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.

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Message from THE DEAN

As our cover image illustrates, the Coronavirus continued to rain down on us this past year, warping our sense of time and space, with public health restrictions extending beyond what we might have imagined at the outset of the pandemic. We pivoted, planned, and replanned during an entire academic year working and studying remotely in 2020-2021.

We were challenged, but we persevered and pushed forward. Not only did we make it through a historic year, we also have much to look back on and celebrate. We completed a number of the initiatives in our Strategic Plan 2019-2024, such as further improving our digital infrastructure by expanding access to services online and launching our new digital Academic Calendar. At the same time, our common vision and guiding principles served as a solid foundation and framework as we listened to our community members, heard their concerns and recommendations, and created a Continuous Improvement Review Process for COVID Response for our Faculty.

This year, we also continued to reckon with a range of issues and events that had a profound impact on our community members, many of which are related to equity, diversity, inclusion, and Indigenization (EDI) and addressing systematic oppression and white privilege. From the Scholar’s Strike in September to the more recent discovery of unmarked graves on the grounds of former residential schools, and the issue of Indigenous identity, as well as the noticeable increase in hate speech and racism on social media over the course of the past year, we acknowledged our role and responsibility and know that much healing and work still remains.

While most of us did not take a step on campus, we covered a lot of ground in the last academic year. The stories that follow provide just a sample of what we have accomplished by working together and prioritizing the safety and wellbeing of our students, staff, and faculty.

I look forward to what comes next, as we all gradually return to campus and create our own, unique, “new normal” for the next academic year and future.

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

Since the launch of our Strategic Plan 2019-2024 and the publication of last year’s Annual Review we have made significant progress on our planned strategic initiatives, reflecting our common vision and guiding principles. Out of 50 planned initiatives, 17 initiatives have been completed, 29 are in progress or ongoing, and only four are pending.

It is an impressive accomplishment to have completed 34 per cent of our initiatives within the first two years of our five-year plan. This achievement is even more inspiring, considering that we have been working remotely for the past year and a half due to the pandemic.

To follow up on the visioning exercises with the Departments of Physics, Engineering Physics and Astronomy, and Chemistry, the School of Computing, and AECOM Strategy+ consultants that were conducted last year, FAS supported the Department of Physics, Engineering Physics, and Astronomy in hiring Project Manager Jennifer Low to move forward with initiatives that are critical to the design of a new building.

GUIDING Principles

Again this year, the Faculty of Arts and Science demonstrated a strong sense of shared purpose and commitment to the guiding principles that are woven through the priorities and initiatives in our Strategic Plan:

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

The importance of listening to our community to facilitate our common vision and commitment to our guiding principles was underscored by the research conducted by Dr. Wendy Craig (Psychology) and her students in the fall of 2020, when they began to probe the impact of Covid-19 on the Faculty of Arts and Science community through a series of ThoughtExchanges and Town Halls. She gathered insights into the ways the pandemic was changing people’s lives and challenging the norms of just one year ago, and the themes that emerged from her research into how the Faculty could provide better support during the COVID-19 pandemic resulted in our Continuous Improvement Review Process for COVID Response.

Particularly in light of our work to continuously improve our COVID-19 response, some of the highlights of initiatives aimed at improving EDII and engaging our communities deserve special attention and reflection and are elaborated in this section of the Annual Review. Others are included in the sections that follow on our strategic priorities.

The themes that emerged from responses to staff, faculty, and students in a series of seven ThoughtExchanges and town halls. Read more in the story: Leading and Listening: The Community Speaks
The BA Honours Major and Medial in Indigenous Studies were launched in 2021. As interdisciplinary Honours degrees, they are designed to draw together a range of course offerings on Indigenous history, culture, experience, language and ways of knowing from 14 departments within Arts and Science around a core of language and land-based learning courses.

The EDII Fund also supported a range of initiatives, from granting funds for guest speakers, events, and the development of online courses and workshops to providing funding for an Anti-Racist Science Communication and Arts and Science Undergraduate Society (ASUS) BIPOC Equity Focus Groups.

It also matched funding from the Office of the Provost and Vice-Principal (Academic) for the creation of a new Employee Resource Group (ERG), the Queen’s University Association for Queer Employees (QUAQE), which is designed to create a more inclusive and supportive workplace for LGBTQ2S+ employees at Queen’s University.

Despite the challenges of the pandemic, it was a productive year as FAS continued work on EDII initiatives and added new positions to increase support for the efforts being made across the Faculty to advance EDII.

Dr. Anita Jack-Davies was appointed Assistant Dean, EDII in October 2020. In this role, she provided valuable leadership, including working with the FAS EDII Committee to conduct a needs assessment and to implement the many EDII priorities contained in the Faculty’s Strategic Plan. Dr. Jack-Davies left the position in April to accept a new position at Skidmore College (New York). Dr. Elliot Chapple was appointed the new Director, Equity, Diversity, Inclusion, and Indigenization (EDII), effective September 20, 2021. Dr. Chapple will continue work on the FAS EDII needs assessment and develop an associated implementation plan that includes the creation of a mentoring program to retain new Black, Indigenous, and Persons of Colour (BIPOC) faculty members.

