

CONVOCAATION CELEBRATIONS



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Spring Convocation at Queen's University is a happy time as new graduates celebrate with their classmates, families, friends and, loved ones. The 2018 edition featured a total of 21 ceremonies, with great memories being created at each one. For more photos see pages 4 and 5.



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Introducing new faculty members: Thomas Rotter

This profile is part of a series highlighting some of the new faculty members who have recently joined the Queen's community as part of the principal's faculty renewal initiative, which will see 200 new faculty members hired over five years.

Thomas Rotter (Healthcare Quality) sat down with the *Gazette* to talk about his experience so far. Dr. Rotter is an associate professor.

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

How did you decide to become a teacher?

I never thought I would be a professor, which makes me a rare species. If you told me even in my thirties that I would be a professor, I would not have believed you.

I worked as a nurse clinician for 11 years in Germany in a variety of settings before deciding to go back to university to complete my PhD. While completing my doctorate, I connected with the Cochrane Collaboration – this is like a dating agency for those involved in evidence-based practice and medicine. Through this, I met my mentor – Dr. Leigh Kinsman in Australia – and we started doing research together. He taught me about how to successfully apply for high-level research grants, how to publish, and he helped me overcome my anxiety about these things.

He is still my most important collaborator and friend, and my mentor – before I make any important decisions, such as taking this job at Queen's, I am always consulting him. My passion for research led me to academia, and I ended up loving it.

How did you end up in Canada?

In 2012, I applied for a research chair position at the University of Saskatchewan in health quality improvement science, and I was accepted. During my time there, my wife and I had our daughter – she's now four years old. So we are now working on our citizenship applications and intending to stay in Canada. I decided after five years of this wonderful chair position that I should go for a faculty position so I could have more time with my daughter.

With this faculty position at Queen's, teaching is about 35 per cent of my job and I really love it. One course I teach is about re-



Thomas Rotter, an associate professor in Healthcare Quality, joined the Queen's community in July 2017.

search and evaluation methods in health quality, risk, and safety. It is delivered in a hybrid format as part of a two-year master's course. Students are here twice for a week, and the rest is delivered online.

It was a bit of a challenge in the start, but it is going really well and I am looking forward to more teaching – as well as bringing more of my research from Saskatchewan here.

Tell us a bit about your research. Why is it important?

All of my research has a common aim – to cut down the time it takes for a new discovery in healthcare to arrive at the patient's bedside. I am considering both the patient outcomes, as well as the knowledge and ability of the healthcare professionals – ensuring they are using the best available knowledge to treat their patients. All of my research is of an applied nature. I am doing loads of different stuff because my scope is broad. It applies to every discipline in primary and hospital care.

Some of my research focuses on clinical pathways – interventions which are aimed at guiding evidence-based practice and improving the interactions between health services. I have worked on pathway projects in Canada and internationally as a way to standardize the way we provide care for patients with cancer, pediatric asthma, gastroenteritis, heart failure, and chronic obstructive pulmonary disease (COPD) to im-

prove both their quality of life and life expectancy – but primarily focusing on quality of care.

I also want to do some research into suicide prevention, going back to my time as a psych nurse. The numbers are terrible, and we have to do something.

My skills are generally applicable as long as I work with content experts. I am currently working with a lung doctor on a project in Saskatchewan to implement and evaluate a clinical pathway for COPD patients in Regina.

How did you become passionate about healthcare quality?

This area is under-researched, when compared to basic research, and it is truly multidisciplinary by nature. Some innovations make it into the care setting quicker and we don't know why. It can be the political climate, the context, or just the right timing – what I know is that we don't know.

We spend billions of dollars every year to create 'me too' drugs that are almost the same as existing drugs – if we instead focused more on quality and ensuring medical knowledge and cutting-edge products made it into the care setting faster, this would save lives and have a much greater effect. This principle applies to every sector of medicine.

Another project you have worked on relates to simulating patient deterioration. What is that?

This is a project I worked on in Australia, which I would like to

bring to Canada to test the transferability. We picked two hospitals in Australia and used face-to-face simulations to test nurses' knowledge and skills on patient deterioration before and after the training, and in two other hospitals we used web-based video simulations. I was a strong believer in face-to-face simulation. I have a background as a health economist, and Dr. Kinsman asked me to do the cost analysis.

We found that both formats were as effective at increasing nurses' knowledge, and that over time web-based delivery gets cheaper. It is costly at the start but after about 100 nurse trainees you hit the break-even point. I hope to test the findings next year in Canada.

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Faculty Renewal

Principal Daniel Woolf has identified faculty renewal as a high priority for reinvestment by the university in support of the academic mission. The five-year renewal plan will see 200 new faculty hired, which nearly doubles the hiring pace of the past six years. Faculty renewal supports Queen's commitment to diversity and inclusion by giving the university the opportunity to seek, proactively, representation from equity-seeking groups such as women, people with disabilities, Indigenous Peoples, and racialized individuals. It will also build on Queen's current areas of research strength.

the **gazette**

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Queen's UNIVERSITY

UNIVERSITY COMMUNICATIONS

Rector focuses on choosing her lanes

BY ANDREW CARROLL,
GAZETTE EDITOR

As Alex da Silva (ConEd'19), the 36th rector of Queen's University, stood upon the Grant Hall stage for the first ceremonies of Spring Convocation, she knew that she would be taking part in one of the big moments for thousands of Queen's students as they received their undergraduate or graduate degrees.

However, she also quickly realized that each event was an extremely valuable experience, providing her with a better picture of the people who make up the Queen's student body.

"I think for convocation something I didn't expect to get out of it is it really exposes me to the diversity of Queen's students, because you see the entire graduating class walk across the stage at some point or another. You pick up on the differences from ceremony to ceremony," she says, explaining that some ceremonies feature primarily undergraduate students, while others, like the Masters of Business Administration, is made up of mid-career graduates. "That dynamic is so different. Seeing graduates looking out into the audience to their loved ones – there's children and full families there – and that's special. That distinction serves to remind me that there are students here at Queen's who are mid-career and mid-family development; these are students that I am just as responsible for representing. It's definitely going to influ-



Alex da Silva addresses convocation after being installed as the 36th rector of Queen's University on Thursday, May 24.

ence the perspective I have on the students that I represent, having been able to see that through convocation."

Ms. da Silva's term as rector began on May 1 after being elected in January. In her role, the third highest officer of the university after the chancellor and principal, she represents all students at Queen's – graduate and undergraduate.

During the first convocation ceremony on May 25, she was officially installed, donning her regalia before taking on her duties of addressing graduates and their guests, shaking hundreds of hands.

Throughout her time at Queen's, Ms. da Silva has been involved in numerous activities

across campus with various causes and clubs. More recently she worked with the Alma Mater Society as the ReUnion Street Festival Coordinator for Homecoming. It provided her the opportunity to work at the intersection of students, alumni, administration, and city stakeholders. As the rector, she will be able to take this experience even further.

"As the ReUnion Street Festival coordinator I got to see how the various counterparts work together, the different priorities they bring to the table, and how willing they are to work together, which is something I was really surprised by the most," she says. "The fact that the members of the administration that I worked with as a student were so receptive and

supportive of everything that I brought to them, which was really what got me thinking of getting involved, not just at the student level but in a capacity where I can interact with all those different parties."

Growing up in Hamilton, Ms. da Silva was constantly encouraged by her family "to do things that are meaningful and fulfilling." As the rector she will be able to do just that. However, during the transition phase, she received some sage advice from her predecessor Cam Yung as well as Vice-Principal (Advancement) Tom Harris, who will become Provost and Vice-Chancellor on July 1. Both told her that she should "choose lanes," to select priorities in order to avoid

being "spread too thin."

Ms. da Silva is prioritizing mental health and wellness, alcohol awareness, and equity, diversity and inclusion. Each is a key issue for the university, and she is hoping to contribute to the ongoing efforts during her two years as rector.

"Something I've already discussed with stakeholders at the university and with peers is trying to help students become more sustainable in supporting themselves, understanding what self-care looks like on a daily basis and not something that comes at the end of a difficult two- or three-week period," she says. "I also want to continue the work that Cam Yung has done on alcohol and there are numerous stakeholders on campus and beyond that are very invested in that."

In terms of equity, diversity, and inclusivity, Ms. da Silva is supporting a project to create a space on campus for marginalized students where they can hold events, group meetings, while at the same time have the "recognition that those students absolutely deserve."

Having chosen her lanes, Ms. da Silva also knows that there is so much more work to be done. It's something she has learned both through her years at Queen's and up on the Grant Hall stage.

"Campus is ever-changing and that is something that I am absolutely attuned to," she says. "I am excited to see how things transform in the next two years."

Principal search moves into active recruitment phase

BY COMMUNICATIONS STAFF

The search for the next principal and vice-chancellor of Queen's is moving into an important new phase. After hearing from a range of stakeholders inside and outside of the university, the Joint Board-Senate Principal Search Committee has publicly posted a comprehensive position profile.

The Joint Committee carefully developed this position profile over the past month. It incorporates all of the feedback gathered by the committee from a broad range of people in the Queen's community, including members of the Board of Trustees, senior administration, faculty, staff, students, alumni, and donors.

"Queen's is looking for a leader who is passionate about research and education, can rally all stakeholders to the Queen's cause, and

is able to connect with everyone and build strong relationships across our campus, across the country, and around the world," says Chancellor Jim Leech. "These are exciting times at Queen's. The 21st principal will be inheriting a strong institution that offers both an exceptional student learning experience and a research-intensive environment."

