

**Queen's University
Athletics and Recreation**

Charting a Course of Excellence

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May 2007

**A Review of Athletics & Recreation at Queen's University
conducted at the request of Dr. Jason Laker,
Associate Vice-Principal and Dean of Student Affairs**

Executive Summary

The clearest fulfillment of the two goals of breadth of opportunity and a commitment to the highest standards of excellence is most achievable when Campus Recreation provides breadth of opportunity and Inter-University Athletics demonstrates a commitment to the highest standards of excellence, which includes success in competition.

Recommendation 1: That the Director and the Chairs work together to restructure Athletics & Recreation to provide both reporting lines and budget responsibilities that are clear and functional.

Recommendation 2: That the Chair, Athletics & Recreation, report directly to Office of the AVP & Dean of Student Affairs, with a dotted line to the Director of the School of Kinesiology & Health Studies, and that the title of the position be changed to Director, Athletics & Recreation.

Recommendation 3: That students be asked to raise the Athletics & Recreation Fee to a level that places them among the top five universities in Ontario.

Recommendation 4: That a strategic initiative be developed to engage athlete alumni in their sport. They need to be made aware of the important role that they must play in the welfare of athletic teams at Queen's.

Recommendation 5: That the Chair, Athletics and Recreation develop a marketing, sponsorship and promotional plan that will result in the increase of self-generated revenues.

Recommendation 6: That at a minimum, the University continues to provide direct and indirect financial support to Athletics and Recreation at a level consistent with the current model.

Recommendation 7: That the Chair, Athletics & Recreation develop a staffing model that defines roles, improves communication and clarifies the mission for Campus Recreation as a coherent unit.

Recommendation 8: That the Director of the School of Kinesiology and Health Studies and the Chair, Athletics and Recreation, examine the operations and programs of Instructional Programs and the Fitness and Lifestyle Centre and align specific activities with the appropriate structure. With few exceptions, the activities of Instructional Programs and the Fitness & Lifestyle Centre should be moved to Campus Recreation and restructured for organizational efficiency.

Recommendation 9: That the AMS and Athletics & Recreation together produce a memorandum of understanding on club approval, recognizing that it is the responsibility for Athletics & Recreation to sanction Physical Activity Based (sport and exercise) Clubs.

Recommendation 10: That the Chair, Athletics & Recreation commission a report on fees for instructional programs at other universities along with recommendations for possible fees for any Campus Recreation programs at Queen's and a suggested timeline for implementation.

Recommendation 11: That the Chair, Athletics and Recreation develop a department-wide model for camps that clearly defines the role of Campus Recreation and Inter-university Athletics in the planning, implementation, administration and revenue sharing.

Recommendation 12: That accessibility for persons with disabilities be integrated systemically within the work of Campus Recreation. Consultation with user groups is an essential part of this integration.

Recommendation 13: That Queen's University re-structure inter-university athletics in a way that fosters and supports excellence, providing teams with the necessary resources to be successful in inter-university competition.

Recommendation 14: That the Office of the University Registrar work in conjunction with Athletics & Recreation as well as with Faculties and Schools to develop a protocol that facilitates timely recruitment and offers of admission to outstanding student-athletes. That the Office of the University Registrar facilitate early pre-registration for student-athletes to assist in minimizing scheduling conflicts.

Recommendation 15: That Athletics & Recreation engage the necessary coaching support for each specific sport and give these coaches responsibility for the leadership and development of their respective programs. The Chair, Athletics and Recreation should develop the appropriate job description for the necessary coaching leadership for each sport. To the extent possible, full-time coaching positions should be established.

Recommendation 16: That Queen's University implements an excellence model for inter-university athletics and, commencing as soon as possible, engages in between ten and sixteen inter-university sports, based on the criteria ranking as well as budget and gender equity considerations.

Recommendation 17: That the UCA endorse the Classification Policy found in the document *Inter-university Athletics Policies*, and affirm that the next substantive review will take place in approximately five years time.

Recommendation 18: That the development of Sport Clubs be actively encouraged and supported. That Sport Clubs be administered within the Campus Recreation unit.

Setting the Context

Introduction

Athletics and Recreation at Queen's University has a long history. In the institution's earliest days, recreation was not foremost, with students in 1842 being described as "seldom taking relaxation, save perhaps a good long walk on a Saturday afternoon." [Neatby p8]. Yet it was stated by a student at that very time that, "One great defect was the absence of all gymnastic or callisthenic exercises..." and that he was, "conscious that a game of ball or cricket would have been of incalculable advantage both to body and mind." [p8] But these were all students who were studying to enter the ministry, and certain activities were seen as unbecoming. In the 1870's, there were complaints about inadequate space and equipment for gymnastics, with organized sports apparently confined to track competitions on October 16, University Day [p143]. In the 1880's, ice hockey and rugby-football were becoming organized sports. And since 1888 there has been some form of Athletic Committee as well as an athletic fee – initially \$1 per student. [p205] The first formal athletic competition between a Queen's University team and an outside opponent took place on October 11, 1882, when Queen's and RMC met for a rugby football game. [Daub p15] The tradition had begun.

Undertaking reviews of athletics and recreation at Queen's also has a history. One or both of us have been on campus for at least five reviews over the past 35 years. The Milliken Report of 1970 set the stage for Athletics and Recreation as we know it today, with its emphasis on breadth. The Dryden Report of 1997 was encompassing in its scope with its primary purpose being to inform the university whether it was on the right track with its philosophy and programs. More recent reports were focused, with the Williams report of 1998 looking at facilities, and the McFarlane review of 2002 focusing more on inter-university sport.

Action emanating from these reports has been a shortcoming of the process. Good ideas and clear recommendations have remained buried over the years. In the area of facilities for athletics and recreation, we now see ringing endorsement and substantial action by the entire university community. Similar clarity of purpose and direction is required across all aspects of the organization, programming, and delivery of athletics and recreation at Queen's.

It is our intention to make recommendations that are clear and that can be implemented.

Neatby, H, *and not to yield, Queen's University, Volume I 1841-1917*, McGill-Queen's, 1978

Daub, M, *GAEL FORCE: A Century of Football at Queen's*, McGill-Queen's, 1996

Background

While the history is interesting, and recognition of tradition is important, times change. It is important that we understand how we got where we are, but it is more important to articulate just where that is. We start with a look at Health and Wellness, then give a brief synopsis of the areas of Recreation and Athletics, followed by a look at Finances. Appendix 1 provides an overview of recreation and athletics at Queen's.

Health and Wellness

Compelling evidence exists that highlights the positive role of physical activity on health and personal well-being. Healthy levels of participation in physical activity and sport can influence many health factors including rates of obesity, the incidence of cardiovascular disease and increases in skill development, muscle strength, endurance, flexibility and bone structure. It has also been demonstrated that adolescents who participate in physical activity report less prevalence of smoking and report better exercise habits later in life. As well, physical activity is associated with lowering risks of diseases such as cancer, osteoporosis and diabetes.

Sport and participation in physical activity can also have positive influences on an individual's psychological and emotional development and well-being. Positive outcomes of participation include increases in life satisfaction, happiness and decreased stress. Participation can improve levels of self-esteem, self-respect and respect for others, all of which are important in the development of psychologically and emotionally healthy young people.

The positive relationship between physical activity involvement and personal well-being speaks to the need for Queen's Athletics and Recreation to continue to provide a range of opportunities and programs to engage the diversity of interests and experience of the Queen's community. A laudable goal would be to undertake a program to engage 100 per cent of our community in some form of regular physical activity.

Recreation

Recreation includes casual recreation, intramurals, instructional programs and three levels of recreation clubs. As well, for purposes of this review, relevant components of the Fitness and Lifestyle Centre are considered as part of recreation.

It is impossible to know exactly how many individuals are involved in recreation at Queen's. It is possible to make considerable use of facilities and never be counted: a group of students play an impromptu game of ultimate frisbee on Kingston Field; a staff member makes use of the Tindall Field track; a faculty member joins a group that has rented the ice for an hour of hockey. Alternatively, there are students who would be counted many times in the course of a week, being involved in VIP fitness, attending a recreational club, and participating on an intramural team. However, some good estimates are possible.

In Intramurals, some 5,000 students participate in 19 different sports and 34 distinct competitions. Recreation Clubs involve 3,000 students in 35 clubs. Each week, 1,500 students are involved in Instructional Programs. In addition, casual use of the recreation, dance, gym and fitness areas is estimated at 2,000 users per day – seven days a week

Inter-university Athletics

During 2006-07, there were 1,013 Queen's students involved in 24 Inter-university Teams and 23 Inter-university Clubs, 11 of which are designated as Ontario University Athletics (OUA) Clubs and participate in OUA competition. A wealth of data is available for each team, including their win-loss record, the cost of their travel, the coaching support, and so on. This is where 70 per cent of the overall Athletics & Recreation budget is spent.

The Canadian Inter-university Sport (CIS) annually hosts 15 championships, for a total of 19 teams (In some sports, a single championship event is hosted for men and women – e.g., swimming - while in other sports, separate championships are held – e.g., volleyball). Queen's has teams in each of the 19 sports: 18 Inter-university Teams and 1 OUA Club.

The OUA recognizes a total of 41 sports (20 for men and 21 for women), including all 19 CIS sports. Through Inter-university Teams and OUA Clubs, Queen's enters teams in 35 of the 41 OUA sports.

Finally, Queen's has 12 Competitive Clubs that are involved in inter-university competition but without any OUA or CIS affiliation.

That is the picture of inter-university participation. What about success? Queen's athletes and teams have had varied levels of success over the years, including some noteworthy highlights. Several teams have had long runs of success in the OUA, including:

- men's rugby: first in the OUA 10 times in 11 seasons, 1986 – 1996,
- figure skating: first in the OUA nine times in 12 seasons, 1994 – 2006,
- women's squash: first in the OUA for five straight years, 1992-97,
- men's volleyball: first in the OUA for the last two years.

Other teams have had good runs of performing consistently well in the OUA. But in the last few years, the year-end overview shows many more 5th, 6th and 7th place finishes.

Queen's Vision is to be the quality leader in Canadian higher learning, so our standard is not Ontario, it is Canada. Over the past 20 years, one Queen's team has won a CIS championship - football in 1992. There have been no CIS team champions in the intervening 14 years.

What would be Queen's "fair share" of CIS championships? With over 50 CIS schools and 19 championships, some simple math says that, on average, any one institution should win a CIS championship about every three years. Queen's University is significantly below that pace.

There have been examples of success by Queen's athletes in individual sports. Since 2000, Cross Country has two CIS individual gold medals, and Track has had one. And in those sports, over the years, eight athletes have gone on to compete in the Olympics. In Rowing, although there is no CIS championship, a Canadian championship is held. Each year there are Queen's individual Gold medalists – this year there were two. And every summer there are Queen's rowers competing on the world stage, in international competitions.

Queen's student-athletes are impressively successful in their academics. In 2006-2007, there were 111 CIS Academic All-Canadians and 97 OUA Academic All-Stars. Graduation rates match or exceed those of the larger student population at 90 per cent plus.