Creating a mentoring program, as recommended in the Principal’s Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) report, will be a focal point in the coming year. Although not specifically addressed to BIPOC faculty, the FAS First Day to First Sabbatical Program for new faculty members also offers opportunities for mentorship.

Dr. Amitava Chowdhury (History) was appointed Special Advisor to the Dean on Global and Decolonization Initiatives in February 2021. He is investigating and advising on initiatives to ensure they are in accordance with the Faculty’s Strategic Plan. One of his current priorities is exploring ways of integrating EDII into the first-year curriculum through courses and co-curricular initiatives.

In addition, our EDII Curriculum Committee is working to ensure that EDII is incorporated into pedagogical and curricular-based initiatives, which supports our initiative to establish a process to ensure program and course level learning outcomes, and assessments include global/non-western/Indigenous perspectives and content pertaining to identity, difference, and social justice.

The Faculty recruited for five new Queen’s National Scholar (QNS) positions and an additional three faculty positions to support the development of Black Studies, including the BA Minor/General in Black Studies to be launched in 2022. More information about these positions is provided in the section below on Supporting our People through Faculty and Staff Recruitment.

This year, the FAS Pre-doctoral Fellowships program was expanded to include three new Pre-doctoral Fellowships in Black Studies in addition to the three Pre-doctoral Fellowships for Indigenous Students that were offered in previous years. The new Fellowships further support the expansion of Black Studies in our Faculty, as well as other EDII goals identified in our Strategic Plan. The Fellowships were advertised in 2021, and are expected to be filled in January, 2022.
Engaging Local, National, and Global Communities

We have supported engaging our community, as well as continuous learning, professional development, and financial sustainability, through increased enrolment in Arts and Science Online and the successful delivery of our new Certificate in Organized Crime Prevention. Offered by the Department of Languages, Literatures, and Cultures in collaboration with the Industrial Relations Centre, the Certificate was launched in the fall of 2020 with one fully subscribed open enrolment session and two custom programs for individual organizations. Building on this success, the department is now expanding its line of customized programs for several law enforcement agencies that are designed to meet their professional development needs.

The Faculty has created a Working Group on Micro-Credentials to establish a framework and process for the development of additional credit and non-credit programs. Microcredentials will not only promote our students’ career readiness, but also address Canadian workers’ needs for targeted upskilling.

While the Fireplace Series was hosted virtually this year, it again sparked interdisciplinary thought and ideas in two talks: the first featured Dr. Beverley Mullings (Geography and Planning) and Dr. Thashika Pillay (Education) speaking on Timely Teaching for a Globalizing Present and Decolonial Futures and the second featured Elizabeth Hanson, Professor, Department of English Language and Literature and Elspeth Murray, Associate Dean, Smith School of Business speaking on Time, Change, and University Life.

A significant number of new community partnerships were developed to support the launch of our new Interdisciplinary Client-based Projects course (ASCX 400) and experiential learning opportunities that could be incorporated into the courses offered by our departments. Over 50 projects were proposed by our community partners. Each project involved a real problem or project, for which students developed and, where feasible, implemented solutions. Read more about experiential learning in the section below on Enriching the Student Experience.

Supporting engagement with our national community, 40 undergraduate and graduate students in Arts and Science received funding from the Mitacs Research Training Award, FAS, and Queen’s. This number represents about 80 per cent of the funding received by the university from Mitacs. The award provided students the opportunity to engage in emerging and rapid response research activity. Graduate students explored research questions closely related to their dissertation research, and/or to expand their training experience through collaborative research with faculty and students. Undergraduate students had the opportunity to engage in research and develop skills that will open new opportunities for research training and collaboration.

There were 31 Mitacs Accelerate Cluster Internships in progress over the past year, involving approximately 25 faculty members and over 30 graduate students and post-doctoral fellows. In addition, five Mitacs Elevate postdoctoral fellowships were granted to the Faculty of Arts and Science.

A Global Engagement Committee was established in 2020-21, which includes Vice-Dean Lynda Jessup, Associate Deans Sharon Regan and Nick Moser, and Special Advisor to the Dean Amitava Chowdhury. The Committee is working to define global engagement, establish vision and goals, and determine what inputs will be required for implementation.

As reported above, Dr. Chowdhury is investigating and advising on global and decolonization initiatives. With regard to Faculty global initiatives, his priorities are creating a global strategy and plan, creating a Global Summer Institute, which intersects with the United Nations Sustainable Development Goals (SDGs), establishing a Global Fellows Program, and developing a Global Skills Opportunity program that provides study abroad and global experiential learning opportunities to under-represented and under-privileged groups.

