

## QUEEN'S AROUND THE WORLD



OVERALL WINNER: Henry Memmott – *Fisherman on Inle Lake, Myanmar*



CRITICAL GLOBAL ISSUES: Emily Marriott – *Iceberg, Iceland*



HOME AWAY FROM HOME: Nadia El Dabee – *Toes in the Bay, India*

From a small lake in Myanmar, to the icy waters of Iceland, to the warmth of a beach in India, Queen's students are reaching out to the world while international and exchange students bring their experiences to the university. The 11th annual QUIC Photo Contest captures these moments from around the globe and here on campus. See story and more photos on Page 4.

### THE ISABEL AT 5

With the Isabel Bader Centre for the Performing Arts currently in its fifth year of operation, the vision of creating a world-class arts and educational centre continues to evolve. See Page 3.





## Decolonizing the national game

Indigenous Hockey Research Network looks at hockey as a vehicle for reconciliation

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

One of the first things that comes to mind when people think about Canada is ice hockey. For many Canadians, the sport is deeply linked to perceptions of national identity, and hockey stories help explain who they are and where they belong. But where do Indigenous peoples fit in these narratives about what it means to be truly Canadian? Queen's University researcher Sam McKegney helped create the Indigenous Hockey Research Network (IHRN) with hopes of illuminating, complicating, and developing how we view our national pastime.

"Given its popularity, we see hockey as a potential meeting place for community building and Indigenous empowerment," says Dr. McKegney, who received a \$305,000 Insight Grant from the Social Sciences and Humanities Research Council (SSHRC) in 2018 to conduct the IHRN's work. "Understanding our shared and contrary experiences within the context of the sport could also shed light on a potential vehicle for the ongoing pursuit of reconciliation in our country."

Through archival research, personal interviews, data analysis, and Indigenous community-led approaches, Dr. McKegney's team looks to uncover and engage with the sport's Indigenous past, present, and future to understand its



SUPPLIED PHOTO

Indigenous Hockey Research Network members pause during their 'visioning gathering' at Queen's for a pick-up game at the Leon's Centre in Kingston.

role in relations between Indigenous and non-Indigenous people in Canada.

Hockey occupies a complicated space between Indigenous self-determination and ongoing settler colonialism in Canada, as in the past it served both oppressive and liberating roles for Indigenous people. According to Dr. McKegney, the sport was employed in residential schools and elsewhere as a tool of "colonial social engineering" designed to encourage Indigenous youth to shed connections with their traditional cultural values and enforce new, prescriptive identity formations. Conversely, many survivors of residential schools claim playing the game helped them endure the

trauma of those years.

"This duality in hockey's history could present a means through which to support Indigenous sovereignty, community well-being, and gender equality," he says, "as well as to promote settler understanding of colonial history and potential pathways toward righting injustice."

From Friday, March 1 to Saturday, March 2, Dr. McKegney hosted 15 IHRN scholars and graduate students at the Queen's Isabel Bader Centre for the Performing Arts for a "visioning gathering." These experts in sport history, sociology, gender theory, narrative studies, and filmmaking, together with Indigenous and non-Indigenous community advi-

sors, worked to hone the research objectives and methodologies of the multi-year project.

"There was so much knowledge and experience present at the gathering in Kingston. To have that focus and attention on our work makes our projects that much stronger," says Janice Forsyth, IHRN member and director of the First Nations Studies program at Western University. "The network is and will be an important site for us to share information, and to test and refine our ideas and analysis, as well as a critical source of support for the graduate student members, who now have a well-defined research community to rely on for assistance and feedback."

Vision gathering participants also took time to develop skills and expertise necessary to best share their future findings, during a daylong series of workshops facilitated by Abenaki filmmaker Kim O'bomsawin. The IHRN team aims to produce a documentary film on the project as work progresses over the next five years.

In keeping with the project's aim to promote community building, the vision gathering participants bonded further over a pick-up hockey game at the Leon's Centre on the evening of March 1.

Learn more about Dr. McKegney's research project: "Decolonizing Sport: Indigeneity, Hockey, and Canadian Nationalism" at [universityresearch.ca/projects](http://universityresearch.ca/projects).

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**QUEEN'S UNIVERSITY VICE-PRINCIPAL (UNIVERSITY RELATIONS)**

Michael Fraser

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**SCHEDULE**

Issue date: March 26  
Ad booking deadline: March 8  
Ad artwork deadline: March 15  
Noon editorial deadline: March 20

Issue date: April 9  
Ad booking deadline: March 22  
Ad artwork deadline: March 29  
Noon editorial deadline: April 4

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## Distinguished University Professor deadline extended

BY COMMUNICATIONS STAFF

The nomination deadline for the inaugural Distinguished University Professor program has been extended to Thursday, March 28.

