



SCHOOL OF GRADUATE STUDIES
AND RESEARCH

Memo

TO: Department Heads with graduate programs,
Graduate Coordinators and Graduate Assistants

c.c. Patrick Deane, Vice-Principal (Academic)
Victoria Bae, President, SGPS

FROM: Janice Deakin, Associate Vice-Principal and Dean,
Graduate Studies and Research

DATE: October 26, 2009

RE: International Tuition Award Feedback and Proposed Changes

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The purpose of this memorandum is to provide you with information about changes being contemplated to the International Tuition Award (ITA) and to solicit your feedback.

As you know, the ITA began in 2007 and is a \$5,000 award, used as a contribution to the differential tuition assessment for all incoming new-to-program international graduate students. The ITA brings the tuition assessment of international graduate students close to that of domestic graduate students and has been extremely successful as a method of increasing accessibility for international students.

Under the terms of the ITA, all incoming full-time international students admitted into the first year of a graduate program receive an ITA or Queen's Graduate Award equivalent from the departmental allocation with the exception of those international students who arrive with full tuition support from an external source (e.g. government funding).

In the past year, several graduate programs have expressed a desire to have the flexibility of admitting some international students without awarding them an ITA. In response to this request, we are considering revising the existing policy by dropping the ITA allocation requirement for international Master's students. We would retain the requirement that international Doctoral students receive supplemental funding dedicated to offset the differential in tuition fees.

This would not preclude departments from offering an ITA to a Master's student, but they would not be obligated to do so. Graduate programs would still be required to sustain or reach targets for domestic enrolment as the domestic count contributes to the determination of their department's ITA allocation.

This proposed change is currently under discussion by Associate Deans of the faculties and the School of Graduate Studies at the Faculty Graduate Councils and the Graduate

Studies Executive Council. I would like your feedback about this proposed change and any other input you may have about the current ITA policy.

I would ask that Graduate Coordinators bring their views to their respective faculty board or provide your feedback directly to me.

Please provide your feedback by November 6, 2009 to deansgsr@queensu.ca. I would like to thank you in advance for your input so that we can ensure that we are able to maximize the impact of graduate student support funding.

II Question Period

1. QUESTION from Senator Stevens *received October 6, 2009*

"How is the University working to achieve incoming AODA [Accessibility for Ontarians with Disabilities Act] requirements for accessible spaces considering the decision to carry out a less-costly 'scan' of physical infrastructure rather than a more complete audit?"

Response from Audrey Kaplan, Director of Campus Planning

In May 2009, the Accessibility Committee agreed to use part of its annual Renovation/Alteration Fund to undertake a physical accessibility scan with the assistance of a consultant. We have been working with the consultant to determine the scanning criteria with the view that the completed process will inform the University on the state of physical accessibility but more importantly, identify barriers and their associated priorities for correction. Audrey Kaplan, Director of Campus Planning and Development is the contact for this initiative.

The Committee has undertaken this scan to help it prioritize physical accessibility projects to scope out the campus-wide work needed and make recommendations for the next Renovation/Alteration Fund. With this approach, the University will have physical accessibility data for most all of the campus from which informed decisions can be made that will enable us to direct resources toward the objectives of AODA in the most effective and efficient way.

II Question Period continued

2. Responses from the Vice-Principal (Academic) to questions jointly submitted by Senator Stevens and Senator J. Welsh on September 24, 2009

October 22, 2009

1. **Given that Ontario's Reaching Higher program has begun providing Queen's with millions of dollars for facility expansion that is tied to the growth in Graduate Student enrollments, a) what specific measures have been taken to increase graduate student workspace (i.e., office and lab space) in proportion to enrollment growth in each academic unit of the university, and b) where specifically have the funds been allocated?**

Response provided by the School of Graduate Studies

In addition to the capital expenditures noted in the response to this question when it was posed in 2008, a total of three capital projects to increase graduate student workspace have been completed or are underway. In Cultural Studies, workstations were added to accommodate up to 40 master's students and 10 doctoral students and a lounge was constructed, adding a total of 107.4 sq. m. For the Masters in Public Health program, a total area of 216 sq. m. was added with the following areas constructed: 20 graduate workstations, a team group workroom to accommodate up to 20 people, a classroom for 30 people and small seminar room. Construction is underway for a new School of Kinesiology and Health Studies building, scheduled to open in early 2010, that will result in a great deal more workspace and laboratory facilities for graduate students.

