

CONTINUING CONVERSATION



UNIVERSITY COMMUNICATIONS

Since becoming a founding member of The Conversation Canada, Queen's researchers have used the platform to reach audiences around the world. On Feb. 14, Scott White, editor of The Conversation Canada, was on campus to facilitate workshops on leveraging the online news platform as a tool for knowledge mobilization. More than 100 faculty, students, and staff participated in the day organized by University Relations. See Page 11 for another Queen's contribution.

FOSTERING GRADUATE SUCCESS

The School of Graduate Studies has established a working group aimed at exploring possibilities for improving the graduate student experience at Queen's University. See Page 3.





Supporting students financially

With changes to OSAP, Queen's is looking to enhance bursaries and scholarships for students with highest needs

BY COMMUNICATIONS STAFF

The potential cost of a post-secondary degree is a major consideration for many students and their families.

Changes to the Ontario Student Assistance Program (OSAP), that will be in effect for the 2019-20 academic year, may impact the financial situation and decision-making process of undergraduate students, as well as those in second entry programs, such as law, education and medicine.

Current and prospective Ontario students are being advised to watch for more information about the coming changes and be sure to apply for OSAP when the application opens, which is expected in mid-April.

Last month, the provincial government announced it is revising OSAP, specifically how grants and loans are assessed at various family income levels. Queen's, and other universities, are working to clarify the details with the government. In the meantime, Queen's is promoting the university's support programs.

"We believe all students who qualify academically should have the opportunity to take part in the Queen's experience no matter what their starting point is financially," says Tom Harris, Interim Provost and Vice-Principal (Academic). "It's why each year Queen's distributes millions of dollars in



UNIVERSITY COMMUNICATIONS

In 2017-18, more than 45 per cent of the undergraduate student population received financial support from Queen's totaling \$27 million, and an additional \$6 million in need-based aid was distributed to graduate students.

bursaries and scholarships to thousands of undergraduate and graduate students who qualify for the extra financial support."

In 2017-18, more than 45 per cent of the undergraduate student population received financial support from Queen's totaling \$27 million, and an additional \$6 million in need-based aid was distributed to graduate students.

Queen's recently mailed a post-

card to first-year undergraduate applicants. The postcard invites them to visit their SOLUS account and apply for a Queen's non-repayable admission bursary. This is one of several ways in which prospective students are advised of these types of awards.

"Over the coming weeks, Queen's will be taking a closer look at our student financial supports to determine what adjust-

ments can be made to provide more support to students with the greatest financial need," says Ann Tierney, Vice-Provost and Dean of Student Affairs. "We are also planning to increase student assistance through additional fundraising efforts."

To learn more about Queen's financial supports for students, visit the Student Awards website (queensu.ca/studentawards/).

USW Local 2010 and QUFA support transition to University Pension Plan, ratify collective agreements

BY COMMUNICATIONS STAFF

United Steelworkers Local 2010 and Queen's University Faculty Association members have voted to support the University Pension Plan Ontario (UPP), moving the university closer to a new, sustainable defined benefit pension plan for the future.

More than 96 per cent of votes cast by QUFA members who are Queen's Pension Plan members voted in support of a renewed collective agreement and consent to the UPP. USW Local 2010 members cast 96.4 per cent of votes in favour.

The ratifications mean that USW Local 2010 and QUFA will be providing consent to the proposed UPP on behalf of the members of the Queen's Pension Plan that they

represent. Pension consent agreements form part of the USW and QUFA collective agreements.

The conversion to the UPP requires a formal consent process, set out in provincial statutes and regulations. Employees represented by USW and faculty associations are now the first groups of plan members to give their representative unions and associations a mandate to support the UPP through to conclusion.

"The ratifications by the USW and QUFA are major steps forward in our journey towards the UPP," says Donna Janiec, Queen's Vice-Principal (Finance and Administration). "I want to thank everyone involved for their support in getting us to this point. It represents years of hard work."

The USW and faculty associa-

tions at the two other founding UPP universities, the University of Toronto and the University of Guelph, have also ratified agreements to support the UPP.

"We are very pleased that QUFA and USW Local 2010 members recognize that supporting the UPP represents a move towards ensuring we have a defined benefit pension plan that will provide strong, dependable retirement income for pension members at Queen's in the long-term," says Janiec.

In order to reach the mandated level of consent to introduce the new plan, Queen's still requires the support of other unions and its non-unionized employees. The university will continue its discussions with other union groups, and will be providing additional

information to non-unionized employees who are required to vote individually.

The UPP will be a jointly sponsored pension plan (JSPP), initially inclusive of three universities – Queen's University, the University of Toronto, and the University of Guelph. Employers and plan members will jointly govern it. Other universities across Ontario will be able to join, once the UPP is established.

The UPP follows the model of other well-known, defined benefit pension plans, such as the Ontario Teachers' Pension Plan and the Ontario Municipal Employees Retirement System (OMERS).

More information about the UPP and the ongoing consent process is available on the UPP website (universitypension.ca).

The road to graduate student success

School of Graduate Studies working group to take a close look at student experience

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

The Queen's School of Graduate Studies has established a working group aimed at exploring possibilities of improving the graduate student experience at the university. This initiative was launched after discussions at a Board/Senate retreat in March 2018 and a subsequent memo drafted by Principal and Vice-Chancellor Daniel Woolf. As the future of work, student expectations, changing demographics, academic and personal supports, and funding continues to evolve, the group will analyze and make recommendations as to how Queen's can meet these changes and challenges.

"Today's students are looking for something new and innovative in a graduate program," says Fahim Quadir, who joined Queen's as Vice-Provost and Dean of the School of Graduate Studies from York University in July 2018. "They want programming that complements their academic expectations, considers their professional outlook in an evolving job market, and acknowledges their well-being as essential to their success."

Since arriving, Dr. Quadir has been working to enhance the graduate student experience, foster excellence in research for both graduate students and post-doctoral scholars, and revitalize the foundations for student success.

"As graduate education in much of North America undergoes a transformation, we need to develop a thorough yet critical understanding of its evolving landscape," says Dr. Quadir. "Today's changing realities demand a new



Fahim Quadir, Queen's Vice-Provost and Dean of the School of Graduate Studies, speaks with a graduate student during a reception hosted at Queen's.

"Today's students are looking for something new and innovative in a graduate program. They want programming that complements their academic expectations, considers their professional outlook in an evolving job market, and acknowledges their well-being as essential to their success."

**– Fahim Quadir,
Vice-Provost and Dean of the
School of Graduate Studies**

way of thinking about graduate studies but also underscore the need to introduce creative structures that champion innovative programming to maintain academic excellence, enhance the graduate student experience, promote 'deep diversity' and make the process of knowledge production global. One of our key priorities would be to adapt our approach to give students the best chance at success."

The working group will convene stakeholder consultations over the coming months to explore key drivers of graduate student

success, such as experiential learning, career preparedness, well-being, student supervision, and access to many different forms of support. Group members will look closely at students' satisfaction with their academic experience, access to adequate mental health services, financial opportunities, and variables that affect the time it takes graduate students to complete their studies – with particular attention paid to how these areas of the student experience intersect.

The working group, which held its first official meeting in January, will also consider ways in

"Graduate students play a central role in shaping the frontiers of research. So much amazing work is being done by graduate students here at Queen's. It is important for us to magnify the prominence of their contributions to advancing scholarship."

**– Fahim Quadir,
Vice-Provost and Dean of the
School of Graduate Studies**

which Queen's can continue to intensify a culture of research for graduate students.

"Graduate students play a central role in shaping the frontiers of research," says Dr. Quadir. "So much amazing work is being done by graduate students here at Queen's. It is important for us to magnify the prominence of their contributions to advancing scholarship."

The working group will gather data throughout the Winter Term, producing a final report for the Principal and Vice-Chancellor Woolf in May that will include short-, medium-, and long-term goals for strengthening the graduate student experience. Recommendations will include best practices that can be customized and applied at both the institutional and program levels.

"Our goal is to make Queen's the preferred destination for graduate education, known for its excellent graduate student experience," says Dr. Quadir.

For more information on the working group, contact Heather Merla at the School of Graduate Studies (heather.merla@queensu.ca).

Vice-Provost (Digital Planning) and University Librarian accepts position at Harvard

BY COMMUNICATIONS STAFF

Martha Whitehead, Vice-Provost (Digital Planning) and University Librarian, will be leaving Queen's to join Harvard University, where she will serve as vice president for the Harvard Library and University Librarian and Roy E. Larsen Librarian for the Faculty of Arts and Sciences.

Whitehead has provided remarkable leadership in her portfolio at Queen's since her appointment as University Librarian in 2011 and expansion of her role as Vice-Provost (Digital Planning) in 2017.

Focusing on the university's academic and research missions, she has advanced the university's information services and resources by seizing the opportunities of the digital age as well as building upon traditional library values.

This has included enabling new services such as research data management, scholarly publishing, copyright advice and support for digital scholarship and open education resources, as well as strong information research programs, further development of special collections and archives, new information re-

sources strategies, and the enhancement of the library's physical spaces.

All this was accomplished through deep engagement with the academic community, continual strategic planning, significant organizational restructuring and ongoing staff development that has placed the library in a strong position for the future.

