

Division of Student Affairs

2014 Annual Report to Senate

February 2015

Submitted by Ann Tierney, Vice-Provost and Dean of Student Affairs

Introduction

This report covers the period from January 1, 2014 to December 31, 2014.

The **mandate** of the Division of Student Affairs is to **enhance the student experience from the first point of contact with the university through to graduation.**

The work of the division is collaborative and is delivered in partnership with faculties and schools, units across campus, student governments and groups, and community organizations.

A safe, active, caring, respectful, inclusive, healthy and supportive campus environment supports student learning, personal growth, retention, and success. The following **values** guide the division's activities:

- Excellence;
- Leadership;
- Service;
- Professionalism;
- Partnership;
- Collaboration; and
- Sustainability.

The division's **core activities** are implemented by professional staff and peer leaders across the following units:

- Athletics and Recreation (A&R)
- Health, Counselling and Disability Services (HCDS)
 - Student Health Services (SHS)
 - Counselling Services (CS)
 - Disability Services Office (DSO)
 - Health Promotion
- Housing and Ancillary Services (H&A)
 - Community Housing
 - Enrichment Studies Unit (ESU)
 - Event Services
 - Hospitality Services
 - Residences
- Office of the University Registrar (OUR)
 - Student Awards
 - Student Records and Services

- Office of the Vice-Provost and Dean of Student Affairs
- Student Life and Learning
 - Four Directions Aboriginal Student Centre (Four Directions)
 - Queen's University International Centre (QUIC)
 - Residence Life
 - Student Academic Success Services (SASS) - Learning Strategies & The Writing Centre
 - Student Experience Office (SEO) – Orientation, Transition, Leadership and Community Engagement
- Student Services and Community Relations
 - Ban Righ Centre*
 - Career Services
 - Office of the University Chaplain
 - Student Community Relations Office
- Undergraduate Admission and Recruitment

*The Ban Righ Centre has a separate Board but is affiliated with the Division.

Goals and Outcomes

The units in the Division of Student Affairs provide a broad range of programs and 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 standing [Senate Residence Committee](#)).

The division's work reinforces the university's academic mission and supports the broader learning environment. Initiatives align with the following university planning documents:

- Academic Plan (2011);
- Strategic Framework (2014);
- Strategic Mandate Agreement (2014);
- Teaching and Learning Action Plan (2014);
- Long-term Strategic Enrolment Management Framework (2014); and
- Campus Master Plan (2014).

The division's activities primarily fall under three of the four strategic drivers within the Strategic Framework:

- Enhancing the Student Learning Experience: Student Engagement and Skill Development;
- Internationalization; and
- Ensuring Financial Sustainability.

For each of the division's six goals, key initiatives, outcomes, and progress highlights achieved in 2014 are listed below.

Goal: Manage undergraduate enrolment planning

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Initiatives and Outcomes:

Undergraduate Admission

Overall undergraduate first-year enrolment targets for 2014-15 were met. Queen's experienced strong acceptance rates, with some programs exceeding expectations. See [2014-15 Enrolment Report](#), p. 6.

Outcomes in 2014-15 over 2013-14 include:

- A 5.5 per cent increase in total undergraduate applications, compared to a 2.1 per cent increase province-wide;
- A three per cent increase in applications from Ontario high school students, compared to a -3.4 per cent province-wide decrease among Ontario high school students applying to Ontario universities;
- A 13 per cent increase in applications from students not attending an Ontario high school, compared to a 10.6 per cent increase, province-wide. Of this 13 per cent increase at Queen's, 47 per cent were from international students; and
- New events for prospective students with offers of admission were held in Toronto, in addition to those held across Western Canada each spring, to provide additional opportunities to talk with attendees about Queen's unique student experience and living and learning environment.

International first-year enrolment

Expanded international student recruitment efforts for 2014-15 resulted in a 25 per cent increase in applications, a 62 per cent increase in offers, and an 83 per cent rise in acceptances among students from 109 countries. See [2014-15 Enrolment Report](#), p.5. These efforts include:

- A dedicated team in Undergraduate Admission and Recruitment focused on international recruitment, that includes a Director of International Recruitment, and a full-time recruiter based in Shanghai; and
- New interactive webinars for students who can't easily come to campus.

