

Division of Student Affairs 2015 Annual Report

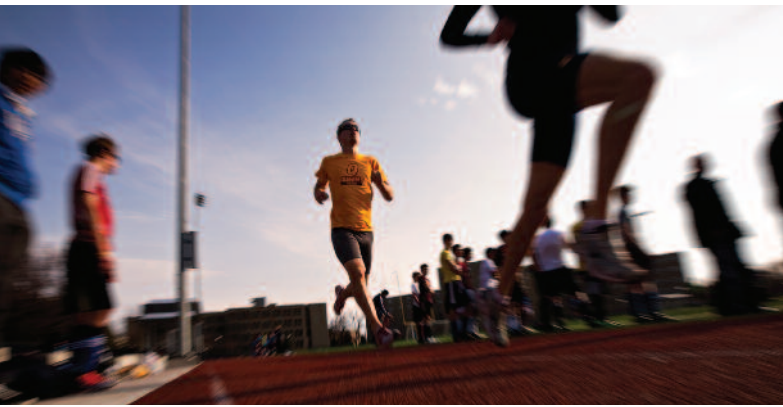


Who We Are

The mandate of the Division of Student Affairs is to enhance the student experience from the first point of contact with the university through to graduation.

The work of the division is collaborative and is delivered in partnership with faculties and schools, units across campus, student governments and groups, and community organizations.

The division's core activities are implemented by professional staff and peer leaders across the following units:



Athletics and Recreation (A&R)

- Recreational Clubs and Programming
- Fitness Facilities and Training
- Athletic Therapy Clinic
- Varsity Sports
- Student Athlete Support Services



Student Wellness Services (SWS)

- Student Health Services
- Counselling Services
- Health Promotion
- Queen's Student Accessibility Services



Housing and Ancillary Services

- Community Housing
- Enrichment Studies Unit
- Event Services
- Hospitality Services
- Residences
- Student Community Relations Office



Office of the University Registrar (OUR)

- Student Awards
- Student Records and Services
- Registrarial Systems and Reporting



Student Life and Learning

- Four Directions Aboriginal Student Centre (Four Directions)
- Queen's University International Centre (QUIC)
- Residence Life
- Student Academic Success Services (SASS): The Writing Centre and Learning Strategies
- Student Experience Office (SEO) – Orientation, Transition, Leadership, and Community Engagement



Student Services and Community Relations

- Ban Righ Centre
- Career Services
- Office of the University Chaplain



Undergraduate Admission and Recruitment

- Viewbook and promotional materials
- Campus tours, high school visits, fairs, and open houses
- Application processing and assessment
- Offers of admission

Goals and Outcomes

The units in the Division of Student Affairs provide a broad range of programs and services to the campus community. The activities of some of the division's larger units are detailed in separate reports to Senate (e.g. [Athletics and Recreation](#), and through the standing [Senate Residence Committee](#)).

The division's work reinforces the university's academic mission and supports the broader learning environment. Initiatives align with the following university planning documents:

- [Academic Plan](#) (2011);
- [Strategic Framework](#) (2014);
- [Strategic Mandate Agreement](#) (2014);
- [Teaching and Learning Action Plan](#) (2014);
- [Long-term Strategic Enrolment Management Framework](#) (2014);
- [Campus Master Plan](#) (2014);
- [Comprehensive International Plan](#) (2015); and
- [Student Services Strategic Planning Framework](#) (2015).

The division's activities primarily fall under three of the four strategic drivers within the [Strategic Framework](#):

- Enhancing the Student Learning Experience: Student Engagement and Skill Development;
- Internationalization; and
- Ensuring Financial Sustainability.

Student Services Strategic Planning Framework:

To further support the Student Learning Experience and ensure that student services continue to be delivered and developed in an integrated fashion that meets students' needs now and in the future, the Provost and Vice-Principal (Academic) undertook a Student Services Strategic Planning Exercise in 2015 to develop a framework to guide university planning for student services aligned with enrolment planning.

