

the gazette

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UNIVERSITY COMMUNICATIONS

CONVERSATIONS WITH THE PREMIER

Queen's students had the opportunity to question Premier Kathleen Wynne on a wide range of topics as she visited her alma mater as part of her tour of the province's post-secondary institutions. See more on Page 4.



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Queen's professor earns 3M honours

the gazette

Richard Ascough is the university's ninth faculty member to be named a national teaching fellow

BY ANNE CRAIG,
COMMUNICATIONS OFFICER

Queen's University professor Richard Ascough has received the prestigious 3M National Teaching Fellowship from the Society for Teaching and Learning in Higher Education (STLHE).

Founded in 1986 through a partnership between the Society for Teaching and Learning in Higher Education and 3M Canada, up to 10 Canadian academics annually are named fellows, in recognition of excellence in educational leadership and teaching in the post-secondary sector. Dr. Ascough (School of Religion) is the ninth Queen's professor to be made a 3M Fellow following James Fraser (Physics) in 2017.

"I find it both humbling and exciting to be selected as a 3M Teaching Fellow as it recognizes my commitment to actively engaging students in their learning contexts and experimenting with innovation in the classroom," says Dr. Ascough, Associate Dean (Teaching and Learning) for the Faculty of Arts and Science.

A recent D2L Innovation Award in Teaching and Learning winner, Dr. Ascough has always approached teaching with innovative and unique ideas. In the 1990s, he embraced online learning and has been a change-maker in regards to attitudes towards online course design.

"Dr. Ascough has been at the leading edge of technology-en-



Richard Ascough (School of Religion) has received the prestigious 3M National Teaching Fellowship from the Society for Teaching and Learning in Higher Education (STLHE). He is the ninth Queen's professor to be made a 3M Fellow.

hanced learning, leaping into online teaching in the late nineties when instructors had to accept their role as digital pioneers, contending with clunky platforms and sometimes severe skepticism from their academic peers," says Jill Scott, Vice-Provost (Teaching and Learning). "He has never been satisfied with simply using technology, but has continually pushed the limits of the medium to ensure deep, transformation learning."

In the classroom, Dr. Ascough

creates imaginative, interactive exercises that ignite his students' passion for learning. Long before active learning classrooms were being constructed, Dr. Ascough began developing exercises that draw students out of their comfort zone and create excitement about learning. Participatory exercises are one of the hallmarks of Dr. Ascough's teaching.

"Dr. Ascough embodies Queen's mission as a research-intensive university with a transfor-

mative student learning experience," says Benoit-Antoine Bacon, Provost and Vice-Principal (Academic). "In my experience, every institution has those few individuals who are hugely influential to so many, yet never seek acclaim. Richard is one of those special leaders."

For more information on the 3M National Teaching Fellowship visit the website (stlhe.ca/awards/3m-national-teaching-fellowships).

Principal's commission recommends ambitious approach to public policy at Queen's

BY COMMUNICATIONS STAFF

Principal Daniel Woolf has received the final report from the Principal's Commission on the Future of Public Policy at Queen's University.

The commission was created in September 2016, to determine how Queen's can modernize its approach to public policy to reflect changes in public policy-making and public service as well as new requirements for policy leaders.

The report, entitled *An Ambitious Vision for Public Policy at Queen's*, outlines the need for a 'next generation' of university-based public policy research and

education, with a focus on education, inter-disciplinary collaboration, and incorporating public policy as a pan-university priority.

The report recommends changes in how public policy is taught and researched at Queen's.

"Elevating public policy as a strategic priority for the university as a whole will no doubt be challenging, but it has the potential to yield great dividends," said Michael Horgan, senior advisor with the law firm Bennett Jones LLP and chair of the commission. "It will enrich the student learning experience, advance the university's research and innovation goals, increase

Queen's policy influence, and enhance its national and international reputation."

The commission followed an extensive consultation process, which included speaking with people inside and outside of government, staff, students, faculty, and alumni. The report contains a number of key recommendations to position Queen's for maximum impact on public policy.

"Queen's is focused on having a greater impact on the practice and execution of public policy across Canada and globally," says Principal Woolf. "I am grateful to the members of the commission, led by Michael Horgan and Margaret Biggs, and for the input re-

ceived from current School of Policy Studies faculty, fellows, and students, School of Policy Studies alumni, Queen's alumni more broadly, and people involved with public affairs, both within the public and private sectors."

The principal will review the report in full over the coming weeks, and establish a transition and implementation working group led by the provost to review the recommendations put forward by the commission and propose a long-term plan.

The report is available online at (queensu.ca/principal/priorities-and-initiatives/commission-future-public-policy-queen's).

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EDITOR

Andrew Carroll
613-533-6459, ext. 36459
andrew.carroll@queensu.ca

ASSOCIATE DIRECTOR, NEWS AND PUBLICATIONS

Peter Jeffrey
613-533-600, ext. 77491
pjj@queensu.ca

ADVERTISING COORDINATOR

Peter Gillespie
613-533-6000 ext. 75464
advvert@queensu.ca

www.queensu.ca/gazette

QUEEN'S UNIVERSITY VICE-PRINCIPAL (UNIVERSITY RELATIONS)

Michael Fraser

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Queen's
UNIVERSITY

UCARE announces first co-chairs

Stephanie Simpson and Mona Rahman will co-chair the University Council on Anti-Racism and Equity

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

At a special planning meeting, the University Council on Anti-Racism and Equity (UCARE) named its first-ever co-chairs.

Stephanie Simpson (Artsci'95, Ed'97, MEd'11), Executive Director (Human Rights and Equity Offices) and University Advisor on Equity and Human Rights, and Mona Rahman (Sc'93, PhD'01), Coordinator, Research Activities and Communications, Office of the VP (Research), were appointed to the leadership roles on this new council.

"With the co-chairs installed, we have the right resources in place to shape our next steps on the path to becoming a more inclusive community," says Teri Shearer, Deputy Provost (Academic Operations and Inclusion). "We are focused on creating a safe and inclusive living and learning environment, and we are committed to two-way dialogue with all members of the community on this issue. The work that UCARE will be doing represents a critical part of these commitments."

Both Ms. Simpson and Dr. Rahman have deep roots in the Queen's community, and they have worked together on equity causes in the past. While they were Queen's students, Ms. Simpson was president of African Caribbean Students' Association and Dr. Rahman was president of the Queen's Muslim Students' Association. The pair frequently discussed matters of equity and diversity at Queen's.



The inaugural members of the University Council on Anti-Racism and Equity. The group met for the first time in late January to organize for the year ahead.

"I'm delighted after all of these years to once again be working with Mona to advance equity issues on campus," says Ms. Simpson. "When Mona and I were students, the university's human rights and equity mandate was in its infancy. With the establishment of UCARE we are seeing two important developments – increased direct involvement in anti-racism and equity from our administration, and stronger connections between senior leaders and justice-

seeking community members. I'm looking forward to seeing the work of the group unfold."

For her part, Dr. Rahman says she was interested in joining UCARE and taking on co-chair responsibilities because she wants to see the recommendations made through the Principal's Implementation Committee on Racism, Diversity, and Inclusivity (PICRDI) final report put into action.

"I grew up at Queen's, and have seen both progress and set-

backs over that time," says Dr. Rahman. "We have many great programs to support diversity and inclusivity at Queen's – what is needed now is something sustainable, continuous, and proactive. Rather than allowing the conversation to be shaped by whomever is present at the time, we need stable and ongoing infrastructure to address inclusivity matters."

Ms. Simpson and Dr. Rahman's terms as co-chair will last until September, providing the commit-

tee with the opportunity to determine how new co-chairs will be elected going forward.

The next UCARE meeting will be held on Monday, March 5 from 5-6:30 pm. in Robert Sutherland Room 202. All members of the Queen's community are welcome to attend. For more information on UCARE, please visit the Provost's website (queensu.ca/provost/committees-and-reports/university-council-anti-racism-and-equity).

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Queen's students had a number of opportunities to engage with Premier Kathleen Wynne when she visited the university on Wednesday, Feb. 14 as part of her tour of the province's post-secondary institutions.