As vice-provost (Digital Planning), Whitehead has laid the foundation for the university's digital strategy, working closely with the associate vice-principal (ITS) and chief information officer, academic leaders and many

other members of the university community. She is recognized nationally and internationally for her leadership in matters relating to research libraries, having served in organizations such as the Leadership Council on Digital Research Infrastructure (LCDRI), the Canadian Association of Research Libraries (CARL), the Association of Research Libraries (ARL) and the Confederation of Open Access Repositories (COAR), to name just a few.

Whitehead joined Queen's as associate university librarian in 2004.

In her remaining months at

Queen's, Whitehead's work will focus on assisting in leadership transition for the library and digital planning. Arrangements put in place for her administrative leave planned for January through June will continue, with Michael Vandenburg as acting vice-provost and university librarian. In June 2019, Vandenburg's role will change to interim vice-provost and university librarian. Details regarding the search for the next vice-provost and university librarian will be determined in consultation with incoming Principal Patrick Deane.

Capturing diversity on campus

Photography initiative aims to reflect growing student diversity at Queen's

BY DANA MITCHELL, INTERN,
DIVISION OF STUDENT AFFAIRS

A student group is working to showcase diversity on campus.

The Queen's Student Diversity Project (QSDP)'s Catalogue initiative was a week-long photography event that captured students at various locations across campus, including in classrooms, labs, and social spaces.

Hundreds of photos were taken and will be posted to the QSDP website, and added to the university's image bank for use by marketing and promotion units. More than 60 student participants were involved along with four community sponsors.

"It's important that diversity on campus is showcased in many ways so that current and future students can see and feel like they belong here," says QSDP founder Nicole Osayande (Cmp'21). "We got a lot of support from faculty members, staff and administrators, who gave us access to various spaces, and provided advice as we planned this project."

One of the Division of Student

Affairs' interns was assigned to take many of the photos. The division also provided breakfast for students who participated in weekend photo shoots.

"I have been so impressed by Nicole's initiative and the work of everyone who is part of the Diversity Project team," says Ann Tierney, Vice-Provost and Dean of Student Affairs. "We are excited to continue working with such passionate and creative students to promote a welcoming and inclusive campus environment."

In addition to the Catalogue, QSDP recently launched the Diversity Speaks series, a weekly Facebook column that highlights different student voices on the topic of diversity. QSDP is also currently developing a website and is working on a video about university life at Queen's.

Photos from the Catalogue are scheduled to be posted by the end of February.

Visit the QSDP Facebook page (facebook.com/QueensStudentDiversityProject/) to learn more about the project and upcoming events.



The Queen's Student Diversity Project's Catalogue initiative was a week-long photography event that captured students at various locations across campus, including in classrooms, labs, and social spaces.

Supporting scholars at risk

Queen's joins international network created to protect threatened academics

BY COMMUNICATION STAFF

Queen's University has become the newest member of Scholars at Risk (SAR) – an international network of institutions and individuals working to protect scholars facing threats to their lives, liberty, and well-being.

Queen's School of Medicine students, who recently championed the university's involvement with SAR, marked the occasion with a lecture by historian Evren Altinkas, who secured an academic position at the University of Guelph through SAR after he had to resign his university position and flee Turkey due to his research and activism.

"We were so happy to host Dr. Altinkas at Queen's University for a lunchtime lecture during his time as a Scholar at Risk at the University of Guelph," says Nicole Asztalos, one of the Queen's medical students who first pursued the SAR program. "His work on academic freedom around the world and the struggles that he and his family have experienced because of this work



Evren Altinkas speaks to students at Queen's, marking the university's membership to Scholars at Risk.

highlight why the SAR network is important. It was also an excellent opportunity for the Queen's community to learn more about this organization and the types of people who we can help by being involved."

On Feb. 8, Dr. Altinkas spoke to members of the Queen's community about his experience as part of his lecture on historical insights on academics and academic freedom in Europe, North America, and the Middle East. He dis-

cussed his involvement with SAR, and subsequent recruitment to University of Guelph. In addition, he provided insights into how accessibility of academic thought could be enhanced in Canada.

"It was a tremendous opportunity to have Dr. Altinkas share his journey with the Queen's community," says Danielle Weber-Adrian, another Queen's medical student. "With his presentation, Queen's University has launched its involvement in the Scholars at Risk

program – an endeavor we hope to nurture into an ongoing legacy."

Following his lecture, Dr. Altinkas met with Tom Harris, Provost and Vice-Principal (Academic), and Jill Scott, Interim Associate Vice-Principal (International), to discuss in more detail how Queen's can implement SAR initiatives on campus.

"Scholars at Risk is doing important international work to ensure that academics are free to think, question, and communicate their work," Dr. Scott says. "I'm

pleased to announce Queen's University's membership to the network, and look forward to engaging the campus community, particularly our faculty members."

As a member, Queen's is now able to participate in the full offerings of the network including participating in human rights research and legal clinics, and potentially hosting a scholar on campus.

For more information on the SAR program, contact the Office of the Associate Vice-Principal (International) at vp.international@queensu.ca.

Call for a complimentary
evaluation 613.539.0000

ADAM KOVEN Sales Representative

ROYAL LEPAGE

ProAlliance Realty, Brokerage
INDEPENDENTLY OWNED AND OPERATED

adamkoven.com
80 Queen St., Kingston, ON
akoven@adamkoven.com



A little nudge goes a long way

Nicole Robitaille, a professor at Smith School of Business, studies consumer behaviour and how to get people to make good decisions

BY ROBERT GERLSBECK,
MANAGING EDITOR, SMITH
SCHOOL OF BUSINESS

Every day, 22 people die waiting for an organ transplant. Twenty-two! That's just in the United States. Many of these deaths can be prevented – if only people would sign an organ donor card. But only a handful do.

Are people against donating their organs? Hardly. Surveys show broad public support. But most people don't bother to register. And if they die suddenly, their heart, lungs, kidneys, and other parts can't save someone else's life.

Several lives actually. One organ donor can save up to eight people.

Is there a way to get more organ donor cards signed? Research by Nicole Robitaille says yes. And it starts with a nudge.

HELP FOR SOCIETY

Dr. Robitaille is an assistant professor of marketing at Smith School of Business. She studies how consumers make decisions and why they choose to engage in certain behaviours – some of which aren't always good for them, such as procrastinating or overspending. She also examines how to change population behaviour to improve consumer welfare, fulfill government policy and drive marketing results.

Not long ago, Dr. Robitaille con-



Nicole Robitaille, an assistant professor of marketing at Smith School of Business, studies how consumers make decisions and why they choose to engage in certain behaviours.

ducted field research with the Ontario government to increase organ donations. In Ontario, someone dies every three days waiting for a transplant. Only a quarter of Ontarians are registered organ donors. How to increase that figure? Dr. Robitaille and fellow researchers Nina Mazar, Claire I. Tsai and Elizabeth Hardy investigated.

In Ontario, as in many jurisdictions, the decision to donate organs happens most often when people renew their driver's licence. Trouble is, when they walk into a motor vehicle office, people aren't thinking "organ donation," they just want to update a licence. So

when suddenly asked to become an organ donor, they're caught off guard, Dr. Robitaille says. "And when people are asked to make a decision that they don't feel they've put adequate time and effort into considering, they choose not to decide. They put it off."

Dr. Robitaille and her fellow researchers wanted to make it easier for people to make an informed choice. They tested several options. One, for instance, was to have a government employee hand people a brochure on organ donation when they came in to renew their driver's licence. They could peruse the brochure while waiting in line, so by the time they were called to the service counter, they were more knowledgeable about organ donation.

Working with the Ontario government, they also tested a simplified organ donation consent form with only two questions: "Do you want to be an organ donor?" And a checkbox question: "Which organs will you donate?" Previously, all sorts of personal information was asked for, most of which the government already had on file.

Then came the nudge. At the top of each consent form, several statements in bold text were tested: "If you needed a transplant, would you have one?" And "How would you feel if you or someone you loved needed a transplant and couldn't get one?"

Such nudge statements are designed to help indirectly influence a person's decision, without actually deterring them from making another choice. The term nudge was first made popular in the 2008 book *Nudge: Improving Decisions About Health, Wealth and Happiness* by Richard Thaler and Cass Sun-

stein.

The organ donor nudge statement, Dr. Robitaille says, helped people put themselves in the position of someone needing a transplant. And it led to a big jump in organ donor registrations.

In an eight-week trial conducted at a ServiceOntario office (where driver's licences get renewed), they found that with the most effective nudge statement, organ donor registrations rose 143 per cent. If rates were to rise similarly across the province, the Ontario government estimates it could increase organ donor registrants by more than 450,000 a year – up from the current number of approximately 200,000. Many of the insights uncovered by Dr. Robitaille and her fellow researchers, including the nudge statement, are now used on Ontario's organ donor consent form.

Dr. Robitaille says the results of the study show that business research into consumer behaviour can benefit society.

"You hope your work has impact, and to know our work might actually save lives is something quite special," she says.