The framework outlines key priorities and actions to build capacity and provide the best possible support for students under the following four pillars:

- Health and Wellness;
- Transition Support;
- Academic Support and Skill Development; and
- Student Engagement.

The division's strategic goals for 2015 fall under the Student Services framework pillars, as well as the Strategic Framework pillars.





Goal 1:
**Manage undergraduate
enrolment planning to
meet approved targets**

Goal 1

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Aligns with the Student Services Framework pillar of Student Engagement and Transition Support

Initiatives and Outcomes

Undergraduate Admission

Demand for Queen's programs continues to be high. Overall undergraduate first-year enrolment targets for 2015-16 were met. See the [2015-16 Enrolment Report](#) that was submitted to Senate in December 2015.

Outcomes in 2015-16 over 2014-15 include:

- A 1.6 per cent increase in total undergraduate applications (30,999 received), compared to 0 per cent province-wide;
- Applications from Ontario high school students were unchanged, compared to a 0.6 per cent province-wide decrease among Ontario high school students applying to Ontario universities;
- A seven per cent increase in applications from students not attending an Ontario high school, compared to a 1.6 per cent increase, province-wide; and
- New spring events for prospective students with offers of admission held in Kingston and Hamilton, in addition to those held across Western Canada and in Toronto, to provide additional opportunities to talk with attendees about Queen's unique student experience and living and learning environment.





International First-Year Enrolment

Expanded international 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.

International students make up 6.2 per cent (277) of the incoming class. The university's goal is to reach 10 per cent by 2019. To help achieve this target, the division has:

- A dedicated team in Undergraduate Admission and Recruitment focused on international recruitment, that includes a Director of International Recruitment, and a full-time recruiter based in Shanghai; and
- Introduced interactive webinars for students who can't easily come to campus.



Aboriginal First-Year Enrolment

Starting in 2011-12, the Four Directions Aboriginal Student Centre and Undergraduate Admission and Recruitment have undertaken targeted community outreach and recruitment activities to increase Aboriginal enrolment.

Since then:

- First-year direct-entry applications from self-identified Aboriginal students have increased by 58 per cent;
- Offers have increased by 123 per cent; and
- Acceptances have increased by 133 per cent.

In 2015-16, applications increased 22.2 per cent to 270; offers increased by 38 per cent and acceptances increased by 21.1 per cent over 2014-15 to 63.

New recruitment initiatives in 2015 included applicant webinars and the participation of members of the new Aboriginal Alumni Chapter at recruitment events.

Upper-year transfer enrolment

Targeted recruitment and outreach activities by Undergraduate Admission and Recruitment continue to increase the number of external undergraduate transfer students to Queen's. In 2015-16, there are 155 new upper-year transfer students at the university, an increase of 14 per cent over 2014-15.

Financial Aid

Queen's financial aid consists of merit- and needs-based expendable funds from endowments, as well as operating dollars. Approximately 40 per cent of the undergraduate student population receives merit- and needs-based financial support totaling \$23 million, and an additional \$4 million of needs-based funding is distributed to graduate students.

Outcomes for 2014-15 over 2013-14 include:

- The total of need-based bursaries for undergraduate and graduate students increased by approximately \$500,000 or 4.4 per cent;
- The total for undergraduate merit-based scholarships increased by \$500,000 or 5.6 per cent;
- Approximately 53 per cent of the entering undergraduate class received an admission scholarship and/or need-based bursary, a 4.6 per cent increase;
- 21 Loran Scholars in 2015-16 at Queen's, the highest number among Canadian universities, who receive mentoring from faculty, staff and community leaders; and
- 245 Queen's Major Admission Award recipients celebrated on campus at a [special event in Fall 2015](#)

Residences and Housing

The university's two new residences, Brant House and David C. Smith House, welcomed their first occupants in September 2015. The buildings provide 550 additional beds, 18 new common rooms, and have facilitated the return of a significant number (15) of common rooms across the residence system that had been turned into residence rooms to meet the first-year residence guarantee.