Finally, it is important to note that the overall university experience of student-athletes is significantly enhanced by their participation in sports. Literature in the area of success in university emphasizes the importance of getting connected, and literature on leadership development notes the three key aspects of challenge, mentoring and assessment – all elements that are part of being on an athletic team.

Finances

The overall budget for Athletics and Recreation is approximately \$4 million. This is funded through three sources: Student Fees; University Operating Budget; Self-Generated Revenues. As well, these three sources are supplemented by alumni giving, principally through booster clubs.

A closer look at these four sources is useful:

Student Fees: Under Provincial regulations, non-tuition ancillary fees are established under an approved protocol. At Queen's, we have the purest form – student referendum. In 1997, with the Athletics & Recreation Fee at \$75.18, students approved increases over the following three years, or \$20, \$10, and \$5. At a further referendum in 2001, students agreed to an annual increase based on CPI. As a result of these increases, the Fee for 2006-07 is \$126.63. As seen in the table in Appendix 2, students at nine other Ontario universities pay higher Athletics & Recreation fees – by their own decision. Other contributions by our students are laudable, but even the total of all ancillary fees that Queen's students paid in 2006-07, including the Queen's Centre capital fee, ranks eighth among Ontario Universities. Finally, students at most other institutions pay additional fees for specific programs such as instructional classes and even intramurals; Queen's students do not generally face such fees. The service value of the fee far exceeds the dollar value that is provided.

University Operating Budget: The University contribution to Athletics & Recreation has been subject to any and all annual budget cuts faced by the institution over the past decade or more. Annual cuts have occurred in all but one budget cycle since 1996.

Self-Generated Revenues: This is an area of enormous pressure. Over the past decade, energy and creativity in rental strategies and instructional programming have maximized the revenue potential. However, programming requirements associated with increases in student enrolment and therefore demands on internal programming have reduced the availability of facilities to generate rental income. The need to increase self-generated revenue is imperative as we move forward.

Booster Clubs: For several inter-university teams at Queen's, booster clubs and the support of alumni are essential. Rugby, football, rowing and sailing have all flourished due to the generosity of their alumni and friends.

Two other observations on the financial picture are important. First, Queen's faculty and staff have free membership in the PEC.

Second, the structure and flow of finances are convoluted and obscure. The UCA has responsibility for the allocation of student athletic fees; the Chair of Facilities has the funds for facilities management; the School provides yet another conduit for funding. Interestingly, very little of the money falls under the discretion of the Chair, Athletics & Recreation. There are people who understand the system and make it work. But it should be simplified and clarified.

Listening & Learning

The Consultation Process

Each of the reviewers has, in previous roles at Queen's, spent years engaging the issues that this review examined. In this fresh look, we were provided with a significant amount of information - see Appendix 3 for a partial list of the documents considered. These, along with written submissions and extensive discussions, provided a good picture of Athletics & Recreation today and a myriad of ideas regarding the future.

This data is brought to life by the people involved. We needed to hear the voices of student, coaches, administrators, faculty, staff, alumni, and other interested parties. In more than 20 meetings over the course of a month we met with 138 people. They were thoughtful; they were insightful; they were often passionate; and they were always helpful. A list of the groups that were consulted may be found in Appendix 4.

We met individually with administrative leaders, including the Principal, the Vice-Principal (Academic) and the Vice-Principal (Operations & Finance) and with student leaders, including the AMS and SGPS Presidents and the Rector, to solicit their opinions.

We also called for written responses and received 161. These too opened up for us areas of concern and made suggestions for future direction.

Throughout our consultation process we raised four questions:

1. *What should be the goals and priorities of Athletics & Recreation at Queen's?*
2. *What are the implications of the commitment to excellence, as stated in the Queen's Strategic Plan, for Athletics & Recreation at Queen's.*
3. *How would you define excellence in the*
 - *campus recreation program?*
 - *inter-university program?*
4. *How well are the interests of students being met by our current campus recreation (intramurals, recreational clubs, personal fitness) offerings?*

Some respondents addressed these questions directly. Many focused on one particular sport or activity. There was thoughtfulness and passion, insight and concern. We are indebted to all who took the time to attend sessions and to express their views in writing. Appendix 4 lists the names of all who participated in the review.

What we Heard – Recreation

When we asked “What is excellence in Recreation?” we heard a consistent answer across all fronts. The one word that was heard again and again was opportunity. Students want opportunity along a number of dimensions. They want diversity of opportunity, opportunity at a range of times, opportunity at various levels, and so on.

A second idea was heard repeatedly: health and fitness. Students want the opportunity to maintain an active and healthy lifestyle that complements the rigors of their studies.

Other ideas were heard. There is the idea of beginning an involvement that may last a lifetime. There are important social interactions that are a part of recreation. And they are willing to use and develop their own leadership skills; they do not expect everything to be handed to them.

Overall, students expressed high levels of satisfaction with Queen’s Recreation. This would appear to be a “good news” story at Queen’s. However, we can clearly do better. A number of concerns were thoughtfully articulated. Six areas emerged as requiring attention.

1. *Facilities*: This need is so obvious that little discussion is required. Facilities are inadequate in a number of ways, translating into issues of quality and availability. For general fitness, many students join health clubs outside of Queen’s. For intramurals, weekly competition is seen as desirable, but at times the interval extends to 10 days or two weeks. Recreation Clubs are typically allocated four hours per week and would prefer to have more. Facility issues are being addressed by the Queen’s Centre, Tindall Field and West Campus projects. We heard that facilities not only need to exist, but they need to be available and accessible, at a wide range of times, and particularly on weekends.

2. *Organizational Structure*: This has evolved over the years and is not currently reflective of what is needed. This involves budgets as well. In campus recreation, while the parts are good, the whole is not greater than the sum of the parts. A term that we heard a number of times was “silos.” And these silos have varied reporting structures. Intramurals and Recreation report to the Chair, Athletics & Recreation, while Instructional Programs and the Lifestyle and Fitness Centre are cost-recovery units reporting to the Director of the School. The structure is unwieldy and needs to be corrected.

3. *Communication – internal*: This is mostly a side effect of the organizational structure.

a. *among staff*: The areas are headed by qualified people, but they are under-resourced. In some cases they rarely have a chance to talk and compare notes. There is no regular meeting of the team of people who deliver campus recreation.

b. *to students*: While speaking highly of the programs, students voiced a great deal of uncertainty about what they could and could not do, about what their expectations should be, etc. They were often unaware of policies and procedures that involved them. The information is available, as are staff members to explain it, so it would be easy to fault the students. But this concern is widespread enough that it needs to be addressed

4. *Communication - external*: There is some good external communication, but in part, due to the issue of the silos as described above, it is not coordinated as well as it could be. For example, the attractive brochure produced by Instructional Programs (IP) describing summer program opportunities includes only the activities put on by IP. But there are other activities – for example some camps that are put on by coaches. The external community should not have to understand our silos; when they see a brochure on Queen’s programs, it should include all programs. This communication needs to be coordinated and enhanced. It really is a case of improving internal communication in order to improve external communication.

5. *Persons with Disabilities*: As we seek to fully embrace diversity at Queen's, it is essential that there be a broad spectrum of opportunity for persons with disabilities to be involved in sports and recreation. Planning for the new facilities has taken this into account. Now, programming needs to follow suit.

6. *Process for clubs changing status*: What if a club wants to compete against other institutions, and see their status raised in this regard? There needs to be a clear process to follow and a well-defined decision process codified.

What We Heard – Athletics (Inter-university Sport)

A significant proportion of the input we received throughout the course of the review was with regard to inter-university sport. We heard from student-athletes, coaches, alumni and administrators. We asked them to define what they meant by excellence in inter-university sport. And we also asked for any comments they wished to make about inter-university sport at Queen's. We heard a great deal that affirmed the importance of inter-university sport and we heard a great deal about the shortcomings of the program at Queen's. We describe what we heard in this regard before turning to excellence.

The strengths and weaknesses of inter-university sport at Queen's

Coaching: Not a negative word was heard about any of our coaches. They are respected and appreciated. On the other hand, we were told by the students that their coaches felt underappreciated by the institution. They invest an enormous amount of time for, in most cases, very little remuneration. Even for those for whom coaching is a significant part of their work, they are not full time. They are not available to the athletes for consultation or additional work in season or out-of-season. Nor do they have the time to provide suitable leadership with respect to the overall development of their programs.

Practice times: While not universal, it was heard broadly that practice times are not sufficient. The men's volleyball team is allocated 7.5 hours of gym time each week for practice; their competitors practice 12 hours per week and more. The swimming team has 10 hours per week in the pool; swimmers at other universities are in the pool 20-30 hours/week. Other sports echoed these sentiments. Some teams have gone so far as to rent space for additional practice time.

Other policies also limit practice times. For example, the prohibition against practices during December exams is an enormous disadvantage for those teams that will resume competition early in January. As one student noted, *"It is counterintuitive to have athletes train all season, then go more than a month with reduced or no training time."* One noted that, *"Healthy exercise would encourage healthy sleeping patterns and most likely a better academic performance."*

Strength and conditioning: It is an accepted part of inter-university sport to have a specialized strength and conditioning coach to work with the athletes, and to do this on a sport-specific basis. Although Athletics & Recreation funds a partial position in strength and conditioning, Queen's athletes noted a general lack of availability of these services at Queen's. As a result, many teams try to satisfy their strength and conditioning requirements from external providers at their own cost.

Finances: It costs athletes a significant amount to be part of an inter-university team at Queen's. At the team captains' meeting, one athlete noted that it cost him \$500 per year to be part of his team. When asked about this, virtually every athlete in the room agreed that it was this much or more, with some running as high as \$2,000. In the latter case, this is due to trips to competition outside of Canada that the team collectively agreed to undertake, beyond any that were funded by the university. But there are other large costs, such as \$400 for a competition suit for swimming. Mostly the costs were small but numerous. At \$15/day, the meal money does not cover the cost of meals on road trips. Athletes often require a half or full locker instead of a basket – and they pay for this. Our current level of finances does not allow for adequate support of our teams. Further, student-athletes, due to their time commitment to athletics, have less opportunity to work, thereby increasing their financial burden and the need for Athletic Financial Awards.

University support: There is an overall feeling that Queen's University is not committed to inter-university sport. This is the reaction of coaches and student-athletes alike. We might argue that this is not true, but we cannot argue with perception.

Coaches deal with various levels of administration. They want more help with recruiting. They need assistance with admissions, possibly involving some consideration on the part of Faculties and Schools, but more importantly involving procedural matters, such as earlier offers to student-athletes. They want to be able to offer Athletic Financial Awards more often and in a more timely fashion. They want to be competitive in the recruiting marketplace with other institutions.

Student-athletes face difficulties in establishing timetables that permit practice and competition. They run into issues with their courses, with extra classes being scheduled at practice times or exams being scheduled on championship weekends. Instructors, overall, are supportive and helpful. But that experience is not universal.