2008 Question and Response provided for background – from Senate Minutes, November 27, 2008

Question from Senator J. Welsh, President, Society of Graduate and Professional Students (Submitted for the October 23, 2008)

Given that the Province of Ontario provides standards for work space for graduate students in various disciplines, that the Ontario Reaching Higher program allocates capital funding to universities specifically for the space needs related to graduate student enrolment growth, that graduate student enrolments at Queen's have increased greatly under the Reaching Higher program, and that Queen's has already begun receiving Reaching Higher capital funds calculated according to graduate student enrolment growth, the Society of Graduate and Professional Students would like to know:

- a) What is the current estimate of total Reaching Higher graduate student capital funds Queen's is set to receive?
- b) How much has been received to date?
- c) How are the funds being allocated?
- d) How much total work space is currently allocated to graduate students at Queen's?
- e) What percentage of the standard graduate student work space, across each discipline, does this represent at Queen's?
- f) How has this changed since the Reaching Higher program began in 2003?

Response provided by Dr. Patrick Deane, Vice-Principal (Academic) Dr. Janice Deakin, Associate Vice-Principal & Dean, School of Graduate Studies and Research and Mr. Andrew Simpson, Vice-Principal (Operations & Finance), November 27, 2008

The purpose of the Graduate Capital grants, as stated by the government, is to “support capital construction and renovation in support of graduate expansion”. To date Queen’s has received \$2.7 million in graduate capital funding. The future annual funding stream will depend on the University’s ability to meet graduate enrollment growth targets.

The graduate capital funding has contributed to the University’s overall capital program, of which graduate expansion is an important component. Long before the Reaching Higher program, the University started to invest in infrastructure required to accommodate the growth of graduate programs. The capital construction and renovation projects funded by the University in the recent years significantly added and improved space for graduate students. Some examples of completed projects include: Louise D. Acton Building (School of Rehabilitation Therapy), Goodwin Building (Mining), Dupuis Hall (Chemical Engineering), Ontario Hall (Art), Goodes Hall (Business), and Chernoff Hall (Chemistry).

From 2001-02 to 2007-08, the total number of graduate students at Queen’s has grown 41% from 2,224 to 3,127. In the same period of time, office space allocated to graduate students has increased 41%, from 6,562 M2 to 9,241 M2. Applying an average renovation cost factor, this increase in graduate student office space represented at least \$4.2 million investment from the University.

While the Ontario government does not stipulate a standard for the amount of office space for a graduate student, a commonly-used metric developed by the Council of Ontario Universities (COU) suggests 4 M2 per student as a benchmark. Queen’s provided on average 3 M2 per graduate student in 2007-08, which is ranked sixth in Ontario. In addition to graduate office space, the University also provides study space on campus both within and outside the library system. While it is difficult to delineate graduate study space from undergraduate, we can report that Queen’s is number 2 in Ontario, second only to the University of Toronto (St. George campus) in on-campus study space for students overall.

Finally, in the development of new graduate programs and the periodic assessment of ongoing programs, space requirements for graduate students are reviewed as part of a seven-year cycle by the Ontario Council on Graduate Studies (OCGS). While no specific square footage requirements are provided, appraisers focus on space available specifically earmarked for graduate students and the graduate program in general. On occasions where space is not adequate (as described by either the university or noted by appraisers during their campus visit), information is requested from the university about plans to address the problems.

2. What has been the change from last year in the number of TAships and paid TA hours in each Department and Faculty?

Response

The Faculties have been consulted regarding their TAships and information is being gathered by the Office of the Vice-Principal (Academic). For some Faculties it is very early to draw significant assumptions from their data as it is subject to many issues such as timing of posting, timing of course offerings, etc. Institutional Research and Planning will provide an institutional wide snapshot regarding TAships and this information will be presented to Senate at a future meeting.