Queen's is Canada's definitive university experience. It is home to more than 25,000 students, researchers, professors, staff, and artists and offers an impressive range of undergraduate and graduate programs. It balances excellence in teaching with innovative research to provide a dynamic living and learning environment. It has the highest graduation rate in the country and is in the midst of an ambitious faculty renewal program that will see the university hire 200

new faculty over five years.

Queen's delivers research excellence with the promise of inspiring education and lifelong community, along with an unmatched mix of teaching, research and community. Queen's is a member of the U15 group of Canada's leading research-intensive universities and the Matariki Network of international universities that focus on strong links between research and undergraduate teaching.

"Queen's is embarking on a search for a visionary, decisive, and inclusive leader who embraces Queen's culture, past and present traditions, diversity and future directions," says Chancellor Leech. "Queen's is an ambitious institution, one that will continue to advance on the academic stage and build its outreach with external partners, all levels of government, and the global community."

Queen's launched the active recruitment phase on Monday, May 14 with the posting of the position profile on the website of the search firm Perrett Laver. The post includes a description of the position, some key facts about Queen's, an overview of the university's vision and strategic direction, as well as details about how to apply. The position profile is also posted on the Queen's Human Resources careers website and the Joint Board-Senate Principal Search Committee webpage.

To help reach an international audience, Queen's will advertise the position in a national newspaper and share it on popular digital sites, such as *Academica*, *Chronicle Vitae*, and *HigherEdJobs*. The application period will close on June 22, 2018. After this, the search committee will aim to identify a first group of interviewees during

the summer and hold a series of interviews throughout the fall. The committee will then work toward recommending a candidate to the Board of Trustees by the end of the academic year.

The Joint Committee is guided in this work by its official Terms of Reference, and its activities will follow the Human Rights and Equity Office's Senior Search Strategy document.

The Joint Committee includes nine elected members from both the Board of Trustees and the Senate, and the Chancellor chairs it. One of its senate positions is currently vacant, though it is expected to be filled within the next two weeks.

Principal Daniel Woolf's current term is scheduled to conclude on June 30, 2019. He announced in November that he would not be seeking a third term.



Unable to contain her excitement, a graduate of the Faculty of Education is hooded during the first ceremony of Spring Convocation on Thursday, May 24, at Grant Hall.

PHOTO BY GARRETT ELLIOTT



Honorary degree recipient Phil Gold is congratulated by, from left, Principal Daniel Woolf, Rector Alex da Silva, Chancellor Jim Leech, and Jenny Medves, Director of the School of Nursing and Vice-Dean of the Faculty of Health Sciences.



A graduate of the Bachelor of Commerce program takes a selfie as he waits to take to the stage during the convocation ceremony on Tuesday, May 29.

Special moments

BY COMMUNICATIONS STAFF

Spring Convocation got underway at Queen's with the first two ceremonies being held on Thursday, May 24. A total of 21 ceremonies are being held with the last one taking place on Wednesday, June 6.

Convocation at Queen's is a time for memorable life moments, a time to celebrate with classmates, faculty, staff, family, and friends.

It's also a time for the university to recognize the latest graduates and the contributions of people who make Queen's a special place.

More information about Spring Convocation is available on the website of the Office of the University Registrar (queensu.ca/registrar/).



Isabel Bassett speaks to the gathered graduates after receiving an honorary degree during the fifth ceremony of convocation on Friday, May 25.



Indira Samarasekera receives her honorary degree from Principal Daniel Woolf as she is hooded by Kevin Deluzio, Dean of the Faculty of Engineering and Applied Science, on Thursday, May 31.



A doctoral degree recipient waves to his family as he is congratulated by Chancellor Jim Leech during the morning convocation ceremony on Wednesday, May 30.

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A graduate of the Faculty of Engineering and Applied Science is congratulated by Principal Daniel Woolf during the 12th ceremony of Spring Convocation.



Cam Yung, the 35th rector of Queen's, is congratulated by Chancellor Jim Leech as Vice-Principal (Advancement) Tom Harris looks on during the afternoon convocation ceremony on Wednesday, May 30.



Ashley Keays, a graduate of the Master of Public Administration program, receives a blanket from Laura Maracle, Aboriginal Cultural Safety Coordinator at the Four Directions Aboriginal Student Centre.



Graduates gather outside of Grant Hall following one of the 21 ceremonies of Spring Convocation 2018.

Baillie Award winners leading by example

BY ANNE CRAIG,
COMMUNICATIONS OFFICER

On one of the most important days of their lives, graduating Queen's University students are given a unique opportunity to thank one of their academic mentors.

At this year's convocation ceremonies, three high school teachers

nominated by their former students were honoured with the Baillie Award for Excellence in Secondary School Teaching. The award was established in 2006 by Queen's Chancellor Emeritus A. Charles Baillie.

This year, one of the recipients is a local teacher. Melanie Robinson, an English, health, and physical education teacher at Granite

Ridge Education Centre in Sharbot Lake, was nominated by Courtney Meeks, BA (Hons) Health Studies. Mrs. Robinson was presented with the award at Ms. Meeks' convocation ceremony on Friday, June 1.

Ms. Meeks says throughout her time in high school, she was inspired by Mrs. Robinson's commitment to her students, her passion for teaching and coaching, and her positive spirit, which prompted her to participate in peer tutoring and athletics. During her time at Queen's, the two stayed in contact, and Mrs. Robinson even came out to a few of Ms. Meeks' baseball games to cheer her on.

"I trust that Mrs. Robinson will continue to inspire and encourage students to be the best version of themselves," says Ms. Meeks. "With the help of my parents, I award my success as a student here at Queen's, and completing

my degree in Health Studies with passion, to her."

Also receiving a Baillie award are:

- Scot Symes, physical education, exercise science, health, and interdisciplinary studies at Nepean High School in Ottawa. He was nominated by Griffin Pauli BSc (Hons) Life Sciences. "While Mr. Symes certainly taught me teamwork and collaboration outside the classroom, he also never stopped showing me how to love learning, and pushing me to reach the goals I had set for myself. For that, I am incredibly grateful."

- Colin Parker, world religions and philosophy, Harold M. Brathwaite Secondary School in Brampton. He was nominated by Rebecca Nguyen BA (Hons) Major in English Language and Literature, Minor in History. "Not only did Mr. Parker motivate me to become

a better learner, his intelligence and passion for the teaching profession led me to be thrilled by learning, to gain an interest in academia, and to see the value of my education."

Mr. Symes received his award during the Tuesday, May 29 convocation ceremony in Grant Hall at 10 am. Mr. Parker will receive his honour at the convocation ceremonies in November.

"These outstanding teachers played an important role in the lives of these students and inspired them to pursue higher education and helped them on their path to Queen's," says Vice-Provost and Dean of Student Affairs Ann Tierney. "We are thrilled to be able to honour them through this wonderful program, and we are grateful to Mr. Baillie for his vision and support for high school educators who have such a positive influence on our students."

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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

Knowing who you are

In this column, first published on the Together We Are blog (queensu.ca/connect/equity/), contributor Ann Deer, Indigenous Recruitment and Support Coordinator in the Faculty of Law, discusses her experiences of being Indigenous within Western education systems; attributing her strength and resiliency to the Mohawk women in her family who came before her.

"Go learn what the White Man knows and learn it better." – *Jake Swamp, Mohawk Traditional Chief, Wolf Clan 1942-2010*

This is probably the one statement from my undergrad years at Trent University that will always stay with me. For the first time, an Elder, someone from my community was teaching me in a Western set-



ting and his words hit home. I was asked to write about my experience on campus with respect to diversity. My experiences here in the Western education system go back to when I was young. A person does not experience life in a moment it is all the events that lead you to a moment that defines how you experience a situation.

For me, a visible Mohawk woman living as one with my traditions as much possible in a concrete world, I believe my experiences leading my moments in life go back to my ancestors and all they stood for.

I am a true believer that in order to be a leader, a teacher, and an advisor you must know yourself. To know yourself you must know your roots, what and who made you. I am Tewesaks, Wolf Clan of the Mohawk nation. I come from a long line of clan carrying women who in my opinion beat all the odds, because we were not wiped out of existence, we are still here.

When I was in elementary

school we were brought in to the gym for a presentation on bullying. The counselor talked about stats (Don't think anyone knew what he was talking about). But as this memory lived on in my mind I realize he was talking about us. Every one of us in that gym was a stat. He wanted us to know we had choices to make and those choices had consequences, but either way we make our choice we are always going to be seen as a stat. I now understand he was tired of our people being seen as the problem stat (welfare, prison and jail populations) and wanted to see our students turn these stats around through graduating high school. Graduating high school does not seem like a huge accomplishment to some, but when the schools were not required to hire qualified teachers and you are not expected to attend college, let alone university and have a career, graduating high school is a huge event. After all, you are just a stat to be dealt with.

I was lucky my mom, against my wishes, fought for me to attend a high school with all white kids (The nearby town was predominantly white). This school had a Chefs kitchen, dance, theater, a real automotive shop, and an amazing art teacher who was the only other brown person I remember besides the four other Indigenous students who attended with me. My high school life summarized as a stat: Five Indigenous students began high school together, two female, three male. Two of us graduated and I was the only one not pregnant. Graduation was after the 90s crisis many who were not there refer to as the Oka Crisis. My experience during that time is for another story.