The Social Impact Challenge Bank provides opportunities for students to connect with local and global communities through challenges that align with the 17 UN Sustainable Development Goals. FAS, in partnership with the Centre for Social Impact at Smith School for Business, is working with instructors to provide “Challenges” in the form of Case Studies and Live Briefs that develop problem solving, creativity, innovation and employability skills that employers are looking for in today’s graduates.
Researchers in the Faculty of Arts and Science had an exceptional year, with numerous faculty members, post-doctoral fellows, and students 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, the implementation of internal review processes for Tri-council funding applications, strategies and support 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 science, technology, engineering, and math (STEM) areas were granted $22.4 million in new funding through the Natural Sciences and Engineering Research Council (NSERC) Discovery Grants program, while those in the humanities and social sciences received $2.2 million through the Social Sciences and Humanities Research Council (SSHRC) Insight and Insight Development Grant programs.

Of particular note, Dr. Cathleen Crudden (Chemistry) received the highest NSERC Discovery Grant in the country and Dr. Parvin Mousavi (School of Computing), along with nine Queen’s colleagues, received funding from NSERC’s Collaborative Research and Training Experience (CREATE) program to provide training for students in digital health. 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 securing support for research in strategic areas. A cross-Faculty team including early career researcher Dr. George diCenzo (Biology) secured significant funding from Genome Canada to drive a shift to a zero-plastic waste future by harnessing genomics technologies to create a circular economy for plastics, and a cross-Faculty multidisciplinary group coordinated through the Ingeniuty Labs received funding from the Department of National Defence’s IDEaS fund to advance the development of intelligently adaptive augmented and virtual reality.

In addition, five FAS faculty, Drs. Amber Simpson (Computing), Grace Adeniyi-Ogunyankin (Geography, Gender Studies), Jacqueline Monaghan (Biology), Laura Thomson (Geography), and Stéfanie von Hlatky (Political Studies), earned new Tier 2 Canada Research Chairs and Dr. Dylan Robinson (Dan School of Drama and Music, Art History and Art Conservation) successfully renewed his Tier 2 Canada Research Chair.

Dr. Simpson (Computing) was also the 2020 recipient of the Mihran and Mary Basmajian Award for Excellence in Health Research. The award, established by Dr. J.V. Basmajian in memory of his parents, is awarded annually to a member of the Faculty of Health Sciences who has made an outstanding contribution to health research.

The Faculty has also taken deliberate strides to promote our researchers and aid faculty members in earning and managing research awards.

FAS faculty members Dr. Nancy van Deusen (History), and Dr. Crudden (Chemistry) were elected to the Fellowship of the Royal Society of Canada, while Dr. Amy Latimer-Cheung (Kinesiology and Health) and Dr. Awest Woldemichael (History) were named members of the Royal Society of Canada’s College of New Scholars, Artists and Scientists.

Also at the national level, Nobel Laureate Dr. Arthur McDonald was honoured by the Natural Sciences and Engineering Research Council of Canada (NSERC) with a national prize in his name. The Arthur B. McDonald Fellowships will recognize early-stage academic researchers in the natural sciences and engineering and support them to enhance their research capacity, so that they can become global leaders in their field.

Several FAS faculty also earned recognitions in their own fields: Dr. Christopher Spencer (Geological Sciences and Engineering) received the 2020 Young Scientist Award (Donath Medal) from the Geological Society of America (GSA) and Dr. Ahmed Hasain (School of Computing) was awarded the 2020 TCE New Directions Award by IEEE Computer Society Technical Council for work establishing the field of mining software repositories.

Canada 150 Chair Dr. Sari van Anders’ (Psychology) won the 2020 Distinguished Publication Award from the Association for Women in Psychology, Dr. Gabor Fitchinger (Computing) earned the Queen’s Prize for Excellence in Research, the university’s top research related honour, for his contributions to the development, clinical translation and global dissemination of novel technologies for computational imaging guidance in surgery and medical interventions, and Dr. John Smol (Biology) has been awarded the 2020 Massey-Medal for his work in the fields of biology and environmental science.

Graduate students from across the Faculty had another banner year, with several winning prestigious awards for their groundbreaking work early in their careers. Matthew Hynes (M.Sc. Chemistry) was named a Rhodes Scholar and Sean Mars (PhD candidate, History) won the Matanik Network of Universities Three Minute Thesis (3MT) competition. Mars’s research delves into state surveillance in 18th century Paris and his 3MT presentation connects it to modern day anti-espionage efforts and even COVID-19 tracking.

See the video of the winning Matariki 3MT presentation by Shawn Marrs and read the story: Queen’s PhD candidate wins Matariki 3MT contest.
Enriching the Student Experience

From transforming our digital landscape to creating individual development plans for graduate students, as well as new programs, courses, and experiential learning opportunities for undergraduate students, the Faculty of Arts and Science accomplished a number of Strategic Plan initiatives to enrich the student experience in 2020-21.

Transforming our Digital Landscape

The launch of Queen’s new digital Academic calendar is a major milestone for both Arts and Science and the university. The project began as a Strategic Plan initiative in Winter 2019, with the goal of helping undergraduate students better understand their degree requirements, regulations and policies, sessional dates, course details, and improving their experience interacting with the Academic Calendar and SOLUS. It was made a university-wide project in 2019-2020, with Arts and Science taking the lead, and amalgamates all the calendars previously published as PDFs independently by the faculties and the School of Graduate Studies into one digital Academic Calendar. The second and third stages of the project, to be completed over the next two years, involve implementation of a web-based curriculum management solution and the introduction of planning, advising, and registration solutions.

