td>
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<tr>
<td>Submissions from Deans due</td>
<td>April 15, 2010</td>
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<tr>
<td>Discussion with University Council</td>
<td>May 1, 2010</td>
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<tr>
<td>Synthesis of Academic Plan</td>
<td>May – August, 2010</td>
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<tr>
<td>Preliminary report to Senate</td>
<td>September 23, 2010</td>
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<tr>
<td>Preliminary report to Board of Trustees</td>
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<td>Presentation to Senate for approval</td>
<td>November 25, 2010</td>
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<td>Presentation to Board of Trustees</td>
<td>December 3, 2010</td>
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AMS/SGPS SERVICE AGREEMENT

BETWEEN

The Alma Mater Society of Queen’s University Incorporated
(Hereinafter referred to as the AMS)

AND

The Society of Graduate and Professional Students at Queen’s University
(Hereinafter referred to as the SGPS)

There is one basic principle upon which this agreement is based:

1. Where possible, students should pay equal amounts and have equal representation for services they benefit from equally.

This document witnesses that the AMS and the SGPS agree that

1. This agreement will supersede any previous agreements dated prior to the date indicated above (on which this agreement was accepted by both parties).

2. This agreement will take full effect April 1st, 2011, with all necessary referendums, policy, bylaw and operational changes to be completed before that date.

3. The following protocol will be followed with respect to the fees that are assessed to members of both societies and fall under Class D of fees assessed to SGPS members:

   a. If an increase or decrease of less than 10% with respect to the prior two years to a particular fee is successful at an AMS referendum or general meeting, the increase or decrease shall also be applicable to SGPS members who are assessed said fee.

   b. If an increase or decrease of between 10-25% with respect to the prior two years to a particular fee is successful at an AMS referendum or general meeting, the increase or decrease must be ratified by the SGPS council to be applicable to SGPS members who are assessed said fee. If said fee is not ratified by SGPS Council, the fee shall be considered cancelled for SGPS members.
c. An increase or decrease of 25% or more with respect to the prior two years to a particular fee must be ratified at a referendum of the SGPS membership in accordance with SGPS Bylaws and Policies before April 1st of the academic year in which the increase or decrease has been proposed. If the SGPS referendum is defeated, the fee shall be considered cancelled for SGPS members.

d. Where the AMS undertakes to increase a fee, it shall provide a minimum of ten (10) weeks notice to the SGPS of the specific nature of the change and the date of the referendum/general meeting. The fee shall be considered the same for SGPS members for the following academic year if the AMS fails to do so.

e. The AMS must notify the SGPS at least six (6) weeks in advance if it wishes to cancel a fee. If the fee is cancelled at an AMS referendum or general meeting, it shall also be considered cancelled for SGPS members.

f. If the SGPS wishes to run a question to cancel a fee, the SGPS must notify the AMS six (6) weeks in advance of the referendum or general meeting at which the question shall be put to its members (thereby losing the associated service), The fee shall be considered the same for SGPS members for the following academic year if the SGPS fails to do so.

4. Every effort will be made by both governments to ensure the benefits of a fee are communicated to all students in light of any proposed changes going forward.

5. The SGPS executive shall appoint a proportional number of voting members to the following groups, on the basis that they are assessed the student fee which funds these groups: number of SGPS seats shall be proportional to the SGPS yearly contribution.
   a. CFRC Board of Directors
   b. Journal Board of Directors
   c. Accessibility Queen’s
   d. Bus-it Working Group
   e. Walkhome

6. The SGPS logo and shall be branded visibly as a contributor to any shared service wherever there is an AMS logo or name.

7. The SGPS shall forfeit its rights to representation on any bodies outlined in article 4, three hundred and sixty five (365) days after they cancel a fee assessed to its members.

