



UP AGAINST THE CLOCK

In the Three Minute Thesis post-graduate students have a mere 180 seconds to present their research, utilizing one static slide. No one met the challenge better than Victoria Donovan, a master's student in neuroscience, who claimed the Queen's University title and now advances to the provincial competition. Story on Page 2.

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Research in three minutes

BY CHRIS ARMES,
COMMUNICATIONS OFFICER

The pressure was on as 11 graduate students took to the stage in the Dupuis Hall Auditorium to compete in the final round of the Queen's Three-Minute Thesis (3MT) competition on Thursday, March 30.

Using only one static slide and no props, the students had to present their research to a panel of non-specialist judges.

"Queen's 3MT is a much-anticipated annual event on campus," says Brenda Brouwer, Vice-Provost and Dean of Graduate Studies. "Our students put in hours of preparation for their three minutes in front of the judges. The competition helps students hone communication skills – such as making their research accessible and it's a great way to celebrate the innovative and thought-provoking research our graduate students are conducting across campus."

Victoria Donovan, a master's candidate in neuroscience was named winner and people's choice for her presentation, *Lie low, stay alive*. Her research is looking at the evolutionary response to traumatic brain injury. Early results provide evidence that high brain shutdown is an evolved reply to trauma – providing clues as to future treatments.

"I've been at Queen's for six and a half years now and have enjoyed every minute of it," she says. "I'm thrilled to have the



Amani Ibrahim a master's student in computing, grabbed the runner-up award at the Queen's University Three Minute Thesis competition held Thursday, March 30 at Dupuis Hall.

chance to represent the university at the provincial championship."

A panel of judges, consisting of Principal Daniel Woolf, Chancellor Jim Leech, communications consultant Robert A Wood, CBC reporter JC Kenny, and Denise Cumming, CEO of the University Hospitals Kingston Foundation, graded the competitors on clarity, audience engagement and presentation skills. A long-time supporter of the 3MT competition, CKWS Television host Bill Welychka served as the emcee for the event.

"I have promoted the event on

CKWS-TV the past two years and it seems like the coolest thing ever," says Mr. Welychka. "I love that 3MT combines distilling a complicated subject down to a three minute verbal presentation with dramatic elements, public speaking and engaging the audience. Not an easy undertaking to say the least."

Ms. Donovan will move on to represent Queen's at the Ontario 3MT finals on April 12 in Waterloo. The national 3MT winner will be decided through an online vote on videos of the regional champions, conducted on the Canadian Associ-

ation of Graduate Studies website.

"Competing in the 3MT was one of the highlights of my Masters studies," says Anastasia Savrova (MSc'17), winner of the 2016 Queen's 3MT competition. "It was encouraging to hear people were so excited about my research, and this experience has really pushed me to pursue more opportunities where I can get the public more involved in academic research."

For more information on the Queen's 3MT competition, or to see video of the finalists' presentations, visit queensu.ca/3mt/.

Reinvesting in Queen's future

BY COMMUNICATIONS STAFF

The preliminary 2017-18 operating budget includes increased spending in several priority areas, while maintaining the university's commitment to prudent fiscal management.

"Over the past several years, financial challenges have forced faculties and shared services to make tough decisions," says Queen's Principal Daniel Woolf. "We are now in a position to make reinvestments that will enhance our student learning environment and bolster our research activities. The budget will support faculty renewal, which is a high priority for the university."

Queen's plans to hire 41 tenured stream positions in 2017-18, as a first step towards a five-year plan that could see 200 new hires over that period, including

up to 20 Queen's National Scholars positions. This is almost double the hiring pace of the past six years.

"The preliminary 2017-18 operating budget consolidates our financial sustainability and allows for critical reinvestments in our academic mission," says Provost Benoit-Antoine Bacon, who provided Senate with an overview of the preliminary budget at its meeting on March 20. He will present the budget for approval at the May 12 meeting of the Board of Trustees.

The university is in a position to reinvest in shared services. The preliminary operating budget includes strategic allocations for the hiring of faculty-based research facilitators, the staffing of the sexual violence prevention and student conduct office, and bolstering the international initiatives to

support international enrolment growth and encourage greater student mobility.

New allocations are also being made to support technology transfers and industry partnerships, IT upgrades, classroom renewal, as well as diversity and equity initiatives.

"Our work around racism, diversity, and inclusion – as well as our response to the Truth and Reconciliation Commission – will result in lasting change on our campus," Principal Woolf says. "The preliminary budget sets aside funds for recommendations that may require immediate investments."

Despite the positive outlook of the preliminary budget, Queen's continues to face risks to its financial sustainability, most notably deferred maintenance and the pension deficit.

A recent audit showed the university faces \$268 million in total deferred maintenance, roughly a 6 per cent increase compared to the \$253 million reported in 2015-16. The university is increasing investments to address this issue.

Work continues on a multi-employer Jointly Sponsored Pension Plan for Ontario universities. The outcome of that process will impact the payments Queen's has to make toward its pension solvency deficit.

"The preliminary 2017-18 budget sets Queen's on a path to be a leading university over the long term. These important reinvestments will ensure we can continue to attract the best and brightest students and faculty members who will tackle global social problems and advance knowledge in emerging fields of research," says Principal Woolf.

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QUEEN'S UNIVERSITY VICE-PRINCIPAL (UNIVERSITY RELATIONS)

Michael Fraser

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Queen's
UNIVERSITY

'Diverse, interdisciplinary, highly successful'

From March 1, 2017, John Fisher is serving as interim vice-principal (research) at Queen's University. A professor and researcher in the Department of Biomedical and Molecular Sciences, with a cross-appointment to the Department of Medicine (Respirology), Dr. Fisher most recently held the position of associate vice-principal (research), as well as director of research in the Faculty of Health Sciences.

Dr. Fisher sat down with the Gazette to discuss the priorities and goals for the Office of the Vice-Principal (Research) over the short term and further into the future.

GAZETTE: You have extensive experience both as a researcher in the health sciences and in administrative roles, including most recently as associate vice-principal (Research). Through this, what have you learned about research at Queen's?

JOHN FISHER: What resonates with me is that our research is diverse, interdisciplinary and highly successful. These three aspects characterize the foundation of research at Queen's, and they are the basis for our membership in the U15 group of Canadian research-intensive universities. Queen's occupies a research leadership role as a U15 member, and the key objective now is to ensure that we continue to enhance our position in research both nationally and internationally.

Research is also the foundation of a transformative educational experience. Whether it's fundamental research or applied, whether it's particle astrophysics or whether it's knowledge translation in a rehabilitation therapist's teaching clinic, research provides a great educational experience. We pride ourselves at Queen's on this experience, and it's something that attracts students here.

So for me, it all comes back to this diverse, interdisciplinary, successful base of research that drives our educational experience.



PHOTO BY BERNARD CLARK

John Fisher is serving as interim vice-principal (research) of Queen's University from March 1, 2017. He is also a professor and researcher in the Department of Biomedical and Molecular Sciences, with a cross-appointment to the Department of Medicine (Respirology).

QG: As interim vice-principal (Research), what are your priorities and how can you contribute to the research enterprise during this time?

JF: The budget process has delivered relative financial stability to most sectors of the institution. Deans are looking at faculty renewal, and this is a critical opportunity to enhance our research prominence. This is also an opportunity to enhance transformative areas of research that bridge the gap between one faculty and another. There are also great projects underway that embrace knowledge translation and knowledge mobilization across the university and with external partners.

The launch of the Canadian Particle Astrophysics Research Centre (CPARC), led by Professor Tony Noble, is an institutional priority that is one of the foundations of our research strategy. CPARC is an exciting opportunity for Queen's to further demon-

strate research excellence in this field. The centre will bring several new hires to Queen's, and the searches are underway. Physics is an important focus in the coming months.

The other area that has really struck me over the last three years in the research portfolio is the importance of industry partnerships and technology transfer. This is a vast area that appears to grow in importance daily. It all starts with researchers mobilizing their discoveries to the next step, whatever that may be. It also includes researchers working directly with industry to come up with creative solutions to problems. This is a very important area to both the university and the government as it influences regional, provincial and national economic development. So this is an area that is a challenge, but one that is very enjoyable. Kingston appears to be on the brink of growth with respect to industry partnerships and tech transfer.

QG: What challenges are ahead for you and the research portfolio?

JF: Funding is clearly one, and we need to think creatively about solutions that work with government and industry partners. The deans are launching some very interesting programs, and you can see how each of them is thinking about how to catalyze research in their faculties. They are being very strategic in how they do that, ensuring their programs have the best potential to secure Tri-Coun-

cil funding or to develop industry partnerships and innovation.

Another challenge will be how we approach research digital infrastructure. Whether it's the social sciences, education, engineering, arts and science, or medicine, all are influenced enormously by computing and the ability to pursue sophisticated analytics. Traditionally, universities have thought about digital infrastructure as a vehicle to deliver education. However, the research landscape has continued to grow and requires additional capacity and sophistication with respect to research infrastructure. An example includes the role of our Vice-Provost and University Librarian, Martha Whitehead, who is a leader in Canada with respect to data management and how we develop data management plans. There is a renewed Centre for Advanced Computing, led by Don Aldridge, which is building digital research infrastructure for faculty research.

QG: In 2016, Queen's conducted an external review of research and related innovation programs, platforms and structures at the university. What do you see as the key recommendations that came out of the process?

JF: The response to the research review has many moving parts. There were 13 recommendations that came out of that review, and there has been action on a number of them. A key recommendation is faculty renewal,

Strategic Research Plan Renewal

The Queen's Strategic Research Plan is a foundational governing document that supports and guides the institutional research mission. Over the past five years it has supported the research landscape at Queen's in a variety of ways – allowing us to enhance our research prominence through targeted areas of focus, successes in external funding, development of internal funding programs, engagement of trainees, and innovation and partnership activities.