The David C. Smith House is also home to a new food outlet, Location 21, that responds to the increased capacity in the residence system.



Brant House: Named for Mohawks of the Bay of Quinte of the Tyendinaga Mohawk Territory, members of the Wolf Clan, siblings, and Queen's graduates, Drs. Marlene Brant Castellano - leader in Aboriginal education and research, and Clare Clifton Brant - Canada's first Aboriginal psychiatrist.



Smith House: Named for former Queen's Principal David C. Smith.

A photograph of a Queen's University campus scene. In the background, a large, historic stone building with Gothic architectural features, including a prominent stained-glass window and a stone tower, is visible. In the foreground, a paved walkway runs alongside a road. Several students are walking along the path; one student in a red jacket is on the left, and another in a green jacket is on the right. A black metal fence separates the walkway from a grassy area where several bicycles are parked. A signpost with the text "Ontario Hall" is visible near the bike rack. The scene is set during the day with clear skies and some trees showing autumn foliage.

Goal 2:
**Provide integrated and
holistic student transition
programs and supports
to promote well-being
and success throughout a
student's time at Queen's**

Goal 2

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, and Internationalization

Aligns with the Student Services Framework pillars of Transition Support, Health and Wellness, Academic Support and Skill Development and Student Engagement

Student Affairs has been focusing on easing the first-year transition through a suite of targeted programs that support the academic and personal adjustments to university life.

- The university extended the first-year international student transition program, [ATLAS](#) (Acculturation and Transition to Life and Academic Success) by offering pre-arrival online sessions, as well as workshops and social events throughout the first month of the fall term;
- [The Q Success](#) transitional support program was expanded in Fall 2015 with the introduction of a weekly interactive webinar program in addition to in-person weekly program sessions. A cohort for students with disabilities called [Start Up Transitions](#) was established by the Queen's Student Accessibility Services. Q Success also continued to run an Aboriginal student cohort through the Four Directions Aboriginal Student Centre. Q Success was launched with the generous support of Neil Rossy and Greg David. In 2015, Queen's received a research grant from the Higher Education Quality Council of Ontario (HEQCO) to study whether and how Q Success might positively support the access and retention of historically underrepresented student populations in post-secondary education;

Initiatives and Outcomes

- 95 per cent satisfaction rate among students and family members who attended [Summer Orientation to Academics and Resources \(SOAR\)](#) in 2015. Sessions on living in residence, academic support, and the 'professor talk' were rated the most useful and relevant to attendees, followed by 'nuts and bolts of enrolment registration and fees';



- The number of Residence Living/Learning Communities (LLCs) was increased in response to student feedback. In 2015-16, there are six LLCs: three faculty-based (Computer Science, Nursing and Science) and three interest-based (Active Living, Eco-Friendly and Leadership.) Each is a residence floor and brings together like-minded students for creative, social and educational programming. LLCs aim to connect students to faculty members outside of the classroom, helping them to build these integral relationships. Students also participate in a personal goal-setting program, and peer and professionally-led events;
- Outreach to first-year parents was expanded to include an event in Ottawa in Fall 2015, in addition to events in Vancouver, Calgary and Toronto;
- Working in partnership with University Marketing, the division aims to promote first-year parent awareness of the programs and services available through ongoing enhancements to the queensu.ca/parents website to facilitate effective and timely referrals and support to students. Visits to the site increased by 9.3 per cent between July and December 2015, compared to the same time period in 2014;
- Identification and outreach to students in all faculties and schools who are eligible for [Bounce Back](#), now begins as early as midway through first term. Bounce Back is an early alert and intervention program for first-year students struggling academically and is run by Student Academic Success Services (SASS). Academic advisors in faculties and schools are also now identifying and referring students to Bounce Back who may be failing key courses or who miss a certain number of mandatory labs during the first weeks of class. Students may also be referred by faculty and school-based counsellors. The program was enabled by generous lead gifts from [Jack.org](http://jack.org) and Queen's parents;