Fans: When it comes to sporting events, where are the Queen's students? Queen's is known for its school spirit. This is seen only sporadically in support of Queen's athletics. Part of this is cultural; support of high school teams is not strong across much of Canada, so it is not surprising that this would not change at the university level. But there is little effort to make it part of the Queen's culture. Upper-year students cannot inculcate first year students during Orientation Week with the idea that "this is what we do – we support our teams." Because it isn't. As well, the point was made, by athletes and coaches, that winning teams draw fans.

In order to explore this more deeply, we worked with a group of students who were investigating the attitudes of Queen's students toward Athletics & Recreation¹. In March 2007 they conducted a survey of students, receiving 350 responses. Results indicated that 76 per cent of respondents were largely unaware of Golden Gael competitions. Students stated that they were more likely to attend more games if teams had a winning record, but it would seem that the largest need is promotion.

What we heard with regard to Excellence in Inter-University Sport

When we asked, "What is excellence in Inter-university Sport?" we heard a variety of responses and experienced a lot of avoidance of the question.

¹ Armstrong, K, Barnes, S, Dainty, S, Jacob, D, Joudrie, L, *Queen's Student Opinions: Golden Gaels Athletics*, Queen's University, March 2007.

There are teams and individuals who make the clear statement that excellence in inter-university sport is necessarily equated to success in competition. The ultimate measure of excellence is national championships.

But there are others who do not support this.

Excellence to some is student development. Students involved in inter-university sport have the challenge of competition, the friendship of teammates, the advice of coaches, and the benefits of training. They are student-athletes whose university experience is highly enriched by their participation in inter-university athletics, win or lose.

Excellence to others is expressed as opportunity. This is particularly interesting as it begins to merge with what we heard about Recreation. It is simply an extension of those opportunities to a higher level. In some sports this can hardly be described as *elite* - possibly elite within the Queen's community, but not elite by any external measure or in the usual use of the word.

Satisfaction levels vary considerably across, and even within, sports. Overall, athletes are pleased to be part of Queen's Inter-university sport. Many would like the opportunity to be better, through better facilities, more coaching, higher levels of competition, and so on. This is a major challenge to address and is further engaged in discussion below.

A TIME FOR CHANGE

It will not serve the university community well to have Athletics & Recreation continue as they have. It is time for change. Considerations and any associated recommendations fall into three broad areas: Structural; Campus Recreation; Inter-University Sport. These are dealt with in turn.

Structural

Structural changes include organizational and financial changes in Athletics and Recreation.

Organizational

A number of changes in the organizational structure are needed. Those that are focused on improving the structure of Campus Recreation structure are discussed in that section.

We considered some specific organizational possibilities. Discussions with the Director of SKHS, the Chair of Athletics & Recreation, and the Chair of Facilities & Services indicated that we are all on the same page with regard to restructuring and the direction that it should take. Thus, rather than making specific suggestions here, we simply recommend restructuring that would include:

- creation of a single athletics and recreation department, amalgamating responsibility for facilities into the structure versus having a parallel division.
- eliminating the silos and aligning similar activities into coherent units, to increase operational effectiveness and efficiency and allow groups to share the workload.
- creation of a well defined management structure with clear job responsibilities, reporting lines and accountability framework.
- making revenue generation a priority for Athletics and Recreation, giving significant consideration to marketing, sponsorship and promotion.
- reviewing the budget process instituting new processes that simplify and clarify department budgets.

Recommendation 1: That the Director and the Chairs work together to restructure Athletics & Recreation to provide both reporting lines and budget responsibilities that are clear and functional.

One key question involves the title and positioning of the “athletic director,” a position currently called the Chair, Athletics & Recreation at Queen’s. This role reports to the Director of the School of Kinesiology & Health Studies, who in turn reports to both the Dean of Arts & Science (for the School) and to the AVP & Dean of Student Affairs (for Athletics & Recreation). Each of these roles reports to the VP(Academic). This reporting structure has drawbacks and makes extra work for the Director of SKHS.

The Queen’s Centre project may be well served by the Director of SKHS providing a coherent view for all aspects involving School, Athletics & Recreation. So it may be well to retain some reporting relationship between the Chair, Athletics & Recreation and the Director, SKHS. However, the direct reporting line for the Chair should be to a higher position in the university.

We considered a number of possibilities in this regard, and received some suggestions in the written submissions. The institutional commitment of Queen’s University to Athletics & Recreation is to some extent demonstrated by this. We ask that the Principal give some consideration to having the Chair, Athletics & Recreation as a direct report. For the moment, we recommend that the Chair, Athletics & Recreation report directly to the AVP & Dean of Student Affairs, while retaining a dotted line to the Director of the School. With this change, the title of the position can also be changed from Chair to Director, Athletics & Recreation, a term that is commonly recognized as identifying this role.

Recommendation 2: That the Chair, Athletics & Recreation, report directly to the Office of the AVP & Dean of Student Affairs, with a dotted line to the Director of the School of Kinesiology & Health Studies, and that the title of the position be changed to Director, Athletics & Recreation.

Financial

It is possible to propose all sorts of reallocation of funding, but what is really required is more money. What are the possibilities in that regard?

Students in General

The phrase “on the backs of students” makes us wince. It brings an undesirable image. It is also the reality of funding in Ontario Universities. Queen’s students are known for their spirit. They are glad that they came to Queen’s and rate their experience highly. But, as noted above, they are not the top contributors to athletics, or to student services in general, across Ontario. They have stepped forward with a wonderfully generous contribution to the Queen’s Centre. But fully utilizing that Centre requires programming that, in turn, requires funding.

Recommendation 3: That students be asked to raise the Athletics & Recreation Fee to a level that places them among the top five universities in Ontario.

Booster Clubs

Alumni support is an essential component to having a successful athletic team. Alumni and friends, working together through a booster club, provide both financial support and encouragement that are of significant value. There are only a few sports at Queen’s that have excellent booster clubs that have played an important role over the years. Football and rowing see consistently strong support. What works best is having a champion for a sport who takes on this role. It is draining for the coach to have to carry this initiative year after year.

Recommendation 4: That a strategic initiative be developed to engage athlete alumni in their sport. They need to be made aware of the important role that they must play in the welfare of athletic teams at Queen’s.

Self-Generated Revenue

Athletics & Recreation is under tremendous pressure to generate revenue lines to support operations and programs. The need for a comprehensive marketing and promotion strategy is vital for developing future revenue plans.

Recommendation 5: That the Chair, Athletics and Recreation develop a marketing, sponsorship and promotional plan that will result in the increase of self-generated revenues.

Institutional Support

Given the importance that we place on the broader learning environment, and the focus of the Strategic Plan, it is important that there be institutional funding. Some universities have gone to a completely ancillary model for their athletics programs. Queen’s should continue to support both athletics and recreation with operating dollars. But, although more dollars would be welcome, this is not the source that Athletics & Recreation should turn to at this time. We would label the level of operating support at this time as “appropriate,” particularly in relation to other Ontario Universities.

Recommendation 6: That at a minimum the University continues to provide direct and indirect financial support to Athletics and Recreation at a level consistent with the current model.

Campus Recreation

Some issues that arose in the Campus Recreation area were described above. Our suggestions and recommendations are dealt with here, along with further ideas.

Organizational

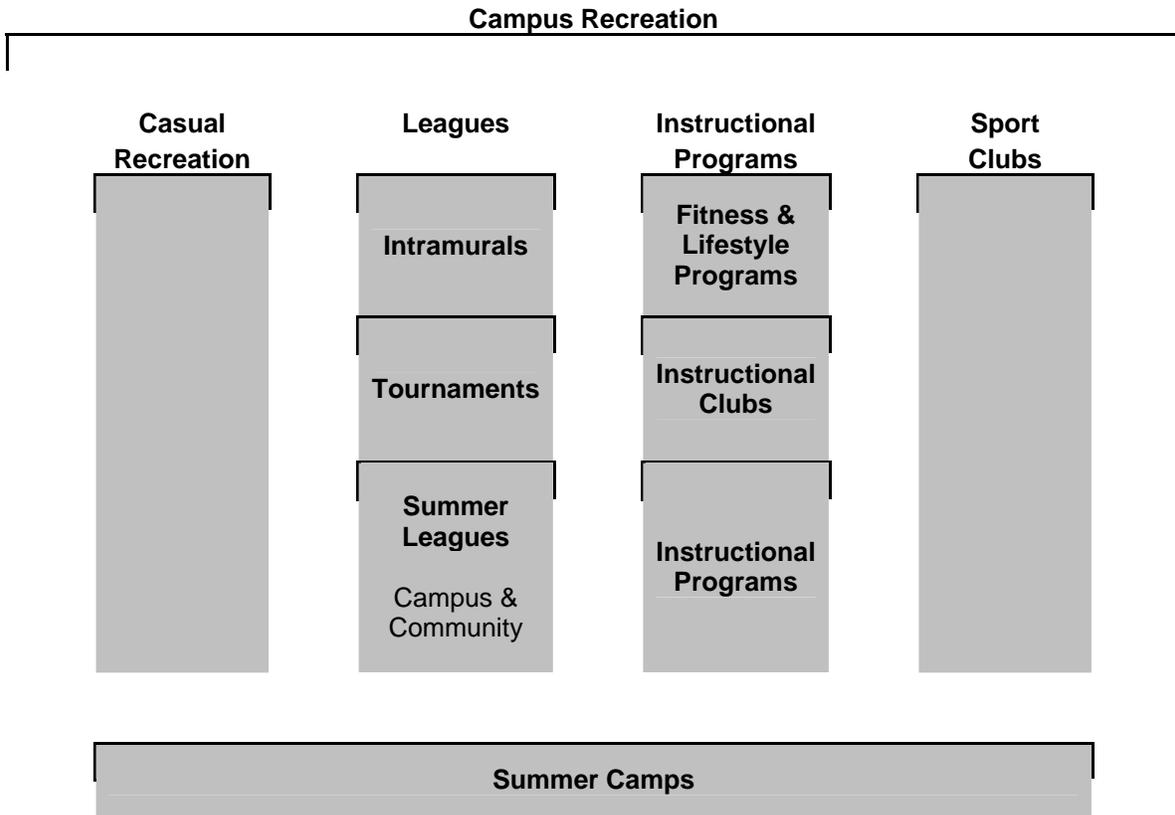
One major change that is needed is the development of a unified organization encompassing Campus Recreation. Intramurals, Recreational Clubs, Instructional Programs, Fitness & Lifestyle and Casual Recreation should not remain isolated silos but must become part of an integrated whole. There needs to be a unified mission statement for Campus Recreation, with each of the components articulating specific objectives that are unique and congruent with the mission. The focus is on promoting a healthy and active campus, with a strong emphasis on opportunity. And the mindset is one of customer service.

A unified Campus Recreation addresses a whole range of the issues raised, including those involving organization and communication. The Campus Recreation team needs to meet on a regular basis. They need to discuss their programs and publications and have a clear plan over the course of a year as to when separate publications are needed and when a single unified publication is best. Students should have a single point for information on all aspects of Campus Recreation. And if they end up at the wrong office – and they will – staff must be knowledgeable about all aspects of the program and easily respond to questions or refer students to the right office to handle their inquiry.