LICENCE TO MISBEHAVE

Dr. Robitaille didn't set out to be an expert on what makes consumers tick. Born in Calgary to an artist mother and environmental engineer father, she grew up in Boston and Pennsylvania, where she played competitive hockey. In high school, her family moved to Quebec City, then to Montreal.

Dr. Robitaille first wanted to be a neurologist. In 2006, she earned her undergraduate degree in psychology (with a speciality in behavioural neuroscience) from Concordia University in Montreal. But during a summer pre-med

program, she found that she enjoyed helping doctors do their research more than she did visiting with patients.

Around the same time, she began to ponder how psychology could be applied to marketing. Working in a Zara clothing store, she was fascinated by the great variety of responses shown by shoppers to merchandise displays and fashion recommendations from staff.

"Simply by moving the same items around the store, customers would feel like there was new inventory and be more likely to visit the store regularly to see the 'new' merchandise," she recalls.

Soon, Dr. Robitaille was studying marketing at Concordia. In 2008, she received her master's in marketing. In 2014, she earned her marketing doctorate from Rotman in Toronto. The same year, she also joined the faculty at Smith.

Dr. Robitaille says she especially enjoys the process of doing research and asking questions.

"It's amazing when we find the answers," she says. "Sometimes we were right and sometimes we were wrong. But it's all exciting."

She also loves when her work has practical applications. "It's seeing a real problem, and how we can solve that."

Take personal finance, for instance. In one study, Dr. Robitaille and a team of international researchers showed that people actually do feel pain when they buy something with cash. On the other hand, they don't hurt nearly as much when paying with debit or credit. The findings have implications for financial-literacy efforts. Educators must appeal to people's emotions about money, not just their sense of reason.

Dr. Robitaille has also studied people's "licence to misbehave." That is, they do a good deed, then follow it up with behaviour that counters it. For instance, her research found that people who recalled times in the past when they did a good deed would then spend less time helping others. They were then more likely to cheat for personal gain and had higher intentions of engaging in selfish behaviours.

"When you start to understand what causes people to behave well, and what allows them to give into temptation, you can encourage positive action and discourage misbehaviour," she says. "And in my research I've always been interested in helping people make better decisions."

This article was first published in *Smith Magazine*.

print fusion CALL US TODAY **613.389.6611**
bringing your marketing to life OR EMAIL **INFO@PRINTFUSION.CA**

STAND OUT FROM THE CROWD



GET YOUR MESSAGE OUT THERE!
Use PrintFusion's Wide Format Printing

- Fabric Posters
- Paper Posters
- Pull-Up Banner Stands
- Coroplast, Foamcore & Aluminum Signs
- Large Vinyl Banners with grommets

PrintFusion can take care of all your business printing and marketing materials.

Take Advantage of the PrintFusion Value Today.

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 joy of teaching

The following piece, written by Professor Ken Rose of the Department of Biomedical and Molecular Sciences and Centre for Neuroscience Studies, was originally published on the Centre for Teaching and Learning Teaching Talks Blog.

Oops! Surely the title of my blog is a mistake? Did the 'find and replace' function accidentally substitute 'joy' for 'importance'?

The answer is no. 'The joy of teaching' is the correct title.

I confess that I did not use the word 'joy' to describe my teaching experiences until recently. If I had written this blog 20 years ago, I would have used a different title: 'The cost of teaching'. Since 'cost' has an obvious negative inference, the selection of this word deserves a brief explanation.

In keeping with standard practices in the biomedical sciences,

most of my teaching at the start of my career was textbook based and it placed a high priority on factual recall. In other words, the information was often dated and it was usually dull.

In contrast, my research was exciting, highly demanding, and exceptionally rewarding. Thus, the time I spent teaching was assigned to the 'lost' column relative to the time I spent in the lab.

Like all other faculty, I quickly realized that my teaching duties would not diminish regardless of my view of teaching as a 'cost'. My only option was to change how and what I teach.

This decision forced me to better understand why I was frustrated with teaching relatively old and black-or-white facts. The answer was obvious. My research was exciting because science in the lab is rarely black-or-white. Moreover, it is seldom static.

This insight encouraged me to ignore past practices (and the advice of many well-meaning colleagues) and embark on a new teaching strategy. I focussed on the questions that led to landmark experiments, the challenges of in-

terpreting experimental data, and how many experimental observations invariably lead to more questions. My goal was to capture the surprises and frustration that are inherent in 'research' science as opposed to typical 'text-book' science.

Much to my surprise, preparing the lecture material was stimulating. I spent hours creating animations to recreate the excitement that precedes a new observation. I eagerly looked forward to my lectures.

An even bigger surprise was the reaction of the students. They too became engaged in the process of discovery. Their attention, their critical and often profound comments, and their creativity exploded! Of course, this outcome added more fuel to my enthusiasm.

The success of adopting a discovery style of teaching fundamentally changed my assessment of the time that I spent teaching. But to describe this time as 'a joy' would be premature.

This step required another major event.

The assessment of knowledge

gained using a discovery style of teaching requires a different approach that is more nuanced than simple factual recall. It must be based on measurements of high level skills such as independence (i.e. originality), critical thinking, and clarity of communication. I was suddenly in very deep water and sinking rapidly.

I needed help, but who could I ask?

More importantly, who did I want to know that I had reached what seemed like an insurmountable obstacle? Yes, even full professors have a fragile ego!

My search for help ended when I walked through the door of the Centre for Teaching and Learning. Through the CTL, I met others whose enthusiasm and passion for teaching were inspiring. Some were in my own department! Many were in other disciplines.

I learned that the high level skills that I wished to develop transcend traditional discipline boundaries.

Indeed, others, especially members of the Faculty of Engineering and Applied Science, have

The assessment of knowledge gained using a discovery style of teaching requires a different approach than is more nuanced than simple factual recall. It must be based on measurements of high level skills such as independence (i.e. originality), critical thinking, and clarity of communication. I was suddenly in very deep water and sinking rapidly.

developed entire courses devoted to these high level skills. Many of the challenges that we encounter as teachers are not discipline specific.

Neither are the solutions.

There is joy in teaching. If you still have doubts, my advice is twofold:

- Develop a teaching style that inspires you, even if it involves bending/breaking traditional teaching practices – the positive response of the students will amaze you.

- Seek advice – you are not alone. Colleagues can and will help.



Ken Rose



Theresa Suart

Singing the praises of learning objectives

This column was first published on the Undergraduate School of Medicine Blog (meds.queensu.ca/ugme-blog/)

BY THERESA NOWLAN SUART,
EDUCATIONAL DEVELOPER
(UGME & QUARMS)

Earlier this month, I had the pleasure of attending the Kingston Symphony's matinee performance of *Gene Kelly: A Life in Music* at the Grand Theatre. The show featured clips from Kelly's most memorable performances, with live musical accompaniment by the symphony, under the direction of Evan Mitchell.

Throughout the show, Kelly's wife and biographer, Patricia Ward Kelly, shared anecdotes and Kelly's own insights into his choreography and performances.

She talked about the work he put into creating dances, painstakingly writing out the choreography plan, before working with his fellow performers to perfect the dances themselves. "He didn't just show up and wiggle around on the stage," she said.

My educational developer lens instantly compared this to the framework provided by well-written learning objectives. Objectives focus teaching and learning plans, and contribute to authentic assessment.

Yes, this is another blog about learning objectives.

In the abstract, learning objectives seem like just another box on a checklist or hoop to jump through. Used the way intended, however, they are signposts that guide learning and teaching plans effectively – whether for a class or a single person – the same way Kelly's planning delivered award-winning and inspiring choreography.

Yes, there's a "gold standard"

for writing objectives. And there are verbs to use – and ones to avoid – and if it doesn't come naturally to you to think this way, it can be pretty tedious.

What it's really about is planning: knowing what you're setting out to do. If you have an objective – a goal – then you can make your plan and communicate it to others effectively.

Well-crafted objectives also make things great for assessment, because it's very clear what you have to measure at the end of the lesson, course, or program.

If you say, "I'm going to get better at taking patient histories" – what does that mean? What does "better" look like? If it means, "I'm going to note down details, or I'm going to ask specific questions, or I'm going to listen more than I have been, or interrupt less... then you know what you need to work on.

You know what the focus needs to be, whether you're a learner or a teacher.

Eventually, you'll be able to do

a history without thinking things through so deliberately – once you've achieved fluidity in that skill. But before it's a habit, you need to plan, your checklist, and I'm hitting all the boxes? Not just: "be better".

For example, one of my plans in 2018 was to read more books that weren't medical education and weren't related to my PhD coursework. "Read more for fun." That was it. My objective was pretty vague and, as a result, I didn't create a workable plan. "Read more" didn't get me very far. I read parts of eight non-work-related and non-course-related books. And three of those were cookbooks.

I set a more specific objective for 2019 that I would read more by spending five minutes every morning before I left for work reading something from my "recreational" "to be read" book stack (mountain).

I've finished two books, which is already a 200 per cent improvement over last year. That speci-

ficity can make a difference.

And that's really all objectives are: an outcome statement to focus your plan.

And that's why we focus highlight objectives in our competency framework. It's why we map things to them – learning events, assessments, EPAs – so we can be consistent and everybody knows what the plan is.

How much detail do you need in your objectives? This depends on how granularly you need to communicate your goals in order to be effective.