3. **What is the existing University policy regarding the hiring and duties of undergraduate TAs, including allowing them to lead tutorials?**

Response

The Senate Policy on *Teaching Assistants at Queen's University* makes no distinction between the defined roles of undergraduate TAs and graduate TAs. The *Policy* defines "Teaching Assistant (TA)" as:

- **undergraduate TAs** who serve under the supervision of a course supervisor in one or more of the following capacities: marker, laboratory demonstrator, tutorial leader, or other supporting role in the delivery or preparation of degree-credit courses; and
- **graduate TAs** who serve under the supervision of a course supervisor in one or more of the following capacities: marker, laboratory demonstrator, tutorial leader, or other supporting role in the delivery or preparation of degree-credit courses.

The Senate Policy on *Teaching Assistants at Queen's University* can be found at:

<http://www.queensu.ca/secretariat/senate/policies/TAs.html>

4. Will senior administrative job searches at the Queen's be subject to the same equity provisions as other staff and faculty hiring (i.e., will the same procedures be followed and the same data be collected)? **An oral response will be provided by Irène Bujara, University Advisor on Equity at the October 22, 2009 Senate meeting.**
5. Has Queen's met its equity commitments under the Federal Contractors Program since its inception? **An oral response will be provided by Irène Bujara, University Advisor on Equity at the October 22, 2009 Senate meeting.**
6. Does the Vice-Principal Academic plan to replace the Diversity Advisor in his office, and if not, why? **A response will be provided by Senator Deane at the November 26, 2009 Senate Meeting.**

MOTION from Senator Stevens:

**Academic Consideration for students participating in the November 5, 2009,
Campaign for a Poverty Free Ontario**

WHEREAS the Society of Graduate and Professional Students has planned activities for the week of November 5, 2009 to raise public awareness about the role of post-secondary education, rising tuition, national student debt, and to pressure governments to reinvest in affordable, high-quality public services, which includes post-secondary education;

WHEREAS the Campaign for a Poverty Free Ontario initiative falls within Rule 17 of Senate's mandate to "determine all matters of an academic character which affects the University as a whole, and to be concerned with all matters which affect the welfare of the University";

WHEREAS the Campaign affects the welfare of the University and all of its stakeholders and has no affiliation to a political party;

WHEREAS Senate approved motions supporting academic consideration for students participating in events of a similar nature and intent in 1998, 2001, 2007, and 2008;

BE IT RESOLVED THAT Senate encourage academic units and professors to be flexible in making alternate arrangements, including re-scheduling examinations and the deadlines for submission of assignments, and provide reasonable access to materials covered during lectures for students who are absent from classes on November 5th, 2009 so that they may freely participate in the Day of Action with no fear of academic repercussions;

BE IT FURTHER RESOLVED THAT Senate acknowledges the usefulness of a strong student effort to increase financial support for public services and post-secondary education;

BE IT FURTHER RESOLVED THAT the Senate endorses lawful activities to increase awareness of the need for Canada and Ontario to reinvest in affordable, high-quality public education and public services generally.

For Senate's Information: *from Senate Minutes, September 25, 2008*

V **MOTIONS** (Appendix L, page 51)

1. **Academic Consideration ~~Amnesty~~ for Students Participating in the November 5, 2008 Day of Action**
Moved by Senator J. Welsh
seconded by Senator P. Dacin

WHEREAS the Society of Graduate and Professional Students has planned activities for the week of November 5th, 2008 to raise public awareness about the role of post-secondary education and to pressure governments to reinvest in affordable, high-quality public education;

BE IT RESOLVED THAT Senate encourage academic units and professors to be flexible in making alternate arrangements, including re-scheduling examinations and the deadlines for submission of assignments, and provide reasonable access to materials covered during lectures for students who are absent from classes on November 5th, 2008 so that they may freely participate in the Day of Action with no fear of academic repercussions;

BE IT FURTHER RESOLVED THAT Senate acknowledges the usefulness of a strong student effort to increase financial support for post-secondary education;

BE IT FURTHER RESOLVED THAT the Senate endorses lawful activities to increase awareness of the need for Canada and Ontario to reinvest in affordable, high-quality public education at the post-secondary level.

Carried 08-52

Senator J. Welsh reported that Senate supported an identical motion in 2006 and a similar motion in 2001.

