



student affairs annual report

07-08



with Student Affairs, the only subject is you



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Queen's University is committed to contributing to a sustainable global environment.

FSC Logo to go here

message from the dean



It is my great pleasure to present this annual report, describing the activities and accomplishments of Queen's Division of Student Affairs during the 2007–2008 academic year. For me, the excitement of preparing this document is that it codifies the momentum of our dynamic and eclectic organization — and the support it provides to our students' personal and academic success.

As you will see in the pages that follow, we have been busy! The past year has provided opportunities to institutionalize Student Affairs' role in underwriting and extending Queen's academic mission. This role might involve providing a supportive foundation to allow — or even nudge — students beyond their comfort zones as they consider unexamined beliefs; or inviting them to reflect on their engagements with peers and faculty in their courses of study. Indeed, Queen's educates the whole person, and Student Affairs works collaboratively with students and student leaders, faculty colleagues, staff, and the broader community, to offer a seamless experience of continuous growth and learning.

Student Affairs' varied programs, though all distinct, share one goal: to help students maximize every opportunity for learning and living, on campus and in the community. Our activities reflect this commitment, and fall into particular areas of emphasis: promoting sustainability; developing social identities and inclusion; building community; revitalizing facilities; and supporting the distinct educational experience of Queen's.

Over this past year, a number of new initiatives have been undertaken in these areas, and existing efforts have been assessed and reinforced. Our aspiration for our relationship with students is to balance challenge and support, and in so doing to contribute meaningfully to the enterprise of teaching and learning at Queen's. We are particularly pleased by our growing strengths in supporting faculty colleagues. Through Community Service Learning, Disability Services, Academic Conference Services, career advising and employer connections, and a host of other programs, we make it easier for faculty to be outstanding and effective teachers and researchers.

With regard to our employees in Student Affairs, we aspire to nurture a work setting in which people feel valued and gratified, and are able to express their vocation with creativity and enthusiasm. Our programs and services are delivered by nearly 300 staff who work across campus in an array of capacities, from counsellors in Health, Counselling and Disability Services and Career Services to housekeepers in Residences and coaches in Athletics and Recreation.

I'd like to thank each of these passionate, talented people for their impressive devotion over the year toward actualizing our Division's strategic plan,

which was launched last fall. From the introduction of a new model for education in Residences; to the revitalization of the Queen's health clinic; the introduction of sustainability programs; and the renewal of athletics and recreation, they have joined together their many strands to form a rich tapestry, one that supports student learning.

Our staff worked collectively with our colleagues in the Marketing Department to develop the new Student Affairs logo you see on the cover of this document today. This imagery, comprised of interwoven threads forming "SA," at the centre of which is a tartan, embeds within it a shared set of guiding principles we collectively developed for our organization. The threads, and the way in which they weave colourfully in and out of the design, are a metaphor for the Queen's community. People from all over Ontario, Canada, and the world weave in and out of each others' lives here on campus and around the world, strengthening, and at times challenging, the bonds of the Queen's family. Yet, at times of strength or fragility (whether real or perceived), the tartan at the centre reminds us that we are still Queen's. This tradition of resilience and ingenuity persists unwaveringly. This is particularly important to consider, because our university has grown so significantly in size, complexity, and diversity over the years.

Some express worry about such changes, and contemplate what challenge they might pose to the historic strengths of this fine institution. As the imagery suggests, I believe strongly that the growing campus, and the multiplicity of worldviews, cultures, and backgrounds of our people, have the potential to drive an exciting renaissance for the University. This cannot be taken for granted, nor will it be easy to achieve. Reflection, deliberation, and a purposeful resolve are required in order to realize the promise of a truly global university to lead Canadian higher education.

At the bottom of our business letterhead in Student Affairs is the phrase, *"Preparing leaders and citizens for a global society."* As we touch each and every student across all faculties, we believe we can have a significant influence on achieving this ideal, and we believe we have a key responsibility to do so. In the following pages we describe our efforts to enact this critical goal, and thus how we continue to build our capacity to do so.

Jason Laker, PhD
Associate Vice-Principal and Dean of Student Affairs

Student Life and Independence
 Health and Wellness
 Living and Accommodation
 Diversity and Culture
 Faith and Spirituality
 Leadership and Service
 Student-Community Relations

who we are



who we are in student affairs



DEPARTMENTS

- Athletics and Recreation
- Ban Righ Centre
- Career Services
- Chaplain's Office
- Community Housing
- Community Outreach Centre
- Community Service Learning*
- Four Directions Aboriginal Student Centre
- Health, Counselling and Disability Services
- John Deutsch University Centre
- Queen's Day Care Centre
- Queen's Event Services
- Queen's University International Centre
- Residences
- Town Gown Relations
- Trademark Licensing Program

* Jointly with Queen's Centre for Teaching and Learning

one tartan, many threads: the fabric of student life



University education does not stop at the classroom door; learning takes place in all aspects of campus life. Queen's Student Affairs is dedicated to making each student's educational journey truly complete. We recognize that a mind needs more than classes and assignments to keep it healthy. Equally important are the experiences and life-long friendships that students gain through social, athletic, and community activities. These many threads make up the fabric of life at Queen's, and weaving them together is both challenging and exciting.

The wide-ranging services of Student Affairs offer support, resources, assistance, and opportunities to help students pull the threads of life together. They offer places to go when classes are over. They provide places to turn when the mind needs a rest and the soul needs attention. They help keep life grounded so that the imagination can soar. They provide learning experiences that engage the senses, emotions, and imagination as well as the intellect.

Specifically, Student Affairs is committed to fostering seven qualities that speak to the multiple dimensions of a Queen's education: student life and independence, health and wellness, living and accommodation, diversity and culture, faith and spirituality, leadership and service, and student community relations.

