



# 2020 2021

## STUDENT AFFAIRS ANNUAL REPORT





# A Message From Vice-Provost & Dean Ann Tierney

2020-21 was an academic year like no other with most students learning remotely as we were confronted with the prolonged impacts of the global pandemic.

Across Student Affairs, our dedicated staff transformed most services, programs, and operations from an almost 100% in-person model to either fully online delivery or to a hybrid of in-person and online delivery. In many cases, this resulted in increased student access and engagement with our services; we learned a lot! Going forward, we will retain some of the new channels and pathways we created to give students more options, responding to their preferences and needs.

I'm very proud of, and inspired by the creativity, flexibility, and commitment to our students, that has once again been demonstrated by Student Affairs staff as they managed through the disruptions and uncertainties in their own lives caused by COVID-19. Throughout this report, you will find evidence of the incredible amount that we achieved – in partnership with colleagues and student leaders across our campus community – in somewhat challenging circumstances. Within the context of an ever-changing public health environment, we continued to focus on:

- Advancing Equity, Diversity, Inclusion, and Indigeneity (EDII) in all that we do, including increasing access to Queen's through the Promise and Commitment Scholars Awards
- Building connection and community
- Promoting our students' wellbeing in the broadest sense
- Supporting our students' growth and development

We will keep innovating to provide effective, responsive, and inclusive programs and services to promote a sense of belonging for every student, and enhance their academic and personal success at Queen's.

In promoting a sense of belonging for every student, we recognize that Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. This traditional territory has a long history that predates European colonies and holds deep significance for the Indigenous peoples who lived, and continue to live, upon it. It is a privilege to work, learn, and live on these lands.



# Office of the Vice-Provost & Dean

The division comprises 20+ units that provide a broad range of programs and services in support of the division's mission, vision, and values. The following pages highlight all that was accomplished in 2020-21. The Office of the Vice-Provost and Dean serves as a first point of contact for students, parents, faculty, staff, and community members, and coordinates the following awards and funding opportunities, including:

- The Peer Leadership Award, The Brian Yealland Community Service Award, and EDII Impact Award, presented at the annual Student Recognition Reception
- The Mike Condra Outstanding Student Service Award for faculty and staff
- The Baillie Award for Excellence in Secondary School Teaching, presented at the graduating student's convocation
- Support to students applying for the Rhodes Scholarship
- The Student Initiative Fund and The Team Building Activity Fund, supporting student-led events and activities that enrich campus life

In addition, Student Affairs leads or co-leads the implementation of major pan-university initiatives, including:

## The Student Experiences Survey

Over 5,400 students responded to this pilot campus climate survey in winter 2021. Co-developed and co-implemented in partnership with the Human Rights and Equity Office, the results are being used to understand systemic racism, exclusionary and discriminatory behaviours, and sexual violence on campus, and to identify actions through continued consultations and a student engagement strategy.

## Campus Wellness Project and Framework

The Campus Wellbeing Framework was released in fall 2020, the result of a campus-wide consultation process that identified four priority areas for wellbeing: a culture of care, inclusion, and respect; belonging and social connectedness; the places we learn and work; and the multiple dimensions of personal health. Implementation is underway through the Provost's Advisory Committee on Wellness, co-chaired by Student Affairs and Human Resources, and through the Student Mental Health Network.

## The Sexual Violence Prevention & Response Task Force

This longstanding cross-campus group of students, staff, and faculty works to bring about change at the individual, cultural, and institutional levels to help foster a safer campus environment. Co-chaired by Student Affairs and the Human Rights and Equity Office, the task force helps to develop and coordinate training programs, awareness and education initiatives, and other programming aimed at preventing sexual violence on campus.

## Student Food Insecurity Advisory Committee

Chaired by Student Affairs on behalf of the Provost, this cross-campus committee monitors food insecurity and promotes initiatives related to education, awareness, environment, community, skill-building, and policy. The group aims to create a food culture in which stigma is reduced and there is broad understanding of the issues related to student food insecurity.



# Vision

Student Affairs promotes a collaborative and responsive campus community where every student and staff member feels a sense of belonging.

# Mission

To offer and foster holistic, diverse opportunities that engage students, support their unique needs and wellbeing, and help them prepare for future success.

Professional staff and trained peer leaders offer a network of programs, services, and spaces, in alignment with the University Declaration of Commitment to Address Systemic Racism (2020), the recommendations of the Truth and Reconciliation Commission Task Force (2017), and the Campus Wellbeing Framework (2020).

# Values



## Build Community

We practice empathy, compassion, and respect. We support each other and see things from a student's perspective. We collaborate with faculties, student groups, and community organizations.



## Promote Wellbeing

We promote mental, physical, and emotional wellness. We provide infrastructure and support for ongoing skill development, resiliency, and success.



## Foster Growth

We seek and value input to ensure we are continually learning. We act with integrity. We look to evidence. We are willing to challenge and change. We nurture and celebrate success.



## Advance EDII

We strive to promote EDII and to meet the intersectional and evolving needs of our diverse student population. We respect all people and their viewpoints.

## 2020-21 Student Affairs Divisional Goals

To support and promote access and retention to Queen's

To take meaningful action to eliminate systemic racism

To meet student health, wellness, and accessibility needs

To serve, support, and make a positive impact

To adapt and provide student services through the pandemic



# Undergraduate Admission & Recruitment (UAR)

Recruits and admits first-year students to Queen’s. Through strategic outreach, recruitment, admission, and retention activities, UAR successfully meets enrolment targets year after year.

## Shift in Services Due to COVID-19

With high schools closed to visitors, and Queen’s campus closed for campus tours and regular on-campus recruitment events, UAR shifted to a new outreach model to reach the future class of 2025.

### Recruiting the Class of 2025

#### Guidance Counsellor Outreach

- Queen’s-specific events
  - **250** attendees at Ontario counsellor event
  - **100+** attendees at out-of-province/international event
- Started a new guidance counsellor newsletter
- Developed new guidance counsellor resource webpage

#### Webinars

- Staff and tour guides hosted **500+** webinars for the Kingston and BISC campus, across global time zones

#### Instagram Live/Online Engagement

- UAR, Queen’s faculties, departments, and schools combined efforts to host Instagram Live events, online open houses, and even a Minecraft tour of Queen’s

#### Prospective Student Data Collection

- Partnered with SchoolFinder.com to connect with **5,400** prospective students
- Followed up with **14,000+** contacts through a new provincial tool giving students the ability to select universities they wanted to hear from
- Communicated regularly with these students to advise them of key admission information and upcoming events

#### One-on-One Meetings

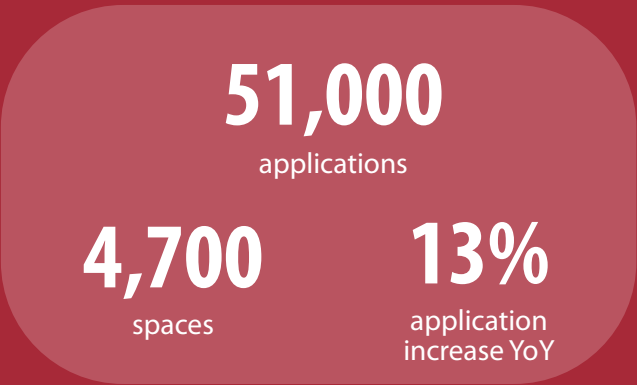
- Prospective students were able to use the new scheduling platform to book one-on-one meetings with UAR staff or one of our upper-year Campus Tour Guides. Student feedback was overwhelmingly positive

#### New Virtual Tour Options

- Created and implemented a virtual campus tour
- **57,000+** views in the first two weeks alone – the most of any institution using the same platform
- Launch of scheduled live virtual tours hosted by tour guides 4x/week

#### Online Events/Webinars Summary

- Over **9,000+** total attendees across all events
- Largest event had **920** attendees



### Class of 2025

90.5%

incoming class average

94%

are 18 years of age or younger

11%

attended high school outside Canada

10%

are visa students

### EDII Initiatives & Outreach

The Undergraduate Admission & Recruitment EDII Task Force was formed in summer 2020 to address barriers faced by Black, Indigenous, and racialized students along with a wider population of underrepresented and underserved students.