The current iteration of the SRP will conclude at the end of 2017. Over the next several months, it will be reviewed and refreshed. Details about the intended overarching design of the renewed SRP; our commitment to equity, diversity, and inclusion; and the general schedule for community engagement and document revision can be found on the Office of the Vice-Principal (Research) website (queensu.ca/vpr/), along with updates on timelines and process.

A draft SRP will be presented to Senate for review and feedback.

which will drive our research performance.

An integral part of the renewal will be to embrace equity, diversity and inclusion in the pursuit of new faculty members and their research expertise. The Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) has held a series of town halls that clearly highlight the benefits. This is also true within the broader research sphere, where equity, diversity and inclusion provide additional input and perspectives for success. The federal government is directing institutions to think proactively about how we can enhance diversity and inclusion within the Canada Excellence Research Chairs (CERC) or Canada Research Chairs (CRC) programs. Ultimately this will influence how the research portfolio looks at our CRCs and our CERCs and this work parallels the great work that the PICRDI is doing.

In response to the external review, we're soon going to launch the renewal of the Strategic Research Plan (SRP) and I would encourage the engagement of faculty, students and staff to help us revise the SRP because this is going to drive where we go in the future.

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TRUTH AND RECONCILIATION TASK FORCE



A special reception was held Tuesday, March 21 at the Agnes Etherington Art Centre to mark the unveiling of the Queen's Truth and Reconciliation (TRC) Task Force final report and recommendations. The event, hosted by Principal Daniel Woolf, right, brought together Queen's and Kingston community members, as well as Indigenous partners. At bottom left are Marlene Brant Castellano, Co-Chair of the Aboriginal Council at Queen's University, and Queen's Native Students Association President Lauren Winkler. Above, attendees take part in a Haudenosaunee Round Dance.



PHOTOS BY GARRETT ELLIOTT

Working together to change course

BY WANDA PRAAMSMA, SENIOR COMMUNICATIONS OFFICER

At a special reception Tuesday, March 21 to mark the unveiling of the Queen's Truth and Reconciliation (TRC) Task Force final report and recommendations, Principal Daniel Woolf told the crowd of students, staff, faculty, alumni, and local Indigenous community members that, "Today, our communities come together to change course."

"By taking steps to ensure that Indigenous histories are shared, by recognizing that we can all benefit from Indigenous knowledge, and by creating culturally validating learning environments, we can begin to reduce barriers to education and create a more welcoming, inclusive, and diverse university," said Principal Woolf.

The special event, held at the Agnes Etherington Art Centre, and the TRC report represent a significant milestone for Queen's and the local Indigenous communities, signalling a broad and sustained effort to build and improve relations, and to effect meaningful institutional change. The recommendations in the report span everything from hiring practices and programming, to research,

community outreach, and the creation of Indigenous cultural spaces on campus. (More detailed list of recommendations on page 5.)

Principal Woolf reiterated his commitment to fulfilling the recommendations in the task force's final report, and to illustrate that commitment, he announced that the university will be creating an Office of Indigenous Initiatives in the coming months – an announcement met by a loud round of applause from the audience.

"This is just one of the task force's many recommendations that I am committed to implementing across campus, and because I believe that we are stronger together, I welcome the rest of the Queen's community to join me in that commitment," he said.

Principal Woolf also stated his commitment to the TRC recommendations in a special Senate meeting on March 7, where he acknowledged "Queen's own history as an institution that participated in a colonial tradition that caused great harm to Indigenous People."

'We are making history'

Bringing together Indigenous and non-Indigenous community

"I would like to thank you all here today because by being here, you are showing me that you acknowledge the truths of our past, that you stand in support of these recommendations, and that you will make a commitment to seeing the recommendations through."

– Lauren Winkler

members, Tuesday's event was hosted by TRC Task Force co-chairs Mark Green and Jill Scott and showcased the importance of ceremony – with a traditional Mohawk opening presented by lecturer Nathan Brinklow, presentations by Elder Marlene Brant Castellano and student Lauren Winkler, an Anishinaabe Honour Song performed by the Four Directions Women Singers, and to end the evening, a Haudenosaunee Round Dance, led by performers from Tyendinaga Mohawk Territory, that brought guests together in a huge circle, hands linked.

"Ceremony reminds us that what we do today is important, impacting the relationships and responsibilities that we carry for-

ward, and woven into our memory as a community," said Dr. Brant Castellano, a member of the task force, Queen's alumna, and pioneer and champion of Indigenous rights and education.

"We are making history," Dr. Brant continued. "In creating the task force, Queen's has stepped up to ask of itself: What can we do to advance reconciliation? ... The task force has brought together voices from the Queen's community saying: We can do this. We have a responsibility to do this. The report is presented to the principal, who speaks on behalf of the university. In this ceremony, all who are present become witnesses to Queen's acknowledgement of past errors and commitment to walk together with Indigenous Peoples and others of good mind to restore and maintain a relationship of peace, friendship, and respect."

Lauren Winkler, student and president of the Queen's Native Student Association, as well as deputy commissioner of Indigenous affairs for the Alma Mater Society and member of the TRC Task Force, spoke about the experiences of Indigenous students and the challenges and racist encounters they face on Queen's

campus.

"Our education system has failed and is failing to educate our students at the cost of Indigenous students. The university recognizes this – it's one of the truths in our truth and reconciliation process," says Ms. Winkler, who went on to thank Principal Woolf for his acknowledgements of the history of mistreatment of the Indigenous community and Queen's role in perpetuating the mistreatment.

"I would like to thank you all here today because by being here, you are showing me that you acknowledge the truths of our past, that you stand in support of these recommendations, and that you will make a commitment to seeing the recommendations through," says Ms. Winkler.

The TRC Task Force's final report, which includes reproductions of artwork included in the Indigenous art collection at the Agnes, outlines recommendations and timelines for implementation – in particular, the formation of an implementation team that will work with faculties, schools, and shared service units to expedite recommendations. The task force asks for five-year plans from the faculties, schools, and other units to be completed by fall 2017.

Queen's Truth and Reconciliation Task Force

BY COMMUNICATIONS STAFF

The Queen's task force formed in April 2016 to begin the work of responding to the Truth and Reconciliation Commission of Canada's final report on the history and legacy of Canada's residential school system for Aboriginal children.

Composed of Indigenous and non-Indigenous faculty, staff, students, senior administrators, and community members, the task force considered how to meaningfully respond to the TRC's calls to action.

In addition, the task force explored how the university can play an active role in addressing the broader themes of the TRC report, including relationship-building, changing perspectives and policy, and promoting an awareness of the rights, histories, and contemporary issues of Indigenous Peoples.

The final report is titled in three languages: Yakwanastahentéha (Mohawk); Aankenjigemi (Ojibway); Extending the Rafters (English).

It can be found on the Provost's website (queensu.ca/provost/).

Queen's TRC recommendations

In the final report, and in addition to the creation of the Office of Indigenous Initiatives, the task force calls for, among other things:

- Continued efforts to develop and strengthen relationships with Indigenous communities in the Kingston region.

- Proactive efforts to ensure that selection and nomination processes of candidates for senior administration positions and governance bodies do not unintentionally limit Indigenous candidates from consideration.

- The expansion of advancement strategies to increase philanthropic funding for Indigenous initiatives, as well as the development of partnerships to proactively advocate and engage with government for system-wide programs and policies that support Indigenous students.

- The creation of culturally validating spaces by incorporating Indigenous art and languages into public spaces and signage, planting traditional Indigenous plants to honour the traditional territory of the Haudenosaunee and Anishinaabe Peoples, and the creation of Indigenous spaces for ceremonies and events.

- The creation of new bridging and pathway programs to increase access to post-secondary education for Indigenous youth, as well as expanded recruitment and outreach initiatives into Indigenous communities. Faculties are to ensure an Aboriginal admission policy is developed

to improve access in all undergraduate, graduate, and professional programs.

- More work to increase the number of Indigenous staff and faculty, as well as to explore ways in which to recognize traditional knowledge as a valid means of scholarly achievement in hiring practices.

- Raising awareness of Indigenous-focused research occurring on campus and ensuring the necessary supports are in place to allow research in these fields to flourish.

- Every program offered at Queen's to include significant and meaningful Indigenous content, so that graduating students gain a basic understanding of Indigenous knowledge systems relevant to their discipline.

- All students to receive appropriate cultural awareness training to understand the complex histories and modern realities faced by Indigenous Peoples. Additional training and resources for faculty members are required to ensure instructors are comfortable promoting dialogue between Indigenous and non-Indigenous students on Indigenous issues.

- The incorporation of Indigenous ceremonies and practices into university events will also serve to foster a sense of inclusion for Indigenous students and increase awareness of Indigenous practices among non-Indigenous students, staff, and faculty.



UNIVERSITY COMMUNICATIONS

Jason Mercredi (Law'18) says he found it rewarding serving on Queen's Truth and Reconciliation Task Force. He is hopeful the recommendations put forth by the task force will help Indigenous Peoples feel more comfortable attending Queen's.

Law student encourages deeper understanding of treaty histories

BY MARK KERR, SENIOR COMMUNICATIONS OFFICER

On March 21, the Queen's Truth and Reconciliation Commission Task Force presented its final report with recommendations to the university community. The historical milestone was marked with an event that day at the Agnes Etherington Art Centre. The Gazette is featuring profiles of Indigenous members of the TRC Task Force. Today, the focus is on Jason Mercredi (Law'18), a member of Queen's Senate and the Aboriginal representative on the Queen's Law Students' Society.

Prospective students will often ask what a university or college will offer them. Jason Mercredi flipped that question when he was considering his post-secondary options a few years ago.

"I understood that Queen's wasn't well known for its Aboriginal content, but that the law school wanted to improve its Aboriginal profile," says Mr. Mercredi (Law'18). "With my experience working with Aboriginal communities to develop programs, I felt I could offer something to Queen's in the same way the university is offering me a degree."

