

Division of Student Affairs

2012-2013 Annual Report to Senate

February 2014

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Introduction

This report covers the period from July 1, 2012 to December 31, 2013.

The **mandate and mission** of the Division of Student Affairs is to provide a wide range of programs and services to:

- Recruit and support students through the application process and assist in the management of university enrolment;
- Promote student development and learning;
- Foster student health and wellness;
- Enhance the student experience at Queen's; and
- Contribute to the creation of an environment for student success and student engagement in academic pursuits and the co-curricular life of the university.

The division's work reinforces the university's academic mission and supports the broader learning environment. The division's core activities are implemented by professional staff across the following units:

- Athletics and Recreation (A&R)
- Health, Counselling and Disability Services (HCDS)
 - Student Health Services
 - Counselling Services
 - Disability Services Office
- Housing and Ancillary Services
 - Community Housing
 - Enrichment Studies Unit (as of 2013)
 - Event Services
 - Hospitality Services
 - Residence
- Office of the University Registrar (OUR)
 - Undergraduate Admission
 - Student Awards
 - Student Records and Services
- Office of the Vice-Provost and Dean of Student Affairs
- Queen's University International Centre (QUIC)

- Student Life and Learning
 - Four Directions Aboriginal Student Centre
 - Residence Life
 - Student Academic Success Services - Learning Strategies & The Writing Centre
 - Student Experience Office – Orientation, Transition, Leadership and Community Engagement

- Student Services and Community Relations
 - Ban Righ Centre (affiliated unit)*
 - Career Services
 - Office of the University Chaplain
 - Queen's Daycare Centre (affiliated unit)*
 - Student Town Gown Relations Office

*Each of these units has a separate Board but is affiliated with the Division of Student Affairs.

Goals and Outcomes

The units in the Division of Student Affairs provide a broad range of services to the campus community. The activities of some of the division's larger units are detailed in separate reports to Senate (e.g. [Athletics and Recreation](#)), and through the Senate Residence Committee.

The division's goals align with the university's Academic Plan. Highlights of progress in 2012-2013 across the portfolio are set out below.

The Student Learning Experience

1. *To enhance student engagement through increased opportunities in co-curricular learning, experiential learning and leadership opportunities in an inclusive environment that fosters global mindedness.*

Initiatives and Outcomes:

- The structure and operations of the [Queen's University Internship Program](#) were enhanced, increasing the number of registrants and placements by 25%.
- An experiential learning activities map and toolkit were created to support increased demand for this type of educational experience.
- "Majors Map" resources are being developed to help students visualize their academic and career path options.
- A Career and Academic Advising Committee was created to help better coordinate Faculty/School academic advising and career advising for students.
- A [Co-Curricular Opportunities Directory](#) was launched in January 2013 and currently has more than 250 listings.

- In 2012-13, \$20,400 supporting 25 student-led projects was distributed through the division's [Student Initiative Fund](#). This fund provides financial support for special projects and initiatives, particularly those providing extra- and co-curricular educational opportunities for students to build leadership, citizenship, intercultural awareness and/or community-building skills.
 - QUIC provided intercultural training through certificate programs and customized workshops to more than 400 students and staff participants.
 - An [expanded website](#) was built as part of enhanced individualized support to Queen's students seeking to apply for Rhodes Scholarships.
2. *To provide specific programming and support to prospective and first year students to ensure their successful transition to university studies, and to enhance learning strategies support for students in all years.*

Initiatives and Outcomes:

- The 2013 Summer Orientation to Academics and Resources (SOAR) program attracted 8% more students and 9% more parents and family members in its second year. The attrition rate of first-year students who attended SOAR 2013 is lower than the university-wide rate (1.7% vs 5.8%).
- [Q Success](#), a new transitional support program for first-year students, was developed and launched in Fall 2013. It brings together small groups of first-year students for weekly skills development sessions, facilitated by upper-year students and delivered by staff. Student demand exceeded capacity. The pilot year was funded by a donor who currently wishes to remain anonymous.
- [Bounce Back](#), an early alert and intervention program for first-year students struggling academically at the end of first term, was developed for launch in January 2104 with 20 peer facilitators. This is a partnership with the Faculty of Arts and Science and is supported by donors, including [The Jack Project @ Queen's](#). Student athlete peer tutors and Faculty of Engineering and Applied Science peer tutors also received training through this program.
- Athletics and Recreation developed and implemented an anti-hazing initiative that includes training for student athletes, coaches and staff.
- The division established a [Team-Building Activity Fund](#) to promote positive and inclusive student-led club and team events. Eight student clubs and teams received a total of \$4,310 in Fall 2013 for team-building activities.
- Communications to parents of the first-year class, including emails and letters, targeted web-based information and parent events were enhanced and expanded in partnership with the Office of Advancement and University Marketing. Results include increased parent contact information, increased parent inquiries and positive event feedback.
- Student Academic Success Services offered 5% additional 1:1 writing and learning services appointments and 22% more workshops to meet rising student demand.

3. *To enhance the student experience by providing excellent service to students in their interactions with all student services, ensure broad communication to enhance student awareness of campus supports, events, deadlines etc. and ensure broad recognition of student achievement to enhance the visibility and profile of the university.*

Initiatives and Outcomes:

- Queen's varsity teams and clubs captured five provincial banners in 2012-13 (and three to date in 2013-14); 291 student athletes earned Academic All-Star status (maintaining a minimum 3.5 GPA); 24 athletes earned national recognition, and 80 received provincial honours.
- Three gyms in the former Physical Education Centre (PEC) building were renovated and opened in December 2012 for intramural programs (eliminating a 1,000-long wait list), large events and exams.
- Nixon Field, a new outdoor artificial turf, opened in Fall 2012, as the home of Queen's rugby and to provide increased outdoor recreational opportunities for students.
- The number and range of stories about student achievement on the Queen's News Centre was increased.
- DSA's communications strategy was expanded, with a particular focus on social media; internal processes and coordination were enhanced to help maximize reach and effectiveness in promoting a broad range of student support services.

