LAND
Acknowledgement

The Faculty of Arts and Science sits on the traditional lands of the Anishinaabe and Haudenosaunee peoples.

We are grateful to be able to work, study, learn, and teach on these lands.

Our land acknowledgement is extended in the many more personalized and detailed acknowledgements given by the people in our Faculty on a daily basis in both formal and informal settings, on our lands and beyond.

TABLE OF Contents

3 Facilitating a Common Vision
5 Guiding Principles
6 Improving Equity, Diversity, Inclusion, and Indigeneity
7 Engaging Local, National, and Global Communities
9 Strengthening our Research Prominence
12 Enriching the Student Experience
13 New Programs, Pathways, and Courses
16 Career Readiness for our Undergraduates
17 Transforming our Spaces
19 Celebrating and Supporting our People
19 An Award-Winning and Record-Breaking Year
21 Supporting our Community through Faculty Renewal and New Staff Positions
21 Supporting our Faculty Members and Students by Investing in Graduate Studies
22 Supporting our Faculty and Staff through Professional Development and Resources
24 Engaging Staff through the Dean's Community Assembly
25 Giving from our Alumni and Donors
27 By the Numbers
29 Looking Ahead
The 2019-2020 academic year was extraordinary from start to finish, and it is perhaps best summed up by the words collaboration and change.

In July 2019, the School of Policy Studies joined our Faculty, bringing along with it an impressive history and a rich tradition of enhancing leadership in public policy. Nearly 50 new faculty members in a variety of disciplines also joined our ranks.

We launched our first-ever Strategic Plan in September, without knowing about the events that were to come in early 2020, when the world was forever changed by the onset of a global pandemic and countless communities were forced to reckon with cultures and systems that were contributing to the ongoing and systematic oppression of Black, Indigenous, and People of Colour (BIPOC) communities.

As we worked to respond to these events and their impact on our Faculty, the guiding principles and strategic priorities outlined in our Strategic Plan served as a solid foundation and framework. While we made a rapid transition to working and learning remotely, I got to know the remarkable people of Arts and Science in a different way and better than ever before.

The stories that follow are proof of the remarkable things that can be accomplished when we rally together, and how adverse conditions can provide opportunity for collaboration and change. As well, the challenging work we must continue to address systems of oppression and white privilege. I hope reading them instills you with a renewed sense of pride and optimism as we enter the 2020-2021 academic year. I also hope you feel as confident as I do that our guiding principles and priorities and the strength of our community have prepared us to meet this moment.

Barbara Crow, PhD
Dean
Faculty of Arts and Science
Facilitating a Common VISION

Our Strategic Plan for 2019-2024 outlines a clear vision and a set of principles, priorities, initiatives, and metrics, reflecting significant input from our staff, faculty, students, alumni, and stakeholders.

We launched this publication with a well-attended celebration in Mackintosh-Corry Hall Student Street in September 2019, and immediately began work on implementing numerous initiatives that reflect our guiding principles and support our strategic priorities.

In addition to facilitating a common vision through our Strategic Plan, the Faculty embarked on visioning exercises with the Departments of Physics, Engineering Physics and Astronomy, and Chemistry, the School of Computing, and AECOM Strategy+ consultants, with a goal of imagining future infrastructure and an operational framework that enhances research, teaching, and collaboration. The exercises resulted in inspirational visions and a depiction of the future that includes goals related to learning, student success, research, outreach, and engagement.

OUR Vision

The Faculty of Arts and Science aspires to be a thriving, equitable and inclusive scholarly community committed to innovative disciplinary and interdisciplinary research and teaching. Our goal is to inspire curiosity and to collaboratively engage with multiple forms of knowledge that span local and global contexts.
In 2019-2020, the Faculty of Arts and Science demonstrated a strong sense of shared purpose and commitment to these guiding principles outlined in its Strategic Plan:

- Equity, Diversity, and Inclusion, including anti-racism, decolonization, and Indigenous resurgence
- Excellence in teaching, research, and service
- Transparency, accountability, and fairness
- Continuous learning, professional development, and global engagement

These principles are woven through the priorities and initiatives in the Strategic Plan and this Annual Review; however, some of the highlights of initiatives aimed at improving Equity, Diversity, Inclusion, and Indigeneity (EDII) and engaging our communities deserve special attention and reflection.

As a part of this year’s Fireplace Series, Dr. Laila Haidarali (Gender Studies and History) and Dr. Martin Hand (Sociology) discuss looking online: how we look at ourselves and others, and how we perform for visual consumption.” See the Series podcasts.
Improving EQUITY, DIVERSITY, INCLUSION, AND INDIGENEOITY

While many EDII initiatives were continued from the previous year, the Faculty took significant steps to create a climate of inclusion and to increase the number of initiatives related to EDII across all academic units in 2019-2020.

In the fall of 2019, the Faculty established an EDII Implementation Committee made up of students, staff, and faculty from a range of departments and units in Arts and Science. The Committee met regularly throughout the year to discuss EDII initiatives that impact the Faculty. It issued statements in support of and solidarity with those who have had their inequities amplified by the COVID-19 pandemic and, in the wake of racist incidents and the rise of the Black Lives Matter movement on campus and around the globe, with BIPOC staff, students, faculty, and the community at large.

Moreover, the Committee invited faculty, staff, and students to share their experiences and suggest actions that could be taken to improve EDII in our Faculty through participation in a thought exchange. It also initiated a project to collect EDII data from all academic units in the Faculty. By listening to the experiences and thoughts of our community, and collecting data, the Committee is better positioned to bring attention to the issues raised and respond appropriately, while also developing support systems and curating resources for community members who have been impacted. These projects will also assist the Faculty in further embedding EDII initiatives in all operations and activities.