- SASS also runs a university-wide year-round [Peer Mentor Program](#) for students in any year of study, that accepts self-referrals. Several DSA units run peer mentor programs for specific student populations;



- The overall undergraduate year 1-2 retention rate in 2015 was 94.3 per cent. The retention rate among self-identified Aboriginal students was 96 per cent. The retention rate among international students was 93 per cent;
- The [Ban Righ Centre](#) enhanced outreach programming and communications to mature female students at Queen's, who have returned to education after a time away, or who are continuing their education while juggling family responsibilities; and



Ban Righ Centre

- The division's [Team-Building Activity Fund](#) that promotes positive and inclusive student club and team events, distributed \$6,113 to 10 groups in 2014-15.



Goal 3:
Optimize student health
and wellness promotion
and services for, and in
response to, the evolving
diverse student population



Goal 3

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Aligns with the Student Services Framework pillars of Health and Wellness, Transition Support, Academic Support and Skill Development and Student Engagement

Supporting student health and wellness continues to be a priority of the division.

Queen's, along with more than 30 Canadian universities, participated in the National College Health Assessment (NCHA) Student Health and Wellness survey in February-March 2016 to build on actions taken based on results from the [2013 research](#). The survey will give the university an up-to-date picture of student health and wellness at Queen's and across the country. The data collected will help the university further improve programs and services.

In addition, the division will play an integral role in the university initiative now underway to revitalize of 67 Union St., the former Physical Education Centre, and turn it into the [Queen's Health, Wellness and Innovation Centre](#). This major construction project will see the continued use of the building's three gyms for physical activity and large exams, as well as additional facilities for Athletics and Recreation, a new larger location for Student Wellness Services, and the co-location of additional student services including an Exam Centre and the Queen's University International Centre. The building will also include new teaching, research, and innovation space for the Faculty of Engineering and Applied Science. This integration of academics with health and wellness promotes the holistic student learning experience and student engagement in the breadth of resources available to promote academic and personal success, and well-being.



Initiatives and Outcomes

Addressing Sexual Violence

- The division's [Sexual Assault Prevention and Response Working Group](#) comprising faculty, staff and students, released a report and recommendations, as well as a draft policy, to guide the university's response to sexual violence. The Provost and Vice-Principal (Academic) struck an [Implementation Team](#) to respond to the recommendations. Actions taken in 2015 include:

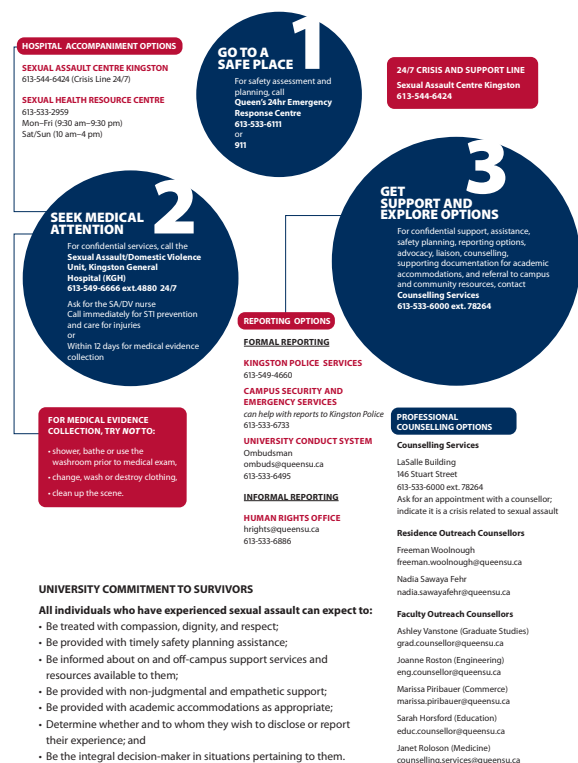
- The development of an updated [poster resource](#) outlining steps to take following a sexual assault;
- Updates to the [green folder](#) resource for faculty, TAs and staff, to provide more detail about the steps students can take if they or someone they know has experienced sexual violence and the resources available;
- New first-responder training was developed and provided to security staff, residence student staff, the AMS Peer Support Centre staff and volunteers, staff and volunteers with the Sexual Health Resource Centre, and others;
- New bystander intervention training was developed and delivered to all orientation leaders and student volunteers, dons and other residence student leaders, security staff, and others;
- New sexual violence-related prevention and education initiatives were implemented for Orientation Week, including the distribution of consent and resource information to all first-year undergraduate students and incoming graduate students;
- Visiting scholar [Dr. Rachel Griffin, a gender violence expert, spoke to all first-year students;](#)