To support the undergraduate experience, we continued to expand access to Student Services via digital platforms, such as the new You Can Book Me app for booking advising appointments, and to host important events, such as Major’s Night online. We also improved procedures to address student needs for academic consideration and created online office hours for consideration so students and instructors can drop in to ask questions and receive assistance.

The Faculty of Arts and Science is also currently working on incorporating elements of the Individual Development Plan (IDP) program for graduate students into onQ to help graduate students keep track of their progress and have easy access to resources including the Individual Development Plan. The platform will start in over half of FAS departments in September 2021 and expected to expand across the Faculty in 2022. A second working group is exploring how to financially support International Graduate Students.

Supporting Graduate Student Success

Another major milestone for the Faculty was the completion of the Graduate Student Individual Development Plan (IDP) pilot project to support graduate student success.

Launched in September 2020 and completed in June 2021, the IDP provided direction, support, and tools to approximately 30 graduate students. It helped them: set flexible career goals that align with their values, skills and interests with awareness of job-market options and realities; to identify skill strengths and gaps and make plans to build additional learning experiences into their graduate education, and to prepare to complete their degree and successfully transition from education into the next stage of their career. A team from the Faculty of Arts and Science, Career Services, Student Academic Success Services, the Centre for Teaching and Learning, and the School of Graduate Studies will expand the pilot project as a university-wide initiative which was launched in September 2021.

Two working groups were established to support graduate students in 2020-21. The Working Group on Graduate Student Funding and Supervision has resulted in the establishment of an onQ platform to help graduate students keep track of their progress and have easy access to resources including the Individual Development Plan. The platform will start in over half of FAS departments in September 2021 and expected to expand across the Faculty in 2022. A second working group is exploring how to financially support International Graduate Students.

New Undergraduate Programs, Courses, and Experiential Learning Opportunities

In addition to launching our new Indigenous Major and Medial plans and continuing to work on the development of the Black Studies Minor as mentioned above under EDII, the Faculty of Arts and Science created new initiatives for incoming students, launched and met enrolment targets for several new courses, and expanded experiential learning opportunities for undergraduate students in 2020-21.

To welcome new undergraduate students and to assist them in the transition to a remote start for the fall of 2020, the annual Student Orientation to Academics and Resources (SOAR) event was held online for the first time in July 2020. The entire Faculty rallied to create content for the event, from instructors developing promotional course videos to staff from across the Faculty participating in Q&A sessions and other online events, and record numbers of students participated. The Faculty also engaged a student ambassador team to communicate with incoming students, which was extended to support recruitment and engagement with potential undergraduate students. Read more about our student ambassador team in the following section on Supporting our People Through Student Recruitment.

Outreach by the numbers

65 alumni volunteers
1,121 students contacted
50 countries, across 6 continents connected

Alumni volunteers were also recruited to reach out to returning Arts and Science students to offer words of encouragement, support, and access to key resources. Outreach was prioritized for returning upper-year international and out-of-province students, who received telephone calls and messages via WeChat. The Dean’s Council and University Council volunteers were particularly enthusiastic participants. They reported being grateful for the chance to make a tangible, positive impact while volunteering in positions that are strategically-focused.
FAS hosted its first successful Dean’s Changemaker Challenge pitch competition as part of ASCX 200 in November 2020, and the pitch competition for ASCX 300 took place in April. Student groups pitched their ideas to alumni and faculty judges competing for a monetary award to support the development of their innovation. The 2020 winner was Letsbloom for a children’s book series that aims to tackle the Canadian youth mental health crisis. Letsbloom was awarded $10,000 in seed funding (thanks to a generous donation to FAS), which will support its mission to equip children with the proper tools and resources necessary to navigate their mental health in a post-COVID world.

In the Interdisciplinary Client-based Projects course (ASCX 400), students worked in teams with students from Engineering and Applied Science, Commerce, Law and Rehabilitation Sciences to complete projects for community clients. Projects included creating platforms, educational resources, project and communications plans and social media strategies for clients such as the Arctic Youth Network, the Atlantic Science Enterprise Centre, the Canadian Coalition for Green Health Care, the Canadian Food Inspection Agency, and Stratos Inc.

Leading up to the Dean’s Changemaker Challenge events, and throughout the Interdisciplinary Client-based Projects course, students were mentored by several of our outstanding alumni, the Dunin-Depshande Innovation Centre Fellows, and supported by our Experiential Learning team.

The Faculty of Arts and Science also added Experience Ventures to its Experiential Learning portfolio to increase the career readiness of our undergraduate students. It is funded by the Government of Canada and will create paid placements for students with innovative companies in Canada that students will be able to complete in 2021-22.