This year, over 20 projects were supported by the Faculty’s EDII Fund for a total of $93,000, bringing the amount granted for projects to over $371,000 over the past two years. The EDII Fund was established to support faculty members, students, and staff who wish to organize projects or events related to EDII. Priority for this funding is given to projects that enhance knowledge and awareness, and that connect to recommendations in the Principal’s Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) Report and the Queen’s Truth and Reconciliation Commission (TRC) Task Force Extending the Rafters Report. In 2019-2020, funded projects ranged from conferences, workshops, a video exhibition, and a conversation series to hiring research assistants, post-doctoral fellows, a writer-in-residence, and guest speakers.

Progress made in areas such as faculty and staff recruitment, new awards, policies and programs, curriculum, teaching and learning innovations, space transformations, and training is more fully detailed in the following sections of this Annual Review as well as in the Faculty’s PICRDI and TRC implementation reports.

This past year, the Faculty used a **thought exchange platform** that helps leaders crowdsource answers to open-ended questions. The technology allowed us to connect with faculty and staff members and identify trends based on their answers.

Progress made on EDII initiatives is detailed in the Faculty’s PICRDI and TRC implementation reports. [Read more.](#)
Engaging
LOCAL, NATIONAL, AND GLOBAL COMMUNITIES

From creating non-credit courses for community members and launching a new speaker series to initiating a variety of local, national, and international projects, our faculty, staff, and students demonstrated an extremely high level of community engagement this year.

In 2019-2020, the Faculty developed two non-credit courses for members of our extended community as well as Queen’s students. In partnership with the Dunin-Deshpande Queen’s Innovation Centre and the City of Kingston, the Faculty developed a scalable Design Thinking micro-credential course that was piloted with local community members.

The new Certificate in Organized Crime Prevention, offered by the Languages, Literatures, and Cultures Department, is a five-day program for professionals working in any industry where criminal activity may infiltrate best practices or threaten security. The course was originally scheduled to be delivered in Toronto in spring 2020; however, it was postponed to winter 2021 and will now be delivered remotely due to the pandemic.

A highlight in winter 2020 was the new Indigenous Solidarity Conversation Series: Indigenous Resistance and Resurgence, associated with the Topics in Indigenous Human Ecology course. The four talks featured instructor Ian Fanning (Global Development Studies) speaking with guests on topics that explored Indigenous solidarity in various forms, its importance at Queen’s and in the wider community, and how we can support Indigenous resistance and resurgence. All sessions, which featured performances such as music and dance as well as smudging ceremonies, were open to the Queen’s and greater Kingston communities. They were also live streamed and recorded to give access to our broader community.

We were delighted by the excitement for and participation in the Fireplace Series for the third year in a row. The Series continued to spark interdisciplinary thought and ideas through conversations between speakers from different disciplinary backgrounds, including Queen’s researchers and visiting scholars, both at in-person events in Stauffer Library and through the related podcast series.

The Faculty also continued to invest in supporting global engagement this year. The annual David Edney Research Travel Award was awarded to two graduate students in summer 2019. The Faculty also made 21 Mitacs Globalink Awards available to students to collaborate with faculty members on their research projects and to develop research and teaching partnerships at the global level. Not only do these projects drive collaborations to develop projects which solve Canadian business challenges, they also develop the nation’s innovation capacity. Though all travel was suspended after the onset of COVID-19, the Faculty hopes to have faculty and students travelling again to conduct research as soon as it is safe to do so.

In addition, 22 Arts and Science graduate students and post-doctoral fellows took part in Mitacs Accelerate Cluster internships, which also involve faculty member research and the development of international collaborations with other universities and researchers.
This year included the following clusters of internships: with the Vulnerable Media Lab in collaboration with the Kingston Canadian Film Festival on a project to conduct research and training on cultural memory and diversity in Canadian film programming and preservation; with the Montreal Museum of Fine Arts to advance a study involving ten cultural institutions in assessing the global engagement of museums in Canada; and with the North American Cultural Diplomacy Initiative in collaboration with Hot Docs and the Bloor Street Cultural Corridor on the role of Toronto’s cultural organizations in advancing city diplomacy.

The Faculty also provided almost $50,000 in matching funds to our undergraduate and graduate students from 14 departments for 35 Mitacs Rapid Response grants, created to support students in light of the COVID-19 pandemic. Some grants went to students working with new faculty members on projects, while others went to students working to support Canadian businesses and community organizations.

A number of additional initiatives that support local and global engagement are detailed in the following sections of this Annual Review.

This project gave me an incredible chance to work with a group of other scholars and researchers from various disciplines and fields of study. Being able to conduct research as a team, to come together to discuss our findings, present our research as a group, and have a support network, was an fantastic experience.

Bronwyn Jaques (PhD, Cultural Studies)
Strengthening our RESEARCH PROMINENCE

Researchers in the Faculty of Arts and Science had an exceptional year, with numerous faculty members garnering national and international awards for their research excellence, and others achieving outstanding results in competitions for research funding.

The Faculty of Arts and Science has worked diligently in the last year to support researchers in their efforts to acquire the resources they need to pursue their work through access to Research Project Advisors, who provide grant writing support, as well as the implementation of internal review processes for Tri-council funding applications, strategies to leverage external grants, and extensive support for new faculty engaging with funding agencies for the first time.

These efforts have paid off. In the last year, our faculty working in natural sciences, computing, and math areas were granted $6.7 million in funding through the Natural Sciences and Engineering Research Council (NSERC) Discovery Grants program, while those in the humanities and social sciences received $2.1 million through the Social Sciences and Humanities Research Council (SSHRC) Insight and Insight Development Grant programs. Three researchers received a total of $1.9 million from the Canadian Institutes of Health Research (CIHR) Fall Project Grant Competition. The success rates of our researchers in these competitions significantly exceeded national averages, attesting to the strength of our research community.

With support from the Faculty, our researchers had further success in securing support for research in strategic areas. These achievements included $1.5 million in funding to support six interdisciplinary projects through the Tri-council’s New Frontiers in Research Fund, two junior faculty members receiving support through the Ontario Research Infrastructure Program, and $1.3 million from the Canadian Foundation for Innovation-John R. Evans Leadership Fund (CFI-JELF) and Ontario Research Fund (ORF) programs to support nine infrastructure projects headed by junior faculty.

