



# Division of Student Affairs 2016-17 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







Lars Hagberg

## Office of the University Registrar (OUR)

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



Bernard Clark

## Student Life and Learning

- Four Directions Aboriginal Student Centre (Four Directions)
- Queen's University International Centre (QUIC)
- 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

# Strategic Planning and Alignment

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 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 2016-17 fall under the Student Services Framework pillars, as well the Strategic Framework pillars of:

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

In 2016-17, the division was actively engaged in the work of the university's [Truth and Reconciliation Commission \(TRC\) Task Force](#), and continues to advance diversity, equity and inclusion goals and strategies across the division in response to the report of the [Principal's Implementation Committee on Racism, Diversity and Inclusion](#)



Garrett Elliott Photography



# Meeting Senate-Approved Undergraduate Enrolment Targets

## Initiatives and Outcomes

### *Undergraduate Admission*

There is continued high demand for Queen's programs. Overall undergraduate first-year enrolment targets for 2016-17 were met.

Every fall, undergraduate admission staff visit with students at close to 1,000 high schools and post-secondary fairs across Canada, in 12 U.S. states, and in India, China, Hong Kong, the United Kingdom, Europe, United Arab Emirates and Turkey.

Undergraduate Admission staff, along with representatives from faculties and schools, and senior administrators, participated in spring events for prospective students with offers of admission across western Canada, southern and eastern Ontario, and in Halifax, Boston, Hong Kong, Shanghai, and Beijing.

Outcomes in 2016-17 over 2015-16 include:

- A 9.6 per cent increase in total undergraduate applications (33,970 received), compared to a 3.7 per cent province-wide increase;
- Applications from Ontario high school students increased by 7 per cent, compared to 1.9 per cent, province-wide;
- A 16.5 per cent increase in applications from students not attending an Ontario high schools, compared to an 8.5 per cent province-wide increase;
- Applications to first-year programs at the Bader International Study Centre at Herstmonceux Castle in Sussex, England, increased by 2.3 per cent.

For more details, see the [2016-17 Enrolment Report](#) that was submitted to Senate in November 2016.



Bernard Clark



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# International First-Year Enrolment

The division is committed to achieving the Internationalization goals in the university's Strategic Framework, and the goals outlined in the Comprehensive International Plan to cultivate an inclusive, culturally diverse student body through multifaceted domestic and international recruitment activities.

Expanded international student recruitment efforts for 2016-17 resulted in:

- A 32.6 per cent increase in applications (total of 5,579);
- A 38.1 per cent increase in offers, and;
- A 31.0 per cent rise in acceptances among students from more than 54 countries.

International first-year students make up 7.9 per cent of the incoming class. The goal is to reach 10 per cent by 2019.

Undergraduate international recruitment efforts continue to expand and benefit from the university's recruiter in Shanghai, and a new second recruiter based in Beijing, while our Kingston-based recruiters focus on other international target regions, and Queen's has renewed its agreement with a highly regarded international education agency, with over 70 offices in 20 countries, that promotes and supports applications to Queen's undergraduate degree programs.

The university also offers pre-arrival webinars to support incoming first-year international students, and continues to expand QBridge, an international pathway that provides an opportunity for academically eligible students to meet the university's English language requirements through Queen's School of English. In 2016-17, enrolment in the 12-month program, launched in 2015, increased by 133 per cent to 42 students. Enrolment in 2017 in the longstanding summer accelerated program, increased by 42 per cent to 115 students.



Lars Hagberg

## WELCOMING SYRIAN REFUGEES

The university created five new student awards to provide additional opportunities for refugees from Syria to attend university in Canada. Two undergraduate students and two graduate students arrived at Queen's in Fall 2016, and a fifth started Fall 2017. The Syrian Refugee Opportunity Awards include full tuition and living expenses for the first year, and full tuition and a portion of living expenses for the length of the degree. The students are recruited through Queen's ongoing partnership with the World University Service of Canada student refugee program, which is supported financially by the university and student activity fees from undergraduate and graduate students.