Our varied activities fall into five inter-connected areas of emphasis. These are sustainability, social identities, developing community, revitalizing facilities, and supporting the distinct educational experience of Queen's.

While **sustainability** relates to the environment, it also has broader economic, social and political implications. In recognition of this, Student Affairs takes a systemic, collaborative approach to sustainability. All of its activities—whether related to community-based learning, facilities, food, planning, purchasing, student life, or beyond—are driven by this principle.

Universities play a vital role in creating a sustainable world: both as major consumers of energy and resources, and as creators of the next generation of educated leaders and engaged citizens. We take up the challenge of helping to create a healthier community—and ultimately, a stronger society—by creating models, developing sustainable practices, and leading campus activities that support and educate students about sustainability.

Further, in all of our activities, we are engaged in recognizing, mobilizing, and fostering the development of students' **social identities**. It is critical that students learn to understand themselves as individuals, and in relation to others. By better appreciating who they are – with respect to gender, culture, race, sexual orientation,

ability, religion, age, and class – students can make sense of their experience and explore how these identities affect their points of view in a shared social world. Student Affairs prepares students to relate, communicate, and collaborate across all kinds of difference, creating a truly inclusive environment, and enabling them to see the links among the varied ways of being a person in the world.

To this end, Student Affairs offers a context and an invitation for students to join in **developing community**. Its model of community building begins in residence, where more than 90% of first-year students begin their journey at Queen's. Here, students are encouraged to make meaning of their experiences and the impact they have on their lives as students and as humans. From residence, the model extends to include upper-year and off-campus students through the Office of Town-Gown Relations and the Community Outreach Program; and links students and the larger Kingston community through civic engagement and various initiatives in Community Service Learning. This commitment to community, both in its programming and in the coordinated structure of the Division itself, enables Student Affairs to lead in the education of its students. And it prepares great citizens to engage a diverse society by solving problems, giving generously of themselves, and living as compassionate colleagues, partners, and parents.

Current initiatives around **revitalizing facilities** will help the infrastructure resources in the Division support the larger mission of community building. As well, Student Affairs is committed to **supporting the distinctive educational experience of Queen's**, enhancing this singular environment through the range, strength, and quality of our programs and services. Communities are built when individuals gather together, and the heart of Student Affairs rests in an abiding dedication to each student as an individual.

Nearly 20,000 students call Queen's home and every one of them is unique. The programs and services of Student Affairs aim to nurture the particular strengths of each student and to support and engage each student's particular needs. The divisional motto sums up this commitment:

With Student Affairs, the only subject is you.

quality education, quality of life



Though each is distinct, the varied departments and programs of Student Affairs share a common goal: helping students make the most of every opportunity for learning and living, on campus and in the community. Together, these services foster seven qualities of life that help make a university education richer, fuller, and more rewarding.

STUDENT LIFE AND INDEPENDENCE

For many students, the university experience offers a long-awaited opportunity to strike out on their own. With nine out of ten first-year students living in residence, and the majority of upper-year and graduate students living in the neighbourhoods surrounding the campus, this quality of independence is fundamental to life at Queen's.

HEALTH AND WELLNESS

Queen's defines itself through excellence. And achieving excellence requires students to push themselves physically, emotionally, and mentally – perhaps further than they've ever gone before. However, excellence need not come at the expense of health and well-being. Student Affairs provides students with support and resources that promote balance for the whole person. Students facing health issues – from a case of the flu to problems with stress management – can visit **Health, Counselling & Disability Services**. The various professional staff offer medical care, crisis counselling, access to adaptive technologies, and support for learning strategies and health education. Across campus at the Physical Education Centre, **Athletics & Recreation** invites students to compete in varsity and intramural athletics, work out in the fitness centre, learn salsa dancing, or take up yoga. After a workout, students can also feed their mind at a Brown Bag lunch discussion at the **Ban Righ Centre**. At Queen's, we know that students are more able to realize their potential if they are healthy, inside and out. The resources of Student Affairs can help them get there.

LIVING AND ACCOMMODATION

Whether it's in a room in residence, a two-bedroom apartment, or a nine-person house, students need to make a home for themselves. For many, university marks the first opportunity students have to create a space that is theirs alone. Others must find space not only for themselves, but for a partner and children. Whatever the situation, Student Affairs offers resources to help students find, maintain, and make a home in the community. **Residences** offer accommodations not only for first-year undergraduates, but for upper-year, graduate, and mature students as well. Students can find off-campus accommodation through **Community Housing**, which posts listings for the campus neighbourhoods and acts as a landlord for the nearly 1,000 students living in Queen's-owned properties.

Town-Gown Relations provides resources on everything from signing a lease to dealing with housemates. The **Trademark Licensing Program** ensures products with the Queen's name, trademarks and images are used in good taste and manufactured under humane and non-exploitative conditions: students are granted licenses through the Office of the Associate Vice-Principal and Dean of Student Affairs. At the **Queen's Day Care Centre**, student parents can access high-quality, affordable day care designed to support the needs of members of the Queen's community. Academic responsibilities aren't the only thing students come home to. Student Affairs is there to assist students in finding the housing they need to be successful in class and to feel right at home. Further, the **John Deutsch University Centre** complex provides a lively social hub, with popular shops, services, and the offices of student government.

Queen's academic reputation attracts students from around the world. That's why we offer a wide range of services and support programs dedicated to making international students feel at home here from the moment they arrive. The **Queen's University International Centre** is dedicated to serving the unique needs of our international students – we want them to succeed and feel at home here. Adjusting to life on campus in a new country can present challenges from time to time, and the International Centre's cross-cultural counsellors provide professional advice and counselling when needed.

quality education, quality of life

DIVERSITY AND CULTURE

Queen's University welcomes students from all walks of life and all corners of the globe, and Student Affairs can help all students find a place – or places – to belong. Belonging takes many different forms. In **Residences**, students find their place among diverse peers, learning community in the day-to-day experience of life on the floor. At the **Ban Righ Centre**, women students gather formally and informally for discussions, meals, advocacy, and support.