The onset of the COVID-19 pandemic disrupted regular research activities, but our faculty and their research teams were able to quickly pivot to addressing the challenges posed by the pandemic. Dr. Troy Day and Dr. Felicia Magpantay (both Mathematics) focused their work on biological modelling to help understand the spread of the virus, and later joined forces with Dr. Bahman Kashi (Economics) as part of the Digital Technology Supercluster’s COVID-19 program. Our researchers also earned funding for nine projects through the university’s internal COVID-19 Rapid Response program, with these projects aimed at addressing topics ranging from medical and biological matters to the impact of the pandemic on policy and authoritarian governments. Through the School of Policy Studies, eight working groups were formed that brought together faculty from across Arts and Science and around the university to develop new policy ideas to help Canada build back better from COVID-19.

Wendy Craig (Psychology) is congratulated by Governor General Julie Payette after being appointed an Officer of the Order of Canada. (Photo: Sgt Johanie Maheu, Rideau Hall)

Read more.
In addition to funded research, faculty also employed their expertise to help address the need for medical supplies during the pandemic with Dr. Arthur McDonald (Physics, Engineering Physics, and Astronomy, Professor Emeritus and Nobel Laureate) leading a team focused on developing easy-to-construct ventilators, of which the federal government ordered 10,000, and the Department of Chemistry using their expertise to formulate hand sanitizer for local healthcare workers.

Karen Lawford (Gender Studies), third from right, winner of the Indspire Award, leading a weekly beadwork class at Queen’s University’s Four Directions Indigenous Student Centre. [Read more.](#)

Department of Chemistry graduate student Hailey Poole takes samples from a prototype batch of sanitizer. In spring 2020, an interdisciplinary team of Queen’s researchers and industry partners mobilized to formulate hand sanitizer for Kingston hospitals. [Read more.](#)

Will Kymlicka (Philosophy) receives the Social Sciences and Humanities Research Council Gold Medal from Ted Hewitt, President of SSHRC, left, and Charles Taylor, Canadian philosopher and professor emeritus, right, McGill University. [Read more.](#)
The Faculty has also taken deliberate strides to promote our researchers and aid faculty members in earning research awards. Dr. Wendy Craig (Psychology) was promoted to an Officer of the Order of Canada for her work on bullying, while Dr. John Smol (Biology) was honoured by the Governor General with the Polar Medal for his environmental work in the North. Dr. Smol was also named President of the Academy of Science for the Royal Society of Canada (RSC), and Dr. Margaret Moore and Dr. Kim Nossal (Political Studies) were named Fellows of the RSC. Dr. Karen Lawford (Gender Studies) was awarded the Indspire Award for her work on the challenges faced by Indigenous communities with respect to maternity care, and Dr. Will Kymlicka (Philosophy) received the SSHRC Gold Medal for his work on the link between democracy and diversity.

Also this year, Dr. Arthur McDonald (Physics, Engineering Physics, and Astronomy, Professor Emeritus) was named a Fellow of the American Association for the Advancement of Science, Dr. Katherine McKittrick (Gender Studies) was inducted into the American Academy of Arts and Sciences as an International Honorary Member in Social Sciences, and Dr. Jean Hutchinson (Geological Sciences and Geological Engineering) was elected as a Fellow of the Canadian Academy of Engineering.

Faculty members were also recognized by Queen’s for their significant contributions. This year, Dr. David Bakhurst (Philosophy), Dr. Audrey Kobayashi (Geography and Planning), and Dr. John Smol (Biology) were named 2020 Distinguished University Professors, the university’s highest research-related honour.

Three Arts and Science professors emeriti were appointed to the Order of Canada by Governor General Julie Payette this year. Congratulations to Peter Harrison (School of Policy Studies), Brian Osborne (Geography and Planning), and former Arts and Science Dean Duncan Sinclair (Physiology, School of Policy Studies). Arts and Science alumni Peter Kendall, Artsci’89, and Jennifer Tory, Artsci’77, also received the honour.

Graduate students from across the Faculty had another banner year, with several winning prestigious awards for their groundbreaking work early in their careers. Morgan Lehtinen (Chemistry) was the inaugural winner of the Canadian Young Persons’ Lecture Competition, earning a spot at the global competition in London, England, and Linda Mussell (Political Studies) was named one of 20 recipients of the Pierre Elliot Trudeau Foundation Scholarship.

The top two prizes in the Queen’s Three Minute Thesis (3MT) competition went to Arts and Science students this year, with Alice Santilli (School of Computing) placing first and second place going to Sean Marrs (History). In further 3MT success, Nevena Martinović (English Language and Literature) was named runner-up in the inaugural international competition hosted by the Matariki Network.

Amanda Brissenden and Nevena Martinović competed in the Matariki Network’s inaugural 3MT, with Martinović being named runner-up. Congratulating them are Dean Barbara Crow, Fahim Quadir, Vice-Provost and Dean School of Graduate Studies; and Sandra den Otter, Associate Vice-Principal (International and Research). Read more.
Enriching the STUDENT EXPERIENCE

Providing an excellent student experience remains a priority for the Faculty of Arts and Science and, in 2019-2020, we continued to provide academic advising in person through the summer and fall, supplemented by LiveChat support and information webinars. The Faculty’s Student Services team was expanded to include an Indigenous Academic Student Advisor, which filled a critical gap in providing support for Indigenous students and leadership on decolonizing academic advising.

In fall 2019, the Faculty embarked on a new project to digitize the academic calendar and curriculum approval process. The new calendar will be fully searchable, more user friendly, accessible, interactive, and information rich. This will allow prospective students to better imagine their academic experience at Queen's using planning tools and it will open up the full range of our academic offerings to current students, giving them all the information they need for course and degree planning. In the second phase of the project, the curriculum approval process will be made more efficient and accountable. Completion of these projects is expected for spring/summer 2021.