Premier speaks with Queen's students

Premier Kathleen Wynne (Artsci'77) visited Queen's University on Wednesday, Feb. 14 to speak with students during a town hall meeting.

The premier started her tour of her alma mater by visiting the Queen's Centre where she had a number of informal talks with students. She then made her way to Wallace Hall where Queen's students asked her a number of questions on topics including funding for post-secondary education, healthcare, and the increase in the minimum wage.

The visit to Queen's was part of the premier's ongoing tour of post-secondary institutions.



UNIVERSITY COMMUNICATIONS



New bursaries support first-generation and racialized students

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

A Queen's education will soon become more accessible to students who might otherwise not have the opportunity to enroll.

A \$2.2 million estate gift provided by the late Ester Margaret Harrison will be used to create bursaries for academically qualified first-year students from equity-seeking groups who demonstrate a financial need.

"We are thankful for this meaningful and impactful gift which will support many qualified students during their time at Queen's," says Teri Shearer, Deputy Provost (Academic Operations and Inclusion). "These new awards will help us to increase recruitment and retention of students from under-represented groups, thereby building a more

diverse campus community and enhancing our academic mission and student experience."

Ensuring the availability of targeted financial support for racialized students is a recommendation of the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) final report.

"We understand there is still more to do to satisfy the recommendations of the PICRDI report regarding the role of philanthropy at our university," says Tom Harris, Vice-Principal (Advancement). "We continue to work closely with Deputy Provost Shearer to identify new opportunities where we can leverage philanthropy to further support these important recommendations."

Ms. Harrison was the daughter of Dr. John Featherston (MD 1905), a Kingston-based physician and

professor of anatomy in the Queen's Faculty of Medicine. Ms. Harrison specified in her will that her estate would be used to support students in need. Although Ms. Harrison died in 1974, Queen's was only eligible to receive its interest in her estate after other conditions in her will were satisfied. Student Affairs, in consultation with Advancement and the Human Rights and Equity Offices, drafted the terms of the awards based on the designation in Ms. Harrison's will.

Forty-five per cent of the funds will be directed to the Ester Margaret Harrison Awards for Black Canadian Students. Another 45 per cent will be directed to the Ester Margaret Harrison Awards for Visible Minority/Racialized Students. Both of these awards are worth \$5,000 and will be annually renewable. Each award will sup-

port up to nine first-year students each year.

The remaining 10 per cent will go to the Ester Margaret Harrison Award for First-Generation Students, a one-time award of \$1,000 to students who are the first in their family to attend university

as they enter the first year of any undergraduate degree program. The first of these new awards should be disbursed this fall.

To learn more about funding and awards, please visit the Student Awards website (queensu.ca/studentawards/).

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A flag recognizing the partnership between Smith School of Business and the Canadian Olympic Committee is raised in front of Goodes Hall on Thursday, Feb. 8. From left: Paralympian Anne Fergusson; Olympian Greg Douglas; Olympian Christine Robinson; and Dean David Saunders.

Backing our athletes

With the Winter Olympics opening in Pyeongchang, South Korea on Friday, Feb. 9, a special event was held to raise a flag recognizing the partnership between Smith School of Business and the Canadian Olympic Committee.

Hosted by Dean David Saunders, the event was attended by Olympians and Queen's students Christine Robinson (water polo) and Greg Douglas (sailing), as well as Paralympian and Queen's alumna Anne Fergusson (sitting volleyball).

In November 2016, Smith School of Business and the

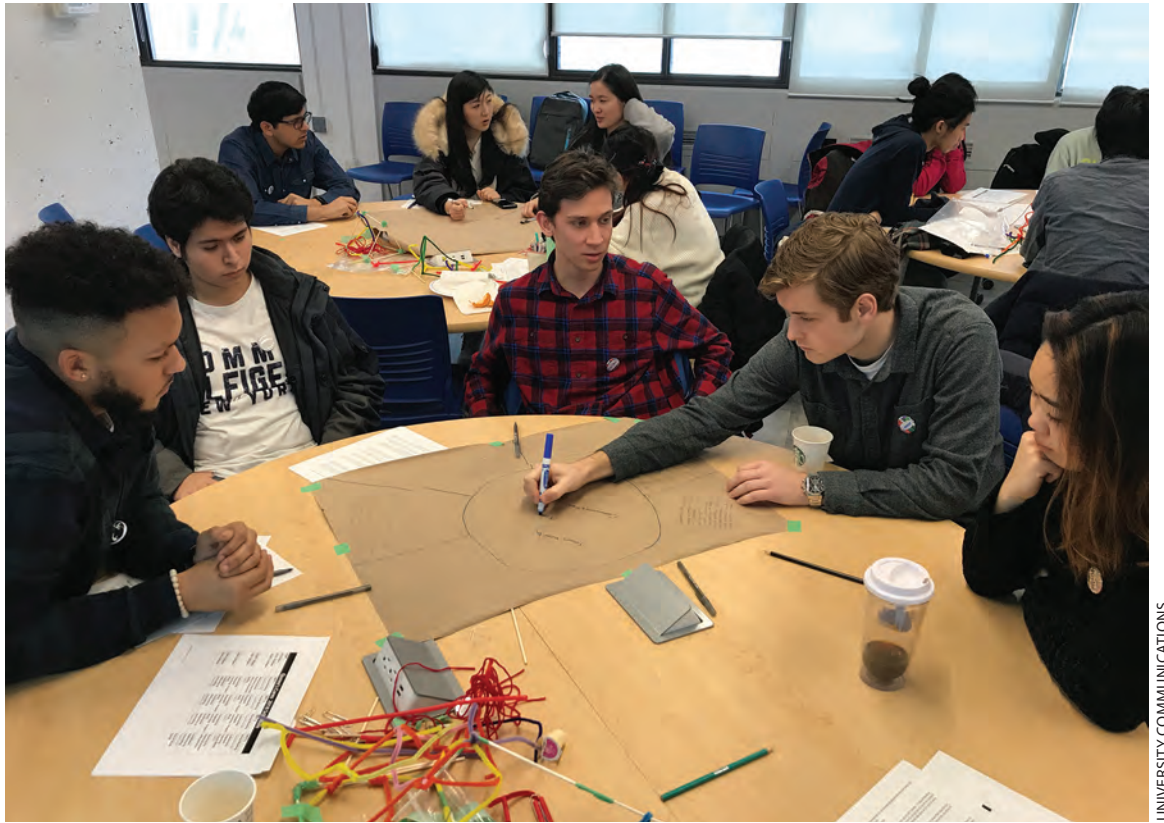
Canadian Olympic Committee formed a strategic partnership, with Smith becoming the exclusive business education partner of the COC and a founding partner of Game Plan, Canada's athlete career transition initiative. Over eight years, some 1,200 athletes will be eligible to enroll in various Smith programs.

The flag, located in front of Goodes Hall, will continue to fly until Sunday, March 18, the final day of the Paralympic Games.

More information about the partnership is available on the Smith School of Business website (smith.queensu.ca/coc.php).



Comments of support for athletes are written on a large poster ahead of a special flag-raising event at Goodes Hall.



UNIVERSITY COMMUNICATIONS

Students participating in the Queen's Cares Alternative Reading Week program engage in an orientation session that was hosted by the Student Experience Office.

Queen's Cares keeps growing

Participating students will spend Reading Week supporting local organizations

BY COMMUNICATIONS STAFF

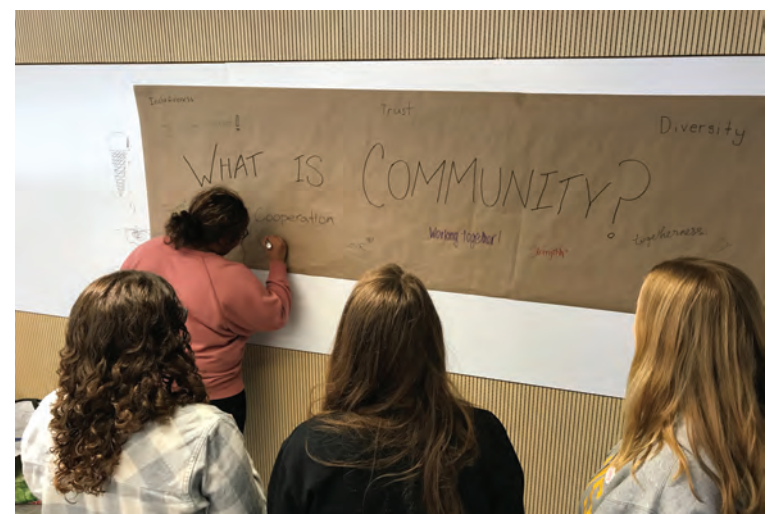
For a growing group of students, Reading Week is about more than just hitting the books. It's a chance to connect with their peers and the Kingston community in a whole new way.