Aboriginal first-year enrolment

Queen's continues to enhance community outreach to elementary and secondary school-aged Aboriginal learners, as well as to potential graduate and professional students with several new events and recruitment initiatives launched in 2014.

Initiatives include:

- New programs for local Aboriginal elementary and high school students that expose them to options for post-secondary education, including Queen's;
- MedWAY (Medical Week for Aboriginal Youth), a collaboration among MedExplore, the ESU and Four Directions to engage grade 7-8 students in the many fields of Health Studies, building on the EngWAY initiative that focuses on the many fields of Engineering;
- Webinars for self-identified Aboriginal applicants to Queen's;
- Indigenous Graduate and Professional Days for participants interested in graduate and professional programs at Queen's; and
- The launch of Queen's Aboriginal Alumni Chapter.

For more details, please see [Aboriginal Recruitment Update, January 2015](#).

Outcomes for 2014-15 over 2011-12 include:

- A 30 per cent increase in the number of self-identified Aboriginal applicants through coordinated and targeted recruitment activities;
- A 61 per cent increase in offers; and
- A 93 per cent increase in the number of students registered.

See [2014-15 Enrolment Report](#), p. 8.

Upper-year transfer enrolment

New targeted recruitment and outreach activities in Spring and Summer 2014 resulted in a 48 per cent increase in the number of new upper-year transfer students at the university in 2014-15 to 136.

Financial Aid

Queen's financial aid consists of merit- and needs-based expendable funds from endowments, as well as operating dollars. Approximately 40 per cent of the undergraduate student population receives merit- and needs-based financial support totaling \$22 million, and an additional \$4 million of needs-based funding is distributed to graduate students.

Outcomes for 2013-14 over 2012-13 include:

- The total of need-based bursaries for undergraduate and graduate students increased by approximately \$1 million;
- The total for undergraduate merit-based scholarships increased by \$500,000 or 7.3 per cent;
- Approximately 53 per cent of the entering undergraduate class received an admission scholarship and/or need-based bursary, a 4.6 per cent increase;
- There has been an 81 per cent increase in recipients of the Queen's Excellence Scholarship since their establishment in 2006-7; and
- There has been a 97 per cent increase in the number of recipients of the Queen's Principal Scholarship since 2006-7.

Residences and Housing

Construction of the university's [two new residences, Brant House and David C. Smith House](#), has proceeded under budget, and on time - they will open in Fall 2015. The buildings will provide 550 additional beds, 18 new common rooms, and facilitate the return of a significant number (15) of common rooms across the residence system that have been turned into residence rooms to meet the first-year residence guarantee.

The David C. Smith House will be home to a new food outlet, modeled on The Lazy Scholar, to address increased demand from students in the new residences. This is in addition to four new campus food outlets, and two major renovations to food service locations since 2011-12.

Goal: Increase student transition supports, and retention through cross-divisional and campus collaborations

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, and Internationalization

Initiatives and Outcomes:

- Over 79 per cent of attendees at the 2014 [Summer Orientation to Academics and Resources \(SOAR\)](#) reported the event was 'very' or 'extremely' useful and relevant, including the sessions on Academic Expectations (92 per cent), living in residence (87 per cent), the parent session (86 per cent), the new student-to-student talk (84 per cent), the nuts and bolts of Enrolment Registration and Fees (80 per cent), and the lunch-hour Resource Fair (80 per cent);
- The university introduced an early move-in and transition program for first-year international students called [ATLAS](#) in Fall 2014. The program is being expanded in 2015;
- Registration among first-year students from all faculties and schools in [Q Success](#), a fall transitional support program funded by an anonymous donor, tripled in Fall 2014 for its second year. The program also continued to offer Aboriginal students an option to join an Aboriginal student cohort run by the Four Directions staff and trained upper-year Aboriginal students;
- [Bounce Back](#), an early alert and intervention program for first-year students struggling academically at the end of first term, has been expanded to students in all faculties and schools in its second year (2014-15). This initiative began as a partnership with the Faculty of Arts and Science, and is supported by donors, including [Jack.org](#);
- The [Ban Righ Centre](#) has increased its capacity to support women returning to education after a time away, or continuing their education while juggling family responsibilities;
- The [University Chaplain](#) has expanded outreach to a wide range of faith groups on and off campus, as the Queen's student population continues to diversify;
- The division's [Team-Building Activity Fund](#) that promotes positive and inclusive student-led club and team events distributed \$10,953.50 to 18 student clubs and teams in 2013-14;

- Outreach to first-year parents continued to expand in partnership with the Office of Advancement and University Marketing. Events were held in Toronto, Calgary and Vancouver in Fall 2014 and the university's [parents website](#) was updated and enhanced. Results include increased parent contact information, increased parent inquiries and positive event feedback.