#### Outcomes of the task force:

##### Creation of an Equity Admission Self-ID Form

- Optional information form added to applicant’s SOLUS To-Do List
- Information provided was considered in the application process to help reach institutional, faculty, and/or program diversity admission goals
- **7,000+** students completed the form

##### Redevelopment of the Supplementary Essay Question

- To better align with Queen’s EDII values

##### Development and Implementation of the Commitment Scholars Program

- New, renewable, merit and need-based awards for underrepresented, equity-deserving students who demonstrate EDII leadership in their schools and communities
- Led targeted promotional campaign that resulted in **300** applications for **10** Scholars Awards of **\$12,000** per year

##### Launch of the Peer Equity Ambassador Program

- Provides peer support to applicants from equity-deserving backgrounds
- Within 6 months, program expanded to **16** part-time positions and **5** full-time summer positions
- Ambassadors are paid and work with campus and community partners to develop content and programming for equity-deserving students

### Indigenous & First Generation Admission Pathways

1.9%

of all applicants self-identify as Indigenous

4.6%

of all applicants self-identify as First Generation

32%

increase in Indigenous Pathway applications

37%

increase in First Generation Pathway applications

25%

increase in Indigenous student enrolment

19%

increase in First-Generation student enrolment

Four Directions Indigenous Student Centre staff connected one-on-one with prospective students and applicants throughout the year



# University Registrar

This office comprises three units:

- **Records and Services**, responsible for managing student registration, student record collection and retention, tuition fees, student cards, transcripts, exam and course scheduling, course evaluation, and graduation
- **Student Information Systems** coordinates SOLUS, the online student centre
- **Student Awards** coordinates student financial assistance in all its forms – scholarships, awards, bursaries, and government assistance for our new and in-course students



~\$354.5M

student payments  
received and reconciled

21,328

transcripts  
produced

~540,490

enrolment  
actions

## Records & Services

### Shift in Services Due to COVID-19

- Maintained telephone and email services to provide students and alumni with immediate and one-on-one advice and support
- All transcript, document and form requests, and delivery processes went **100%** online to eliminate the need for in-person transactions
- Adjusted course registration processes, and extended tuition and fee payment schedules and deadlines, to provide students with more time and flexibility
- Adopted technology and supports to respond to the required transition to online final examinations in fall 2020 and spring 2021
- Mailed **5,433** student photo ID cards and over **15,000** validation stickers to returning students

786

remote exams  
scheduled

9,249

remote accommodated  
exams supporting students  
with disabilities scheduled

1,126

course sections  
scheduled

58,867

student contacts  
(phone/email)

## Celebrating Graduation

- Spring and fall 2020, and spring 2021 in-person convocation ceremonies were postponed
- Various online-only celebrations took place instead: a convocation celebration website with video messages, lists of conferred degrees, and faculty/school recognition activities were developed to celebrate our students' achievements
- Over **8,451** degrees, diplomas, and certificates were shipped to the home addresses of graduates worldwide



# University Registrar

## Student Awards

Administers a comprehensive range of financial aid programs which include government student financial assistance (e.g., OSAP for Ontario residents), merit-based scholarships for undergraduate students, need-based bursaries and awards for undergraduate and graduate students, and work-study and summer work experience programs.

### Shift in Services Due to COVID-19

- One-on-one financial advising services continued remotely via video or phone
- Increased participation in **20** webinars for new and returning students to expand access to information and resources. Reached **~500** students
- Award payment schedule adjusted to align with per-term billing of tuition and fees, which helped students manage their finances

### Financial Aid Administered by Student Awards

**\$101.9M** total government student loans and grants provided to Queen's students **8,231** recipients

**\$32.5M** in Queen's Assistance **44.7%** provided through the generosity of donors **10,479** recipients

### % Of Students Receiving Need-Based Financial Aid

**23.1%**  
undergraduate

**16.1%**  
graduate

### Financial Support For Students Needing to Quarantine

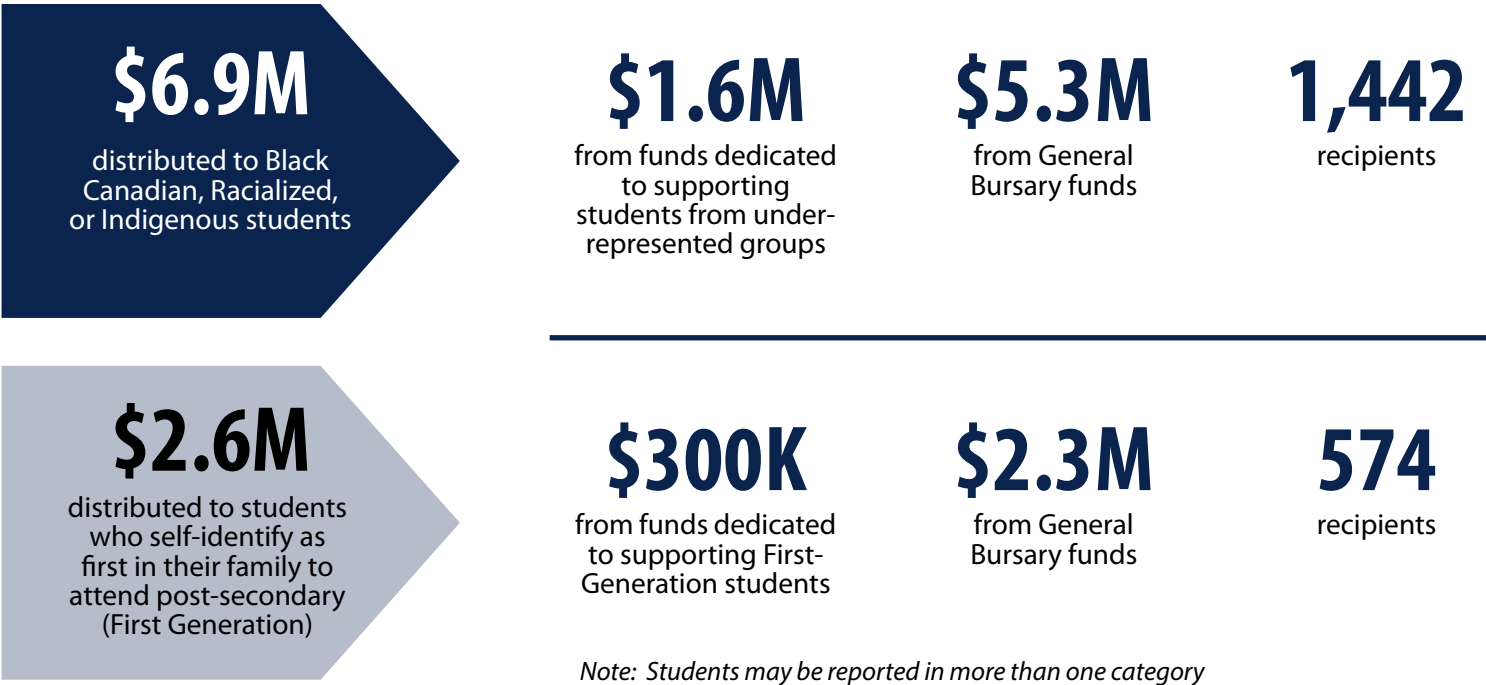
**~\$140,000**  
provided for internationally-arriving students

**121**  
recipients

### COVID-Related Consideration

If students had specific COVID-related issues (e.g., parent's lost income and reduced parental contribution) in 2020-21, this was factored into General Bursary decisions.