The Faculty also conducted focus groups with domestic and international students in early 2020 to determine the level of student trust in different methods for delivering advising services as well as student satisfaction with current communications. Students were also asked why they chose Queen’s, which allowed us to better understand our prospective students. The results of this research were used to improve online advising services and communications with our students and helped us to create strategies to respond to the rapidly evolving situation brought on by the COVID-19 pandemic in winter 2020.

With the transition to remote teaching and learning in March 2020, the Faculty pivoted rapidly to offering all student services online and to providing increased support and remedies for students experiencing extenuating circumstances. Departments worked in partnership with the Faculty, and additional staff were engaged to work with instructors, as they translated their courses into engaging and interactive online experiences. Technologies were vetted and purchased, training was completed, and ongoing support for faculty members was rapidly put in place.
Recognizing the impact of disruption on learning in the spring of 2020, the Faculty offered students the options to select a passing grade ("P" grade) instead of their final letter grade or to drop a failed course without academic penalty if their performance in winter term classes was compromised by the COVID-19 situation. In response to student demand, Arts and Science Online also increased capacity in their courses for summer 2020 and enrolment increased by 62%.

In 2019-2020, the Faculty also increased collaboration with Student Affairs to recruit and welcome new undergraduate students and to assist them in the transition to a remote start for the fall of 2020. A student ambassador team was engaged to communicate with applicants and the entire Faculty rallied to create content for the annual Student Orientation to Academics and Resources (SOAR) event, from instructors developing promotional course videos to staff from across the Faculty participating in Q&A sessions and other online events. SOAR was held remotely for the first time in July 2020, which enabled record numbers of students to participate.

In addition, the Faculty offered incoming students the opportunity to take a free, non-credit, mini course, Living and Working in a Digital World, to experience remote learning at Queen's and assist in the transition to university. The mini course was offered as a part of SOAR Studies in July and August, which was a new online event in 2020, and the full for-credit version of the course was prepared for delivery in fall 2020.

To support the recruitment and transition of Queen’s undergraduate students into graduate programs, and in recognition of the added value of bringing graduate students from different departments together, the Faculty of Arts and Science continued its Graduate Studies Mentoring Program in 2019-2020. Again this year, students expressed appreciation for the opportunity to network with peers and faculty from diverse disciplines.

NEW PROGRAMS, PATHWAYS, AND COURSES in the Faculty of Arts and Science

A new Castle Summer+ program was launched successfully in the summer of 2019, where 12 Arts and Science undergraduate students had the opportunity to travel to our UK campus, the Bader International Study Centre (BISC), to design a research project in their chosen Major. Their research projects went far beyond expectations, with some students going on to publish their research in academic journals and several moving on to graduate studies.

Sebastian Molgat discusses the Arctic Council and finding a balance among permanent participant groups, at the BISC Summer Research Undergraduate Conference.
In 2019-2020, the Faculty also launched a Bachelor of Arts General/Minor in Employment Relations to allow undergraduate students to develop in-demand and marketable skills while completing a Major Plan in another discipline.

The Faculty is currently working to develop Bachelor of Arts (Honours) Major and Medial Plans in Indigenous Studies. These Plans will provide students with a core knowledge of the histories and cultures of Indigenous peoples and an understanding of Indigenous knowledge systems and learning practices.

The Faculty also began the process of developing a new Bachelor of Arts General/Minor in Black Studies. This Plan will foster cohesion between the existing Black Studies courses offered in Arts and Science and has the potential to open fields of study by introducing Black Studies to both Black and non-Black scholars and stimulating cross-faculty conversations and engagement. It will also serve as a conduit for students, faculty, and staff working to raise awareness about, and take action against, racism.

In response to student demand, a new direct-entry pathway into Life Sciences was created in 2019-2020. Students looking to pursue Life Sciences now have two different options when applying to Arts and Science: they can choose between the direct-entry pathway or the traditional common first year, after which they would start Life Sciences in their second year. These options enable students to either know right from first year that they are on their desired path of study or to test themselves and other program options before committing to a Plan.

Arts and Science Online collaborated with the Queen’s University International Centre and Four Directions Indigenous Student Centre to develop a fully online Certificate in Indigenous Cultural Safety Training and Intercultural Awareness, which will be offered through the Department of Languages, Literatures and Cultures to distance students who are unable to participate in on-campus programming.

“// I believe the new [Bachelor of Arts in Indigenous Studies] degree will offer students an opportunity to experience the world in a new way by considering and understanding things from an Indigenous lens, through Indigenous ways of knowing and being, especially on the land.”

Janice Hill (Associate Vice-Principal, Indigenous Initiatives and Reconciliation)

Quote from the Queen’s Journal

Read more.
In 2019-2020, the Faculty developed new interdisciplinary and collaborative courses to provide experiential learning opportunities that enrich the student experience. Learning and Working in a Digital World (ASCX 101) was designed to provide first-year students with the requisite skills to navigate an uncertain future and a rapidly changing digital landscape. As mentioned above, a mini course based on this course was offered to prospective students in summer 2020.

The Dean’s Changemaker Challenge courses (ASCX 200 and ASCX 300) were created this year to enable upper-year students to turn their ideas into reality by designing their own ventures that will make meaningful improvements to the environment and experience here in Arts and Science. Students will also have the chance to win up to $50,000 in seed funding and will be mentored by Arts and Science alumni who are successful entrepreneurs today.

The diverse course offerings [in the new BA in Black Studies] will provide students with rigorous interdisciplinary scholarship that uncovers the complexities of race and belonging, while also giving them tools to theorize oppression and resistance.

Katherine McKittrick (Gender Studies)
See the story of History in the Making, published during Black History month in February, where McKittrick explains the main driving forces behind this initiative and gives more insight into its benefits.

The Interdisciplinary Client-Based Project (ASCX 400) was designed for fourth-year students to collaborate with students from other faculties and programs to address a real problem for a real client, such as a company, non-profit organization, social enterprise, or local government. Multidisciplinary teams will be mentored by experienced professionals and students will act as consultants and/or project managers, taking on the full scope of a project from ideation to design and implementation.