For his iconic *Singin' in the Rain*, Gene Kelly had to map out the location of each of the puddles. His plan needed to be that detailed to get it right.

Theresa Nowlan Suart is an educational developer for the Undergraduate Medical Education (UGME) and Queen's University Accelerated Route to Medical School (QuARMS) programs in the School of Medicine.

Queen's in the news

Highlights of Queen's experts in the media from Feb. 7-21

NEWSPAPERS

Arthur Cockfield (Law) says in his op-ed published by the *Globe and Mail* that a glimpse into Chinese money laundering helps us understand the struggles within an authoritarian state awash with cash, and how it dumps some of its problems on countries like Canada.



Thorsten Koepl (Economics) says in the *Globe and Mail* that before charging ahead with open banking, there are (at least) three questions that must be asked and answered.

Christian Leuprecht (Political Studies, School of Policy Studies) says in the *Vancouver Sun* that evaluating the size of money laundering in British Columbia is tough because it's very clandestine.

Donald Drummond (School of Policy Studies) warns in the *Epoch Times* that health care could eat up every other public service.

Lisa F. Carver (Faculty of Arts and Science) stresses the impor-

tance of spaying and neutering our pets in an article on World Spay Day for *The Conversation*. The article was republished by the *National Post*.

Naomi Alboim (School of Policy Studies) discusses how Canadian governments each made a commitment to save Syrian families, in the *Toronto Star*.

Kenneth Wong (Smith School of Business) says in the *Toronto Star* that craft breweries might be better positioned to take advantage of the new opportunity of selling beer infused with cannabis.



David Gordon (Geography and Planning) says in the *Ottawa Citizen* that a good scenario plan for Ottawa looks at the entire region.

ONLINE

Fernanda De Felice (School of Medicine, Psychiatry, Centre for Neuroscience Studies) spoke to *Science Daily* about her exploration into how exercise could help improve your memory.

Andrew Graham (School of Policy Studies) says in *The Conversation* that it's time to better understand the architecture of failure and what can be done to overcome it. The op-ed also appeared in the *National Post*.

Christian Leuprecht (Political Studies, School of Policy Studies) told *CBC Online* that the Canadian government should have foreseen the situation of Canadian ISIS fighters wanting return home.

Christopher De Luca (Education) says in his piece for *The Conversation* that current assessment methods must adapt to reflect contemporary knowledge of both children's diverse cultural contexts and a more nuanced understanding of developmental competencies.

Sharry Aiken (Law) says in *Huffington Post* that both the Liberals and Tories have steadily eroded the importance of family reunification within Canada's overall immigration program. The story also appeared on *globalnews.ca*.



Andrew Samis (School of Medi-

cine, Surgery) told *ctvnews.ca* that he takes issue with the new *Canada Food Guide's* recommendation that meat, eggs and dairy should make up a smaller portion of the typical Canadian's diet than previous versions of the guide had suggested.

William F.

Flanagan (Dean, Faculty of Law)

says in *The Lawyer's Daily* that the *Law Students' Society of Ontario* has produced a compelling report that underscores some of the financial challenges of attending law school.



TELEVISION

Blaine Allan (Film and Media) says *Gene Kelly* was an all-a-rounder and he represented what Hollywood could do best in the middle of the 20th century, in a piece for *CKWS/Global Kingston*.

Robert Morrison (English Language and Literature) told *CKWS/Global Kingston* that the *Beatles'* final public performance was a pivotal moment socially for rock history, in a piece marking the event's

50th anniversary.

Christian Leuprecht (Political Studies, School of Policy Studies) says on *CHCH* that the penalties associated with illegally selling pot could be increased. Guilty companies are charged up to \$1 million in Ontario.

RADIO

Michael Tremblay (Philosophy) explains on *CBC Radio* how philosopher *Epictetus* has helped his wrestling skills.

Christian Leuprecht (Political Studies, School of Policy Studies) discusses the security issues of suspected Canadian ISIS fighter with *Radio Canada International*; examines the legal and ethical conundrum of what to do about returning Canadian ISIS fighters with *CBC Radio*.



Unraveling mysteries in the blood

Queen's researcher Paula James explores why genetic carriers of hemophilia A often experience abnormal bleeding

BY ANNE CRAIG,
COMMUNICATIONS OFFICER

Queen's University researcher Paula James has revealed women who are carriers of hemophilia A, an inherited bleeding disorder, experience abnormal bleeding in about 30 per cent of cases. Dr. James is working to unravel the mystery as to why this abnormal bleeding, including nosebleeds, heavy periods, and bleeding following childbirth, occurs.

To define abnormal bleeding, Dr. James used a bleeding score where higher numbers represent more intense bleeding.

"It's long been assumed that women who carry this gene don't

have bleeding symptoms but we now know that isn't true," says Dr. James, who also works as a clinician-scientist at Kingston Health Sciences Research Institute. "Some patients have low levels of clotting Factor FVIII in their blood, and for those that don't, there must be other contributing factors. It's a challenging problem because it has led to their bleeding symptoms being dismissed and not treated properly."

Her team has discovered that women who are carriers of hemophilia A respond differently to the stresses that cause bleeding – even those who have normal levels of Factor VIII in their blood.

"Normally when we're injured



Paula James and her research team have discovered that women who are carriers of hemophilia A respond differently to the stresses that cause bleeding – even those who have normal levels of Factor VIII in their blood.

or cut or stressed in other ways, a number of the elements that help our blood clot go up. However, we thought that it might not work that way in these women," says Dr. James. "So what other things could be happening within someone's body that would make them at risk for bleeding?"

To find out, Dr. James and her group compared levels of Factor VIII circulating in the blood levels of 17 women who are carriers of hemophilia A with those of seven normal control patients. The vol-

unteers' blood was tested before and after being treated with *Desmopressin*, a drug that causes an immediate increase in clotting factor levels that mimics the way the body responds to being cut or injured.

The researchers were looking to see whether the women's response to the drug was related to how much Factor VIII was already in their blood.

"We wondered whether a person's response was only dependent on where they were starting

from using a baseline," James says. "That turned out not to be the case."

Dr. James' study showed that, compared to the control group, the Factor VIII response in Hemophilia A patients, including those with normal clotting factor levels, was both significantly reduced and shorter-lived. These results were correlated with those that had higher levels of abnormal bleeding.

The research results suggest that the women may not be able to generate and sustain a high enough increase in Factor VIII in response to bleeding, likely because of the FVIII mutation that causes hemophilia A. Abnormal bleeding can lead to iron deficiency, which causes fatigue, sleep disturbance, and impaired learning and work performance.

"It's a huge quality of life issue for these women," says Dr. James. "We need to understand this disease better in order to treat it properly. While we still don't have all the answers, this discovery adds significantly to our understanding of why, even when they have normal clotting factor levels, women who are carriers of hemophilia A have abnormal bleeding."

The study was published in *Blood Advances*.

Explore the world with other alumni and friends of Queen's!

ALUMNI EDUCATIONAL TRAVEL
experience...beyond the ordinary!

Learn more queensu.ca/alumni/services-and-benefits
Call the Queen's Alumni Travel team at 613-533-6000 x75631
or email travel@queensu.ca

Jamaican official visits to mark Black History Month

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

On invitation from the Queen's African-Caribbean Students' Association (ACSA), Jamaica's High Commissioner to Canada, Janice Miller, gave a speech on campus marking this year's Black History Month festivities. High Commissioner Miller made her address to a room of around 50 guests Saturday, Feb. 9, following a luncheon with members of ACSA, and the university's administration.

"We are grateful to Her Excellency Miller for visiting our campus to celebrate Black History Month with our students, faculty, and staff," says Tom Harris, Interim Provost and Vice-Principal (Academic). "Opportunities to strengthen our international relationships are important, as they present a chance to learn and share ways we can continue to promote global learning, equity, diversity, and inclusivity together."

The High Commissioner spoke



From left: ACSA members Rachel Miller, Dainelle Barham and Bunisha Samuels; Kingston Deputy Mayor Simon Chapelle; Queen's Associate Professor Barrington Walker; High Commissioner for Jamaica to Canada Janice Miller; Interim Provost and Vice-Principal (Academic) Tom Harris; ACSA President Nirosha Balakumar; Associate Vice-Principal (Human Rights, Equity, and Inclusion) Stephanie Simpson.

on the theme of 'Moving Beyond Boundaries,' and discussed the importance of the relationship between Canada and Jamaica. She pointed out that some 340,000 Jamaicans live in Canada today; a sign of the long and affable history between the two countries.

High Commissioner Miller also emphasized why Black History Month is an important time each year to reflect on one's roots as a Jamaican, or as a person of African descent, in Canada.

"Before coming to your campus today, I learned of the story of

Jamaican-born Robert Sutherland and how he bequeathed his entire estate to Queen's because this was an institution at which he felt he belonged," says High Commissioner Miller, referring to the university's first Black graduate. "I am aware that the university has taken steps to recognize Mr. Sutherland in various ways but it would be good if there was more done to recognize his legacy and contribution."

Since 2003, Queen's has been engaged in exchange programs with the University of the West Indies (UWI) in Jamaica, as well as that school's campuses in Barbados and Trinidad. Over 40 students have participated in learning exchanges between the two schools since the partnership began.