The Student Learning Experience and Reaching Beyond Globalism Diversity and Inclusion at Queen's

To support the university's enrolment goals working with faculties and departments to recruit, admit, support and retain domestic and international undergraduate students, including first generation, international students and students from underrepresented groups.

Initiatives and Outcomes:

- Overall undergraduate enrolment targets for 2013-14 were met. Queen's saw a 2% increase in total undergraduate applications for 2013-14 over 2012-13 and a 5% increase in first-choice applications.
- Queen's introduced early offers of acceptance for the 2013-14 admissions cycle; these are offers made based on grade 11 marks starting in December 2012. This practice is consistent with other universities and has led to an increase in acceptance rates for some programs;
- International student recruitment efforts were expanded; total international enrolment rose by 5.7% in 2013-14 over 2012-13.
- The [Queen's – Limestone Bridging program](#) was developed to attract international students to Kingston for their last year of high school and stay for university. This initiative launches in Summer 2014 with first year students starting at Queen's in 2015.

- Coordinated and targeted recruitment activities led to a 81% increase in the number of self-identified first-year Aboriginal students registered in 2013-14; The pilot year of *Q Success* included a cohort of Aboriginal students that supported their specific transition needs.
- Queen's signed an agreement with area colleges and Children's Aid Societies to support access to post-secondary education among youth who are Crown Wards.
- Queen's facilitated upper-year transfer applications for 2013-14, leading to a 20% increase in the number of transfer students to Queen's over 2012-13.
- On-line fee statements were introduced, providing students with a simplified printable record anytime.
- Approximately 40% of the undergraduate student population received Queen's financial aid, which included a \$500,000 increase in need-based bursaries and a \$500,000 increase in merit-based admission scholarships. This represented a 3.8% increase in total Queen's funds available to students over 2012-13.
- Queen's has the second largest number of Loran Scholars enrolled among Canadian universities with 20.
- Processes for the international student health insurance program, the pre-departure program for outbound students and the Off-Campus Activity Safety Program were simplified to increase access.
- Construction of **two new residences**, with a total of 550 beds, began in December 2013. Rooms are designed to appeal to undergraduate and graduate students and are expected to open for the 2015-16 academic year.
- The university renewed its lease arrangement with the downtown Confederation Hotel as a graduate residence option after receiving positive feedback during the pilot year in 2012-13.

Disciplinary and Interdisciplinary

To continue to foster partnerships and collaborations with faculties/schools, student government, campus units and the broader community and ensure coordination across the Student Affairs portfolio.

Initiatives and Outcomes:

- A Graduate Student Life Advisory Group was formed in partnership with the School of Graduate Studies that is advising the Deans on programs and practices that impact the graduate student experience with the broader goal of enhancing the health, wellness, safety and academic success of graduate students.
- The division expanded its collaborations with Faculties and Schools. These include the partnership with Arts and Science on *Bounce Back* and work with all faculties through the Academic and Career Advising Committee and the Advisory Committee on Academic Accommodations.
- Work continued with the City of Kingston and community partners on joint initiatives such as the 'Live and Work in Kingston' fair, Summer Job Fair, move-in/move-out planning and a variety of educational and outreach opportunities.

Community Health

To enhance proactive and responsive measures to maximize student health, safety and wellness.

Initiatives and Outcomes:

- Counselling resources expanded with the placement of [three additional counsellors](#) in the Faculty of Education/West Campus, the School of Graduate Studies and the Faculty of Engineering and Applied Science. This initiative is being funded by an anonymous donor.
- Counselling wait times for students in crisis continue to be no longer than 24 hours.
- Clinic hours in Student Health Services were increased, and include evening hours to increase on-campus access to physicians and the Service's mental health nurse.
- Wallet-sized "[green cards](#)" were developed for undergraduate and graduate students and distributed in partnership with the AMS and SGPS to encourage effective referrals. This initiative builds on the faculty/staff/TA "[green folder](#)" resource.
- [Results from the 2013 NCHA student health and wellness survey](#) have been posted and presented to groups across campus to inform programming and priority-setting. For example, Athletics and Recreation has used the data to promote getting the recommended 150 minutes of physical activity/week.
- Queen's was awarded \$1.4M from the Ontario Ministry of Training, Colleges and Universities' *Mental Health Innovation Fund* for two three-year research projects: one, with St. Lawrence College, will develop [student accommodation documentation standards](#) for mental health-related disabilities; the second project will develop a [peer mentoring program to support students with mental health problems](#).
- A building assessment of the former Physical Education Centre is being completed to determine the feasibility of renovating additional space to house a Student Wellness Centre, additional athletic facilities and new learning space.
- A 'lived experience' workshop, developed by Student Affairs and the AMS for residence students, was honoured with a Queen's Human Rights Award.
- Queen's [SeQure app](#), developed by the Campus Safety Working Group to promote student safety and awareness, won a 2013 Quality and Productivity Award from the Canadian Association of University Business Officers.

The Division of Student Affairs coordinates and participates in campus-wide committees, programs and initiatives, works with student governments and groups, engages with the local community and collaborates across campus with Faculties and Schools to support all students in their educational experience at Queen's.

<http://www.queensu.ca/studentaffairs>