With the extension the Distinguished University Professor Advisory Committee hopes that the Queen's community will put forward more faculty members to be considered for this prestigious recognition, broadening and diversifying the nomination pool.

"The Distinguished University Professor Advisory program was created with the goal of recognizing researchers who have made significant and lasting contributions to Queen's and beyond," says Principal and Vice-Chancellor Daniel Woolf. "The nominations that have been submitted are impressive and it is my hope that fellow faculty members, staff, students, and retirees will take this

opportunity to extend and broaden the pool of names for consideration. The accomplishments of our researchers throughout the university are truly remarkable but they must first be nominated in order to receive this prestigious recognition."

The Distinguished University Professor designation is the highest research-related honour bestowed by the university. The honorific titles are named after past Queen's community members who have helped make the university a special place. The program is open to all individuals holding a full-time academic appointment at Queen's.

The terms of reference for the program, and further details about the committee, are available on the Principal's Office website ([queensu.ca/principal](http://queensu.ca/principal)).

Nominations are to be submitted to the Distinguished Univer-

sity Professor Advisory Committee, care of the Office of the Provost, no later than Thursday, March 28, 2019. Submissions can be sent to [provost@queensu.ca](mailto:provost@queensu.ca). A hard copy may also be submitted to the Office of the Provost, Suite 353, Richardson Hall, 74 University Ave., Kingston, ON, K7L 3N6.

After reviewing the nominations the committee will recommend to Principal Woolf which nominees, if any, should be designated as a Distinguished University Professor.

Queen's University is committed to equity and diversity and welcomes nominations for women, Indigenous/Aboriginal persons, persons with disabilities, racialized persons/visible minorities and LGBTQ+ persons.

For further information or questions, contact the Office of the Provost at [provost@queensu.ca](mailto:provost@queensu.ca) or 613 533-6000 ext. 74569.

### Honorific titles

The honorific titles are named after:

- Ralph Allen (Fine Art)
- Allie Vibert 'Vi' Douglas (Arts and Science)
- Albert Charles (A.C.) Hamilton (Arts and Science)
- Stephen Giymah (Arts and Science)
- George Whalley (Arts and Science)
- John Freeman (Education)
- Barrington Batchelor (Engineering)
- William Ralph Lederman (Law)
- Patricia Monture-Angus (Law)
- Elizabeth Smith (Health Sciences)

A brief bio for each is available on the Principal's Office website. The recipients will be recognized each year at convocation.



Queen's UNIVERSITY



# Where arts and education flow together

With state-of-the-art performance venues and classrooms, the Isabel Bader Centre for the Performing Arts offers world-class learning opportunities

BY ANDREW CARROLL,  
GAZETTE EDITOR

From the moment planning began on the Isabel Bader Centre for the Performing Arts, it was envisioned the facility would play a leading role in transforming Queen's University.

A world-class performing arts centre and learning facility, built thanks to a donation from Alfred and Isabel Bader, the overall focus on excellence was aimed at drawing acclaimed artists from around the world, provide Queen's students with a transformational learning experience, while at the same time fostering innovation and acting as an incubator for new work and thought.

"Dr. Alfred Bader was a visionary man who transformed the tragic adversity of his young life into a tremendous vitality for life and a celebration for the highest potential of humankind," says Tricia Baldwin, Director of the Isabel. He set his vision and standards high."

Opened in September 2014, the Isabel was designed by award-winning architecture firms Snøhetta and N45 Architecture Inc., in collaboration with acoustic and audiovisual consultants ARUP and theatre design consultants Theatre Projects Consultants. The result is a performing arts centre with no peer at a Canadian university. The Isabel is home to the Department of Film and Media Studies and the Dan School of Drama and Music.

Now in its fifth season, Baldwin says the centre is meeting, and even exceeding, this original vision. Queen's is a better educational institution now, she says, providing students with unique learning opportunities, whether in the concert hall, the theatre, or the classroom.

In addition to attracting internationally-acclaimed and top emerging artists, the Isabel has branched into socially-engaged art in a powerful fusion of the arts and social justice with its Isabel Human Rights Arts Festival and the Ka'tarohkwi Festival of the Arts.

"We imagine a university where socially-engaged art is an experiential approach to human rights, which helps future citizens transform political realities. We see artists as the cultural agents of change who bring issues of the minority into the field of vision of the majority – in a way that resonates," Baldwin says. "The role of the arts is especially important right now in interpreting the con-



The Isabel Bader Centre for the Performing Arts is home to a world-class performance hall and state-of-the-art learning facilities that are enabling Queen's University students and members of the Kingston community to pursue their dreams.

temporary 'politics of identity' that are fueling both the right and left sides of the political spectrum worldwide.

"What is the new dimension that has come in to the university experience as a result of having a world-class performing arts centre as part of the lifeblood of this institution?" she asks. "It actually expanded the architecture in our own minds and because it's multi-disciplinary, it has started to create some really interesting collaborations that would have been different if we had just a film centre, a music centre, and a drama centre."