ACSA President Nirosha Balakumar felt the High Commissioner's visit was not only a great celebration of the African-Caribbean diaspora in Canada, but also demonstrated the importance of women of colour occupy-

ing positions of power.

"Since the 1980s, ACSA has acted as a home and a family for countless students within the African-Caribbean diaspora who struggle with their transition to a new city and environment when coming to Queen's," Ms. Balakumar says. "We take pride in the strength of our community and its historical contributions to the university community and to the city of Kingston. We want to thank Her Excellency Miller for lending her important voice to our efforts."

In addition to Black History Month celebrations, ACSA works throughout the academic year to advance issues of importance to students of African and Caribbean descent, and to those who share common interests. The group hosts a variety of engagements ranging from educational, social, community outreach, and sporting events to educate both the Queen's and Kingston communities about African and Caribbean culture.

Queen's ranks third in Ontario for locally-sourced campus food

BY DANA MITCHELL, INTERN, DIVISION OF STUDENT AFFAIRS

Queen's is ranked third among Ontario universities for serving locally-grown foods on campus according to the 2018 Ontario Campus Food Report Card.

An initiative by Meal Exchange, the survey reports on student satisfaction with locally-grown, healthy, sustainable, and accessible foods on Ontario campuses. Locally-grown foods include all food products sourced in Ontario. With over 2,500 students surveyed across 21 campuses, this result reflects Queen's continued commitment to sustainability, health and wellness.

"We know that where food is sourced, how it is produced, prepared, distributed and handled all have an impact on our environment," says Colin Johnson, Campus Executive Chef. "Queen's Hospitality Services is committed to helping protect our community and environment through a variety of initiatives and purchasing local as much as possible is one of them."

In 2017, Queen's Hospitality Services purchased over \$1.2 million worth of local products, including a variety of in-season produce from over 27 Ontario farms. During the 2017/18 school year, a total of 1 million free-range eggs



Queen's students have access to locally-grown, healthy, sustainable, and accessible foods within the university's dining halls.

and 75,000 pounds of potatoes were served.

"It's nice to know where the food we're eating is coming from," says Emma Roberts (Artsci'19). "Sourcing locally really shows that Queen's cares about the community and our impact on the environment, which makes me feel good about eating on campus."

Queen's Hospitality Services also supports student health and wellness through education campaigns, and various sustainability initiatives. These include partnering with the Vegan Pledge that supports students that decide to go vegan for the Month of March, and Chef's Table, a monthly dish created by the campus chefs to highlight locally-sourced foods.

In addition, Hospitality Services now offers paper straws and is charging five cents for plastic bags to help reduce waste on campus.

Faculty and staff can enjoy locally-sourced foods by loading funds onto their staff cards, a convenient payment option that is available at all retail and food service locations on campus. Queen's Hospitality Services also offers catering, with a large selection of meals, breaks and beverages, for meetings and get-togethers.

Hospitality Services is working to expand local connections even further and is looking to partner with more Kingston-based businesses. To learn more, visit the Hospitality Services website (dining.queensu.ca/we-love-local/).

When you embrace change, you embrace life's possibilities.



At IG Wealth Management, we're changing the way people see wealth. By proactively adjusting your whole financial picture, our advisors will help you explore life's possibilities.

IG WEALTH MANAGEMENT
Welcome Change



Carol Ann Budd, ScD'89, P.Eng, CFP
Financial Consultant
Investors Group Financial Services Inc.
(613) 384-8973
CarolAnn.Budd@InvestorsGroup.com



Melissa Lafontaine
Associate Consultant
Investors Group Financial Services Inc.
(877) 899-8845
Melissa.Lafontaine@InvestorsGroup.com

formerly **IG** Investors Group

Keeping her Olympic dreams alive

BY ANDREW CARROLL,
GAZETTE EDITOR

A year ago, Jacklynn Boyle was a third-year life sciences student at Queen's and an outside hitter on the Gaels women's volleyball team.

Then she took part in the RBC Training Ground program.

Today she is a member of the Canadian national cycling team and was also recruited by the national women's bobsled team.

It has been a whirlwind 12 months, and, perhaps most importantly, she's still on track to graduate in April.

RBC Training Ground is a series of cross-Canada athletic search events designed to bring undiscovered talent into the Canadian Olympic pipeline, while at the same time helping athletes take the next step. In the first stage of the program, athletes between the ages of 14 and 25 are tested for speed, power, strength, and endurance at free events. Identified athletes are then re-

cruited for a sport that suits their abilities and, if successful, can receive funding support from RBC.

Boyle's results were so strong, particularly in the explosive power tests, that she was recruited by officials from both Bobsleigh Canada Skeleton and Cycling Canada.

"It's kind of crazy that a year ago I was playing volleyball and planning to go to medical school – which I still hopefully will do in the future," she says. "The RBC program is absolutely amazing for finding people who have athletic ability and seeing if they can transfer it into another sport. I have always wanted to go to the Olympics for something. The coaches are so talented for picking out a person. In bobsled and cycling they only saw me do 10 tests and met with me once before asking me to try out. It's crazy that they were able to decipher which athletes have ability and which ones they think can transfer."

Following the initial event at Queen's last March Boyle ad-



Jacklynn Boyle tests in the power jump at the RBC Training Ground event in Toronto.

vanced to the provincial tryout in Toronto. She then traveled to Calgary for two separate bobsleigh training sessions at the Ice House. She also visited Milton, west of Toronto, and trained on the velodrome track for Cycling Canada.

At both events, she once again impressed.

But she couldn't pursue both sports. She had to make a choice.

In the end it was the opportunity to complete her studies and graduate that helped her decide to hop on the bike instead of in the bobsleigh.

It has been hectic mixing studies and training but she is feeling positive about her prospects on both fronts.

"Basically all summer and into September I was studying for my MCAT (Medical College Admission Test) but I was also going to Calgary or to Milton for the tryouts," she says. "It was a lot and it was very busy but it also felt so surreal that they put me in a bobsled and they put me onto the velodrome track without a lot of preparation. They kind of just wanted to see how I could adapt."

Not only did she adapt, she excelled. RBC recently announced that Boyle is one of 30 athletes from the original 3,182 tested, who

will receive funding to pursue her Olympic dream. Once her studies are complete this April, Boyle will relocate to Milton where she will join Cycling Canada's elite development program.

"They've already put me on a workout program and I have a bike and rollers and everything so I am getting the gist of cycling but starting in April I will be training full time," she says. "My goal, I know there are a lot of steps before the Olympics, but I really hope to compete at the World Cup level this year."

She is thankful for her support from her family – it was her mom who signed her up for RBC Training Ground – as well as from Queen's University. Along with being allowed to take the time for the tryouts by volleyball head coach Ryan Ratushniak, she is now working with Athletics and Recreation's strength and conditioning team to keep her in top shape and be ready for when she starts her ride to the Olympics.

- ✓ STUDY FOR LAB
- ✓ WRITE MIDTERM EXAM
- ✓ VISIT THE DENTIST

FLEXIBLE HOURS SO YOU CAN STAY HEALTHY THIS YEAR.

dentalhouse
KGH DENTAL

Open Saturdays!

Conveniently located in KGH
(613) 546-4933

76 Stuart Street, Kingston
dentalhousekingston.ca

Students, staff & faculty welcome to join our dental family!

From Queen's to the Brier

Queen's employee and alumnus Wesley Forget is a member of Team Ontario at the Canadian men's curling championship

BY ANDREW CARROLL,
GAZETTE EDITOR

Wesley Forget has achieved a dream – he's going to the Brier.

Forget, a residence life coordinator at Queen's, is a member of the foursome that recently won the Ontario Men's Curling Championship, and with the title earned a ticket to the national finals in Brandon Man., from March 2-10.

Days after earning his first purple heart – a badge presented to those qualifying for the Tim Hortons Brier – Forget, who throws second stones for Team Scott McDonald, was still coming to grips with the achievement.

"Every night, if you love curling, you go to bed dreaming of going to the Brier but also knowing that you may never get a chance," says Forget (Artsci'14). "So I don't know if I've exactly come to terms with the fact that I am going to be walking out at the opening ceremonies at the Brier for Team Ontario because it's been that thing of dreams, that thing you see on television. It's like any hockey player who has dreamed of playing in the NHL. This is the NHL of curling."

Also on the team are two other Queen's alumni – Jonathan Beuk (Artsci'10) and Scott Chadwick (Sc'13). The three live in Kingston and curl out of the Catarauqui Golf and Country Club, while McDonald lives in London.



As part of the team that won the Ontario Men's Curling Championship, Wesley Forget (Artsci'14), a residence life coordinator at Queen's, received the purple heart, a coveted recognition for curlers across the province.

Heading into the provincial tournament, the team was not favoured to take the title. However, they ran the table, finishing with a perfect record of 11-0.

During the final in Elmira against Team John Epping, the defending champions, Forget and his teammates jumped out to an early 4-0 lead after two ends. The Catarauqui team grabbed another deuce in the fourth end while holding Epping to singles in the third

and fifth ends. In the sixth McDonald made a great angle, double takeout for two more points to push the lead to 8-2. Team Epping had enough. They conceded, turned, and shook hands.