The **Queen's University International Centre** helps international students find peers to support and reflect their journey in Canada. It also helps internationally minded students find friendship and resources that open them to new and sometimes ancient ways of living. The **Four Directions Aboriginal Student Centre** offers Aboriginal students “a place to share and communicate,” enhancing the well-being of their community at Queen's and inviting all students into a deeper appreciation of the experiences of Aboriginal people in Canada. In all, the resources of Student Affairs help students find their place in the world, affirming the distinctiveness of their own experience and opening them to the diversity of others.

FAITH AND SPIRITUALITY

Research on university students in North America over the last decade shows a steady rise in their desire for spiritual reflection and engagement. For some, religious beliefs form the core of their spirituality; for others, such beliefs play little or no part. Student Affairs creates opportunities for students to explore connections between spirituality, meaning, sense of purpose, wisdom, and personal values. These opportunities can come in many forms: a discussion in **Residences**, a lunch-hour presentation at the **Ban Righ Centre**, an inter-faith dialogue with the **Chaplain's Office**, or a feast night at the **Four Directions Aboriginal Student Centre**. People need to engage profound questions of meaning in order to learn, grow, develop, and test their notions of life's purpose and of their sense of place in the world. Student Affairs is dedicated to creating a campus environment and community that not only engages the mind, but also facilitates students' search for meaning, purpose, authenticity, and ultimately wisdom. Life poses big questions. We help students discover ways of exploring them.

LEADERSHIP AND SERVICE

Students enact leadership in many ways. Queen's Student Affairs provides diverse opportunities for students to build on their leadership interests, to reflect on their engagement with student organizations, and to kindle excitement for new commitments. Some choose to volunteer in the community. Those students can contact the **Community Outreach Centre** to explore the various agencies and services in Kingston looking for student volunteers. Other students take on leadership roles on campus, perhaps as a student leader in **Residences**, in **Athletics & Recreation**

as a member of an intramural team or a fitness instructor, or as a Peer Health Educator with **Health, Counselling & Disability Services**. Students can also consult **Career Services** for resources about life after Queen's and get advice on what kinds of leadership experiences might best support their future aspirations. Giving students opportunities to lead helps them grow in skill and confidence. The leadership skills they develop at Queen's will enable students to build strong communities in the future – in their workplace, in their families, and in whatever neighbourhood or nation they call home.

STUDENT-COMMUNITY RELATIONS

By strengthening the ties between students and the local community, Student Affairs encourages students to invest themselves in the world beyond the campus. **Town-Gown Relations** helps students understand their responsibilities as tenants and citizens, while the **Community Outreach** Program Coordinator encourages students to engage their neighbours through service, volunteering, and community events. Further, in partnership with the Centre for Teaching and Learning, the Division has initiated a **Community Service Learning Program** that aims to combine community service with academic coursework. The sum goal of these programs is to offer a model of civic engagement that strengthens the social capital of Kingston for all its residents. The City of Kingston has welcomed Queen's students into its midst for over 150 years, and Student Affairs is committed to helping students become responsible and responsive citizens, engaging their community with enthusiasm and respect. Aside from outreach initiatives, the division also supports local interests through **Queen's Event Services**, opening campus facilities up to the community for conferences, celebrations, and events. **Career Services** helps students to make the transition from university, creating momentum as they take the next step in their journey as global citizens.

Together, the programs and services of Queen's Student Affairs stretch to support all elements of well-being, from the physical to the social, spiritual, intellectual, emotional, and environmental. This approach reflects a holistic view of education – that students learn and develop as a result of deliberate, coordinated experiences that engage the whole person. While a single program or service in Student Affairs may play a significant role in achieving certain objectives or lead to certain strategies, the student experience depends on a tapestry of harmonized and focused support across the community.

The role of Student Affairs is to create this web of connections, fostering the best possible conditions for student engagement. In addition, the Division builds community by acting as a conduit between and among all facets of the university, weaving a network of support and leadership all focused on a distinct educational experience.



quality education, quality of life

taking initiative: student affairs activities, 07 – 08

SUPPORTING SUSTAINABILITY

How can we meaningfully and boldly demonstrate a commitment to sustainability; one that encompasses its multiple environmental, economic, social and political dimensions? This is the question that animates Student Affairs as it develops sustainable practices — and leads related campus and community activities that support and educate students.

Whether by reducing energy in residences and dining halls; sharing information about local food; or designing spaces and programs that facilitate relationships, Student Affairs is moving purposefully toward the goal of creating a more sustainable future for our campus — and our society.

- The Residence Energy Challenge was launched in February of 2008, organized by Student Affairs' Sustainability Coordinator, working with the campus community. For two months, residences competed to decrease water and energy use. Students living in the winning building, Waldron Tower, received half of the money saved due to their energy reductions to donate to the sustainability initiative of their choice. They selected the WaterCan project, which is dedicated to helping the world's poorest people gain access to clean water. The energy challenge, which encourages students to take a leadership role on campus and contribute to global change, will be repeated in fall 2009.

Food is much more than just something we eat. It connects us to culture and local communities, fosters relationships, and binds us to the natural world. It is also an increasingly important component of a sustainable future.

- Soul Food, a coalition of Queen's students working to raise awareness about Canadians living in poverty, delivered about 600 meals each week to Kingston's hungry. Student volunteers picked up leftover food from the residence dining halls and gave it to local street shelters seven nights a week during the school year. The food arrived at the shelter only minutes after a temperature check and wrapping by members of our Food Service staff. Sodexo, as our food provider, also gave funding support for transportation. The initiative is an excellent example of a successful partnership between students, Student Affairs, and the Kingston community. It also represents a novel approach to reducing organic waste on campus.