# Indigenous First-Year Enrolment

For several years, the Four Directions Aboriginal Student Centre and Undergraduate Admission and Recruitment have undertaken targeted community outreach and recruitment activities to increase Indigenous enrolment with guidance from the Access and Support Working Group of the Aboriginal Council of Queen's University.

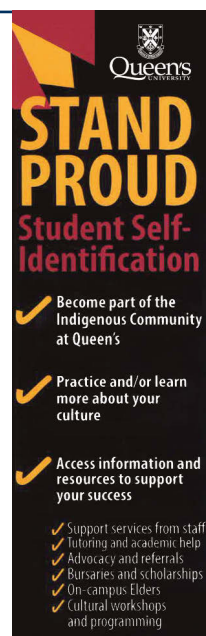
Indigenous youth outreach in 2016-17 includes:

- The Aboriginal Youth Leadership Program: weekly afterschool sessions at the Four Directions Aboriginal Student Centre led by Queen's students for youth in grades 7-12, focused on health promotion, building leadership skills and increasing academic and cultural enrichment opportunities;
- The [Leaders Empower Together \(LET\)](#) program, bringing together Indigenous and non-Indigenous youth, ages 17-24, from the Kingston area to discuss the issues they see in their community. Led by the Four Directions' Aboriginal Outreach Work, LET plans ways to make positive change for the Indigenous community in Kingston through event-based initiatives. Programming focuses on cultural awareness and education, developing leadership/mentorship skills, health and active living, and diabetes prevention and awareness.
- Queen's student participation in Right to Play's FitFam, a year-round evening program that seeks to bring children, youth and parents/guardians together to develop better communication and teamwork skills, increased confidence, and foster leadership through play-based activities and sports in gyms and outside;
- School-based activities delivered by Queen's staff and students in partnership with the Limestone District School Board.

## Indigenous Student Recruitment:

Queen's participates in the Aboriginal Post-Secondary Information Program (APSIP), a collective of Aboriginal recruiters that meet with 4,500 Aboriginal learners on reserve and in urban communities throughout Ontario and western Quebec over a 12-week fall tour. In addition, Queen's recruitment staff visit Kingston area high schools and attend community-based fairs to talk about Queen's programs. Since 2012, among self-identified students:

- applications have increased by 67.8%;
- offers have increased by 150.7%; and
- acceptances have increased by 163%.



### INDIGENOUS SELF IDENTIFICATION

In 2016-17, with funding from the Ontario Ministry of Advanced Education and Skills Development, Queen's developed a mechanism in its student information system (SOLUS) to provide an opportunity to students to self-identify at any time during their studies. The information gathered will help provide the university with a more accurate picture of Aboriginal

enrolment at Queen's, and will inform and enhance programs, services and supports for these students. Until now, the only time an undergraduate student could self-identify was during the Ontario Universities' Application Centre process.



# Enhancing Access to Queen's

Queen's is committed to increasing the diversity of the student population and enhancing access to post-secondary education among under-represented populations, including self-identified Aboriginal students, students who are first-in-their-family to attend university (first-generation), and low-income students.

Undergraduate Admission and Recruitment is developing a new First Generation access policy, modelled on the university's Aboriginal Admission Policy, that provides an additional and alternate pathway to admission to the first year of a full-time, first-entry undergraduate degree program at Queen's. Offers of admission would be made to first-generation candidates whose total application shows strong evidence of academic preparedness and potential. The policy is being finalized for implementation for the 2018-19 recruitment cycle.

This policy will build on outreach and support programs in place to enhance access to post-secondary education among first-generation and low-income students and promote their success once they arrive at Queen's.

In 2016-17, these outreach activities and supports included:

- PrepU, a four-day on-campus program that introduces Crown Wards to post-secondary opportunities and aims to increase their comfort level in a university environment;
- A dedicated admission officer who works with Pathway to Education in low-income neighbourhoods across Ontario, and visits schools annually in the Jane/Finch and Regent Park areas of Toronto;
- Monthly after-school "office hours" at the Kingston Pathways locations to answer questions about university studies and the admission process, and provide one-on-one support throughout the application process;
- Programming for Pathways students at the Fall Preview open-house recruitment event;
- Annual sessions with guidance counsellors and university admissions officers to discuss access for under-represented students, including first-generation students;
- Financial awards for first-generation students;
- Free transportation to, and registration for, Summer Orientation to Academics and Resources to accepted students from Toronto and Kingston-based Pathways; and
- The Q Success transition and peer mentoring program.