For a moment, time stood still. Then reality kicked in for Forget and his teammates. They were Ontario champions. They were going to the Brier.

"I just went and hugged my mom immediately because she's

been there the entire time," Forget recalls. "She's actually the reason I got involved in curling. I started curling because of the 2002 Salt Lake City Olympics. My mom turned on the TV and curling was on. I said I wanted to do that. She called the curling club that week and I was on the ice."

Forget already has an impressive curling resume. He won an OUA silver medal with the Gaels in 2017 and won the 2016 Travelers

Curling Club Championship, both as skip. Earlier this season he was part of the team that won the Ontario mixed title. With their win at the Tankard, his current team is now ranked 12th in the world.

After the final, Forget spent hours responding to well-wishes and messages while also thanking those who have supported him along the way.

"I didn't sleep on Sunday night because there's too much ... it took me two to three hours to get through social media content, messages, responding, thinking about all the people who helped us get here," he says.

The team now has three weeks to get ready for the Brier. That means plenty of practice on the ice but also preparing mentally for the added pressure of competing for the national title in an arena that seats more than 5,000 and with hundreds of thousands more watching on TV.

The pressure can break players. "We are getting some extra coaching to be ready but I don't think I will know how I feel until I walk out there during the opening ceremonies," Forget says.

Among those providing support as Forget chases his dream is his other team – his co-workers in Queen's University Residences – including one who will be going to the Brier to cheer him on, as well as members of the Catarauqui Golf and Country Club.

UNIVERSITY COMMUNICATIONS

Nursing course tunes in to the community

BY ANNE CRAIG,
COMMUNICATIONS OFFICER

Becoming a well-rounded student to prepare for life after graduation often involves working in the community. The NURS 405 course in the Queen's University School of Nursing provides a unique town-gown opportunity for fourth-year nursing students.

As part of their clinical placement, the students work with community organizations on projects that focus on a wide range of topics including food security, physical activity, healthy eating, and mental health. This year, two of the projects featured students working with Kingston Housing and the Office of the Provost.

"There is a lot of critical thinking included with these projects," says School of Nursing Professor Deborah Tregunno. "The students often go into these assignments

thinking they know what's best for their community clients. But this is very much a learning experience on both sides, which is critical to their development in nursing."

Meagan Franchetto and Jillian Koskins worked with the Frontenac Housing Corporation's tenants on developing resources focusing on food insecurity and nutrition, including shopping for food, food labels, food storage and preparation. On a weekly basis, both students interacted with the tenants and Franchetto says it was moving to positively influence the daily lives of her clients.

"It was easy to assume we would go in and know exactly what to do because of our training," she says. "That wasn't the case at all. We really took the opportunity to get to know our clients and built the programming around their exact needs. It was eye opening."

Sarah Gelmych and Courtney Gallant took on the challenge of enhancing the university's Swipe It Forward program. The pilot program was designed to combat food insecurity on campus through the donation of meals from students with meal plans.

"Many people on the Queen's campus are unaware that students are facing food insecurity issues," says Gallant. "The Swipe it Forward program is a way to help and our job was to raise the profile of the program within the student population but also with the faculty and staff."

Gelmych says 39 per cent of post-secondary students in Canada face some type of food insecurity which essentially means there are barriers to the student eating properly on a daily basis. With the program, students can donate up to five meals per semester and a new poster cam-

paign, designed by Gelmych and Gallant, should help raise the profile of the program on campus.

They also created a new website Food For You which provides links to programs on campus.

"We are teaching the students to communicate with all popula-

tions – the NURS 405 course lets them step outside the 'Queen's bubble' and work in the community," says School of Nursing instructor Denise Neumann-Fuhr. "The community organizations reap the benefits but so do our students."

An advertisement for Salti Yoga. It features a green spiral logo on the left. The text reads "salti yoga" in a white, lowercase, sans-serif font. Below that, it says "\$49 INTRO MONTH" in a larger, white, uppercase font. At the bottom, the website "www.saltiyoga.ca" is listed in a smaller white font. There are also three social media icons: Facebook, Instagram, and Twitter.

Social media fantasies can hurt confidence, but it's not all bad

Consuming too much social media can leave a person feeling they just don't measure up

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



BY ELEFTHERIOS SOLEAS AND JEN MCCONNELL, FACULTY OF EDUCATION

If social media was a person, you'd probably avoid them.

Facebook, Twitter and Instagram are loaded with pictures of people going to exotic places, looking like they are about to be on the cover of *Vogue*, and otherwise living a fairy-tale existence. And, like all fairy tales, these narratives feel a lot like fiction.

When you compare the "projected reality" to your lived experience, it would be easy to conclude that you do not measure up. Research shows that young adults are especially vulnerable to this phenomenon.

We have also studied this trend in graduate students, our next generation of scholars: they too, implicitly compare themselves to their peers, sometimes automatically. We're socially trained to do this as shown by a litany of research studies exploring our relationships with other's projected images.

These implicit comparisons can threaten your innate psychological needs: autonomy, competence and relatedness. Not just one of them. ALL OF THEM. And such comparisons have shifted life online towards an unwinnable competition.

We are outnumbered and outposted by other people and it can make us feel unequivocally terrible if we let it. It's never been easier to be insecure about ourselves and our achievements thanks to the ever-present torrent of "updates" posted by mostly well-meaning people seeking opportunities for connection and validation.

Where did this come from?

Social media fills our days, but it hasn't always. In fact, the birth of sites and apps like the micro-blogging platform Tumblr (2007), the bite-sized conversation builder Twitter (2006) and star-studded Instagram (2010) all arrived on the technology scene in tandem with the e-book revolution. And yet, in just over a decade, these tools have exploded across our browsers, into our phones and



BRUNO GOMIERO/UNSPASH

Sometimes faking it on Instagram is just fine.

onto our self-perceptions.

People appear to be spending an hour a day on various social media apps, which doesn't sound too rough if we assume everyone is only using one app. However, the tendency for younger users to embrace multiple social media apps (and to access their accounts multiple times a day) is increasing.

What that means for many of us is that we are spending hours each day connected and consuming content, from short tweets to beautifully staged #bookstagram images to painstakingly crafted selfies that sometimes make it seem like our friends are living the glamorous life, even when they're waking up before dawn to take care of their little ones.

Social media presences are not inherently fake, but some people interacting in these spaces feel pressure to perform. And that's

not always bad!

As argued by Amy Cuddy, sometimes it's helpful to pretend we are who we want to be in order to give ourselves the confidence to grow into our futures. There's a rich history to "acting as if" in spiritual and growth-oriented spaces. But there's a line between "fake it till you become it" and spending the afternoon shooting awkward photos to gain more "likes."

DARK POINT OF THE SOUL

After conducting about 60 interviews and 2,500 surveys across two ongoing studies of post-secondary students, the findings indicate that being constantly compared to other people can demolish our confidence quickly.

For example, one first-year PhD student told us: "I feel like a failure because I don't have any papers out and I haven't won a major scholarship like the rest of

my lab group." A first-year student?!

Another commented: "All my peers are better than me, why am I even here?"

These are high-performing thinkers, and yet their confidence is being steamrolled in part because social media does not facilitate fair comparisons.

We wish these experiences were unique to certain contexts, but they are ubiquitous. We've become so used to seeing the world through social media that we give it false equivalence with our lived experience. We implicitly compare our lives against the sensation of social media and consider it a fair contention.

Of course, the mundane doesn't measure up to social media. Social media posts need to be epic to be shared.

Hardly anyone posts a "meh" status update; our social media posts are typically at one extreme or another, good or bad, and we are left to compare our individual realities with an exceptional anecdote devoid of context. It's all of the sugar, with none of the fibre.

IT'S NOT ALL A PIT OF DESPAIR

Despite this relatively grim picture, the way we're performing on social media isn't entirely destructive. For starters, the awareness that we all seem to have about the inauthentic presentations of people's lives that we consume online (and the painful comparisons that often follow) has also spawned subversively creative acts of satire.

One example comes from "It's Like They Know Us," a

People appear to be spending an hour a day on various social media apps, which doesn't sound too rough if we assume everyone is only using one app. However, the tendency for younger users to embrace multiple social media apps (and to access their accounts multiple times a day) is increasing.

blog/book/parenting subculture that's built around taking stock images of families and providing captions that poke fun of the impossible standards these images perpetuate. And articles like the recent "How to Become Instagram Famous Experiment" remind us all that behind the carefully cultivated images rests a series of failed attempts and sometimes ridiculous efforts to capture the perfect shot.

There's a perverse kind of creativity that our image-saturated web presence has spawned. And as often as we fall into the destructive cycle of comparing our messy, authentic lives to the snapshots of perfection that we see online, we just as often step back and laugh at how silly it all is.

Perhaps we're merely playing along; isn't it fun to think, just for a moment, that somewhere out there, someone is really living their best life? And maybe, just maybe, if we arrange our books in an artful composition or capture a stunning selfie on the 10th attempt, maybe we will be able to see the beauty that exists in each of our imperfectly messy, chaotic, authentic realities beyond the picture.

