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To say that the 2015-16 academic year was a great one would be an understatement. From start to finish, the accomplishments and generosity of the Queen’s community astounded each of us on the Board of Trustees. Between the academic namings of the Stephen J.R. Smith School of Business and the Dan School of Drama and Music, the Nobel Prize in Physics, the successful conclusion of the Initiative Campaign, and the installation of a third Rembrandt masterpiece, Queen’s University was a never-ending source of good news and inspiration.

In the midst of these major announcements, progress was being made on each of our strategic priorities. In our continued efforts to provide students with an exceptional university experience, faculties and schools worked diligently to expand course offerings, widespread consultations were held in order to modernize student-centred policies, and many of our learning spaces underwent renovations. Beyond Art McDonald’s Nobel Prize win, our researchers were awarded numerous prestigious honours throughout the year, while our research institutes, such as the Canadian Cancer Trials Group, made critical discoveries. Our senior administrators travelled to a number of countries to share Queen’s with the world, and we watched as the number of international students coming to Queen’s and global learning opportunities climbed to new heights. From a financial perspective, Queen’s entered a more competitive place than it’s been in years, and our faculties are well positioned to meet the needs of our students, both now and well into the future.

It is a great honour to be given the opportunity to serve as Queen’s next Chair of the Board of Trustees following such a spectacular year, and I must thank Barbara Palk for her incredible work in this role in the years that preceded me. As we begin our celebrations of Queen’s 175th anniversary and start to see the impact of the Initiative Campaign around campus, I can’t help but think that this will mark one of the greatest periods in the university’s distinguished history.

Donald M. Raymond
Board of Trustees
In my seven years as principal, I cannot remember a more outstanding year for Queen’s University than the one outlined within these pages. Early in the academic year, we were fortunate to receive an unprecedented $50 million gift to our business school from alumnus Stephen J.R. Smith. Soon after came word of Dr. Art McDonald’s Nobel Prize win, which greatly increased the prominence of Queen’s research on the international stage. The good news continued into the spring, with a $5 million gift from Queen’s parents Aubrey and Marla Dan, and the subsequent naming of the Dan School of Drama and Music at Queen’s. And, in April, we unveiled the latest remarkable donation to the Agnes Etherington Art Centre from Drs. Alfred and Isabel Bader – Rembrandt’s Portrait of a Man with Arms Akimbo. The unveiling of the Rembrandt also coincided with the close of Queen’s most ambitious and successful fundraising campaign in the university’s history. Thanks to the collective dedication and generosity of Queen’s community members, volunteers and donors, more than $640 million was donated during the Initiative Campaign, far surpassing our initial goal of $500 million.

These announcements are all signs of a highly successful university community – one that is committed to advancing its goals and improving its student experience, research prominence, international presence, and financial competitiveness. Our strategic framework certainly served us well in the first full academic year since its development, and I am confident that it will continue to do so in the coming years. Our success in those four priority areas is a testament to the hard work and dedication of our faculty, staff, students, trustees, senators, and councillors, as well as our alumni, parents, and other external supporters.

I have no doubt that the coming year will also be a great one for Queen’s and its exceptional students who are striving to make a difference in the world. I am very pleased to be working alongside both the new Chair of the Board of Trustees, Dr. Don Raymond, and our new provost, Dr. Benoit-Antoine Bacon, on several major initiatives, and the year is already off to a great start with the reopening of the revitalized Richardson Stadium and the official launch of our 175th anniversary celebrations.

If the 2015-16 year is any indication, the Queen’s community is capable of extraordinary things, and we will strive to maintain this momentum as we head into our milestone anniversary.

Daniel Woolf
Principal and Vice-Chancellor
175 YEARS

ANNUAL REPORT MESSAGE
### Consolidated Statement of Operations

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
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<tr>
<td>Revenue</td>
<td>850.8</td>
<td>912.3</td>
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<tr>
<td>Expenses</td>
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<tr>
<td>Excess of revenues over expenses</td>
<td>61.9</td>
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### Consolidated Statement of Financial Position

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<td>Assets</td>
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<td>Liabilities</td>
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<td>1,084.1</td>
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<tr>
<td>Net Assets</td>
<td>1,156.7</td>
<td>1,176.5</td>
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### Net Assets Comprises:

<table>
<thead>
<tr>
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<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td>Endowments</td>
<td>919.0</td>
<td>930.9</td>
</tr>
<tr>
<td>Internally restricted</td>
<td>386.3</td>
<td>362.0</td>
</tr>
<tr>
<td>Unrestricted deficiency</td>
<td>(148.6)</td>
<td>(116.4)</td>
</tr>
<tr>
<td></td>
<td>$1,156.7</td>
<td>$1,176.5</td>
</tr>
</tbody>
</table>
ENROLMENT (Fall 2015)

Undergraduate 17,844 full-time, excludes post-graduate medicine, includes law
Graduate 4,130 full-time, excludes post-graduate medicine and law
Other 1,954 includes part-time undergraduate, part-time graduate and post-graduate medicine

Total fall enrolment 24,054

INTERNATIONAL STUDENTS

Undergraduate 1,202 full-time, excludes School of English, includes exchange
Undergraduate 28 part-time, excludes School of English, includes exchange
Graduate 994 full-time, excludes School of English, includes exchange
Graduate 14 part-time, excludes School of English, includes exchange

Total International 2,238

FACULTY

770 full-time, excluding clinical medicine
359 clinical medicine
2,235 other teachers and researchers (primarily part-time)

STAFF

2,033 operating budget funded
725 other funding including research
2,252 students

GRAND TOTAL

8,374
STUDENT Learning EXPERIENCE
Queen’s students and faculty are highly engaged, with the university offering a wealth of resources to foster student success.
Strengthening teaching and learning

Queen’s University prides itself in having a balanced academy, offering a transformative learning experience in a research-intensive environment. In an effort to strengthen the learning environment, the university is investing in articulating learning from a student’s perspective, reflecting the knowledge, skills, and habits of mind that are gained through successful completion of a Queen’s course or program.

Queen’s implemented a framework to guide the development of learning outcomes for courses and programs, in alignment with existing program-level outcomes and accreditation requirements. The Queen’s Learning Outcomes Framework outlines the distinct skills students should expect to gain from a Queen’s education. The framework, which was approved by Senate following extensive consultation across the university, groups learning outcomes in six categories:

- Knowledge and Intellectual Capacities
- Research-Focus | Practice-Orientation
- Leadership
- Interpersonal Capacities
- Personal Capacities
- Community Engagement

To help students achieve those learning outcomes, instructors are continually examining and adapting their teaching approaches with support from the university. The Centre for Teaching and Learning (CTL) began offering several Educational Research Grants, which allow instructors to conduct evidence-based studies into teaching and learning methodologies. These new grants complement the existing Teaching and Learning Grants, which fund projects that examine various aspects of teaching, including course or program design, assessment techniques, and effective use of technology.
In addition to financial support, Queen’s recognized educators’ efforts to enhance the student learning experience by creating a suite of six new awards. The Principal’s Teaching and Learning Awards celebrate individuals or teams that have shown exceptional innovation and leadership in this area. The inaugural winners were announced in December 2015.

The School of Medicine is also leading the way through its implementation of competency-based medical education (CBME) at the post-graduate level. Under this model, residents will be promoted once they have demonstrated competency in a given field, rather than on a set timeline. The new approach aims to enhance the knowledge and skills of residents by providing them with more individualized training. The Royal College of Physicians and Surgeons of Canada has mapped out a multi-year transition for all residency programs in Canada. However, Queen’s School of Medicine took on a leadership role by designing and implementing an accelerated path to CBME. All incoming Queen’s residents will start their training using a CBME-based model by July 2017.

Rethinking classroom instruction led Brenda Ravenscroft to adopt the “flipped classroom” approach. Dr. Ravenscroft, Professor in the Dan School of Drama and Music as well as Associate Dean (Teaching and Learning) in the Faculty of Arts and Science, redesigned her MUSC 446 course. Instead of formal lectures, she used class time to go deeper into the course material and deal with any problems that students encountered in the own research and preparatory work.

Improving student engagement was also the aim of PhD student Janet Leroux, who revamped HLTH 415 – Program Design and Evaluation. Previously, the course was more theoretical and hypothetical, with a mix of lectures and case studies. Under Ms. Leroux’s direction, the full-year course combined a classroom component with a community element to give students a more active learning experience. Students applied what they learned by working
with local community groups to create new, or enhance existing, health programs. When redesigning the course, Ms. Leroux drew upon what she learned in SGS 901: Teaching and Learning in Higher Education, a course offered jointly through the School of Graduate Studies and the Centre for Teaching and Learning.

Students in HLTH 415 got to “learn by doing”: something to which Queen’s hopes more students are exposed in the future. To enhance those opportunities, the Experiential Learning Working Group made a number of recommendations for building sustainable experiential learning opportunities for students, both inside and outside the classroom.

As the working group noted, many opportunities already exist for students to apply what they have learned in the classroom in order to deepen their knowledge and skills. For example, the Engineering Society of Queen’s University organizes a number of design teams that allow students to get involved outside the classroom, while gaining direct experience with real-world engineering projects.