A unified Campus Recreation fosters greater creativity, cooperation and greater resource support to share workload during peak periods. If we are to promote a healthy and active campus, there needs to be a context in which that will happen. They need to address questions like: How can we provide an orientation to Campus Recreation for all new students? How can we introduce students to new facilities in order to lessen the intimidation and increase participation? What new programming is needed and in which areas? Are our hours meeting the needs of our students? Can we increase fitness among faculty and staff?

There is a natural grouping of programs that fall under Campus recreation, as seen in Figure 1. The continuum includes programming that provides opportunities for casual recreation, through “learn to” opportunities, through instructional programs, organized league play seen in intramural leagues, tournament play and summer leagues and summer camps. And there is a range of Sport Clubs that we will revisit in more detail. Recommendations 7 and 8 go hand in hand in addressing the need for restructuring.

Figure 1 - Schematic Model for Campus Recreation



Recommendation 7: That the Chair, Athletics & Recreation, develop a staffing model that defines roles, improves communication and clarifies the mission for Campus Recreation as a coherent unit.

Instructional Programs and the Fitness & Lifestyle Centre

Two units, Instructional Programs and the Fitness & Lifestyle Centre, are currently part of the School of Kinesiology and Health Studies. The programs that fall under Instructional Programs are more naturally administered as part of Campus Recreation. The Fitness & Lifestyle Centre has a dual activity structure. Some aspects of programming fall within the scope and mandate of Athletics & Recreation and can easily be defined as Instructional Programs, other areas are not so clearly defined.

Recommendation 8: That the Director of the School of Kinesiology and Health Studies and the Chair, Athletics and Recreation, examine the operations and programs of Instructional Programs and the Fitness and Lifestyle Centre and align specific activities with the appropriate structure. With few exceptions, the activities of Instructional Programs and the Fitness & Lifestyle Centre should be moved to Campus Recreation and restructured for organizational efficiency.

Sanctioning Clubs

The issue of the sanctioning of physical activity based clubs needs to be clarified and tightened. All clubs at Queen's require sanctioning/approval in order to gain club privileges such as the right to book facilities on campus. The AMS has an excellent process in place that works well, and most clubs go this route. Currently, their practice is to steer activity-based clubs to Athletics & Recreation for approval. There are anomalies from time to time that can easily be avoided.

Recommendation 9: That the AMS and Athletics & Recreation together produce a memorandum of understanding on club approval, recognizing that it is the responsibility for Athletics & Recreation to sanction Physical Activity Based (sport and exercise) Clubs.

Program Fees

For the past decade, students have had access to a wide range of Intramural, Campus Recreation and VIP Fitness programs at no additional cost. This was provided as part of their membership. In considering models at other universities, we found no other institution for which this was the case. Students generally pay fees for intramural participation and instructional programs. Given the importance of fitness and health, we do not want to see a decline in the involvement of students in physical activity based programs. It is a level of detail beyond this report to suggest specific fees for specific programs, but this is an area that needs careful consideration.

Recommendation 10: That the Chair, Athletics & Recreation, commission a report on fees for instructional programs at other universities along with recommendations for possible fees for any Campus Recreation programs at Queen's and a suggested timeline for implementation.

Summer Camps

Sport Camps of all types (fun day-camps to high performance elite camps) are important to the overall athletics and recreation program. They provide professional programs for the Kingston community as well as much needed resources for the department. There is a need to allow coaches to develop elite camps as a revenue source for their programs as well as offering employment opportunities for student-athletes.

Recommendation 11: That the Chair, Athletics and Recreation, develop a department-wide model for camps that clearly defines the role of Campus Recreation and Inter-university Athletics in the planning, implementation, administration and revenue sharing.

Persons with Disabilities

We need to work toward the participation of people with disabilities in every level of sport, fitness and leisure. It is important that this be made explicit in the broad area of Campus Recreation. Areas that need to be considered include classes and sport opportunities targeted to people living with chronic pain, limited mobility or illnesses such as anxiety or depression, in order to encourage their participation in health-promoting activities. Similarly, when there aren't a sufficient number of participants with disabilities to afford a focused class, a high level of awareness of such conditions on the part of instructors would enable them to adapt activities more readily to meet the needs of an individual in their group. As well, coaches and instructors with disabilities themselves need to be included in the staff complement, to be role models and educators and to encourage participation of people with a wider range in ability levels.

Recommendation 12: That accessibility for persons with disabilities be integrated systemically within the work of Campus Recreation. Consultation with user groups is an essential part of this integration.

Inter-University Sport

On April 1, 2007, at the 71st Annual Colour Awards, we looked across the ballroom at the assembled athletes and coaches and saw happiness and excitement. There was a genuine delight on the part of the athletes to be with their teammates. There was no doubt that their participation on a team had enriched their year at Queen's. This was clearly something that we as an institution needed to foster.

Then our eyes swung to the wall above the podium where, along with the Queen's flag and logo, hung one lone 2006-07 OUA Championship banner. It was for men's volleyball.

This epitomized the issues that we are wrestling with. On that day, in that place, the times of training and competition together, the growth and learning, and the friendships that had formed were what were most important. Winning would have been nice, but it wasn't, for the majority of student-athletes, what the year had been about.

The question then, is how an enriching experience can be provided for a thousand student-athletes every year, the kind of experience that they celebrate, while also increasing the opportunity for them – or perhaps only some of them – to be highly successful in their sports. Not because we simply want more banners; that is not the bottom line. Rather, it is for what a successful athletics program provides more broadly in increasing visibility, providing entertainment, and fostering spirit and pride in the institution.

We need to create the right environment – an environment that leads to winning. It is not all about winning, let's not ever make that mistake, but let's not be afraid to say that we want to win and are willing to make a commitment to do so.

rgc & jmd

We need to delve into a number of areas. We need to determine what is meant by excellence in inter-university athletics. We need to state the requirements for success in inter-university competition, including how to attract athletes and how to support coaches. At that point we can turn to a proposed structure for inter-university athletics at Queen's.

Excellence in Inter-University Athletics

Does excellence in Athletics at Queen's University mean winning or does it mean breadth of opportunity, or can it include both? We start with the fundamental values of Queen's University, looking first at our Mission and Vision statements.

Queen's Mission is "to be among the best" and to be "... recognized for: the exceptional quality of undergraduate and graduate students and programs in the arts, sciences and professions;" There is a sense that being among the best and being recognized would most probably involve something more than participation; success is implied.

In turning to the Vision Statement, we read that, "Queen's University will be recognized as an innovative, inclusive and rigorous community of learning and discovery, committed to serving as a national resource for the betterment of a global society".

And this leads to a key point. Our standards and ideas of excellence as an institution in academic areas should be seen broadly across all areas. When we say "to be among the best" in academics, we aren't thinking that this means, "have the most programs." We take it to mean that there will be rigorous and innovative programs taught by highly qualified faculty, using state of the art facilities, etc. Is there a parallel to athletics here?

Encouragingly, a number of submissions we received on this issue referred to Queen's Strategic Plan, approved by Senate in November 2006. Consider the following quotations from the Plan:

We must create an environment where the talents and potential of all members of the Queen's community are nurtured and valued.

...recruitment and student assistance strategies must be responsive to the increasingly competitive environment for attracting such talented students. Continuing to shape our learning environment and recruitment strategies in the context of the ever-changing needs of intellectually gifted students will remain our greatest challenge and, given our success to date, our greatest opportunity.

We will Enhance Our Distinctive Environment for Learning, including:

- A commitment to ... the highest standards of excellence across all of our programs and activities – both in and outside the classroom ...*
- We remain committed to the Queen's legacy of student engagement as expressed through ... sports and fitness activities ...*

We Will Mark Our Progress By Such Measures As:

- Number and breadth of opportunities for student involvement in university life beyond the purely academic (e.g., leadership opportunities, clubs, sports, ...)*

Even here, the tension still remains. Both "breadth of opportunity" and "a commitment to the highest standards of excellence" are valued. But they are not equated.

Following our reading of the background documents, our engaging in the consultations and our review of the written submissions, we reach the conclusion that:

The clearest fulfillment of the two goals of breadth of opportunity and a commitment to the highest standards of excellence is most achievable when Campus Recreation provides breadth of opportunity and Inter-university Athletics demonstrates a commitment to the highest standards of excellence, which includes success in competition.

We turn our attention to how a commitment to the highest standards of excellence, as evidenced by success in inter-university competition, can be achieved.

What is required for Inter-university Success?

Consider what the requirements are to be successful – to win national championships – in an inter-university sport. From all that we read and heard, the following is proposed as the list of essential requirements for an excellent program:

1. great athletes
2. excellent coaching – qualified & skilled; a coach athletes want to work under; for many sports, this means a full-time coach; provision for assistant coaches
3. institutional support
 - a. admission - the ability to attract and secure top level athletes
 - i. institutional commitment translates to Faculties & Schools
 - ii. timing of offers is early enough to attract prospects
 - iii. admissions assistance (someone who is familiar with varsity sport who would assist potential recruits with admission questions)
 - b. financial support for student-athletes – at the level of our competitors
 - i. Athletic Financial Awards (AFAs)
 1. sufficient number of AFAs
 2. appropriate timing of offers of AFAs.
 - ii. bursaries (a package specifically tailored to student-athletes)
 - c. access to summer jobs on campus to facilitate year-round training
 - d. recruiting – information, understanding of the process and support
 - e. tracking of academic performance of student-athletes
 - f. academic support (not just specific course tutoring, but laying out a four or five year academic plan for each student-athlete)
 - g. registration priority – minimize athlete scheduling conflicts by allowing early pre-registration / registration.
4. solid leadership/administrative support – wholehearted support for coaches and athletes; allowing coaches to participate in the overall direction and development of their sport and freeing coaches to focus on their role.
5. good facilities for training and competing – available at appropriate times for a suitable duration of time; available for athletes at off-times.
6. proper equipment
7. high level competition: play the best to become the best; variety (out of province; out of country)
8. year-round training – off-season and spring/summer training opportunities
9. program support
 - a. sports medicine
 - b. strength & conditioning – coaches and programs
 - c. academic tutoring
 - d. counseling
 - e. sponsorships

Attracting Great Athletes

If we are to have great athletes, we need student-athletes to come to Queen's. We asked coaches what it takes to get top student-athletes to come to Queen's, and we asked student-athletes what the factors were that they considered. Interestingly, there were many comments about student-athletes who came to Queen's in spite of what we had to offer in this regard. This is what we heard with regard to what student-athletes look for in choosing an institution.

1. an excellent academic institution,
2. with great facilities,
3. a coach they would like to work under,
4. with winning teams,
5. providing resources for strength and conditioning,
6. having a solid schedule of competition,
7. possibly having a history of making interesting trips,
8. providing financial support as needed,
9. showing keen interest, as evidenced by their recruiting efforts and timely offers of admission.