## Increasing Access to Queen's



## Commitment Scholars Award & Commitment Bursary

**Commitment Scholars Award** celebrates and recognizes demonstrated leadership in, and commitment to, racial justice, or diversity initiatives by equity-deserving students in their high school or in their community. Developed and implemented this new program to award **10 students \$12,000 x 4 years**, starting Sept. 2021. Created new application and selection process. A fully online application is in development for 2021-22.

**Commitment Bursaries** are available to students entering first year of any first-entry undergraduate degree program who self-identify as a member of an underserved or underrepresented group based on demonstrated financial need. Commitment Bursaries range in value of up to **\$5,000 x 4 years**, starting Sept. 2021.

## Promise Scholars

A comprehensive initiative designed to reduce financial barriers and increase access to Queen's for local First-Generation students. In 2020-21, the first cohort of Promise Scholars arrived on campus and successfully completed their first year of study.

“The impact the Promise Scholars Award has had on my life is more than I can put into words. I’m the first person in my family to attend university, and Queen’s has connected me with resources for everything from academics to mental health to make sure I’m set up for success.”



# Housing & Ancillary Services (H&A)

Provides services and experiences for the entire Queen’s community and includes Residence Life, Housing, Hospitality Services, events, summer camps, and hotel and conference services. Revenue generated through H&A activities supports student life programs and contributes to a positive learning environment.

## Residences & Residence Life

Living in residence offers first-year undergraduate students a supportive environment to develop new personal and social interests, and to receive support for academic goals, health, and wellbeing.

### Shift in Services Due to COVID-19

- Reduced fall occupancy to **43%** capacity and only offered single rooms
- Partnered with the School of Graduate Studies to make office space available for grad students struggling to find quiet spaces to work on campus in summer 2020
- Delivered virtual training for student staff (Dons and front desk reps)
- Offered internationally-arriving students the option to complete their mandatory isolation in residence
- Identified students with personal circumstances requiring priority for on-campus living
- Implemented a staggered move-in for September and January to promote health and safety
- Provided education, guidance, direction, and enforcement of COVID-related policies
- Worked closely with Public Health to limit virus spread when positive cases were identified
- Offered group support sessions to students required to isolate to support them through the impact of isolation and respond to concerns about academic requirements
- **2,500+** check-in calls to students in isolation

### Additional Virtual Events & Programs

- Launched the Rafr App to connect residence students to information about events and programs
- Weekly social and skills opportunities, including Coffee and Crochet, Yoga and Meditation, Trivia, and Mindful Moment sessions with counsellors
- Off-Campus Week: led a series of workshops to assist students in preparing to live off campus
- Sexual Violence Awareness campaign
- Tutoring workshops with faculty societies

**2,757**  
LiveChat  
engagements

**538**  
residence Don-led  
virtual programs

**495**  
community  
meetings

### Supporting an Increasingly Diverse Student Population

- Collaborated with **18** campus partners, student groups, and clubs, including Queen’s Hillel, Black Luck Collective, Queen’s Black Academic Society (QBAS), and Queen’s Indian Student Association
- Partnered with Yellow House on a Black Student Mental Health Advocacy series
- Celebrated Diwali and Pride Week with speakers and workshops
- Created and shared EDII statement on website and in Residence Community Standards



Residence Facilities Celebrates Pride Month

## Residence Facilities

Our Residence Facilities staff ensure that our students live in a clean, safe, and well-maintained environment.

### Shift in Services Due to COVID-19

- Adopted an industry-leading cleaning standard to maximize response times
- Implemented daily services, including twice-daily disinfection of high touchpoint areas
- Developed staff protocol for safe entry to isolation spaces to complete repairs

**4,200**  
face masks  
distributed

**2,100**  
cleaning kits created and  
distributed to students for  
their personal use

**325**  
student emails or phone  
calls led to immediate  
facilities assistance



Our family wanted to pass along a heartfelt thank you to the 3 wonderful staff members who were in charge of cleaning this building. Our daughter said they were amazing, and we wanted to acknowledge the great job they did every day. Thank you!!



## Enrichment Studies Unit (ESU)

ESU has connected students in grades 5 to 12 with challenging and inspiring academics while offering a glimpse of what university life is like. With no in-person programming possible, the ESU moved online. **100+** learning assets were posted to a new website that delivered free learning resources to students in the ESU community.

### Program Highlights

- Life at Queen’s workshop for elementary and secondary students
- Five-day virtual engineering workshop that engaged **24** high-school students

**1,000+**  
unique visits



# Housing & Ancillary Services (H&A)

## Queen’s Hospitality Services

All dining halls operated, along with some retail food outlets, periodically, as allowed, to serve the reduced on-campus population. A range of fresh, quality menu items continued to be offered, geared to support the unique tastes of our campus community members, including those with allergies and dietary needs.

### Shift in Services Due to COVID-19

- Offered online ordering in dining halls to help minimize lines and facilitate quick take out.
- Operated full service and to-go dining options for students when in-person dining was not permitted
- New Transact retail mobile app allowed students to order ahead and schedule a pickup time
- Created a new meal plan for students in first year living off-campus
- Launched rotating pop-up restaurants in dining halls with items from retail food outlets (Flip It, KHAO, etc.)
- Implemented a grocery delivery program for off-campus students
- Created new outdoor study spaces
- Supporting students in isolation with three daily meal deliveries, plus surprise treats, potted daffodils, games, and books

355,985

dining hall meals served (Sept.-April)

28,910

online orders (Jan.-April)

105

off-campus grocery deliveries

177

students with allergy/dietary needs

### Supporting Food Insecurity

- **10,000 lb.** of food donated to local food banks and community shelters
- **\$12,500** in perishable and non-perishable goods donated due to extended COVID-19 closure from the Donald Gordon Centre

Swipe It Forward Queen’s

- **714** meals were donated by students
- **95** students accessed the program

### Supporting the Environment

- **2** new ECO container programs launched
- **14,000** fewer containers made their way into recycling plants and landfills
- Certified as a Fair-Trade Campus
- All seafood served on campus is now sourced from suppliers with sustainable practices



I would like to send a big thank you to the dining team and staff for their efforts this year with COVID-19. I am also very grateful for the Swipe It Forward program. Thank you!



## Community Housing

Manages **480** units and operates an Accommodations Listing Service where external landlords can post listings for student rental units.

### Shift in Services Due to COVID-19

- Altered key hand-out to accommodate physical distancing and provided contactless key drop-off
- Introduced digital document submissions
- Created virtual unit showings – live and online videos and photos
- Enhanced disinfecting protocols in building public spaces
- Accommodated flexible payment options

771

students and family members live in Queen’s Community Housing each year (full occupancy)

1,700

maintenance requests

## Off-Campus Living Advisor

Provides confidential guidance on evaluating off-campus housing, tenant rights and responsibilities, choosing housemates, as well as resources for moving in/out.