Experiential learning can also occur outside the classroom, most notably through community service. In 2015, the Student Experience Office in the Division of Student Affairs launched Queen’s Cares, an “alternative” reading week program. Nearly 20 students examined issues related to poverty in Kingston through community service, workshops and presentations, and critical reflection exercises.

Engaging the community was also the goal of a new radio program launched by the School of Graduate Studies in collaboration with CFRC 101.9FM. Grad Chat is a 30-minute weekly show where graduate students showcase and promote their research to the local community and educate those listeners about the impact Queen’s researchers are having on the world around them.

While experiential learning opportunities are often planned well in advance, others develop unexpectedly. Students in the Master of Art Conservation program got a surprise opportunity in the fall of 2015, when a long-lost mural was discovered behind a wall at the former Kingston bus terminal and donated to the program. Students had the rare opportunity to immerse themselves in a project from start to finish. Under the guidance of art conservation faculty, students helped remove the mural from the wall, assessed its condition, and worked to restore the painting.

Preparing for the future

Students increasingly regard career preparation as a key component of their university experience. As such, Queen’s is pursuing a number of initiatives and programs that assist students in building professional skills and gain work experience that will give them a competitive advantage when entering the workforce.

The Queen’s University Internship Program (QUIP) grew in popularity in 2015-16, with a 30 per cent increase over the previous year in the combined number of engineering and computing students securing internships. With the QUIP model extended to all Arts and Science honours degree programs in February 2015, the first Arts and Science students prepared to start their internships in May 2016, including several in on-campus positions.

Awareness of the Major Maps initiative grew, with more than 20,000 online page views in the first six months after they were launched in January 2015. The maps, created by Queen’s Career Services in the Division of Student Affairs, are individually tailored to the university’s 44 undergraduate programs. Each map suggests activities and strategies students can pursue each year of their program to make the most of their student experience and prepare for their careers after graduation. The Major Maps were honoured by the Canadian Association of Career Educators and Employers with its Excellence in Innovation Award. The project has had such a positive impact that
Career Services and the School of Graduate Studies worked together to create “Grad Maps” for master’s and doctoral programs, which launched in fall 2016.

It All Adds Up is a social media campaign created by the AMS and Career Services. Students reflect on their activities and how they can “add up” to career success, and share photos on Instagram. After a successful launch in 2014, Queen’s initiated a joint campaign with 18 other career centres across Ontario in fall 2015.

The School of Graduate Studies (SGS) continues to develop programs for the professional, academic, and career development of graduate students and post-doctoral fellows. The Expanding Horizons series is a comprehensive suite of workshops that is growing, responding, and adapting to student needs and the current climate.

To document the workshops and training its students have completed, SGS developed and implemented the Queen’s Graduate Supplemental Training Record. SGS has also piloted the use of e-portfolios in onQ, the university’s new online learning management system. This online tool enables students to take stock of and reflect on their academic and professional development and learning over time, and curate their achievements into showcase portfolios suitable for presentation to prospective employers.

SGS promoted greater connections to alumni mentors through two new initiatives. In early 2016 it launched a new online portal, Ask An Alum. The portal connects current graduate students with alumni to promote career-related conversations and networking. In addition to the portal, SGS unveiled a new alumni mentorship initiative to coincide with the university’s 175th anniversary. The program, 175 Alumni Mentors, aims to attract enthusiastic role models who want to engage with current graduate students online and at events such as SGS’s Career Week.

Launching student dreams

As job markets in Canada and elsewhere change rapidly, Queen’s aims to help students develop the entrepreneurial skills they will need to build a dynamic career. The Queen’s Innovation Connector (QIC) improved its existing programs and explored new opportunities to give students access to the resources, the networks, and the mentors they need to transform their ideas into products and services.

The QIC Summer Initiative (QICSI) entered its fourth year with nearly 40 students from Queen’s and St. Lawrence College participating in the flagship program. The winning team, Gryllies, pitched the idea of using crickets to develop an alternative protein source. The students relocated their business to Innovation Park after the summer to continue developing their product. Their hard work paid off in February 2016 when they won $15,000 in the UpStart pitch competition hosted by Queen’s Venture Network in Smith School of Business.

Other graduates of QIC programs enjoyed notable success in 2015-16. CleanSlate UV Sanitizer, which emerged from QICSI in 2014, earned one of six second-place prizes of $500,000 USD at the 43North pitch competition in Buffalo, N.Y. CleanSlate UV Sanitizer quickly and effectively cleans portable electronic devices and helps stop the spread of infectious diseases in health-care facilities. In addition, Glynt – a graduate of QIC’s QYourVenture program – and Atria – a QICSI company from 2015 – were selected to participate in GrindSpaceXL-Kingston, a program that accelerates the growth and development of startups emerging from Queen’s and across the region.

Entrepreneurial-minded students had a bright and welcoming new space on campus to innovate, collaborate, and bring their ideas to life. SparQ Studios, QIC’s makerspace and design studio, moved into
Carruthers Hall in December 2015. SparQ Studios now has more space to accommodate additional tools and equipment. Students can also use the conference room to hold team meetings, and there’s a lounge that can accommodate guest speakers and pitch competitions.

Promoting Student Wellness

Enhancing student health and safety

Queen’s recognizes that fostering a safe and welcoming university community is as essential to student success as strong academic programs and unique learning opportunities. With the goal of improving student safety, health, and wellness, the university announced in September 2015 an advisory committee to review the student non-academic misconduct system. Following extensive consultation, the Board of Trustees approved in May 2016 a revised Student Code of Conduct, which forms the foundation for the non-academic misconduct system at Queen’s.

The university pledged its commitment to address the issue of sexual violence by adopting a new policy and process to support students. In addition, Queen’s has created a dedicated Sexual Violence Prevention and Response Coordinator position that acts as a central point of contact for the Queen’s community members and leads campus-wide education, response, support, training, and advocacy activities. Other new initiatives in this area include updated print resources, student-led bystander intervention training, first-responder training for key staff and student leaders, and an Orientation Week speaker event.

Queen’s convened a committee in fall 2015 to review its practices and procedures to ensure continuous improvement to services for
students with severe allergies. The university conducted extensive consultations with a broad range of stakeholders including parents, medical experts, food service providers, Food Allergy Canada, and other interested parties. The final report contained 17 recommendations, and implementation is ongoing.

Holistic approach to wellness services

Queen’s began implementing recommendations following an external review of Health, Counselling and Disability Services in 2014-15. The organization’s name changed to Student Wellness Services and a new position of executive director was created to support enhanced integration and collaboration among the three units and with wellness partners across campus and the Kingston community. In response to the increased demand for services and the growing complexity of cases, Student Wellness Services implemented several strategies including additional full-time and contracted physicians, expanded hours of service, and outreach counsellors in residences and some faculty buildings. In addition, the Office of the Interfaith Chaplain increased access to multi-denominational faith support.

The School of Graduate Studies (SGS) sought to address the distinctive needs and concerns of its students with the launch of SGS Habitat. The online “living space” promotes information and resources for living well in grad school. SGS’s efforts to enhance the graduate student experience earned the unit a major award from the Canadian Association for Graduate Studies.

SGS also recognized the crucial role graduate coordinators play in the lives of students. The “Featured Graduate Coordinators of the Year” initiative is aimed at highlighting the best practices among graduate coordinators. Allison Sherman (Art History) and Wayne Snedden (Biology) were the inaugural honorees.
Connecting physical and mental well-being

Richardson revitalization

The revitalization of Richardson Stadium began in late 2015 following the conclusion of the Gaels’ outdoor varsity sport season, with construction completed in September 2016. The project represents more than just a new stadium. A revitalized Richardson stands as the foundation of an outstanding varsity sports program that contributes to a strong, leading university overall. As the home to the Queen’s soccer and football teams, and a playing surface used by a number of other teams and clubs as well as intramurals, Richardson Stadium signifies an important commitment to physical activity, health, and wellness for all students.

The revitalization project incorporates many design improvements to enhance the participant and fan experience. The stadium is fully accessible with elevated seating that improves sightlines. The field boasts the latest synthetic turf technology, new lighting and sound systems, and enhancements to fan and team amenities. Additional fundraising is now underway for a pavilion to complete the bowl design. The revitalization is the latest phase of the Fields and Stadium project supporting athletics and recreation through the construction of Nixon, Tindall, and Miklas-McCarney fields.

Leading the way

Queen’s varsity-athletes embraced their role as leaders in the community and classroom as well as on the field of competition. The Varsity Leadership Council (VLC) continued to develop and promote their athlete-community initiative called the TriColour Series. They raised awareness for mental health and supported charities such as Run for the Cure. Queen’s was the top fundraising university for the fourth consecutive year due to the dedication of the men’s rugby team. Varsity athletes also contributed to Shoot for the Cure, Martha’s Table, Partners in Mission Food Bank, and Shoot for Literacy, an elementary school program.

The hard work and spirit of student-athletes carried over to the classroom. In 2015-16, Queen’s boasted 383 student-athletes earning at least an 80 per cent (3.5 grade point) average while participating in a varsity sport. Queen’s places among the top five schools in Canada for the number of academic all-stars.