Clearly the extent to which these attributes are sought varies from student to student and, even more, from sport to sport. In some sports, virtually every student-athlete on a Canadian inter-university team was recruited; in other sports, the majority of student-athletes are walk-ons; they came to the institution and then tried out for the team. While we might prefer the latter model, it is not one that a single institution can opt for unilaterally. Our competition is those institutions that comprise the CIS and the OUA.

If athletes in a particular sport are generally recruited, we need to either recruit by providing adequate resources and support, or consider abandoning that sport. Typically, the higher profile the sport, and the greater the fan interest, the more important is recruiting.

It is suggested from time to time that Queen's high admissions averages are a barrier to successful recruiting. By and large, coaches express the opinion that, given the right support they can recruit great athletes who have the necessary marks for admission to Queen's. It is already policy at Queen's that there is some room at the margin. Queen's University Protocol for Inter-university Athletes (2002) states:

It is agreed that the ability of a prospective student to participate in inter-university athletics will be taken into consideration during the admissions process. The weight to be given to this factor is a matter for Faculties and Schools to decide and to apply in individual cases.

Support for Coaches

Successful programs are typically led by expert coaches.

Ideally, Athletics & Recreation should strive to achieve a position where all inter-university teams are supported by a coaching leadership structure that is equal to or greater than Queen's competitors, within our economic reality. Full time leadership is a necessity in some sports if we are to be truly competitive. UBC for example has full time Head and Assistant Coaches in selected sports; while this is not achievable in our current fiscal context it should be our goal.

Any reorganization or change in funding will undoubtedly leave a situation in which there are at least some part-time head coaches. It is critical that these coaches be supported and feel supported.

For the most part, Coaches want to coach, but they also understand the need to undertake administrative tasks in support of their programs.

To this end, some aspects of coaching support include:

1. Proactive expression of interest by administrators. Administrators should be seeking out coaches, inquiring as to their needs, providing support, etc. The entire ethos around coaches must be encouraging and affirming. They work far more hours than those for which they receive remuneration. They are a critical component and need to be valued and appreciated.
2. Coaches need more engagement with each other. They need regular meetings at which they can receive personal updates and can share ideas.
3. Coaching certification assistance should be available and its use should be encouraged.
4. Provision of strength and conditioning programs for athletes would be of significant benefit to coaches.
5. Part-time coaches need recruiting assistance. They need to be given a tutorial as to how the system works and what the possibilities are, and then receive regular updates on this.
6. Access to technology, such as video editing, should be available.
7. Equipment management and access is an issue for some coaches. This should be addressed.

A Proposed Structure for Inter-university Sport at Queen's

Queen's University is faced with three options with regard to Inter-University Athletics:

1. Status quo: without a significant increase in funding or a reduction in the overall program, inter-university sport at Queen's will continue to decline. It will be less and less attractive for student-athletes to attend Queen's, and the results that are achieved will decline. This is not a viable option.
2. Increased funding: The current programs at Queen's would require an annual infusion in excess of \$2 million to sustain. This includes coaching, travel, equipment, athletic financial awards and program support. While earlier recommendations may lead to increased support, it will not be of the magnitude needed to enable Queen's to sustain the current breadth of program.
3. Restructuring of inter-university athletics in a way that fosters and supports excellence. Teams are provided with the necessary resources to be successful in inter-university competition – as outlined in a previous section – including the ability to attract great athletes and the necessary support for coaches.

It is our recommendation that Option 3 be adopted.

Recommendation 13: That Queen's University re-structure inter-university athletics in a way that fosters and supports excellence, providing teams with the necessary resources to be successful in inter-university competition.

This excellence model includes our commitment as an institution to the essential requirements for an excellent program listed above, including attracting great athletes and supporting our coaches. As such, we propose two recommendations in support of this.

Recommendation 14: That the Office of the University Registrar work in conjunction with Athletics & Recreation as well as with Faculties and Schools to develop a protocol that facilitates timely recruitment and offers of admission to outstanding student-athletes. That the Office of the University Registrar facilitate early pre-registration for student-athletes to assist them in minimizing scheduling conflicts.

Recommendation 15: That Athletics & Recreation engage the necessary coaching support for each specific sport and give these coaches responsibility for the leadership and development of their respective programs. The Chair, Athletics and Recreation, should develop the appropriate job description for the necessary coaching leadership for each sport. To the extent possible, full-time coaching positions should be established.

Discussion

Given the value of being part of a team, it is important that this be fostered. We should have as many student-athletes on as many teams as we possibly can. So we need a structure that will enable this. It is called Sport Clubs, to be administered by the Campus Recreation unit. We need to recognize and support teams, facilitating their participation in competition, so that the student-athletes who are on them are enriched by the experience.

But we should also have inter-university teams - teams that compete at the highest levels, in keeping with the excellence model. In no small way does this contribute to the overall health of the institution. It is part of campus life. It is a source of unity, pride and spirit for students and for alumni as well. Sports attract media coverage in ways that nothing else we do at Queen's can. Sports provide entertainment for the university and the broader community.

So how do we decide which teams are inter-university and which are clubs? How do we structure the clubs in such a way that they provide a valuable experience for the participants?

Consider the current mix of teams across all of inter-university, teams, OUA Clubs, Competitive Clubs, and Developmental Clubs. While it is simplistic to use two ends of a continuum to describe athletes, it is helpful to think of the anchor points in the following way. At one end are those student-athletes who are enjoying the opportunities that they have and who want to see these continue. They might like to have more, but they see the realities and make the best of things. Some may like to have more competitive experiences while others are satisfied with the time commitment required and the competitive opportunities that are in place. At the other end of the continuum are those for whom the experience is less fulfilling. They are discouraged by the lack of support in relation to athletes they know at other institutions. They are at times embarrassed by their results. They want to achieve, and they want the institution to provide the support that they need in order to do this.

So one approach is to ask the student-athletes where they fit. After considerable interaction with student-athletes, we believe that we would have teams distributed along the entire length of the continuum. Some groups are quite happy to be developmental clubs and want to stay in that role. Others understand that operating as an OUA Club makes sense for them. But if we only went by what the student-athletes proposed, when the dust settled, too many would have positioned themselves as inter-university teams needing substantial resources. So we need to articulate criteria that can be applied to making this decision. These are discussed in the next section.

Criteria for Inter-University Sport

The *Criteria for Queen's Inter-University Team Status*, March 2002, provided the basis for the restructuring that occurred that year. The twelve criteria that were used did not have any associated weighting factor or scoring scheme.

In developing a set of criteria in this review, as well as an associated weighting and scoring scheme, we drew on eight different university and organization sources and considered well over 40 criteria. In order to be useful, criteria must be understandable, any standards they use must be achievable and they must be measurable.

We debated and discussed, thought and argued, always with the excellence model before us. There is no perfect answer, no one set of criteria that is provably right. We are fully aware that not everyone will like our criteria – possibly for thoughtful reasons and possibly just because of the results they produce. We do not see this as a static list. We present it as what is right for Queen's University in 2007.

We developed the following set of 20 criteria in nine specific and three broad categories.

Competition Criteria: *Excellence requires committed athletes, expertise in coaching, opportunity for high level competition and a demonstration of success.*

I Competition Structure:

1. Quality and accessibility of high level competition in a viable league structure

II Athletes:

2. Pool of Admissible Athletes:
3. Athletic Performance: (Individual – over past 3 years)
4. Academic Performance (Individual – over past 3 years)

III Competitive Success:

5. Team Performance (past 3 years)

IV Coaching Leadership:

6. Level of certification and availability
7. Experience in the university environment
8. Experience at national and international level
9. Coaching awards (over past 3 years – i.e. coach of the year)

Support Criteria: *The infrastructure required for delivery of an excellence model in athletics includes access to Facility, Administrative, Financial and Community support factors.*

V Facilities:

10. Access to competition-appropriate facilities

VI Administrative Factors:

11. Level of administrative support required

VII Financial Factors:

12. Cost per athlete
13. Revenue generation

VIII Community Support Factors:

14. Marketability
15. Number of spectators per home game
16. Alumni engagement

Sport Development Criteria: *The extent to which university-level sport plays an important role in that sport's "Sport Development Model" or is an important step toward a professional or international career.*

IX Sport Development:

17. Sport leads to national team/professional league or international competition
18. FISU games or FISU world championship exists for this sport
19. The Sport plays an integral part in the overall athlete development model for that sport

Applying the Criteria

An objective assessment instrument was developed based on the stated criteria. Staff in Athletics & Recreation provided the necessary data to perform the analysis. Use of the instrument for the existing Inter-University Teams, OUA Clubs and Competitive Clubs led to the following ranked order of these teams (note that there are ties):

1. Men's Volleyball
2. Women's Soccer
3. Women's Basketball
4. Men's Basketball
5. Football
6. Men's Soccer
7. X Country
8. Women's Volleyball
9. Men's Rugby
10. Rowing
11. Women's Ice Hockey
12. Track & Field
13. Golf
14. Figure Skating
14. Men's Ice Hockey
16. Women's Rugby
17. Women's Waterpolo
18. Swimming
19. Men's Waterpolo
20. Cheerleading
21. Wrestling
22. Women's Lacrosse
23. Fencing
24. Field Hockey
24. Sailing
24. Squash
27. Curling
28. Synchronized Swimming
29. Men's Lacrosse
30. Nordic Skiing
31. Men's Baseball
32. Ultimate
33. Triathlon
34. Mountain Biking

Given then, that all 34 of these teams cannot be funded at a level of excellence, nor can the current inter-university slate of teams, how many can be? And can we simply select from the top of this list?

We aspire to provide an inter-university opportunity to win, to compete at the national level, to as many teams as possible. There are a number of program-wide criteria or constraints that must be considered. These include seasonal balance, gender equity, availability of facilities and total available budget. There is also the recognition that we are in a volatile time in inter-university athletics. There are currently reviews underway at eight Ontario universities; Carleton and Brock have each withdrawn from a number of sports.

We turn first to consideration of the appropriate size of program, irrespective of budget. There needs to be a critical mass of teams in order to have a viable inter-university program. We need

an inter-university program that is right for a school this size, with this level of school spirit. Given a number of factors, including other successful Canadian inter-university programs, required institutional support from the Registrar and other offices, fund-raising capacity and market saturation, we believe that anywhere in the range of ten to sixteen teams is right for Queen's.

We turn to the largest single consideration, which is budget. With considerable assistance, we have estimated the cost of achieving a measure of excellence in inter-university athletics – of implementing the excellence model. In developing this model, we assumed that booster clubs would increase their contributions significantly, that increased revenues would be derived from gate receipts and that sport-specific camps would generate additional dollars to support the program. We did not assume that all teams would have full-time coaches or receive the maximum possible number of AFAs. The introduction of AFAs has and will continue to place extraordinary pressure on revenue sources to meet the demand – both internal and with respect to the competitive landscape. Over time, any institution that decides to invest in a particular sport will move to a full complement of AFAs for that sport. As a result, the bar will be moved higher, and the cohort of competing institutions will have to move in a similar direction to stay competitive.