These ASCX courses reflect our commitment to enhancing collaborative and experiential learning opportunities for Arts and Science students, providing them with opportunities to work with peers from across disciplines to solve immediate problems and address real-world challenges in a meaningful way.

As mentioned previously, the Faculty also developed two non-credit courses for members of the community as well as Queen’s students: a scalable Design Thinking micro-credential course and a new Certificate in Organized Crime Prevention.

As part of our graduate offerings in 2020-2021, students will be able to take a number of new courses that focus on COVID-19, and particularly on the response to this pandemic. A number of different departments, as well as the School of Policy Studies, are taking part in this initiative.

See Dean Barbara Crow challenge our students to make changes. Watch the video.
To help ensure that our students are set up for success upon graduation, many career preparedness initiatives continued in 2019-2020, from bringing experiential learning into the classroom to facilitating the internships and apprenticeships that give students workplace learning.

Again this year, our Degree+ event offered students the chance to explore the many academic opportunities available to them at Queen’s, such as certificates, study-abroad programs and internship placements. Our popular Life After ArtSci event, which enables current students to connect with alumni, also sold out for the third year in a row.

Despite the challenges caused by COVID-19 with respect to the impact on business and the Kingston community, Arts and Science students were still able to participate in programs which helped them to explore and prepare for their future careers. 39 second- and third-year students took part in the Queen’s University Internship Program (QUIP), a professional program that sees students working on campus and across Canada on paid internships that are 12-16 months in duration.

The Queen’s Career Apprenticeship: Kingston (QCA:K) program also continued to support recent graduates with local employment opportunities. Thanks to generous support by Queen’s benefactor and program visionary Mr. Alan Rottenberg, and the ongoing partnership between Queen’s University and the Kingston Economic Development Corporation, this program provides graduates with 12-month paid contracts that incorporate a four-month funded apprenticeship.

This year, the program was able to shift processes and support businesses and graduates by allowing flexibility in terms of start dates and facilitating an online interview process. Although there were fewer apprentices placed in 2019-2020, Mr. Rottenberg has committed to funding the remaining positions on top of a new cohort for 2020-2021. Now more than ever, the need to support our graduates and businesses is paramount for the continued development and strengthening of Kingston’s workforce.
Transforming OUR SPACES

In summer 2019, the Faculty of Arts and Science created new learning and gathering spaces, renovated the auditorium in Mackintosh-Corry Hall, and modernized classrooms in a number of our buildings to better support active, experiential, and collaborative learning. In addition, the Faculty completed renovations to improve accessibility, such as the opening of a new gender-neutral, accessible washroom in Mackintosh-Corry Hall.

The construction of our Welcoming Room in Mackintosh-Corry Hall was also completed this year. This room is both an inclusive space for teaching and learning and a place for gatherings and events that will further enhance our community’s understanding of Indigenous ways of knowing. The planning process has also started for the creation of an outdoor Indigenous space adjacent to the Welcoming Room, at the south end of Tindall Field, thanks to a generous donation from Bader Philanthropies, Inc.

In addition, renovations were made to the Dunning Hall lobby space. Artwork was created from the readings in the Global Development Studies course Topics in Indigenous Human Ecology, and is now proudly on display, alongside messages with context for the images and their relevance. This was a collaborative project involving Ian Fanning (Global Development Studies), the course instructor, and Toni Thornton and Rebecca Sweetman, Arts and Science Online staff members. The project to create dedicated office space for the new Indigenous Academic Student Advisor also began this year.

While summer and fall were times of transformation, many projects and proposals to the Faculty’s new Transforming our Space Fund were postponed due to the pandemic, with COVID-19 causing the most significant change to our spaces - the move to teaching, learning, and working from home as of March 13, 2020.
After monitoring and adjusting to the rapidly changing situation over the spring and planning for multiple scenarios, the Faculty announced that it had decided to deliver our undergraduate program remotely for the fall term, that almost all graduate courses would also be delivered remotely, and that most staff and faculty would continue to work from home.

This decision was based on the Faculty’s commitment to protecting the health of all members of the Queen’s community and to providing equitable access to learning for all of our students. At the same time, the Faculty began making plans for a gradual return to campus and it continues to plan and look forward to the day when everyone can be together again, in person, on campus.

In November, 2019, the Department of Gender Studies celebrated the opening of the new gender-neutral, accessible washroom in Mackintosh-Corry Hall.
Celebrating and Supporting OUR PEOPLE

From winning awards and creating new prizes and funds, continued faculty renewal, new staff positions, and investing in graduate studies, to supporting our people through the transition to remote teaching and learning, the 2019-2020 academic year was a year like no other for the Faculty of Arts and Science.

AN AWARD-WINNING AND RECORD-BREAKING year

In addition to the awards and accolades related to our research prominence and EDII mentioned previously, a remarkable number of faculty, staff, students, and alumni received awards and recognition for their perseverance, innovation, and dedicated service to their community in 2019-2020.

While the awarding of some of the Dean’s Initiative Awards was delayed due to the pandemic, such as the Transform our Spaces Fund and the Student Initiatives Fund, a number of the awards were announced earlier in the year. The Award for Excellence in Graduate Supervision recognized Political Studies professor Dr. Elizabeth Goodyear-Grant, the Conference Fund was awarded to eight faculty members, and Project and Portfolio PhD Research Awards were awarded to seven students. In addition, the Prize for Student Data Visualization was awarded to Adam Sigesmund (Mathematics and Statistics). In February, nearly 400 undergraduate students were also rewarded for their hard work and academic excellence at the 44th annual Dean’s Honour List event.

Two Arts and Science faculty members earned Principal’s Teaching and Learning awards in 2019: Dr. Martin Hand (Sociology) won the Mike Condra Outstanding Student Service Award for his exemplary work supporting students as Chair of Undergraduate Studies, and Dr. Petra Fachinger (English) was awarded the Promoting Student Inquiry Teaching Award for fiercely championing diversity in her innovative courses.