In 2015-16, more than 95 per cent of the student population was active in sports or recreational activities on campus. Participation in intramurals, club activities, aquatic programs and general fitness continues to increase year over year.
RESEARCH
PROMINENCE
Queen’s researchers enhance the university’s impact on the national and international stages and address the world’s greatest challenges.
Nobel glory

October 6, 2015 will be remembered as a momentous day in Queen’s University’s 175-year history. It was the day Professor Emeritus Arthur McDonald (Physics, Engineering Physics, and Astronomy) received the life-changing phone call from Sweden, notifying him that he’d won, along with Takaaki Kajita of the University of Tokyo, the 2015 Nobel Prize in Physics. The Royal Swedish Academy of Sciences in Stockholm recognized the pair for their “key contributions to the experiments which demonstrated that neutrinos change identities.” By answering this question that had puzzled physicists for years, Dr. McDonald and his collaborators advanced the world’s understanding of the universe.

Dr. McDonald joined Queen’s in 1989 and served as the inaugural Gordon and Patricia Gray Chair in Particle Astrophysics. He conducted his research at the Sudbury Neutrino Observatory (SNO) scientific collaboration. In this advanced research facility located 2 km underground in an active nickel mine, Dr. McDonald and the SNO team discovered that neutrinos change from one type to another as they travel to Earth from the core of the sun.

The Nobel Prize announcement unleashed a flurry of activity for Dr. McDonald. In December 2015, he travelled to Stockholm to receive the Nobel Prize and participate in a number of official events throughout Nobel Week. Before his departure for Sweden, the Queen’s community gathered in Grant Hall for a special send-off. Several months later, in March 2016, Dr. McDonald and his SNOLAB collaborators received official recognition during Question Period in the House of Commons. Before Question Period, Dr. McDonald met with the Honourable Kirsty Duncan, Minister of Science, and Canadian Prime Minister Justin Trudeau.

Several significant honours for Dr. McDonald followed the Nobel Prize. He and his SNO collaborators accepted the 2016 Breakthrough Prize in Fundamental Physics. They shared the $3-million prize with four other international experimental collaborations studying neutrino oscillations. Dr. McDonald became a Companion of the Order of Canada and received of the Order of Ontario and the Order of Nova Scotia. The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, formally presented Dr. McDonald with the Order of Ontario when he visited Queen’s Park in June 2016 along with members of the SNO collaboration.
Honouring research excellence

Many other Queen's researchers were recognized for their achievements in addition to Dr. McDonald. Five Queen's professors were elected as fellows to the Royal Society of Canada (RSC), one of the highest honours for Canadian academics. The new RSC members include Elizabeth Eisenhauer (Oncology), Marjan Mozetich (Dan School of Drama and Music), Ugo Piomelli (Mechanical and Materials Engineering), Keith Poole (Microbiology), and Suning Wang (Chemistry).

In other RSC honours, Alice Aiken (School of Rehabilitation Therapy) joined the College of New Scholars, Artists and Scientists, while Kerry Rowe (Civil Engineering) and John Smol (Biology) received individual RSC medals for their contributions to the environment and public awareness of science, respectively.

Queen's garnered three new Canada Research Chairs (CRC). Alumnus Mark Ormiston (Biomedical and Molecular Sciences) returned to Queen's as the CRC in Regenerative Cardiovascular Medicine. Heather Castleden (Public Health Sciences) was named the CRC in Reconciling Relations for Health, Environments, and Communities, while Robert Colautti (Biology) was appointed the CRC in Rapid Evolution. Queen's also had three CRC renewals: David Lillicrap (CRC in Molecular Hemostasis), John McGarry (CRC in Nationalism and Democracy), and Ian Janssen (CRC in Physical Activity and Obesity).

The university continues to pledge its support for promising researchers through the Queen's National Scholars (QNS) program. Qingling Duan (Biomedical and Molecular Sciences, School of Computing) was appointed the QNS in Bioinformatics while Karen Zaiontz (Film and Media) was named the QNS in Creative Industries in the Global City.

While the CRC and QNS programs allow Queen's to attract and retain some of the world's most accomplished minds, Vanier Canada Graduate Scholarships enable the university to welcome and support emerging scholars with extraordinary research potential. In 2015, six Queen's doctoral candidates won Vanier Scholarships, the most in a single year at the university since the scholarship launched in 2008. The Vanier Scholarship program awards students $50,000 every year for three years. Queen's 2015 Vanier Scholars include: Hannah Dies (Chemical Engineering), James Gardner Gregory (Neuroscience), Catherine Normandeau (Neuroscience), Erica Phipps (School of Kinesiology and Health Studies), Amanda Shamblaw (Psychology), and Ognen Vangelov (Political Studies).
Closer to home, Queen's recognized five faculty members with the university’s Prize for Excellence in Research. The 2015 recipients were Anne Croy (Biomedical and Molecular Sciences), Jacalyn Duffin (History of Medicine), Mark Diederichs (Geological Sciences and Geological Engineering), Guojun Liu (Chemistry), and Myra Hird (School of Environmental Studies).

The university made a significant investment in its internal research awards program with the launch of the Queen’s Research Opportunities Funds (QROFs). The fund is divided into four categories:

- The Research Leaders’ Fund to advance aspirational research in the university’s research strengths and priorities.
- The International Fund to bolster the university’s international reputation through increased global engagement.
- The Arts Fund to support artists and their contributions to the scholarly community at Queen’s.
- The Post-Doctoral Fund to attract outstanding post-doctoral fellows to Queen’s and support their contributions to research and to the university.

Twenty-five researchers from across a variety of disciplines received funding through QROFs. With this financial support, the researchers will undertake innovative projects and forge new collaborations with colleagues and scholars around the world. For example, Marc Epprecht (Global Development Studies) is using his award from the International Fund to create a network for African studies among the Matariki Network of Universities (MNU). Dr. Epprecht and his colleagues at Dartmouth College in the United States will create the framework that will promote collaborations across the MNU and with their African partners. Dr. Epprecht anticipates several colloquia and publications will emerge as a result of the network.

Developing world-class facilities

State-of-the-art facilities are the backbone of many research enterprises at Queen’s. The findings that led to Dr. McDonald’s Nobel Prize in Physics were made possible in large part due to the world-class science facility located deep underground in the Vale Creighton nickel mine near Sudbury.

The original facilities for that experiment have since expanded, allowing the next generation of Queen’s researchers and their collaborators to explore the world of sub-atomic and dark matter physics. Mark Chen (Physics, Engineering Physics and Astronomy) received $1.85 million from the Canada Foundation for Innovation’s 2015 Innovation Fund to upgrade the capabilities of the Sudbury Neutrino Observatory and SNO+. The grant will allow Dr. Chen and his team to improve the purification of tellurium, the element used in the neutrino detector.

“An upgraded SNO+ detector highly increases the potential for a transformative discovery in particle astrophysics, which would cement Canada’s position as a global leader in this field,” said Dr. Chen, the current Gordon and Patricia Gray Chair in Particle Astrophysics and the director of the SNO+ project.

In addition to Dr. Chen’s grant, three other Queen’s researchers received funding from the 2015 Innovation Fund, including Stephen Archer (Medicine), Cathleen Crudden (Chemistry), and Ian McWalter (CMC Microsystems at Innovation Park).

Queen’s continues to develop new facilities that will position the university as a research leader and support collaborative research with partners across Canada and around the world. The Faculty of Engineering and Applied Science officially opened in September 2015 the Reactor Materials Testing Laboratory (RMTL). The $17-million facility – a new research endeavour for the Queen’s Nuclear Materials Group led by Mark Daymond (Mechanical and Materials Engineering) – will advance the development of safe and economical nuclear power in Canada. Funding for the RMTL came from the Canada Foundation
The university’s efforts to advance clean energy technologies received another boost, thanks to a $4-million grant from the Natural Sciences and Engineering Research Council of Canada (NSERC). The Engineered Nickel Catalysts for Electrochemical Clean Energy (Ni Electro Can) research team, led by Gregory Jerkiewicz (Chemistry), will use the NSERC Discovery Frontiers grant to develop the next generation of nickel-based materials, giving Canada’s energy sector a competitive advantage. The grant is only given to one project once every two years.

Making a meaningful difference

Across the university, researchers are asking vital questions in order to push the boundaries of our understanding and shed new light on our local and global communities. Their research outcomes lead to new knowledge and innovations that directly affect Canadians and others around the world. Furthermore, Queen’s researchers – often working with colleagues across different disciplines and institutions – are tackling diverse problems that demand unique solutions.

Chronic pain causes profound personal suffering for millions of Canadians, and exacts a greater cost to society across a patient’s lifetime than cancer and heart disease combined. Chronic pain’s toll cannot be ignored, but managing and preventing it poses significant challenges for medical professionals. Ian Gilron (Biomedical and Molecular Sciences) is working to change that through his research. He is the co-lead of the Canadian Institutes of Health Research (CIHR) Strategy for Patient-Oriented Research (SPOR) Chronic Pain Network, which launched in March 2016. The multidisciplinary research initiative is closely integrated with the Queen’s Department of Anesthesiology and Perioperative Medicine, the Queen’s Faculty of Health Sciences, and the Southeastern Ontario Academic Medical Association. The network received $25 million in direct and matching funds.