### Shift in Services Due to COVID-19

- All services provided online
- Created online content and new programming focusing on pandemic-specific issues
- Recorded and posted webinars to expand access to information and support

300+

hours spent working directly with students

625+

unique student inquiries

250+

students attended live Off-Campus Housing webinars

4

Housemate Search Socials connected **70+** students online with potential housemates

“My one-on-one housing talk session was informative and enlightening. They explained in meticulous detail how I’m to go about finding accommodation. The session was extremely helpful.”  
– Incoming International Student

## Event Services & Donald Gordon Centre

Closed due to COVID-19.





# Student Wellness Services

Supports students’ personal, academic, and social health development by providing a range of programs and services. Located in the Côté Sharp Student Wellness Centre and the Gregory David and Neil Rossy Health Promotion Hub in Mitchell Hall, Student Wellness Services (SWS) aims to offer a welcoming, confidential, and integrated service that is responsive to student health and wellness needs.

## Shift in Services Due to COVID-19

- Access to in-person medical and crisis appointments was prioritized to support students in Kingston
- Continued to offer over **45,000+** medical, mental health, healthy lifestyle and accessibility support through video, phone, and some in-person appointments
- Collaborated with local public health and local hospitals to establish an on-campus COVID-19 testing centre through the fall and winter – **9,000+** tests given
- Built an online community of care by delivering mental health training to **1,500** students, staff, and faculty
  - Adapted content, including how to identify and respond to students in distress during physical distancing
- Continued to offer meaningful student volunteer roles to **50+** students – shifted to virtual opportunities
- Continued promotion of Empower Me; a 24/7, EDII-sensitive crisis and counselling service available in many languages that expanded in 2020-21 to provide access to students living around the world

## Supporting an Increasingly Diverse Student Population

- Expanded outreach to support students in response to local and global incidents of racism and hate, with a new partnership with a Black-identified community psychologist, as well as continuing support from our Cross-Cultural Counsellor and our Cultural Counsellor based at the Four Directions Indigenous Student Centre
- Expanded group supports for racialized students
- Provided interim academic accommodations through QSAS to allow students time to get supporting documentation during COVID-19
- Introduced new wellness group focused on navigating university with autism
- Developed online programming for students with children



Video calls allow for me to be in a safe and comfortable space while getting the help I need. Not having to get to the appointment and face the stresses of seeing other people is so beneficial.



22%

increase in medical, mental health, accessibility, and healthy lifestyle appointments

12%

increase in total number of individual students served

50%

increase in phone interactions with students – **78,124**

32%

increase of students registered with Queen’s Student Accessibility Services (QSAS) – **2,932**



Really great service. I am now in my fourth year and have been going to Student Wellness Services since first year and have seen such an improvement in the quality and accessibility to your services.



## Supporting Student Wellbeing

- **1,671** students received the flu vaccine
- **400** wellness kits – reached **900** students
- **19** wellness groups ran virtually with all sessions filled to capacity
- New groups included Understanding Substance Use
- In-person connections – offered students, staff, and faculty a chance to connect in-person, while abiding by public health guidelines, through the Walk with Queen’s and Outdoor Dogs on Campus programs
- Mindful Moments – new weekly online sessions with counsellors developed in partnership with Residence Life
- Fresh food boxes and mason jar soups/stews – offered free to students to help address food insecurity

## Continued Use of TAO

A library of engaging, interactive, and self-directed pathways that promote wellness and can help students bounce back from challenging times.

992

students registered with TAO

## Student Advisory Committee

Established a Student Advisory Committee that meets regularly to share information and increase the integration of diverse student voices and perspectives in SWS operations. This group is an additional mechanism for SWS to hear from students, as well as a way to increase transparency and promote information about SWS to students. The more knowledge students have about the health care system, the more they will be able to access what they need, when they need it.



# Athletics & Recreation (A&R)

Offers a broad range of student programs, including intramurals, recreational clubs, varsity teams and clubs, fitness, and aquatics, reflecting the vibrancy and importance of physical activity, sport, and wellness as integral parts of campus life at Queen’s.

### Shift in Services Due to COVID-19

**130,000+** participation opportunities (including online programming) for students, student-athletes, and ARC members despite being closed for more than half of the year.

### Supporting an Increasingly Diverse Student Population

- Established the A&R EDII Task Force to provide advice, identify priorities, and make recommendations to advance EDII and increase the recruitment, retention, connection, and success of equity-deserving and marginalized student populations, including BIPoC and LGBTQ2S+ students
- Launched two new Sport Clubs – E-sports and Women’s Football
- Varsity Leadership Council (VLC) launched a 30 episode Learn-To-Play video series for the Autism Mentorship Program (AMP), and introduced a new Gaels Get Real Podcast focused on social issues

## Recreation & Sports Clubs

### Intramurals

1,439

unique participants

691

intramural games/activities

16

activities modified for public health measures & safety

10

new sport variations

### Fitness & Wellness

1,200

live virtual group fitness classes

7,476+

participants

### Recreational Clubs

556

registered rec club participants

24

student-led sanctioned clubs

### Varsity Sport Clubs

26

varsity clubs

17

active with approved in-person training & activity

490

total registered student-athletes

## High Performance Sport

426

Academic All-Stars  
3.5+ GPA while playing  
varsity (team or club)

25,000

scheduled  
varsity athlete  
training activities

\$48,885

raised by varsity  
athletes for  
various causes

\$3,000

raised for the Hockey Diversity  
Alliance through the Queen’s  
Men’s Hockey Team’s Pushing  
for Change Initiative



## Facilities & Operations

- Funding was secured to build a new Pavilion at Richardson Stadium, the final piece of the stadium redevelopment project
- Queen’s was selected as host of the U Sports national championships for Women’s Soccer (Nov. 9-12, 2023) and Men’s Volleyball (Mar. 15-17, 2024)
- Operations and safety protocols implemented at the ARC exceeded industry standards, including a comprehensive cleaning and disinfecting schedule



My experience of the ARC 2021 re-opening has been positive. The ARC is on top of cleanliness and scheduling is a great way to keep track of how many people are in the facility and in each workout space.





# Support Services & Community Engagement

Guides and supports students as they navigate campus resources, difficult situations, and incidents of non-academic misconduct. The portfolio coordinates formal complaint processes related to student behaviour, student incidents involving sexual violence, students in distress, non-clinical case management, the CARE Referral Program, and initiatives to support positive community engagement and conflict resolution.

## Shift in Services Due to COVID-19

- Successfully transitioned all activities online and met increased demand for service
- Created and distributed print and digital versions of a Good Neighbour Guide to help students pro-actively plan for potential COVID-19 outbreaks in the community
- Implemented three door-knock campaigns to check in on students living in the university district
  - Provided resources, education about COVID-19 restrictions, and handed out treats
- Launched a monthly off-campus newsletter to connect students to information and resources
- Developed an interactive online learning module, COVID-19: Keeping our Campus and Community Safe

### Fall 2020 Door-Knock Campaigns

**400** welcome kits distributed  
**600** resource bags distributed  
**+800** students engaged

### Spring Outreach

**400** campus resource bags delivered  
**1,000** cookies delivered  
**928** students engaged

## CARE Referral Program

The CARE Referral Program supports students by getting them referred to resources early. The system relies on campus community members or CARE Connectors (e.g., academic advisors, coaches, residence life staff) to help connect students who may be facing difficulties, either academically or personally, to resources and support services.