Mr. Mercredi, a Mushkegowuk Cree, was born in Winnipeg. Before applying to Queen's, he worked with several organizations dedicated to advancing Aboriginal rights, including Treaty 1-11. As part of his involvement with that organization, Mr. Mercredi developed a deep understanding of the treaty histories, which influenced his decision to study law.

"Understanding the history of

the treaties is really missing from the education system, and even in law school, we don't really learn about the treaties," he says. "People don't have a full understanding of the nation-to-nation relationship. My goal is to reinvigorate those treaties, and being at a law school, I know what changes I want to make to have those rights recognized."

Soon after arriving at the university, Mr. Mercredi began working to make Queen's law students more aware of Aboriginal treaty and inherent rights. He established the Aboriginal Law Students' Alliance, a group designed to help all Queen's law students appreciate and participate in Aboriginal legal matters with greater understanding.

In 2016, he and fellow law students changed the Law Students' Society's constitution to include a longstanding Indigenous student representative position. Due to the small body of Indigenous students at Queen's Law, he was subsequently elected to serve as the Indigenous student representative. That same year, Mr. Mercredi was elected as the law students' representative on Queen's Senate.

Offering wide knowledge to TRC Task Force

When the Queen's TRC Task Force was announced in early 2016, Mr. Mercredi felt compelled to serve given his knowledge of treaties and his work experience. As an Aboriginal student liaison with Mothercraft College in Toronto, he worked to ensure the success of Indigenous students en-

rolled in the early childhood education program, and he also gave guest presentations on Indigenous history. While with Native Child and Family Services of Toronto, he assessed the social needs of the urban Indigenous population and helped create programs to address those needs.

"For a period of time, it was quite depressing, because I had to look at what was wrong, and there is so much wrong," he says. "But that's what elevated me to come here. That background, understanding, and knowledge is what I wanted to bring to the TRC Task Force."

Mr. Mercredi says he enjoyed serving on the task force. He found the experience rewarding, with respectful dialogue around the table.

"There was a lot of genuine interest in creating equity, which is a healthier approach than creating equality, because with equality you are just absorbed into everything else," he says. "You don't have your real identity."

As Queen's now moves to implement the task force's recommendations, Mr. Mercredi is looking forward to Indigenous identities growing and flourishing across the university in the coming years.

"I would hope that Indigenous Peoples – First Nations, Métis, and Inuit – can just come to Queen's and be themselves," he says. "I would hope they are able to come to Queen's and have their own identity without having to promote it or explain it constantly. I would like to see it as a wholesome part of the entire school culture."

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viewpoint

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An alternative, industry-linked model for PhD training

BY DANIEL WOOLF, PRINCIPAL AND VICE-CHANCELLOR

We've heard a great deal in recent years about a "skills gap" being experienced by business and industry and the need for more apprentices, pipe-fitters and so on. Much of this concern is economic-cycle dependent and the downturn in energy prices has quieted this discussion. What is less at issue is the need for more "work-integrated learning," a broad category that can include everything from formal co-op programs to one-year internships, to more course-based experiential education. Universities such as Queen's have invested heavily in recent years in creating programs and opportunities for our students to learn the lessons (some of them hard) of entrepreneurship and innovation. This will be a good thing, as long as there is sufficient supply of graduates also prepared to go into business, industry and the non-profit or public sectors – not everyone can or should be an independent entrepreneur.



But what about the needs of

business and industry at the more advanced level? At a recent meeting of the U15 group of universities, a number of STEM industry leaders noted that there appeared to be a downturn in the production of PhDs generally and of PhDs in STEM disciplines in particular. However, the most recent numbers coming from Statistics Canada show that the number of PhD degrees awarded grew steadily between 2006 and 2013. That said, Canada falls below the OECD average with respect to the number of PhDs held – surely a problem if we are to be competitive in the global knowledge economy – and perhaps the reason behind the sense of a "downturn."

Canada's low number of PhD holders could be ascribed to a combination of factors including:

1. the reduction in real terms of funding for investigator driven basic science research over the past decade;
2. the sluggish academic job market, which, given constraints on provincial budgets (the primary funder of university operating expenses in Canada) and the absence of mandatory retirement, is not likely to change in the medium term;
3. Canada's poor performance in supporting business and organizations to embrace innovation as

a strategy for growth. The cumulative effects lead quite simply to a drying up of the pipeline that leads from education to economic growth and global competitiveness.

University and business leaders agree that this is a problem, and it's accentuated by the failure of many of us in academe to connect more closely with industry – not, I emphasize, to allow a private sector agenda to dominate research, but rather to make sure that prospective candidates for PhD are aware of opportunities outside the academy both before and as they progress to degree completion. It should be noted that academic/industry programs such as those offered by Mitacs have proven to be quite successful, but I wonder what more we could be doing to foster skills and career development through direct partnerships with industry. These would not be limited to STEM – banks and other businesses have needs for the critical skills that can be provided by PhDs in English or Political Studies – but I'll confine myself to STEM here with a modest suggestion for a solution.

Universities and businesses could take a page from the play-book of Canada's Armed Forces, who have been producing their of-

ficers for decades through a combination of teaching them themselves (for instance at Royal Military College in Kingston) or subsidizing their education at other institutions. In return, they get an agreed-upon promise of years of service post-degree.

What if we extended that model to the doctoral level? Businesses and industries could either individually, or as a pool, provide four years of doctoral funding for qualified candidates to do a PhD at a research-intensive university, in return for, say, four years of employment at the firm afterward. This would solve a variety of problems at once. It would provide a badly needed alternative stream of funding for students thus enabling faculty to take on doctoral-level researchers in their labs. It would remove the problem of "what do I do when I'm finished"? It would ensure a steady supply of STEM PhDs in needed areas. It would seed businesses with managers who understand the importance of university-based research and what it can do for Canada's economy. And it would help mitigate the most unhelpful and unrealistic notion that we in the academy have, that our PhDs must go into academe, must get a postdoc, etc., or else they have failed us and we them.

This alternative model for PhD training would need to be designed carefully. At the outset it would require that intellectual property considerations are addressed and that there is a clear understanding that the research to be undertaken is an academic requirement conducted under the mentorship of the faculty supervisor. Ideally, there should be opportunities for work-integrated learning woven into the academic program. Many programs are introducing such opportunities, and with businesses investing in supporting students they may be highly motivated to provide training that will complement the academic learning and better prepare PhDs to join the employer upon degree completion.

The current model of relations between business and the university, built mainly on patents and licenses, has served us all well for decades. But the world has changed, and we need as a country to raise our game and examine other models of integration. If we do not, we run the risk of losing the next generation of research leaders. Not just business, not just the university, but Canada as a whole will be the poorer for it.

This column was first published by University Affairs.

Never say never; is it too late to... try to change?

The following column was initially written as a blog by Peer Learning Assistant Joyce Leung, a fourth-year ConEd/Psychology student, and published on the Learning Strategies website (sass.queensu.ca/learningstrategies/).

Whether it's changing your habits, mindset, attitude, or relationship – it's not always going to be an easy step over. One thing is for sure though, you're never too old (or late) to change you or anything.

As a fourth-year undergrad student looking back, I have changed a lot in my abilities, skills, and mindset.

"Why?" When I entered university I decided that I wanted to improve, change, and learn, which is something I hope to always be doing.

"How?" Namely through experience, putting myself out there, and being okay with trying and failing, but also with these ideas guiding my way.

1. You must recognize that it won't be a quick or effortless change... but that you still want to try

Tell yourself it's going to be hard because it very likely will be and accept it because you're putting yourself in a place where it's not in your realm of the usual or familiar. That's what you hope to break out of. Be ready for the challenge and difficulties, rather than thinking that it'll be an easy, short process.

2. You're your own biggest critic but also... your biggest obstacle and supporter

Once you're okay and see that this will be outside your comfort zone know that it's you who can come up with the excuses but also that you are the only one who can get this done. I learned that I truly am the only one who can change yourself. This is incredibly true if I think back to the times my mom nagged me to change my habits to the times when I personally put my words (not hers) into action fi-

nally. I did that because I wanted to change myself for myself. No one can make it happen, just you.

3. Be real with yourself. Make a plan and revise it until it works

You know what you are like when you're at your best and also at your lowest. Make a plan that will work with you and that will also get the work done. Create realistic milestone goals that build up to your ultimate end goal that suits your style, while it still pushes you. Write down what it will look and feel like if your plan is working so you have cues to look out for. Afterwards, write down all the things stopping you or that have stopped. That might be the difficulty in finding time in your busy schedule, which may be the reason you'll stop. Or that you remembered the last time you tried this you gave up part way because it just wasn't working out.

Once you've listed the barriers and obstacles, dedicate realistic solutions that will help you overcome them. That may be devoting

a page or a notebook to track your progress or designing a plan that only takes a few minutes a day to fix that time issue. Or writing down what you would tell a friend if they wanted to give up or asking friends to help you with this mission.

Don't forget or lose sight though. Be aware and attentive to your plan. Celebrate the small victories because that is progress adding up! Count the small steps – don't expect Rome to be built in a day! What do the results look like? If it isn't working, what do I need to adjust? You will probably adjust your plan and that's almost expected. You might need to take a break sometimes and that's okay, but never stop trying because it will work eventually if you do.

4. Easily said, hardly done, but who's counting? Who's celebrating?

The answer's YOU! In any case, remember you're accountable and holding accountability is a great way to get things done. In my ex-

perience, if I don't write my progress or experience down, I will forget about my plans to change altogether. Find your way of holding yourself accountable!

In addition, too often do we lose track of our goals much like those New Year's resolutions you might have forgotten already. Just as likely, you've probably guilt tripped and cycled through that when you missed a step in your grand scheme to eradicate or lessen a habit or trait of yours. I've been there, and done that.

At the end of the day though, I realized that I'm the one who can make this change but guilt tripping won't add to this development. Accepting the setbacks is hard, but recognize that you are not your mistakes and disappointments and that you are also your successes and important in the lives of your family and friends. What you can't forget is that you can get back up on your feet and continue trying. I know you can! And you know that too.