In response to student demand, Arts and Science Online increased access to online courses and degree plans in summer 2020 enrolments increased by approximately 62 per cent, which supports both the student experience and continuous learning. And new students admitted to distance studies increased by 57 per cent.

For the first time in our history, FAS offered a non-credit, mini-course Learning and Working in a Digital World to approximately 50 incoming students as a part of SOAR Studies in July and August, which itself was a new online event in 2020. This course was rebranded as FAStrack and again offered in summer 2021. The full version of the Learning and Working in a Digital World course was offered to students in Fall 2020, along with the Dean’s Changemaker Challenge courses (ASCX 200 and 300).

Career Readiness for our Undergraduates and Most Recent Alumni

To help ensure that our students are set up for success upon graduation, many career preparedness initiatives continued in 2020-2021, from bringing the experiential learning opportunities mentioned above into the classroom to facilitating the internships and apprenticeships that give students workplace learning.

Our Life After ArtSci event was delivered virtually in November 2020, with a significant increase in global alumni participation and excellent networking opportunities and panellists to provide their advice to the students.

Despite the challenges with COVID-19 with respect to the impact on businesses and the Kingston community, Arts and Science students were still able to participate in programs which helped them to explore their future careers. In 2020-21, 22 second- and third-year students took part in the Queen’s University Internship Program (QUIP), a professional program that sees students working on paid internships that are 12-16 months in duration. The Faculty is currently evaluating student satisfaction with the QUIP program as part of its continuous improvement processes.

The Queen’s Career Apprenticeship: Kingston (QCA:K) program continues to support recent Arts and Social Science graduates with local employment opportunities. Thanks to generous support by Queen’s benefactor and program visionary 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. In 2020-2021, nine new graduates were successfully placed in positions.

This year, the program altered processes to support businesses and graduates by allowing flexibility in terms posting and application deadlines, start dates and online interviews. The need to support our graduates and businesses is paramount for the continued development and strengthening of Kingston’s workforce.

Alan Rottenberg has expanded his vision by funding the development of other Arts Career Apprenticeship programs across the country, all based on the foundational program here at Queen’s University. In April 2021, Queen’s played a leadership role by establishing a working group uniting institutional partners across Canada to support program development and to broaden the message and vision of the program.

Let’sbloom founder Emily Talas were selected as the winner of the Dean’s Changemaker Challenge.

Meet Nadeja, a former QUIP intern, to learn about her experience with the program.
One of the winners of the 2020 SGS Award for Excellence in Graduate Student Supervision was Dr. Mark Diederichs (Geological Sciences and Geological Engineering). The FAS Award for Graduate Supervision, which honours an amazing supervisor, was awarded to Dr. Jeffrey Brison from Cultural Studies.

In addition, three Arts and Science faculty members received Principal’s Teaching and Learning Awards this year. Dr. Una D’Elia (Art History and Art Conservation) received the Promoting Student Inquiry Teaching Award, Dr. Ryan Martin (Physics, Engineering Physics & Astronomy) received the Educational Technology Award, and Dr. Jennifer Hosek (Languages, Literatures and Cultures) received the International Education Innovation Award.

This year was a good year for the Chemistry department. Department Manager Heather Drouillard received a Special Recognition for Staff Award for her initiative to administer a multitude of essential functions and services in her department through the COVID-19 pandemic.

Also in Chemistry, Dr. Andrew Evans became the first researcher from a Canadian university to be honoured with the Harry and Carol Mosher Award, which recognizes and encourages outstanding work in Chemistry. Dr. Graeme Howe (Chemistry) has been recognized by the Province of Ontario with a 2020 Polanyi Prize, which honours outstanding researchers in the early stages of their career who are working at an Ontario University. Lastly, Queen’s University Alumni Association gave the Alumni Award for Excellence in Teaching Assistance, 2020 to Dr. Anne Petitjean, (Chemistry).

Dr. David Lyon (Sociology) was awarded with the 2020 Canada Council for the Arts Molson Prize. This national prize is awarded to two people annually, one in Arts and the other in Social Science and Humanities and is intended to encourage ongoing contributions to Canada’s cultural and intellectual heritage.

The 2020 Ban Righ Foundation Mentorship Award, which recognizes a female Queen’s faculty member who demonstrated mentorship and knowledge-sharing, and who has been inspirational to students was awarded to Beverly Mullings (Geography and Planning) and Burçu Baba (Gender Studies, Cultural Studies).

Professor emerita Jacalyn Duffin (Philosophy, History) was recently appointed to the Order of Canada, one of Canada’s highest civilian honours. She was given this honour for “her leadership as an academic and mentor in the field of medical history.”

The IEEE Computer Society Technical Council on Software Engineering (TCSE) has awarded the 2020 TCSE New Directions Award to Dr. Ahmed Hassan (Computing). This award is given to an individual who has made significant contributions to software engineering or who has moved the field in a new direction.