**198**

students referred to CARE

- **79** academic concerns
- **54** general wellness
- **48** mental health

**674**

individual supports and actions provided

**112**

student meetings

**47**

cases referred to the Assessment & Care Team (ACT)

## Non-Academic Misconduct (NAM) System

The NAM Intake Office recieved **299** reports and referred **294** cases to one of the four NAM units. Cases are resolved through educational, developmental, restorative, and loss of privilege outcomes.

### Student Conduct Office

- **137** cases referred
- **465** students involved
- **439** meetings with complainants, respondents, and witnesses
- **321** students found responsible for violations under the Student Code of Conduct and related policies

“

Working with the Case Manager helped me understand that my actions matter, and I need to do better to demonstrate empathy and compassion for other people.

”



# Faith & Spiritual Life

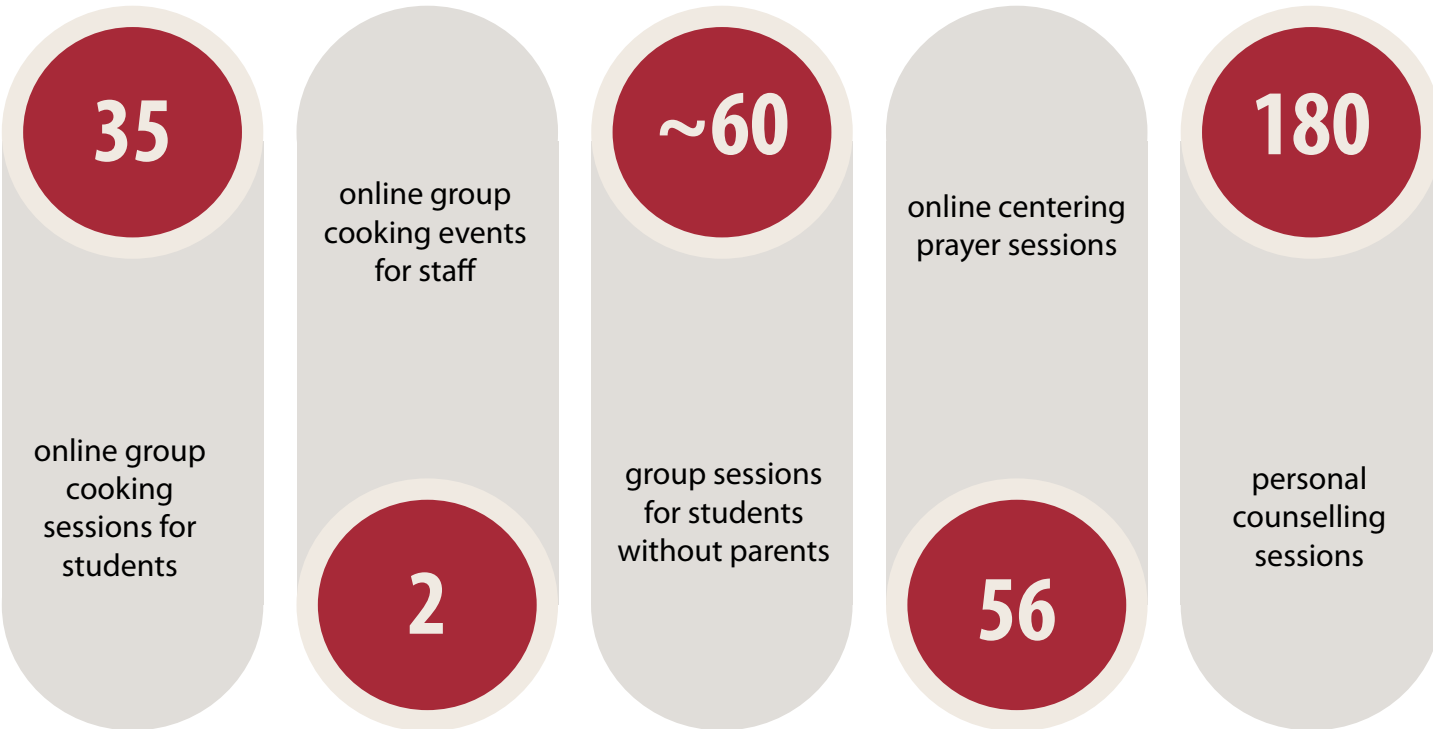
Offers multi-faith, non-judgmental support for religious, spiritual, and personal issues, concerns, or crises. Chaplains engage in community-building programming, ceremonial services, and interfaith community development.

## Shift in Services Due to COVID-19

- Pivoted to an online service and program model
- Adapted all programming to virtual delivery
- Offered support for students without parents every night from March to mid-June 2020 with **25+** guest speakers
- Increased the frequency of online group cooking programs from bi-weekly to weekly
- Held online social events over various holiday periods

## Program Highlights

- Soulful Singing – **43** weekly drop-in meditative online singing sessions
- Cooking with Chaplains
- December Cookie Drop
- Crafternoons – Weekly online group crafting
- One-on-one spiritual support



While I was more than slightly intimidated by the prospect of attempting online cooking, I was very happy I took up the challenge. We had so much support! We worked together to create wonderful meals and had many great conversations on Zoom.



**100+**  
photos submitted as part of the We Thrive Outside daily social media campaign to encourage folks to get outdoors



# Student Experience Office (SEO)

Offers programs and services that help orient our **4,500+** first-year undergraduate students, support their successful transition, and encourage leadership development, student engagement, and co-curricular involvement among all students.

### Shift in Services Due to COVID-19

Adapted all programming (SOAR, Fall Orientation, Queen’s Reads, and mentorships) to virtual delivery.

## Summer Transition Programming

**418%** increase in participation in summer transition programs for incoming students

### Summer Orientation to Academics and Resources (SOAR)

- June webinars for students and families
- Transformed July SOAR from a day-long, in-person event, to a month-long, online program
- In partnership with faculty offices, promoted faculty-specific academic transition programs as part of SOAR Studies

### University Orientation

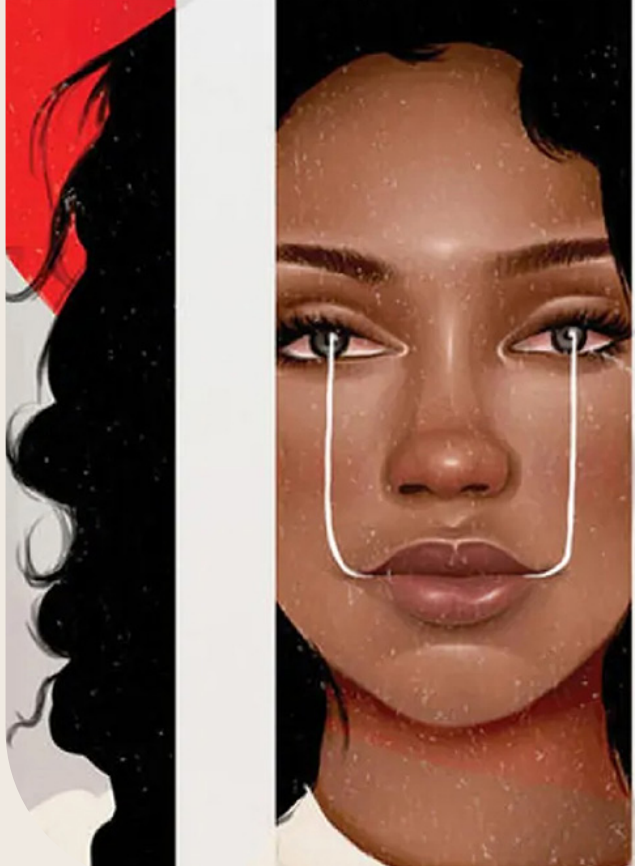
- Engaged over **1,687** students in synchronous activities (University Orientation and First Year Not In Residence)
- Created a new online orientation course with 4 focus areas: student life, academic prep, values and expectations, and accessing resources
- **70%** of first-year students accessed their orientation course in OnQ