Queen's in the news

Highlights of Queen's experts in the media from March 16-30

INTERNATIONAL

Guy Narbonne (Geological Sciences and Geological Engineering) discussed the unique features of Mistaken Point, Nfld., in Smithsonian Magazine.



John Casselman (Biology) commented on glass eels for a feature in National Geographic on animals you can see through.

Peter Harrison (School of Policy Studies, Smith School of Business) was interviewed for an article in The Atlantic and commented that the first people in the Arctic Ocean are fishermen, not shipping vessels.

NEWSPAPERS

Christo Aivalis (History) discusses the impact of the American political environment on the Conservative and NDP races, in The Canadian Press.

Nick Bala (Law) examines a Hamilton judge's rebuke of the legal aid funding system, in the Hamilton Spectator.

Sharry Aiken (Law) discussed an emergency hearing by the Inter-American Commission on Human Rights on the Safe Third Country Agreement in response to the Trump administration's immigration executive orders, in the Toronto Star.

Kathy Brock (Political Studies/Policy Studies) examined the federal budget and the opposi-

tion parties' responses to it, in Reuters.

Peter Hodson (Biology) co-authored an op-ed on contamination risks in the oilsands region, in the Edmonton Journal.

Douglas Cook (School of Medicine, Neurosurgery) examined how tactical gloves with reinforced knuckles could lead to greater injury to an individual being struck by someone wearing them, in the Ottawa Sun. The interview was part of an investigation into the case of an Ottawa police officer charged with manslaughter.

Ian Jansen's (Kinesiology and Health Studies) research on childhood obesity was referenced in an article on declining fitness and increasing sedentary behaviour amongst Canadian youth, in the Ottawa Sun.

Christopher Cotton (Economics) commented on the Nova Scotia condo boom and campaign contributions in the Globe and Mail.



Wagdy Loza (Psychiatry) commented in the Globe and Mail on the terrorist attack on London.

Bruce Pardy (Law) wrote an op-ed in the National Post stating the time has come to consider patents and copyright for robots.

Robert Wolfe (Smith School of Business, School of Policy Studies) commented to Reuters that the government has little control over fac-

tors such as customer demand and the price of commodities.

Roberta Hamilton (Sociology, Gender Studies) examined how best to implement a pilot basic income guarantee program in the Hamilton Spectator.

Chris Simpson (School of Medicine, Cardiology) discussed in the New Brunswick Telegraph-Journal how budget shortfalls are impacting patients - through overcrowding and lengthy delays in treatment.

Don Drummond (School of Policy Studies) spoke to Bloomberg News regarding the deficit spending expected in the federal budget, and argued that the state of the economy might not require "huge Keynesian-style fiscal stimulus."



Chris O'Callaghan (School of Medicine, Public Health Sciences) discussed new research published out of CCTG, which has led to improving the overall survival rate for elderly patients diagnosed with glioblastoma, the most common form of brain cancer, with the Kingston Whig-Standard.

ONLINE

Dorit Naaman's (Film and Media) interactive documentary, "Jerusalem, We Are Here," was profiled in the Huffington Post.

John Smol (Biology) told Standard Times that clean water is crucial

for the health of all.

Jean Cote (School of Kinesiology and Health Studies) had his presentation at the National Youth Sports Institute in Singapore was published by Red Sports.

TELEVISION

Robb Mackay (Dan School of Drama and Music) discussed the life and musical legacy of Chuck Berry, on CTV News Network, NewsTalk 770, CHED 630, and CBC Ontario Morning.

Christian Leuprecht (Political Studies) spoke to Global TV National and 640 AM Toronto radio in the aftermath of the London attack, which left four dead; analyzed reports that a Canadian was arrested in connection with the 2014 Yahoo hack, which compromised over 500 million users' accounts.

Anne Ellis (Allergy and Immunology) explained her research on using peptides to treat allergies, as well as tips for those who have mild to moderate seasonal allergies, on CTV News Network.



Alex Cormier (Chemistry) discussed fluorosilicic acid, the chemical spilled in a tractor trailer crash on Highway 401, on CKWS-TV. He was also interviewed by Station 14 on the same topic.

RADIO

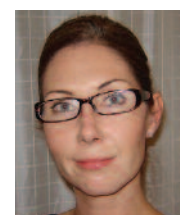
Sharry Aiken (Law) discussed the recent uptick in irregular crossings at the Canada/U.S. Border as well as Canada's capacity to address asylum claims, on Radio Sputnik.

Kathleen Lahey (Law) told The Current that extended parental leave could be a risk to women's careers.

David Murakami Wood (Sociology, Centre for Surveillance Studies) spoke with QR77 Calgary talk radio about the government calling for back-door access to encrypted messaging services.

MAGAZINES

Elizabeth Goodyear-Grant (Political Studies) contributed to an op-ed on the Andrew Potters situation in Maclean's Magazine saying the incident sends a signal to our colleagues who have important things to say, who don't have a platform of privilege from which to say it, and who don't have a safety net to fall back on if things go south.



Maggie Berg (English Language and Literature) was referenced in an Inside Higher Learning editorial on the need for universities not to force change too quickly.

Rosemary Wilson (School of Nursing) discussed in Chatelaine how to raise the topic of chronic pain management with your family doctor.

Sue Hendler's legacy continues through new book

BY ANDREW CARROLL,
GAZETTE EDITOR

After being diagnosed with breast cancer Sue Hendler took her battle to the public.

The former associate professor in the School of Urban and Regional Planning and founding Director of the Institute of Women's Studies (now Gender Studies) wrote a regular column in the Kingston Whig-Standard to document her journey and raise awareness of the deadly disease until she died in 2009. The columns would later be published in the book *Dying in Public*, edited by her friend and Queen's colleague Christine Overall (Philosophy, Gender Studies).

However, with her energy focused on her cancer fight, other projects were left unfinished.

Eight years later, one of those projects has been completed thanks to the efforts of a former



Julia Markovich signs copies of "I Was the Only Woman" Women and Planning in Canada during the book launch event at Robert Sutherland Hall. Dr. Markovich edited and completed the book started by her graduate supervisor Sue Hendler, a former associate professor in the School of Urban and Regional Planning and founding director of the Institute of Women's Studies (now Gender Studies)

graduate student.

On March 15, Dr. Hendler's book *"I Was the Only Woman"*

Women and Planning in Canada was launched with a special event at Robert Sutherland Hall

that brought together family, friends, colleagues and students.

The book shines a light on the female pioneers in Canadian community planning and their contributions. The final chapters and editing was completed by Julia Markovich, a former student of Dr. Hendler's.

Now a senior research associate with the Conference Board of Canada, Dr. Markovich says she is excited by the prospects for the book with current and future students.

"I think this book really has the potential to change the way people study and think about planning in Canada, its history, its present and its future," she says. "As someone who helped see this through to completion I'm just so delighted. This project was a long time in coming and it just feels fantastic to see it as a tangible thing. It's a good moment."

For David Gordon, Professor

and Director of the School of Urban and Regional Planning, the book launch was a clear signal that Dr. Hendler's legacy lives on.

"As a colleague it helps me to know that the work is complete," he says. "As a professor you hate to think of an incomplete work but as a scholar I am extremely pleased that this contribution to our nation's history in this profession is now available and I think it is going to be very significant."

Dr. Markovich is donating her royalties from the book to the Sue Hendler Graduate Fellowship (givetoqueens.ca/give/index.php/project/action/view/project/296), which supports students at the School of Urban and Regional Planning working on planning ethics or women/gender and planning.

For more about *"I Was the Only Woman" Women and Planning in Canada* visit the UBC Press website ubcpres.ubc.ca.

Healthy, happy, connected for exam time

BY ANDREW CARROLL,
GAZETTE EDITOR

The end of term period for many people at Queen's – faculty, staff, and especially students – is a stressful time.

Papers are due and final exams, both need to be marked, and after that it's time to move or take that next life step beyond university.

It can be a lot to handle.

Stress management is key and fortunately there are many resources available at Queen's to help you help yourself or provide extra support when needed. The first step can be identifying the causes of stress.

"For most students, during this time of year, their goal is to manage their stress levels so that they can keep themselves on track to achieve their academic goals," says Kate Humphrys, Health Promotion Coordinator at Student Wellness Services. "So one strategy is to identify what is causing the greatest concern and then to seek out the appropriate solution for that particular issue."

That could mean meeting with a Peer Learning Assistant or attending a workshop at Student Academic Success Services (SASS). It may be as simple as using the Exam Study Schedule from Learning Strategies to help get everything organized or accessing some of the many online resources.

As Ms. Humphrys points out, just as with most things in life, it is important find some sort of balance. But the pressures at this time of year can make that more difficult.



Students fill Stauffer Hall during exam period. However, they are also encouraged to eat well, get enough sleep, stay active and connected for their own well-being and to be in top form for exams.

It all starts with taking care of yourself.

"From a health perspective when we look at self-care and stress management during exams we always come back to our key message: be proactive in your efforts to take care of yourself, and remember that effective self-care is individualized – what works for one person doesn't always work for another," she explains. "Prioritizing the time to take care of yourself can really help manage stress and can potentially lead to better academic results."

This means eating well, getting enough sleep, and taking breaks, both the short breaks – 10 minutes for every hour of study – as well longer breaks to connect with family or go out for a coffee with friends to take your mind off the exam buzz. It also means taking time for physical activity.

Mental health, physical health and social health form a solid foundation to help manage stress during exam time, Ms. Humphrys says.

"Managing your stress will be easier if you are eating well, sleeping well, getting some activity, and staying connected with others – it's all connected," she says "It can seem overwhelming, but often times picking one thing that feels manageable is a good start. Then it's possible to slowly add in other changes, and over time it does get easier."