Goal: Raise awareness of student achievement, student success and support services

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, and Internationalization

Initiatives and Outcomes:

- Queen's varsity teams and clubs captured four provincial banners in 2013-14 (and two so far in 2014-15);
- 328 student-athletes earned [Academic All-Star](#) status (maintaining a minimum 3.5 GPA) for 2013-14; 30 athletes earned national recognition, and 84 received provincial honours. Athletics & Recreation recognizes these students at the annual [Colour Awards](#) and through multiple platforms, internally and externally.
- Increased outreach and collaboration with faculty members resulted in more in-class writing and learning strategy sessions delivered by Student Academic Success Services (SASS);
- Collaborations with faculty/school representatives on the Academic and Career Advising Committee, the [Advisory Committee on Academic Accommodations](#) and the [Graduate Student Life Advisory Group](#) help to increase awareness of student services across campus;
- Work continued with the City of Kingston and community partners on joint initiatives including the largest-ever '[Live and Work in Kingston](#)' fair, [Summer Job Fair](#), [move-in/move-out](#) planning with the AMS and the renamed [Student Community Relations Office](#), and safety sessions with Kingston Police;
- SASS has increased 1:1 writing and learning support appointments by 34 per cent since 2011-12;
- Student participation in SASS workshops, including in-class sessions, and new programming like Dissertation Boot Camp, mini faculty-specific Boot Campus has increased by 19 per cent since 2011-12;
- Queen's 22 Loran Scholars in 2014-15, the second highest number among Canadian universities, were celebrated at a [special campus event](#) in January 2015;
- 280 Major Admission Award recipients were celebrated on campus at a special event in Fall 2014;
- The division introduced two new student honours in 2014: [the Brian Yealland Community Leadership Award](#) and the [Peer Leadership Award](#). Nominations for 2015 are open until March 5, 2015, and the recipients, along with all student employees and volunteers with Student Affairs will be celebrated at a reception in late March.

Goal: Optimize student health and wellness

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Initiatives and Outcomes:

Supporting student health and wellness continues to be a priority of the division.

- New wellness programming based on Queen's data from [2013 NCHA student health and wellness survey](#) was launched, including:
 - [Athletic and Recreation's "Get your 150"](#) campaign;
 - Peer-led health promotion workshops and resources focusing on:
 - [the importance of sleep](#),
 - [managing back pain](#), and
 - how to 'practice safe tech'; and
 - A new [financial literacy program](#) delivered by the Chaplain.
- The division continues to work with and support a campus planning-led initiative to consider uses for a renovated Physical Education Centre building on Union Street, including the possibility of housing an integrated Student Wellness Centre in the space;
- The [Miklas and McCarney artificial turf fields](#) opened on west campus, and have helped increase student participation in outdoor sports by 28 per cent since 2011-12;
- A fitness room is being added to the west campus Jean Royce Hall residence;
- Counsellors are based in the central hub of services provided by Health, Counselling and Disability Services in the Lasalle Building, as well as being located across campus in faculty and student buildings. A counsellor was hired for 2014-15 in the School of Medicine, bringing the total number of outreach counsellors to eight, a 166 per cent increase since 2011-12. Outreach counsellors are based in:
 - Residences (2);
 - the JDUC;
 - Queen's School of Business;
 - the Faculty of Education/West Campus;
 - the School of Graduate Studies; and
 - the Faculty of Engineering and Applied Science (the last three are funded by an anonymous donor).

These counsellors serve specific student populations, resulting in increased capacity within the central counselling service. Counselling wait times remain under 24 hours for those in urgent need.