### Program Highlights

- Launched a new, virtual student engagement series that had over **1,000** student participants
- Facilitated The Club Hub, an online resource hub for club leaders, offering skill development, funding information, templates, and checklists
- Piloted a leadership workshop series offering students seven leadership-focused learning opportunities
- Delivered peer-led Sexual Violence Bystander Intervention Training to over **1,100** students
- Introduced a new collaboration with the Human Rights and Equity Office, delivering workshops on consent culture and healthy relationships to over **200** students

## Queen’s Reads

- The 2020-21 selection for the university’s common reading program was *Other Side of the Game* by Amanda Parris
- The play explores themes of anti-Black racism, institutional oppression, Black activism, and the ride-or-die philosophy in the civil rights movement through the stories of Black women in Toronto
- **27+** campus partners engaged in year-long programming, that featured guided discussions, an online teach-in, and an online author event
- **24** Black student leaders celebrated for their significant behind-the-scenes contributions to the community through Queen’s Reads video series, Young, Gifted, and Black



### Supporting an Increasingly Diverse Student Population

- **140+** student leaders provided with meaningful leadership opportunities, including training in inclusive leadership, intercultural competence, and anti-oppression
- **1,200** students trained in inclusive leadership and anti-oppression using an intersectional, community-based approach
- Created and co-hosted the first Equity Open House with the AMS Social Issues Commissioner, highlighting clubs with an equity-related mandate and providing equity-deserving first-year students an opportunity to build community

## QSuccess

- A year-long peer mentorship program for first-year undergrads
- Earlier summer start to jumpstart the mentor-mentee relationship
- A mentor honorarium was introduced to recognize the work involved



My mentor celebrated with me when I accomplished things, and helped me figure out a way to move forward when I struggled.



**500%**  
increase in first-year students who registered for a mentor

**90**  
additional mentors hired

**6,800+**  
one-on-one meetings were held between mentors and mentees

**3,200+**  
referrals made to campus resources



# Student Academic Success Services (SASS)

Supports students in developing academic skills and provides general and discipline-specific writing support, learning strategies advising, peer writing and learning assistance, and English as an Additional Language (EAL) support.

### Shift in Services Due to COVID-19

- Provided all programming online, including interactive workshops and one-on-one sessions
- Grad Writing Lab, Dissertation Boot Camp, Writealong, and Get It Done all moved online, offering synchronous and asynchronous components, and flexible and accessible formats, e.g., Zoom study/writing groups, forums for exchanging ideas, and Instagram Live events
- Developed new social media campaigns, including interactive elements designed to boost students’ academic sense of belonging
- Peer leadership development was delivered online
- New collaborations with partner units, including Queen’s Student Accessibility Services and the Centre for Teaching and Learning

### Supporting an Increasingly Diverse Student Population

- Expanded access to programming for students in various time zones
- Piloted asynchronous writing feedback program for EAL students outside of Canadian time zones
- Increased EAL staff
- Expanded international student programs – doubled Write Nights
- Launched anti-racism project for staff
- Updated language in booking processes, policies, across website, in teaching materials, and in resources to be more inclusive
- Incorporated acknowledgement and centrality of Indigenous ways of knowing into resources and teaching materials
- Developed new EDII training module for peer leaders
- Developed and executed weekly EDII plan for unit’s external communications
  - Highlighted advocacy, diverse voices, and academic EDII programming/support sessions on social media

### Bounce Back Peer Mentoring Program

- First-year students are matched with peers who offer guidance with academic goal setting, academic coaching, learning support, and referrals to key resources
- **96** first-year participants – full program capacity
- Increased referrals to campus services and professionals
- Started program earlier, ensuring extra support to participants at a crucial time of the year
- Participants describe Bounce Back as a major contributor to their feelings of confidence and academic success

### Appointments

**1,580**  
writing

**480**  
academic skills

**355**  
peer writing

**382**  
English language skills

**1,268**  
graduate & undergraduate students accessed appointments

### Workshops

**106**  
synchronous sessions

**3,000**  
attendees

**38**  
videos produced for use in the classroom

**9,000**  
students accessed asynchronous materials



I'm writing with a huge thank you to SASS for the help in my writing appointment. The instructor approached my questions with kindness and empathy, and as luck (ok, skill) would have it, effectively lifted my writer's block. His guidance reignited my faith in the process and I'm now facing it with more excitement than trepidation!



### Online Learning & Resources

#### Academics 101

A complete package of interactive materials supporting online learning was developed in Summer 2020 for incoming first-year students.

**10,500**

number of times Academics 101 has been accessed

**451,746**  
SASS website page views

**53%**  
website view growth YoY



# Four Directions Indigenous Student Centre (4D)

Strives to be a home away from home for Indigenous students. In keeping with the teachings of the Four Directions, 4D provides holistic academic and cultural programming that supports Indigenous students mentally, emotionally, physically, and spiritually. 4D advocates for Indigenous students through committees, working groups, and governance structures throughout the institution that helps fulfill the university’s commitment to eliminate systemic racism.

### Shift in Services Due to COVID-19

- The two houses on campus were closed due to the pandemic
- Staff worked remotely and focused on providing weekly online programming and activities, as well as one-on-one support



Video celebrating Queen's Indigenous Spring 2020 graduates featuring staff from across campus

## Program Highlights

### Gratitude Sharing Circle

The in-person Sacred Fire shifted online and became the Gratitude Sharing Circle. Students led these events, participated in the weekly teaching on the fire, learned about positive mental health, and shared music.

### Full Moon Ceremony

Open to all genders and facilitated by Elder Wendy Phillips, students learned about Anishinaabe Teachings and how to incorporate them into daily life. Students were also able to socialize and take part in an online feast.

### New Gather Together Workshops

Support for Indigenous students in learning academic and life skills through collaboration with units across Student Affairs.

### Indigenous Reads Sharing Circle

Centre staff partnered with a graduate student to promote biweekly circles that focused on Indigenous authors Thomas King and Daniel Health Justice. The Circle was open to non-Indigenous students, which provided an opportunity to learn about Indigenous history from an Indigenous perspective.

### Peer Supports – 4D Social Ambassador

Peers planned, promoted, and facilitated virtual peer-led social events, including Family Feud nights, a Halloween party, Talk & Tea events, Art Night, and a Holiday Party. Over the year, it was clear that a strong community was built – many students attended every event.

### Online Feasts

4D staff and Indigenous students gathered virtually for meals. Feasts included lively discussions and live entertainment by a variety of Indigenous entertainers and students.

## Promoting Wellbeing

### Mental Health Sharing Circle

Fourth-year nursing students led this program that incorporates an Indigenous healing perspective to mental health. Students learned about different mental health challenges and used the medicine wheel to develop strategies to help them cope.

### Workshops

Topics included Healthy Active Lifestyles, presented with Athletics and Recreation, and Healthy Eating, presented with Student Wellness Services.



# Queen’s University International Centre (QUIC)

Supports Queen’s students in building diverse and inclusive communities. Alongside campus partners, QUIC provides transition services that lead to successful student experiences and create a sense of belonging.

### Shift in Services Due to COVID-19

Doubled live online program offerings to connect with students in different countries and time zones.