For some people, however, self-care may not be enough and Ms. Humphrys encourages students who are feeling very overwhelmed to seek out support through resources such as Counselling Services at Student Wellness Services, the Office of the University Chaplain, the AMS

Peer Support Centre, the SGPS Peer Advisor Program, and Student Academic Success Services. Students can also access support from Career Services, as well at the Queen's University International Centre and Four Directions Aboriginal Students Centre.

"There are so many people here on campus who support students and every student has access these services," Ms. Humphrys says. "Sometimes we hear from students that they are unsure. We always encourage students to remember that these services are here for them. They wouldn't be here if students didn't use them."

New this year is #QueensProjectHappy, a positive mental health campaign inspired by Queen's alumnus Neil Pasricha and the ideas he brings forward in his 2016 book *The Happiness Equation*.

Throughout the exam period, Health Promotion will be offering tips for social media followers to increase happiness. They will also be distributing Gratitude Journals where students can write down five things they are grateful for over the past week as a reminder that even when times are stressful there is a lot to be happy about.

• • •

There is a wide range of support resources available at Queen's.

If you are a student and want to improve your learning and studying strategies or academic stress coping skills, you can book a Learning Strategies advising appointment by visiting queensu.mywconline.com.

Students who wish to make an appointment with Counselling Services can do so by calling 613-533-6000, ext. 78264. Counsellors are located in various faculty and university buildings across campus: Faculty of Engineering & Applied Science (613-533-3447), Faculty of Education (613-533-2334), School of Graduate Studies (613-533-2136), School of Business (via Commerce Portal), Residence Counsellors (613-533-6000, ext. 78330 or 78034), the School of Medicine (613-533-6000, ext. 78264), and the Outreach Counsellor/Student Advisor in the JDUC (613-533-6000, ext. 78441).

Another resource available for students is Good 2 Talk, a 24/7/365 post-secondary student helpline which offers free, professional and anonymous support. They can be reached at 1-866-925-5454 to talk about any stressful issues students might be experiencing.

Smith School of Business new home for IBM Watson in Canada

BY COMMUNICATIONS STAFF

Smith School of Business has unveiled a new cognitive computing centre at its downtown Toronto campus.

The new IBM Canada | Smith Cognitive Computing Centre, the first of its kind at a business school in Canada, is a collaborative space that will provide an exclusive artificial intelligence demonstration experience for IBM clients and enhanced access to cognitive computing solutions for Smith students and faculty.

"Integrating the latest in artificial intelligence and cognitive computing into our curriculum further enhances the learning experience for Smith students," says

David Saunders, Dean, Smith School of Business. "Access to the centre will also give our students a competitive edge in the work force and in developing new venture concepts."

The centre consists of seven interactive wall screens for users to work directly with IBM Watson technologies in a multi-media environment. Under this five-year collaboration, IBM will offer a number of annual internships to Smith students, providing opportunities to work with IBM Watson technologies in a business setting.

Visit Smith's Facebook page (facebook.com/SmithBusiness/) to see more photos of the centre and launch event.



Smith School of Business staff interact with IBM Watson in the new IBM Canada | Smith Cognitive Computing Centre at Smith's downtown Toronto campus.

through the lens



Madeleine Thien, 2016 winner of the Scotiabank Giller Prize, offered a public reading from her book *Do Not Say We Have Nothing* in an event hosted by the Department of English on Monday, March 27 at the Agnes Etherington Art Centre. The event drew a large crowd of interested members of the Queen's and Kingston communities.



PHOTOS BY BERNARD CLARK



Anna Geladi (MPL'18), receives the Peer Leadership Award from Provost and Vice-Principal (Academic) Benoit-Antoine Bacon during a special event held Wednesday, March 8.

UNIVERSITY COMMUNICATIONS

Community contributions

BY LAURA WYATT, INTERN - DEPARTMENT OF STUDENT AFFAIRS

Students, staff, faculty, and community members gathered March 8 to celebrate the important role that Queen's students play across the campus and in the community.

The Division of Student Affairs (DSA) established two annual awards to recognize individuals who demonstrate outstanding peer and community leadership. Two recipients of each award are selected every year.

"We are pleased to highlight the important role that so many of our students play in supporting their peers and Kingston residents," says Ann Tierney, Vice-Provost and Dean of Student Affairs. "This commitment to community is part of what makes Queen's the special place that it is. Certainly in Student Affairs, we could not do the work we do without student involvement, input, and outreach."

The 2017 Brian Yealland Community Leadership Award was presented to Gabriel Jayakaran (ArtSci'18) and Chintan Dave (Meds'17) for their work with local youth at risk.

Mr. Jayakaran volunteers with Pathways to Education, the Helen Tufts Child Outreach Program, the Metis Nation of Ontario – Wasa-Nabin program and Youth Diversion. Representatives from Pathways, including some of the youth he tutors, attended the event to celebrate Mr. Jayakaran's achievements.



Chintan Dave (Meds'17) accepts the Brian Yealland Community Leadership Award from former Queen's chaplain Brian Yealland.

UNIVERSITY COMMUNICATIONS

Mr. Dave was nominated for his leadership in MedExplore, a student-run group that aims to provide marginalized community youth with opportunities and mentorships that encourage them to pursue post-secondary education.

The 2017 Peer Leadership Award recipients are Anna Geladi (MPL'18) and Joyce Leung (B.Ed.'18) who have demonstrated an outstanding commitment to helping their peers through their involvement in Student Affairs and faculty-based programs and services.

Ms. Leung is a Peer Learning Assistant Team Leader in Student Academic Success Services

(SASS), where her energy, reliability and judgment is relied upon by staff and peers, and her collaborative approach to learning has made a significant contribution to the programs and services offered to students.

Ms. Geladi was recognized for her involvement in several campus groups, including the School of Urban and Regional Planning's student council, her role as Orientation Chair of NEWTS Orientation Week for new exchange students arriving at Queen's, and her presidency of Queen's World University Service Canada student club, supporting sponsored students from around the world.



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Running to give back

BY ILAN MESTER, STUDENT COMMUNICATIONS AMBASSADOR, FACULTY OF HEALTH SCIENCES

Running played a key role in Kyla Tozer's recovery from a brain tumour. Now, things are coming full circle for the Kingston native – she's giving back to the hospital that helped save her life by launching an ambitious charity run for Kingston General Hospital's neurosurgery unit.

Before her own surgery, Ms. Tozer describes her life choices as being "reckless." After the surgery that removed a softball-sized tumour from her brain, she continued to inhabit a dark place, despite letting go of most of her carefree lifestyle. When a cousin suggested running, she quickly realized its life-changing abilities.

"Every day, every week I would try to go just a little bit further," she says. "I started to feel like I'm completely in control of this; for once in my life, I control my mind. I can go out and run and I can go any direction as fast as I want, as slow as I want, however long I want – and nothing can stop me. There's nobody telling me not to do it."

Ms. Tozer ran on her own for months before she decided to join the Running Room. There, she met a Queen's student doing her PhD in exercise physiology.

"I was able to totally open up to her about everything and she would explain things to me," Ms. Tozer says. "It was a big part of my rehabilitation."

Ms. Tozer traces her symptoms back to when she was 16. She experienced headaches on a daily basis and it got to the point where she could barely tolerate fluores-



Kyla Tozer has organized the Neuro Half Marathon and 5 Kilometre Race, to be held May 7, to raise funds for the neurosurgery program at Kingston General Hospital.

cent lighting.

After years of chronic headaches and trembling hands, Ms. Tozer got fed up and 'Googled' her symptoms (which she doesn't endorse), only to realize there was a single diagnosis: brain tumor. She instantly contacted her family physician, who booked an MRI. Within 24 hours, she got a call from her doctor saying she had a brain tumor.

Ms. Tozer's family physician referred her to KGH's neurosurgery unit, where she met Dr. Ronald Pokrupa and his team. Ms. Tozer describes the care she received at the hospital as nothing short of phenomenal. The team had a ton of patience with her, answering every little question and supporting her in both the lead-up to the surgery and the lengthy recovery.

"Where the tumour was located has a lot to do with intelligence, rational thinking and all of that," she says. "I was never ever good in high school; my marks were horrible and I had a difficult

time staying on task."

In hindsight, she knows part of the reason why.

Ms. Tozer managed to turn her life around; she has a job, a family of her own and is a student at Queen's. She's taking health sciences courses, with hopes of migrating to neuroscience.

She is excited to give back to the hospital that helped her by launching the Neuro Half Marathon and 5 Kilometre Race. Kicking off May 7, all of the proceeds will go directly to KGH and more specifically, the neurosurgery program.

Ms. Tozer hopes Queen's students will join the run, adding that many from the Faculty of Health Sciences are involved in the hospital already through clinical placements and residencies.

Students who register for the run have a chance to win a year's supply of pizza from Boston Pizza. For more information visit the Neuro Half & 5K page on Facebook.

through the lens



The Dan School of Drama and Music presented Karl Jenkins' *The Armed Man* on Friday, March 24 in a performance that brought together the Queen's Symphony Orchestra and Choral Ensemble at the Isabel Bader Centre for the Performing Arts.



Progress continues on pension project

BY COMMUNICATIONS STAFF

Work continues on the multi-university initiative to create a multi-employer, jointly-sponsored pension plan for the university sector in Ontario.

Currently, a group comprising three universities – Queen's University, University of Toronto, and University of Guelph – has been formed and is charged with finalizing the outstanding design and governance elements of the University Pension Project (UPP).

Once finalized, all Ontario universities will have the option to participate in the sector jointly sponsored pension plan. Participation on the part of any univer-

sity would be voluntary and would require the consent of plan members.

At Queen's, a joint working group between the university and its employee groups continues to meet, most recently on March 1, and work on the issues surrounding the UPP. The joint working committee was formed as a result of a memorandum of agreement signed by the parties during the last round of collective bargaining in August 2015. It is co-chaired by Al Orth, special adviser for Queen's for the UPP and the former associate vice-principal (Human Resources), and Paul Young, chair of the pension committee for the Queen's University Faculty

Association (QUFA), member of the OCUFA consultative group on the UPP, and a professor in the Department of Biology.