With this approach to budgeting, we estimate that it is possible to fund ten teams under the excellence model, with little deficit. Each additional team that is added to the list results in a further funding deficit. Based on the excellence model, examples of the deficits are:

# of teams	Estimated deficit
10	\$40K
11	\$270K
16	\$1.3 million

In addition to funding, consideration must be given to gender equity. Football may always skew the numbers in terms of opportunities for men and women, but football aside, in an institution in which 56 per cent of the students are women, there needs to be gender equity in inter-university teams.

Facility and Cost Considerations for Inter-University Teams

For at least the next five years, and quite possibly longer, Queen's will not have its own ice rink. Operating the hockey program during this time will cost \$700,000 per year, or a total of \$3.5 million over the five-year period. The costs are higher when figure skating is added to the mix. Consider the following two statements:

- We are building a new state-of-the-art arena, so we should enthusiastically support our ice sports.
- We will not have our own ice rink for at least five years; the added cost over that time is prohibitive.

Both are thoughtful, sensible statements. The university needs to decide whether or not this cost can be borne over this period of time.

We face facilities issues for other sports. We will not have our own indoor track for at least five years. During this time the track & field team faces significant cost and inconvenience. This too needs to be given serious consideration by the university.

For field hockey, we do not have and will not have the required field. This particular issue was given a serious look. Field hockey requires artificial turf of a particular kind. While it is true that such a field can be used for other sports, it is not ideal and it does not perform well. It is not a field that Queen's is planning to install.

Swimming requires more hours than they now get in order to be competitive; there are simply no additional hours until the new Queen's Centre pool is opened. Although we are not formalizing a recommendation in this case, we would urge that, once the Queen's Centre pool is operational,

Athletics & Recreation undertake to develop, in conjunction with the community, a sustainable financial model that includes indoor water sports.

Recommendation 16: That Queen's University implements an excellence model for inter-university athletics and, commencing as soon as possible, engages in between ten and sixteen inter-university sports, based on the criteria ranking as well as budget and gender equity considerations.

The Future – Establishing a Process

Processes need to be in place so that the inter-university program is maintained in keeping with excellence. There need to be annual reviews in order to establish and discuss goals and the allocation of resources. But it is not appropriate for the status of teams to be changed from year to year. This needs to be much more stable.

Over a longer timeframe, we recommend five years as the norm, a full review should take place. This would involve establishing a Sport Review Committee for this purpose. The annual and substantive review processes are described in more detail in the Classification Policy that can be found in *Inter-university Athletics Policies*. That document also outlines the entitlements for inter-university teams.

Recommendation 17: That the UCA endorse the Classification Policy found in the document *Inter-university Athletics Policies*, and affirm that the next substantive review will take place in approximately five years time.

What About the Others?

What happens with those student-athletes who are on teams that are not designated as inter-university teams?

We have not decided that certain sports cannot exist at all at Queen's. There is a structure within which a wide range of sports and competitive levels may find a home. Athletics & Recreation and Students will work together to find whether or not there is an appropriate place for their sport within the proposed organizational structures.

Athletic competitions divide quite nicely along the lines that have been adopted by the OUA: league sports and event sports. Generally speaking, it is more difficult to sustain a club in *league* competition than it is in an *event* sport. Some teams that normally participate in a league schedule may find it impossible to exist in other than an inter-university framework. For other sports, a club structure works very well. The Competitive Sport Clubs structure is described below.

Further, it is proposed that there be an excellence fund administered by the Chair, Athletics & Recreation, available to assist elite athletes in individual sports who are able to compete at a national or international level. Athletes would be able to apply to this fund whether or not their sport was designated as inter-university at Queen's.

Other Competitive Opportunities – Sport Clubs

It is critical that a healthy system be in place that provides opportunity for competition. We return to the idea mentioned earlier and propose that a Sport Clubs structure be established and that it be administered by an enhanced and expanded Campus Recreation.

There is a wide range of sport clubs, from totally recreational to highly competitive. We envision two tiers of sport clubs.

In Tier 1 are teams engaged in competition that falls under an official university sport governing body, with competition leading to a championship, where there are a significant number of teams involved and that avail themselves of some coaching leadership.

Tier 2 teams are participatory in nature. They may be involved in only limited local or regional competition.

The proposed Sport Club structure is based on the sport model currently in place at the CIS, OUA, and other sanctioning bodies. These models are subject to review and change, so it is necessary that the criteria and application process for Sport Clubs be flexible to allow for ongoing review and change.

Recommendation 18: That the development of Sport Clubs be actively encouraged and supported. That Sport Clubs be administered within the Campus Recreation unit.

As with inter-university teams, specific criteria are required for competitive (Tier 1) clubs. The following broad criteria would be applied:

- I. Competition Structure Requirements
competitive opportunities, size of the competition field, travel and scheduling, and training
- II. Interest and Participation Requirements
participation base for the sport, student interest & leadership, selection process
- III. Coaching Leadership Requirements
necessity and/or availability of coaching, volunteer, or student leadership
- IV. Facility Requirements
availability and location of suitable training and competition facilities
- V. Financial Requirements
ability to generate revenue in support of the program, cost to individuals
- VI. Administrative Requirements
ability to administer and organize, liaise with Campus Recreation

These criteria are more fully described in *Sport Club Policies*.

Further work is required in order to finalize the status of clubs at Queen's. There must be careful evaluation with respect to the Sport Clubs criteria. Determining club status is partially dependent on decisions made regarding the inter-university program.

Not every team that can function in an inter-university program is sustainable in a Tier 1 Club model. For example, as described above, event sports are inherently more viable than league sports in a club structure. Particularly for league sports, the drastic reduction in the operating budget provided by Athletics & Recreation could result in a differential cost that is beyond what students could bear as a Tier 1 Club. As well, CIS sports that require compliance with eligibility and doping standards are difficult to support in a club structure.

Tier 2 Clubs consist generally of teams that were previously called Participatory (Blue) club teams. Any change in status for these teams would involve application as described in *Sport Club Policies*. We note, for example, that Women's Fastpitch might well move to Tier 1.

Resources for Teams and Clubs

In our discussions with athletes, we found that one of the things that was most important to them was clarity. They want to know what their entitlement is and what is expected of them. It is critical that this information be readily available and easily understandable.

In two associate documents, *Inter-University Athletics Policies* and *Sport Club Policies*, we have drafted an *Entitlement Policy* for each respective group.

Conclusion

The conclusions drawn and the recommendations that were made were not ones that we could have foreseen. We have both been at Queen's for a very long time, and for much of that time, Queen's philosophy of broad-based sport was fine. It no longer is.

We empathize with those athletes, coaches, alumni and fans who feel disenfranchised by this new direction. It is our hope that, over the next few years, a strong system of clubs will fill whatever lack is felt in the short term.

We are optimistic that Queen's students will agree to a significant increase in the Athletic & Recreation Fee, thus allowing the proposed level of programming to continue and possibly be enhanced. This is an area in which there has always been support in the past and we think that this will occur again. Most students are probably oblivious to the fact that their fee is so low compared to their compatriots at other institutions; they have not approved a higher fee because they have simply never been asked to.

We are optimistic that Booster Clubs will respond in a significant way, and particularly so with respect to Athletic Financial Awards.

We recognize the amount of work that lies ahead for Athletics & Recreation. This report proposes that certain actions be taken. These will involve significant time and energy, both physical and emotional.

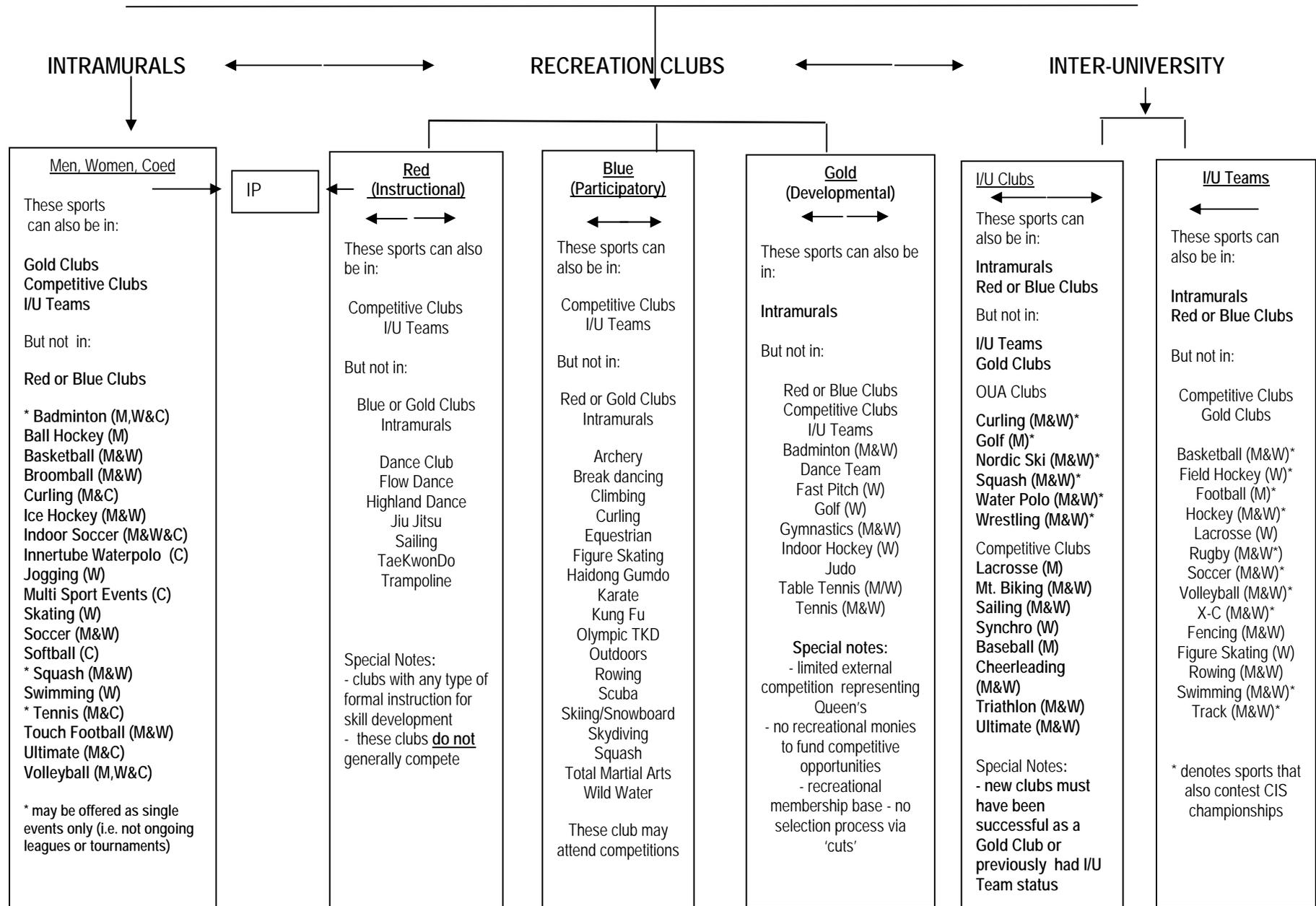
We are optimistic about the future of Athletics & Recreation at Queen's. We have excellent leadership, wonderful coaching and superb students. Opportunity will be provided and excellence will be achieved.