Improving the treatment of cancer is the main objective of another research group on campus, which unveiled its new identity early in 2016. The Canadian Cancer Trials Group (CCTG), formerly known as NCIC CTG, is the only cooperative group in this country conducting the full range of cancer trials.

“For more than three decades, our group has worked tirelessly to answer the most important question every cancer patient has: ‘What’s
“The best treatment for me?” said Janet Dancey, Scientific Director of CCTG. “We look forward to fulfilling that role as the Canadian Cancer Trials Group.”

Since its establishment in 1980, CCTG has redefined the medical standard of care for breast, lung, colon, lymphoma, prostate, brain, and ovarian cancers. CCTG’s founding director, Joseph Pater, received a career achievement award from the Canadian Cancer Research Alliance in November 2015. During his 27 years at the helm of CCTG, Dr. Pater actively participated in the development, execution, and analysis of more than 100 cooperative cancer trials and oversaw more than 300 clinical trials involving more than 45,000 patients worldwide.

As Queen’s researchers are improving the life expectancy and quality of life for cancer patients, they are also drastically altering the impact of cardiovascular disease. Cardiovascular disease is no longer the number one cause of death in Canada, according to Chris Simpson, Chief of Cardiology at Queen’s. Queen’s researchers such as Dr. Simpson, as well as Christine D’Arsigny (Medicine), Albert Jin (Medicine), and Adrian Baranchuk (Medicine) are making advancements in technology and treatment that boost survival rates and improve recovery.

Ian Janssen (School of Kinesiology and Health Studies) is doing his part to ensure children get the best start possible so that they can live long and healthy lives free of cardiovascular disease. With funding from the Heart and Stroke Foundation, Dr. Janssen, pictured below, is developing a technique to determine, for the first time, how much active play children actually get, and the places where this activity occurs. Dr. Janssen, the Canada Research Chair in Physical Activity and Obesity, spoke about his research in the annual Queen’s University Heart and Stroke Foundation Lecture in April 2015.

Much like Dr. Janssen, Mike Green (Family Medicine, Public Health Sciences) is gathering information that will inform new programs and policies aimed at tackling a troubling health issue. Dr. Green is working in partnership with the Chiefs of Ontario, as well as the Northern Ontario School of Medicine, Nipissing University, and the Institute for Clinical Evaluative Studies (ICES) to gather data on diabetes, assess it, and then use that information for the betterment of the communities.

“As a researcher, this isn’t me saying I’ve got an idea, let’s go out and test it. This is our academic team going to our partners and asking what’s important to you, what should we be studying, and working with them to identify those things and move them forward,” Dr. Green said.
Other faculty members are undertaking research projects in partnership with Indigenous communities. Queen’s biologists Virginia Walker, Peter Van Coeverden de Groot, and Stephen Lougheed, along with colleagues from Carleton University, are working in Gjoa Haven and other Nunavut communities. Together, they are integrating traditional ecological knowledge with leading-edge genomic science to gain an understanding of the fish and shrimp populations. The goal is to develop a science-based fishing plan for arguably the last unexploited fishery in the northern hemisphere, creating opportunities for employment and economic benefits for Nunavut, along with greater food security.

Better understanding the Arctic is the goal of a project led by Norman Vorano, a Queen’s National Scholar and Curator of Indigenous Art at the Agnes Etherington Art Centre. Dr. Vorano is developing an exhibition featuring Inuit drawings that were created in 1964. The works document the thoughts, apprehensions, memories, and observations of Nunavummiut during a time of social upheaval. The Agnes received financial support from the Museum Assistance Program (MAP) of the Department of Canadian Heritage to create the exhibition, which will debut in 2017. Dr. Vorano is working with the Canadian Museum of History and the Piqqusilirivvik Inuit Cultural Learning Facility in Clyde River, Nunavut, to create the exhibition.

As Dr. Vorano sheds light on the past through art, researchers at the Queen’s Human Media Lab fix their gaze upon the future. The lab, led by computing professor Roel Vertegaal, has unveiled the world’s first wireless flexible smartphone. ReFlex allows users to experience physical tactile feedback when interacting with their apps through bend gestures. The prototype received attention from media around the world when unveiled in February 2016, with Dr. Vertegaal predicting that consumers will have access to flexible, bendable smartphones in five years.

Rapidly changing information and communication technologies and their impact on security and civil liberties is a research focus for David Lyon (Sociology). Dr. Lyon, Director of the Surveillance Studies Centre, received the Social Sciences and Humanities Research Council (SSHRC) Insight Award, which recognizes an individual or team whose research has made significant contribution to knowledge and understanding about people, societies, and the world. Dr. Lyon was nominated for his work as one of the world’s leading thinkers on surveillance and personal data collection. With funding from the Impact Award, Dr. Lyon will lead the development of the world’s first open-access online course on surveillance.
Queen’s is committed to achieving and maintaining long-term financial competitiveness in order to support the academic mission of the university.
Stability amidst financial challenges

Queen’s delivers a transformative learning experience in a research-intensive environment due in large part to the dedication and contributions of its many students, staff, faculty, and other members of the university community. Underpinning the success of this academic mission is long-term financial sustainability. To this end, Queen’s continues to focus on managing the university’s resources prudently and effectively.

In 2015-16, Queen’s completed the year with a surplus of $39.5 million. The surplus was mainly a result of higher than planned student enrolment and significant successful efforts across the university to constrain costs.

“The operating fund surplus will provide important flexibility for future strategic priorities and a reserve for future pension payments,” said Caroline Davis, Vice-Principal (Finance and Administration). “In addition, surpluses accrued by the faculties have been set aside in departmental reserves in support of academic priorities.”

Despite the surplus, the university continues to face a number of financial challenges, including low interest rates, $253-million in deferred maintenance, and reliance on government-controlled grant support and tuition.

Queen’s must also take into account the pension solvency deficit of $285 million, as reported in 2014. The university will have to begin funding the pension solvency deficit in September 2018 if a solution cannot be found. To mitigate that financial risk, the university negotiated a commitment with employee groups to design and build a new Ontario University Jointly Sponsored Pension Plan, which would have a permanent pension solvency exemption. In addition, in September 2015, all bargaining units began paying an additional
4.5 per cent in pension charges to cover the cost of additional going concern payments, with any excess funds being kept as a reserve to fund future solvency payments.

A memorandum of agreement on the university pension project was a highlight of individual collective agreements successfully negotiated between the university and several bargaining units on campus in 2015-16. Queen’s reached agreements with Queen’s University Faculty Association, United Steelworkers 2010, Canadian Union of Public Employees locals 229, 254, and 1302, Ontario Nurses’ Association Local 67, and the Ontario Public Service Employees Union Local 452.

On the capital side of the 2015-16 financial results, Queen’s spent a total of $49.4 million on building projects and construction, equipment and furnishings, and other asset purchases. The bulk of capital expenditures was related to several high-profile projects. Construction concluded on two new residences – David C. Smith House and Brant House – allowing more than 500 students to move in to the buildings in September 2015. As well, the revitalization of Richardson Stadium began in late 2015 following the conclusion of the Gaels’ outdoor varsity sport season, with construction completed in September 2016.

Striving for sustainability

Queen’s undertook several major initiatives in 2015-16 to advance the sustainability of its operations. In December 2015, the university unveiled the next stage of its Energy Matters project, which aims to reduce the university’s carbon footprint and decrease the money Queen’s spends each year on utilities. Queen’s is working with Honeywell, an international energy services company, to implement more than 170 individual energy conservation measures in 66 campus buildings. The improvements include the installation of low-flow fixtures to reduce water usage, upgraded lighting and building climate controls to reduce energy consumption, as well as heat recovery systems and improvements to building envelopes.

The $10.7-million energy conservation program will help move Queen’s closer to the emissions reduction targets set out in the university’s Climate Action Plan, which Principal Daniel Woolf released in March 2016. As part of its commitment to sustainability, the university aims to reduce its greenhouse gas (GHG) emissions by 35 per cent from 2008 levels by 2020, and by 70 per cent by 2030. It also sets out Queen’s aspiration for climate-neutrality, or net-zero emissions, by 2040. Principal Woolf created a new CAP working group to develop a list of actionable items to help the university reach its GHG emission reduction targets. When examining different possible actions, the group will consider factors such as potential impact on reducing GHG emissions and financial implications for the university.

Queen’s once again enacted a peak demand management program during summer 2015 to reduce electricity costs and contribute to the sustainability of the province’s energy system. As part of the program, air conditioning systems in a number of campus buildings were shut down on 15 afternoons over the months of July, August, and the first week of September. The shutdowns coincided with peaks in provincial electricity demand. The university saved $1.6 million on its electricity bill in 2015 by strategically shutting down air conditioners, as well as offsetting power consumption from the provincial electricity grid with energy produced by the university’s cogeneration facility.
Through international research, collaborations, recruitment, and teaching and learning opportunities, Queen’s is committed to internationalization at home and abroad.
Queen’s launched its Comprehensive International Plan (QUCIP) in August 2015 to support the university’s internationalization efforts. Aligned with Queen’s Strategic Framework, the plan’s goals include strengthening Queen’s international research engagement and creating more opportunities for student mobility through academic exchange and study-abroad programs. The plan also aims to attract high-quality international students to Queen’s, and to increase international educational opportunities on the Queen’s campus.