8. The agreement will be in effect for a period of three (3) years after it has been fully implemented. The agreement shall be automatically renewed for another period of three (3) years unless either
the SGPS or AMS do not intend to renew the agreement. Any amendment to this agreement shall require the consent of both signatories.
NOTE:

A) Structure

The SGPS has three options with respect to the establishment of the Housing Authority. Depending on the structure, section 7.7 (fund transfers between the SGPS and Housing Authority) is subject to change.

1) Not-for-profit Incorporation – in this scenario, the SGPS cannot receive ongoing revenue from the NFP. In addition, a membership class would need to be created (in lieu of shareholders). If the NFP is structured more generally as providing services to the SGPS members (AMS Inc operates in this way), then any revenue streams from the Housing Authority could more easily be put towards other services.

2) For-profit Incorporation – in this scenario, the SGPS could retain control of the Corporation as its single shareholder. Profits could be received as dividends on an annual basis, and upon dissolution, all assets could easily be transferred to the SGPS.

3) Forgo separate structure and establish an internal body within the SGPS – in this scenario, the by-laws and structure of the Housing Authority would become part of the SGPS by-laws by way of amendment. The SGPS would be able to more freely take profits from the Housing Authority.

B) Board of Directors

The Board has been structured as instructed. By way of comparison, the AMS Inc Board also numbers 15 (with 10 voting members). Their organization may offer some guidance: in order to provide stability, some Directors sit for two year terms and two Directors are adults associated with the University in a more permanent capacity.

SGPS Draft By-Laws

Preamble to the By-laws
These by-laws govern the affairs of corporation incorporated under the xxx Act of xxx. That fact has two important implications for this document.

First, the by-laws must be read with the Act itself. The Act is the enabling legislation which gives this document legal effect so that where there is a conflict or where the by-laws are silent, the Act governs.

Second, any amendments to these by-laws must not offend the Act; otherwise the amendments are without legal effect. It is important to note that an amendment may offend the Act either procedurally (meaning the process by which the amendment is approved) or substantively (meaning the nature of the amendment itself).

Article 1 - Terms and Definition
Board - The Board of Directors of the Authority
Directors - The voting members of the Board
Observers - The non-voting members of the Board
Article 2 – The Corporation

Corporate Name
2.1.1 The name of the corporation is The Society of Graduate and Professional Students at Queen’s University Housing Authority (the “Authority”).

Head Office
2.1.2 The Head Office of the Corporation shall be in the City of Kingston, in the Province of Ontario, and at such place therein as the Board may from time-to-time determine.

Corporate Seal
2.1.3 The Seal, an impression whereof is stamped in the margin hereof, shall be the corporate seal of the Corporation.

Article 3 - Objects
The Authority is established in order to:
1. Provide affordable, high-quality rental housing to Queen’s graduate and professional students, and their partners/families at or below market rates;
2. Balance the need to increase housing stock with the programming and service needs of the SGPS by making revenue streams available to the SGPS; and
3. Enhance and augment the services available to the SGPS membership.

Article 4 - The Board of Directors

Section 4.1 Composition of the Board
4.1.1 The Board shall consist of eleven (11) Directors, all of whom, at the time of the start of their term, shall be a member of the SGPS. There shall also be four (4) Observers.

Voting Directors
4.1.2 The Directors shall include the President, VP Finance and Services, VP Campaigns and Community Affairs, VP Professional, and the Equity Commissioner of the SGPS, by virtue of their office, as well as six (6) Ordinary Members of the SGPS as appointed by Council each year.

Ex-Officio Directors
4.1.3 The members of the Board who are SGPS Executives or SGPS Equity Commissioner shall maintain their seats on the Board by virtue of their office and are not subject to removal from the Board while they still hold office except in accordance with s. 4.4. In the event that any of the
aforementioned is no longer a Director, they may be replaced by any Ordinary Member of the SGPS in accordance with ss. 4.3.3-4.3.6.

Non Ex-officio Directors
4.1.4 The non ex-officio Ordinary Members of the Board shall serve from November 1 to October 31 of each year.