## Financial Aid

Queen's financial aid consists of needs-based and merit based expendable funds from endowments, as well as operating dollars. Approximately 40 per cent of the undergraduate student population received need- and merit-based financial supports totalling \$25 million, and an additional \$5 million of needs-based funding was distributed to graduate students.

Outcomes for 2016-17 over 2015-16 include:

- Disbursements for undergraduate merit-based, and undergraduate and graduate need-based awards, increased by 5.3 per cent (\$1.6 million);
- Approximately 58 per cent of the entering undergraduate class received an admission scholarship and/or a need-based bursary, a 6 per cent increase;

- The annual disbursement from Queen's-administered awards, where the terms of reference indicate the award is to be granted to an Aboriginal, visible minority or international student, is more than \$400,000.

The Office of the University Registrar (OUR) planned and successfully implemented changes to the Ontario government's student assistance program (OSAP) for 2017-18 to increase access to post-secondary education for students, specifically the *New OSAP* and *Net Tuition Billing*. More work is underway in preparation for the next phase of changes in 2018-19: *Net Tuition Offers*. In addition, the OUR, in partnership with Information Technology Services, developed a new online Major Admission Awards application that launches in Fall 2017.



# Recognizing Student Achievement

Queen's students excel in and out of the classroom; they are actively involved in the campus and Kingston communities. The university's unique living and learning environment provides opportunities for students to pursue their passions, discover new interests, and get involved in a variety of groups, clubs, teams and organizations that help foster personal growth and success.

Highlights of student achievement in 2016-17:

- Queen's welcomed 21 Loran Scholars in 2016-17 studying in Arts and Science, Commerce and Engineering. These students are recognized for academic achievement, extracurricular activity and leadership potential.



Loran Scholar Claire Gummo (Artsci'17) was selected as a 2017 Rhodes Scholar. She plans to pursue an MPhil in Comparative Social Policy at Oxford University, studying the impact of sexual violence, and specifically sexual violence policies in security organizations. Her involvement and leadership

at Queen's included volunteering at the Sexual Health Resource Centre, assisting in the development of the university's sexual violence policy, and leading a team of students in the delivery of a bystander intervention training program aimed at mobilizing the community to recognize and prevent sexual violence.

- Queen's welcomed four new Schulich Leader scholarship recipients to campus. This award granted by The Schulich Foundation, launched by Canadian philanthropist Seymour Schulich, provides significant funding to undergraduates pursuing studies in science, technology, engineering, and mathematics.
- Close to 400 varsity team athletes – approximately 40 per cent – were recognized as Academic All-Stars, having earned at least a 3.5 grade-point average in 2016-17. The teams with the highest GPAs were women's basketball and men's hockey. The varsity clubs with the highest GPAs were women's cycling and men's curling.



- 245 Major Admission Award recipients were celebrated on campus at a special event in September 2016, emceed by Vice-Provost and Dean of Student Affairs Ann Tierney.
- The 2016-17 Peer Leadership Award recipients were, Anna Geladi (MPL'18) and Joyce Leung (B.Ed.'18), who were celebrated for their outstanding commitment to helping their peers through their involvement in Student Affairs and faculty/school-based programs and services.
- The 2016-2017 recipients of the division's Brian Yealland Community Leadership Award, that recognizes leadership in the Kingston community were: Gabriel Jayakaran (ArtSci'18) (below) and Chintan Dave (Meds'17) for their work with local youth at risk.

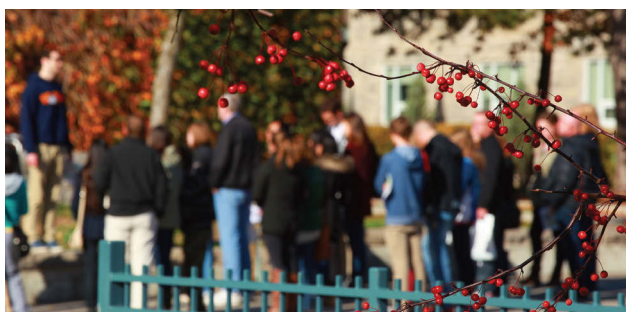


# Supporting Student Transition, Success and Engagement

The Division of Student Affairs has several programs in place to ease the first year transition to university, promote continued success through to convocation, and help prepare students for more studies or for their chosen career path. Initiatives and services reflect the evolving needs of an increasingly diverse student population.