Fast forward to taking the long way around to getting my Master's in Education Leadership. After many, many rewrites and attempts to be employed in a university I get a call from Melanie Howard, Director of Access to Engineering. In the call

she asks me why I did not indicate that I was Indigenous on my application. I said I did. That was a lie. I honestly thought that was a mistake in the application process and thought what does that have to do with my getting a job? Never helped me before. During my first interview to work here at Queen's I was asked, "What is your definition of success?" My answer was, "This is; I am being interviewed to work at Queen's University! Me, the little Mohawk girl, who was predicted through all the stats to be a young jobless uneducated single mom is being interviewed to work at Queen's University!"

Not an expected answer but it was the truth.

I am aware that when I enter a room I am the visible minority on campus. But that is okay with me, because I come from a long line of proud clan carrying Mohawk women, we are still here. I am living the dream my ancestors had for me and bringing many more with me.

Great Teaching – You know it when you see it

This column, written by Anthony J. Sanfilippo, Associate Dean, Undergraduate Medical Education, was first published on the Undergraduate School of Medicine Blog (meds.queensu.ca/ugme-blog/).

What makes for a great teaching session? In medical school, we make prodigious efforts to answer that question. We collect reams of information, ranging from the extensive student feedback collected about all aspects of their learning experience, to analyses of objective measures of student success in both internal and external examinations. There is also much written about educational methodology, and which approaches are felt to optimize effectiveness. We establish policy and take effort to ensure those are applied throughout our curriculum.

But beyond all this, there is something about a successful teaching session that defies formal



analysis and simply goes beyond the aggregate of measurable parameters. To use a phrase originally applied by a Supreme Court Justice to the understanding of pornography, "you know it when you see it."

My walking route from the hospital to the undergraduate office takes me by the main lecture hall in the School of Medicine Building at least a couple of times each day. I often stop as I go by to see what's happening. Sometimes, I'll drop in and look in on the teaching session for a few minutes.

It is easy to spot a session that's going well. There's a certain energy in the room that is immediately apparent. The students are engaged, attentive, anticipating what's to come. But even easier to read is the teacher. Whether it's a basic scientist or clinician, something special happens when a natural teacher encounters a group of eager learners. Like the activation of a long dormant instinct, the encounter seems to set off a response in the teacher that energizes the session. It is no longer a recitation of facts and directives but rather a sincere effort to pass along acquired wisdom. Students, for their

part, sense the effort and value of what the teacher is trying to do. They reciprocate with attention that energizes the teacher, setting up a feedback loop that makes the whole thing work.

I'm pleased to report that, by both the objective and "know it when you see it" assessment, the vast majority of the teaching sessions we provide are highly effective. It is also apparent to me that the vast majority of our faculty truly enjoys their teaching experience and finds it personally satisfying. That fact, more than anything, is the source of our success as a medical school.

And it happens a lot. Over the course of our four-year curriculum, over 700 full-time and part-time faculty members provide teaching sessions to our students, most of them practicing physicians with schedules full of more immediately-urgent and financially-rewarding pursuits. So how does it happen, and happen so frequently?

In an insightful commentary entitled "What Makes a Good Teacher? Lessons from Teaching Medical Students" (*Academic Medicine* 2001:76(8):809) Ronald Markert identifies several factors

that he believes characterize the best teachers. Although all are valid, two have always stood out to me as particularly relevant to the physician teacher. Quoting from Dr. Markert's article:

"A good teacher wants to be a good teacher. Teaching has to be its own reward. While recognition for outstanding teaching is commendable, faculty who are motivated only by formal honors will not achieve teaching excellence.

"The focus of instruction should always be on student learning, not faculty teaching. Too often faculty members concentrate on what they want students to know. However, medical education is professional education, and we who teach medical students should go beyond our conceptions of what we think they should know and instead should search for what they actually need to know as practicing physicians."

Teaching, at its core, is a distinctly human interaction. It requires a connection, a mutual, unspoken relationship between two parties, one possessed of knowledge and the generosity to share, and one receptive to that knowledge. Essential to the learner is trust. They must assume their

teacher is not only knowledgeable but is also motivated by their best interests.

Doctors are natural teachers. I believe this is, at least in part, because the selfless sharing of information and focus on the needs of the learner so well-described by Dr. Markert are also features of the physician-patient relationship. They also instinctively understand the concept of assumed trust, as critical to the teaching role as it is to provision of care to patients.

During medical school convocation, the graduating class honoured three such great teachers whom they have identified to receive the Connell Award. Named in honour of two previous heads of medicine, this award recognizes outstanding contributions to mentorship, lectureship and clinical teaching over their medical school experience. This year, Drs. Susan Moffatt, David Lee and Barry Chan have been selected and are, indeed, very worthy recipients.

Congratulations to them, and to all our faculty who contribute their time and natural talents to not only educating our students, but modelling for them the commitment and teaching skills that they will carry into their careers.

Queen's in the news

Highlights of Queen's experts in the media from May 11-31

NEWSPAPERS

Jessica Jones (Psychiatry) commented in the Toronto Star on the mental state of Alek Minassian. Dr. Jones says that while people on the autism spectrum are no more likely to commit violent crimes than anyone else, they are, generally, more vulnerable to influence.

Jonathan Rose (Political Studies) commented in the Toronto Sun on political advertisements. Dr. Rose says it's strictly "voter beware" when it comes to political advertising.

Shailesh Dubey (Smith School of Business) says in the Globe and Mail that the airline industry is heavily regulated around the world.

George Smith (Smith School of Business, School of Policy Studies) says in the Toronto Star that the Trudeau government will allow the collective bargaining to continue. The story also appeared on cbc.ca and numerous other publications across Canada.

John Muscedere (School of Medicine, Division of General Internal Medicine) wrote an op-ed for the Hamilton Spectator saying that changing demographics are causing strains in Canada's health and social care supports. The op-ed also appeared in the Guelph Mercury, Waterloo Region Record, and the Niagara Falls Review.

David Murakami Wood (Sociology) was interviewed by the Cana-



dian Press about the reliability of facial recognition technology. His comments appeared in over thirty outlets including CTV and the National Post.

Bruce Pardy's (Law) op-ed for the Financial Post says that the Paris agreement is a climate fairy tale - and instead has always been more about money and politics than the environment.

Tina Dacin (Smith School of Business) says in the Globe and Mail that it's a sad reality — we are not as far ahead as many would like to think with eliminating obstacles for LGBTQ employees.

ONLINE

Dorit Naaman

(Film and Media Studies) had her op-ed on the anniversary of the Nakba published in The Conversation. In her op-ed, Dr. Naaman says if Israelis do not face the past and remedy its wrongs, they will have no future. It was also published in the National Post.

Tim Abray (Political Studies) commented in iPolitics on the Progressive Conservative party releasing their platform online.

Jason Kelly (School of Religion) says in a CBC Online article titled 'Were humans meant to be recycled?' that it's difficult for us to reimagine our traditions.

Robert Morrison (English Language and Literature) says in The Conversation Thomas De Quincey's



book Confessions of an English Opium-Eater transformed perceptions of opium and mapped several crucial areas of drug experience that still provoke intense debate today. The piece was also published in the National Post.

George Smith (Smith School of Business, School of Policy Studies) says Air Canada will upgrade capacity and divert planes from lower-paying routes to capitalize on WestJet's problems in Yahoo! Canada.

Brent Wolfrom (School of Medicine, Family Medicine) says the Canadian Forces need doctors and new doctors need to do their residencies, in globalnews.ca.

Jeffrey Masuda (Geography and Planning, School of Kinesiology and Health Studies) says in The Tye that neighbourhood brands are not necessarily a good or bad thing, but rather is a question of whose purposes are served.

Chris Simpson (School of Medicine, Division of Cardiology) wrote a piece for The Conversation about wait times in the Canadian health system, that also appeared on Global News.

Daniel Krupp (Mathematics and Statistics, Psychology) talks about inequality being the best predictor of conflict in The Conversation.

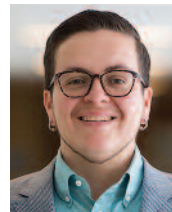
James Kwateng-Yeboah (Cultural Studies) says in The Conversation that the focus in Ghana has been placed on mobilizing domestic resources but no attention is being



paid to religion. The op-ed also appeared in the National Post.

Galen Watts (Cultural Studies) discusses the progressive Christian and how millennials interpret religion in The Conversation. The story also appeared in the National Post and several other news publications across Ontario.

Lee Airton (Education) talked with Huffington Post about being inspired to start the 'No Big Deal' campaign.



Goce Andreovski (Smith School of Business) wrote a piece for The Conversation, saying competitive forbearance is an important strategic decision in the business world. The piece was also published by National Post.

Julian Barling (Smith School of Business) says in Yahoo! Canada that his recent study showed that women whose husbands did not have the same socio-economic status levels as theirs experienced embarrassment and resentment. They were also less happy in their marriage.

TELEVISION

Warren Mabee (Geography and Planning) commented on CTV on the NDP proposal to buy back Hydro One.

Mary-Jo Maur (Law) talked about improved child support enforcement and catering to the well-being of impacted children with CTV National Network News.

Tim Abray (Political Studies) says

eastern Ontario has always been a tough region for the New Democrats to gain traction on TVO.

Arthur McDonald (Physics, Engineering Physics and Astronomy) spoke to CBC Radio-Canada and the Whig-Standard at the launch of the Arthur B. McDonald Canadian Astroparticle Physics Research Institute.



RADIO

Nicholas Bala (Law) discussed the impending changes to Canadian family-law legislation on CBC Radio.

Houchang Hassan-Yari (Centre for International and Defence Policy) discussed the Iran nuclear deal with Gord Gilliesof NewsTalk 770 (Calgary).