Observers
4.1.5 The Observers shall include the VP Graduate and Executive Director of the SGPS, as well as the CEO and Commissioner of the Authority.

Quorum
4.1.6 Quorum for meetings of the Board shall consist of seven (7) Directors.

Meetings
4.1.7 The Board shall meet at least six (6) times from November 1 to October 31 of a Calendar Year. Meetings will ordinarily be scheduled at least three (3) weeks in advance.

4.1.8 Board meetings shall be presided over by the Chair or her recognized Designee. SGPS Executives and the SGPS Equity Commissioner may only be considered for Chair if all other Directors refuse to accept a nomination.

Chair
4.1.9 The Chair or the VP Finance and Services of the SGPS shall have the authority to call a meeting of the Board provided forty-eight (48) hours notice is given to all members of the Board.

Officers
4.1.10 In keeping with the Ontario Corporations Act, the officers of the corporation shall be as follows:
   a. Board Chair—President;
   b. SGPS President—Vice-President; and
   c. SGPS VP Finance and Services—Secretary.

Section 4.2 Role of the Board
4.2.1 The role of the Board is to:
   a. Act as the Directors of the Authority;
   b. Recognize and respond to the concerns of and take direction from Council and membership;
   c. Promote the interests of the SGPS and its members;
   d. Represent the Authority in dealing with external organizations, groups, and individuals;
   e. Uphold the policies of the Authority;
   f. Serve as the deciding body on the purchase or sale of property for the Authority;
   g. Develop and ratify policy that serves the goals of the Authority and the SGPS within the mandate of the Authority’s Mission Statement;
   h. Generally oversee the operational budget and major expenditures budget of the Authority;
i. Train the successors to their positions with the assistance of the CEO;
j. Generally oversee and evaluate all hired officers and staff of the Authority; and
k. Provide direction to and oversight of all Authority Committees.

4.2.2 The Board shall keep in mind at all times:
a. Any potential negative effects upon the Kingston community that might result from the Authority’s purchase or control of any property; and
b. The Royal Charter of Queen’s and the ability of the University to expropriate land, and the potential impact upon property owned by the Authority.

4.2.3 The Board has a duty to act in accordance with the objects of the Authority as outlined in Article 3.

Section 4.3 Appointment and Designees

Appointments
4.3.1 The appointment of Ordinary SGPS members of the Board shall take place in the following manner:
   a. Council shall elect Directors from among nominees at the October session of Council. Calls for nominations shall take place three weeks prior to the October Council.
   b. Candidates must submit a cover letter, resume, and an application tailored to the requirements of the Board to the Speaker.
   c. The Speaker shall make the nomination packages available to Councilors and the public no later than a week before the October Council session.
   d. The Speaker shall have discretion over the precise format of the election, but shall ensure that eligible candidates have an opportunity to speak in advocacy to their candidacy and Council members have an opportunity to question them prior to ratification.
   e. In the event that there are more candidates than seats available, Council shall elect Directors by writing the names of their six (6) preferred candidates on a slip of paper provided by the Speaker. The SGPS Executive Director shall tabulate votes per candidate. The names of the six (6) candidates with the largest number of votes shall be presented to Council for ratification before the end of the Council meeting, subject to the provisions of s. 4.3.4.
   f. All appointments must be ratified by a simple majority at Council.

Vacancies
4.3.2 In the case of vacancy of any seat of the Board, Council can appoint a Temporary Director for no more than two months at a time. The Temporary Director will cease to hold office at the time when a Director is appointed to the seat. The Temporary Director shall not be subject to the appointment procedure outline in 4.2.3.

Appointment of Chair
4.3.3 The Chair shall be selected by a simple majority of the Board.

Vacancy of Chair
4.3.4 In the event that the Chair has vacated their office, the VP Campaigns and Community Affairs of the SGPS shall preside over the Board until such time as the Board chooses the next Chair. The selection of a Chair shall precede all other agenda items.