Whether or not Queen's eventually decides to participate in the plan, some things remain constant. Individual pension benefits that have already been earned are guaranteed under law, so anyone moving to a new jointly sponsored pension plan, such as the UPP, will keep what they have already earned. Pensions already in payment are also guaranteed never to be reduced.

BACKGROUND

Queen's currently has a pension deficit of \$285 million on a

solvency basis, a hypothetical scenario that assumes Queen's closes its doors and terminates the pension plan. In 2015 Queen's received stage two solvency relief and opted to defer payments on the solvency deficit for three years, but then would have to pay down the entire balance over the following seven.

During the three-year deferral period, the university will build a reserve fund to offset the impact of the solvency payments that would begin in 2018 if the University Pension Project is not successful. In addition, the university is still required to make payments on the plan's \$175-million deficit calculated on a going

concern basis (assumes the plan continues to operate).

The UPP was originally led by the Council of Ontario Universities and the Ontario Confederation of University Faculty Associations, with the active participation of individual universities and bargaining units.

The project has received funding from the Government of Ontario.

More information about the Queen's Pension Plan is available on the Human Resources website (queensu.ca/humanresources/).

Anyone with pension-related questions may contact Bob Weisnagel, Director, Pension Services, by email or at ext. 74184.

Addressing challenges, creating community

BY CHRIS ARMES,
COMMUNICATIONS OFFICER

Teams of graduate students participating in the Queen's PhD-Community Initiative delivered reports on the outcomes of their projects with local community groups during a special event on March 22. The reports mark the culmination of nearly five months of teamwork which gave the students an opportunity to apply the skills acquired in their graduate training to address real-world problems.

"The initiative offered our graduate students hands-on experience in applying the skills acquired in their academic programs as well as the opportunity to expand their network of colleagues and community contacts," says Brenda Brouwer, Vice-Provost and Dean of the School of Graduate Studies. "It's incredibly gratifying to see how they've leveraged their complementary strengths and worked so effectively as teams. Each team has accomplished a lot in a short time and their efforts have had meaningful impacts on the partner organizations. It is truly a win-win situation."

For the past five months, interdisciplinary teams of Queen's PhD



The PhD Community Initiative gave Queen's graduate students the opportunity to partner with community groups to solve real-world problems and apply their skills in new settings.

students have partnered with local community organizations to address specific issues or challenges. By applying their knowledge and skills and offering a fresh, analytical approach, the students have gained valuable experience in solving problems as a

team and the partner benefits from their creative solutions and insights helping them to move forward. As an added benefit, the partnerships offered a way to strengthen ties between Queen's and the community.

"Working with a non-profit or-

ganization encouraged me to reach outside my comfort zone," explains Mavis Kusi, a second-year doctoral candidate in neuroscience.

Seventeen graduate students formed interdisciplinary teams of three to four students and were matched with five organizations

that had identified a particular challenge or issue that could benefit from a fresh, outside perspective. The organizations included Sustainable Energy in Remote Areas (SERA), Queen's University Biological Station (QUBS) Community Outreach Expansion, Sistema Kingston after-school program, Promoting Relationships and Eliminating Violence Network (PREVNet), and Kingston Economic Development Corporation's (KEDCO) night economy project.

Since mid-fall, the teams worked closely with their partners under the guidance of an alumnus or retiree mentor to identify the scope of the project, develop and implement a plan of action, and present deliverables.

"I learned a lot about project management and communications from working with our community partners and stakeholders," says Hasan Kettaneh, a first-year doctoral candidate in education. "It was challenging in the beginning, but we established communications processes and trust and that was key to the success of our project."

For more information about the initiative, visit the School of Graduate Studies website (queensu.ca/sgs/).

gradstudies

THESIS DEFENCES

Friday, April 7

Aneesh Pradyumna Tarun, Computing, 'Electronic Paper Computers: Interacting with Flexible Displays for Physical Manipulation of Digital Information'. Supervisor: R.P.H. Versteeg, 524 Goodwin Hall, 11 am.

Monday, April 10

Lindsay Heggie, Education, 'Multisyllabic Word Reading in Grades 4 and 5; Accuracy, Errors and Associated Child-Level Skills'. Supervisor: L. Wade-Woolley, B245b McArthur Hall, 9 am.

Monday, April 10

Peng-Jie Wong, Mathematics & Statistics, 'Character Theory and Artin L-Functions'. Supervisor: M.R. Murty, 521 Jeffrey Hall, 10 am.

Tuesday, April 11

Colleen Ann Savage, Public Health Sciences, 'Impact of Depression on Co-Morbid Diabetes in Primary Care'. Supervisors: H.L. Stuart, M. Green, 311 Carruthers Hall, 1 pm.

Wednesday, April 12

Valerie Michelle Wood, Psychology, 'Adult Attachment and Spousal Reactions to Military Deployment Separations and Reunions'. Supervisor: T.K. MacDonald, 228 Humphrey Hall, 1:30 pm.

Thursday, April 13

Faleh Altal, Physics, Engineering Physics and Astronomy, 'Scanning Optical Imaging and Stress of Polymer Light-Emitting Electrochemical Cells'. Supervisor: J. Gao, 201 Stirling Hall, 10 am.

Thursday, April 13, 2017

Robert Scott Carey, Kinesiology & Health Studies, 'Embodying Acne: Skin, Subjectivity and Dermatological Science'. Supervisor: S.J. King, 211 Kinesiology Bldg., 12 pm.

Monday, April 17

Alexandra Giancarlo, Geography, 'Creoles of Louisiana's Southwest: Race Place and Belonging'. Supervisor: A.L. Kobayashi, E314 Mac-Corby Hall, 1 pm.

Tuesday, April 18

Eric Rapos, Computing, 'Supporting Simulink Model Management'. Supervisor: J.R. Cordy, 524 Goodwin Hall, 9:30 am.

Wednesday, April 19

Nancy Berg, Civil Engineering, 'Advancement, Assessment and Application of Novel Landslide Monitoring Technologies'. Supervisor: W.A. Take, 212 Ellis Hall, 1 pm.

Wednesday, April 19

Yinzheng Gu, Mathematics & Statistics, 'Non-Commutative Independences for Pairs of Faces'. Supervisors: J.A. Mingo, S. Belinschi, 521

Jeffrey Hall, 1 pm.

Friday, April 21

Mona Ashrafkhorasani, Chemistry, 'Self-Assembly Through Coordination and Hydrogen-Bonding; Application to the Synthesis of Metalloproteins and the RNA Detection'. Supervisor: A. Petitjean, 515 Chernoff Hall, 2 pm.

Friday, April 21

Melissa Bredow, Biology, 'Characterization of Ice-Binding Proteins from Freeze-Tolerant Grasses'. Supervisor: V.K. Walker, 3108 Bio-Sciences Complex, 1:30 pm.

Friday, April 21

Melissa Sue Li Sheung Ying, English Language and Literature, 'Wildhoods: Bioregionalism and the Child Figure in Contemporary Canadian Literature'. Supervisor: G. Willmott, 406 Watson Hall, 1 pm.

Friday, April 21

Douglas Martin, Computing, 'An Empirical Analysis of GNU Make in Open Source Projects'. Supervisor: J.R. Cordy, 524 Goodwin Hall, 1 pm.

Monday, April 24

Steve Asselin, English Language and Literature, 'A Wind of Darkness': The Origins of Disaster Fiction in the Long 19th Century'. Supervisor: S. King, 406 Watson Hall, 2:30 pm.

through the lens



Principal Daniel Woolf hosted a roundtable discussion on entrepreneurship in the Elspeth Bough Fireside Room in Ban Righ Hall for the Council of Ontario Universities Futuring Campaign, bringing together faculty members, students and community partners on Thursday, March 30

through the lens



PHOTOS BY BERNARD CLARK



Queen's University celebrated faculty members who have recently authored or edited published books with a special event on Tuesday, March 28, hosted by Principal Daniel Woolf in the Fireplace Reading Room at Stauffer Library. Many of the books were on display at the well-attended event.



Chinese students get best of both worlds through 2+2 program

BY WANDA PRAAMSMA, SENIOR COMMUNICATIONS OFFICER

Peiwen Li and Ying Chen agree that it's great to have the best of both worlds – studying both at their home university, Tongji University, in Shanghai and here at Queen's – through a 2+2 program between the two institutions that began in the fall of 2015.



Queen's In the World

"We get to experience both universities, receive degrees from both universities, and spend a long period of time in another country," says Ms. Li, who, along with Ms. Chen and three others from Tongji, will graduate from the program this spring. "It is really useful to be here long enough to learn more about the culture and learn the language fully."

Students enrolled in the 2+2 program first spend two years at Tongji's College of Environmental Science and Engineering and then, two years in Queen's School of Environmental Studies. Upon graduation, they are awarded a degree from both universities.

"It has been a really good experience that has broadened our horizons," says Ms. Chen, who has most enjoyed the field work at the Queen's University Biology Station (QUBS) and an international field course in Mexico of-



UNIVERSITY COMMUNICATIONS

Peiwen Li and Ying Chen will graduate this spring from the 2+2 program offered through Tongji University in Shanghai and Queen's. Both will continue with graduate work at Queen's this fall.

fered by Professor Stephen Lougheed, as well as a field course offered through Trent University in Hong Kong and Taiwan. "It's been interesting to see the differences in the two education systems and the ways of teaching and learning. Knowing both academic worlds will likely help us with our work in the future."

Ms. Chen and Ms. Li say the focus at Tongji was more on engineering, while at Queen's, courses have centred on the social sciences. At Queen's, they've had more flexibility in the courses they can choose, and they've enjoyed the longer summer break, which gave them the opportunity to seek out different experiences and spend time thinking about future possibilities (in China, students typically only have about two months off). They both have really

appreciated the support from faculty members and teaching assistants, who have understood the challenges associated with studying in a second language and were able to direct them to resources across campus, such as the Writing Centre.