The Queen's Cares Alternative Reading Week program is a community-engaged learning initiative, run by the Student Experience Office (SEO) in Student Affairs. It offers students the opportunity to work in teams to complete a project that has been identified as a need by a local community organization.

"Queen's Cares is about partnerships, collaboration, leadership, personal growth and skill development," says Kevin Collins, Coordinator, Community-Engaged Learning in the SEO. "Students are encouraged to make connections between what they are bringing to the project and what they learn, and think about how they can apply their new skills and community experience to their studies and to their career path/journey."

This year's community partners include Focus Forward for Indigenous Youth, One Roof Kingston Youth Hub, the Boys and Girls Club, Kingston Community Health Centres' Change the Conversation, The H'art School, and KEYS Jobs Centre.

Participants can choose a topic and organization that interests



Now in its third year, the Queen's Cares Alternative Reading Week program has been growing steadily and will have 30 students from across faculties and schools taking part.

them. Examples this year include creating a resource for Indigenous youth that lists scholarships and funding opportunities across Canada at Focus Forward, while the students based with the H'art School will be working with adults with developmental disabilities on an art exhibition that will be displayed at the upcoming Human Rights Festival at the Isabel.

Since it began three years ago, the program has been growing steadily and this year 30 students from across faculties and schools will take part.

"Queen's Cares is a truly amazing program that offers a different opportunity for students," says

Julia Witmer (Artsci'18). "The program creates a connection between personal, social and academic growth with community engaged learning, as opposed to typical volunteering. This distinction is important and valuable, as other positions often lack reflection, and skill building and academic connections. I am happy to say this is my third year being involved in the program."

Next year, the program will include an international opportunity for students. For more information, visit the Student Experience Office website (queensu.ca/studentexperience/queens-cares).

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view point

Viewpoint offers faculty, staff and students the opportunity to reflect on a wide range of topics related to Queen's and post-secondary education. Email submissions or ideas to andrew.carroll@queensu.ca

The healthcare 'system' needs governance

The following column, first published on the Queen's Policy Blog, was authored by members of the Queen's Health Policy Council: Don Drummond; Chris Simpson; Duncan G. Sinclair; David Walker; and Ruth Wilson. The Queen's Policy Blog is aimed at highlighting the expertise of the members of the School of Policy Studies in the categories of healthcare, defence, politics and policy studies. The blog is available at queensu.ca/connect/policyblog/.

Healthcare is top-of-mind for the great majority of Canadians. They worry about its sustainability and long wait times to access many services. Too many with lower incomes worry about paying for its uninsured prescription drugs, rehabilitation, home care, dentistry, etc. Together with social services, healthcare employed over 2.3 million people in 2016; it consumed some \$228 billions of taxpayers' (70 per cent) and consumers' (30 per cent) money, some 11 per cent of the Gross Domestic Product. By any measure, Canadian healthcare is a big and important business. Surprisingly, it lacks a governance. It has no single body to lead what we call the "system," a governance that can be held accountable for how well or poorly healthcare is meeting people's

needs. It is inconceivable that other big businesses in Canada, the banks for example, would carry on without governing boards.

Why doesn't the healthcare "system" have a governance?

In the first place, it is a very fragmented enterprise. It is subdivided into 14 related but separate 'systems,' one for each province and territory and one to meet the particular responsibilities of the federal government. Although healthcare services – primary care, care by specialists, hospital care, nursing, rehabilitation, home and community care, etc. – are generally thought to be under the control of a provincial or territorial government, in fact the role of governments is more that of paymaster than governor. How this should be so is a complicated story, the core of which leads back to the 1962 doctors' strike in Saskatchewan, the settlement of which laid the policy foundation of public payment for private practice. Ever since, although it varies province by province, most healthcare services have been provided by individuals who are self-employed and institutions and organizations that are answerable to their separate Boards of Governors.

Provincial and territorial gov-

ernments are responsible for governance of the publicly-funded health insurance plans we Canadians refer to as Medicare. Governance of the 'delivery system' is widely distributed among the boards of hospitals, long-term care homes, mental health agencies, home care providers, etc., and the innumerable physicians, dentists, physiotherapists, and other private health professionals who own and operate their own or share in the ownership of team practices.

At root, each of these service providers marches to the beat of its own drum! It is surprising that the elements of all Canada's so-called 'systems' of health and healthcare services are as interconnected and as coordinated as they are.

What's to be done?

It is not realistic to think we could have a single pan-Canadian healthcare system; one for each provincial, territorial, and federal government is the practical starting point. Nor is it realistic to take governments out of the governance equation; they are the dominant paymasters for many elements – doctors, hospitals and a variety of other institutions and organizations. They must account to their taxpaying electors for how well or poorly public resources are spent.

But with respect to governance, the policy direction of health and healthcare services, the majority of provincial governments are ill-suited for the role. Most encompass multiple regions and communities with many and diverse service needs and priorities that demand different, often conflicting approaches that are inconsistent with the broad jurisdiction-wide goals that politically-minded governments must, in the end, promote. Many if not most regional priorities will be of a nature that may not match those of governments focused on more immediate or province-wide imperatives.

Governance of such systems requires priorities to be adjusted to focus on regional goals and objectives often well beyond a political time horizon.

This, together with the sheer size and marked diversity of the populations of Canada's provinces and territories, argues for the establishment of regional healthcare system governances, funded by governments and answerable to them for system-wide goals but clearly and firmly at arms-length from them. Arguably the principle behind this approach has been adopted in Regional Health Authorities – RHAs – (and in Ontario's Local Health Integration Networks – LHINs) but nowhere

have these bodies been given the power, authority, and the funding necessary to actually govern the regional delivery systems on which Canadians depend. They should be so empowered and be held accountable two ways, 'upstairs' to the governments from whom their power and funding are derived and 'downstairs' to the people of the regions served by the healthcare sub-system they govern.

Relieved of the front-line governance and management issues of the regional sub-systems, the provincial and territorial governments could turn their attention to demanding policy issues such as how to blend healthcare services with the social determinants of health, creating a unifying vision and mission for each provincial/territorial system, and determining the permissible degree of regional variation allowable within the limits of service to the overall goals of the system as a whole.

The regional sub-governances could then compete with one another in deploying their resources effectively to meet the needs of their populations, contribute to the mission in common, and approach realization within their regions of the provincial/territorial unifying vision and mission.

lives lived

Lives Lived is a space to share your memories of a Queen's community member who recently died. Email your submissions to andrew.carroll@queensu.ca

Freddy Moller: Co-discoverer of isozymes

Professor and researcher in the Department of Biomedical and Molecular Sciences, passed away on Dec. 28.

BY DONALD FORSDYKE

Freddy Moller (1932-2017), of what is now the Department of Biomedical and Molecular Sciences, Faculty of Health Sciences, graduated from the Royal Veterinary and Agricultural College at the University of Copenhagen. Being more interested in research than the clinic, in 1958 he moved to Johns Hopkins Univer-



Freddy Moller

sity, Baltimore. At the outset he struck gold. With Clement L. Markert (1917-1999), he discovered enzymes that exist in different forms in different tissues ("isozymes" or "isoforms"). An important clinical application concerned damaged tissues that release enzymes into the blood. A simple blood test could reveal, at an early stage before overt symptoms, which tissue was damaged (e.g. heart or liver).