4.3.5 In the event that the Chair, the Chair’s designee, and the VP Campaigns and Community Affairs are absent from the meeting, the Board shall determine, by a simple majority vote, a Temporary Chair presiding over the meeting in question. The selection of the Temporary Chair shall precede all other agenda items.

Designees
4.3.6 Each Director may appoint a Designee that shall be an Ordinary Member of the SGPS and must not be a Director or Observer of the Board at the time of the meeting. A Designee may be challenged and overturned by simple majority vote.

Section 4.4 – Removal

Death or Incompetency
4.4.1 A Director shall cease to hold office if he/she:
   a. Is declared deceased or mentally incompetent as determined at law;
   b. Submits a written resignation to the Chair stating the reason and time of the resignation;
   c. Is removed from office in accordance with 4.4.2 or 4.4.3.

Majority Resolution
4.4.2 A voting non-ex officio Director can be removed prior to the expiration of their term by a simple majority resolution of SGPS Council. A written or electronic notification must be made to all Directors and Observers of the Board one (1) week prior to the Council session.

Failure to Attend Meetings
4.4.3 If a Director or his/her recognized Designee fails to attend three (3) meetings in a term, he/she will be removed as a Director at the approval of the Chair. If the Chair or her recognized Designee fails to attend three (3) meetings in a term, he/she will be removed from the Board at the approval of the VP Finance and Services of the SGPS.

Resignation of Chair
4.4.4 The Chair can cease to hold his/her office but remain a Director if:
   a. He/she submits a written letter of resignation stating the reason and time of the resignation to the VP Finance and Services of the SGPS;
   b. If a signed petition of at least eight (8) Directors is submitted to the VP Finance and Service of the SGPS explicitly stating the intent, reason, and time of the Chair’s removal.

Section 4.5 - Compensation
4.5.1 Voting Directors are eligible to receive compensation, provided that their compensation scheme has been ratified as policy in one reading by the Board and one reading by SGPS Council prior to commencement of a Director’s term.
4.5.2 The Authority is encouraged to offer reasonable compensation to its Directors to the extent that incentives are reasonably necessary for the Directors to work effectively.
Article 5 – Executive Staff

The Executive Staff of the Authority will fulfill their responsibilities as outlined in these and any other Bylaws or Policies ratified by the Authority. The Board may establish additional Staff for specific purposes.

Section 5.1 Housing Commissioner

5.1.1 The Authority shall have a Housing Commissioner.

5.1.2 The Authority shall have a contract with the Commissioner.

Responsibility and Duties

5.1.3 The Commissioner is to be the primary operational manager of the Authority and balance the needs of tenants with the needs of the Authority.

5.1.4 The duties of the Housing Commissioner include but are not limited to:
   a. advertising vacancies;
   b. showing available units to prospective tenants;
   c. filling vacancies;
   d. responding to tenants;
   e. arranging for emergency repairs;
   f. scheduling regular maintenance;
   g. keeping operational records; and
   h. such other duties as the CEO or Board may assign.

5.1.5 The Housing Commissioner shall be a non-voting ex officio member of the Housing Authority Board, the Operations Committee, and the Purchase and Sales Committee. The Commissioner is expected to attend all meetings of these bodies and report on activities.

5.1.6 The Housing Commissioner reports directly to the Executive Officer and the Board.

Compensation

5.1.7 The Commissioner’s compensation shall be determined by the Board.

Selection

5.1.8 The Commissioner shall be selected by a hiring committee consisting of the Board Chair, the SGPS President, the SGPS VP Finance and Services, the SGPS Equity Commissioner and the CEO. The selected candidate must be ratified by the Board.

Section 5.2 Chief Executive Officer

5.2.1 The Authority shall employ a CEO.

5.2.2 The Authority shall have a contract with the CEO determined by the Board.

Responsibility and Duties

5.2.3 The CEO shall:
a. facilitate the overall functioning of the Authority;
b. be the direct supervisor of the Authority’s staff, including the Commissioner;
c. be responsible for the financial bookkeeping of the Authority;
d. be present at all Board meetings to report to and advise the Board; and
e. report directly to the Board.