Helen Driver (School of Medicine) spoke with CBC Radio to discuss the medical challenges for seniors with obstructive sleep apnea.

David Skillicorn (School of Computing) discussed with CBC Radio the hack and the ransom paid by the Town of Wasaga Beach to recover some data.

MAGAZINES

Don Drummond (Smith School of Business, School of Policy Studies) wrote in Maclean's Magazine that no party has a credible plan to tackle the province's finances.

Turning entrepreneurial dreams into reality

BY COMMUNICATIONS STAFF

From machine learning that helps restaurant owners fill seats, to an online platform that transforms teachers into lifelong learners, four businesses launched by recent Smith School of Business graduates are furthering their growth with support from Queen's Centre for Business Venturing's (QCBV) Dare to Dream program.

The Dare to Dream program provides critical resources to help Smith students and new alumni turn their entrepreneurial dreams into reality. Through the financial support of several alumni and corporate donors, each recipient is provided up to \$15,000 in funding, office space and access to mentoring to help their new ventures succeed.

"Dare to Dream is about increasing the odds of success and inspiring entrepreneurial dreams," says JP Shearer, Associ-



Dare to Dream recipients Rizma Butt (MMIE'17) and Hakeem Subair (MMIE'17) talk about their venture, 1 Million Teachers, on The Morning Show on CKWS.

ate Director of QCBV. "By providing early stage ventures with the necessary support and resources to turn their plans into reality, Dare to Dream ensures entrepreneurs can continue to work on their businesses."

This year's recipients are:

Kyle Brykman (PhD'18)
TalentFit – CIBC Dare to Dream

TalentFit, founded by Kyle Brykman, Mitch Gudgeon (MBA'13), and Lykaio Wang, matches job applicants to companies based on "culture-fit." By

combining academic research on organizational culture, and through machine learning and artificial intelligence, TalentFit helps job seekers find companies that are culturally compatible based on markers such as core values.

Rizma Butt (MMIE'17) and Hakeem Subair (MMIE'17)
1 Million Teachers (1MT) – QCBV Dare to Dream

An online education program first launched in Nigeria, 1 Million Teachers is based on the idea that a major reason students under-achieve is a lack of education among teachers. 1MT offers online learning for teachers through a rewards-based development program that encourages teachers and their schools to get on board. The program is now expanding to other sub-Saharan countries.

Leanna Li (Com'18)
Mia Technologies – RLS Foundation Dare to Dream
Mia Technologies, co-founded

by Leanna Li and Eddie Wang, utilizes machine learning to ensure restaurants are at full capacity throughout the day. Mia is a reservation booking platform that lets restaurants set discounts in 30-minute windows based on their traffic. Lower discounts are offered during peak times, and higher discounts, during off-peak hours.

Tyler Whitney (Com'17, Artsci'18)
Spectra Plasmonics – Battat-Steffens Dare to Dream

Tyler Whitney and co-founders Christian Baldwin (Sc'18), Malcolm Eade (Artsci'18), and Yusuf Ahmed (Sc'19), created a patent-pending technology that provides quicker, more accurate and cost-effective chemical detection. Their vision for SpectraPlasmonics is to take quality chemical detection out of the lab and into the field for professions such as law enforcement and food safety.

Identity, diversity, and supporting students

Division of Student Affairs hosts town hall to help staff consider how to incorporate diversity and inclusivity principles into their work

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

Student Affairs staff members are better equipped to help build more inclusive living and learning spaces at Queen's, thanks to a special town hall held recently. The entire division participated in a series of sessions focused on helping them build a more inclusive Queen's through their work.

"We want to provide staff with regular opportunities to consider how they can learn more about integrating equity, diversity, and inclusivity principles into the work they do," says Ann Tierney, Vice-Provost and Dean of Student Affairs. "Events like our town halls also promote discussions and dialogue about these important issues and help build community and support for each other and for the students we serve."

The session opened up with some context from Vice-Provost and Dean Tierney, helping to paint the picture of the progress the university and the division have made in the past year since two key reports – the Truth and Reconciliation Commission (TRC) task force final report, and the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) final report – were issued.

Stephanie Simpson, Executive Director of the Human Rights and Equity Office and University Ad-



Erin Clow (Human Rights and Equity Office) and Vanessa Yzaguirre (Student Affairs) preview new training being developed for student leaders.

visor on Human Rights, then led a discussion on privilege, bias, and how these two facets can influence our work.

Following Ms. Simpson's presentation, staff chose between two sessions. In the first, Vanessa Yzaguirre, Diversity and Inclusivity Coordinator with Student Affairs, and Erin Clow, Education and Communication Advisor with the Human Rights and Equity Office presented an overview of new stu-

dent leader training they are developing to support peer-led conversations about diversity, and building an inclusive community, starting in Orientation Week.

"Traditions change and evolve – that's part of being an inclusive community," says Dr. Clow. "The traditions which tend to stick with people are the ones that help them build community, which of course is one of the key goals of orientation."

The training is one piece of the university's response to the Undergraduate Orientation Review Working Group's report recommendations.

Increasing student leaders' exposure to diversity, inclusivity, and reconciliation matters was also part of the PICRDI and TRC reports.

Another session was led by Terri-Lynn Brennan, CEO of Wolfe Island-based Inclusive Voices In-

corporated. Dr. Brennan is a member of the Six Nations of the Grand River, and her firm helps organizations as they work to build relationships and grow cultural competency.

Her remarks focused on titles, language, communication, and relationship building with Indigenous communities.

"There are over 50 different Indigenous identities in the Kingston region and many of those are represented at Queen's," she notes. "The word Cataraqui means 'crossroads,' and my hope is that Queen's both strives to meet the needs of the Indigenous communities within Queen's while also acknowledging the broader communities that meet in Kingston."

Dr. Brennan's presentation was intended to provide broader context to staff so they can support the university's efforts to include Indigenous identities, histories, knowledge and cultures into curriculum, trainings, engagement, and planning processes.

In addition to new and enhanced staff and student training, Student Affairs has increased resources dedicated to supporting equity, diversity and inclusivity in student services and increasing enrolment among under-represented student populations, expanded student programming, and is creating new online resources for staff and students.

Indigenous art proposal selected by Faculty of Law

BY COMMUNICATIONS STAFF

"Words that are lasting," an artwork by Montreal (Tiohtià:ke) visual artist Hannah Claus, has been selected as the winning entry in the Indigenous Art Commission competition held by the Queen's Faculty of Law.

The goal of the initiative is to introduce Indigenous art into the Gowling WLG Atrium of the Faculty of Law, and is an important element of the law school's multi-faceted response to the Calls to Action of Canada's Truth and Reconciliation Commission.

"This art installation will beautifully represent Indigenous legal traditions and reflect part of the commitment of Queen's Law to respond to the calls to action in the Truth and Reconciliation Report," says Bill Flanagan, Dean of the Faculty of Law and chair of the commission.

Ms. Claus' vision involves a



Hannah Claus showcases her proposal, which consists of wampum belts made of translucent purple coloured and frosted clear acrylic sheets and hung vertically from the ceiling of the Faculty of Law building.

suspended art installation based on wampum belts that will hang from the ceiling in the airy expanse of the law school's atrium. Made from translucent purple-coloured and frosted clear acrylic

sheets, these laser-cut forms will interplay with the natural light that floods the atrium.

"I'm elated to have my project chosen as the artwork," Ms. Claus says. "Wampum belts are

mnemonic aids utilized by the Haudenosaunee and other Indigenous peoples within oral nation-to-nation agreements. They represent legal documents as reflected in this distinct worldview. It seems a fitting acknowledgement, as Queen's University is located on traditional Haudenosaunee and Anishinaabe territory."

This sentiment resonated with the 12 members of the committee who chose the winning entry.

"The representation of wampum in the faculty is representative of the oldest agreements or contracts between not only Indigenous peoples and settlers, but amongst Indigenous peoples as well," says committee member Kanonhsyonne (Janice Hill), Director of the Office of Indigenous Initiatives. "It's most appropriate given there are wampum agreements between Haudenosaunee and Anishinaabe peoples, and so this work is representative of both

groups of Indigenous peoples acknowledged as the original land-holders."

Ms. Claus is a visual artist of English and Kanien'kehá:ka / Mohawk ancestries and a member of the Tyendinaga Mohawks of the Bay of Quinte. She teaches contemporary Indigenous art as a sessional lecturer at Kiuna, a First Nations post-secondary institution, in Odanak, Québec, and her artwork has appeared in exhibitions across Canada and the United States, as well as in Germany, Switzerland, Mexico, and Chile.

She is now at work creating "Words that are lasting" with a goal of installing it this fall. Later this summer, Ms. Claus and renowned Indigenous architect Douglas Cardinal, a member of the Indigenous Art Commission selection committee, will jointly record a video that will highlight and explore the themes embodied in her artwork.

CELEBRATION OF SERVICE

Congratulations to the following employees as they celebrate a milestone at Queen's University this year.