This technique is still in use today. Their famous 1959 paper in the *Proceedings of the National Academy of Sciences* has, to date, been cited 1,170 times.

After a period back in Copenhagen with Johannes Moustgaard studying nutrition and animal reproduction, in 1963, Freddy began a two-year lectureship in the Department of Physiological Sciences in the School of Veterinary

Medicine at the University of California, Davis. There he teamed up with Arthur L. Black, a pioneer in the use of radioactive-labelled compounds to study the pathways chemical compounds take to provide energy, and to build and replace tissues. Working with cows and goats, a string of important publications followed in the *Journal of Biological Chemistry*, the *Journal of Dairy Science* and the *Journal of Nutrition*.

Freddy's PhD thesis entitled "Glycerol metabolism in the ruminant" was formally accepted in 1968, a year after he had started his appointment as an assistant professor at Queen's University. There had been generous offers from Kansas and Regina, but he seems to have preferred Queen's for its richer European ambiance.

Through his love of music, he had met Kirsten, a music teacher

and organist, and they married in 1959. The Kingston setting proved suitable for her work and for their growing family and, not the least, met his passion for sailing.

Perhaps it was sailing that led to a sabbatical in the 1980s at Michigan State University with John E. Wilson, the doyen of "ambiquitous" proteins. These are proteins that can be regulated by mooring them to cellular membranes. They slip their moorings to become active (or vice versa).

Freddy pursued this topic enthusiastically, but with shoe-string funding. It is ironic that his work on brain mitochondria and hexokinase (an enzyme that controls glucose supply to the brain) was, as he had pointed out, relevant to Alzheimer's disease, which was his own final diagnosis.

His last paper on this topic

was placed in the arXiv preprint server in 2005. The general concept of "ambiquity" is now established, although more often referred to as enzyme "translocation."

Freddy retained a patient, polite, inner serenity through thick-and-thin in his professional dealings. "Freddy Moller does not holler" was how a departmental technician once put it. Prior to his retirement in 1997 his deep knowledge of lipid biochemistry was put to good effect in a collaboration on lung surfactants with Alison Froese (Department of Anaesthesiology).

• • •
Donald Forsdyke, an Emeritus Professor in the Department of Biomedical and Molecular Sciences, was a friend of Freddy. Kirsten Moller and John Wilson helped with these reminiscences.

Queen's in the news

Highlights of Queen's experts in the media from Feb. 1-15

NEWSPAPERS

Philippe Gauthier (Film & Media) writes in the Toronto Star about why, almost 10 years after comic book blockbuster movies began, Black Panther is the first major studio release to star a black superhero.

Udo Schuklenk (Philosophy) commented in Canadian Press papers across Canada including the Toronto Star on a new ruling regarding end of life care.

Heather Stuart (Psychiatry) was interviewed by the Kingston Whig-Standard about the continuing impact of Bell Let's Talk day and the effort to end the stigma of mental illness.



Oyedjeji Ayonrinde (Psychiatry) was interviewed by the Kingston Whig-Standard, and said that what has been largely absent from the debate about recreational cannabis use is discussion about its impact on the health of young people. The story also appeared in the North Bay Nugget.

Ahmed Mian (Family Medicine) wrote for the Globe and Mail about how to identify flu symptoms and how to mitigate spreading it to others.

Kathy Brock (Political Studies, School of Policy Studies) says in the National Post that the carbon tax will likely emerge as a key issue in the PC leadership debate; says the Trudeau government is brilliant at messaging and understands the idea of symbols. Her interview appeared in over 20 outlets, including the Financial Post, iPolitics, CP24, and Metro News; says that Caroline

Mulroney's lack of political experience could play in her favour. Her interview appeared in over 50 outlets across Canada, including CTV News, CBC, National Post, Maclean's, Toronto Star, Toronto Sun, BNN, Metro News, Global News, Huffington Post, CP24, BT Toronto, and iPolitics.

Kip Pegley (Cultural Studies, Dan School of Drama and Music, Film and Media, Gender Studies) wrote about the role of music at the Olympics for The Conversation. The column appeared in the National Post and the Ottawa Citizen.



John S. Andrew (School of Environmental Studies, School of Graduate Studies) says in the Toronto Star that recent stock market turbulence could be a bigger factor for homebuyers than people realize.

Galen Watts (Cultural Studies) had his piece for The Conversation about the changing religious landscape in Canada published by the National Post.

Monica LaBarge (Smith School of Business) says in the National Post and Financial Post that the Bell Let's Talk mental health campaign shows that long-term partnerships are more convincing to consumers than treating corporate social responsibility as a one-off.

Sean Cleary (Smith School of Business) says in the Globe and Mail that there are a lot of positives in the U.S. economy, but the question is whether these positives have already been factored into the markets.

Ken Wong (Business) says in the Toronto Star that it's not a coinci-

dence that McDonald's is sprucing up the Happy Meal image now.

ONLINE

Melissa Lafreniere (Geography and Planning) and Scott Lamoureux (Geography and Planning) spoke to Science Daily about how the changing landscape means some Arctic ponds may potentially be a significant source of carbon emissions and that an important next step is determining how widespread the phenomenon is.

Warren Mabee (Geography and Planning, School of Policy Studies) discusses in a piece published by The Conversation whether or not there's still room for the Olympics in a world determined to reduce carbon emissions.

Antonio Nicaso (Languages, Literatures and Cultures) told CBC Online that says theories about larger mob involvement in the Musitano and Vaughan shootings are just guesses at this point.

Susan Phillips (Family Medicine) says physicians are part of society too so there are likely pockets of sexism and bullying found within medicine on CBC Online.



Jagdeep Walia (Biomedical and Molecular Sciences, Pathology and Molecular Medicine, Pediatrics) told ctnews.ca that long-term correction results in mice testing for a rare neurodegenerative disease called Sandhoff Disease are good enough to move the treatment into clinical trials.

Roel Vertegaal (School of Computing) says in phys.org and New At-

las that a new technology combining LEGO bricks and drones has the potential to take experiential learning to an entirely new level.

Louise de Lannoy (School of Kinesiology and Health Studies) says in D'Marge that a submaximal fitness test is a pragmatic alternative to maximal fitness tests.

TELEVISION

Richard Ascough (Continuing and Distance Studies, School of Religion) appeared on CKWS to discuss being named a 2018 3M Teaching Fellow.

Nick Bala (Law) spoke to CTV News and Huffington Post about Prime Minister Trudeau's comments on abortion and the Charter of Rights and Freedoms when asked about the Summer Jobs Program rules.

Simon Poirier (Political Studies) discusses the future of Bitcoin in Huffington Post.

Nathalie Ouellette (Physics, Engineering Physics and Astronomy) appeared on CKWS to discuss the launch of the SpaceX Falcon Heavy rocket.

RADIO

Oyedjeji Ayonrinde (Psychiatry) discusses campaigns created by his students to educate young people about cannabis use with CBC Radio.



Kip Pegley (Cultural Studies, Dan School of Drama and Music, Film and Media, Gender Studies) spoke to CBC Radio regarding Olympic

theme music and how it reflects our values.

Robin Valteau (Biology) spoke to CBC's Ontario Morning about alternatives to road salt cities could use to deal with icy conditions.

Sharry Aiken (Law) spoke to Radio Canada International about the ongoing humanitarian crisis in Myanmar.

David Detomasi (Smith School of Business) told Newstalk 1130 that if NAFTA talks fail, Canada's automobile industry could be among the sectors affected most negatively.

Kathy Brock (Political Studies, School of Policy Studies) spoke to CBC's Ontario Morning about how the Ontario PC leadership campaign could affect the upcoming provincial election. She also spoke to the Canadian Press about Prime Minister Justin Trudeau's U.S. trade trip for a piece that appeared on CTV News, Financial Post, Inside Toronto, Canadian Business and others.



MAGAZINES

Nick Bala (Law) discusses interview techniques for children in Canadian Lawyer Magazine.

John S. Andrew (School of Environmental Studies, School of Graduate Studies) says in Mortgage Broker News that cannabis stores could drive up foot traffic in Canadian neighbourhoods to the benefit of local businesses and property values.