Selection
5.2.4 The CEO shall be selected by a hiring committee consisting of the Board Chair, the SGPS President, the SGPS Vice-President Finance and Services, VP Campaigns and Community Affairs, and the SGPS Equity Commissioner. The selected candidate must be ratified by the Board.

Article 6 – Protection of Directors, Officers and Employees
6.1.1 Every Director, Officer and employee of the Corporation and her/his heirs, executors, administrators and other legal personal representatives shall be indemnified and saved harmless by the Corporation from and against:
   a. any liability and all costs, charges and expenses that he/she sustains or incurs in respect of any action, suit or proceeding that is proposed or commenced against her/him for or in respect of anything done or permitted by him/her in respect of the execution of her/his duties; and
   b. all other costs, charges and expenses that he/she sustains or incurs in respect of the affairs of the Corporation.

6.1.2 Notwithstanding subsection 6.1.1, no Director or Officer of the Corporation shall be indemnified by the Corporation in respect of any liabilities, costs, charges or expenses that she/he sustains or incurs in or about any action, suit or other proceeding as a result of which he/she is adjudged to be in breach of any duty or responsibility imposed upon her/him under the Act or under any other statute unless, in an action brought against him/her in his capacity as Director or Officer, she/he has achieved complete or substantial success as a defendant.

6.1.3 Subject to the provisions of the Act, the Corporation may purchase and maintain such insurance for the benefit of its Directors, Officers and employees as the Board may from time-to-time determine.

Article 7 – Finance

Section 7.1 Fiscal Year
The Fiscal year of the Authority shall run from Feb 1 to Jan 31 of every year.

Section 7.2 Operating Budget
Annual Operating Budget
7.2.1 The Authority shall have an annual operating budget pertaining to:
   a. the day-to-day operations of the Authority;
   b. the stipends and wages of Directors, Officers, and other employees;
   c. maintenance and repair of property; and
d. taxes, insurance, and other legal obligations of the Authority.

**Housing Commissioner’s Authority**

7.2.2 The Housing Commissioner shall have the authority to:
   a. make such expenditures as are necessary for the proper maintenance of the Authority and its properties as long as said expenditures are within approved budget lines. Expenditures exceeding $5000 must be approved by the Board. In the event that one or more leased units is rendered uninhabitable by an emergency (e.g., fire, flood, etc.), the Commissioner may authorize such repairs as are necessary upon approval of the three Officers of the Corporation.
   b. negotiate leases with tenants pending approval by the VP Finance and Services or, in the absence of the VPFS, by the SGPS President.

**Approval of Operating Budget**

7.2.3 The Operating Budget shall be approved as follows:
   a. The Authority’s Finance and Operations Committee shall submit a draft budget, including guidelines, to the Board no later than one month before the start of the fiscal year.
   b. The draft budget, along with any changes, will be approved at a reading of the Board with a simple majority vote.
   c. The approved draft budget shall be submitted to SGPS Council no later than a week prior to the next meeting.
   d. Council shall approve the draft budget, along with any changes, with a simple majority vote.

7.2.4 The Board is not authorized to make any expenditures during a new fiscal year until the Budget has been ratified in accordance with 7.2.2.

**Changes to Budget**

7.2.5 Changes to budget lines up to $1000.00 may be approved by the Board at a single reading.

7.2.6 Changes to budget lines exceeding $1000.00 shall require one reading at Board and one reading at SGPS Council.

**Prohibited**

7.2.7 All loans and pay advances to staff members and Directors are strictly forbidden.

**Section 6.3  Major Expenditures**

**Definition**

7.3.1 A major expenditure is defined as an expenditure exceeding $5,000, and shall include major renovations of property and acquisition of new property.

**Approval**

7.3.2 Major expenditures shall require one reading at the Board prior to approval by the Board.

**Section 6.4 – Financial Records**
7.4.1 All revenues shall be deposited in the Authority accounts, and all expenses paid from the same.