Kathy O’Brien, pictured below, Associate Vice-Principal (International), provided in March 2016 an interim report update on internationalization progress – highlighting the achievements projected for the duration of the five-year plan. The report details significant boosts in international research funding, as well as numerous international awards and accolades received by faculty. It also reports increases in the number of students participating in international exchange, plans to develop initiatives to draw and recruit more international students to Queen’s, as well as goals for continued success at the Bader International Study Centre (BISC). Initiatives are also underway to boost international-at-home activities, including international learning and intercultural training opportunities on campus.

In spring 2016, Queen’s launched a refreshed international website (queensu.ca/international) that is a guide to all things international at Queen’s. It includes information for prospective international students on applications, admissions and funding, campus life and supports, as well as research excellence and affiliations, international at home, and much more.

Creating and maintaining links with international networks and associations is an important part of internationalization at Queen’s. Now in its sixth year, the Matariki Network of Universities (MNU),
of which Queen's is a founding member, provides strong partnerships for Queen's and offers numerous opportunities for collaboration across many research fields. Queen's hosted a Matariki Humanities Colloquium on campus in 2015 and hosted the first MNU Colloquium on Digital Humanities in October 2016. In addition, the university's membership in CALDO, a consortium of Canadian research-intensive universities focused on recruitment and student mobility in Latin America, helps build Queen's reputation internationally and advance relationships in research and education.

The Ambassadors’ Forum, held on campus in April 2016, also serves as an opportunity for the university to showcase Queen's talent and highlight new and existing international initiatives. The bi-annual event brings together the Canada-based heads of mission of the Asia-Pacific region and is an excellent way for the university to establish and grow diplomatic relations as it builds its international exchange and study-abroad programs.

Research engagement

Recognition of Queen's faculty members' achievements through various awards and honours strengthened the university's research collaborations and ties abroad. Most notably, Professor Emeritus Art McDonald's Nobel Prize in Physics, which was closely followed by the Breakthrough Prize in Fundamental Physics, showed the world the breadth of Queen's research excellence and cemented new partnerships that will influence scholars at Queen's in the years ahead. Additionally, in early 2016, Kerry Rowe (Civil Engineering) was elected to the prestigious National Academy of Engineering in the United States, and John Smol (Biology) was the 2015 recipient of the International Ecology Institute's (ECI) top award, the ECI Prize, for his “leadership in bringing palaeolimnology to bear so effectively on urgent environmental problems.”
Seizing an opportunity to bolster the university’s research prominence on the world stage, Principal Woolf joined his counterparts on the U15 Group of Canadian Research Universities executive in June 2016 on a visit to Paris and Grenoble, France. During the trip, the U15 executive heads met with the State Minister for Higher Education and Research, and the Ambassador of Canada to France, the Honourable Lawrence Cannon.

The Canadian delegation met with several Belgian university presidents, visited the National Centre for Scientific Research, the premier public research organization in Europe, which has been home to 20 Nobel Prize laureates and 12 Fields Medal winners. The group also took part in a roundtable at Sorbonne Université, met with the Coordination of French Research Intensive Universities, and representatives of the institutions of the Université Grenoble Alpes; the latter meeting included a visit to the institution’s innovation campus.

The Office of the Vice-Principal (Research) continues to prioritize international research collaboration and reach out to various regions and sectors to boost Queen’s partnerships. In June 2016, VPR Steven Liss fostered connections in the United States, visiting Boston, an area known as a hub for innovation.

During the visit, Dr. Liss met and spoke with key groups and stakeholders, including members of the New England-Canada Business Council, Queen’s alumni, and Canadian Consul General to New England David Alward. In these conversations, his message was clear: the importance of international and cross-border relationships in advancing research, as well as the opportunities for Queen’s and its potential partners.

Earlier in the year, Dr. Liss presented at the 2016 Ontario-China Research and Innovation Collaboration Forum at the University of Toronto, which included, in addition to Ontario representatives, about 80 Chinese delegates from government, research institutes,
commercialization offices, technology companies, venture capital firms, and innovation partners. His talk focused on deepening and strengthening partnerships and collaborations in Shanghai and across China, and overall the forum discussed research and innovation collaboration trends in Ontario and China, as well as best practices going forward.

An important collaboration came to fruition in fall 2015, when Queen’s signed an agreement with China’s Tongji University to jointly establish the International Research Laboratory of Yangtze River Ecology and the Environment, or InteLab-Yangtze. InteLab-Yangtze is an international initiative that aims to create the world’s foremost research centre on the ecology of the Yangtze River basin. Queen’s Biology Professors Yuxiang Wang, Brian Cumming, and Stephen Lougheed were among those actively involved in the InteLab initiative.

“Queen’s and Tongji are already close partners, with a number of collaborative research and academic programs active between the two institutions,” said Dr. Liss, who visited Tongji for the official signing of a memorandum of understanding between the two institutions. “This new agreement will deepen this relationship and foster important new research related to the ecology of one of the world’s longest rivers.”

The year 2014-15, the most recent year for which data is available, was a significant year for international research funding at Queen’s. The university’s researchers received a total of $44 million from international sources (based on a three-year rolling average), representing 38 per cent of total research funding. This included a significant international clinical cancer trial funded at $29 million.

Several steps taken since the adoption of the Comprehensive International Plan are helping faculty members’ international engagement – including creation of a position in University
Research Services with an emphasis on supporting international grant applications and a dedicated funding stream within the Queen’s Research Opportunities Funds (QROF) to support international collaboration and mobility. In the inaugural round of QROF funding, 10 researchers received awards from the international fund to advance new or existing international collaborations, including Professor Suning Wang, who hosted a research network meeting at Queen’s in May 2016 that strengthened unique collaborations with Japanese and German institutions in the field of catalysis and materials science.

International mobility

Queen’s offers a wealth of opportunities for students and faculty members to engage with the wider world, through study-abroad and exchange programs, and through numerous research collaborations and networks. The university also continues to welcome international students to campus and to increase opportunities for those seeking exchanges or full degrees.

The university has bilateral agreements with approximately 180 universities in 50 countries, and also participates in several consortial agreements, providing exchange opportunities at a further 70 institutions. In fall 2015, the associate vice-principal (international) completed a comprehensive audit of international academic partnerships, collecting data on student flow. These findings will inform the continued development of strategic partnerships, moving forward.

The number of Queen’s students participating in international exchange programs continues to grow, with an 8 per cent increase in 2015 over the previous year, and a goal of a 25 per cent increase for the period 2015-2019. During 2015, the number of international students on campus participating in exchange grew by 16 per cent.

To bolster Queen’s presence abroad and foster new opportunities, in March 2016 Principal Daniel Woolf and Provost Alan Harrison led a delegation to China, travelling to Beijing, Shanghai, and Hong Kong to meet with officials from Tongji, Fudan, and Beijing Normal universities, as well as the Shanghai Municipal Foreign Affairs Office, the Ministry of Education, and the China Scholarship Council (CSC).

Several agreements between institutions were signed and/or renewed during the trip, including two new agreements to allow undergraduate students from Beijing Normal University to study with the Department of Biology, the renewal of the Fudan-Queen’s Semester in Shanghai program, and the CSC program to fund study and research by Chinese doctoral students at Queen’s.

“Queen’s has created a solid foundation in the region over the past decade and these agreements build upon that foundation,” said Kathy O’Brien, Associate Vice-Principal (International). “One of the key goals for the delegation was to strengthen the university’s reputation and all of these meetings went a long way to accomplishing that goal.”

Queen’s hosted a delegation from China’s Guangdong University of Foreign Studies (GDUFS) in spring 2016. The delegation met with representatives of the Faculty of Education and the Faculty of Arts and Science to explore areas of cooperation between Queen’s and GDUFS, including research collaboration and student and faculty mobility.

International recruitment and enrolment

Increasing the number of international students at Queen’s is an institutional priority. In 2015-16, there were 2,239 undergraduate and graduate international students on campus from 106 countries, including both degree program and exchange students. Approximately 7 per cent of the full-time undergraduate population
and 24.8 per cent of the full-time graduate population were international students, including exchange students.

The top three countries of citizenship among international undergraduate students were China (39 per cent), United States (6 per cent), and United Kingdom (5 per cent). Among international graduate students, the top three countries of citizenship were China (22 per cent), United States (16 per cent), and India (11 per cent).

Undergraduate international enrolment
In 2015-16, international students made up 6.2 per cent of the first-year undergraduate class. The university’s goal is to reach 10 per cent by 2019. To help achieve this target, the university has a dedicated team in Undergraduate Admission and Recruitment focused on international recruitment; the team includes a director of international recruitment, and full-time recruiters based in Shanghai and Beijing. Undergraduate Admission and Recruitment also works with a leading international recruitment agency and presents interactive webinars for prospective students who can’t easily come to campus.