Don't let the 'winter blues' get you down

BY COMMUNICATIONS STAFF

For some people winter is a time to get outdoors, enjoy the snow-filled landscape, and get active. But for others the constant cold and short daylight hours can

be a grind.

For Queen's employees and family members who struggle with winter – including, for some people, serious conditions such as depression and Seasonal Affective Disorder (SAD) – there

is a wide range of supports on offer, including the Employee and Family Assistance Program (EFAP) provided by Homewood Health.

Free, confidential and easy to access the EFAP provides services for Queen's employees and their dependents, including counselling, coaching, information, and support for all types of issues relating to mental health, health management, and achieving greater personal and workplace well-being, explains Sydney Downey, Manager of Return to Work Services at Queen's.

"We have set up important supports for Queen's employees that are easily accessible and preventative, that allow them to engage fully in whatever they do

here at the university," she says. "It is important to us that they are present, engaged and healthy and therefore we have gone to lengths to establish different support structures, one of them being our EFAP provider. This service is available, accessible and free and we strongly encourage employees to be more preventative in their health care."

Homewood Health has been providing confidential EFAP services to Canadian employees and their family members for over 33 years. Services provided include healthy eating plans, employment coaching, counselling, and much, much more. This support network is available 24/7.

Overseeing the program at Queen's is the EFAP committee,

which includes representatives from all the unions at the university as well as for non-unionized workers.

"The members of the EFAP committee represent a wide range of departments and groups here at Queen's and are a valuable resource as they can assist Queen's employees in accessing the services and answer any questions regarding the program," Ms. Downey says.

For more information on the Queen's EFAP, visit the Human Resources website (queensu.ca/humanresources/wellness-accessibility/employee-and-family-assistance-program).

For 24-hour EFAP services call 1-800-663-1142 (English) or 1-866-398-9505 (French).

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Researching rock at the BISC

BY SARAH LINDERS, SENIOR COMMUNICATIONS OFFICER

The images of a sunny English castle and sixties rock and roll may not normally spring to mind when thinking about undergraduate research, but for Jena Hudson (Artsci'18), it was the setting and theme of her summer research project.

Ms. Hudson spent 12 weeks at the Bader International Study Centre (BISC) in East Sussex through the Undergraduate Student Summer Research Fellowship (USSRF). She assisted Christian Lloyd, Academic Director at the BISC, with researching his second book on Jimi Hendrix, of whom he is a leading expert.

"Hendrix spent the most important time of his career in London, so being in England for this research was perfect," says Ms. Hudson. "Being able to access primary resources, and conduct interviews with people in London who were actually there in the sixties, was such an incredible experience."

For Ms. Hudson, the most exciting part of the summer was conducting an interview with a man who knew Hendrix, in Hendrix's apartment.

"The apartment is now part of the Handel & Hendrix in London Museum," says Ms. Hudson. "It was recreated to look as it did when he lived there. The man we interviewed, Doug Kaye, worked in the restaurant underneath the apartment, and that's how he and Hendrix got to know each other. Getting to interview him in that space, with audio playing around us from recordings from the sixties, was surreal."

Ms. Hudson also researched issues in the counterculture that Hendrix was part of in London in



Doug Kaye, left, a former neighbour of guitar legend Jimi Hendrix, Christian Lloyd, Academic Director of the BISC, and Jena Hudson (Artsci'18), USSRF fellow, sit on Jimi Hendrix's bed in his former apartment.

the sixties. Hendrix spent the most important time of his musical career in London, and the final years of his life there before his death at the age of 27.

"I looked at how sexism, racism, and consumerism existed within that idealized time period," says Ms. Hudson. "There are reviews in IT, an underground newspaper that was a pioneer at the time, which describe Hendrix as 'the wild man of Borneo', based on his race. In Hendrix's life, he gave interviews that show he had some sexist views towards women. Even though the hippie culture at the time had an image of anti-consumerism, they were kind of a wasteful bunch, buying very cheap clothes and throwing them away."

One of the unique ways for Queen's students to engage in research, the USSRF is a paid fel-

lowship available to continuing undergraduate students in the social sciences, humanities, and creative arts interested in developing research skills under the guidance of an eligible faculty researcher. It also provides meaningful opportunities to engage in discovery-based learning and to develop research and presentation skills. Students on main campus work with their supervisor to develop a project, while students going to the BISC select a project from those offered by faculty.

To learn more about the USSRF, visit the Queen's University Research Services website (queensu.ca/urs/funding-sources/undergraduate-student-summer-research-fellowships-ussrf). The application deadline for the 2018 summer program is March 9.



Ann Tierney, Vice-Provost and Dean of Student Affairs, looks on as fourth-year Loran Scholar Callen Hageman speaks about his experiences at Queen's and with the Loran Scholars Foundation program.

Building on character, service, and leadership

BY COMMUNICATIONS STAFF

Queen's is home to many outstanding students and this includes those who have received a scholarship from the Loran Scholars Foundation.

On Thursday, Jan. 18, a special event was held to recognize the university's Loran Scholars as well as the mentors and staff and faculty members who have supported them along their educational journey.

Each year, 34 students are selected nationwide to receive the multi-year scholarship. Currently, Queen's has 16 Loran scholars who have arrived from across the country to pursue their studies in a wide range of disciplines.

More than 5,000 students applied this past year; scholars are selected on the basis of charac-

ter, commitment to service and leadership potential.

In the past two years, two Queen's Loran Scholars – Claire Gummo (Artsci'17) and Iain Sander (Sc'17) – have gone on to become Rhodes Scholars.

The Loran Scholars program provides students with a tuition scholarship and a living stipend. They also receive personal and professional development opportunities, participating in enterprise, community development and public policy related summer employment, often including at least one international experience. The program connects students with a mentor – individuals who are influential in communities, government or various disciplines.

For more on the Loran Scholars Foundation, go to loran-scholar.ca.

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Student-focused renovations at Mackintosh-Corry Hall

BY SARAH LINDERS, SENIOR COMMUNICATIONS OFFICER

When renovations were conceived for the south end of Mackintosh-Corry Hall (Mac-Corry) in the summer of 2017, it was a chance to rethink the way traditional classrooms are designed.

The result is a modern, research-based collection of student learning spaces. Three active learning classrooms in Mac-Corry include one large room on the first floor and two flexible seating seminar rooms on the third floor, as well as group study spaces carved out from the hallway, where rows of lockers used to stand. These study spaces surround the new home of the Department of Geography and Planning.

"Classroom renewal as we've seen here is crucial to support our faculty as they continue to push the boundaries of innovation in course design in the classroom,"

said Principal Daniel Woolf at the celebration of the new student street on Jan. 31. "As someone who used to study sitting on the radiator around the corner, it's fantastic to see these new study spaces for students. I take a special interest in the new classroom renovations, given that I will soon be returning fulltime to the classroom and almost certainly teaching in some of these rooms."

Principal Woolf thanked the teams at Physical Plant Services, Audio-Visual Services, the construction and design teams, and the teaching and learning space working group.

"As soon as these new study spaces were opened, they were full," said Jill Scott, Vice-Provost (teaching and learning). "I think this is something we need to pay attention to, because as we change the way we learn, we also need to change and transform the nature of the student study spaces that



Students work in the new study areas in Mac-Corry with access to glass whiteboards, room for group meetings and lots of electric outlets. The space used to be lined with lockers.

we have, and we need more of them."

Katie Goldie, Assistant Professor with the Queen's School of Nursing, began using the new classrooms in Mac-Corry in the fall semester.