Principal Williams noted that students requesting accommodation are required to approach their instructors well in advance of the event. He also stated that faculty members should not feel pressured into granting exemptions but rather they are being asked to be flexible in making alternate arrangements.

In response to a question from Senator MacLean, it was clarified that instructors were not being asked to alter course requirements. Students requesting accommodation would be expected to meet the same course criteria as other students in the class.

Senator Walker questioned the use of the word amnesty in the title of the Motion which was asking instructors to be flexible. The mover and seconder agreed with a suggestion from Senator Laker that a more appropriate title for the Motion would be "Academic **Consideration**" as opposed to "Academic ~~Amnesty~~".

Solar Powered Queen's University

Queen's University has the opportunity to brand itself as the first solar powered University in the world while generating a multi-million dollar per year revenue stream.

Solar photovoltaic (PV) panels convert sunlight directly into electricity. PV electrical production is a technologically feasible, economically viable, environmentally benign, sustainable, and socially equitable solution to society's energy requirements.¹ Queen's University has already made a firm commitment to sustainability and advanced energy systems as witnessed by one of the earliest building integrated PV powered buildings (Goodwin Hall) in Canada. Queen's now has the opportunity to provide a substantial amount of solar power on most of its buildings.

The Feed-In-Tariff (FIT) pricing schedule proposed by the Ontario Power Authority will provide guaranteed 20 year purchasing contracts for solar power at highly subsidized rates based on installed power capacity. The FIT not only makes the large scale deployment of PV on campus economical – it makes it profitable.

This past semester, a MECH461 thesis project² provided a preliminary technical and economic analysis of the available scale of 'solar farm' able to be deployed on acceptable surface areas over the entire Queen's campus. Utilizing satellite imagery, building footprints and ArcMap over 87,000 m² of rooftop space, which was both fully exposed to sunlight (for maximum production) and could be implemented without visibly changing the building (to preserve the aesthetics of campus) was identified between Main and West campus. Utilizing a very conservative 60% reduction due to packing factor for PV installations on these rooftops provides about 35,000 m² of PV panels like those shown in Illustration 1. Utilizing the state-of-the-art PV

panels currently on the market between 3 MW (low cost amorphous silicon thin film PV) and 6 MW (higher cost crystalline silicon based PV) MW could be installed.



Illustration 1: Example Roof-mounted Solar Array

Financial analyses for mounting the panels flat on the roof show that with only these primary rooftops Queen's has the potential for annual revenue between \$2.7 and \$5.2 million. By again very conservatively estimating the costs to install the turnkey systems between \$5 and \$10/Watt payback periods were found to be between 6 and 12 years. As PV panels carry a warranty for 20 or more years, the 20 year FIT contracts can be used to determine a return on investment. Queen's thus has the opportunity to earn between a 5-15% ROI on an investment on the range of \$15-60 million. It must be boldly noted here all assumptions made in the modeling were very conservative and this represents the worst case financial situation. When compared against the 29% drop in value last year of the Pooled Invest Fund and 24% drop in the Pooled Endowment Fund it is financially irresponsible not to deploy as much PV on campus as is technically and aesthetically possible.³

Policy Suggestions:

1. Request that Physical Plant Services conduct a more detailed feasibility analysis of large scale PV deployment on campus.
2. Issue a RFP for the roughly 70 PV systems before the FIT passes in June and the demand spikes.

For more Information: Dr. Joshua Pearce, *QIEEP Solar Energy Fellow*, pearce@me.queensu.ca (33369)

¹ Pearce, J.M., 2002, "Photovoltaics - A Path to Sustainable Futures", *Futures* 34(7), p. 663-674.

² Hodgkinson, Lee D.B. 2009. "Realizing the potential of solar power at Queen's University", MECH461 Thesis, Queen's University.

³ Queen's Gazette, P16, April 27, 2009.

SGPS Housing and Café Criteria Review

QBC Consultants: David Wen, Teddy Lui

SGPS Initial Points of Contact: Amir Nosrat, Kate Kahn, Sean Richards

The first step in assessing the feasibility of either the Housing project or the Café project is to make sure SGPS clearly defines its decision criteria. These criteria must be applicable to both projects in order to have a method of comparing the two.