### International Student Travel Planning and Support

- Call campaign to **857** students who were considering traveling to Canada during the pandemic. Provided transition support and examined options
- Created and updated web content related to international travel, entry to Canada, quarantine requirements (including FAQs) and Pre-Travel, Arrival, and Post-Arrival checklists
- Online Orientation and Transition to Canada programming: **13** synchronous sessions with **601** attendances; **9** asynchronous resources/videos with **619** views

### Quarantine-Specific Support

- **2,000+** check-in communications and calls with over **450** students in mandatory quarantine
- Provided support to arriving students over the holiday closure in December 2020
- Ensured that international students had UHIP health insurance during the pandemic
- Launched Quarantining Together; peer-to-peer online engagement focused on student wellbeing
- Worked with Student Awards to facilitate quarantine funding for **153** students



I thought the Zoom meeting was very engaging. I felt very welcome and not judged at all, which made participating that much more enjoyable!



### Intercultural Awareness Training

- Intercultural Awareness Certificate delivered **8** times – **214** student attendees
- Intercultural presentations delivered to **2,125** students – **20%** increase YoY



### Building Community

- Hosted a virtual International Education Week in collaboration with Student Academic Success Services
- **80** students participated in the annual QUIC Photo Contest
- **74** student participants connected with **34** volunteers at **30** English Conversation program sessions

52

virtual World Link events

170

attendees

6,257

inquiries via QUIC's new Online Chat

18%

increase in Facebook & Instagram engagement



I've volunteered at QUIC for my entire undergrad, and it has honestly been one of my favourite experiences here at Queen's!



### Student Advising

300+

online student advising sessions

4,000

responses to students' questions

200+

online sessions and workshops

4,400+

attendees

### Academic Support

#### Write Nights

20

sessions

14%

increase in participation YoY

333

participants



# The Ban Righ Centre (BRC)

Provides a welcoming and supportive community to mothers and other woman-identified students returning to formal education after an interruption. Services are designed to help women overcome barriers and fulfill their educational goals.

### Shift in Services Due to COVID-19

- Shifted to online-only services, including student advising, wellness meet-ups, chats, and speakers
- Produced video versions of two signature events – Inspiring Women and Spring Awards Celebration. Students invited their families and friends from around the world to join the celebrations
- Held daily noon Zoom drop-ins to replicate Lunch in the Lounge events
- Held a Winter Celebration and Mother’s Day events for student mothers – staff dropped off treats and gifts to students’ homes

### BRC Supports for Mature Women Students

- Online outreach
- One-on-one student advising
- Financial assistance through emergency bursaries and awards
- Facilitated career advising and mentoring sessions
- Online student-parent networking groups and events

“ I truly needed the personal connection to Queen’s more than I ever knew. Being a Queen’s student feels so real now! You have no idea. Thank you a million times! ”

\$150,997

in financial assistance provided

\$136,847

in emergency bursaries

\$14,150

in awards

### Supporting an Increasingly Diverse Student Population

- Worked with Student Life and Learning partners to promote events and services that often addressed EDII issues
- Provided EDII supports during student advising and drop-in chat sessions
- Continued to host the Queer Fireside Chat Series to highlight and engage with student research on Queer themes

### Program Highlights

- Held online stretching drop-ins twice a day and some wellness-themed Zoom events
- Focused on student-mother-themed online events that had large engagement
- Held monthly Career Services Zoom sessions
- Piloted a new mentorship program, connecting faculty and alumnae with current students

272

active students registered

31%

mothers

42%

international students

68%

graduate/professional students

32%

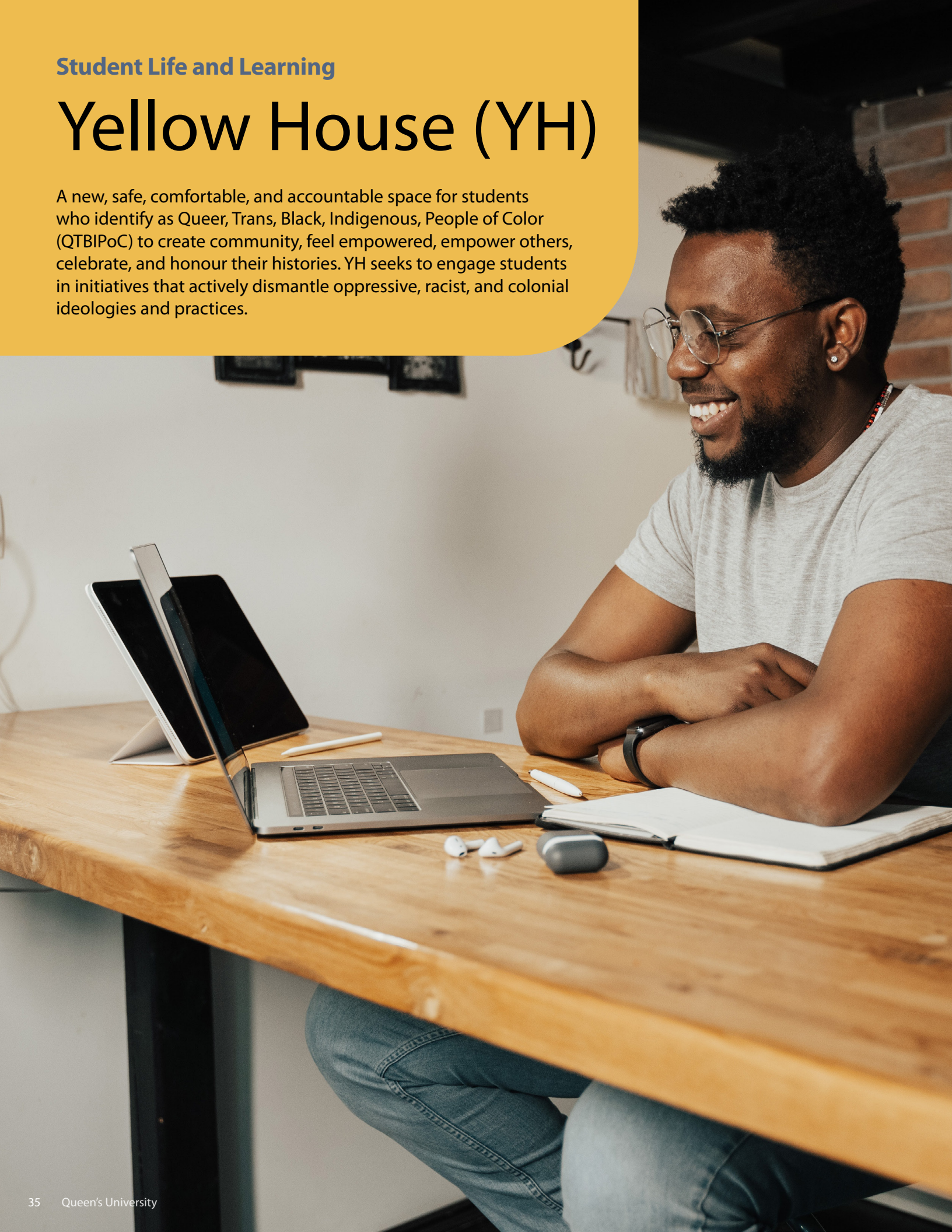
undergraduate/certificate students





# Yellow House (YH)

A new, safe, comfortable, and accountable space for students who identify as Queer, Trans, Black, Indigenous, People of Color (QTBIPOC) to create community, feel empowered, empower others, celebrate, and honour their histories. YH seeks to engage students in initiatives that actively dismantle oppressive, racist, and colonial ideologies and practices.