- The development of a [university policy](#) on sexual violence aligned with legislation introduced by the provincial government in Fall 2015; and

- The [establishment of a dedicated Sexual Violence Prevention and Response Coordinator](#), a new position that will be the central point of contact for students, staff and faculty, and will lead campus-wide education, response, support, training and advocacy activities.

STEPS FOR STUDENTS TO TAKE AFTER A RECENT SEXUAL ASSAULT

Queen's University is committed to providing non-judgmental sexual assault support and response. Sexual assault is any type of unwanted sexual activity. Queen's encourages survivors to reach out for support and offers the following steps as options to consider.



Physical Activity

- Athletics & Recreation (A&R) offers students over 23,000 opportunities for physical activity and sport every year;
- 97 per cent of students visit the Athletics and Recreation Centre (ARC) at least once per year;
- 396 student-athletes earned [Academic All-Star](#) status (maintaining a minimum 3.5 GPA) for 2014-15; 40 per cent of all Queen's varsity athletes were named Academic All-Stars. Queen's was in the top five of schools in Canada for the number of Academic All-Canadians this past season;
- Queen's varsity teams and clubs captured a provincial varsity team title (men's rugby) in 2014-15 and three varsity club titles (cycling for the fifth consecutive year, women's fencing and women's squash);
- Queen's hosted the [2015 National Women's CIS Rugby Championships](#) in November 2015 and the Gaels won the silver medal.
- A fitness room was added to the west campus Jean Royce Hall residence; and
- Construction has begun on the revitalization of Richardson Stadium with the scheduled reopening planned for Fall 2016. The project will modernize the

stadium facilities for the benefit of student athletes and community users. The [design of the end zone](#) was determined by online vote in Fall 2015.

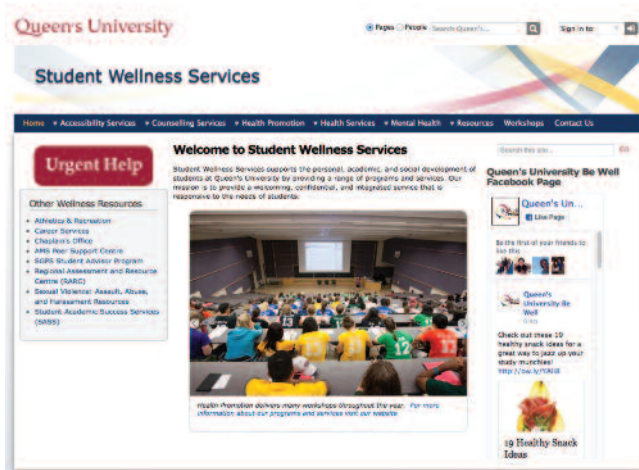
- A&R's ongoing partnership with Queen's Human Resources to offer workplace health and wellness options to faculty and staff, won the gold "Workplace Wellness Award" from KFL&A Public Health.