Cha Gheill

APPENDIX 1

Athletics & Recreation Division
Sport Flow Chart

REVISED MARCH 2007



Men, Women, Coed

These sports can also be in:

Gold Clubs
Competitive Clubs
I/U Teams

But not in:

Red or Blue Clubs

* Badminton (M,W&C)
Ball Hockey (M)
Basketball (M&W)
Broomball (M&W)
Curling (M&C)
Ice Hockey (M&W)
Indoor Soccer (M&W&C)
Innertube Waterpolo (C)
Jogging (W)
Multi Sport Events (C)
Skating (W)
Soccer (M&W)
Softball (C)
* Squash (M&W)
Swimming (W)
* Tennis (M&C)
Touch Football (M&W)
Ultimate (M&C)
Volleyball (M,W&C)

* may be offered as single events only (i.e. not ongoing leagues or tournaments)

IP

Red (Instructional)

These sports can also be in:

Competitive Clubs
I/U Teams

But not in:

Blue or Gold Clubs
Intramurals

Dance Club
Flow Dance
Highland Dance
Jiu Jitsu
Sailing
TaeKwonDo
Trampoline

Special Notes:
- clubs with any type of formal instruction for skill development
- these clubs **do not** generally compete

Blue (Participatory)

These sports can also be in:

Competitive Clubs
I/U Teams

But not in:

Red or Gold Clubs
Intramurals

Archery
Break dancing
Climbing
Curling
Equestrian
Figure Skating
Haidong Gumdo
Karate
Kung Fu
Olympic TKD
Outdoors
Rowing
Scuba
Skiing/Snowboard
Skydiving
Squash
Total Martial Arts
Wild Water

These club may attend competitions

Gold (Developmental)

These sports can also be in:

Intramurals

But not in:

Red or Blue Clubs
Competitive Clubs
I/U Teams
Badminton (M&W)
Dance Team
Fast Pitch (W)
Golf (W)
Gymnastics (M&W)
Indoor Hockey (W)
Judo
Table Tennis (M/W)
Tennis (M&W)

Special notes:
- limited external competition representing Queen's
- no recreational monies to fund competitive opportunities
- recreational membership base - no selection process via 'cuts'

I/U Clubs

These sports can also be in:

Intramurals
Red or Blue Clubs

But not in:

I/U Teams
Gold Clubs

OUA Clubs
Curling (M&W)*
Golf (M)*
Nordic Ski (M&W)*
Squash (M&W)*
Water Polo (M&W)*
Wrestling (M&W)*

Competitive Clubs
Lacrosse (M)
Mt. Biking (M&W)
Sailing (M&W)
Synchro (W)
Baseball (M)
Cheerleading (M&W)
Triathlon (M&W)
Ultimate (M&W)

Special Notes:
- new clubs must have been successful as a Gold Club or previously had I/U Team status

I/U Teams

These sports can also be in:

Intramurals
Red or Blue Clubs

But not in:

Competitive Clubs
Gold Clubs

Basketball (M&W)*
Field Hockey (W)*
Football (M)*
Hockey (M&W)*
Lacrosse (W)
Rugby (M&W)*
Soccer (M&W)*
Volleyball (M&W)*
X-C (M&W)*
Fencing (M&W)
Figure Skating (W)
Rowing (M&W)
Swimming (M&W)*
Track (M&W)*

* denotes sports that also contest CIS championships

APPENDIX 2

Undergraduate (Arts & Science) Compulsory Ancillary Fees in Ontario

<i>Institution</i>	Yor	Nip	Tor	Ott	Wes	Gue	Wat	Tre	Car	Que	Win	McM	Lak	Lau	Bro	Rye	WLU
Total Ancillary Fees	841	820	873	453	876	828	598	1,141	543	794	700	830	547	492	571	548	776
Collected & retained by institution	510	487	566	250	356	315	247	708	277	161	340	295	234	191	160	205	283
Collected on behalf of student government	331	334	307	203	520	514	350	433	266	633	360	536	313	301	411	343	492
Athletics Fee	234.00	210.00	209.82	185.16	163.84	158.06	153.42³	142.99	138.82	126.63	115.10	98.42	90.00	85.95	84.60	59.19	
Other¹		30.60									97.30		95.00		50.00		
General Student Service Fee²	276.03	131.75	160.26		148.64	87.40	244.00		33.00		115.20		70.00		61.65	280.00	

¹ Some of these other fees may have a recreation component (e.g., Ottawa, \$50 Fitness Centre fee)

² Institutions that have a General Student Service fee may use this fee to cover the costs of Athletics & Recreation, or Recreation alone, or neither.

³ For Waterloo, the Athletic fee is part of the Student Services fee. The university provided this figure; it is part of the 244.

Source: Summary of Fees for Ontario Universities 2006-07

APPENDIX 3

Documents Reviewed

DOCUMENTS PROVIDED AT THE OUTSET OF THE REVIEW (1-25)

1. Background and Rationale

Internal Information

2. Organizational Chart & Position Descriptions
3. Sport Flow Chart
4. UCA Committee
 - o Constitution – September 2005
 - o By-Laws – September 2005
 - o Membership List 2006-07
5. UCA Budget Information
 - o Fall Budget Report – October 2006
 - o Budget Committee Report 2006-07
 - o 2007-08 UCA Budget Premise, Procedure and Time Line
6. UCA Report to Senate - October 2006
7. Instructional Program Report – 2005-06
8. Fitness and Lifestyle Centre Report – 2005-06
9. Annual Inter-university Program Review 2005-06
 - o Coordinator's comments by sport
 - o Facility Analysis
 - o Financial Breakdown
 - o Sport Analysis
 - o Coaching
 - o Association Statistics
10. Criteria for Queen's Inter-university Team Status – March 2002
11. Athletics and Recreation Program Review
 - o Final Report – April 2002
 - o Progress Report #2 – March 2002
 - o Progress Report #1 – January 2002
12. Athletics and Recreation Strategic Plan – Step 1 (not completed)
13. Athletics and Recreation – Five Year Plan – March 1998
14. Athletic Booster Clubs
 - o List of Current Booster Clubs – September 2006 Account Balances
 - o Sports Booster Clubs – Policies and Procedures – March 2005
15. Other Programs
 - o Summer Graduate Soccer League Summary
 - o Recreational Summer Softball Report
 - o Queen's Golf Tournament

External Information

16. University of Waterloo Evaluation Criteria for Inter-university Sport Programs
17. O.U.A. New Sport Model – November 2002
18. O.U.A. Sports – 2005-06
19. C.I.S. Sports Offered by Universities
20. C.I.S. Program Renewal Final Report – January 2005

Facilities and Services Information

21. Facility Policy and Procedures – May 2005
22. Facility and Services Overhead Costs & UCA/Coaching Funding
23. Hours of Operation

- 24. Rental Rates
- 25. Memberships and Services

SUPPLEMENTAL DOCUMENTS (26 - 28)

- 26. Alumni Giving, by Sport
- 27. Dryden Report, 1997
- 28. Summary of Inter-University Results (1986-2007)

APPENDIX 4

Participants in the Athletics & Recreation Review

This review involved wide consultation, including an open forum to which the university community was invited and 10 separate group meetings with those people who are most active in the athletics and recreation programs. These included staff, sport club presidents, varsity team captains, head coaches, faculty sticks and unit representatives and various committees. Meetings were held with:

Team Captains and Competitive Club Presidents	Intramurals – Residence Sticks and Operations Staff
Inter-University Head Coaches	Athletics & Recreation Staff - Inter-University
Golden Gaels Athletic Club	Athletics & Recreation Staff – Campus Recreation
Campus Recreation Clubs	Athletics & Recreation Staff – Facilities & Ops
University Council on Athletics	Instructional Programs / Lifestyle & Fitness Programs

We met with people individually and considered the opinions of 161 students, alumni, faculty, former coaches, university trustees and parents who submitted their input via email from across the country and beyond. All together, a total of 285 people offered their ideas to the athletics and recreation review. They were:

Alexandra Aasen, Cross Country, Track; Neil Acton, Athlete; Colin Alexander, Rugby; Teresa Alm, Associate Registrar; Ben Andrews, Alumni, Rugby; Jesse Atkison, Rugby; Edison Au, Alumni, Rugby; Charlotte Aust, Athlete; Shane Baddeley, Rugby; Erin Bailey, UCA, Rugby; Sarah Barnes, Athlete; Jeff Barr, Athlete; Don Bayne, Alumni, Board of Trustees; Will Beattie, Rugby; Blair Besley, Alumni, Rugby; Matthew Biehl, Athlete; Barbara Binczyk, Parent, Rugby; Thomas Binczyk, Rugby; Grant Bishop, Former Rector; Chris Bonn, Alumni, Rugby; Jo-Anne Brady, Registrar; Chris Brens, Athlete; Corey Brown, Intramurals; Warren Brown, Intramurals; Simon E. Brown, Alumni, Rugby; Rob Bruce, Alumni, Rugby; Jon Brunetti, Rowing; Irène Bujara, Chair, Queen's Accessibility Committee; Wayne Bulak, Track Coach; John Burge, Faculty; Russell Butler, Wrestling; Blair Carpenter, Rugby; Michal Cegielski, Alumni, Rugby; Jeff Chan, UCA; Tammy Chesebrough, Staff; Paul Chesser, Staff; Michael Chew, Swimming; Megg Christensen, Alumni, Cross Country; Alistair Clark, Rugby; Jennifer Clarke, Alumni, Cross Country, Track; David Clinhead, Athlete; Rachel Coens, Figure Skating; Rory Connolly, Alumni, Rugby; Emmet Connolly, Alumni, Rugby; Nigel Costeloe, Alumni, Rugby; Miranda Costie, Hockey; Jean Cote, Faculty; Maureen Cranston, Staff; Jim Crowe, Alumni, Cross Country, Track; Margaret Cumming, Alumni, Cross Country, Track; Mason Curtis, Rugby; Leslie Dal Cin, Chair, Athletics & Recreation; Merv Daub, Professor Emeritus; Patrick Dean, Vice Principal (Academic); Michael Delouche, Campus Rec; Roxy Denniston-Stewart, UCA, Associate Dean of Student Affairs; Graeme Dibden, Rugby; Luke Dineley, Alumni, Rugby; Alex Dissette, Rowing; S. Jane Donald, Alumni, Cross Country, Track; Don Duffey, Staff, Water Polo Coach; Kevin Dunbar, Varsity, Cross Country; Ewan Dunn, Rugby; Dave Ellis, Alumni, Rugby; Cameron Evoy, Basketball; Lisa Eyles, Staff; Scott Feddery, Rowing Coach; Tamara Ferguson, Track Coach; Paul Finkbeiner, Alumni, Rugby; Erin Flegg, Campus Rec; Luke Follwell, Rugby Coach; Andrew Follwell, Alumni, Rugby; B. Michelle Fortner, Athlete; Colin Frenke, Rugby; Jim Friars, Alumni, Rugby; Royce Fu, Alumni, Rugby; Lyndsey Gauley, Basketball; Brett Gibson, Hockey Coach; Audrey Giles, Alumni, Cross Country, Track; Ian Gillespie, Rugby; Erik Girard, Alumni, Rugby; Pat Glasso, Alumni, former Director of Athletics; Evan Glowacki, Varsity, Rugby; Alison Godwin, UCA; Thomas Goetz, Rugby; AJ Goodman, Rugby; David L.A. Gordon, Faculty; Fraser Grant, Rugby; Katie Greenham, Field Hockey; Kathy Greenslade, Staff; Brad Greenwood, Staff; Blair Guilfoyle, Alumni, Rugby; Justin Hall, UCA, Track; Nicholas Hall, Rugby; Mike Hamata, Rugby; Johanna Hannan, Intramurals; David Harley, Intramurals; Jordan Harpur, Alumni, Rugby; Chris Hartman, Athlete; Brett Hayhurst, Alumni, Rugby; Rod Heard, Alumni, Rugby; Katya Herman, Rowing; Karen Hitchcock, Principal; Jenny Hogsden, Rowing; Tim Hou, Judo; Liza Howard; Jason Howes, Wrestling; Rob Howes, Alumni, Rugby; Paul Hughes; Peter Huigenbos, Rugby Coach; Debbie Hurley, Staff; Peter Hutchinson, Parent, Rugby; Chris Hutchison, Alumni, Rugby; Sarah Im-