QBridge, the university’s English-language pathways through Queen’s School of English that includes a summer-long program and a year-long program, expand the university’s capacity to make offers to international students, conditional on their ability to meet the required admission standard for English-language proficiency. This pathway ensures that students are linguistically, academically, and culturally prepared to complete their Queen’s undergraduate degree studies.

Expanded international undergraduate student recruitment efforts for 2015-16 resulted in:
• a 25.7 per cent increase in applications (total of 4,206) from 107 countries
• a 40.7 per cent increase in offers, and
• a 36.5 per cent rise in acceptances among students from more than 40 countries.

The year 1-2 undergraduate retention rate among international students was 93 per cent in 2015.

Graduate international enrolment
In 2016, the School of Graduate Studies (SGS) saw an increase in international applicants to 1,609 (from 87 countries), up from 1,551 applicants in 2015. Several initiatives were undertaken during 2015-16 to increase the proportion of sponsored graduate students (one of the goals of the QUCIP), including: the signing of new or renewal agreements with foreign funding bodies, including the Consejo Nacional de Ciencia y Tecnología (CONACYT) in Mexico and the China Scholarship Council (as mentioned earlier); and outreach to upper-year international students funded under the MITACS Globalink Program at universities in Ontario and Quebec.

To improve accessibility to graduate studies for international students, the SGS has also partnered with the Queen’s School of English to provide language training for applicants who meet the academic requirements, but have not met the language requirement for admission to graduate studies. This program allows SGS to provisionally accept such applicants and provides them with the language training required to prepare them for success in their graduate studies.

In addition, a new website to help ease the transition to Queen’s and graduate studies, SGS Habitat: Coming from Away, provides resources, tips, and supports for international graduate students.
International at home

Queen's is committed to providing the opportunity for a meaningful international educational experience for everyone on campus. This means creating opportunities at Queen's for more interaction among international and domestic students, faculty, and staff members through educational programming, cross-cultural events, and intercultural training.

To celebrate international at home and engage the Queen's community, the Office of the Vice-Principal (International) co-hosted for the first time in fall 2015 the Global Salon Series with the Isabel Bader Centre for the Performing Arts. The series offers performances by international and Canadian performers.

The purpose of this collaboration is to provide an opportunity to bring domestic and international students together to deepen their intercultural awareness and sense of community through music, and to enhance international student networks at Queen's.

For decades, the Queen's University International Centre (QUIC) has been key to facilitating interaction among students and the campus and broader communities. The centre promotes an internationally informed and cross-culturally sensitive learning environment, and offers a welcoming space where international and domestic students gather, read, relax, and meet people from many countries. QUIC also provides international student advising, resources, and orientation programs including "Welcome to Winter!", and connects international students, staff, faculty, and their family members to support services and programs.

In January 2016, QUIC welcomed Director Jyoti Kotecha. “It is wonderful to be in this position. This centre is very important for Queen's, for its international students, as well as its domestic students,” said Ms. Kotecha, who came to QUIC after many years working in the Faculty of Health Sciences in the Centre for Studies in Primary Care. “Students who come through QUIC’s doors are able to find the resources they need and are seeking in order to thrive on campus and in the Kingston community.”

One of the goals of the QUCIP is to increase the number of students, faculty members, and staff participating in intercultural training programs by 2019. The programs, which are offered by QUIC, saw enrolment targets achieved in the first year alone, with a total of nearly 600 students and 170 faculty and staff improving the skills they need to engage with cultural diversity on campus. In addition, staff in Student Affairs present intercultural training modules as part of the curriculum in courses at the undergraduate and graduate levels – for example, to Bachelor of Education students (Introduction to Aboriginal Education), Occupational and Physical Therapy students in the School of Rehabilitation Therapy, and MBA students in the Smith School of Business.
Incredible end to Initiative Campaign

The most ambitious fundraising campaign in the university’s 175-year history drew to a close in April 2016. Thanks to the collective dedication and generosity of donors and volunteers, more than $640 million was donated to Queen’s during the 10-year campaign. Also during the campaign, donors committed $115 million in future estate gifts, surpassing the goal of $100 million.

“This is a proud moment in Queen’s history,” said Principal Daniel Woolf. “The university is enormously grateful to all of our volunteers and donors who recognize the value of a Queen’s education, and have invested in making one of Canada’s top universities even better.”

More than 60,000 individual donors, including 35,000 alumni, contributed to the campaign. Of those donors, 32,000 made their first gift to Queen’s. During the course of the campaign, the Grant Hall Society, which recognizes donors whose annual gifts to Queen’s total more than $1,000, welcomed nearly 5,000 new members.

The massive fundraising effort has furthered the university’s top priorities in teaching, research, and athletics and recreation. More than $85 million was given to establish student scholarships and bursaries, including the creation of 625 new student awards. The generosity of Queen’s supporters has already resulted in new state-of-the-art facilities, modernized learning spaces on campus, and 23 new endowed chairs and professorships.

The university also recognizes the important investments from the municipal, provincial, and federal levels of government, which are not included in the Initiative Campaign total. The combined government support totalled $94 million and was critical to advancing the School of Medicine building, which opened in 2011, and the Isabel Bader Centre for the Performing Arts, which began welcoming patrons in 2014.

Historic gifts for Queen’s

Donations during the 2015-16 fiscal year totalled $156.1 million. The 10th and final year of the Initiative Campaign included several outstanding gifts for Queen’s. The university received a momentous gift of $50 million from alumnus Stephen Smith (Sc’72) to Queen’s business school. In recognition of Mr. Smith’s vision and generosity, Principal Woolf announced a new name for the school: the Stephen J.R. Smith School of Business.

The donation is the largest-ever gift to a Canadian business school and one of the largest in Queen’s history. Almost all of the gift is endowed, which will provide ongoing resources for attracting top talent to the business school and enriching business education at Queen’s. Mr. Smith’s gift will be used to create new endowed chairs and professorships that will help retain and recruit outstanding faculty, and to increase significantly the number of scholarships to attract exceptional students.
A few months after Mr. Smith’s donation, Queen’s received more good news from two of the university’s most generous benefactors and loyal alumni. Alfred Bader (Sc’45, Arts’46, LLD’86) and Isabel Bader (LLD’07) entrusted Portrait of a Man with Arms Akimbo, a late-career masterpiece by Rembrandt van Rijn, signed and dated 1658, to the Agnes Etherington Art Centre at Queen’s University.

“An image in a textbook cannot replace the impact of seeing a work of art in person,” said Madeleine Leisk (Artsci’16), who helped develop an exhibition at the Agnes as an Undergraduate Student Summer Research Fellow. “Portrait of a Man with Arms Akimbo is a wonderful addition to the European collection at the Agnes and a great resource for European art history classes at Queen’s. The new Rembrandt will offer a unique learning opportunity for students from all faculties.”

Over the past 50 years, the Baders have donated more than 200 significant paintings, including two other works by Rembrandt. The Bader Collection at the Agnes includes many portraits by artists in Rembrandt’s circle, and Portrait of a Man with Arms Akimbo will be the centrepiece of those artworks.

In addition to enriching students’ learning through the donation of original artworks, the Baders have given back to Queen’s in countless ways. Their philanthropy has transformed the campus, enriched the student learning experience, and supported scholarship.

The Isabel Bader Centre for the Performing Arts, made possible in part by a transformational gift from the Baders, was the foundation for another significant gift to Queen’s in April 2016. Aubrey and Marla Dan donated $5 million to strengthen Queen’s position as a leading university for study in the performing arts. Principal Woolf announced the naming of the Dan School of Drama and Music in honour of the Dan family, whose daughter is a graduate of the drama program. The donation is almost exclusively endowed and will support investments in visiting professional instructors, scholarships, and research.
COMMUNITY
From small gestures to large-scale projects, Queen’s students, faculty, and staff strive to strengthen the university community and make the world around them a better place.
Support for those in need

In response to the humanitarian crisis in Syria, the Queen’s community joined others across the region to assist families fleeing the country. Lori Rand, Curriculum Coordinator for Faculty Development in the Faculty of Health Sciences, and a small group of friends joined together to support the local branch of Save a Family from Syria. Most notably, the volunteers hosted a sold-out fundraising concert at the Isabel Bader Centre for the Performing Arts, which Queen’s provided free of charge for the evening.

As Syrian refugees began arriving in Kingston, a group of third-year law students helped welcome a young man who had fled the violent civil war. The Queen’s Law Refugee Support Centre assisted the 26-year-old refugee as he began dealing with the realities of living in Kingston, including shopping, banking, getting a job, and coping with the cold weather. A group of Queen’s faculty, staff, and alumni formally sponsored the man, as well as a Syrian couple, and graduate students from History, Political Studies, and Computing also actively supported the newcomers. Adam Grotsky, pictured below, (Artsci’16) and other volunteers formed We for Refugee, a student-run organization dedicated to supporting Syrian refugees in Kingston. The group conducted a months-long fundraising campaign that allowed several refugee families to send their children to day camp in summer 2016.