"The Tongji 2+2 program offers exciting opportunities for Chinese students joining us at Queen's and it enriches teaching and learning experiences for all Queen's students, staff and faculty who benefit from exposure to diverse and global perspectives," says Alice Hovorka, Director, School of Environmental Studies. "Ultimately, such international programs promote cross-cultural understandings between our respective institutions and contexts."

Ms. Li spent last summer working with Dr. Lougheed in a

lab on campus – performing DNA extraction from fish samples – through the Summer Work Experience Program (SWEP), which she says was an excellent way to gain exposure to lab work. She also visited QUBS several times throughout the summer to attend seminars and the field station's annual open house – all valuable experiences for Ms. Li.

Also in her first year at Queen's, Ms. Li received the Charles Baillie Environmental Studies Scholarship, awarded on the basis of excellence to students entering fourth year of any undergraduate degree program in the School of Environmental Studies.

"It was an honour to receive the award. It felt very encouraging," says Ms. Li, who will continue with graduate work at Queen's, beginning a PhD next fall with Dr. Lougheed studying Arctic ecosystems. Ms. Chen will also be staying at Queen's and working on a master's degree with Dr. Lougheed – but while Ms. Li loves the detailed focus of lab work, Ms. Chen loves being outside and in the field. Her graduate work will focus on frog phenology – looking at how different biological factors and cycles, such as temperature and humidity, affect their behaviour.

Four other Tongji students are currently enrolled in the first year of the two-year program and will complete their degrees in 2018.

The 2+2 program is one of sev-

eral programs and initiatives between Queen's and Tongji University. In 2013, Queen's and Tongji established the Sino-Canada Network for Environment and Sustainable Development, which provides a platform for research collaboration between faculty members at both institutions, and opportunities for exchange and training. In 2015, Queen's began collaborating with Tongji on the International Research Laboratory of Yangtze River Ecology, or Intelab-Yangtze.

Internationalization in one of the four pillars of the Queen's University Strategic Framework 2014–2019. The Comprehensive International Plan was launched in August 2015 to help the university build on its international strengths and direct future internationalization efforts. The plan's goals include strengthening Queen's international research engagement and creating more opportunities for student mobility through academic exchange and study-abroad programs.

The plan also aims to attract high-quality international students to Queen's and to increase international educational opportunities on Queen's campus. China is a region of focus within the plan. For more information on the Queen's-China Connection and Queen's international program overall, visit the International website (queensu.ca/international).

eventscalendar

April 4-May 1, Spring & Summer Group Fitness Registration at the ARC

Register today for a Spring & Summer Group Fitness program at the Athletics and Recreation Centre. Whether you're busy with school or work, making exercise a priority is something that's beneficial to your wellbeing. Queen's Athletics & Recreation offers a range of affordable fitness programs. This Spring/Summer we are pleased to offer several new programs and returning favourites including Lunch-fit, women's only programs and personal training. Stay active and healthy, with fitness programs that can make a difference and change your health! Register online or by visiting Customer Service in the ARC.

Wednesday, April 5 10 am-4 pm Beavertails for ASUS Alzheimer's Outreach

The Beavertails truck will be on campus from 10 am – 4 pm, raising funds for ASUS Alzheimer's Outreach. Queen's Hospitality Services is proud to partner with student-run clubs and groups to raise funds for their activities. A percentage of the proceeds from sales on the event day will go to the student group.

Thursday, April 6, 11 am-2 pm Creative Computing Showcase – Art, Games, Research

Queen's University School of Computing presents the Creative Computing Showcase in the Biosciences Atrium.

Thursday, April 6 11:30 am-12:45 pm 'Lived It' Speaker: Andrea Nemtin

Have lunch with us and meet the CEO and Founding President of Inspirit Foundation, Andrea Nemtin, a

creative, committed and passionate leader in strategic philanthropy, social finance and social innovation. Connect and learn about Inspirit Foundation's road map towards a 100 per cent impact investing portfolio alongside her leadership for an inclusive Canada. Goodes Hall

Thursday, April 6 Noon-1 pm Policy Speaker Series - Velma McColl - Public Policy in an Age of Discontinuity

Velma McColl, Managing Principal at Earncliffe Strategy Group in Ottawa, blends her deep understanding of business, government and policy to create opportunities for her clients. She works on a range of economic and social issues and specializes in energy, environment and green technologies. Robert Sutherland Hall, Rm: 202

Thursday, April 6, 7-8 pm Textile Conservator Meets 19th Century Housekeeper

Sophia Zweifel and Gennifer Majors explore historical textile-cleaning and care practices through the Queen's University Collection of Canadian Dress. This presentation delves into the fascinating research undertaken by conservators on historical fabrics. Thanks to the generosity of Dr Isabel Bader, a Fellow and a Graduate Intern in Textile Conservation and Research are working on garments in the Agnes's holdings. Zweifel and Majors will speak about the intersection of textile conservation and history, with examples from the research they have conducted during their semester at Queen's. This event is free of charge and all are welcome. Agnes Etherington Art Centre

Friday, April 7-Saturday, April 8 2017 Alumni Volunteer Summit

Focused on change management and creating opportunities for innovation while honouring tradition, this year's conference features keynote speakers Professor Tina Dacin and Queen's Principal and Vice Chancellor, Daniel Woolf. Donald Gordon Centre

Saturday, April 8 6-9:30 pm Queen's Alumni Association Awards Gala

The Alumni Awards Gala honours outstanding achievement and dedication to the university and Queen's community. Sue Bates, Artsci'91, President, Queen's University Alumni Association and Daniel Woolf, Artsci'80, Principal and Vice-Chancellor, Queen's University invite all alumni, students and community members to the Gala evening. Isabel Bader Centre for the Performing Arts

Sunday, April 9 2-3:30 pm INSIDE AGNES Music and Art Series

Developed by members for members, INSIDE AGNES runs on the second Sunday each month from September through April. These congenial sessions of music performance, conversation, art and tea are organized by The Agnes Society volunteers, with the stellar team of Alan Grant, Marcia Shannon, Susan Gibbon, Catie Allan and others. Join us in the Etherington House. All are welcome, and admission is free of charge.

Monday, April 10 2-4 pm Law Visitor: The Honourable J. David Wake

Queen's Annual Lecture in Legal Ethics and Professionalism with The Honourable J. David Wake, Integrity Commissioner of Ontario. Conflicts for Lawyers, Judges and in the Public Service: Overlapping Legal and Ethical

Challenges. Sir John A. Macdonald Hall, Rm: 001

Thursday, April 20, 8:30 am-5 pm Faculty Writing Retreat

Registration is open for the Queen's Faculty Writing Retreat for the busy scholar. A full day – comprising discussions with Research Projects Advisors mixed with blocks of uninterrupted writing time – is free for registered participants, and includes lunch. Space is limited. We encourage you to set this time aside to stimulate your creativity and to write. Research Projects Advisors will be available for one-on-one consultations. Questions may be directed to Leigh Cameron or Kelly Blair-Matuk. Registration will open more broadly on April 3 to faculty working on any publications, and it will close on April 10 or when all available spaces are filled. This event is coordinated by the Office of the Vice-Principal (Research).

ACROSS

- 1) Practice in the ring
- 5) Stable occupants
- 10) Unaccompanied efforts
- 14) Eli's school
- 15) What some skip church to do?
- 16) Muslim holy man
- 17) Not yet final, legally
- 18) Namely
- 19) Startled sound
- 20) One way to get to England
- 23) Type of energy
- 24) Supermarket section
- 25) Bamboozle
- 28) Snake shape
- 30) One of the Great Lakes
- 31) Fifth Avenue sight
- 33) Not he
- 36) What one with impure thoughts has
- 40) Small digit
- 41) Sounded like a dove
- 42) Bookbinding leather
- 43) Smidgen of smoke
- 44) Assembled masses
- 46) Be successfully educated
- 49) Lightly hit single
- 51) It leads water to dry land
- 57) Bakery goodie
- 58) Done with
- 59) Put in the smokehouse
- 60) The state of Deseret, now
- 61) Canada and snow
- 62) In the blink of an orb?
- 63) Sit for photos
- 64) It's placed in a restaurant
- 65) Track sections

DOWN

- 1) Fit the sound to the action
- 2) A three-of-a-kind beats it
- 3) Part of aka
- 4) Put out more of
- 5) Courage and fortitude
- 6) Honolulu hello
- 7) Galley worker
- 8) Cast-of-thousands movie, e.g.
- 9) Eve's third son
- 10) Turn indicator
- 11) Gulf Arab
- 12) Surgical light tool
- 13) Say without saying
- 21) Greenskeeper's supply
- 22) Bye-bye, in Marseilles
- 25) Garage band's tape
- 26) "___ go brag"
- 27) Script unit
- 28) Kind of softball team
- 29) Suffix in many Internet addresses
- 31) Halt
- 32) Title starter, often
- 33) Pack away
- 34) Beer topper
- 35) Sea eagles
- 37) Cake decorator's material
- 38) Toddler's responses, often
- 39) Like some paradises
- 43) Squirm in pain
- 44) Hold a meeting
- 45) "Spare the ___, spoil the child"
- 46) Like the Las Vegas strip
- 47) Greek Muse of lyric poetry
- 48) Wall hanging with pictorial designs
- 49) ___ one's time (was patient)
- 50) Not tight at all
- 52) Jason's ship
- 53) Wedding cake level
- 54) Sandwich fish
- 55) Farmer's pride
- 56) Feathered layers

IN THE TRENCHES

By Jerry Berns

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Sumner, Staehli compete at worlds

BY COMMUNICATIONS STAFF

A pair of Queen's University athletes and a Queen's alumna recently competed in the IAAF World Cross Country Championships in Kampala, Uganda.

Claire Sumner and Julie-Anne Staehli competed alongside Victoria Coates in representing Canada in the women's senior event at the worlds on Sunday, March 26.