Physical activity has been very important this year, with people trying to figure out how to stay active while staying at home. Dr. Robert Ross and Dr. Jennifer Tomasone (both School of Kinesiology and Health Studies) have helped develop the first ever 24-Hour Movement Guidelines for Adults that show what a healthy use of 24 hours looks like.
The Accessible and Inclusive Music Theatre project, led by Dr. Julia Brook and Dr. Colleen Renihan (Dan School of Drama and Music), embarked on its second year of investigating how participation in an accessible online music and movement program can improve well-being and foster creativity, particularly among older adults.

Dr. Gauvin Alexander Bailey (Art History and Art Conservation) acted as a consultant for the selection of artwork for this year’s United States Postal Service (USPS) Christmas stamp. This year’s version of the stamp features a detail of Our Lady of Guápulo. Painted by an unknown artist, likely an Amerindian working in Cuzco, Peru, the 18th-century oil painting depicts the Virgin Mary looking down at a richly dressed Christ Child.

The Queen’s University Biological Station (QUBS) was recently featured in a TVO documentary on the Frontenac Arch Biosphere Reserve (FABR). Several Arts and Science biology professors are featured in the piece (Drs. Steve Lougheed, Shelley Arnott, and Ryan Danby), as well as other QUBS researchers and graduate students. The FABR has played an important role in the capstone course of Environmental Studies for over a decade; QUBS has been a central player in studying the biology of this amazing landscape.

Ten Queen’s students were awarded Canada’s most prestigious STEM scholarship, the Schulich Leader Scholarship. These students include Catie Austin (School of Computing), Emma Davison (Science), Sharaf Khan (School of Computing), Nazanin Soghati (Science), and Dajung Yoon (School of Computing).

As well, this year, Queen’s had five highly commended students and one regional winner at the Global Undergraduate Awards, all of whom are students in the Faculty of Arts and Science. They include Sari Ohsada (Global Development Studies, School of Environmental Studies), Rachel Theriault (School of Computing), Hannah Samuels (Dan School of Drama and Music), Minoli Dias (School of Environmental Studies), Lucas Silver (Philosophy), and Brendan Lam (Psychology).

Ten faculty members and students have won the Art of Research photo contest for showing off their research through photography. Among these winners are five Arts and Science winners, Allen Tian (Biology), Sarah Flisikowski (Environmental Studies), Dr. Grace Adeniyi-Ogunyankin (Gender Studies, Geography and Planning), Hayden Wainwright (Biology), and Ross Jansen-van Vuuren (Chemistry).

In other award news, this year the Projects and Portfolio PhD award was given to Camille Usher, Valerie Pearl Nofte, Yui He, Lesley A Foster, Melissa Noventa, Jill Price, Arthi Erika Jayamohan, Elvira Hufschmid, and Hanbai Han.

The Professor Frank Pearce Prize, established in September 2016 by the Steve and Sally Stavro Family Foundation in honour of Professor Emeritus Dr. Frank Pearce, was awarded to PhD student Arjun Sawhney (Philosophy). The prize is awarded to one Master’s or PhD level student who submits the best essay on the topic of radical critical theory and social justice.

Alumnus Iain Reid (Artsci’04) is Canada’s next big author. The writer of four books won the RBC Taylor Emerging Writer Award in 2015. His first work of fiction, I’m Thinking of Ending Things, received critical acclaim in 2016 and made several Top 10 books of the year lists. That novel, a dark tale about a woman who takes a road trip with her new boyfriend to meet his parents, has now been adapted into a movie by an Academy Award-winning screenwriter and debuted on Netflix on September 4.

The Queen’s Scholars at Risk committee welcomed their first Artist Protection Fund Fellow, Canan Altinkas (Fine Art). This Fund protects threatened artists from any field of practice and places them in safe countries and institutions where they can continue their work.

The Alumni Achievement Award, the highest honor given by the Alumni Association was given to Hugh Christie (Artsci’78/Law’81).

In recognition of his generosity and commitment to giving back to the community through the Queen’s Career Apprenticeship: Kingston program, Alan Rottenberg has been named Outstanding Philanthropist by the Association of Fundraising Professionals South Eastern Ontario Chapter (AFPSEO).
FAS worked with the Office of University Admissions and Recruitment (OUR) to create online events and content to support undergraduate recruitment in 2020-21. Our departments rallied to provide video content on popular programs and to support online events for prospective students in November, which included an Arts and Science 101 webinar series and a virtual open house day, which was attended by approximately 575 students.

To support recruitment of students with an offer, the Faculty held info sessions in January, a virtual open house over the course of a week in March, and then a series of panel discussions with current students organized around SDG goals in April. In the panel discussions, our current students talked about their goals and how they are going after them by custom designing their Queen’s experience and they then responded to prospective student questions.

As mentioned previously, the Faculty also recruited a team of domestic and international undergraduate student ambassadors. They were instrumental in the delivery of many of these events, including our first-ever information session for prospective Chinese students held in Mandarin. Our team connected with over 200 prospective students individually, through video calls, social media, and email. International students made up 31 per cent of this total. Based on this success, similar to the graduate student mentoring program, we will continue to engage a student ambassador team in 2021-2022.