25 Years

Alexander Boag
Sharon David
Debra Easter
Kelly Goode
David Holland
Mary Kennedy
Sheila Kiruluta
Troy Laporte
Donald Maurice
Lois Mulligan
Victoria Remenda
Sergio Sismondo
Teresa Touchette

Michael Cassells
Catherine Davidson
Christopher Eckert
Richard Greenfield
Joseph Hulton
Shelley King
Deborah Knight
Diane Loughheed
Jeffrey McGill
Colleen Notley
Penny Roantree
David Smith
Yat Tse

Steve Compeau
Karen Dubinsky
Christopher Frank
Patti Groome
Michael Kawaja
Matthew King
Ann Lablans
Miodrag Matovic
Ann Messenger
Joel Parlow
Jonathan Rose
Glen Takahara
Louie Wang

30 Years

Michael Adams
Diane Beauchemin
Steven Blostein
Andrew Bryson
Susan Chamberlain
Janet Clark-Pereira
Euler De Souza
Kenneth Edgcombe
Gail Ferland
Anne Foley
Allan Gregory
Irene High
Lynda Jessup
Gordon Jones
Kenton Ko
Shelli Mackie
Stephen McNevin
Sandra Murray
Catherine Nelson
Daniel Offin
Keith Poole
Keith Roddy
Lois Shepherd
Gordon Smith
Angela Swain
Stephen Vanner
Christopher White
Martin York

Paul Banfield
Kimberley Bell
Dorothea Blostein
Denise Cameron
Timothy Childs
Lisa Cook
Monica Desjardins
Randy Ellis
Michael Flavin
Lisa Gervais
Jane Griffiths
Kathy Hoover
Liann Joannette
John Jordison
Holly Lefebvre
Ian McBride
Kenneth Montroy
Sharon Musgrave
Denis O'Donnell
David Patterson
Diane Reid
John Rudan
Mariana Silva
Richard Smith
John Thompson
Karen Walker
Jan Winton

Julia Baran
Jane Bertrim
Rick Boswell
Luis Cardoso
Lynann Clapham
Monica Corbett
Danny Dwyer
Cliff Ewart
Kevin Fletcher
Lisa Graham
Bruce Griffiths
Donna Ivimey
Carol Johnson
Panagiotis Katsabanis
Donald MacNaughton
John McCallum
Evelyn Morin
Maureen Myers
John Odell
Paul Pearsall
Robert Robertson
Sandip SenGupta
Jim Simpson
Arthur Stewart
Patrick Tobin
Robert Weisnagel
Harold Yntema

35 Years

Theresa Brennan
David Haglund
Teresa Long
Susan Moffatt
Marlene Sayers
Angela Street

Robert Brison
Joel Kimmitt
Donal Macartney
Elizabeth Read
Linda Seymour
Brian Surgenor

Robin Dawes
Michael Korenberg
Elizabeth McNutt
Christopher Russell
Monica St Pierre
Kenneth Wong

40 Years

Selim Akl
Christine Berga
Margaret Hicks
Darlene Lake
Randy Myers
Mary Senior

Wanda Badger
Lucia Briceland
Joan Knox
James Lesslie
Donald Napier
Nancy Somers

Nicholas Bala
Jacquie Brown
Bonita Knox
Anita Lister
Ben Poels

45 Years

Vince Kidd

Paul Manley

50 Years

Boris Castel



PHOTOS BY BERNARD CLARK

Principal Daniel Woolf joins the group of faculty and staff celebrating their 40th anniversary at Queen's.

Marking milestones at Queen's

BY COMMUNICATIONS STAFF

Queen's employees who have reached milestone achievements of continuous service were recognized by the university during the annual Celebration of Service on Monday, May 14.

A total of 158 staff and faculty members were honoured for their contributions while reaching employment milestones of 25, 30, 35, 40, 45 and 50 years at Queen's during the ceremony at Ban Righ Dining Hall.

This year's event was high-

lighted by Boris Castel's achievement of reaching the 50-year milestone. Dr. Castel, Professor Emeritus in the Department of Physics, Engineering Physics and Astronomy, is the long-time editor of Queen's Quarterly.

The dinner event, attended by the recipients, their families and friends, as well as Principal Daniel Woolf, was hosted by Dan Bradshaw, Associate Vice-Principal (Human Resources).

"The Celebration of Service really is the best event each year for me as the Associate Vice-Principal

of Human Resources," Mr. Bradshaw says. "It is a time when we in Human Resources, along with the Principal, have the privilege of hosting and thanking our long-service employees for their many years of dedication to their professions, to our students, and to Queen's. It truly is a privilege."

Further information about the Celebration of Service and other events is available on the recently-launched Events and Recognition page of the HR website (queensu.ca/humanresources/events-recognition).



Dan Bradshaw, Associate Vice-Principal (Human Resources), right, chats with Selim Akl, a professor in the School of Computing, who marked his 40th year with Queen's.



Queen's faculty and staff members, and their friends and families, fill Ban Righ Hall for the annual Celebration of Service.



Principal Daniel Woolf congratulates Vince Kidd, Senior e-Resources and Serials Assistant at Queen's University Library, on 45 years of working at Queen's.



Principal Daniel Woolf and Julie Gordon-Woolf, left, speak with Queen's staff members ahead of the Celebration of Service on Monday, May 14.




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The Castle's marathon man up to the challenge

BY DUNCAN WATKINSON,
COMMUNICATIONS AND
ADVANCEMENT OFFICER, BISC

Adrian Thomas, Catering Manager at the Bader International Study Centre (BISC), began his weekly marathon challenge with two goals – maintain a healthy lifestyle, and raise awareness about the stigma that surrounds mental health issues in the workplace.

Fresh from the final marathon of his 52 in 52 Challenge and on the heels of Mental Health Awareness Week in the UK (May 14 to 20), Mr. Thomas and the BISC have big plans to support student and employee mental health.

Mr. Thomas lives with depression and had a mental health crisis in 2011 that led to a yearlong period when he was unable to work, which caused anxiety and hardship for him and his family.

"Fortunately, I have a very supportive wife, Michelle, and an adorable son, Edwin, and several close friends who have helped me



Adrian Thomas and his son Edwin celebrate after his 52nd marathon in 52 weeks.

hugely as I came out of that bad period in my life," he says.

Mr. Thomas took up running during this time, having read that it can help with symptoms of depression. He joined his local running club, The Hailsham Harriers, and set ever-increasing mileage targets to slowly increase his en-

durance levels until he was able to run marathons and even ultra-marathons.

When Mr. Thomas reflects on his experiences, he describes a stigma in the workplace at his previous employers regarding mental health issues and a lack of understanding. He also describes the

frustration that his wife experienced because she felt she had no one she could turn to who could help her understand what he was going through.

In April 2017, Mr. Thomas entered the 52 in 52 Challenge, where competitors pledge to complete 52 official marathons in 52 weeks. His additional goal was to raise awareness of the importance of mental health and address the stigma associated with discussing mental health in the workplace.

Mr. Thomas completed the challenge in just 50 weeks by participating in marathon races across southern England in Sussex, Kent, and Surrey. He wore through six pairs of running shoes and spent roughly \$6,000 (£3,500) on race fees, travel, accommodations, and gear.

Mr. Thomas launched his own charity, Different Minds, on World Mental Health Day (Oct. 10) in 2017. The charity trains volunteers in recognizing the signs and symptoms of common mental health issues to become Mental

Health First Aiders.

"I firmly believe that by opening up a dialogue where it is okay to talk about our mental health, we as a society can change attitudes," says Mr. Thomas. "Our volunteers are trained to go anywhere and say, 'We can all suffer from depression and it's okay to talk about it.'"

Mr. Thomas partnered with the student government at the BISC in March for an auction fundraiser to support Different Minds, and to broaden the conversation at the Castle about mental health at work and school.

At the BISC, the on-site Student Services Team places a particular emphasis on promoting positive student mental health at the Castle. The team is stepping up their services this year by growing their Peer Health Educator Program (now in its second year), providing free access to two professional counsellors through 10 bookable sessions every week, and by creating an environment of open dialogue year-round.



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The 19th century book that spawned the opioid crisis

This article was originally published on *The Conversation*. Read the original article at theconversation.ca.



BY ROBERT MORRISON,
DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE

In 1804, a 19-year-old Oxford University undergraduate named Thomas De Quincey swallowed a prescribed dose of opium to relieve excruciating rheumatic pain. He was never the same.

"Oh! Heavens!" he wrote of the experience in the first modern drug memoir, *Confessions of an English Opium-Eater*, published in 1821. "What an upheaving, from its lowest depths, of the inner spirit! What an apocalypse of the world within me!"

That the drug took away his physical pain was "a trifle," De Quincey asserted, compared to "the immensity of those positive effects which had opened before me."

Over the next eight years, De Quincey used opium to heighten his enjoyment of books, music, solitude and urban wandering. In effect, he invented recreational drug taking.

Yet all the while opium was tightening its grip on him, and in 1813 he succumbed to an addiction that tormented him until his death in 1859, more than half a century after he had first tampered with the drug.

"Who is the man who can take his leave of the realms of opium?" demanded the great 19th-century French poet Charles Baudelaire in his *Artificial Paradises* (1860). Not De Quincey.

And, as today's opioid crisis makes clear, not millions of others who have followed him into addiction, and who have had their lives ravaged by the drug. De Quincey's *Confessions* transformed perceptions of opium and mapped several crucial areas of drug experience that still provoke intense debate today.

I have conducted research into the life and writings of Thomas De Quincey for 30 years, and my work on him includes a biography, *The English Opium-Eater*, and a critical edition of his *Confessions of an English Opium-Eater and Other Writings*.

My understanding of his opium addiction has benefited greatly from my consultations with Professor Mary Olmstead of the Centre for Neuroscience Stud-



Papaver somniferum (Opium poppy), a group of deep red flowers, buds and seed pods. Opium is extracted from the latex of the unripe seed pods. Ripe seeds are innocuous and widely used in baking.

ies at Queen's University.