"I designed a course to use this new space, as I know it's hard for a large group of students to listen to three hours of lecture," says Dr. Goldie. "The active learning classroom in Mac-Corry allowed me to

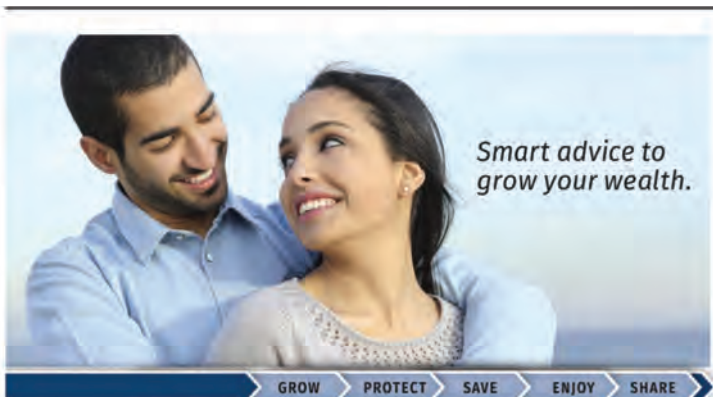
design more innovative, engaging classroom exercises that stimulated and re-enforced learning. For example, in one class after teaching content, students moved to the active space and were presented with a real life clinical case to work through in small groups. They also participated in a virtual reality clinical simulation, and were dialed into experts via Google Hangouts from another university.

"The design of the new classrooms encouraged and enabled the students to debrief afterwards with one another. I think this made a large class feel more personal."

The renovations to the student street in Mac-Corry are one piece of a larger student-oriented revitalization. Recent renovations also include low- and high-tech classrooms in Kingston Hall and Ellis Hall. Upcoming renovations in 2018 include:

- Biosciences 1102 and 1103 will be renovated to become a new lecture theatre
- Convocation Hall will be renovated, and will have a capacity of 140
- Ellis Hall 324/327 will become an active learning room with a capacity of 120
- Ellis Hall 226 will become an active learning room with a capacity of 60
- the Innovation and Wellness Centre will include three active learning style rooms for the engineering faculty, each with a capacity of 80

Find out more about active learning classrooms and the research behind them on the Active Learning Spaces website (queensu.ca/activelearning-spaces/classrooms/low-tech-team-based-learning).



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*Value of Financial Study by the Financial Planning Standards Council, 2010.



Queen's encourages innovation with student competition prize

The City of Kingston and the Dunin-Deshpande Queen's Innovation Centre have partnered to create an additional prize for the Mayor's Innovation Challenge

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

Building on the strong partnership between the City of Kingston and Queen's University, the Dunin-Deshpande Queen's Innovation Centre (DDQIC) has stepped forward to sponsor an additional prize for the 2018 Mayor's Innovation Challenge.

"Modern cities need to consistently innovate to improve the lives of their citizens, and modern universities are always looking for ways to enhance and support their communities," says Benoit-Antoine Bacon, Provost and Vice-Principal (Academic). "In that spirit, Queen's is very proud to support the Mayor's Innovation Challenge and to work in partnership with the city to leverage the innovative talents of Kingston's citizens to address real municipal issues."

In addition to the opportunity to be awarded a 16-week paid internship with the city to implement their project idea, competing teams of post-secondary students will now also have an opportunity, sponsored by the DDQIC, to receive:

- a \$7,000 stipend per team member for the summer
- \$4,000 in seed capital for the idea
- access to the entire summer's Queen's Innovation Centre Summer Initiative (QICSI 2018) programming to accelerate their innovation

This exciting partnership will create additional opportunities for career development and employment for youth, and facilitate an additional innovative municipal project to be implemented.

"I'm so thrilled that we've partnered with Queen's University and the DDQIC to offer another prize

for students as part of the Mayor's Innovation Challenge," says Mayor Bryan Paterson. "We have a great relationship with Queen's and we both want to help launch our post-secondary students into the workforce by providing paid opportunities to help build their skills and experience. It's amazing that we will now be able to award two teams with truly unique and potentially life-changing summer experiences."

The Mayor's Innovation Challenge pitch competition will be held Friday, March 2 between 9:30 am and 12 pm in the Council Chambers at City Hall.

The big reveal of the winning teams is expected to take place around 12:45 pm that day.

For more information on the challenge, visit cityofkingston.ca/city-hall/projects-construction/mayors-innovation-challenge.

Gaining real-world, international experience

BY ANDREW CARROLL,
GAZETTE EDITOR

The School of Urban and Regional Planning's International Planning Project course (SURP 827) is a learning experience like no other.

Each year, Ajay Agarwal has taken a group of planning students from Queen's to the Indian city of Auroville, where, in a period of just two weeks, they are tasked with creating a project report of professional quality that can be used by the community.

For the students who take part in the course, it is an opportunity to be part of a consulting team while gaining real-world and international experience at the same time.

It is also an exercise in resilience, adaptability and resourcefulness, all vital tools for future planners, Dr. Agarwal points out.

This year the team was tasked with creating a growth management framework for the greenbelt surrounding the intentionally-planned community. There are a number of villages within the protected area and their population growth and development has placed increasing pressures on the greenbelt.

"The concern is that if that development is left unchecked the very purpose of the greenbelt will be lost," Dr. Agarwal says. "So the people of Auroville wanted us to suggest ways to ensure that any development that takes place inside the greenbelt is in harmony – and harmony being the key word – with Auroville's vision for the future."

Starting the course in September, the student team has three



Led by Ajay Agarwal (School of Urban and Regional Planning), this year's group of students traveling to India as part of International Planning Project Course (SURP 827), was the largest yet at 12.

months to conduct research, collect information and make initial contacts before heading to India in early December.

Once the 12-member team was assembled in Auroville, Dr. Agarwal quickly put them to work. Several students only had time to take a shower before taking part in the initial presentation.

It was a tough schedule for sure but a realistic one when it comes to consulting and planning for an international client. Time, as the students learned, is at a premium.

The first week was mostly dedicated to conducting interviews with stakeholders and gathering information, points out Meghan Robidoux, who acted as the project manager for the team. With data gathered from 19 interviews and two focus groups, they quickly learned that much of the earlier research was not really ap-

plicable. Nothing can substitute for direct engagement and interaction, they found out. Thankfully they were prepared for such an outcome.

"At the end of our first week we sat down and kind of redefined the scope of our project based on all the information we collected and the feedback from that initial presentation," she says. "So much changes once you get there. We knew that from the beginning that would be the case. Ajay prepared us very well. We knew that was going to happen and that was okay."

The team also quickly learned that working in India is very different from Canada. The culture is very different and communicating can be difficult. Internet connectivity is spotty and they initially had no working cellphones.

Yet they were able to find solutions – resilience, adaptability and

resourcefulness.

"We went old school," Dr. Agarwal says. "We had a giant poster on the wall with a timetable and Post-Its with everybody's name on it. So everybody, including me, was supposed to keep checking the schedule throughout the day. It kept changing every hour."

The team quickly determined that working together was the only way to succeed.

"This was a large group, so that was a challenge at times, trying to make sure that we were using everyone to the best of their ability and taking advantage of so many people's assets and skill sets," Ms. Robidoux says. "In so many ways it was great because

we had such a talented team. I feel strongly that every member really contributed in important ways to the project. So managing the team wasn't a problem in that sense, it was more of making sure that everyone had the opportunity to share their opinion and group meetings took a long time."

As a member of that team Jennifer Smyth found the international course to be the experience she was looking for and she is certain that it will help her now and in the future.

"One of the major planning lessons that I've taken away from this is learning in a foreign context. I know for some team members it was a challenge to go to this place where they have beliefs that we couldn't necessarily understand or agree with. But as a planner acknowledging those beliefs was so important," she says. "Just planning for a project with so many unknowns was a huge learning experience, maintaining an objective stance among so many varying perspectives and finding balance. I think this experience really helped us learn how to do that."

Now in its sixth year, Dr. Agarwal has seen the course grow in popularity and become one of SURP's key learning experiences. Both Ms. Smyth and Ms. Robidoux were drawn to Queen's specifically because of the international opportunity offered through SURP 827. With 12 participants, this year's group was the largest to travel to India.

SUPPLIED PHOTO

grad studies

THESIS DEFENCES

Thursday, Feb. 22

Barath Ram Jayasankar, Chemical Engineering, 'Multistep Kinetic Models for Oxygen Reduction Reaction and Pt Dissolution in Polymer Electrolyte Membrane Fuel Cell'. Supervisors: K. Karan, B.A. Peppley, 312 Dupuis Hall, 9:30 am.

