



Queen's University Pre-Budget Submission





governments have instituted new reporting requirements, programs and/or responsibilities, which often overlap.

One such example is the Tuition Set-Aside – a requirement under the former tuition-framework that requires institutions to set-aside (and report) ten per cent of any new revenue brought in through increases to tuition fees to support student financial aid. The Student Access Guarantee – a separate institutional liability, which requires universities to provide additional funding for OSAP recipient students – created additional reporting requirements that largely overlap with those already in place under the Tuition Set-Aside. As a result, both institutions and the Ministry of Training, Colleges and Universities must spend valuable time accounting for the same funds across two different reporting mechanisms.

By exploring these and other avenues to streamline approvals and reporting requirements –



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Further, Queen's is a leading partner in the nine-university Primary Health Care Nurse Practitioner (PHCNP) Program – a Master's level, hybrid program that has, for 24 years, supported the education of primary healthcare Nurse Practitioners (NPs). This program has an annual intake of ~200 students, and trains the majority of NP graduates in the province. By partnering across institutions, member universities are able to reduce overhead and deliver the program far more efficiently than if they were to manage separately. Under the previous government, the program saw its budget cut from \$7.1 million to \$6 million. These cuts have threatened the sustainability of the program, and the ability of Ontario institutions to continue training NPs who provide critical primary healthcare services.

Both SEAMO and the PHCNP demonstrate how encouraging institutional collaboration and innovation can result in more cost effective program delivery, improved access to care, and better quality education for Ontario's health care providers. The experience and institutional knowledge these projects have acquired could serve as models for expansion in other regions of the province facing similar challenges. By reducing red tape and supporting innovation in education and health care, the Government can improve access, maximize the impact of its investments, address shortages in health care labour, and reduce wait times in underserved communities. Queen's would welcome the opportunity to engage further on creative, innovative solutions in this field.

- Commit to sustained funding of the PHCNP program – an innovative and cost-effective means of training highly-qualified Nurse Practitioners, who provide crucial primary care in underserved communities.
- Engage with Queen's as part of a medium-term expansion of medical school and residency positions in Kingston and Eastern Ontario – supporting both the regional and province-wide need for highly-qualified medical graduates, as well as the Government's efforts to address wait-times and access to health care in smaller communities.

Employers look to universities to train and graduate students with both the industry-specific "hard skills" required by their industry, as well as the transferrable skills – such as critical thinking, communication, and organizational capacity – needed to succeed in the changing workforce. However, as the nature of work itself continues to evolve and be disrupted, these needs change. Highly technical fields suffer from a shortage of qualified graduates to fill jobs and, as demographics change, more long-time employees approach



retirement. To meet the demands of employers, graduates will need both leading-edge skills and have workplace-relevant experience.

Queen's is already recognized as a leader in experiential learning and student outcomes. Eighty-two per cent of Queen's students graduate having participated in an experiential learning opportunity, including the more than 40 per cent who participate in an internship or co-op placement. As well, explicit learning outcomes are embedded in all Queen's programs, to promote the effective development of transferable skills, such as critical thinking, problem solving and communication.

However, as new technologies create new disciplines, new programs of study will need to be created. Further, the model of post-secondary education programs – diploma, undergraduate, and graduate (Master's and Doctoral) – may need to adjust as well, in the form of post-degree certificates focused on emerging fields. Ontario universities are subject to extensive government regulation – in terms of tuition, enrollment, and the programs they can offer. Creating new programs – at any level – is a lengthy and complex process. As such, institutions such as Queen's who wish to implement new programs in response to market demand are unable to respond as quickly as may be needed. Cutting red 72.024 4cieloCutting red 72.024 4cielo



By working with innovative institutions such as Queen's, the Government of Ontario can better meet the needs of employers, prepare their graduates for the workforce, and make



By leveraging the generous philanthropic support of a donor, the Queen's Career Apprentice: Kingston program is creating value and economic impact that vastly exceeds its initial investment. Queen's would propose that the Government of Ontario partner with Queen's and private investors to provide matching funding on a pilot project to expand the Career Apprentice program and support early-career job creation. By leveraging this combined investment, such a project will serve to create even more career opportunities for new graduates, retain talent in a region of the province that has experienced challenges in fostering economic growth, and match legacy industries and new firms with high-potential and highly-skilled early career employees.