The oldest drug

Opium is probably the oldest drug known to humankind. It is derived from the unripe seedpod of the poppy plant, *Papaver somniferum*. The ancient Greek poet Homer almost certainly refers to it as "a drug to quiet all pain and strife" in his epic poem, *The Odyssey*, which was written in the eighth or ninth century BC, and which De Quincey quotes in his *Confessions*.

For thousands of years, opium was the principal analgesic known to medicine. In the 16th century, the German-Swiss alchemist Paracelsus described it as "a secret remedy."

At the end of the 18th century, the great German philosopher Immanuel Kant warned of its dangers: Opium produces a "dreamy euphoria" that makes one "silent, reticent, and withdrawn," he stated in his *Metaphysics of Morals* (1797), and it is "therefore permitted only" for medical reasons. In early 19th-century Britain, opium was everywhere. People of every age and class used it for self-medication like we use aspirin today. It was legal. It was cheap. It was available in a wide range of cure-alls, including Godfrey's Cordial, the Kendal Black Drop and Mother Bailey's Quieting Syrup.

It was used to treat all manner of major and minor illness, from cancer and diabetes to travelling sickness, hay fever, headache and depression. Pharmacists sold it, as did grocers, bakers, tailors, market vendors and country peddlers. There were no efforts to regulate its sale until the Pharmacy Act of 1868.

Over-prescribed

De Quincey consumed opium as "laudanum," which is prepared by dissolving opium in alcohol. Morphine, the principal active agent in opium, was isolated in 1803 and delivered with a hypodermic syringe by the 1850s.

At the beginning of the 20th century, opium was better known in the form of one of its chief derivatives: Heroin. Today, opioids are sold in powerful prescription medications, including tramadol, methadone and oxycodone. They are also, of course, widely available in illegal forms such as heroin, or in illicit forms of legal drugs — like fentanyl, a synthetic opioid.

Fuelled by decades of over-prescription, the United States gets 30 times more opioid medication than it needs, and opioid overdoses kill more than 140 people daily.

Meanwhile, in other countries, patients are forced to endure severe or chronic pain because there is a shortage of the drug. Mexico gets only 36 per cent of the opioid medication it needs; China 16 per cent; India just four per cent.

De Quincey's descriptions of his opium experience have thoroughly shaped modern perceptions of the drug, and in a variety of ways. He glamorized opium in his *Confessions*, linking it to spectacular dream sceneries, visionary forms of creativity and intellectual, moral and emotional bliss.

In 1824, the authors of the *Family Oracle of Health* damned the *Confessions* for producing misery in those who had read it and begun to abuse opium.

They were right to worry.

Many 19th- and 20th-century addicts have said explicitly that De Quincey led them to the drug.

Typically, "ever since I read De Quincey in my early teens I'd planned to try opium," Ann Marlowe confessed in 1999 in her *How to Stop Time: Heroin from A to Z*.

De Quincey was also the first to explore the painful cycles of intoxication, withdrawal and relapse and his accounts are deeply consonant with modern descriptions. Once he was habituated to opium, he no longer experienced anything like the euphoria he enjoyed as a recreational user.

When he determined to kick his habit, what he called "nervous misery" marked the beginning of withdrawal. If he attempted to battle through it, he was hit hard by vomiting, nausea, irritability and depression. He often fought these miseries, too, but then his resolution faltered, and he went back to opium. His intake levels gradually climbed. He spiralled toward rock bottom. The grim cycle began again.

Like the vast majority of addicts from his day to ours, De Quincey could come off opium. He just could not stay off opium.

Myth making

In one fundamental respect, however, De Quincey's account of opioid addiction does not tally with today's medical knowledge.

By common consent, the pain of opioid withdrawal usually lasts about a week and is like having a very bad flu. De Quincey tells a different story. "Think of me as of one, even when four months had passed, still agitated, writhing, throbbing, palpitating, shattered," he wrote.

Such depictions exaggerated the agonies of withdrawal and established the erroneous conviction that it is a hellishly long process. In *Romancing Opiates* (2006), Theodore Dalrymple condemned the uncritical acceptance and enduring impact of De Quincey's *Confessions*. "When it comes to drug addiction," Dalrymple stated, "literature has trumped — and over-trumped — pharmacology, history, and common-sense."

De Quincey had a deeply paradoxical relationship with opium, and more than 30 years after his addiction had taken hold, he was the first to detail the sickening confusion that so many addicts have found at the crux of their drug experience.

Opium, he asserted, was a con that could convince long-term addicts that they could lay it aside easily and within a week.

Opium was a trade-off that defeated steady exertion, but that gave irregular bursts of energy. Opium was irresistible, like a celestial lover. And opium was a blight that withered life. The collision of these competing impulses made it difficult for De Quincey to see his addiction clearly, and impossible for him to surmount it.

"Since leaving off opium," he once noted wryly, "I take a great deal too much of it for my health."

De Quincey initiated the story of modern addiction. There were countless users and abusers before him stretching back to the ancient world, but he was the first to publish a compelling narrative that explored the seductive pleasures and eviscerating pains of the drug.

He has been castigated for celebrating opium and for spreading misinformation about it. But in 1844 he was categorical about his drug abuse, and his harrowing words anticipate the testimonies of so many of the addicts caught up in today's opioid crisis. "Not fear or terror," De Quincey wrote, "but inexpressible misery, is the last portion of the opium-eater."

•••

Robert Morrison is a professor in the Department of English Language and Literature.

This article was originally published on *The Conversation*, which provides news and views from the academic and research community. Queen's University is a founding partner. Queen's researchers, faculty, and students are regular contributors.

The *Conversation* is seeking new academic contributors. Researchers wishing to write articles should contact Melinda Knox, Associate Director, Research Profile and Initiatives, at knoxm@queensu.ca.

Traveling the world for real-world experience

BY ANDREW CARROLL,
GAZETTE EDITOR

For any student, gaining real world, hands-on experiential learning is invaluable.

Thanks to the Hugh C. Morris Experiential Learning Fellowship from the Kimberley Foundation, Neil Fernandes and Kaj Sullivan, doctoral students in the Department of Geological Sciences and Geological Engineering, will be traveling the world meeting with leading workers from industry, academia, and government within their respective fields of study.

This year marked the inauguration of the Hugh C. Morris Fellowship, which is valued up to \$40,000, and is intended to fund a year-long experiential learning program. Three fellowships, two for Queen's, were handed out due to the quality of the proposals and because the Kimberley Foundation wanted to demonstrate the breadth of projects that fall under its mandate.

For Mr. Fernandes that means traveling to the United States, Peru, Brazil, Ireland, Sweden, Namibia, Australia, and around Canada, to learn about some of the world's most important geological and mineral sites related to ore deposits found in sedimentary rocks.

It's a once-in-a-lifetime opportunity, he explains.

"It's a great chance to see how the mining industry and mineral resources affect different people around the world and how it is all sort of linked to geology. The rocks play a critical role in it obviously as the rocks are the sources of the minerals, but from the perspective of a career in the natural resources sector, it's a chance to see a variety of different kinds of mineral deposits in a variety of geographic settings in a variety of cultural settings," he says. "I never thought that I would find myself underground in a mine in the southern desert of Namibia. For me, it's a dream come true really."

Through his studies, Mr. Fernandes investigates the genesis of a significant zinc mining district in Central Brazil. No matter where he ends up, he realizes the importance of understanding the full scope of the mineral resources process – exploration, extraction, processing and remediation. Another increasingly important element is developing positive relationships between the mining sector and the surrounding communities.

Through the fellowship he will



Doctoral students in the Department of Geological Sciences and Geological Engineering, Kaj Sullivan, left, and Neil Fernandes, have both received Hugh C. Morris Experiential Learning Fellowship from the Kimberley Foundation.

be able to connect with and experience first-hand a wide range of examples of these working relationships. As such he will be collaborating with 13 mining companies, eight universities and five government geological surveys around the world.

"Right now, the big thing for people coming out of school is that everyone is saying they don't have enough experience. We have all this learning but we don't have, quote, unquote, the experience," he says. "So I think what this does for us specifically is gives us the experience of seeing what is going on in our relevant fields – what resources are being used, what techniques are being applied to find and extract them, how these tools are being developed. It is sure to be a life-changing experience."

Mr. Sullivan's plans involve less traveling as he is focusing on collaborating with labs in Japan, England and here in Canada. Specializing in isotope geochemistry, he is exploring if copper, zinc, and iron can be used as biomarkers for Alzheimer's, as is done with some forms of cancer.

"One of the great things about the Experiential Learning Fellowship is the flexibility that we're provided with. Due to the differing nature of each recipient's research, we have designed drastically different learning programs that will best suit our needs.

While Neil's journey will take him to many different locations, mine will involve extended visits at three laboratories," he says. "I viewed the fellowship as an excellent opportunity to reach out to the researchers who have inspired my work and spend time at their facilities learning from them."

The fellowship also offers recipients the chance to learn new skills and information that will

not only help them in their doctoral work but in their later careers as well.

As part of his fellowship, Mr. Sullivan will be spending six months with the National Research Council of Canada in Ottawa, working with researchers to develop analytical abilities at their lab.

"Overall, these visits are about becoming a better, more well-rounded researcher," he says. "I'm really looking forward to getting exposed to different research environments and developing skills and relationships that will help shape my future career. The opportunity to work with researchers at home and abroad will be invaluable. It is truly a global research community and the more connections made, the more opportunities to participate in new and exciting research emerge. This was demonstrated to me by my original supervisor, the late Dr. Kurt Kyser, who collaborated on numerous multidisciplinary projects with researchers from different parts of the globe."