Tuesday, Feb. 27

Renaud Soucy La Roche, Geological Sciences & Geological Engineering, 'Tectonometamorphic Evolution of the Karnali and Jajarkot External Crystalline Klippen, West Nepal Himalaya'. Supervisor: L. Godin, Bruce Wing Conference Room, 2 pm.

Wednesday, Feb. 28

Nemoy Lewis, Geography and

Planning, 'A Dream Denied: The Fight Against the Mass Eviction of Families in Chicago and Jacksonville, USA'. Supervisor: A. Kobayashi, D326 Mac-Corry Hall, 10:30 am.

Wednesday, Feb. 28

Ian Alexander Matheson, Education, 'Unpacking Reading Comprehension by Text Type: An Examination of Reading Strategy Use and Cognitive Functioning in Poor and Typically-Achieving Comprehenders'. Supervisor: D. Berg, B245b McArthur Hall, 1 pm.

Friday, March 2

Mustafa Amid Mohamad, Computing, 'New Algorithms for 3D Registration Using Raw Point Techniques'. Supervisors: D. Rappaport, M. Greenspan, 524 Goodwin Hall, 10 am.

Friday, March 9

Mingjie Song, Geography, 'A Framework with Improved Spatial Optimization Algorithms to Support China's "Multi-Plan Integration" Planning at the County Level'. Supervisor: D. Chen, E314 Mac-Corry Hall, 9:30 am.

Thursday, March 15

Douglas James Nesbitt, History, 'Days of Action: Ontario's Extra-Parliamentary Opposition to the Common Sense Revolution, 1995-1998'. Supervisor: K.E. Dubinsky, 402B Gordon Hall, 2:30 p.m.

Wednesday, March 21

Marla Dobson, Art History, 'The Horse-Drawn Omnibus in Victorian Visual Culture'. Supervisor: J. Helland, 402B Gordon Hall, 1 pm.



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What role does music play at the Olympics?

This article was originally published on *The Conversation*. Read the original article, with videos and sound clips, at theconversation.ca.



BY KIP PEGLEY, DAN SCHOOL OF DRAMA AND MUSIC

Audiences are usually aware of the moods music can evoke during emotionally heightened moments, like national anthems at medal ceremonies. Yet we rarely consider the Olympic theme music used by major media networks as something that helps to frame sports coverage.

It's the theme music that fills our ears before and after commercials and quietly accompanies their intimate athlete profiles. That theme music can actually have an impact on the way we view sports.

I compared the music of NBC and CBC — the official Olympic networks in the United States and Canada — to explore what might be revealed in the differences of the cultures of sounds between the two countries.

NBC's Olympic theme is arguably the most memorable in sport. To understand why it is so unforgettable, we first must consider the musical catalogue of its composer, John Williams. Williams has been credited for writing "the soundtrack of our lives."

Since the 1970s he has written the movie soundtracks for generations of Western movie goers — giving many of us music to accompany our lives. These movies include hits like *Jaws*, *Star Wars*, *Superman*, *E.T.*, *Indiana Jones*, *Home Alone* and *Harry Potter*.

Williams not only captured the American film score sound, he defined it.

When we listen to the Olympic Theme we must consider this music alongside his previous scores — all those movie scores that have trained our ears to respond to particular musical gestures as moods and emotions.

Musical gestures can be gendered

So what are these musical gestures and how are we trained to respond? There are numerous means by which we can analyze these gestures and their associations. By examining the scores and noticing how all aspects of the music — the themes, orchestration, stylistic decisions, etc. — consistently align with particular characters and events, certain pat-



Fireworks explode behind the Olympic flame during the opening ceremony of the 2018 Winter Olympics in Pyeongchang, South Korea.

terns begin to emerge.

Let's consider how musical codes can be gendered. Musicologist Phillip Tagg has analyzed how, musically speaking, masculinity and femininity have been represented since the 1970s.

Female leads are often depicted by flowing melodies dominated by strings and woodwind instruments. For example of this, listen to Williams' score for the Lois Lane's theme from *Superman*.

Male characters, meanwhile, tend to be more consistently associated with music that is more up tempo, with more staccato articulation and shorter note lengths. The melodies for male heroes tend to have more leaps, and the instrumentation is dominated by brass and percussion. This description, not coincidentally, applies to the music for Superman himself.

Because these musical codes for "femininity" and "masculinity" are continuously repeated within popular culture, including across Williams' scores, we have been trained to hear them as "soft" and "loving" (female) or "strong" and "determined" (male). Gender becomes musically audible.

Olympic themes through the years

Williams wrote the NBC theme for the 1984 Los Angeles Olympic Summer Games. The work lasts almost four minutes, and contains several sections.

It opens with Leo Arnaud's "Bugler's Dream" (0:00 to 0:46); at 0:46, Williams moves into his first

fanfare in the trumpets — a striving, strenuous, leaping idea which we hear three times before they finally reach their melodic goal on the fourth attempt — the highest note they play in the entire work.

A snare drum then leads us into the "Olympic Theme" (at 1:06), marked by a flowing melodic idea with smooth articulations in the strings and horns. This section is more closely aligned with Williams' lead female characters from his previous scores. At 1:52, we move into a more syncopated, livelier melody, eventually leading us back at 2:55 to the louder, "active" fanfare, after which the theme and the fanfare are heard together.

Williams' Olympic music is a dramatic soundtrack that offers both soft, legato string melodies and active brass fanfares that have then been used by the network to shape tele-visual moments (like female or male athlete profiles) according to the emotional affect they sought to create.

The NBC Olympic mini-soundtrack as a brand is largely unchanging: While NBC "mines" the soundtrack to produce shorter excerpts appropriate for their coverage, the piece otherwise is not altered.

CBC's attempts to adapt

How does this short soundtrack compare with the music used for CBC's Olympic and Paralympic Games coverage? The CBC Olympic Theme, written by Marc Cholette, has been used since 1988; it is infused with trumpets and percussion which signify strength.

Unlike Williams' music, however, there is only one theme; it is "active," the dynamics are consistent throughout, and there is no dramatic change of orchestral colour between families of instruments. While the music builds to the theme's highest pitch at the end (thus symbolizing achievement), never do the instruments push to their limits through extreme range or technical demands, never going beyond their comfort zones to what is just beyond reach.

Given Williams' ubiquitous soundscapes within which most Westerners have been musically "earwashed," it is perhaps understandable why listeners might hear the CBC theme as less dramatic.

But what really distinguishes the CBC theme from Williams' music is what happens to it every two years: The CBC adapts it to incorporate the musical styles of the country.

Melding disparate musical sounds into one new work is part of the CBC's mandate. In the early 2000s, the network was under pressure to make their programming more multicultural and so they shifted their focus to incorporate more "fusion programming." This involved bringing together musicians from different cultures, styles and languages to see whether they might be able to find new ways to collaborate.

While the CBC's intentions may have been good, the results have been mixed. According to ethnomusicologist Rebecca Draisey-Collishaw, the musical output has not served to reflect

creative and multicultural "meetings" between different musical traditions. Instead it more often represents — musically — cultural minorities being assimilated into mainstream, white, Anglo codes that serve to reinforce the status quo.

A contemporary version of "multicultural fusion" is evident in the CBC's music for the upcoming 2018 Winter Games in Pyeongchang, South Korea.

The updated theme, written by composer Tim Weston and staff at creative audio agency Grayson Matthews, opens with a voice accompanied by synthesized strings; at 0:09, the composers add a janggu (a Korean drum) and a gayageum (a 12-string zither-like instrument). The janggu and gayageum are perhaps the traditional Korean instruments most familiar to Westerners.

At about 0:22, listen for how the Korean instruments are "assimilated" into a Western framework of meter, chord progressions and catchy syncopation.

Finally, the piece closes with a modified version of the CBC Olympic Theme

The NBC and CBC Olympic themes are markedly different. The American network uses a soundtrack that is both unchanging and grounded in codes developed within movie soundtracks over the last half century.