7.4.2 The SGPS VP Finance and Services shall be directly responsible for the administration of all Authority accounts and shall keep adequate records of all transactions with the assistance of the CEO.

7.4.3 All expenditures from Authority accounts shall be documented by appropriate receipts, invoices, cheque stubs, or other satisfactory evidence.

7.4.4 The VP Finance and Services of the SGPS shall present to the Board and to Council a balance sheet and income statement outlining all transactions at the Annual General Meetings of those bodies.

Section 7.5 Cheque Signing
The Signing Officers for the Authority accounts shall be the Officers of the Corporation (i.e. the Board Chair, the SGPS President, and the VP Finance and Services, as well as the VP Campaigns and Community Affairs). Two signatures are required for all financial transactions.

Section 7.6 Audits
7.6.1 The books and business transactions of the Authority must be audited each fiscal year by a Chartered Accountant and the results of the audit reported to the Board and the SGPS Council at their Annual General meetings.

7.6.2 Any Ordinary Member of the SGPS may demand to examine the books and business transactions of the Authority. This examination must be done in the presence of the VP Finance and Services. If desired, this examination may take the form of an independent audit by a Chartered Accountant, with the costs of the audit to be paid by the Ordinary Member who requests it.

Section 7.7 Fund Transfers to and from the SGPS
7.7.1 SGPS Council shall have the authority, at any time, to transfer funds and assets belonging to the SGPS to and from the Authority with a simple majority resolution (this is only true if the corporation will be a for profit venture).

7.7.2 The transfer of funds or assets shall be approved by the Board and take place within ninety (90) days of the approved resolution.

Article 8 – Equity

Section 8.1 Equitable Purchasing
8.1.1 The Authority shall strive for a fair and equitable relationship with the City of Kingston and the neighbourhood communities where the Authority owns housing.

8.1.2 The Authority shall engage in fair and equitable practices when purchasing housing.
8.1.3 The Authority shall either purchase high quality housing or renovate substandard housing in order to provide quality housing and add to the value of the community as a whole.

8.1.4 The Authority shall not pressure community members to sell housing, directly or indirectly.

8.1.5 The Authority shall only purchase residential housing.

**Section 8.2 Equitable Property Ownership**

*Anti-Discrimination*

8.2.1 The Authority shall not discriminate against any person based upon race, colour, religion, sex, familial status, sexual orientation, citizenship/immigration status, age, physical/mental disabilities, socioeconomic status, or national origin.

8.2.2 It is discriminatory for the Authority to induce or attempt to induce any person to sell or rent any dwelling by representations regarding the entry or prospective entry into the neighbourhood of a person or persons of a particular race, colour, religion, sex, familial status, sexual orientation, citizenship/immigration status, age, physical/mental disabilities, socioeconomic status, or national origin.

*Accommodation*

8.2.3 If a potential tenant or current tenant suffers from a physical/mental disability, chronic illness, or other disability, the Authority may not refuse to make reasonable modifications to the dwelling or common use areas, at the tenant’s expense, if necessary for the tenant to use the housing.

8.2.4 If a potential tenant or current tenant suffers from a physical/mental disability, chronic illness, or other disability, the Authority may not refuse to make reasonable accommodations in rules, policies, practices or services if necessary for the tenant to use the housing.

8.2.5 Familial status protection shall be ensured by the Authority and will apply to families as well as pregnant women and anyone securing legal custody of a child under 18.

**Establishment of Independent Complaints System**

8.2.6 The Authority shall establish a complaints system administered by an external party to address any issues of discrimination/harassment that may arise among current tenants and potential tenants between themselves and between tenants and the Authority.

**Section 8.3 Tenant Protection** *(sci 44 co-op has a more extensive list of terms that could be adopted in place of this section)*

*Recognition of Tenant Rights*

8.3.1 The Authority may not interfere with the organization of a Tenants’ Association and will work closely with such a Tenants’ Association if it is formed.