Dr. Selim G. Akl (School of Computing) and Dr. Daniel R. Woolf (History, Principal Emeritus) both received Distinguished Service Awards for the lasting impacts they have made on the university throughout their outstanding careers. Dr. Akl has been a tireless champion for the School of Computing and a dedicated faculty member since 1978, while Dr. Woolf most recently served as the university’s 20th principal and vice-chancellor.
The tremendous amount of work accomplished in the Faculty of Arts and Science each and every year could not be completed without the work of our incredible staff, several of whom were recognized for their ongoing dedication and service this year. Sue Blake was awarded a Distinguished Service award in recognition of her exceptional contributions to the university, which included serving as Assistant Dean for the Faculty.

Several staff members were also among those awarded the Principal’s Special Recognition for Staff Awards, given annually to those who consistently go above and beyond. Congratulations to Jacquie Jamieson from the Dean’s Office, Jo-Anne Tinlin (Geography and Planning), and the team from the McDonald Institute on this remarkable achievement.

Three Arts and Science alumni were named to Women’s Executive Network’s list of Canada’s 100 Most Powerful Women. Frances Allen, Artsci’87, Frances Donald, Artsci’08, and Deborah Shannon Trudeau, Artsci’76, were recognized for their contributions and leadership across a variety of fields.

The Queen’s University Alumni Association also recognized several prominent Arts and Science alumni in the 2019-2020 year. Pioneering employment lawyer Hugh Christie, Artsci’78, Law’81, received the Alumni Achievement Award, the highest honour the QUAA gives to alumni. Fellow winners include Rebecca Maciver, Artsci’12, PhD’20, who received the Outstanding Student Award, Jacklyn Lewis, Artsci’11, who was honoured with the Rising Star Award, and Gillian Baker, Artsci’20, who won the QSAA Volunteer of Distinction Award.

Also honoured this year was former Queen’s Gaels hockey player Slater Doggett, Artsci’19, who received the Governor General’s Academic All-Canadian Commendation for the 2018-19 season, one of the highest honours for varsity athletes in the country.
Supporting our community through

FACULTY RENEWAL AND NEW STAFF POSITIONS

The academic year brought many new faculty members to campus as part of our commitment to investing in our students and their learning as well as in our research excellence. Arts and Science welcomed 48 new faculty members in 2019-2020, including one Tier-2 Canada Research Chair and two Queen’s National Scholars. Approximately 85% of these new faculty members are from equity-seeking groups. We also recruited a further 35 new faculty members and look forward to them joining us in 2020-2021, bringing our number of new hires to 123 over the last four years. This new cohort will enrich teaching and research in existing and developing fields and will also lead to innovative collaborations across disciplines within Arts and Science and with other faculties.

The Faculty also created and filled several new staff positions to support our people in 2019-2020. A new Director of Human Resources was engaged to support and drive a culture of inclusion, engagement, high performance, and continuous improvement. A Programs Manager and a Project Manager were hired to support the Dean’s Office and to provide leadership and expertise on strategic initiatives, programs, and projects. A new Associate Director of Experiential Learning and Programming and an Experiential Learning Coordinator were recruited to expand learning opportunities that enrich the student experience. A new Development Officer was also engaged to advance the Faculty’s Leadership Annual Giving program. As previously mentioned, a new Academic Advisor was engaged to provide support for Indigenous students and leadership on decolonizing academic advising.

Supporting our faculty members and students by

INVESTING IN GRADUATE STUDIES

To support our faculty members and research prominence, as well as undergraduate students, the Faculty of Arts and Science launched several new initiatives and increased resources to strengthen graduate student recruitment in 2019-2020. We also continued to work closely with our departments and the School of Graduate Studies to support their initiatives to enrich the graduate student experience and to coordinate our recruitment activities.

In addition to the formation of a Working Group on Graduate Funding and Supervision, the Faculty developed an OnQ site called “Think Grad School” to act as a hub for undergraduate Queen’s students to learn more about graduate studies, and continued to facilitate the mentoring program, which had another successful year. Together with our campus partners, we were successful in meeting our enrolment targets for the 2019-2020 year. We also began planning for the first ever Virtual Graduate Recruitment Fair, in partnership with the School of Graduate Studies, to be held using a new and innovative online event platform in fall 2020.

To support the recruitment of graduate students, the Faculty added two new Dean’s Awards (the Dean’s Award for Women in Math and the Dean’s Award for Community and Creativity) to the list of existing awards (for Social Justice, Environmental Justice, and Women in Science). In total, 32 Dean’s awards were provided to graduate students, amounting to an investment of almost $100,000, to bring the most competitive emerging scholars into our graduate programs. The Faculty also earmarked approximately $250,000 in International Tuition Awards (ITA) to strengthen our pool of international graduate students and support global engagement. The annual Frank Pearce Prize was awarded to Master’s student Oula Hreiche (Geography and Planning) for submitting the best essay on the topic of radical critical theory and social justice. As previously mentioned, the Faculty also provided the David Edney Research Travel Award, matching funds for Mitacs grants and awards to support student global engagement, and the Dean’s Initiative Award for Project and Portfolio PhD Research.
Finally, three PhD students from other universities were awarded our Pre-Doctoral Fellowships for Indigenous students last year. The Fellows relocated to Kingston, taught courses in the Faculty of Arts and Science, and contributed to intellectual life at Queen’s while working on completing their degrees at their home institutions. In addition to supporting individual graduate students, this program has proven to be a model initiative with respect to integrating Indigenous ways of knowing into curricula through the incorporation of diverse pedagogies, learning outcomes, and community and experiential frameworks. Based on the success of this program, we look forward to offering three new Indigenous fellowships and three new Black fellowships for the 2021-2022 academic year.

