Queen's Fund

Impact Report
Gifts to the Queen's Fund support the University's emerging needs and priorities. As a recent supporter of the Queen's Fund, we would like to share with you the incredible impact your gift has made.
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Cover photo and table of contents photo by Bernard Clark
Thank you for all we have accomplished this year!

... the impact of the Queen's Fund is far-reaching, diverse, and vital to the University.

It isn’t every day that a donor can say that with one gift they supported innovation and wellness, bolstered inclusion and diversity initiatives on campus, allowed for the revitalization of classrooms and student study space, and funded counsellors in faculties across campus. Yet this is the impact of your donation to the Queen’s Fund.

While other giving initiatives may seem to garner more attention, the Queen's Fund is crucial in that it allows the University the flexibility to address some of the greatest needs around campus that may not otherwise receive adequate funding. As you will see in this report, the impact of the Queen's Fund is far-reaching, diverse, and vital to the University. Thank you for helping us make this possible.

As I look back on my tenure as Principal, which will conclude in June 2019, I see very clearly the difference that philanthropy has made, and I know the impact of your generosity will be felt well into the future.

With thanks,

Daniel R. Woolf, ArtSci’80
Principal and Vice-Chancellor
"Before coming to Queen's, I didn’t realize how many great people wanted to support students. In my third year, I became a student caller for Queen's Telefundraising Services and was able to share with alumni and donors the impact of giving, and discuss the areas of the University the Queen's Fund supports. I have spoken with so many incredible people all over North America who love Queen's, care about my experience, and want to give back to the place they call home. As last year’s Vice-President of Giving, and now as the incoming President of the Queen’s Student Alumni Association, I’m in a position to inspire students to join me in giving back. These experiences have been so rewarding, and have shown just how much the Queen's Fund can make a difference to students like me."

Claire Duffy, Artsci’18
Incoming 2018-2019 President
Queen's Student Alumni Association

"I’m so proud to be a loyal annual donor to Queen's University. While my individual gift may not be huge, it is personally meaningful to me. And when it comes together with your donations, our support allows Queen's to do great things and respond to emerging opportunities for today’s students."

Lisa Hood, Artsci’04
Director, Alumni Giving
Queen's University Alumni Association

In 2017-18, gifts to Queen’s of $250 or less totalled over $1.3 MILLION
From helping a student gain the confidence to seek out resources to providing social support and a listening ear, the breadth and variety of support that I could offer was wonderful! I hope that I have left as much of a lasting impression on mentees as they have left on me.

- Q Success Mentor
The things I learned from [my mentor] have helped me greatly already, and I know they will continue to be relevant in the coming years. I was hesitant to join the program, but I am so glad that I did. I miss our weekly meetings already!

- Q Success Mentee

One of the most frequent themes that emerges from feedback is how mutually beneficial the program is for everyone involved, with both mentees and mentors learning from each other and truly enjoying the experience.

Q Success continues to meet its primary goals of helping students develop the skills they need to succeed academically, personally, and socially, while making the most of their university experience.

Before this program, I had never felt that I made a significant impact on anybody’s life, but after Q Success, I can proudly say that I have.

- Q Success Mentor

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- Q Success Mentor
To help serve student wellness needs, Queen’s Student Wellness Services expanded its central counselling services model with generous donor support. The aim of the embedded counsellor positions was to increase counselling options and overcome barriers to care, including convenience, accessibility, and awareness.
The main counselling centre (“the hub”) is complemented by satellite counselling offices (the “spokes”) in the Faculty of Engineering and Applied Science, the Faculty of Education, the School of Medicine, the School of Graduate Studies, Smith School of Business, Athletics and Recreation, and in residences. Students benefit from program-specific expertise of the counsellors, easier access to help, as well as increased availability of appointments overall. The counsellors provide one-on-one support, implement various educational programs, consult with faculty members and staff, raise awareness of available resources, promote enhanced collaboration, and increase the visibility of mental health services.

“Without having support from counselling services, I never would have had a chance to get my life back and to regain confidence to continue my academic commitment. Thank you for your services.

- Student user of embedded counselling services
In recent years, the Queen's Fund has been used to help revitalize and renovate student learning spaces and classrooms across campus. There is a lack of active learning classrooms in Canada, with most universities having only one, if any. Because of your generosity, Queen's is a leader in this area, and fortunate to have so many of these spaces for our students.

Research shows that active learning classrooms have a transformational impact on student engagement and increase learning. Upgrades at Queen's have been inspired by the research on teaching and learning, and some are equipped with state-of-the-art technology while others have focused on flexible furniture to promote team-based learning.

When deciding which spaces to renovate, priority was given to areas where need is most urgent, ensuring the maximum number of students benefited. A focus was placed on making the renewed spaces accessible to students with disabilities, and the intentional decision to renovate, rather than building new, speaks to Queen's commitment to sustainability.
2017-18 RENOVATIONS

• Large scale renovation of the south wing of Mackintosh-Corry to create “Student Street,” an informal collaborative study area for students

• A new technology suite in Mackintosh-Corry, room 201: 98-seat active learning classroom

• Conversion to active learning spaces in Mackintosh-Corry and Kingston Hall:
  o Mackintosh-Corry Room A309: 30-seat flexible active learning seminar room
  o Mackintosh-Corry Room A311: 30-seat flexible active learning seminar room
  o Kingston Hall Room 313: 49-seat active learning classroom.

Thank you for partnering with Queen's by investing in active learning!
Diversity, Inclusion and Indigenous Initiatives

Work is underway to advance diversity, inclusion, and Indigenous initiatives throughout the University. These efforts have received a significant boost from the Queen’s Fund this past year.