Below are the criteria that QBC and various SGPS representatives have established together thus far.

Financial

- Start-Up Costs
- Short-Term Profit
- Variance in Expected Profit
- Return on Investment
- Break-even Analysis
- Growth Potential
- Cash Flow
- Debt Ratio

Serviceability

- Number of additional SGPS members impacted
- Amount of the impact
 - Dollar value
 - Frequency
 - Time spent
- Quality of options
- Quality of service/product
- SGPS brand awareness
 - Existing SGPS members
 - Non-SGPS members
- Networking and community building
- Convenience
 - Time saved
- Employment opportunities
 - Dollar value
- Money saved

We have also compiled a list of legal issues that we will consult on with the Queen's Business Law Clinic.

- Setting up a shell corporation to absorb liabilities
 - Payment Structure
- Legal relationships with third party investors
- Legal relationship with Queen's University
- Quality and thoroughness of by-laws

As a group, we agree that this is a strong list of decision criteria and legal issues that we can use to assess each project. Please feel free to provide feedback or additional criteria that you think would be important to the SGPS population.

Sincerely,

Queen's Business Consulting



Preamble

The purpose of this document is to generally outline the duties of the Executive Director. The list below is not a comprehensive list of all tasks performed by the Executive Director. The intent is to give some understanding of the quantity of work involved in keeping the SGPS operating and serving the SGPS membership.

Executive Assistant

It is my opinion that the SGPS should consider hiring an Executive Assistant. This position would be responsible to the SGPS Executive and the SGPS Executive Director. The purpose of this position would be to share some of the Executive Director duties as well as assist the SGPS Executive in its efforts through research and various other types of support-role work. I believe the Executive Assistant should be a full-time position. The position could initially be hired as part-time with the intention of making the position full-time. If this approach is taken, I would strongly urge the creation of a timeline for the transition from part-time to full-time to take place.

General

Tasks that pertain to the general functioning of the SGPS.

Frequency	Description	Time
Daily	E-Mail: Checking and responding to e-mail from members, Executive and Staff. On average, I receive 60 - 80 e-mails per day including weekends. During peak periods (September, October, January) I receive more than 100 e-mails per day.	1 - 2 hours
Daily	Executive/Staff Assistance: Exec or Staff come to the office to get assistance with a task they are working on.	1 - 2 hours
Monthly	Office Supplies: Ensure office has the supplies it needs.	1 hour
Daily	Front Desk: Assist the front desk in solving issues presented by members.	0.5 - 1 hour
Daily	Institutional Memory: Ensure I get information from Executive/Staff/Members in order to be able to keep an institutional memory for the SGPS. Ensure data gets filed for future reference. Ensure I keep on top of Exec and Staff to ensure I am getting all the information I need in order to keep a valid and accurate memory.	Varies

Frequency	Description	Time
September	Optional Fee Opt-Outs: Ensure a secure and valid system is in place for optional fee opt-outs. Oversee the process of opting-out for the 2 week period. Process all opt-outs and ensure correct refunds are applied to student accounts.	~ 20 hours
Weekly	Meetings: Prepare for and attend Exec meetings.	2 hours
Weekly	Meetings: Prepare for and attend various committee and University meetings	2 - 10 hours
Yearly	Conflict Resolution Training: Setup training for all SGPS Executive and Staff. Set agenda for training, organize food and materials for training. Setup accommodations and travel for trainers.	10 - 15 hours
Varies	Conferences: Register people for conferences throughout the year. Ensure payment is processed and attendees have travel arranged.	2 - 4 hours
Yearly	Legal: Ensure compliance of all applicable laws and government regulations, including submission of all corporate filings and maintenance of corporate records.	2 hours
Monthly	SGPS Council: Attend all SGPS Council meetings.	~ 3 hours
Monthly	ISIC: Coordinate and administer distribution of International Student Identity Cards.	1 - 3 hours
	Council Agenda Prep:	
	Council Member List: Ensure each department has a rep and SGPS knows who it is.	
July/August	Department Orientation Talks: Organize orientation talks: Executive attend each department to give brief talk about the SGPS and the services we provide. Scheduling meetings and ensuring all departments are covered.	~ 15 hours
Yearly	Elections: Work with the CRO to ensure elections are performed in a timely manner and are performed in accordance with the SGPS Bylaws and Policies. Assist in the creation of elections package and ensure proper facilitation of election stations. Be present to witness ballot counting.	10 - 15 hours
Yearly	Referenda: Ensure all paperwork is properly filed by all parties wishing to have a question on the referendum ballot.	5 - 10 hours

Human Resources

Tasks that pertain to hiring, discipline and transition.