The knowledge sharing through the fellowships isn't in just one direction. Both Mr. Fernandes and Mr. Sullivan will also be sharing their research and experiences gained at Queen's as they make new connections.

The Hugh C. Morris Experiential Learning Fellowship was created to support graduate students at Canadian universities to undertake a program of self-guided travel and experiential learning for studies related to earth, geology, environment, water, alternative energy, climate change, sustainability, or the social impact, social sciences or design sciences concerned with earth, sustainability or environmental issues.



One of the highlights of Science Rendezvous Kingston is the Chemistry Magic Show. More than 700 people took in this year's show. The annual event attracted more than 4,300 people to the Rogers K-Rock Centre.

Celebrating STEAM at Science Rendezvous

BY COMMUNICATIONS STAFF

Science Rendezvous Kingston continues to be a massive draw as more than 4,300 people attended the scientific celebration at the Rogers K-Rock Centre on Saturday, May 12.

It was a day of learning and family fun as attendees of all ages were able to speak with researchers, watch demonstrations and take part in experiments, while celebrating the fields of science, technology, engineering, art, and mathematics (STEAM).

The annual event offered up

dozens of family-oriented activities. Special presentations included the Chemistry Magic Show, watched by more than 700 people, while 560 spectators took in a performance and special meet-and-greet with worldwide YouTube sensation AsapSCIENCE.

The Kingston event was one of 300 Science Rendezvous celebrations hosted in 30 cities across Canada on Saturday, under the theme of 'Full STEAM ahead!'

For more information visit the Science Rendezvous website (sciencerendezvous.ca/event_sites/queens-university/).



Amer Johri, (Medicine), founder and director of the Cardiovascular Imaging Network at Queen's (CINQ), uses an ultrasound machine to help explain how the heart works.

events calendar

Wednesday, June 6, 8 am-6 pm 2018 Research & Innovation Showcase

Find out how advances in digital technology are changing the nature of health care delivery in Canada. Keynote speakers include Drs. Eric Topol, Brian Goldman and Richard Birtwhistle. Topol is a world-renowned cardiologist, geneticist and author of the book, *The Patient Will See You Now*. Goldman is the author of the book *The Secret Language of Doctors* and host of the CBC Radio program "White Coat, Black Art." Birtwhistle chairs the Canadian Primary Care Sentinel Surveillance Network, an organization that securely collects and reports on information from electronic health records across Canada to improve the way chronic diseases and neurologic conditions are managed. In addition to panel discussions and keynote speeches, this day-long event will include a health care innovation hackathon (facilitated by Joule Inc., a Canadian Medical Association Company), presentations from clinician scientists and poster presentations from recent Innovation Fund award winners. The event is FREE TO ATTEND. Isabel Bader Centre for the Performing Arts

Saturday, June 9, All Day Community Open House - Museum of Human Anatomy

You are invited to a behind-the-scenes look at our world-class educational anatomy facility to learn how health professionals and other students learn about the structures of the human body. We will be offering a limited number of free tours during which you will be given the opportunity to view our Museum of Human Anatomy and learn about the critical contribution that the Hu-

man Body Donor Program makes to education and research at Queen's University. To make sure you reserve yourself a tour please contact us and provide us with the required information by any of the indicated methods. Tours will be booked on a first-come first-served basis (maximum 12 per time slot). School of Medicine Building, Room 302

Saturday, June 9, 9:30 am-Noon Move With Our Docs 2018

Exercise is Medicine Canada (EIMC) at Queen's is holding its 4th annual "Move with Our Docs" event. This year, EIMC at Queen's continues to challenge health care providers (including physicians, physiotherapists, occupational therapists, etc.) from the Kingston community to form teams with each other and their patients to participate in a fully accessible 3km walk through Queen's Campus and along Kingston's waterfront. Physicians, patients, and community members are all welcome! The purpose of this event is to advocate for the most effective prescription for healthy living available – physical activity! The event is accessible, FREE, and includes a t-shirt with registration. All participants will be entered into a draw for some amazing prizes including running shoes, 3 RMT massages, a 1-month yoga membership, an iPod shuffle, a Fitbit, a golf gift basket and more! School of Kinesiology and Health Studies

Monday, June 11, 10:30 am-1:30 pm Humanities, Arts, and Social Sciences Research Tune-Up

This half-day information session, brought to you by University Research Services, the Faculty of Arts and Science, and the Smith School

of Business, will introduce participants to the range of services provided by URS, to the fundamentals of research plan creation, and to best practices for SSHRC Insight Grant applications. Gordon Hall, Rm. 108

Tuesday, June 12, 4:30-6:30 pm Discussions with Teri about Inclusivity at Queens (West Campus)

Join Teri Shearer, Deputy Provost (Academic Operations and Inclusion), for an open discussion about inclusivity at Queen's. Dr. Shearer will be on West campus, Duncan

McArthur Hall, Vernon Ready Room A115, and will be available to speak with faculty, staff and students about how we make Queen's a more inclusive community. Bring your ideas, experiences, and challenges. Please RSVP to inclusivity@queensu.ca

Saturday, June 16, 10 am-4 pm Doors Open 2018 @ the Agnes

For Doors Open 2018, we offer a full day of arts and culture! This feast of activities is free. Catch our Community Docents for short tours in Log Cabin: A Canadian Quilt at 11 am, Artists at Work: Picturing Prac-

tice in the European Tradition at 1 pm and Chris Kline and Yam Lau: Weave at 3 pm. Drop into the Studio between 10 am and 2 pm to engage in a shadow-play activity inspired by exhibiting artist Yam Lau's work. Participants will explore the effects of light and dark by creating their own shadow figures and cut-out shapes. The completed pieces can be brought to life in our staged three-dimensional space.

ACROSS

- 1 Semitic nature god
- 5 Clothed
- 9 Bauhaus instructor
- 13 Peeve
- 17 Shah Jahan's building site
- 18 Refrain syllables
- 19 Seine feeder
- 20 Almond-shaped
- 21 Adequate grades
- 22 Type of furnace
- 24 Do a fall job
- 25 Weisbaden resident
- 27 Author Harte
- 28 Did a laundry day chore
- 30 Blotter's target
- 31 Humerus's neighbor
- 32 Chick and pigeon
- 33 Horn and May
- 36 Greenbacks of a kind

- 37 Slander
- 41 Sorrowful word
- 42 Picked up the tab
- 43 Failures, informally
- 45 Goth's enemy
- 46 Distant: prefix
- 47 Kid's snow structure
- 48 Survive
- 49 Twine
- 50 Cassandra, e.g.
- 52 Bun or bunch start
- 53 Loses steam
- 54 Variety
- 55 Havana export
- 56 Crime scene marker
- 57 Son of Uranus
- 59 Play with clay
- 60 Hindenburg's homeland
- 63 Anthony Hopkins, in "Thor"
- 64 Miners' finds
- 65 Windfall
- 66 Under the weather
- 67 Received a

- trophy
- 68 Quick drives
- 70 Defiant contraction
- 71 Bide
- 72 Dreamland visitor
- 74 Share
- 75 Gregory of "The Cotton Club"
- 76 Florist's "extra"
- 77 Precinct
- 78 Backus or Bakker
- 79 Hidden
- 82 Creates lace edging
- 83 Sleep inducers in "The Wizard of Oz"
- 87 Au courant
- 88 "The ___ of Henry Adams"
- 91 Wisdom
- 92 Matted cotton
- 93 Criticize, informally
- 94 Norse anthology
- 95 Sicilian smoker
- 96 Pub drinks
- 97 Influence

- 98 "The Incredibles" superhero son
- 99 Be cheeky

DOWN

- 1 Comic composer P.D.Q.
- 2 Miracle Met Tommie
- 3 Father of Phobos
- 4 Rudd Weather-wax trained them
- 5 Harry Potter's renders invisibility
- 6 Reclined
- 7 Glutton's preferred share
- 8 Emulated a diletante
- 9 Syngman Rhee's country
- 10 Denim detritus
- 11 Compass letters
- 12 Most weird
- 13 Like Eeyore
- 14 "Terrible" tsar
- 15 Fraud
- 16 Took flight

- 23 Starbucks containers
- 26 Parts of ft.
- 29 Emulates Kanye West
- 31 Body of soldiers
- 32 Lacking roses in the cheeks
- 33 ___-eye
- 34 Opposite of aweather
- 35 Mideast region
- 36 Galley propellers
- 38 ___ ridgeback (dog breed)
- 39 Free from doubt
- 40 Purposes
- 42 Socially correct Emily
- 43 Inspid
- 44 Web surfer
- 47 Maidenhair, e.g.
- 48 Theater boxes
- 49 Berets
- 51 Sorrel sprinkled with white
- 52 Pelts
- 53 Woodland creature
- 55 Succotash ingredient
- 56 Move like a Standardbred
- 57 Drags
- 58 False god
- 59 Wavy-lined fabric
- 60 Cornmeal dish
- 61 "Would ___ to you?"
- 62 Elevs.
- 65 Audacious
- 68 Practice for a bout
- 69 Badgers
- 70 Woolen fabric
- 71 Nuns' headwear
- 73 Important occasions
- 74 Input
- 75 Flank
- 77 Zany
- 78 Book after Obadiah
- 79 Home of the Mambo Kings
- 80 Milky stone
- 81 Suffrage
- 82 Yellowfin, e.g.
- 83 Orca groups
- 84 Crumb
- 85 Ocean birds
- 86 Mariners' milieus
- 89 Rook's relative
- 90 Lupino of "High Sierra"

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Varsity athletes raise \$40,000 for charities in 2017-18

BY COMMUNICATIONS STAFF

Queen's student-athletes had an outstanding year in 2017-18 claiming championships, banners, and medals. However, perhaps their greatest triumph was raising nearly \$40,000 for charitable causes and inspiring the next generation of Gaels.