8.3.2 The Authority shall recognize the rights of tenants as laid out in the Residential Tenancies Act of 2006 (Statutes of Ontario, 2006, Chapter 17) and any subsequent legislation of the same effect.
Eviction of Tenants

8.3.3 The eviction of tenants must follow policies and protocols established by the Board. Such policies and protocols must be provided to tenants in writing at the time they sign a lease, and must be posted on the Web page or Web site of the Housing Authority and/or the SGPS. Such policies must include grounds for eviction and provision for written warnings to the tenant in question.

8.3.4 When the Housing Commissioner is satisfied that eviction is warranted according to policy, the VP Finance and Services must be notified. The VP Finance and Services must make a reasonable attempt to contact the tenant in question and attempt to reach an agreement that will remove the need to evict. If this fails, the VP Finance and Services must notify the Board Chair and place an eviction hearing on the agenda of the next Board meeting. The tenant in question must be notified of the holding of an eviction hearing and permitted to speak in his/her defence. The tenant must be permitted to bring another person to act as counsel or spokesperson for the tenant.

8.3.5 Following the presentation of arguments and evidence from both sides as determined by the Chair, the Board may vote to evict by a simple majority vote. No tenant may be evicted without a majority vote by the Board.

Right to Appeal

8.3.6 Upon a vote to evict by the Board, the tenant must be advised of the right to appeal decisions to evict to the SGPS Council. Should the tenant request the opportunity to appeal the Board’s decision, a hearing must be held at the next SGPS Judiciary Committee meeting. The tenant must be allowed to bring another person to act as counsel or spokesperson. After the presentation of arguments and evidence as determined by the Chair, the Judiciary Committee may vote to overturn the eviction by a simple majority vote, and must then approve instructions to the Housing Authority regarding alternative measures to be taken. It will be the responsibility of the Housing Board to present alternative measures to the Judiciary Committee at their next meeting.

8.3.7 Should the Judiciary Committee not vote to overturn the eviction, the eviction must be carried out according to policies established by the Board.

8.3.8 The eviction policies of the Board will allow for sufficient time for the tenant to leave after the eviction notice has been given.

Article 9 - Bylaws and Policies

9.1 Bylaws and Amendments

9.1.1 Amendments to the Bylaws may be proposed by:

a. The Chair upon written request from four (4) or more Directors;
b. The SGPS Speaker upon written request from five (5) or more voting members of Council.
9.1.2 The first reading of a motion amending the bylaws shall take place at a Board meeting.

9.1.3 The second reading of a motion shall take place at either a SGPS Council or General meeting.

9.1.4 A 2/3 majority vote is required at both first and second readings of a motion to amend the Bylaws.

9.1.5 Notice of the proposed amendments to the Bylaws shall be given by the SGPS Speaker to members of the SGPS ten (10) days in advance of the meeting where the first reading will be considered.

9.2 Policies
9.2.1 Policies may be amended by a simple majority vote at any Board meeting.

9.2.2 Notice of the proposed amendments to the Policies shall be given by the Chair to the Directors and Observers ten (10) days in advance of the meeting where it will be considered.

Article 10 – Committees

10.1 Purchase and Sales Committee

Establishment and Composition
10.1.1 A Purchase and Sales Committee shall be a standing committee of the Authority.

10.1.2 The Purchase and Sales Committee shall be comprised of the following:
   a. The SGPS Equity Commissioner, the SGPS Vice-President Campaigns and Community Affair, and any three other Ordinary Members of the SGPS appointed by the Board as voting members of the Committee for one year renewable terms.
   b. The CEO and Housing Commissioner shall be non-voting members of the Committee.
   c. The Committee shall be chaired by the SGPS Equity Commissioner.