Maybe it's good for us to "act as if," as long as we remember that the content we share and engage with online is only a fraction of our real stories. Remember, even fairy tales have a grain of truth.

Eleftherios Soleas is a PhD candidate in the Faculty of Education at Queen's University. Jen McConnell is a PhD Student in the Faculty of Education at Queen's University.

This article is republished from *The Conversation* under a Creative Commons license. Read the original article.

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.



PI ACCETTURO/UNSPASH

Being constantly compared to other people is not good for us.



PHOTO BY GARRETT ELLIOTT

Art Hive @Agnes offers participants a chance to relax, recharge, and expand their creative powers within a studio setting. The free sessions are being held at the Agnes Etherington Art Centre 4-6 pm each Thursday until March 28.

Art workshops at Agnes aim to build a healthy community

BY COMMUNICATIONS STAFF

Art and wellness is the focus of a new weekly drop-in program for young adults (18-24) at the Agnes Etherington Art Centre

Facilitated by arts educator and certified art therapist Harper Johnston, Art Hive @Agnes offers participants a chance to relax, recharge, and expand their creative powers within a studio setting. The free sessions are being held at the Agnes 4-6 pm each Thursday until March 28. No prior art experience is necessary and materials are provided.

“Artmaking is innately therapeutic. We know this from the outstanding amount of positive research being reported today,” says Shannon Brown, Program Coordinator at the Agnes. “The idea that everyone is creative and can draw from their own personal expression to process and support inner transformation towards health is being embraced by those in healthcare and among the general public. When we step into a flow state, which happens when people are focused on an enjoyable task such as artmaking, blood pressure lowers, experiences of pain and worry drop away and personal agency is activated.

“Add to this a supportive community, such as an Art Hive community, and the participants can

work side by side and share hopes and fears, gain acceptance and be witnessed in the creative act of artmaking and healing. It’s a beautiful process and we are grateful to be able to offer this special creative environment to the young adults of Kingston.”

As part of the program here, Michelle Searle, an assistant professor of the Assessment and Evaluation Group at Queen’s, will be overseeing an evaluation team made up of Queen’s graduate students. The team will create surveys, track data, and present findings in a final report. The purpose of these evaluations is to document the benefits of Art Hive, measure the attainment of the program goals, and evaluate the needs of participants to further improve the program.

The Art Hive @Agnes program aligns with the university’s increasing focus on the health and wellness of the Queen’s community. Earlier this year Queen’s adopted the Okanagan Charter and, in November, launched the Campus Wellness Project with the aim of advancing, encouraging, and supporting a culture of wellbeing.

“In today’s times where students are needing increasing amounts of mental health supports, it is important for them to have access to various types of therapeutic outlets and opportu-

nities,” says Rina Gupta, Director, Counselling, Queen’s University. “Traditional counselling can be very helpful in times of uncertainty, but not all students feel comfortable talking about their concerns and/or negative experiences. The idea of being able to offer students the opportunity to express themselves through creativity and art is fantastic as it acknowledges the holistic needs of individuals. We fully support the Art Hive @Agnes project and we will be the first to refer students to it. We also look forward to future collaborations with the Agnes Etherington Art Centre, as we view art therapy as being a valuable addition to the mental health resources available to Queen’s students.”

Outreach partnerships supporting Art Hive @Agnes include: Counselling Services at Student Wellness Services; the Alma Mater Society Peer Support Centre; Kingston Health Sciences Centre and Queen’s Faith and Spiritual Life Services.

For information about the Campus Wellness Project and to learn about other consultation opportunities, visit the project website or contact Project Lead Jennifer Ross at campuswellness@queensu.ca.

Learn more about the Agnes Etherington Art Centre and programming at agnes.queensu.ca/.

grad studies

THESIS DEFENCES

Friday, March 1

Casey Lee, Art History, ‘Taste and Ambition: Dutch Artists and Their Collections of Works on Paper’. Supervisor: S. Dickey, Ontario Hall WR-MMR, 10 am.

Friday, March 1

Samantha Shewchuk, Education, ‘Promoting the Academic Success of Children in Out-of-Home Care Through a Partnership Working Agreement Between the Education and Child Welfare Sectors in Ontario, Canada’. Supervisor: A. Cooper, A115 McArthur Hall, 10 am.

Friday, March 8

Mohammed Abdou, Cultural Studies, Islam and Queer Muslims: Identity and Sexuality in the Contemporary World’. Supervisor: A. Husain, D120 Mac-Corry Hall, 2:30 pm.

Tuesday, March 12

Jaclyn Cappell, Psychology, ‘The Role of Mode of Delivery in Postpartum Sexuality’. Supervisor: C.F. Pukall, 402B Gordon Hall, 9 am.

Thursday, March 14

Mohamed Salah Abdelaziz Morsy, Civil Engineering, ‘Effect of Chemical and Physical Ageing on the Longevity of Smooth and Textured Geomembranes in Geoenvironmental Applications’. Supervisor: R.K. Rowe, 212 Ellis Hall, 1 pm.

Friday, March 15

Atul Jaiswal, Rehabilitation Science, ‘Participation of Persons with Deafblindness in India’. Supervisors: H. Aldersey, M. Finlayson, 008 Louise D. Acton Bldg., 1 pm.

When **QUALITY** counts...



YOU CAN COUNT ON KKP.

Our mission: Outstanding customer service, attention to detail and quality that will keep you coming back time after time.

613.634.1311
www.kkpkingston.ca
info@kkpkingston.ca



FAMILY OWNED AND OPERATED BY A QUEEN'S ALUMNUS

Women's squash, women's curling capture OUA titles

BY COMMUNICATIONS STAFF

SQUASH

The Queen's Gaels women's squash team successfully defended their title in Niagara-on-the-Lake, holding off Western for their fifth straight provincial championship on Feb. 15-17. The men's team was able to come away with an OUA silver medal finish after Western won their 36th straight title.

The Gaels won all six of their fixtures without dropping a match, bringing their final record for the weekend to a perfect 42-0 in match-play. The Gaels and Mustangs closed out the day in a contest that saw Queen's drop only one game in their path to claim the title. Western finished as silver medalists on the women's side with a 30-12 match record, while the Toronto Varsity Blues took home bronze with a mark of 26-16.

The Queen's Gaels men's team went 5-1 on the weekend with a 26-16 record to claim silver, just



The Queen's Gaels women's squash team, left, and women's curling team, right, both recently won their respective OUA championship.

ahead of the bronze medalists from Toronto.

Individually on the women's side, the Tricolour's standout, Sydney Maxwell, finished undefeated – dropping only two games along the way – and earned herself the OUA women's MVP and Rookie of the Year awards, as well as an OUA all-star nod. Amelia Knapp was also named an OUA All-Star.

On the men's side Cameron Butler was named an OUA All-Star.

WOMEN'S CURLING

The Queen's Gaels were crowned the 2019 OUA Women's Curling Champions on Monday, Feb. 18 as the five-day championships came to a close at the KW Granite Club.



be a part of something so to be able to bring that home for them is really exciting.”

In the women's game, like they had done for the majority of the week, the Gaels were ruthless in their efficiency. Controlling the game with wide-open play, the Fay foursome scored two in the second and fourth ends to lead 4-1.

Laurentian managed to pull themselves back into the contest with singles in both the fifth and sixth ends but Queen's responded with two more in the seventh to give them a three-point cushion coming home.

The Gaels then ran Laurentian out of rocks to secure the 6-4 victory.

The Gaels women's team will now move on to the U Sports/Curling Canada Championships next month in Fredericton, N.B., hosted by the UNB Varsity Reds.

On the men's side the Gaels finished round robin play with a 3-4 record but did not qualify for the playoffs.

In an exciting final day that saw both gold medal games come down to the final end, the Gaels brought the OUA banner back to Queen's for the first time since 1994.

“We're really excited to be able to bring the banner home for Queen's,” says Gaels skip Mary Fay. “It's really nice to go to a school and you're really proud to



THE PHYSICAL
THERAPY CLINIC
AT QUEEN'S UNIVERSITY

On campus at 31 George St. in
the Louise D. Acton Building

Call to book an appointment
613-533-2098

Massage Therapy and Chiropractic also available
www.queensphysiotherapyclinic.com



books

Citizenship and place: Case studies on the borders of citizenship

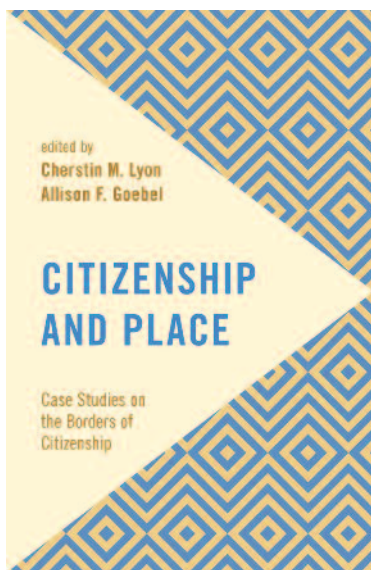
By Allison F. Goebel (Environmental Studies, Gender Studies, Global Development Studies, Sociology) and Cherstin M. Lyon, California State University

Citizenship and place: Case studies on the borders of citizenship explores the ways in which individuals and groups negotiate the meaning and rights associated with their citizenship or lack thereof within the context of diverse interpretations of "place."