Service Reviews

- The division is leading a [review](#) of university policies and practices related to students with severe allergies to ensure continuous improvement to services.
- Implementation began on [recommendations](#) of an external review of Student Wellness Services (2014-15), which had been recommended by the Principal's Commission on Mental Health (2012) to affirm and/or identify opportunities to enhance the provision of high quality and effective health, wellness and accessibility services for students:
 - The name of Health, Counselling and Disability Services was changed to Student Wellness Services (SWS);
 - The name of the Disability Services Office was changed to Queen's Student Accessibility Services;



- A new position of Executive Director, Student Wellness Services, was created to support enhanced integration and collaboration across the units and with wellness partners across the campus and in the Kingston community;
- The [SWS website](#) was revamped to reflect the integrated service delivery model;



- Student Health Services, Counselling Services, and Accessibility Services continue to experience annual increase in demand for service and in the complexity of cases. This is happening at universities and colleges across the province and the country; the sector is working collaboratively at all levels to share best practices and discuss new ways of responding to the evolving student health and wellness landscape. Several strategies are in place at Queen's including:
 - Additional FTEs and contracted physicians;
 - Expanded hours of service;
 - The "hub and spoke" counsellor model, with outreach counsellors located in residences and in some faculty buildings;

- Implementation of a new intake processes and a first-year transition program in Accessibility Services;
- Upgraded software;
- Targeted student health and wellness-related fund-raising efforts in partnership with Advancement.
- The [University Chaplain](#) has increased access to multi-denominational faith support with the hiring of [three part-time chaplains](#) with office hours, and a new multi-denominational faith space on west campus in 2015.

Student Affairs will continue to monitor this critical area of student service.



University Chaplain Kate Johnson



Goal 4:
Increase opportunities for
co-curricular and experiential
learning, engagement, leadership,
and skill development

Goal 4

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Aligns with the Student Services Framework pillars of Health and Wellness, Transition Support, Academic Support, and Skill Development and Student Engagement

[Career preparation](#) is increasingly seen by students as a key component of the university experience, and is also a source of stress for Queen's students ([NCHA 2013](#)). Supporting the growth of co-curricular and experiential learning opportunities, leadership, service and skill development is a focus of many units across the division.

Initiatives and Outcomes

- The [report of the Experiential Learning Working Group](#), chaired by Vice-Provost and Dean of Student Affairs Ann Tierney, and comprising faculty, staff and students, made recommendations for expanding experiential learning opportunities for students;
- A 30 per cent increase over the previous year in the combined number of engineering and computing students securing internships in 2015-16 through the [Queen's University Internship Program](#) (QUIP);
- The launch of the Industrial Internship for Master of Engineering students in Electrical and Computer Engineering, with the first interns starting their positions in Summer 2015;
- In Winter 2015, University Senate approved extending the QUIP 12-16 month internship model across all Arts and Science honours degrees. The first undergraduate Arts and Science interns will start in their positions in May 2016, including several on-campus positions;

- Since their January 2015 launch, Queen's [44 "Major Maps" resources](#) that help students visualize their academic and career path options have received over 60,000 online views. More than 50,000 print copies have been distributed. This first-in-Canada resource was recognized with the Excellence in Innovation 2015 Award from the Canadian Association of Career Educators and Employers and was highlighted as a best practice by the US-based Education Advisory Board;
- The expansion of the Career Services -AMS partnership "[It All Adds Up](#)" social media campaign to 14 Ontario universities. It All Adds Up helps students see how their academic and extra-curricular activities can position them for post-graduation opportunities and success;

History MAJOR MAP



How to use this map

- Got questions about careers and classes?
- Feeling a little lost or overwhelmed by choices?
- Wondering what you are "supposed" to be doing?

Use this map to plan for success in five overlapping areas of career and academic life. Each map helps you explore possibilities, set goals and track your accomplishments. To make your own custom map, use the My Major Map tool.

Don't stress if you haven't done all of the suggested activities. The map is not a prescription – it's a tool for finding your own way at Queen's.