The Queen's Varsity Leadership Council (VLC) aims to promote a positive image of Queen's Athletics and build relations with the university and Kingston communities through volunteer opportunities and outreach programs.

This year there were outstanding achievements from the group who supported programs such as Shoot for the Cure, Cuts for Can-



Throughout the 2017-18 academic year, student-athletes at Queen's helped raise nearly \$40,000 for charitable causes.

cer, Run for the Cure, Martha's Table, Motionball, and a clothing donation drive. The VLC donated to the Kingston Food Bank and helped to raise awareness for

mental health by supporting Jack.org and Bell Let's Talk with feature events.

In total, the VLC and Gaels athletes helped to raise nearly

\$40,000, 540 pounds of food, donate 12 ponytails, and keep the conversation going on mental health.

"Overall, VLC had an incredible year. We built on our core initiatives like Run for the Cure, Martha's Table, jack.org, and Bell Let's Talk," says co-president and member of the women's basketball team Andrea Priamo. "This year, we were also fortunate enough to partner with two new programs: the Autism Mentorship Program and Pathways to Education. Having the opportunity to work with these programs and get involved in this capacity allowed participation from many athletes at Queen's."

The VLC continued to lead the way in their support of new initia-

tives. They organized an event with the Autism Mentorship Program around a varsity basketball game, inviting all program participants to a post-game meet-and-greet with the players.

Finally, a new partnership was formed with Pathways to Education, a national, charitable organization working to breaking the cycle of poverty through education. The partnership sees the VLC host a group of Pathways students at Queen's for a day to participate in activities, have lunch, and talk about what university and life as a student-athlete are like. Also, one male and one female Pathways student is recognized with the Gaels Academic All-Star Awards for success both in the classroom and on the field of play.

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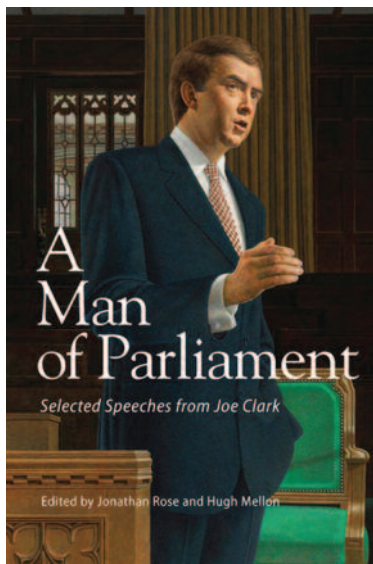
books

A Man of Parliament: Selected Speeches from Joe Clark

Edited by Jonathan Rose (Political Studies) and Hugh Mellon

Joe Clark – statesman, businessman, writer, and politician – served as the 16th prime minister of Canada from June 4, 1979 to March 3, 1980. Despite his relative inexperience, Clark rose quickly in federal politics, gaining a seat in the House of Commons in the 1972 election and winning the leadership of the Progressive Conservative Party only four years later.

This volume collects a number of significant speeches from Joe Clark's illustrious career in Parliament. It captures over 40 years of his public service from when he was a rookie member of Parliament, to his time as the prime minister, a cabinet minister, and the senior statesman of the House of Commons. His speeches are arranged in thematic areas such as parliamentary accountability, foreign affairs, constitutional debates,



and the economy.

Insightful and wide-ranging, *A Man of Parliament* demonstrates that Joe Clark's influence on Parliament continues to shape contemporary policy debates.

for the record

APPOINTMENTS Panagiotis Katsabanis appointed interim head of the Robert M. Buchan Department of Mining

On behalf of the Provost and Vice-Principal (Academic) Benoit-Antoine Bacon, Kevin J. Deluzio, Dean of the Faculty of Engineering and Applied Science, is pleased to announce the appointment of Panagiotis (Takis) Katsabanis as Interim Head of the Robert M. Buchan Department of Mining for a two year term, effective July 1, 2018.

Dr. Katsabanis is an associate professor of Mining Engineering and a professional engineer. He obtained a B.Sc. in Mining and Metallurgical Engineering from the National Technical University of Athens and M.Sc. (Eng.) and PhD degrees from Queen's University. He has conducted experimental and theoretical research in explosives performance, sensitivity, det-

onation products, rock fragmentation, vibration and damage with current emphasis on the effects of timing on fracture and damage development in blasting, and the effects of blasting on grinding.

Dr. Katsabanis has given seminars and taught courses internationally, and his contributions have been recognized by the International Society of Explosives Engineers. He has supported the teaching efforts of the university with contributions to the online program of the Mining Department.

In making this announcement Dean Deluzio would like to personally thank the members of the Selection Committee.

NOTICES Renewal, tenure, promotion applications

Under the terms of the Collective Agreement between Queen's and Queen's University Faculty Association for faculty, librarians and

archivists, Aug. 15 is the deadline for regular faculty to apply for renewal, tenure or promotion; librarians and archivists to apply for renewal, continuing appointment or promotion; and adjuncts to apply for promotion.

Members must notify their unit head of their intent to apply for renewal, tenure, continuing appointment, or promotion by July 1.

Articles that refer to these procedures include: Article 24 – Employment Equity; Article 30 – Renewal, Tenure and Promotion for Tenure-Track and Tenured Faculty Members; Article 31 – Renewal, Continuing Appointment and Promotion for Librarian and Archivist Members; Article 32.6 Reappointment and Promotion of Adjunct Members; and Appendix O – Aboriginal Participation in Renewal, Tenure or Promotion Committees (or in the case of Librarian and Archivist Members, Continuing Appointment).

human resources

Job postings

Full details regarding job postings can be found at queensu.ca/humanresources/careers.

- **Competition Number:** J0518-0556
Position Title: Manager, Student Records
Department: Student Records & Services
Salary: \$62,145/Year
Grade: 9
Job Type: Permanent (Continuing)
Closing Date: June 13, 2018
- **Competition Number:** J0518-1089
Position Title: Finance Coordinator
Department: Canadian Cancer Trials Group
Salary: \$58,454/Year
Grade: 8
Job Type: Term -1 year
Closing Date: June 13, 2018
- **Competition Number:** J0518-0313
Position Title: Associate Director, Master of Management Innovation & Entrepreneurship

- Department:** MIE
Grade: 10
Job Type: Permanent (Continuing)
Closing Date: June 12, 2018
- **Competition Number:** J0518-0333
Position Title: Cancer Research Monitor/Auditor
Department: Canadian Cancer Trials Group
Grade: 8
Job Type: Permanent (Continuing)
Closing Date: June 17, 2018
- **Competition Number:** J0418-1287
Position Title: Alcohol and Substance Strategist
Department: Support Services and Community Engagement
Salary: \$62,145/Year
Grade: 9
Job Type: Permanent (Continuing)
Closing Date: June 21, 2018

Successful Candidates

- **Job Title:** Senior Contracts Negotiator
Department: Office of Partnerships

- and Advancement
Competition: J1217-0271
Successful Candidate: Helen Lee
- **Job Title:** Undergraduate Program Assistant (USW Local 2010)
Department: History
Competition: J0218-0007
Successful Candidate: Jennifer Lucas
- **Job Title:** Caretaker (CUPE Local 229)
Department: Department of Residences (Housing & Ancillary Services)
Competition: J0218-0513
Successful Candidate: Hope Jones [Department of Residences (Housing & Ancillary Services)]
- **Job Title:** Caretaker (CUPE Local 229)
Department: Department of Residences (Housing & Ancillary Services)
Competition: J0218-0514
Successful Candidate: Tanya Sherboneau [Department of Residences (Housing & Ancillary Services)]
- **Job Title:** Coordinator, Orientation and Transition (USW Local 2010)
Department: Student Experience

- Office
Competition: J1217-0574
Successful Candidate: Melissa Burke
- **Job Title:** Admission Awards Assistant (USW Local 2010)
Department: Office of the University Registrar
Competition: J0118-1093
Successful Candidate: Dionne Gaudet
- **Job Title:** Financial Assistant (USW Local 2010)
Department: Faculty of Engineering and Applied Sciences
Competition: J0218-0063
Successful Candidate: Melissa de Haan (Faculty of Engineering and Applied Sciences)
- **Job Title:** Finance and Staffing Assistant (USW Local 2010)
Department: Department of Student Health Services
Competition: J1017-0979
Successful Candidate: Rachel Vanhooser (Department of Student Counselling Services)
- **Job Title:** Desk Services Representa-

- tive (USW Local 2010)
Department: Department of Residences (Housing & Ancillary Services)
Competition: J0218-0461
Successful Candidate: Taylor Doherty [Department of Residences (Housing & Ancillary Services)]
- **Job Title:** Coordinator, Office of Indigenous Initiatives
Department: Office of Indigenous Initiatives (Office of the Provost)
Competition: J1217-0314
Successful Candidate: Haley Cochrane
- **Job Title:** Support Technician (USW Local 2010)
Department: Department of Residences (Housing & Ancillary Services)
Competition: J0118-0404
Successful Candidate: Kurtis Riehl
- **Job Title:** Administrative Assistant
Department: School of Graduate Studies
Competition: J0218-0621
Successful Candidate: Tracey Kawamoto

PUZZLE SOLUTIONS

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