- New resources introduced by Counselling Services include:
 - [three on-line self-help workbooks](#) to support students in managing anxiety, depression and practice self-care and compassion;
 - a [3-hour mental health workshop for faculty, staff and student leaders](#) to encourage a caring response to students in distress, effective referrals to professional resources, as well as to provide strategies to combat stigma. This program builds on the division's Green Folder initiative;

- monthly slides highlighting key support services that were distributed to faculty members and TAs that can be shown at the start of classes to increase student awareness; and
- [Queen's joined the "More Feet on the Ground"](#) online training initiative, a province-wide project of the Ontario Mental Health Innovation Fund;
- An additional 1.2 FTE advisor positions were added in [the Disability Services Office \(DSO\)](#) to help respond to an increasing number of students registered with that office. DSO staff levels have more than doubled since 2011-12;
- The division commissioned an [external review of HCDS](#) in Fall 2014 to affirm and/or identify opportunities to enhance the provision of high quality and effective health, wellness and accessibility services for students by HCDS, recognizing that HCDS operates within a campus-wide system of services offered by Faculties and Schools, as well as student government-run programs and supports;
- Queen's [SeQure app](#) content was upgraded and it became accessible for Blackberry 10 users;
- The division's [Sexual Assault Prevention and Response Working Group](#) comprising faculty, staff and students, supported the launch of a sexual assault survivor support group, [PEGaSUS](#), in Fall 2014 and has released an [Interim Sexual Assault Support and Response Protocol](#) for the university in advance of a permanent policy and recommendations.

Goal: Increase opportunities for co-curricular and experiential learning, engagement and leadership

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Initiatives and Outcomes:

[Career preparation](#) is increasingly seen by students as a key component of the university experience. Supporting the growth of co-curricular and experiential learning opportunities for students is a focus of many units across the division and has resulted in:

- A 25 per cent increase to date in opportunities through the [Queen's University Internship Program](#) for students in all disciplines;
- [44 "Majors Maps" resources](#) launched in January 2015 that help students visualize their academic and career path options;
- A Career Services -AMS partnership on a year-long social media campaign called ["It All Adds Up"](#) to help students see how their academic and extra-curricular activities can position them for post-graduation opportunities and success;
- Increased coordination of Faculty/School academic and career advising;
- A 48 per cent increase in the number of peers engaged in delivering writing and learning programming at SASS since 2011-12;
- The Fall 2014 launch of a ["Queen's Connects" group in LinkedIn](#), a partnership of Career Services and Alumni Relations. This new resource provides an online forum for students to have career conversations and network with alumni. To support students using LinkedIn effectively, Career Services is now offering [LinkedIn workshops and profile advising](#).

- More than 650 listings to date in the [Co-Curricular Opportunities Directory](#);
- \$17,850 distributed to support 19 student-led projects through the division's [Student Initiative Fund](#) in 2013-14. 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.

Goal: Increase revenues to support student services

Aligns with the Strategic Framework's drivers of Enhancing the Student Learning Experience: Student Engagement and Skill Development, Internationalization, and Ensuring Financial Sustainability

Philanthropic Support

The division has worked with the Office of Advancement and units across campus to secure philanthropic support for student life and health and wellness initiatives. The division gratefully acknowledges the contributions of donors to the [Queen's Parents Fund](#) and specific program funds. To date, generous gifts include:

- \$1.5M from an anonymous donor to support [Q Success](#) and three [faculty-based outreach counsellors](#) over several years;
- \$100K from jack.org for [Bounce Back](#);
- \$30K from a Queen's family to Bounce Back;
- More than \$40K from the Queen's Parents Fund for transition programs (Q Success, Bounce Back, embedded counselling etc.);
- [\\$50K from a Queen's family for a health promotion student intern position](#);
- \$17M towards [Stadium revitalization](#);
- [\\$5M from the Joyce Foundation for a secured bursary and scholarship endowment](#) for area students.

Ancillary Revenues:

The division operates large ancillary services in the Housing and Ancillary Services (H&A) portfolio that includes Residences, Community Housing, Event Services and the ESU. Athletics and Recreation is also partially ancillary-based. Ancillary services pay for themselves and ideally generate net revenue that is distributed to the division and to the university's central funds. Net revenue has been increasing and H & A's annual contribution to the division directly supports student services, while H&A's contribution to the university supports the institution as a whole.

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>