Program highlights in 2016-17 include:

- 94% satisfaction among participants at the [Summer Orientation to Academics and Resources](#) in July 2016, a day-long program that introduces incoming students and family members to new academic expectations, provides tips to support the transition to university life, and offers one-on-one consultations with campus chefs, accessibility services staff, as well as campus and residence tours, and opportunities to talk with current students, staff and faculty members. In 2016, more than 1,500 people participated in the program.



Bernard Clark

- The introduction of weekly summer webinars for first-year students and family members on a range of pre-arrival topics, including living in residence, course registration, student life, coming to Canada, and immigration advising from certified staff.
- Welcome and community-building activities before Orientation Week for early arriving international students.



- Early move-in and orientation day for self-identified Indigenous students and family members to help build connections and link students and families to campus and community supports.
- The new Bimaadiziwin Ka'nikonhriyo Indigenous & Allies Residence Living and Learning Community (LLC) developed for launch in Fall 2017. LLCs are floors or clusters of rooms where students with similar interests live together. With an emphasis on intercultural understanding and leadership development, the Bimaadiziwin Ka'nikonhriyo LLC will welcome both Indigenous and non-Indigenous student allies who are interested in learning more about Indigenous peoples, traditions, and culture as it impacts them as individuals and as community members. This initiative is a partnership of the Four Directions Aboriginal Student Centre and Residence Life.
- Expanded peer mentoring for students in under-represented populations, as well as webinars on Mastering University, Life at Queen's and Achieving your Best, through the [Q Success](#) first-year fall transition program. The 2016-17 program design was informed by a [study](#), funded by the Higher Education Quality Council of Ontario, on program participation of students among underrepresented and marginalized populations, including members of racialized minorities, Indigenous students and students with disabilities.







- Support to 99 students through Bounce Back, an early alert, intervention and follow-up program that proactively identifies and supports first-year students who are experiencing academic difficulties. Students who opt-in are matched with a trained upper-year student [mentor](#) who works with their mentee(s) individually to address underlying issues and challenges that have led to academic challenge.
- Student Academic Success Services (SASS) delivered 237 writing and learning strategies workshops and presentations to more than 6,000 undergraduate and graduate students; provided 3,716 one-on-one writing, learning strategies and peer mentor appointments to undergraduate and graduate students, and expanded services and resources for English as a Second Language (ESL) learners. These included piloting an ESL-focused Peer Writing Assistant position.



#### 2016 Undergraduate Retention Rates:

Year 1-2 retention: 94.8%

Year 1-2 international student retention: 91.5%

Year 1-2 Indigenous student retention: 92%

- The [Queen's University International Centre \(QUIC\)](#) promotes an internationally informed and cross culturally sensitive environment for all members of the university community. Services include one-on-one student advising, social network-building opportunities through regular events, workshops, programming, field trips, conversation groups, a buddy program, inter-cultural competency training (a 19% increase in participation over 2015-16), international travel preparation and ongoing support to students overseas.
- The addition of a student life community assistant position based at the An Clachan housing complex, in recognition of the specific supports and needs of the residents, who are primarily graduate students with families, and many of whom are international students;
- To celebrate Queen's 175th anniversary, the [Ban Righ Centre](#), which provides outreach and support programming to mature female students, including mothers and women returning to studies after a time away, created two new awards:

- The Ban Righ Foundation Mentorship Award recognizes a [Queen's University](#) faculty member (current or retired) who self-identifies as a woman and who has supported women in achieving their goals, inspired students, and demonstrated mentorship and knowledge sharing. The inaugural recipient is Dr. Katherine McKittrick (Gender Studies)



- The Ban Righ Foundation Leadership Award recognizes an individual who self-identifies as a woman and who has built capacity and fostered opportunities for others, made positive contributions to the Kingston community, and been inspirational. The inaugural recipient is Ms. Georgette Fry.