Another humanitarian crisis hit close to home for members of the Queen’s community in spring 2015. A devastating earthquake struck Nepal, leaving members of the Nepalese community in Kingston reeling. PhD candidate Prabeen Joshi (Civil Engineering) was relieved to learn that his parents back home in Nepal were safe and unharmed. However, moved by the devastation in his country, Mr. Joshi joined other Nepalese living in Kingston and launched a campaign to raise awareness of the disaster and to collect funds for the relief efforts.
The Queen’s community also continued its long tradition of supporting the United Way of Kingston, Frontenac, Lennox and Addington by reaching its $300,000 fundraising goal. The campus campaign is a significant portion of the overall United Way KFL&A campaign, which raised $3,414,000 in total. Each year, 75,000 local residents access support from programs supported by the United Way.

Diversifying the workplace and classrooms

Advancing equity and diversity at Queen’s received a boost with the creation of a new online interactive tool. The Diversity and Equity Assessment and Planning Tool (DEAP) assists deans and department heads as they assess equity and diversity in their areas and set targets for improvement. The Equity Office, which developed the tool in collaboration with the Senate Educational Equity Committee, supported the implementation of the tool in the Faculty of Engineering and Applied Science and the School of Medicine. Several other Ontario universities have expressed interest in adopting the diversity and equity planning tool on their campuses.

Distinctions for difference makers

A number of Queen’s community members were honoured for their contributions to society, including Ruth Wilson, pictured below, (Family Medicine), who was named a Member of the Order of Canada. Dr. Wilson received the honour for her work to improve primary care in Ontario and her leadership in family medicine. Art McDonald was promoted to the Companion of the Order of Canada for his Nobel-Prize-winning breakthrough research in the field of particle astrophysics.
Wendy Craig was invested to the Order of Ontario for her continued work in the field of bullying prevention and the promotion of healthy relationships. Dr. Craig, co-scientific director of the Promoting Healthy Relationships and Eliminating Violence Network (PREVnet), was one of 25 new members of the most prestigious official honour in Ontario.

Much like Dr. Craig, Lydia Warren (Artsci’16) and Brittany McBeath (Artsci’17) have worked to build the confidence and self-esteem of young people. For their efforts, the students shared the Brian Yealland Community Leadership Award, presented by the Division of Student Affairs. For several years, Ms. Warren worked one-on-one with children as a volunteer at the Boys and Girls Club of Kingston. Ms. McBeath received the award for creating, directing, and facilitating physical activity programming that connects wellness to their community and culture for local Aboriginal youth.

Student Affairs also recognized Christina Lamparter (PhD candidate, Pharmacology and Toxicology) and Jeremy Gooden (Sc’16) with the Peer Leadership Award for their dedication to peer-to-peer assistance, education, and outreach. Ms. Lamparter built a comprehensive online training program for peer assistants in addition to coaching students and delivering resume workshops. As a student ambassador in the Faculty of Engineering and Applied Science, Mr. Gooden talked with hundreds of potential students and their families about Queen’s, the faculty, and his own student experience. He also received the award for the mentorship and guidance he provided as a leader in the Q Success transition program for first-year students.

Queen’s celebrated students, faculty, and staff members who contributed to the advancement of equity, human rights, accessibility, and inclusion within university community. Graduate student James McNutt (M.Ed.’16) received the Steve Cutway Accessibility Award for his video project aimed at raising awareness of inclusivity and accessibility issues on campus.

The Queen’s Human Rights Initiative Award honoured the Kahswentha Indigenous Knowledge Initiative (KIKI) for expanding discussion about Indigenous languages, history, and representation on campus. Students, faculty, staff, and administrators have worked together to achieve the initiative’s objectives through teach-ins, retreats, and related events.

The Young Women at Queen’s Employee Resource Group accepted the Employment Equity Award. Formed in 2015, the group provides professional development and mentorship programming specifically for women on campus.

The drive to Thrive

Over the past several years, Queen’s has made great strides addressing mental health issues within the university community, especially among the student population. Building on that momentum, Queen’s Human Resources launched Thrive, a week-long initiative to promote positive mental health and resiliency across campus. A variety of events and educational activities across campus touched on mental-health related topics such as stigma, physical fitness, sleep, stress, and nutrition.
Reconciliation through education

Queen’s pledged a comprehensive and cohesive response to recommendations outlined in the Truth and Reconciliation Commission of Canada’s final report on the Indian Residential School legacy. The university established the Truth and Reconciliation Commission Task Force to formulate a set of recommendations based on the final report’s calls to action for post-secondary education institutions. The task force also has the mandate to draft proposals that go beyond the specific calls to action in the TRC final report.

“We want youth to see themselves represented and believe they can achieve a post-secondary education, which is key to reconciliation, according to the Hon. Justice Murray Sinclair (pictured below) and the Truth and Reconciliation Commission of Canada,” said Janice Hill, Director, Four Directions Aboriginal Student Centre, at the launch of the Let’s Take Our Future Further campaign.

The initiative, led by the Council of Ontario Universities, celebrates the achievements of Aboriginal learners at Ontario universities while also recognizing Aboriginal graduates who make a difference in their communities. The campaign featured Donna May Kimmaliardjuk (ArtsSci’11), the first female Inuit cardiac surgeon, and Haven Moses (Sc’15), a recent civil engineering graduate who is working with Indigenous youth to interest them in engineering.

Ms. Hill, who served on the COU working group, noted that the campaign will support Queen’s targeted recruitment and outreach activities. Since 2011-12, among self-identified Aboriginal students, applications to Queen’s have increased by 30 per cent and offers of admission have increased 61 per cent. Acceptances by Aboriginal students are up by 93 per cent.
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Queen’s University Athletics & Recreation 2015-16 Varsity Club Award Recipients

Marion Ross Trophy: Jasmin Aggarwal (Triathlon)

Jack Jarvis Trophy: Jimmy Wintle (Men’s Fencing)

Outstanding Performer of the Year: Gill Pegg (Wrestling/Rugby)

Award of Merit Trophy: Men’s Ultimate

Alfie Pierce Trophy (Female): Jessie Pollett (Women’s Fencing)

Alfie Pierce Trophy (Male): Cameron Butler (Men’s Squash)

Queen’s University Athletics & Recreation Varsity Team Award Recipients for 2015-16

Jenkins Trophy: Mike Tomlinson (Men’s Volleyball)

PHE’55 Alumnae Award: Lauren McEwen (Women’s Rugby)

Jim Tait Trophy: Women’s Rugby

Alfie Pierce Trophy (Male): Chris Brunet

Alfie Pierce Trophy (Female): Katrina Manoukarakis

Rodden Award: Paul and Vicki Hand

Support Services Awards: Alice Bifield (Athletic Therapy), Michaila Frawley (Athlete Services), Gladys Kong (Home Events) and Nic Gray (Strength and Conditioning)
Queen’s University Alumni Awards

Alumni Achievement Award
Gord Nixon, Com’79, LLD’03

Alumni Humanitarian Award
John MacIntyre, Com’78

Alumni Mentorship Award
Greg McKellar, Arts’78, MA’84

Herbert J. Hamilton Volunteer Service Award
Kathy Owen, Arts’66 (Toronto Branch)

One to Watch Award
CleanSlate
Taylor Mann, Arts’14
Scott Mason, Arts’15
Oleg Baranov, Sc’15

Outstanding Student Award
Mike Young, Arts’16

Marsha Lampman Branch Volunteer Award
Monica Dingle, Com’02 (Montreal Branch)

Rising Star Volunteer Award
 Therese Wetzel, Arts’07 (Toronto Branch)

Initiative of the Year Award
Calgary Branch, Calgary Career Management Panel

Alumni Branch Awards

Calgary Branch
The Johnson Award
TBA

Kingston Branch
The Jim Bennett Achievement Award
Leslee Thompson, Nsc’84

Padre Laverty Award
John Miesel

Toronto Branch
Toronto Branch Award
Sheila Murray, Com’79, Law’82

Vancouver Branch
The Kathleen Beaumont Hill Award
Heather Clarke, Nsc’66

Montreal Branch
The John B. Stirling Montreal Medal
TBA

2014-15 Agnes Benidickson Tricolour Awards

Michael Coleman, JD’17
Thompson Hamilton, Arts’13, JD’16
John Graydon Simmons, Meds’16
Jennifer Williams, Arts’16
Catherine Wright, Arts’15, MIR’16

2015 Distinguished Service Awards

George Anderson
David Bonham
Stan Corbett
Paul and Vicki Hand
Arunima Khanna
Gordon Smith
Teaching Awards

University Wide

Alumni Award for Excellence in Teaching (Alumni Relations)
Michelle Gibson, Department of Medicine

Award for Excellence in Graduate Student Supervision (School of Graduate Studies)
TBA

The Chancellor A. Charles Baillie Teaching Award (Centre for Teaching and Learning)
Jill Atkinson, Psychology

Christopher Knapper Award for Excellence in Teaching Assistance (Alma Mater Society)
Jennifer Bentz, Geological Sciences and Geological Engineering
Robert Bentley, School of Kinesiology and Health Sciences