- Cutting back on organic waste is a huge sustainability concern. On a typical day, Leonard Hall, the University's busiest dining hall, disposes of roughly 1.8 metric tonnes of organic waste; equivalent to 300 grams (0.66 pounds) of waste per meal served — the vast majority of which comes from plate scrapings. In 2007-2008, a successful trial partnership began to divert 90% of Leonard Hall's organic food waste from landfills to compost. Efforts are underway to expand into other dining halls, and to explore alternatives such as eliminating self-serve, altering plate and tray size, and changing portion sizes to reduce waste.
- In 2008 numerous Fair Trade Weeks in the dining halls educated students, encouraging them to improve their purchasing habits. As well, groundwork was laid for the upcoming Local Food Eating Challenge: a station will be set up in the dining halls so that students can try eating locally for a month, thus learning about related issues and challenges in the food supply.
- The popularity of the Farmers Market, featuring vendors from across the Kingston region, continued to grow among students. The market, held September to April, encourages students to eat local food and support local agriculture. Queen's Housing and Hospitality Services provided financial and logistical support for this initiative.
- Students Affairs showed leadership in Canada by hosting a working conference on ethical university apparel purchasing policies in November 2007, and by changing its own outfitter for team uniforms to one that uses primarily Canadian-made fabric and has a better ethical track record. Queen's Student Affairs is a member of the Workers' Rights Consortium, and participates on its Designated Supplier Program working group.
- The Coordinator — Assessment, Evaluation and Outreach, hired in July 2007, began developing metrics to assure good stewardship of resources and responsiveness to students needs and interests. Initiatives included assessments in the dining halls; and a health and wellness survey of more than 2,000 Queen's students, completed in March 2008.

Queen's Sustainability

SUSTAINABILITY DRIVES US

In July 2007, Student Affairs became an official partner in Queen's sustainability. While various players are spearheading initiatives across campus; all share a set of 10 principles, captured in the document *Environmental Principles for Queen's University Campus*.

Student Affairs staff take these 10 principles to heart. They drive all our activities as champions of the student experience, supporting and empowering students—and contributing to the university's academic mission.

MEMORANDUM

TO: Vicki Remenda and Blake Anderson, Co-chairs, Queen's Sustainability Network
FROM: Jason Laker, Associate VP and Dean of Student Affairs
DATE: July 24, 2007
RE: Support for Environmental Principles for Queen's University
CC: Patrick Deane, VP, Academic; Andrew Simpson, VP, Operations & Finance

Let me offer my congratulations on your leadership in creating the *Environmental Principles for Queen's University Campus*. I also want to take this opportunity to provide you with an understanding of how we are using the context of these principles as a springboard to discuss sustainability across our units in Student Affairs.

We have recently started tracking and planning our initiatives related to progress on achieving universal accessibility of programs and services in our division. We will be using this same planning model — focusing on ensuring accountability at the unit level on specific initiatives — in our sustainability planning. We will engage in discourse, and identify and execute possible initiatives across our division that answer specifically to these principles. In addition, we are planning to weave sustainability initiatives into our Strategic Operating Plans.

As you know, Student Affairs is a diverse group of units ranging from large facilities — such as our shared governance with the AMS and SGPS of the John Deutsch University Centre and our 14 Residences — to smaller organizations such as the Four Directions Aboriginal Student Centre and Ban Righ Centre. You can expect us to focus on environmental concerns such as building materials, natural resource and energy usage; to foster conditions under which our students can lead and support efforts to enact the principles you developed.

progress and plans. In addition, I would like you to consider at-
discuss these principles with you and better us
again for your le-

FOSTERING IDENTITY DEVELOPMENT AND INCLUSION

Within our educational and community development programs, particularly in Residences, Student Affairs created many venues and invitations into the “safe but uncomfortable” dialogues that can help shape students' understanding of social identity. These conversations promote a welcoming climate — and even change lives, and transform communities.

Students also receive significant support from units outside of Residences. Resources such as Athletics & Recreation, Health, Counselling & Disability Services, and the Chaplain's Office, among others, offer services that facilitate students' physical, spiritual and psycho-social development.

- Athletics & Recreation expanded its recruitment efforts to include visits to schools and students in communities under-represented at Queen's. A combined number of 45 inter-university teams and clubs means the athletic program has the distinction of being one of the largest of its kind in Canada, drawing together students from across campus.
- Health, Counselling and Disability Services continued to share resources that it designed specifically for students — or friends of students — who struggle with self-injury behaviours, work supported by a Women's Campus Safety Grant from the Ontario Ministry of Training, Colleges, and Universities. Through services such as this, counsellors offer students “a beacon of hope” at times when it is most needed. As well, foundations were laid for cross-campus education on mental health to decrease stigma, which includes the “Mental Health First Aid” program for staff.

WE'RE LEADERS IN SOCIAL IDENTITY EDUCATION

Our goal is to create a residential and co-curricular environment that is increasingly more supportive and relevant to our diverse student body – as well as more effective in influencing student learning around identity, interpersonal problem-solving, cultural competency, and social responsibility.

To achieve this, our programs are planned, implemented and evaluated through a social identity development lens. We articulate this in our policies, and demonstrate it in our practices and activities. Student Affairs launched many initiatives to create a more inclusive campus, including reflection/prayer rooms in Jean Royce and Morris Hall; a newly renovated ablution room for Muslims and prayer space in the John Deutsch University Centre; creation of an Interfaith Council; and academic accommodations for identified faiths. To serve the spiritual needs of students, plans are underway to bring a Muslim Imam to join our Chaplain's Office. In the dining program, we offer Halal and Kosher food. De-gendered washrooms have been designated on Residence floors with private facilities; and recently, we hired an advisor for racialized – and historically marginalized – student groups and clubs.