## Shift in Services Due to COVID-19

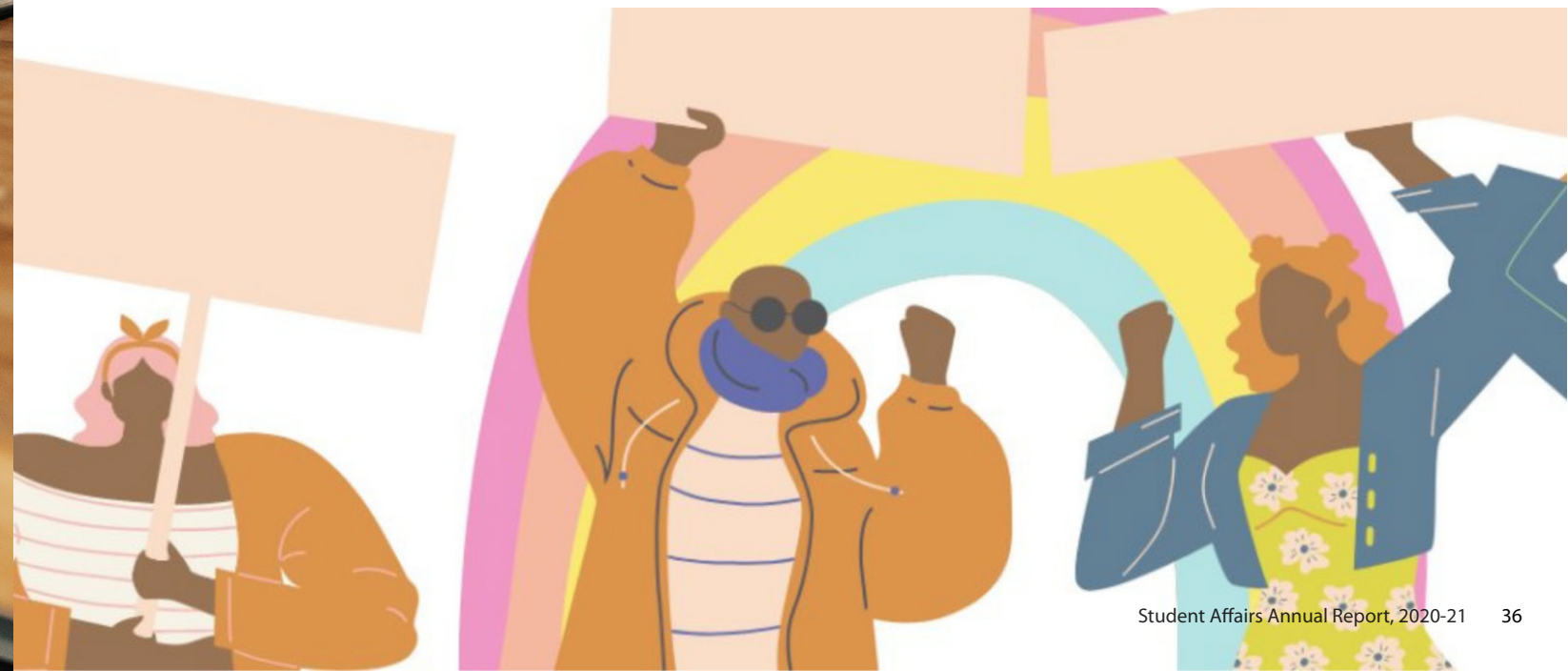
The physical location of the Yellow House (140 Stuart St.) remained closed, with online supports available.

### Supporting an Increasingly Diverse Student Population

- YH is a safe space for queer and racialized students to create community. The ability to create community is integral to student wellbeing
- YH aims to create space where queer and racialized students feel comfortable to access university resources as a community, or as individuals, that are tailored to their needs
- Our goal is to be a hub for QTBIPOC student clubs engaging in student-centered anti-oppression work
- We curate a suite of co-curricular programs and tools designed to develop acumen that fosters future changemakers who will make an impact on inclusion at Queen's and beyond

### First-Year Accomplishments

- Built the YH team: the university hired administrators who are experienced and knowledgeable in EDII, but new to Student Affairs. Hiring people with diverse backgrounds for the post-secondary sector has proven positive in boosting innovation in the way we communicate and plan for advancing EDII within the university
- Created the YH mission and vision
- Developed and launched the YH website
- Developed relations with the four clubs in the centre: hosted monthly meetings, collaborated on events, working committees, and developed a newsletter
- Built strategic relationships with campus partners
- Launched online resources, including an events calendar, and a Community Care hub for wellbeing, activism, anti-racism education, and Brain Breaks (recommended podcasts, videos, books)





# Career Services

Supports students in building hope, confidence, skills, and connections toward successful futures by providing centralized support for career development and the growth of experiential learning opportunities.



97%

of students would recommend our services to a friend

## Shift in Services Due to COVID-19

- Transitioned to fully remote services; student feedback remained very positive
- **41%** increase in workshop partnerships with faculty and academic departments
- **6,500** hits to new Job Search Supports During COVID-19 wesbite
- **10,000+** views of new Summer Opportunities one-stop webpage
  - **500+** views of job search tips videos

The Queen’s Skills Cards were transformed into interactive online cards for remote access and use. Skills Cards won the national CACEE Excellence in Student Engagement Award, and the Global Career Services Summit Award for Best Student Program.



## Program Highlights

- Updated Major Maps and Grad Maps
  - Major Maps continued to receive strong web traffic
  - Views of the Grad Maps doubled over the previous year
- Launched the Hiring Students Toolkit to encourage campus departments to continue to provide critical skill-building opportunities to students
- Grew the number of Queen’s Undergraduate Internship Program internships **35% YoY**
- Launched the Simulation as Experiential Learning – Faculty Toolkit in partnership with Dr. David Skillicorn, School of Computing, sponsored by a Centre for Teaching and Learning Teaching Enhancement Grant
- Published *Queen’s Best Interviews* magazine online

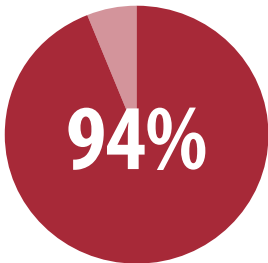
## Supporting an Increasingly Diverse Student Population

- Piloted an Employer Networking Event for Indigenous Students in partnership with Four Directions Indigenous Student Centre and Aboriginal Access to Engineering
- Created new online tip sheets for students: Disclosure and Accommodations and Assessing Employers Through an EDII Lens
- Continued expanding our partnerships with student groups, including the Scholars of Colour, Queen’s Asian Students Association, Bangladeshi Student Association, and Queen’s Women of Colour Collective
- In partnership with other units, we secured eCampus Ontario Virtual Learning Strategy funding to develop micro-modules for equity-deserving students in the QUIP program
- In partnership with other units, created new resources for employers to help foster a student-focused climate for recruiting students from under-represented groups

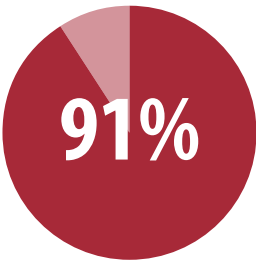
## Workshops

Two new workshops were created to respond to COVID-19: Working Remotely (for students) and Supervising Students Remotely (for supervisors)

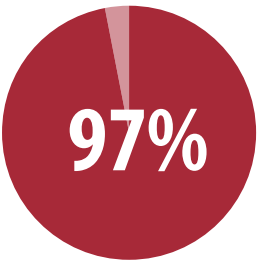
## Student Feedback (All Workshops)



of participants reported an increase in knowledge and skills



reported an increase in confidence



would recommend to a friend







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