The event drew more than 550 athletes from 60 countries

Coates had the best result, finishing 47th in a time of 36:11 while Sumner, the 2016 U Sports and OUA cross country gold medalist and MVP, was not far behind, placing 52nd in 36:36. Staehli, a former U Sports and OUA gold medalist and MVP, as well as the only five-time All-Canadian in the history of Queen's, completed the course in 36:58, good enough for 59th out of a field of 105 runners.

The powerhouse Kenyan team dominated the race with its athletes taking the top six places, led



Queen's Gaels athletes Claire Sumner, left, and Julie-Anne Staehli competed in the IAAF World Cross Country Championships in Kampala, Uganda, on Sunday, March 26.

by Irene Cheptai who crossed the line in 31:57.

Staehli, Sumner and Coates qualified to represent Canada

based on their finish at the 2016 Canadian Cross Country Championships that were held in Kingston on Nov. 26.

The 10-km race was run over four laps on the 2.5 km course.

For full details visit the IAAF website (iaaf.org)

fittips

Live, laugh, play

With the aim of helping faculty, staff and students improve health and wellness, the Gazette and Athletics and Recreation will offer Fit Tips.

Make physical activity fun and enjoyable as well as social.

Join a Queen's intramural team and take advantage of the beautiful outdoor weather Kingston experiences. Instead of going for a walk, run or bike ride on your own, invite a friend or make physical activity a family outing.

Backyards, schoolyards and parks are meant for exploring; trees are meant for climbing; sprinklers are meant for running through; and mud puddles are meant for stomping in.

Remember your childhood fun or help create new childhood memories for you and your children and get outside and play!

Wisdom teeth extractions

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Snoring & Sleep Apnea Treatment
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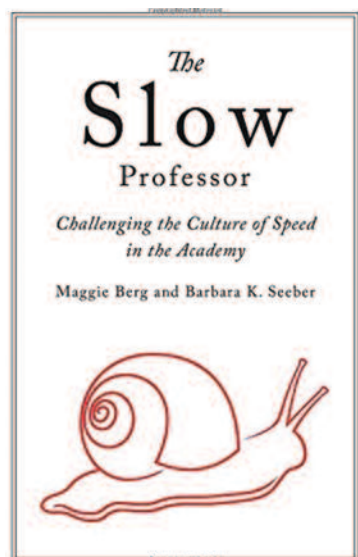
books

The Slow Professor: Challenging the Culture of Speed in the Academy by **Maggie Berg (English language and Literature)** and Barbara Seeber

If there is one sector of society that should be cultivating deep thought in itself and others, it is academia. Yet the corporatisation of the contemporary university has sped up the clock, demanding increased speed and efficiency from faculty regardless of the consequences for education and scholarship.

In *The Slow Professor*, Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education.

Focusing on the individual faculty member and his or her own professional practice, Berg and Seeber present both an analysis of the culture of speed in the academy and ways of alleviating stress while im-



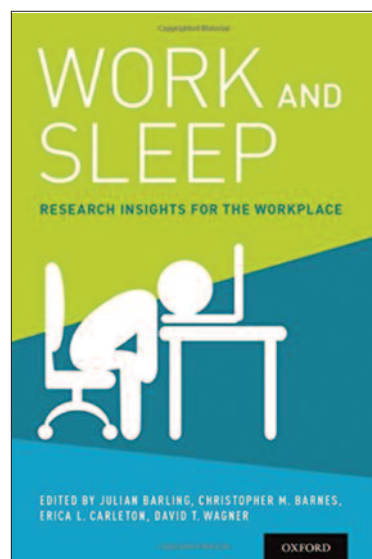
proving teaching, research, and collegiality. *The Slow Professor* will be a must-read for anyone in academia concerned about the frantic pace of contemporary university life.

Work and Sleep: Research Insights for the Workplace Edited by **Julian Barling (Smith School of Business)**, Christopher M. Barnes, Erica Carleton, David T. Wagner.

Sleep disorders and disruptions are commonly associated with negative mood, hostility, poor concentration, and ego depletion. And while researchers have long investigated the widespread negative effects of shift work on individuals, the knowledge derived from these studies is rather limited to those with non-linear work schedules.

However, whether employees are clocking in a normal 9-5 or trudging through the graveyard shift, sleep is a crucial activity for us all. If the quantity and quality of our sleeping patterns are disrupted, the consequences affect not only the employee but for the organization they work for, as well.

Work and Sleep: Research Insights for the Workplace addresses the effects of sleep on employee and organizational functioning, and the



impact of common work experiences on a night's rest. With a team of influential organizational psychologists at the helm, the editors lead a group of expert contributors as they each explore the issues that, regardless of industry, matter in work force well-being today.

NOTICE

Distinguished Service Awards call for nominations

Queen's faculty, staff, students, and retirees are invited to nominate candidates for a Queen's Distinguished Service Award. Inaugurated by University Council in 1974, this award recognizes individuals who have made the University a better

place through their extraordinary contributions.

Recent changes to University Council By-laws now enable Queen's students to nominate recipients who will be recognized at the University Council Annual Dinner on Saturday, Nov. 4, 2017.

Updated guidelines, nomination form and additional information are available at

queensu.ca/secretariat/university-council/distinguished-service-awards.

Please submit nominations to the University Council Executive Committee, care of the University Secretariat, by Friday, April 28, at 4 pm.

Please contact the University Secretariat at ucouncil@queensu.ca or 613-533-6095 if you have questions about the Distinguished Service Award or the nomination process.

humanresources

Job postings

Details regarding job postings – internal and external – can be found at queensu.ca/humanresources/jobs. Applications for posted positions are accepted **by email only** to working@queensu.ca before midnight on the closing date of the competition.

■ **Competition:** 2017-128
Job Title: Communications, Education and Outreach Officer
Department: Canadian Particle Astrophysics Research Centre (CPARC)
Hiring Salary: \$61,378 (Salary Grade 9)
Hours per Week: 35
Appointment Terms: Continuing Appointment.
Closing Date: 12-Apr-2017

■ **Competition:** 2017-125A through 2017-125D (4 positions)
Job Title: Study Coordinator
Department: Canadian Cancer Trials Group
Hiring Salary: \$57,732 (Salary Grade 8)
Hours per Week: 35
Appointment Terms: Continuing Appointments
Closing Date: 27-Jul-2017
Apply To: TMGwork@ctg.queensu.ca

■ **Competition:** 2017-124
Job Title: Monitor/Auditor
Department: Canadian Cancer Trials Group
Hiring Salary: \$57,732 (Salary Grade 8)
Hours per Week: 35
Appointment Terms: Continuing Appointment
Closing Date: 11-Apr-2017
Apply To: Bryn Fisher, Manager, Office of Compliance and Oversight, bfisher@ctg.queensu.ca

■ **Competition:** 2017-064
Job Title: Graduate Program Assistant- Healthcare Quality, Risk and Safety (USW Local 2010)
Department: School of Nursing
Hiring Salary: \$39,591 (Salary Grade 5)
Hours per Week: 35
Appointment Terms: Term Ap-

pointment (until June 30, 2018)
Closing Date: 09-Apr-2017

■ **Competition:** 2017-122
Job Title: Business Analyst (USW Local 2010)
Department: Electrical and Computer Engineering
Hiring Salary: \$57,732 (Salary Grade 8)
Hours per Week: 35
Appointment Terms: Continuing Appointment
Closing Date: 16-Apr-2017

■ **Competition:** 2017-121
Job Title: Project Leader
Department: Critical Care Medicine
Hiring Salary: \$57,732 (Salary Grade 8)
Hours per Week: 35
Appointment Terms: Continuing Appointment
Closing Date: 09-Apr-2017

■ **Competition:** 2017-110
Job Title: Associate Vice-Principal (Alumni Relations & Annual Giving)
Department: Advancement
Closing Date: 17-Apr-2017
Apply To: Tara George, Senior Vice President, Search Practice, KCI (Ketchum Canada) Inc., Queens@kci-philanthropy.com, (416) 340-9710 ext. 254

■ **Competition:** 2017-100
Job Title: Director, Construction
Department: Physical Plant Services
Hours per Week: 35
Appointment Terms: Continuing Appointment
Closing Date: 14-Apr-2017

Successful Candidates

■ **Job Title:** Director, Career Education and Coaching
Department: Smith School of Business
Competition: 2016-408
Successful Candidate: Mary Elms (Human Resources)

■ **Job Title:** Marketing and Communications Coordinator (USW Local 2010)
Department: Faculty of Education
Competition: 2016-429

Successful Candidate: Erin York

■ **Job Title:** Assistant, Advancement Communications and Marketing (USW Local 2010)
Department: Advancement Communications and Marketing
Competition: 2016-398
Successful Candidate: Kymberly Cook

■ **Job Title:** Business Relationship Manager
Department: Smith School of Business
Competition: 2016-404 A
Successful Candidate: Clare Hein
Job Title: Senior Development Officer (USW Local 2010)
Department: Faculty of Engineering and Applied Science
Competition: 2016-277
Successful Candidate: William Pennell

■ **Job Title:** Research Associate
Department: Canadian Cancer Trials Group
Competition: 2016-400/2016-R035
Successful Candidate: Stefanie Young & Aline Costa Da Silva Assels-tine

■ **Job Title:** Development Coordinator, Faculty of Arts & Science (USW Local 2010)
Department: Faculty of Arts & Science, Department of Development
Competition: 2016-448
Successful Candidate: James Parker (Advancement, Alumni Events)

■ **Job Title:** Coordinator, Curriculum, Committees and Exchange (USW Local 2010)

Department: Faculty of Engineering and Applied Sciences
Competition: 2017-020
Successful Candidate: Withdrawn

■ **Job Title:** Human Resources and Research Manager
Department: Faculty of Law
Competition: 2017-003
Successful Candidate: Sasha Lamont (Human Resources)

PUZZLE SOLUTIONS

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