Frequency	Description	Time
Varies	Hiring: Collecting resumes and scheduling interviews for positions within the SGPS. When VP Professional is available, this task is shared.	5 - 10 hours
Varies	Discipline: Meetings and discussion to decide disciplinary actions (if required) for Exec and Staff.	1 - 5 hours
Varies	Transition: When a new person is hired/appointed at the SGPS, assist them in learning their new position and learning about the general functioning of the SGPS. Security training, office training, position training, etc.	5 - 10 hours
Varies	Payroll: Process all details relating to payroll, including but not limited to: employment registration, benefits, EI, CPP, payments.	2 - 4 hours
Yearly	Payroll: File T4 and T4A with the government for all employees and ensure all employees receive their T4 and/or T4A forms.	5 - 8 hours
Varies	Ensure all important position requirements within the SGPS are being fulfilled. In the event that someone is not fulfilling their duties, it may be the Executive Director who is expected to complete a given task. For example, ensuring the day-timer is produced yearly, major social events are planned, important committee meetings are attended, etc.	Varies

Financial

Tasks that pertain to financial transactions.

Frequency	Description	Time
Daily/Weekly	Cheques: Ensure cheques are created for invoices. Verify invoices are accurate and valid. Present cheques to Executive for signing and explanation when necessary.	1 - 2 hours
Monthly	Reconciliation: Reconcile SGPS bank account and any other investments. Prepare reports, paying special attention to budget allocations and utilization.	3 - 5 hours

Frequency	Description	Time
Monthly	Investments: Invest in the money market to gain increases in operating budget.	1 hour
Daily/Weekly	Bank Account: Watch over the bank account to ensure sufficient funds available for the financial needs of the Society.	10 - 15 minutes
Yearly	Audit: Organize yearly audit, which involves organizing all financial documents and meeting with auditor to answer questions and go over financial documents.	~ 1 week
3 times / Year	Membership Dues/Levies: Ensure the receipt and proper reconciliation of member dues and student levies. Process payments and cut cheques for member societies and other groups receiving funds from student activity fees.	25 - 30 hours
Weekly	Bank Deposits: Process all cash and cheques, fill-out bank deposit book and deliver to the bank. Ensure proper deposits are processed. Take care of NSF cheques and other issues that arise as a result of deposits.	2 - 10 hours (depending on time of year)

Health & Dental

Tasks that pertain to the SGPS Health and Dental Plan.

Frequency	Description	Time
September	Opt-Outs: Ensure the opt-out server is working and is online for the correct opt-out period. Get data from opt-out server in order to remove fees for all those who opted-out (ensure valid opt-outs). Process this data through the University Registrar so students that opted-out receive credit.	10 - 20 hours
September	Opt-Ins: Ensure forms are prepared and ready for people that wish to opt-in to single/couple/family plans at the SGPS. Process all opt-in payments and forms. Ensure accurate numbers for billing purposes.	~ 60 hours
Weekly	Opt-Ins: Students enroll in the health and/or dental plan throughout the year. Process payment and add student (and/or family and spouse) to the carrier database.	2 - 4 hours

Frequency	Description	Time
Weekly	Member checks: Ensure members that should be on the health and dental plan are active. Also ensure the number of people on single, couple and family for each of health and dental is consistent between SGPS, the broker and the carrier.	1 - 2 hours
Monthly	Claims checking: Look over claims data from previous month and watch over the health and dental plan. Ensure members are receiving the best benefits possible. Watch for things that are hurting the coverage for our members. This task is complex and varying degrees of time and effort are required to complete this task.	10 - 20 hours
Yearly	Review: Be a part of the yearly review and re-negotiation of the SGPS health and dental plan.	10 - 15 hours