The CBC theme, meanwhile, is less dramatic but celebrates itself as a fusion of musical traditions. Unlike American audiences, Canadians travel sonically beyond their borders. While an admirable project, on closer analysis, this music — like many of the CBC's previous fusion experiments like *Fuse*, a national radio program that aired between 2005 and 2008 — seems to appropriate sound to "add spice" to Western sonorities. Case in point: They even describe the theme as "Korean flavoured" on the website.

By choosing traditional Korean instruments, they limit the representation of South Korea as a society that is traditional and dated, and perhaps less modern than Canada.

Over the next two weeks, I invite you not only to watch the Olympic coverage but listen to it and consider how music — a seemingly benign medium — does its ideological work.

Dr. Pegley is an associate professor (Musicology/ Ethnomusicology, Music Education) at the Dan School of Drama and Music with cross appointments to the departments of Film and Media, Gender Studies, the Cultural Studies Program, and the Canadian Institute for Military and Veteran Health Research.

Bringing Indigenous languages into the classroom

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

A new certificate program will provide students with an introduction to three Indigenous languages, while also deepening their knowledge of Indigenous cultures.

Launching this fall, a new Certificate of Indigenous Languages and Culture will provide an introduction to Mohawk, Inuktitut, and the Anishinaabe language – known as Anishinaabemowin, meaning ‘language of the people’.

The certificate brings together existing Indigenous language courses at Queen’s plus new Anishinaabemowin training into a program which can be completed through full-time studies in one year, or part-time over two years. The existing language training tends to attract both Indigenous students seeking to learn more about their history, and non-Indigenous students hoping to better understand Indigenous culture.

“Offering this type of program helps us respond to both the needs of our community and the broader responsibilities we have as an institution,” says Jill Scott, Vice-Provost (Teaching and Learning). “This certificate will assist in revitalizing Indigenous languages and fostering greater understanding of Indigenous cultures and ways of knowing.”

Professors in this program include Mishiikeh (Vernon Altman), an elder-in-residence and



Mishiikh (Vernon Altman) leads an Anishinaabemowin class. The new program – Certificate of Indigenous Languages and Culture – provides students with an introduction to three Indigenous languages, while also deepening their knowledge of Indigenous cultures.

cultural counsellor at Four Directions Aboriginal Student Centre, who teaches Anishinaabemowin; Thanyehténhas (Nathan Brinklow), Lecturer and part-time chaplain at Queen’s, who teaches the Mohawk language; and Noel McDermott (PhD’15), an assistant professor who teaches Inuktitut.

In addition to helping students recognize the three languages and grasp them at a beginner level, the certificate will also include exposure to Indigenous ceremonies,

traditions, and contemporary issues. For instance, weather permitting, each Anishinaabemowin class begins with a smudging ceremony held outside Kingston Hall.

The creation of this certificate program supports the recommendations of both the national Truth and Reconciliation Commission (TRC) report and Queen’s own TRC task force report, both of which call for the creation of “credentialed Indigenous language

programs” at post-secondary institutions.

In the future, the Department of Languages, Literatures, and Cultures is working with Tsi Tyonheht Onkwawenna Language and Culture Centre (TTO) to launch a Mohawk language certificate within the Tyendinaga Mohawk Territory.

The two-year program would intensively focus on language instruction and would aim to help revitalize the language among the

“I am very happy to see the university taking up the Call to Action and the recommendation in our very own Extending the Rafters report through the further development of Indigenous language offerings. Further, ensuring these programs are credentialed by the university ensures student eligibility for financial assistance and makes these important programs more accessible.”

– Kanonhsyonne (Janice Hill)

Indigenous community as well as their understanding of the Mohawk culture.

“I am very excited by the recent unanimous Senate approval of this new certificate program, and by the prospect of the collaborative certificate in Mohawk Language and Culture,” says Kanonhsyonne (Janice Hill). “I am very happy to see the university taking up the Call to Action and the recommendation in our very own Extending the Rafters report through the further development of Indigenous language offerings. Further, ensuring these programs are credentialed by the university ensures student eligibility for financial assistance and makes these important programs more accessible.”

Applications for this certificate program will open in May. It is expected to attract approximately 10 to 15 students annually.

Fellowships profile new generation of Indigenous scholars

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

A new program aims to bring some of Canada’s most promising Indigenous doctoral candidates to Queen’s for a year to further their learning, and allow Queen’s to learn from them.

A prestigious pre-doctoral fellowship program, one of the first of its kind in Canada, has been created as a way of recognizing up-and-coming Indigenous scholars and enhancing their academic profile. The Faculty of Arts and Science is offering four spaces in this fellowship program, which provides the recipients with a \$34,000 annual stipend, teaching wages, and funds for research and conferences.

“We are proud of our continuing dedication to life-long learning and reconciliation efforts, and of the many academic and personal successes of our Indigenous students, faculty, staff and alumni,”

says Lynda Jessup, Associate Dean (Graduate Studies and Research) with the Faculty of Arts and Science. “After working with Erin Sutherland (PhD’16), an Indigenous student who had received a pre-doctoral fellowship at another university, I was inspired to develop this program as a way of supporting culturally relevant learning opportunities both for Queen’s and for Indigenous students.”

To be eligible, students must have Indigenous heritage, must be enrolled in a doctorate program at another Canadian university, and must relocate to Kingston for the year. During the year, the PhD candidate would teach a course within the Faculty of Arts and Science, which would help Indigenousize some of Queen’s curriculum, and engage with local Indigenous peoples and communities.

The candidates would also have the chance to broaden their scholarly network by working with Queen’s faculty members and

researchers, thereby improving their career opportunities. Most importantly, the fellowship would support the successful completion of their doctoral studies.

“The pre-doctoral fellowship I received gave me time, space, and support to finish my dissertation, and it gave me a new community to share my ideas with, to learn from, to be with,” says Dr. Sutherland. “The community helped me to develop ideas which ended up being central to my dissertation. Specifically, my time spent with community – both at the university and outside of it – supported my learning and discussion of Indigenous methodologies. Most importantly, it better prepared me to deal with change and how to work in and adapt to a new academic and community environment.”

Applications are being accepted to this pilot program until Sunday, Apr. 1. For more information, visit the Faculty of Arts and Science’s website (queensu.ca/artsci).

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Women's squash team wins fourth straight OUA title

BY COMMUNICATIONS STAFF

The Queen's Gaels women's squash team won a fourth straight title at the OUA squash championships on Feb. 10-11 on home court while the men's team captured the provincial bronze.

The Gaels won all five of their games while earning a 41-4 record in matches which was four better than second-place Toronto. The Gaels and Varsity Blues closed out the day in a contest that saw Queen's take the title when the Gaels Alysha Anzik defeated Toronto's Rhead Dhar in a thrilling match.

Toronto finished as silver medalists while the Western Mustangs women took home bronze.

Western ran the table on the men's side winning all five of their games while going an impressive 45-0 in their matches. The Waterloo Warriors finished at 5-1 to claim silver just ahead of Queen's who captured the bronze medal when they defeated Toronto on Sunday.



The Queen's Gaels women's squash team lifts the OUA banner after winning their fourth straight provincial championship, on Sunday, Feb. 11 at the Athletics and Recreation Centre (ARC).

Leading Western to their 45th overall banner were Matt Henderson and David Mill who were named OUA All-Stars for their ef-

orts. Mill also took home the OUA MVP award finishing 6-0 with an 18-5 record.

The top rookie for men's

squash went to a member of the host Gaels Alex Collins who helped his team reach the podium for OUA bronze.

fit tips

Fight the winter blues

- Take a walk - Get up, move your body, stretch out. Get away from your desk and walk around for a bit. Get a little fitness in to help boost endorphins and leave you feeling better about being stuck inside on a cold winter day.

- Steep a Tea - Instead of stressing and feeling "blah" about the weather outside enjoy a relaxing tea. Tea is a great antioxidant that will leave you feeling relaxed and refreshed after 1 cup.

- Meditate - Close your door, shut off your monitor and close your eyes for a few minutes. Count to 10 slowly and remove all the stresses from your mind, focus on your breathing - deep inhale through your nose and deep exhale through your mouth. Picture a sunny beach somewhere to leave you feeling calm, relaxed and ready to take on the rest of the day.

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