To further engage the campus community in deliberating these issues, Dean Laker released a paper entitled, "Some Thoughts on Race, Ethnicity, Privilege, Oppression, Community, Spaces and Programs" in March of 2008 (see: www.queensu.ca/studentaffairs/about/presentations/diversityandspacesandprograms/laker.pdf) and conducted consultations with students, faculty, and staff in order to inform further program and policy development for the Division. A follow-up paper is being developed to report on the consultation activity and further efforts to engage these critical issues.



- The Cross-Cultural Advisor and Psychologist, who works with both Health, Counselling & Disability Services and Queen's University International Centre, continued to work with residential staff in order to support student and staff efforts to promote cross-cultural dialogue. Complementing these resources are the Four Directions Aboriginal Student Centre and the Ban Righ Centre, which work to foster and honour particular social identities on campus.
- Four Directions Aboriginal Student Centre partnered with the University Registrar to provide recruitment support of Aboriginal students; initiated a Women's Circle for female students of Aboriginal and non-Aboriginal descent; and held its first educational Pow Wow to celebrate the richness of Aboriginal culture and traditions. As well, a new Aboriginal advisor was hired, providing support to undergraduate and graduate students.
- The Higher Education Quality Council of Ontario awarded two research grants to Student Affairs to assess the impact of customized career workshops for Aboriginal students and students with disabilities. Findings, to be released in 2009, will inform best practices for promoting access and success in university, and in students' later careers. Career Services adapted its curriculum to be more meaningful for these students, in preparation for the launch of workshops in fall 2008.

BUILDING COMMUNITY

Starting in residence and rippling outward, Student Affairs cultivates an inclusive community of learners. It reinforces the university's academic mission by providing students with learning experiences in which they grow personally, gain skills for critical reflection, forge meaningful interpersonal relationships, and build capacity for cross-cultural engagement. Central to these efforts is a new educational model in Residences; and the extension of resources for students living off-campus.

- In Residences, a new educational model for student programming was built from the ground up, and implementation began in fall 2007. Founded on community development principles, it recognizes that there is no better place to teach students about community than in the residence hall, where many have their first experience of the complexities of living with others who are different from them. The role of residence dons has been transformed from event planning to community facilitation. The dons' goal is to invite students to reflect on their lives, relationships, and learning, and to provide feedback, mentoring, support, and compassionate challenge. Curriculum focuses on principles of community, drawn dynamically from many worldviews and traditions, and includes attention to balancing interpersonal engagement with personal introspection and contemplative activity.

While this programming model has central tenets, its execution is decentralized. Each residential community – staff, students, leaders – engages the tenets in a

continued



way that is meaningful and inclusive. The Coordinator of Community Development works with each don and house team to decide on how they want to engage the question, "What does it mean to live in a community?" This might include anything from featuring West African folk stories every Saturday night to creating a mentoring program. Similarly, Facilitators, Main Campus Residence Council, Jean Royce Council, and others, were engaged to share in the work of teaching community through shared governance. Council members — and dons — received advanced training on social inclusion and community building to support them in this work.

- Reflecting the new focus, the Intergroup Programs and Community Development area, under the leadership of a new Assistant Dean, as of July, 2008, was created to augment traditional services in Housing and Hospitality Services and Residence Life. Further, we built the foundations of a new Intergroup Dialogue Program in Residences, and an associated office to support Intergroup work generally at Queen's. In addition to the new Assistant Dean, employees hired to support this initiative included a Coordinator for Residence Community Development; a Coordinator for Intergroup Programs; and a team of six student Intergroup Facilitators.

- In a major milestone, the University established the new Community Outreach Centre in fall 2007, which extends the Residences model to cultivate stronger relationships between Queen's students and the Kingston community, (see: www.queensu.ca/communityoutreachcentre). Illustrating the high value placed on the centre's benefits, the University invested nearly \$600,000 in purchasing and renovating this former residence.

This unique student community centre is located at 11 Aberdeen Street, in the heart of Queen's, where most students live. It offers outreach programs, workshops, study rooms, and a home-like setting for off-campus and commuter students to enjoy a sense of belonging with the Queen's and Kingston community. Under the leadership of the Community Outreach Coordinator, programs evolve based on perceived needs and direct requests from students and community partners.

- The Community Service Learning Program, a unique partnership with the Centre for Teaching and Learning, has taken great strides into new terrain, lead by the Coordinator of Community Service Learning. The Coordinator worked with faculty and residences on developing community service opportunities that demonstrate the principle that learning is something that happens in all spheres of life, and doesn't begin and end at the lecture hall doors.

Early initiatives included a program for residence life dons in which they received training on community supported agriculture at a local farm. In addition, each residence offered a service-learning opportunity for students. A new course, Writing in the Community, enables students to learn by writing for partners such as Four Directions Student Aboriginal Centre, Kingston General Hospital, and the John Howard Society, thus addressing community needs. Of particular note, this past summer, a grant program was launched to provide funding up to \$2,500 to support professors at Queen's in developing service learning projects. A total of \$20,000 is available, and the first grant recipients were announced in September 2008.

- Career Services began building bridges between Queen's students and the Kingston community after a study showed that nearly 8% of students would like to stay in the city to work after graduation. Career Services initiated talks with the City of Kingston to determine the nature of opportunities in this area. The Kingston Economic Development Corporation reported that local employers perceive that there's a skills shortage they would like to see addressed. This resulted in a study funded by KEDCO, "Creative Economy Challenges: Retention of Queen's Graduates in the Greater Kingston Area." The study, to be released in December 2008, will reveal how Queen's students view Kingston as a place to live and work, enable the city to identify challenges, and help employers close the skills gap.

- The Queen's University International Centre offered international and Canadian students opportunities to build community at Queen's and with the larger Kingston community through a volunteer hosting program, involvement in cultural and religious groups associated with QUIC, reception and orientation programs for new incoming international students, and official and informal meetings with the Principal and senior administrators.