To support recruitment to ASO, FAS increased marketing efforts to on-campus students and invested additional funds and efforts into advertising campaigns to recruit prospective distance students via digital platforms.

Supporting our Faculty and Staff through Professional Development and Resources

As reported above under Guiding Principles, supporting our people and building healthy communities was reflected in many of the themes that emerged from our Town Halls, Community Assembly meetings and ThoughtExchanges, Dr. Wendy Craig’s research into the impact of COVID-19 on the FAS community, and the resulting Continuous Improvement Review for COVID Resposne.

The FAS Strategy for Excellence, Equity and Enrichment in Service (SEEES) was launched in November 2020. As Queen’s largest faculty with 30 departments of varying size and complexity, and in light of fast-growing and diversifying demands on staff that cannot always be accommodated within units, a more equitable and consistent approach to service and support is increasingly essential for FAS.

In conjunction with the competitions for four Queen’s National Scholar positions, FAS recruited for three additional positions in support of Black Studies bringing the total of new positions to seven.

- Queen’s Chair in Black Studies (Gender Studies)
- Assistant Professor in Black Studies (Gender Studies)
- Queen’s Black Religions (Religion)
- Queen’s Black Health and Social Change (Kinesiology and Health Studies)
- Black Creative Writing and Cultural Production (English and Gender Studies)
- Black Political Thought (Political Studies and Philosophy)
- Queen’s Radical Black Ecologies (Geography and Planning)

The Faculty also created and filled several new staff positions to support our people in 2020-2021, including Patricia Jelinski, Executive Director Communications and Marketing; Abdulrazzak Fallaha, Web and Digital Communications Manager; Maryanne Wainman, Project Manager, Organizational Design.

Supporting our People through Student Recruitment

Together with our campus partners, we exceeded recruitment targets for 2020-2021, with approximately 890 new graduate students and 3,210 new undergraduate students. While international undergraduate enrolment decreased, which is correlated to the pandemic, domestic enrolment increased. As mentioned previously, the Faculty also increased enrolment in Arts and Science Online in response to student demand, which was also associated with the pandemic.

In fall 2020, the School of Graduate Studies held a graduate recruitment fair online and FAS engaged with hundreds of potential students. To support the recruitment 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. Our “Think Grad School” OnQ website also had over 3,200 unique visitors in 2020-21.

In addition, 26 Dean’s Awards were awarded to graduate students last year, to bring the most competitive emerging scholars into our graduate programs.
There are four primary project phases and the first two have been completed: the DEFINE and DISCOVER phases have led to greater understanding of some of the greatest challenges and opportunities currently facing our Faculty, and identified some of needs of current staff, faculty, and students. Information was collected via surveys, small group discussions, research on comparator institutions, and strategic data analysis, and it is being used to expand our shared understanding of emerging challenges and opportunities. Survey results have also been analyzed and shared.

The DESIGN phase of the project began in July 2021, and we will continue to work collaboratively with stakeholder groups to explore challenges and opportunities in more depth, and begin to design solutions and articulate success measures. The final DO phase of the project is expected to begin in January 2022, when we will begin implementing solutions. This will be an iterative process that will take place over many months; solutions will be tested and refined on a smaller scale before eventually being employed Faculty-wide.

Launched in May 2021, the FAS Healthy Communities Program features a range of initiatives to support faculty and staff’s mental, physical, and social health and well-being. The first monthly webinars were the Building Empathy from the Inside-Out webinar featuring current Queen’s graduate student, alumnus and past University Rector Mike Young, and the Stress Reduction Toolkit webinar, which explored the newest research and what experts are saying about good and bad stress, and providing participants with tools to manage stress, including mindful communication.

As mentioned above, Dr. Amitava Chowdhury (History) was appointed the Special Advisor to the Dean this year. He is the first special advisor to be appointed in Pathways to Leadership program, which consists of three special advisor appointments. Each appointment is for one year in duration and will support a faculty member by providing them with an opportunity to realize a project, program, or initiative that advances the teaching and research mission of students, faculty members, and staff across FAS.

A Learning and Development Advisory team, composed of the FAS Human Resources Director and Project Manager, Organizational Design, and additional staff from across the Faculty, was established in 2020-21. The team has created a Learning and Development Guideline for managers as well as a new Learning and Development Fund for staff. Staff can apply to receive up to $1,000 per fiscal year.

We applaud everyone’s cooperation and commitment.
When it became apparent that the world would not be returning to “normal” anytime soon, the Dean’s Council (a dedicated group of alumni who act as advisors for Dean Crow) came together in collaboration with the Arts and Science Undergraduate Society (ASUS) to find new ways to support our students. The popular Life After ArtSci Summit was hosted for the first time ever in a virtual format, where students had the opportunity to hear directly from alumni speakers across the world who provided valuable insights into how their Arts and Science degrees have shaped their journey since leaving Queen’s and gave students advice on how to navigate a changing job market particularly in a post-pandemic world. Additionally, both groups partnered together to pilot a new alumni mentorship initiative, where students had the opportunity to be mentored directly by an Arts and Science alumni that works in their chosen field of interest. This pilot was a success and both ASUS and the Dean’s Council are looking forward to working together during the coming academic year to grow the initiative.