Purpose and Duties
10.1.3 Purpose and Duties of the Purchase and Sales Committee:
   a. The purpose of the Committee is to identify properties to potentially be bought or sold by the Authority.
   b. The Committee’s related purpose is to ensure that decisions to purchase or sell particular properties adhere to the mission, purpose, and ethics of the Housing Authority as set out in these by-laws.
   c. All decisions to buy or sell property must first be approved by the Committee.
   d. When directed to do so by the Board, the Committee will search for possible properties to buy within the parameters set by the Board. Properties identified and approved by the Committee as being suitable potential purchases shall be reported to the Board in a timely manner.
   e. The Committee shall report its activities in writing to the Board at each Board meeting and submit an annual report at each Annual General Meeting of the Housing Authority.
f. All decisions by the Committee regarding the selection of properties for purchase or sale shall be subject to the provisions of Article Z [outlining procedures and restrictions].

10.2 Finance and Operations Committee
   Establishment and Composition
10.2.1 A Finance and Operations Committee shall be a standing committee of the SGPS Housing Authority.

10.2.2 The Finance and Operations Committee shall be comprised of the following
   a. The SGPS Vice-President Finance and Services the Board Chair and any three other Ordinary Members appointed by the Board shall be voting members for one year renewable terms.
   b. The CEO and Commissioner shall be non-voting members of the Finance and Operations Committee.
   c. The Finance and Operations Committee shall be chaired by the SGPS VP Finance and Services.

Purpose and Duties
10.2.2 Purpose and Duties of the Finance and Operations Committee
   a. The Committee shall prepare an annual operating budget, along with guidelines, that is to be submitted to the Board for review and ratification in accordance with Article 6 of the Authority bylaws.
   b. The purpose of the Committee is to oversee and ensure the efficient operation of the Authority, including but not limited to: the selection of tenants; leases; repairs and maintenance; physical upgrades and refurbishment; contracting, hiring, and purchasing.
   c. The Committee’s related purpose is to ensure that all operations of the Authority are conducted in a fair and equitable manner.
   d. The Committee may recommend policies and policy changes related to operations to the Board, but they must be approved by the Board before being implemented.
   e. The Committee can make recommendations of major expenditures of over $5,000 to the Board.
   f. At the request of the SGPS Equity Commissioner, the Chair must place any specified decision of the Finance and Operations Committee on the agenda of the next Board meeting for review.
   g. Any decision of the Committee may be reversed by a majority vote of the Board.
   h. The Committee shall report its activities in writing to the Board at each Board meeting and submit an annual report at each Annual General Meeting of the Housing Authority.

10.3 Special Committees
10.3.1 Special Committees are established for the purposes of examining questions for which neither of the Authority’s committees exists, as determined by the Chair.

10.3.2 The membership and terms of reference of Special Committees shall be determined by a resolution of the Board.

10.3.4 A Special Committee shall be dissolved:
a. by resolution of the Board; or  
b. following the presentation of its final report to the Board.

Article 11 – Dissolution

11.1 Dissolution of the Authority  
11.1.1 The dissolution of the Authority may be proposed by:  
   a. the Chair upon written request from ten (10) or more Directors; or  
   b. the SGPS Speaker upon written request of (15) or more voting members of the SGPS Council; or  
   c. the SGPS Speaker upon written request from one-hundred (100) or more Ordinary Members of the SGPS;

11.1.2 A dissolution of the Authority may be ratified by a 9/10 majority vote at any Council meeting.

11.1.3 Notification of the dissolution shall be given by the SGPS Speaker thirty (30) days in advance of the meeting where it will be considered to the SGPS membership.

11.1.4 Upon ratification of the dissolution, the Board shall first liquidate all assets of the Authority and cover all Authority related debts within one-hundred and eighty (180) days of the ratified dissolution.

11.1.5 Upon liquidation of all Authority assets, the Board shall transfer all funds to the SGPS within ninety (90) days.

11.1.6 Upon transfer of all funds of the Authority to the SGPS, the Board shall file the necessary paperwork and documents in accordance with the ... Act for official dissolution within ninety (90) days.