As Queen’s moves forward with these initiatives, building a campus that welcomes and reflects a diversity of perspectives, identities, and experiences is inextricably linked to our ability to provide an exceptional learning experience, support an innovative and thriving research enterprise, attract leading talent, and foster an engaged campus community.

Highlights of recent initiatives include:

An Office of Indigenous Initiatives was established immediately following the release of Queen’s Truth and Reconciliation Commission Task Force Report in March 2017, and Kanonhsyonna (Janice Hill) was appointed as Queen’s inaugural Director of Indigenous Initiatives in September 2017.

The Faculty of Arts and Science introduced Pre-Doctoral Fellowships for Indigenous doctoral students working in the creative arts, humanities, social sciences, or natural and physical sciences at an accredited university other than Queen’s.
The Agnes Etherington Art Centre collaborated with Four Directions Aboriginal Student Centre to offer a new component of the longstanding Aboriginal Youth Leadership Program. The program was expanded to include a series of after-school hands-on sessions for Indigenous youth to share their stories and explore the many facets of art making.

The University Council on Anti-Racism and Equity (UCARE), established in Fall 2017, plays an important role in supporting the progress of university-wide initiatives to promote equity, diversity, and inclusion at Queen's.

A new Equity, Diversity, and Inclusion Impact Award was established for students who have demonstrated their commitment to furthering an understanding of different identities on campus.
Donor Spotlight

Stephanie Beakbane, Artsci’12, has a busy career, an active lifestyle of running and cycling, and volunteers in her spare time. She is a young alumna and a loyal donor to Queen’s!

FIRST GIFT
“I made my first gift as a student and I continue to make my pledge each year.”

HER MOTIVATION
“I choose to donate to the Queen’s Fund because I think it is important for the University to be able to support its highest priority needs. I trusted Queen’s for my education, and I trust it now to invest my dollars where it is needed most.”

FUTURE GIVING
“I have left a planned gift to the University so that Queen’s can continue to thrive and so future generations can have the same, and better, opportunities than I had.”

It’s amazing to know that every gift, no matter the amount, can have such an impact on campus and student life. Everyone has the ability to make a difference and give back.

- Courtney, Artsci’19

421 monthly donors to the Queen’s Fund gave over $100,000 last year!
Donor Spotlight

Dirk Van Raalte, Artsci’61, and his wife Judy are proud parents of two Queen’s graduates and parents-in-law to another! While Judy didn’t graduate from Queen’s, it holds a special place in her life. She and Dirk have been giving faithfully to the Queen’s Fund for many years, and have given loyally to other initiatives since 1977.

LOYAL GIVING

“I enjoyed the courses, professors, and students during my time at Queen’s. At that time, it was a small student body and I really got to know a lot of the other students. Also, our daughter in particular, had an excellent experience playing water polo through all four years at Queen’s.”

WHY THE QUEEN’S FUND?

“It’s simple and straightforward. I am happy to leave it up to the people who work in that area to decide the best way to spend my donation. They know what the greatest needs are.”

Queen’s is proud of its loyal donors—those who have given consecutively each year for as far back as our records go.

5,195 Loyal Annual Donors gave in 2017–18

4,319 5–15 years of giving consecutively

684 16–25 years of giving consecutively

192 26–40+ years of giving consecutively

Donor support provides so many amazing services to students. It helps build community, fosters school spirit, and facilitates equity.

- Sarah, BCom’20
Queen’s Telefundraising Services (QTS)

Meet Gage, Class of 2019
Hometown: Colborne, Ont.
QTS, Supervisor/Caller
Queen’s Student Alumni Association, Vice-President (Giving)
Queen’s Disability Services, Volunteer Note-Taker

Q: What do you like best about being a QTS caller?
A: Having alumni share their memories of Queen’s and hearing from alumni, parents, and donors about why they give. It’s really inspiring.

Q: What are you most excited to talk about with donors and alumni?
A: I really enjoy sharing the countless changes taking place on campus—from new student clubs, to mental health initiatives, to new academic programs and buildings—there are always exciting things happening!

Q: How has being a QTS caller influenced your student experience?
A: I now notice the impact of philanthropy and the role donors play. Their giving has actually inspired me to make my own gifts to Queen’s!

Q: Can you speak about your own perspective on philanthropy and the role that students play?
A: I think that if alumni and friends are making gifts, it’s important that students do too. Instead of buying coffee one day, why not make a $5 gift to the Queen’s Fund? It may seem like a small amount, but it would add up if every student gave $5.

Q: Is there anything else you’d like to share with donors?
A: I think that all donors need to know that their gifts to Queen’s, any volunteering they do, any way they give back, really does make a difference for students like me. I’d want to say “thank you so much!”
Construction of Mitchell Hall is almost complete. Set to open in the 2018-19 academic year, the former Physical Education Centre (PEC), located at the intersection of Union and Division streets, is being revitalized as a centre for student health, wellness, engineering, and innovation, thanks in part to support from the Queen's Fund.

This new facility will allow the University to expand the innovative programming and experiential learning opportunities that our students need to succeed in the global business environment. The modern interdisciplinary learning and research spaces will meet current pedagogical and technological demands in teaching and learning, and help to advance the University’s capabilities in innovation and entrepreneurship.

Mitchell Hall will allow Queen's to centralize health and wellness services in a modern space on campus and fulfill a key recommendation of the 2012 Principal’s Commission on Mental Health Report. Its co-location with other student services and academic spaces reflects the important connection between wellness, the student experience, and student success.

Mitchell Hall will have a profound impact on the entrepreneurial ambitions of Queen's students, on their overall health and well-being, and on the University’s engineering education and research prominence. Thank you for your investment in making this cutting-edge facility a reality and for the impact you have made across the University with your gift to the Queen's Fund.
For all that you have made possible through your support of the Queen's Fund, thank you.