Supporting our faculty and staff through PROFESSIONAL DEVELOPMENT AND RESOURCES

Reflecting the guiding principles, priorities, and initiatives in the Strategic Plan, the Faculty of Arts and Science focused on professional development and creating resources related to EDII in 2019-2020. Staff in the Faculty Office participated in the cultural safety training workshops hosted by the Four Directions Indigenous Student Centre as well as the one-day workshop on gaining competence in an intercultural workplace facilitated by Queen’s Human Resources (HR). Staff and faculty members across the Faculty’s departments and units completed the equity training required to participate on interview committees, and new members of the Faculty completed HR workshops on diversity, inclusion, anti-racism, and anti-oppression in the workplace.

Additionally, Department Heads took part in a Land Acknowledgement Workshop offered by the Faculty’s new Indigenous Academic Student Advisor. The Dean, Vice-Dean, and Associate Deans all started and will complete the two-part Showing up for Equity and Inclusion workshop series for senior administrators offered by the Human Rights and Equity Office. Arts and Science Online, in collaboration with Dr. Janet Jull in the Queen’s School of Rehabilitation Therapy and project advisors across the country, designed and developed the Open Online Training Resource on how to conduct ethical research with Indigenous communities. This resource is being adopted by the Office of Indigenous Initiatives and the Centre for Teaching and Learning for an anticipated launch in fall 2020.

In 2019-2020, the Faculty of Arts and Science continued to offer its First Day to First Sabbatical mentorship program that it launched last year. The program matches new faculty members with mentors in different departments, providing opportunities to build relationships and broaden networks, and it cultivates a climate of support for learning, scholarship, excellence, and belonging.
Arts and Science Online partnered with the Centre for Teaching and Learning to offer the Teaching Matters program in 2019-2020. Each month, new faculty from across the university gathered together to learn about various topics in teaching and learning, such as the science of learning, inclusive education, decolonization, and supporting graduate students.

Seven staff members from across the Faculty participated in the University’s Emerging Leaders Program, which provides new and future managers with the tools they need to thrive on the job. Three staff members participated in the Foundational Leadership Program, which gives Queen’s managers the opportunity to develop their skills and leadership acumen.

With the onset of the pandemic, attention turned to supporting instructors and students to complete the remaining two weeks of the winter term remotely, including adjusting assessments and providing tech support to administer final exams in OnQ. In preparation for a fall remote start, the Faculty worked throughout the spring to develop a workshop series and practical resources to support remote teaching. Moreover, embedded support personnel in departments received training and continue to meet weekly in a community of practice with the Arts and Science Online team to support one another in solving remote pedagogical and technological challenges.

At the same time, staff were encouraged to participate in a number of virtual webinars offered by HR that were developed to support them through the transition to remote working. Some of the Faculty’s senior leadership team also participated in the Queen’s Industrial Relations Centre’s (IRC) virtual pilot program, Building Trust in the Workplace, which was designed to give leaders the tools they need to understand and leverage the impact of emotional intelligence and apply valuable information about trust to their unique workplace culture.

It should also be noted that many of the Faculty’s units and departments organize their own professional development and wellness activities throughout the year.
Engaging Staff through the Dean’s COMMUNITY ASSEMBLY

The Dean’s Community Assembly was created in early 2020, based on feedback from staff interested in engaging in discussion about how they could support the implementation of the Strategic Plan. It was also created based on the understanding that it is imperative that staff are intimately involved with the process and feel empowered to champion the Plan’s guiding principles and strategic priority initiatives as we move forward.

To this end, the Faculty held its first-ever thought exchange exercise, supported by an event at the Agnes Etherington Art Gallery. Both initiatives were designed and led by Dr. Jonathan Rose and graduate student Joanna Massie (both Political Studies). Nearly 100 staff members from the across the Faculty participated in the thought exchange, submitting 90 unique ideas, and the event at the Agnes brought together over 40 staff members.

Three themes emerged from this exercise: flexible working arrangements, involvement in decision making, and professional development. Since this meeting, the Faculty has set up working groups to engage more staff in the decision-making process and to create guidelines for professional development and supporting employees working remotely.

One of the most important lessons learned from the creation of the Community Assembly is the important role communication plays in staff engagement. To that end, the Faculty hosted a second thought exchange in April to better understand the impact of COVID-19 and learn how to best support staff. The Faculty reported back to staff on Community Assembly events and hosted a number of Town Halls for staff, as well as faculty and students, in the spring and summer of 2020 to provide updates, listen to and address concerns, and answer questions.

The question posed was “What should we do to achieve our strategic priority of supporting our people?”

View the full report.
Giving from our
ALUMNI AND DONORS

While COVID-19 posed significant challenges for people across the globe this past year, our devoted alumni and donors in the Faculty of Arts and Science continued to play a critical role in implementing new initiatives and programs for our students to benefit from during their time at Queen’s.

Our Dean’s Council, a dedicated group of alumni who act as an advisory council for Dean Crow, worked closely with the Arts and Science Undergraduate Society (ASUS) to host two successful editions of the Life After Artsci professional networking summit that featured a variety of alumni speakers and panels, with opportunities for networking between students and alumni. The groups came together for the first time to host a Toronto version of the event, which was a sold-out success – both the Dean’s Council and ASUS are looking forward to hosting similar events across Ontario once travel and in-person events are again permitted.

Dean Crow and fellow Queen’s staff had the opportunity to meet with a number of alumni across Canada and the United States this past year, including in Vancouver, Calgary, California, and a variety of locations across Ontario. Dean Crow also had the opportunity to travel to Hong Kong in May 2019 to participate in a series of meetings and events with Queen’s alumni and university officials.

The Queen’s student experience is greatly enhanced by the philanthropic support of our alumni and friends, and these groups continued to give generously this year despite many challenges related to the pandemic. The Jarislowsky Foundation, led by successful entrepreneur and philanthropist Dr. Stephen Jarislowsky, LLD’88, made an incredible gift that will forever change art conservation at Queen’s by donating five new pieces of leading-edge conservation technology, some of which are the first of their kind in Canada. Additionally, Dr. Isabel Bader, LLD’07, established the Bader Chair in Art Conservation that will help students and researchers become world leaders in imaging science, an emerging field that is revolutionizing art conservation. The gift from Dr. Bader will allow Queen’s to recruit a top art conservation scholar to the university and create unparalleled opportunities for research and teaching.