Activities included potluck meals, open discussions, pre-departure orientation sessions for outbound students, an English Language Support program with over 100 pairs of students participating, and volunteer end-of-term receptions for more than 350 volunteers from Queen's and the local community.

- Student Affairs formed a working group and coordinated planning for an arts festival that will launch in 2009. This partnership between students, Queen's and the broader Kingston community will build the profile of the arts on campus and in Kingston.

- Athletics and Recreation increased its community impact, reformatting its popular camps programs for Kingston and campus kids. As well, the department reached out to the community in a variety of ways to attract Kingston residents to games. Regular radio and television spots featured athletes and coaches discussing a wide variety of topics. Promotions for upcoming games also had an impact, including visits by athletes to high schools and sport clubs.

- The Ban Righ Centre reached out to the community with its Women's Word campus radio show; free noon-hour Speaker's program; regular involvement and ongoing speaking engagements with local women's groups; and by hosting breakfast club events and student lunches. It celebrated Black History Month in February with an evening program for parents and kids, bringing together Queen's and community families for stories, songs and reflection on the contributions of people of African heritage. Ban Righ stays visible in the community in myriad ways, so that women know there is a place for them on campus that's welcoming and supportive should they be thinking of returning to school.

- Lead by the Associate Dean of Student Affairs, the Division's involvement in municipal issues that impact the near-campus area gained momentum, working in partnership with the City and other stakeholders to improve quality of life for those who work and live in the neighbourhood. For example, a 'property standards blitz' in February 2008 brought Student Affairs — a catalyst and participant — together with the City of Kingston and the Alma Mater Society to improve the quality of near-campus housing. Student tenants welcomed inspectors into their homes to conduct 30 interior checks, and 59 exterior inspections were made. This program will expand in 2008-2009.

- Town-Gown and Community Outreach continued to collaborate with local agencies and officials from the City of Kingston to further refine move-out practices in the student village. Hundreds of door-knob flyers outlining a checklist of disposable items and contacts for local charities were distributed in the student areas, along with exam packs that included donation bags for the Salvation Army's clothing drive. These initiatives are all part of the Division's commitment to work with the City, the Alma Mater Society, and other community partners to implement the recommendations of the Principal's Task Force on Community Relations, and improve the quality of the near-campus neighbourhood.

TEACHING COMMUNITY: A SENIOR DON SPEAKS

Jim Avik Ghoshdastidar, who has been a Don for the past three years, shares his thoughts on the remarkable change in the educational model in Residences that began in fall 2007.

“ I've never had such close relationships with the residents on my floor – or seen them form such close relationships with one another. I've talked to other returning dons who say the same thing.

It's exciting. I've noticed a more positive atmosphere on my floor, and residents feel a greater sense of ownership. We're getting into a groove in Residences that's really beneficial to the residents' development.

When I first came to Queen's, I imagined that as don, I'd have great conversations about the issues of the day. In the past year, this vision of what an institute of higher learning would offer was realized – not only for the residents on my floor, but also for me as a university student. So I see as a don that this model is working, but also as a student myself. People are engaged; we are building a strong sense of community. ”



student affairs activities

THE STUDENT INITIATIVE FUND: WIND UNDERNEATH THEIR WINGS

Volunteering at the Kanti Children's Hospital in Nepal last year changed the life of one Queen's student. "With your generous financial support, volunteers like me are able to undertake programs like this one, which make a difference in the communities we work in, as well as our communities back home when we return with a truly unforgettable experience," he wrote.

This sentiment is echoed by the 54 Queen's students who were supported by Student Affairs in 2007–2008, each of whom had a great idea for a project that helped them learn and work in service to the community. The Student Initiative Fund granted \$36,810 for a fascinating array of projects – on campus, in the community, and around the world.

The fund seeks to help students and their organizations by funding projects that provide educational opportunities that enhance the quality of the student experience at Queen's. Non-profit and co-curricular, these projects may include competitions, symposia, conferences, festivals, and community development projects.



REVITALIZING FACILITIES

Supporting students and their development is what drives current initiatives to revitalize the facilities within Student Affairs. Infrastructure changes involve more than simply moving walls, acquiring property, or changing menus – they reveal a commitment to creating space that enable students to grow as individuals and within their community.

- Work was completed on McNeill House in time for the arrival of new residents in September 2007. Based on information from the renovation, a review of the Residence Redevelopment Project, and a revised staging schedule to address project timelines and rising construction costs is underway. The overall goal of the project is to significantly improve the functionality of existing residence facilities, 75% of which are at least 40 years old.
- The Ban Righ Foundation received a grant of \$2,500 from the Sodexo Foundation to upgrade Ban Righ Centre's kitchen. The centre is known for its homemade soups, and its kitchen has been heavily used over the years to provide comfort and nutritious food to its many students and supporters.
- The Queen's Centre easily dwarfs all revitalization projects currently underway on campus – in sheer size, duration and scope. Athletics & Recreation and the John Deutsch University Centre play an important role in this ambitious project, and will be among the first to move into the new facility. Working in cross-campus partnerships, Student Affairs supported the Queen's Centre's progress, and began planning for expanded programming. Phase 1 of the Queen's Centre project is on track, with most facilities set to open in fall 2009, including a new pool, three gyms, a fitness area and changing facilities.
- Athletics & Recreation was a committed participant in improvements to Tindall Field, the most heavily used sports field at Queen's. Upgrades to artificial turf will extend seasonal use of the outdoor field considerably, providing a boost to intramural programming. The rededication of Tindall Field took place on Homecoming Weekend 2008.
- Renovations at the John Deutsch University Centre continued with the refurbishment of Wallace Hall, including new moveable furniture and upgrades to the audio system. These changes will allow for more versatile uses ranging from dances, speaker events, and formal social gatherings.
- Food Services upgraded the Jean Royce Dining Hall to create the After Hours Café, a multi-purpose gathering space on West Campus, with soft seating, a pool table and TV. Construction of a new food kiosk to provide students with later evening service was also completed, along with planning for a new lounge on the main campus that opened in September 2008. Gord's, located in Gordon House, features a healthy choices menu and various entertainment options.