Support for Student Success

- Personal and Physical Health:** Athletics and Recreation, Student Wellness Services
- Emotional and Mental Health:** Student Wellness Services, Peer Support Centre
- Social and Interpersonal Health:** AMS Rector, Residence Life, Student Experience Office, Queen's Legal Aid
- Academic and Intellectual Health:** Student Academic Success Services, Learning Strategies and the Writing Centre, Academic Advising, Adaptive Technologies, Learning Commons
- Career and Professional Health:** Career Services, AMS, International Centre
- Socio-Cultural and Spiritual Health:** Aboriginal Student Centre, International Centre, Chaplain, Outreach Counsellor, Cross-Cultural Counsellor, Student Community Relations

Getting what you need to succeed in the workplace

<p>WHAT DO EMPLOYERS WANT?</p> <p>In a recent survey from the Canadian Council of Chief Executives the top 6 skills sought by employers were:</p> <ol style="list-style-type: none"> 1 People skills 2 Communication skills 3 Problem-solving skills 4 Analytical abilities 5 Leadership skills 6 Industry-specific knowledge 	<p>HOW DO I GET THE SKILLS I NEED?</p> <p>It is important to develop a balanced skill set – many of which you will develop during your studies. To stand out, take advantage of experiential learning through the multitude of clubs and activities in and around Queen's. Check out the Get Relevant Experience section of this map.</p>	<p>WHAT CAN I LEARN STUDYING HISTORY AT QUEEN'S?</p> <ul style="list-style-type: none"> • Knowledge of a broad spectrum of historical events and trends • Understanding of how historians study the past • Knowledge of how political, social, economic, and cultural change occurs • Understanding of the relationship between history and current events • Oral and written communication – communicate ideas through writing and present research to a group • Analytical skills – make judgments based on available historical evidence • Research skills – synthesize large amounts of material and identify relevant information • Attention to detail – analyze texts and historical arguments • Problem solving – develop systematic procedures for investigating a problem • Resource and time management 	<p>WHAT MAKES ME SPECIAL?</p> <p>No one will get exactly the same experience as you. Take the time to think about what skills you have developed to be able to best explain them in future applications to employers and further education. For help with this, check out the Career Services skills workshop.</p>
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DEPARTMENT OF History
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queensu.ca/history

- The launch of Arts and Science [Majors Night](#), reflecting increased coordination between Faculty/School academic advising and career advising. More than 1,000 first-year students attended the February 2015 event to speak with students, faculty, and advisors to help make academic and career decisions. This annual initiative is a partnership among Career Services, the ASUS, and the Faculty of Arts and Science;



- More than 1,000 members have joined the new “[Queen's Connects](#)” group in [LinkedIn](#), a partnership of Career Services and Alumni Relations. This resource provides an online forum for students to have career conversations and network with alumni. To support students using LinkedIn effectively, Career Services is now offering [LinkedIn workshops and profile advising](#);
- More than 650 listings in the [Co-Curricular Opportunities Directory](#);
- A 30 per cent increase in discipline-specific outreach workshops by Career Services;
- Joint training on student career transitions completed by Career Services staff and faculty/school representatives as part of the ongoing work of the Academic and Career Advising Committee;
- A 29 per cent increase in the number of students receiving resume coaching from Career Services peers;
- 600 students gained job experience and developed skills through two on-campus programs: the Summer Work Experience Program (160 students in Summer 2015) and Work Study (440 in Fall 2015);
- The division continues to engage with Faculty/School representatives through the [Advisory Committee on Academic Accommodations](#) and the [Graduate Student Life Advisory Group](#) to support skill development, integrated service delivery, program enhancements, and student success;
- Strong partnerships with the City of Kingston and community partners on joint initiatives such as [move-in/move-out](#) planning with the AMS and the [Student Community Relations Office](#), and safety sessions with the Kingston Police to promote health and well-being, skill development, community engagement, and good citizenship.
- Several Career fairs, including the largest –ever ‘Live and Work in Kingston’ fair, and the Summer Job Fair, with representatives from local organizations.
- A 48 per cent increase in the number of peers (approx. 70 trained students) engaged in delivering writing and learning programming at SASS since 2011-12;