Jenkins, Water Polo; Kathy Jackson, UCA, Faculty; Adam Janikowski, Alumni, Rugby; Dave Jarrell, Alumni, Rugby; Kirsten Jewell; Thomas Jilek, Rugby; Anna Kazmierska, Interamurals; Bert Kea, Golf Coach; Scott Keddey, Athlete; Trevor Kidd, Rugby; Robert Kitz, Cross Country; Jeannette Kobelka, AMS, Accessibility Queen's Co-Chair; David S. Korrell, former Cross Country and Track Coach; Don Kramer, Alumni; Shane Lakins, Cross Country Coach; Elizabeth Lawlor, Rugby; Steven Lee; Mitch Leger, Basketball; Rob Leslie, Alumni, Rugby; John Li, Campus Rec; Joyce Li, Campus Rec; Olivier Loudig, Alumni, Rugby; Dave Lougheed, Alumni, Rugby; Caroline Lougheed; Andrew Lunau, Tae Kwon Do; Justin Ma, Wrestling; Matthew MacDougall, Athlete; Adam MacLellan, Swimming; Al MacVicar, Soccer Coach; Alexis Maddaloni, Lacrosse; Angie Maltby, Staff; Johsa Manzanilla, Rector; Daniel Joseph Marshall, Alumni, Rugby; Michelle Mattiacci, Alumni, Swimming Coach; Chris P. McArdle, Field Hockey Coach; Greg McAuley, Staff; Adam McCabe, Rugby; Kyle McCleery, Basketball; Elizabeth McCord, Rowing; Dave McDowell, Staff, Soccer Coach; Allan McGavin, Rugby; Craig McKean, Alumni, Rugby; Grant McLaughlin, Rugby; James McMillan, AMS president; Claire Meadows, Basketball; John Medland, Alumni, Rugby; Members, Recreational Jiu Jitsu Club; Josh Metcalf, Track, Rowing; Ian Middleton, Alumni, Rugby; Sue Miklas, Alumni, Board of Trustees; Charles Miller, Sailing; Shannon Miller, Athlete; Elizabeth Miller, Cross Country, Track; Kaylee Milne, Field Hockey; Bob Milne, Alumni, Track; Melody Monte; Eric Moore, Professor Emeritus; Spencer Morrison, Alumni, Cross Country, Track; Shannon Mullins, UCA, Wrestling; Hugh Munby, Fencing coach; Haddon Murray, Rugby; Kyra Nabeta, Athlete; Alexandre Nemetz-Sinchein, Rugby; Lee Nevitte, Rugby; Michelle Nicholson, Athlete; Braden Novakowski, Athlete; Mark Nyland, Rugby; David O'Connor, Hockey; Brian S. Osborne, Former Rugby Coach; Zach Pancer, Rugby; Duane Parliament, Staff; Harold Parsons, Hockey Coach; Mark Patterson, Tae Kwon Do; Bill Pearce, Staff; Karen Pearce, UCA, Staff; Linda Peck, Staff; Geoff Phelan, Alumni, Rugby; Caitlin Pietras, Athlete; Hilary Piets, Field Hockey; Stuart Pinchin, Associate Registrar; Dan Piwlaw, Alumni, Football; Hilary Prets, Athlete; Bob Pritchard, Alumni, Rugby; Calum Ramsay, Rugby; Ryan Ransom, Athlete; Andrew Rastapkevicius, Rowing; Sean Reynolds, UCA; Erin Richards, Swimming; Sara Richardson, Rowing; Michael Rideout, Alumni, Rugby; Nick Rideout, Alumni, Rugby; Vlasta Riha, Dance; Barbara L. Roberts, Disability Services Advisor; Barbara Roberts, Disabilities Services Advisor; Stuart Robinson, Rowing; Richard L. Robinson, Alumni, Rugby; Dave Ross, Staff; Adam Ross, Football Coach; Andrew Roughton, Alumni, Rugby; Steve Russell, Alumni, Rugby; Michael Salisbury, Rugby; Daniel Salvatore, Rugby; Brian Sambirsky, Alumni, Rugby; Travis Saunders, Cross Country, Track; Magi Scallion, Alumni, Cross Country, Track; Daniel Scarrow, Alumni, Rowing; Amy Schneeberg, Cross Country; Amanda Schwartz, Intramurals; Chris Scovill, Staff; Janean Sergeant, Staff; Leslie Sexton, Athlete; Kim Shaw, Staff; Pat Sheahan, Football Coach; Julie Shearer, Alumni, Rowing; Andrew Simpson, Vice Principal (Operations & Finance); Martha Sirdevan, Alumni, Cross Country, Track; Andrew Slot, Alumni, Swim Coach; Rob Smart, Basketball Coach; Kelly Smith, Staff; Luke Smith, Rugby Coach; Roger Smith, Rugby Team Physician; Kai Sorensen, Rugby; Natalie Sosimini Athlete; Madelyn Soye, Basketball; Bill Sparrow, UCA, Staff; Michelle Spink, Field Hockey; Joanna Stanisz, Track; Herb Steacy, Chair Facilities/Services; Bill Steele, Alumni, Rugby; Andrew Stevens, SGPS President; James Stevenson, Rugby; Ben Stinson, Alumni, Rugby; Jim Stone, Alumni, Rugby; Colin Sutherland, Rowing; Andrew Swales, Rugby; Shannon Swift, Track; Peter Taylor, Alumni, Rugby; Mark Thompson, Alumni, Rugby; Scott Tilley, Alumni, Rugby; Melody Torcolacci, Faculty, Track and Field Coach; Mark Tozer, Alumni, Rugby; Pat Travey, Football Coach; Tegan Upjohn, Campus Rec; James Vickery, Alumni, Rugby; Elaine Vlahaki, Intramurals; Dain Wallis, Staff; Erin-Brie Warwick, UCA; Adrian Watsom, Rugby; Graham Alexander Watt, Rugby; Bob Weisnagel, UCA, Staff; Seth Whitmore, Sailing; Rhys Wiechula, Rugby; Beth Wightman, Alumni, Cross Country, Track; Michael Wilkinson, Rowing; Brenda Willis, Staff, Volleyball Coach; Brian Wilson, Athlete; Dave Wilson, Staff, Basketball Coach; Rodney Wilson, Staff; Brian Wilson, Track; Vicky Wiltshire, Staff; John J. Wintermeyer, Rowing; Seth Withmore, Athlete; Chris Witiw, Wrestling; James Woeller, Rugby; Jamie Wright, Intramurals; Eugene Zaremba, Faculty, Squash Coach; Lauren Zintel, Athlete; plus two unnamed submissions focused on wrestling.

THE REVIEWERS

Dr. Bob Crawford did his undergraduate degree in Engineering Science at Penn State, followed by doctoral studies in the newly emerging field of Computer Science at Cornell University. In 1971 he accepted an appointment in the recently formed Department of Computing and Information Science at Queen's University. He was actively involved as a computer scientist for over 25 years and is the co-author of four books.

His keen interest in and love for students have been demonstrated in his advising, teaching and administrative roles. He was the 1985 winner of the Alumni Award for Excellence in Teaching. From 1985 to 1995 he served as Associate Dean (Studies) in the Faculty of Arts & Science. He spent the summer of 1995 as Interim Director of Queen's International Study Centre at Herstmonceux Castle in England. From 1995 to 2005 he held the position of Dean of Student Affairs. He has served as chair of the Ontario Universities' Council on Admissions and of the Ontario Committee on Student Affairs. He chaired the Principal's Task Force on Community Relations. In 2006 he received Queen's Distinguished Service Award. He recently returned to the School of Computing.

Bob's athletic participation ranges from captaining his high school soccer team, through years of coaching youth basketball and soccer, to scoring a hole-in-one. Over his 35 years at Queen's he and his wife Anne have been fans of Queen's athletics, holding season tickets in football and attending numerous other events each year.

He is the proud winner of the 2004 Michael J. Rodden Award for support and goodwill toward the Queen's University athletic programs.

Dr. Janice Deakin's passion for sport and higher education is prominent in her life as an athlete, administrator and scholar.

She holds three undergraduate degrees from Queen's, – in Psychology and Physical Education and in Education – earned her Master of Science degree at McMaster University and her doctorate in Kinesiology at the University of Waterloo.

Janice was appointed Dean, Graduate Studies and Research at Queen's University in 2006 and served as Acting Associate Vice-Principal and Dean of Student Affairs at the University from 2005 to 2006. She was Director of the School of Physical and Health Education at Queen's from 2000 to 2006, leading the revitalization of the School of Physical Health & Education at Queen's, including the introduction of new undergraduate programs in kinesiology, health studies and physical and health education and a concomitant change in the School name to Kinesiology and Health Studies.

An accomplished scholar and academic leader, Janice is one of Canada's foremost researchers in evaluating the determinants of expert performance in such sports as figure skating, the martial arts, basketball and volleyball. Among her other achievements, Janice has long been recognized as one of the country's premiere basketball referees and was the first woman to referee both World Championship and Olympic medal games in 1994 and 1996.

She was inducted into the Kingston and District Sports Hall of Fame in 2007 and was honoured with the J.A. "Wink" Wilcox Award of Merit by the Canadian Association of Basketball Officials in 2004. Janice was inducted into the Smiths Falls Sports Hall of Fame in 1996 and honoured by the School of Physical Health and Education in 1990 with a Teaching Award.