Bader Philanthropies, Inc. made a transformational gift to Queen’s University this year to revitalize and expand the Agnes Etherington Art Centre and create a new home for the Bader Collection. This investment has the potential to create one of the largest university museums in Canada, and will create a vibrant hub for the presentation, research, and study of visual arts on campus. The revitalized Agnes will include the art museum, which is a learning space for diverse disciplines at Queen’s and is the public gallery for Kingston and surrounding regions, as well as homes for undergraduate and graduate programs in the Arts.

Bader Philanthropies, Inc. also made a generous contribution to the Faculty of Arts and Science this year by providing a grant to support the creation of a new Indigenous outdoor gathering space on campus – this space will not only be utilized as an outdoor classroom, but will serve as...
a safe space where Indigenous students, staff, and faculty can honour their cultural traditions, and will also raise awareness of Indigenous-focused teaching and research at Queen's.

The Koerner Artist-in-Residence Program is an annual professional residency in the Fine Art (Visual Art) Program at Queen’s University. The residency program provides students with unique access to mentorship from a celebrated artist, and gives the artist a chance to share their expertise. For Kingston and area community members, the program offers a platform whereby contemporary art is shared and articulated. The residency has taken place at Queen’s since 2003, but this program will now exist in perpetuity through the generosity of The Michael and Sonja Koerner Foundation.

Jessie Delauriers, Artsci’87, ’91, spent most of her career at Queen’s, but her most cherished memories are of a spot about 50 kilometers northeast of Kingston, at the Queen’s University Biological Station (QUBS). While working as an administrator for several Queen’s departments, she took one course every year, eventually earning a pair of degrees in biology. In 2013, Ms. Deslauriers made a significant contribution to support the construction of the Jessie V. Deslauriers Centre for Biology at QUBS. To continue her legacy upon her death in 2019, Ms. Deslauriers left an additional bequest to Queen’s that funded an endowment in her name to provide additional support to the advancement of QUBS’s mission and vision in perpetuity.

As mentioned previously, while COVID-19 spread around the globe and pulled vital resources from healthcare institutions, a group of philanthropists from across the country quickly rallied to support a team of Canadian physicists and engineers who are part of an international initiative to create an easy-to-build ventilator that can help treat COVID-19 patients. These efforts, led in Canada by Dr. Arthur McDonald, an emeritus professor at Queen’s University and the co-recipient of the 2015 Nobel Prize in Physics, harnessed the expertise of astroparticle physicists from around the world who were perfectly positioned to help build up the world’s ventilator supply. This work, at such a difficult time for the world, captured the imagination of a dozen Canadian philanthropists who stepped forward to support the project financially with donations through Queen’s University to the Dr. Art McDonald Ventilator Research Fund.

Our sincere thanks to all alumni and donors whose philanthropic support ensures that our faculty have the resources they need to continue their vital research across campus and that our students are able to experience the tradition of excellence that a Queen’s education provides.
By the NUMBERS

RESEARCH
1292 external grants and contracts
50 international grants
$308.1M external grants and contracts held
$12.4M in internal grants
$33.7M infrastructure grants
$4.0M in international grants and contracts
25 Canada research Chairs (10 Tier 1, 15 Tier 2)
1 Canada 150 Research Chair
1 Canada Excellence Research Chair
45 Fellows of the Royal Society of Canada
6 Members of the RSC College of New Scholars, Artists and Scientists
6 Early Researcher Awards

UNDERGRADUATE ENROLMENT
12,635 students
1,793 international students
104 BISC students
242 Students studying Arts and Science here on exchange
273 Queen's Arts and Science students went on exchange
39 QUIP interns
575 On-campus students enrolled in certificates
641 Part-time students
1,400 Distance students

GRADUATE ENROLMENT
1691 students
789 PhDs
694 Masters
208 Professional
276 international

COURSES OFFERED
1631 undergraduate
876 graduate
155 online
ADMINISTRATION
380+ staff
~600 faculty
30+ academic departments/schools

ALUMNI AND ADVANCEMENT
$13.47M raised
68,000+ FAS alumni spanning 154 countries

OPERATING BUDGET
$149M
Looking AHEAD

While our Strategic Plan will chart our course over the next four years, much remains uncertain in the near future, due to the continuing impact of COVID-19. As with this past year, our guiding principles and strategic priorities will serve as a foundation for responding to the situation as proactively as possible and for prioritizing planned initiatives.

In the coming year, we will continue to support our community by listening actively, so that we may better understand and respond to the issues at hand, ensuring we are making decisions based on the best interests of all members of our Faculty.

As we conclude another year and head into 2020-2021, we want to thank our community for helping us to achieve all that we have accomplished. We look forward to welcoming new faculty and staff members, including an academic advisor for international students and a senior leader dedicated to EDII, as well as pre- and post-doctoral fellows and new and returning undergraduate and graduate students. We look forward to meeting them, to working, teaching, learning, and communicating with them, and to further developing our resources to ensure their success.

It has been an extraordinary year and Queen’s is a remarkable place. By working together and listening to one another, we will make sure it remains that way for years to come.
Faculty of Arts and Science
Queen's University
94 University Avenue
Kingston, ON, Canada K7L 3N6
www.queensu.ca/artsci

Barbara Crow, Dean
Gordon E. Smith, Vice-Dean (Faculty Relations)
Jill Atkinson, Associate Dean (Teaching and Learning)
Lynda Jessup, Associate Dean (Strategic Initiatives)
Warren Mabee, Associate Dean and Director (School of Policy Studies)
Nicholas Mosey, Associate Dean (Research)
Sharon Regan, Associate Dean (Graduate Students and Global Engagement)
Jenn Stephenson, Associate Dean (Academic)
Bev King, Assistant Dean (Teaching and Learning)
Cormac Evans, Executive Director (Finance and Operations)
Patricia Jelenski, Executive Director (Communications and Marketing)
Sarah Roth, Executive Director (Development)