- A 33 per cent increase in the number of SASS writing and learning workshops offered in 2014-15, compared to the previous year, with a 23 per cent increase in attendance;
- The establishment of a new writing/learning lab, a partnership between Queen's Learning Commons and SASS, to provide targeted academic skills support for international students and English Language learning students;
- The piloting of a day-long "Get It Done" writing event for first-year students to help them combat procrastination around essays, labs and assignments. This initiative is a SASS – Residence Life partnership;



- The distribution of \$17,350 in 2014-15 to support 24 student-led projects (a 26 per cent increase over 2013-14) through the division's [Student Initiative Fund](#). This fund provides financial support for special projects and initiatives, particularly those providing extra- and co-curricular educational opportunities for students to build leadership, citizenship, intercultural awareness, and/or community-building skills;
- The development of a pilot alternative Reading Week program, [Queen's Cares: Exploring Poverty in Kingston](#), launched in February 2016. This four-day service-learning initiative, comprising workshops,

reflections, and service opportunities, allowed participants to take a deep look at the social issues facing Kingston residents, and explore their capacity in making real change in their community.

- The establishment of the [Mike Condra Outstanding Student Service Award](#) to recognize the contributions of a faculty or staff member who has consistently provided outstanding service to students, other than in a teaching role. This award honours the high level of service and commitment to students and student well-being exemplified by Dr. Mike Condra during his 30 years at the university. Before his retirement in 2015, he served as the Director of Health, Counselling and Disability Services and Assistant Professor, Department of Psychology. The inaugural award recipient is Helen Connop, Manager, Education and Equity, Faculty of Law;



Brittany McBeath and Lydia Warren are the 2016 recipients of the Brian Yealland Community Leadership Award for their volunteer service for the Metis Nation of Ontario and the Boys and Girls Club, respectively. Celebrating with them are former Queen's Chaplain Brian Yealland, left, and Vice-Provost and Dean of Student Affairs Ann Tierney.

- The growth of the division's leadership awards program, established in 2014: recipients of the [Brian Yealland Community Leadership Award](#) and the [Peer Leadership Award](#) were celebrated at an event in March.



Goal 5: **Investigate diversification of revenues to support student services across the division**

Goal 5

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Aligns with the Student Services Framework pillars of Health and Wellness, Transition Support, Academic Support and Skill Development, and Student Engagement

Ancillary Revenues

The division operates large ancillary services in the Housing and Ancillary Services (H&A) portfolio that includes Residences, Community Housing, Event Services, and the ESU. Ancillary services pay for themselves and ideally generate net revenue that is distributed to the division and to the university's central funds. Net revenue has been increasing and H&A's annual contribution to the division directly supports student services, while H&A's contribution to the university supports the institution as a whole.



Philanthropic Support

The division works with the Office of Advancement and units across campus to secure philanthropic support for student life and health and wellness initiatives. These include the revitalization of Richardson Stadium, support for varsity teams and clubs, first-year transition programs and outreach counsellors, and student assistance. The division is grateful to all donors for their generous support to programs and services.

External Funding Partnerships

The division has worked to secure provincial grants to support program development and assessment, including through the Higher Education Quality Council of Ontario (HEQCO) for Q Success, and the Ministry of Training, Colleges and Universities' Targeted Initiatives Fund for an Aboriginal self-identification project. The division also formalized [a new collaboration with the Canadian Bureau for International Education](#) that aims to expand the reach of professional development opportunities for the international educator community across Canada through the delivery of courses by the Queen's University International Centre.

The Division of Student Affairs coordinates and participates in campus-wide committees, programs and initiatives, works with student governments and groups, engages with the local community and collaborates across campus with Faculties and Schools to support all students in their educational experience at Queen's.

queensu.ca/studentaffairs





Student Affairs

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queensu.ca/studentaffairs

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.