The critical work of researchers within FAS throughout the COVID-19 pandemic did not go unnoticed by alumni and philanthropists from across the world. In particular, the efforts of Dr. Arthur McDonald, an emeritus professor at Queen’s University and the co-recipient of the 2015 Nobel Prize in Physics, by alumni and philanthropists from across the world. In particular, the efforts of Dr. Arthur McDonald, an emeritus professor at Queen’s University and the co-recipient of the 2015 Nobel Prize in Physics, was able to quickly adapt and focus efforts on new initiatives that ensured the world class research Queen’s University is known for, was able to continue and that our students received the best possible learning experience in a remote learning environment.

As a result of COVID-19, many arts institutions lost their funding and had to hire students to work for them. An anonymous donor gave $25,000 in funding, allowing seven students to do a paid three-to-four-month placement. These placements have the ability to turn into full time jobs afterwards, or they provide the students with excellent experience and contacts within their desired fields.

Several new initiatives were undertaken to support increased funding for Indigenous initiatives and help increase Indigenous teaching and gathering spaces on campus. The fundraising case was finalized for support for Indigenous initiatives within the Faculty of Arts and Science and the fundraising case was also finalized for Indigenous climate change research in the Department of Geography and Planning.

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 can experience the tradition of excellence a Queen’s education provides.
By the NUMBERS

RESEARCH
11,108 external grants and contracts
62 international grants
$364.8 million external grants and contracts held
$18.9 million in internal grants
$140.5 million in infrastructure grants
$3.8 million in international grants
26 Canada Research Chairs (11 Tier 1, 15 Tier 2)
1 Canada 150 Research Chair
1 Canada Excellence Research Chair
48 Fellows of the RSC
8 Members of the RSC College
4 Early Researcher Awards

UNDERGRADUATE ENROLMENT
12,912 undergraduate students
1,691 international students
57 BSc. students
18 QIP interns
660 On-campus students enrolled in certificates
962 Part-time students
1,707 Distance students

GRADUATE ENROLMENT
1,791 Full-Time Graduate Students
841 PhDs
749 Masters
201 Professional
328 International

COURSES OFFERED
1,580 undergraduate
790 graduate
204 online

ADMINISTRATION
401 staff
578 faculty (tenured, tenured track, and continuing adjunct)
30+ departments

ALUMNI AND ADVANCEMENT
$6.12 million raised
1,044 donors
68,000+ alumni spanning 154 countries

OPERATING BUDGET
$156 million
Looking Ahead

At this point in time, looking ahead is both about literally planning for tomorrow, due to the ongoing pandemic and new government regulations, as well as planning for the longer term, ensuring we maintain our common vision and meet the goals in our Strategic Plan by completing planned initiatives. This charts our course through the next three years, and will enable us to continue to evaluate our progress and look beyond into the future.

Our return to campus in fall 2021 came with anxiety as well as excitement. With new vaccine policies and protocols, mask mandates, and plans evolving and being implemented on a daily basis, we resumed in-person academic activities. Pandemic and public health permitting, we are looking forward to the extension of these activities on campus in winter 2022 as well as the gradual return of all of our staff back to campus and will continue to plan for these transitions.

At the same time, we must rally together to complete the initiatives in our Strategic Plan and Continuous Review Process for COVID-19 Response. We will succeed only if we continue to work together, to demonstrate and not just state our commitment to our common vision, guiding principles and strategic priorities. Our community is our greatest strength and I am deeply grateful to each and every member of our community who has contributed to our success over the past year.

Please stay healthy and safe, and let us look and move forward together.
With thanks to our leadership team for 2020-21:
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 Studies and Global Engagement)
Jenn Stephenson, Associate Dean (Academic)
Bev King, Assistant Dean (Teaching and Learning)
Cormac Evans, Executive Director (Finance and Operations)
Patricia Jelinski, Executive Director (Communications and Marketing)
Sarah Roth, Executive Director (Development)

And looking forward to another outstanding year with our team for 2021-22:
Barbara Crow, Dean
Lynda Jessup, Vice-Dean (Faculty Relations)
William Nelson, Associate Dean (Teaching and Learning)
Jill Atkinson, Associate Dean (Academic) until December 30
Jenn Stephenson, Associate Dean (Academic) after January 1
Warren Mabee, Associate Dean and Director (School of Policy Studies)
Nicholas Mosey, Associate Dean (Research)
Sharon Regan, Associate Dean (Graduate Studies and Global Engagement)
Amitava Chowdhury, Special Advisor to the Dean
Cormac Evans, Executive Director (Finance and Operations)
Patricia Jelinski, Executive Director (Communications and Marketing)
Sarah Roth, Executive Director (Development)

Faculty of Arts and Science
Queen’s University
94 University Avenue
Kingston, ON, Canada K7L 3N6
www.queensu.ca/artsci