Place might be a specific location as in the place where a person is able to work, or live, or it may be more metaphorical, as in the spaces created to organize protest online. Place may even be defined by its absence or distance, as is the case with refugees and stateless individuals.

Chapters in the first half of the book examine citizenship and place within the city. The second half examines citizenship and place beyond the city, beyond the nation, and in the case of statelessness, even beyond citizenship.

The volume ends with a chapter that asserts that all citizenship is local. Citizenship, when examined from the ground up within the con-



text of place, can capture conflicts and negotiations around belonging and rights that include those who are refugees, those who are stateless, and those whose very presence and demand for rights defy normative or state-driven definitions of who has the right to claim rights based on citizenship. *Citizenship and place: Case studies on the borders of citizenship* seeks to help the reader push traditional boundaries and critically examine notions of citizenship in these spaces.

for the record

NOMINATIONS

Nomination period open for Brockington Visitorship, Chancellor Dunning Trust, George Taylor Richardson Memorial Fund, Robert Sutherland Visitorship and Rosen Lecture Series

Any person or group within the Queen's community is eligible to make a nomination

The Provost's Advisory Committee for the Promotion of the Arts invites nominations for the Brockington Visitorship, the Chancellor Dunning Trust Lectureship, the George Taylor Richardson Memorial Fund, the Robert Sutherland Visitorship and the Rosen Lecture Series. In order to encourage the broadest possible range of nominations, any person or group within the Queen's community is eligible to make a nomination.

The deadline for submission is 11.59 pm on April 1, 2019. Please send one electronic copy of submission to provost@queensu.ca

TERMS OF REFERENCE

Brockington Visitorship – To invite a person of international distinction to come to Queen's University to deliver a public lecture and to meet formally and informally with faculty and students.

Chancellor Dunning Trust Lectureship – The Chancellor Dunning Lecturer will be expected to deliver a public lecture that promotes the understanding and appreciation of the supreme importance of the dignity, freedom and responsibility of the in-

dividual person in human society.

George Taylor Richardson Memorial Fund – This fund provides grants to support public performances and exhibitions for the benefit of the Queen's and broader Kingston communities.

Robert Sutherland Visitorship – The purpose of the Robert Sutherland Visitorship is to enable dialogue and inspire action around race-related, equity, and justice issues in order to shape our citizens of tomorrow.

Rosen Lecture Series – The purpose of the series is to enable the wider community to better understand the living and vital tradition of Judaism, its relationship to other religious traditions and its role in the development of contemporary civilizations, and to explore the historical role played by Jews and Jewish thought.

CONTEST

Human Rights and Equity Office (HREO) launches logo contest

The Human Rights and Equity Office (HREO) is currently undergoing an update of its online presence with the creation of a new website.

As part of the update process the HREO is looking for a new logo that reflects its values and is calling for artists and graphic designers to participate in a design project.

Interested artists are required to draft an original idea of their interpretation/reflection of human rights and equity. The HREO is looking for a

piece that resonates with the Queen's community, and that represents the importance of principles such as collaboration, respect, accountability, and integrity.

Proposals must be submitted to equity@queensu.ca by March 10. The winning proposal will be announced during the Human Rights and Equity Office Tri-Awards Celebration on March 19. The individual or group that wins will receive a \$1,000 prize, and their art piece will be used as the HREO logo in different platforms, such as the website, social media, documents, and other branding elements.

Full details are available at queensu.ca/humanrights/thelogoproject.

AWARDS

Stephen Archer Wins AFMC President's Award for Exemplary National Leadership in Academic Medicine

The Association of Faculties of Medicine of Canada (AFMC) has awarded Dr. Stephen Archer, Head of the Department of Medicine, with its President's Award for Exemplary National Leadership in Academic Medicine. This award recognizes individuals for excellence and exemplary national leadership in academic medicine. Nominees should be faculty members of a Canadian faculty of medicine with highly-distinguished accomplishments and have had an extraordinary impact on the national level.

Highlight your publication

If you published a monograph (books in print, fiction or non-fiction) in the previous calendar year, Queen's University Library wants to hear from you.

Anyone who recently published a monograph, is asked to view the list from 2014-18 on the Queen's Authors 2014-2018 page (queens-only.library.queensu.ca/queens-authors-2014-2018), and if your monograph is not listed, report the publication

via the library website (library.queensu.ca/help-services/ask-us/report-your-publication).

The library has been asked to compile a list of Queen's faculty monographs to help inform the annual Queen's University Faculty Author Reception.

We would like to ensure that the list is as complete as possible and it will assist in confirming our library holdings.

human resources

Successful Candidates

Job Title: IT Support Analyst

Department: Family Medicine

Competition: J1118-0879

Successful Candidate: Kent Hamilton

Job Title: Examinations Coordinator and Quality Assurance Specialist

Department: Continuing and Distance Studies

Competition: J1018-0899

Successful Candidate: Meghan Wilmott (Continuing and Distance Studies)

Job Title: Business Support Representative

Department: Human Resources

Competition: J1118-1179

Successful Candidate: Rebecca Lander

Job Title: Program Coordinator (Btech and Online Programs)

Department: Department of Mining

Competition: J1118-0961

Successful Candidate: Paul Fortin (Department of Mining)

Job Title: Associate Director, Recreation and Active Living

Department: Athletics and Recreation

Competition: J1118-0279

Successful Candidate: Gareth Cunningham

Job Title: Office Assistant

Department: Office of Indigenous Initiatives

Competition: J1218-0093

Successful Candidate: Sara Moulond

Job Title: Business Analyst

Department: Career Advancement Centre - Smith School of Business

Competition: J0119-0099

Successful Candidate: Melissa Shorrock (Salesforce - Smith School of Business)

Job Title: Admission Awards Assistant

Department: Office of the University Registrar (Student Awards)

Competition: J1018-1148

Successful Candidate: Maverick Ramsaran

Job Title: Research Personnel and

Event Coordinator

Department: Physics (Arthur B. McDonald Canadian Astrophysics Research Institute)

Competition: J1118-0507

Successful Candidate: Jennifer Low

Job Title: Application Advisor

Department: Professional Graduate Programs Services - Smith School of Business

Competition: J0119-0867

Successful Candidate: Sarah Thomas (Centre for Social Impact - Smith School of Business)

Job Title: Application Advisor

Department: Professional Graduate Programs Services - Smith School of Business

Competition: J0119-0867

Successful Candidate: Jennifer Jones (Smith Faculty and Support - Smith School of Business)

Job Title: Communications Coordinator

Department: University Library

Competition: J1118-1030

Successful Candidate: Wanda Praamsma (Principals Office)

PUZZLE SOLUTIONS

9	8	3	1	5	4	7	2	6
4	7	6	8	2	3	9	1	5
5	2	1	7	9	6	4	3	8
2	3	7	9	4	5	8	6	1
8	1	5	6	3	7	2	9	4
6	4	9	2	8	1	3	5	7
3	6	8	4	1	9	5	7	2
7	5	4	3	6	2	1	8	9
1	9	2	5	7	8	6	4	3

P	A	I	N	S	M	A	D	E	C	A	N	A	S	T	R	I	P
A	N	N	E	T	B	E	X	A	W	O	L	A	R	I	D	E	
P	I	C	K	E	T	L	I	N	E	T	A	I	L	R	A	N	E
A	L	A	E	H	A	D	C	H	E	R	R	I	P	I	C	K	E
S	H	I	N	E	S	A	R	E	A	R	E						
A	M	P	O	N	O	K	A	S	F	A	S	S	P	E	T		
V	O	I	C	E	S		S	E	M	E	M	A	C	H	U	I	L
A	R	C	E	D		P	I	C	K	W	I	C	K	N	O	C	K
T	O	K	E	A	N	O	N		I	C	E	S	T	A	K	E	S
A	S	P		S	P	E	C		S	I	T	A	H	A	I	K	
R	E	O		P	I	C	K	A	N	D	C	H	O	O	S	E	P
C	R	O	A	K		B	R	A	S	H		R	O	S		T	R
T	A	K	E	I	N		D	E	I	C		L	A	D	I		B
I	D	E	A	L		P	I	C	K	E	R	E	L		S	A	U
M	O	T		S	A	B	R	A		K	I	T	S		M	U	S
E	S	S		E		U	S	E		T	I	N	T		A	A	R
R	O	D		P	E	N		S	C	O	R	E	D				
S	L	I	M	P	I	C	K	I	N	G	S		O	R	S		R
H	A	B	I	T		P	E	E		T	O	O	T	H	P	I	C
I	N	A	N	E		A	N	T		A	R	E	A				
P	A	R	E	D		S	T	A	N		B	E	E	S		A	R



CAMP S

MARCH BREAK

**Keep your child active this March Break
with week-long and single day Q Camps!**

- Little Explorers & Mini-Sport Camp (ages 4-5)
- Boys Basketball Camp (ages 9-13)
- ActiveFUN (ages 6-8)
- Sports Camp (ages 9-13)
- Cooking Around the World (ages 8-12)

Register today at gogaelsgo.com/camps

**Save 5% with code
MARCHSTAFF**