SUPPORTING OUR DISTINCTIVE EDUCATIONAL EXPERIENCE

A Queen's education has its own unique characteristics. Framed by water, historic buildings, and a vibrant downtown core, the Queen's campus provides students and visitors from across Canada and around the world with an inspiring environment for study, discussion, contemplation, and play. Through its varied resources, Student Affairs is well-positioned to enhance Queen's distinctive educational experience by fostering two of our greatest resources – our people and our place.

- The renewal of health services on campus received a major boost last year when students voted to add \$10 more to their annual student activity fees — an indication of the value they place on these services. Part of the money was targeted toward recruitment of family physicians working with Health, Counselling & Disability Services. Students will notice a big improvement: after an inspired recruitment drive, HCDS expanded its ranks of part-time physicians to 16, which is six more than last year. Also, a much-needed \$400,000 renovation was completed, so that by fall 2007, students had access to an urgent care clinic, providing walk-in healthcare support five days a week. The end result is a substantial increase in the number of half-day clinics from 45 to 145 per month, so students booking appointments can be seen far more quickly than before. The increase in funds also meant that a new clinic manager, who began work in January 2008, was hired, as well as a financial officer. Next steps include recruiting a medical director, and implementing an electronic medical records system to improve efficiency.

Further, funds from the approved fee increase were targeted to a second area of priority for students: expansion of health education and health promotion programs. A permanent program assistant was hired, who will recruit and work with student peer educators, preparing them to deliver programming throughout the year on issues such as body image, shape and weight; stress management; healthy eating, and smoking cessation. In addition, Student Affairs lead a campus-wide initiative around alcohol use; and foundations were laid to expand education on campus around mental health, including more outreach to residences, which will begin in fall 2008.

- Sports and recreation have always played a big part in the student experience at Queen's. To enhance this tradition – and to build on it for a new generation of Queen's students – Student Affairs has been supporting the revitalization of the Athletics & Recreation department, taking significant steps toward implementing recommendations based on a comprehensive review undertaken in 2006–2007. Athletics & Recreation changed its organizational and financial structure, and put in place a new staffing model. New employees hired include a Strength and Conditioning Coach to help Varsity athletes, and a Coordinator of Athlete Services – a position that's unique among Ontario universities. The Coordinator will support first-year students in learning what it takes to be successful at Queen's, as well as helping them to link up with faculty and campus resources.

The goal is both to help ensure student success on and off the court or playing field; and to boost recruitment of student athletes. Creation of a strong, vibrant, unified brand identity was another priority: groundwork was laid for the fall 2008 launch of a new look for Queen's team uniforms, one in keeping with its vision of being the leading athletic and recreation program in Canada.

- Queen's Event Services (a new amalgam of Conference and Hospitality Services and Room Reservations) provides a full spectrum of event management and venue booking services for internal and external groups and organizations. In 2007–2008, Queen's Event Services hosted 671 events, conferences, and symposia and filled over 2,835 catering orders. The new and revitalized department offers support for academic conferences to expand Queen's profile, support faculty teaching and research, and create opportunities for students to access these important venues for their presentations, networking, and graduate school pursuits.
- In a significant achievement, Career Services was granted \$200,000 by the Counselling Foundation of Canada to develop an integrated online and in-person career counselling service for students. Funding over three years allows Career Services to research, develop and test an innovative service delivery model that will be of huge benefit to students. The site will offer different levels of support depending on the student's need or stage of career development, and an interactive interface to match needs and services. An e-media coordinator was hired for the duration of the grant to develop the site, which will launch its first iteration in fall 2009. The model will be made available to career educators at colleges, universities, and in the larger field of career education.
- The Queen's University International Centre sponsored the "Crossing Borders" Work/Study Abroad Fair, in collaboration with Career Services and the Society for Graduate and Professional Students. Representatives from over 40 work, study, and volunteer abroad programs attended. Throughout the fall and winter terms, the International Centre organized trips and information sessions that gave the approximately 1,500 international students and their families at Queen's the opportunity to have a broader and more enjoyable Canadian experience. Trips included excursions to Niagara Falls, Ottawa, and a local maple forest, while information sessions covered everything from learning to love winter to filing Canadian income taxes.
- Learning Strategies Development (HCDS) is an academic support program to help students "do well" at Queen's that's entering its third successful year in the Queen's Learning Commons (QLC) in Stauffer Library. The Stauffer office hosts the Peer Learning Assistants program and conducts Learning Strategies Workshops in everything from transitioning from high school, to stress management, to writing multiple-choice exams.

looking ahead...

Over the coming year, Student Affairs will continue to partner with students, faculty, and staff to support the University's academic mission. We do this by actively contributing to the quality of the engaging, broader learning environment at Queen's; and increasingly, through direct partnerships with faculty, and supporting their initiatives. Our Division, through the efforts of more than 300 dedicated staff and student employees, offers comprehensive services, programs, and places designed to promote the development and success of undergraduate and graduate students. We help all students to adjust to new responsibilities and challenges, to learn about themselves and others, and to grow individually and in relationships.

In 2008-2009, we look forward to an exciting, productive year. We will strengthen existing programs and services, as well as launch several exciting new initiatives. Notably, Student Affairs will continue to act as a campus leader which models and educates about community, identity development, and sustainability. Our Strategic Plan animates these aspirations with specific goals and objectives, and will continue to provide a roadmap for the skilled, talented and caring people who work here.