# Supporting Student Health and Wellness Through Enhanced Programs, Services, Policies, and Facilities

Maximizing student health and wellness continues to be a priority of the division and is reflected in enhancements made in 2016-17 to programs, services, resources, policies and facilities.



The division continues to participate in the planning and design of the new Queen's Innovation and Wellness Centre in the heart of campus. Scheduled to open in Fall 2018 on Union Street, this facility will co-locate Student Wellness Services, the Interfaith Chaplaincy, three gyms and new athletic training space, the Queen's University International Centre, Student Community Relations, and a new Exam Centre, along with engineering and innovation spaces. The building will blend academic, extra-curricular and wellness programming and supports in a central hub of student life to promote success and well-being.



The university opened the revitalized Richardson Stadium in Fall 2016. The \$20 million project offers improved sightlines and seating that is closer to the field of play to enhance the spectator experience. The stadium also features a state-of-the-art videoboard, a bowl seating design with 8,000 seats, new washrooms, improved stadium and area lighting.



Greg Black

Initiatives to support student health and wellness also include:

- Hosting the Ontario women's basketball finals, and the national women's hockey championships;
- Administering the [2016 National College Health Assessment student wellness survey](#) to inform health promotion and wellness programming and services;
- Expanding hours of operation at Health and Counselling Services, and bringing in more physicians to respond to increasing demand (40,000 visits to Student Wellness Services in 2016-17, a 20% increase);
- Establishing an additional advisor position in Accessibility Services to support students requiring academic accommodations, and increasing the capacity of the office's transition support program – the caseload has doubled in the past five years;
- Introducing student-led [bystander intervention training](#) to help prevent and address sexual violence. As of August 2017, more than 2,500 students had participated in peer-led sessions;
- Through the Alcohol Working Group, identifying campus-wide strategies to reduce alcohol-related harms, as a member of the [Postsecondary Education Partnership](#) – Alcohol Harms (PEPAH);
- Developing and implementing new policies relating to:
  - Academic Accommodations for Students with Disabilities
  - [Academic Consideration for Students in Extenuating Circumstances](#)
  - [Sexual Violence involving Queen's University students](#)
  - [Students-at-Risk](#)
  - Threat Assessment Protocol
  - [Severe Allergy](#)

These policies have resulted in new procedures, resources, education and awareness-raising initiatives to support;

- Establishing the Student Conduct Office as part of the non-academic misconduct system; 40+ cases referred by the Non-Academic Misconduct Intake Office in 2016-17; and
- Coordinating case management, responding to 50+ students of concern in 2016-17.

# Expanding Experiential Learning Opportunities

The division's [Career Services](#) unit ranked #2 in Canada earning an “impressive” designation for the university's delivery model in a national research study. On campus, Career Services is playing a major role in the implementation of recommendations of the university's [Experiential Learning Working Group](#), which aim to support an increase in the number of experiential learning opportunities for undergraduate and graduate students.



Stephanie Nijhuis Photography

Progress highlights in this area include:

- Expanding participation in the [Queen's University Internship Program \(QUIP\)](#) to the Faculty of Arts and Science in 2016-17, and doubling the number of QUIP engineering positions;
- Launching the [Experiential Learning Hub](#), a “front door” to experiential learning at Queen's that supports the efficient cross-institutional planning and delivery of experiential learning, providing advising for program development, collaboration, and sharing of resources through a central contact;
- Expanding the popular undergraduate [Major Maps](#) (over 49,000 hits in 2016-17) to include new [Grad Maps](#) (close to 5,000 hits to date);
- Working with institutions across Canada to expand Queen's [“It All Adds Up”](#) career health social media campaign to 43 schools;
- Developing and launching [QYourFuture](#), a checklist to help graduating students with key steps for their transition; and
- Doubling participation in the [Queen's Cares](#) community service learning initiative and expanding the program to all faculties and schools.



Lars Hagberg



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](https://queensu.ca/studentaffairs)**





## Student Affairs

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