Frank Knox Award (Alma Mater Society)
Kip Pegley, Drama and Music
Luc Martin, School of Kinesiology and Health Sciences

Society of Graduate and Professional Students Teaching Assistant/Teaching Fellow Excellence Award
TBA

Principal’s Teaching and Learning Awards

Curriculum Development Award (Centre for Teaching and Learning)

2015
Heather Murray, Department of Emergency Medicine
Melanie Walker, Division of Cancer Care and Epidemiology
Linda Levesque, Centre for Health Services and Policy Research
Sheila Pinchin, School of Medicine
Suzanne Maranda, Bracken Library
Sandra Halliday, Bracken Library

2015
Educational Leadership Award (Centre for Teaching and Learning)
Tony Sanfilippo, Associate Dean, Undergraduate Medical Education

Educational Technology Award (Information Technology Services)
2015
Faculty recipient: Jennifer Hosek, Languages, Literatures and Cultures
Staff recipients: Natalie Simper, Office of the Provost and Vice-Principal (Academic), Jake Kaupp, Faculty of Engineering and Applied Science

International Educational Innovation Award (Associate Vice-Principal [International])
2015
Susan Lord, Department of Film and Media Studies, and Karen Dubinsky, Global Development Studies

Michael Condra Outstanding Student Service Award (Office of the Vice-Provost and Dean of Student Affairs)
2015
Helen Connop, Faculty of Law

Promoting Student Inquiry Teaching Award (Queen’s Library)
2015
Gabor Fichtinger, School of Computing

Faculty of Arts and Science

W. J. Barnes Teaching Excellence Award for Arts and Science Undergraduate Society
Laura Carlson, History

Biology

Biology Departmental Student Council Award for Excellence in Teaching
Stephanie Kim, Biology
William Nelson, Biology

Chemistry

David Thomas Teaching Assistant Award
Mona Ashrafkhorasan, Chemistry

The Friends of Chemistry Award for Excellence in Teaching Assistance
Sadaf Tahmasebi, Chemistry

Fisher Scientific Teaching Assistant Award
Gurpaul Kochhar, Chemistry
Graduating Class Award for Excellence in Teaching Chemistry
Nicholas Mosey, Chemistry

William Patrick Doolan Award
Andrew Fraser, Chemistry

Drama

Queen’s Drama Award for Teaching Excellence
Greg Wanless, Drama and Music

Economics

Economics Department Undergraduate Teaching Prize
Beverly Lapham, Economics

English

English DSC Fourth Years’ Choice Award
Gynn Dujardin, Department of English

Gender Studies

Gender Studies Teaching Award
TBA

Geography

Geography DSC Award for Excellence in Teaching Assistance
Sean Arruda, Geography and Planning

Julian Szeicz Award for Excellence in Teaching
Betsy Donald, Geography and Planning

History

The Department of History Teaching Award for Faculty
TBA

The Department of History Teaching Award for Teaching Fellow or Teaching Assistant
TBA

Physics, Physics Engineering and Astronomy

Undergraduate Award for Excellence in Teaching Physics
Marc Dignam, Physics, Engineering Physics and Astronomy

Excellence in Instruction in the Pure Physics
Jordan Morelli, Physics, Engineering Physics and Astronomy

Excellence in Instruction in the Engineering Physics Program
Bob Gooding, Physics, Engineering Physics and Astronomy

Psychology

Graduate Teaching Award in Psychology
Thomas (Tom) Hollenstein, Psychology

Teaching Assistant Prize in Psychology
Nida Latif, Psychology

Undergraduate Teaching Award in Psychology
Ronald (Ron) Holden, Psychology

School of Computing

Excellence in Teaching Assistance
Sharief Oteafy, School of Computing

Howard Staveley Teaching Award
Paul Allison, Continuing and Distance Studies, Athlete Services

School of Environmental Studies

School of Environmental Studies Student’s Choice Professor of the Year Award
Ryan Danby, School of Environmental Studies

School of Environmental Studies Student’s Choice Teaching Assistant Award
Cassandra Kuyvenhoven, School of Environmental Studies
School of Kinesiology
and Health Sciences

Health Studies DSC Excellence in Teaching Award for Health Studies
Elaine Power, School of Kinesiology and Health Sciences

Physical and Health Education Student Association (PHESA)'88 Teaching Award
Mary Louise Adams, School of Kinesiology and Health Sciences (Theory)
Kathy Jackson, School of Kinesiology and Health Sciences (Activity)

School of Music

School of Music Teaching Award
John Burge and Stephanie Lind, School of Music

Faculty of Education

Rose A. Freeman Memorial Award
Suparna Roy, Faculty of Education

Faculty of Engineering and Applied Science

Applied Science First Year Teaching and Learning Award
William Newstead, Chemical Engineering
Carly Rozins, Mathematics and Statistics

Chemical Engineering

Education Catalyst Award
Ethan Katz, Chemical Engineering
Stuart Young, Chemical Engineering

Civil Engineering

Civil Engineering Teaching Assistant Award
Nicole Soucy, Civil Engineering
Adam Hoag, Civil Engineering

Civil Engineering Teaching Award
Colin MacDougall, Civil Engineering

Electrical and Computing Engineering

Electrical and Computer Engineering Teaching Award
Karen Rudie (2nd year ELEC and 4th year CMPE)
Il-Min Kim (2nd year CMPE)
Naraig Manjikian (3rd year ELEC and CMPE)
Mohamed Atia (4th year ELEC)

Teaching Assistant Award
Michael Laurenzi (2nd year ELEC and CMPE)
Kushal Kumar (3rd year ELEC)
Ahmad Manzar (3rd year CMPE)
Marc Gallant (4th year ELEC and CMPE)

Engineering Society

Educational Excellence TA Award
Palmira Pereira, Mathematics and Statistics
Taylor Sawadsky, Mathematics and Statistics

Golden Apple Award
Jordan Morelli, Physics, Engineering Physics and Astronomy

Geological Sciences and Geological Engineering

W. A. Gorman Teaching Assistant Award
Alexandra Bailey, Geological Sciences and Geological Engineering
Ryan Abrams, Geological Sciences and Geological Engineering
Andrew Leriche, Geological Sciences and Geological Engineering

Mechanical Engineering Club

Bronze Wrench
Jonathan Wong, Mechanical Engineering Club

Silver Wrench
Il Yong Kim, Mechanical Engineering Club

Faculty of Health Sciences

Health Sciences Education Award
Heather E. Murray, Emergency Medicine
School of Medicine

**Aesculapian Lectureship Award**
Filip Gilic, Family Medicine (Term 1)
David Lee, Hematology (Term 2)
Robyn Houlden, Department of Medicine (Term 3)
David Holland, Nephrology (Term 3)
Alexandre Menard, Diagnostic Radiology (Term 4)
Heather Murray, Emergency Medicine (Term 4)

**H. F. Pross Educational Technology Award**
Dan Howse, School of Medicine

**PAIRO Excellence in Clinical Teaching Award**
Don Thiwanka Wijeratne, Medicine-General Internal Medicine

**PAIRO Excellence in Undergraduate Teaching by a Resident**
Brigid Nee, Obstetrics and Gynaecology
Rahul Nayak, SURG

**Ron Wigle Mentorship Award**
Robert Brison, Emergency Medicine
John Jeffrey, Obstetrics & Gynaecology

**W. Ford Connell Award for Excellence in Teaching**
David Taylor, Medicine-General Internal Medicine and Medicine
Susan Moffatt, Division of Respirology
Anthony Sanfilippo, Department of Medicine

School of Nursing

**Nursing ’84 Award for Excellence in Clinical Teaching**
Marnie Chapman, School of Nursing

**Reddick Award for Excellence in Nursing Education**
Dana Edge (1st year), School of Nursing
Lewis Tomalty (2nd, 3rd and 4th year), School of Nursing

School of Rehabilitation Therapy

**Blue Star Award for Teaching Excellence**
Deanna Abbott-McNeil, School of Rehabilitation Therapy
Catherine Donnelly, School of Rehabilitation Therapy

Faculty of Law

**Stanley M. Corbett Award for Excellence in Teaching Law ’89**
(Directional Instructor)
Dhaman Kissoon, Faculty of Law

**Stanley M. Corbett Award for Excellence in Teaching (Full-Time Faculty)**
Nicolas Lamp, Faculty of Law

Smith School of Business

**Commerce ’89 Professor-Student Life Award**
David McConomy, Smith School of Business

**Commerce Society Teaching Award**
Peter Kissick, Smith School of Business

**Master of Finance Instructor of the Year Award**
Jean-Etienne de Bettignies, Smith School of Business

**Queen’s Master of Management Analytics Instructor of the Year Award**
Jeff McGill, Smith School of Business

**Executive MBA Instructor of the Year Award**
John Moore (Queen’s Executive MBA), Smith School of Business
Marc Busch (Cornell-Queen’s Executive MBA), Smith School of Business
Jay Handelman (Accelerated Business), Smith School of Business

**Queen’s MBA Instructor of the Year Award**
Jean-Etienne de Bettignies, Smith School of Business