Student Affairs will step up activities geared toward the creation of a sustainable campus, working in partnerships across the University. Under the leadership of our Sustainability Coordinator, we will expand existing initiatives such as Soul Food, the Residence Energy Challenge, the ethical sourcing project, and sustainable procurement. We will continue to engage the Queen's Sustainability Working Group's 10 principles in everything we do, and will continue to work closely with the Association for the Advancement of Sustainability in Higher Education.

Residences will remain at the epicentre of ongoing change over the year, as Student Affairs continues to implement new educational programming. This will include the launch of the pioneering Intergroup Dialogue Program in Residences, which aims to help students interact across social identities, and critically discuss and reflect on social difference. Our specially trained Intergroup Facilitators in residence will be the first ever to undertake this important work at a Canadian institution of higher learning.

Further, we will continue with revitalization of the Queen's Health Centre, and expand programming. Health, Counselling and Disability Services will develop its medical management for even stronger student patient care, ensuring strong support for urgent care and booked appointments for students; and it will expand its much-needed outreach to residences and the wider campus, with a particular focus on mental health issues.

Our Division's comprehensive efforts to build community will be extended, including development of volunteerism, students' leadership capacity, and community service-learning in partnership with the Centre for Teaching and Learning. We are excited to see the fruit of our new community service learning grant program: in September 2008, the first funds were provided to Queen's professors who wanted to take students out of the classroom and into the community to learn during the year.

Support for renewal of Queen's Athletics and Recreation will remain a high priority, starting with the launch of a new visual identity in fall 2008; as well as new community-building initiatives; and the recalibration of resources to foster excellence and participation. Of particular significance, preparations will accelerate over the year for the move into the new Queen's Centre, Canada's largest indoor athletics facility, slated for fall 2009.

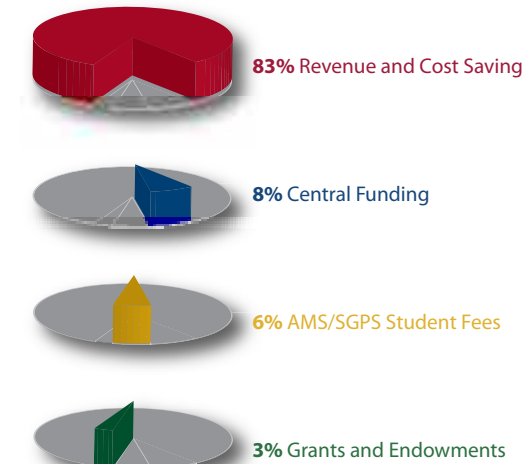
Career Services will receive a huge boost in its ability to serve students over the coming year, with improvements such as a new website to offer career tools for students, which will launch its first iteration in fall 2009. As well, in an innovative new approach to recruitment, smaller boutique events will take place on campus to link students in particular disciplines with organizations most in need of their talent and knowledge. Further, two research grants will enable Career Services to adapt its curriculum and launch workshops for Aboriginal students and students with disabilities in fall 2008, as well as conduct studies to assess the impact of the workshops, with findings to be released in 2009.

Student Affairs, through the efforts described in this report, supports Queen's academic mission – and its historic high achievement, reflected in external university rankings. Queen's consistently receives top marks for academic excellence: great facilities, student engagement, learning resources, and professors. The historic campus, the strong community spirit, the residential environment, myriad extra-curricular activities, as well as support programs for students and opportunities to study abroad, are other marks of distinction. Student Affairs contributes directly to these successes, working to create conditions for effective learning.

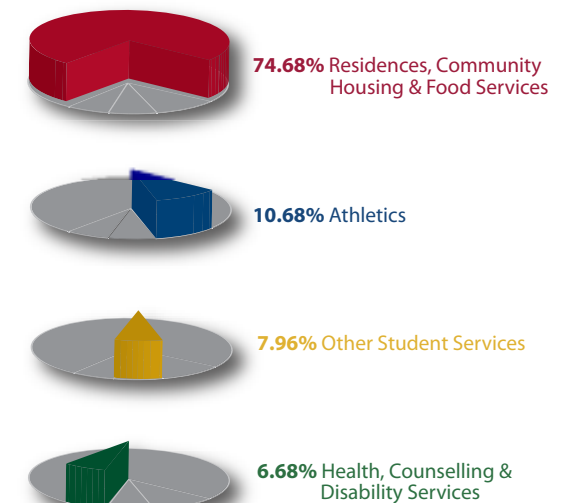
Student Affairs works in myriad ways, weaving a strong web of support for our distinctive community of learners, in recognition that the experiences characterizing a Queen's education take place both inside and outside its classrooms. In this and the coming years, we can be counted upon to encourage development of the whole student in a dynamic, relational learning process that fosters all facets of growth – intellectual, social, physical, spiritual, and cultural.

2007–08 Finances

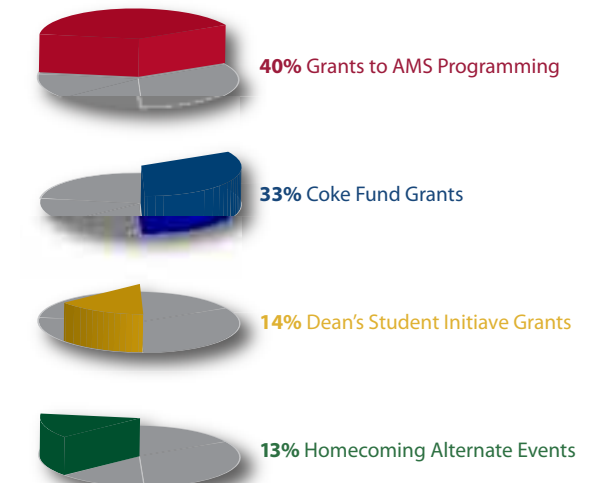
funding sources \$58,313,000



funding uses \$58,313,000



direct funding for student leadership \$331,401





with Student Affairs, the only subject is you