And that, she believes, is the genius behind emphasizing excellence in the centre itself, as well as combining disciplines. The result has been creativity and innovation.

From the start, it was clear that The Isabel is a fantastic performing arts centre, with the concert hall in particular acting as a beacon for world-class acts as word of the stellar acoustics and performance experience spread.

As a result, the Queen's and Kingston communities have been able to take advantage of these concerts, competitions, and festivals to see performers that otherwise may not have come to Kingston. The true beneficiaries, Baldwin points out, have been students of the performing arts who have been able to meet a

wide range of artists and experience the same world-class facilities on a daily basis.

"A great hall, like a great instrument, enables you to be the best that you can be," she says, pointing to the excellence of the Isabel, from the architecture to the programming to the artist and audience experience. "That is very influential in life. In order for Canada to thrive we actually have to have a group of graduates who are shooting for the stars and not saying 'good enough.'"

At the same time there has been a particular focus on bringing in emerging artists, both from across Canada and around the world. One example is Jeremy Dutcher, performer, composer, and member of the Tobique First Nation, who was awarded the 2018 Polaris Music Prize for his album *Wolastoqiyik Lintuwakonawa*. Previously Dutcher, who sang in Professor Dylan Robinson's *Songs of Sovereignty* program at the 2017 Isabel Human Rights Arts Festival, grabbed the attention of those at The Isabel including Baldwin. Taken by the acoustic quality of performing arts centre, Dutcher returned to record his Polaris Prize winning album at The Isabel.

Dutcher recently returned to The Isabel to perform in the inaugural Ka'tarohkwi Festival of Indigenous Arts curated by Dylan

Robinson and being held throughout March, an event that builds on the social engagement first sparked through the human rights festival.

The influence on students, and others in the Queen's and Kingston communities, is already clear.

"There is nothing like when, as a student, you witness a world-class artist. We've really focused on attracting emerging artists, these young artists that are coming through are so fantastic, who have just gone for it and worked really hard," Baldwin says. "That actually influences how you see the world because you are exposed to someone of your own generation, who has that laser-beam focus and has gone for it. I think that is a really great influence and also to have that international view rather than a parochial view to say these are the best artists in the world of different genres and different cultures."

Away from the stage, The Isabel is also a world-class education facility. A hub of interdisciplinary exchange, The Isabel offers students and faculty members state-of-the-art facilities including an art and media lab, rehearsal hall, studio theatre, a 92-seat screening room, and film editing suites along with modern classrooms, a film and media resource library, and a student lounge over-

looking Lake Ontario.

Where to from here?

"The next mountain to climb for the Isabel is to get immersed in the virtual reality and augmented reality world as it is integrated with live performance," Baldwin says. "This will be an important door of entry into the arts for the next generations of artists and audiences to imaginatively engage in the arts."

Since its opening, The Isabel has grown and evolved along with the students and artists who walk its halls. These accomplishments could not have happened without the generosity of Alfred and Isabel Bader.

While Dr. Bader passed away on Dec. 23, at the age of 94, his legacy will live on through the continuing artistic and education excellence at The Isabel Bader Performing Arts Centre.

"Alfred Bader has enabled the university to be ambitious in the best sense of the word for itself," Baldwin says. "He would not have supported something that did not transform the university. He wanted students to get a world-class experience and that is the bigger gift that is the Queen's experience."

Learn more about The Isabel, including upcoming performances and festivals at [queensu.ca/theisabel/](http://queensu.ca/theisabel/).



## Photo contest brings the world to Queen's

BY COMMUNICATIONS STAFF

Increasingly, the international experience is becoming an integral part of a post-secondary education.

At Queen's a growing number of students participate in global learning opportunities through Queen's exchanges and other programs. At the same time, a diverse group of students arrive at the university from around the world.

Through the Queen's University International Centre (QUIC) Photo Contest, now in its 11th year, students have the opportunity to share their experiences, whether here in Kingston, somewhere in Canada, or at any point across the globe. The contest continues to draw stunning photos with close to 150 students participating.

"A photo is a snapshot capturing a journey where exploration and learning takes place. We sometimes find ourselves come across instances and experiences where words cannot capture the essence of the moment we are experiencing," says QUIC Director Sultan Almajil. "Photography allows us to share a story and provides viewers an opportunity to see the world through our students' eyes. I am very proud of QUIC's photo contest legacy and look forward to continue supporting our students in their journey and telling us their stories."

This year's winning photo, as selected by a panel of judges, was submitted by Henry Memmott, an exchange student from the University of St Andrews in Scotland where he studies biology and geography. The photo catches a fisherman on Inle Lake in Myanmar as he casts his net. The photo also won the People's Choice Award.

Memmott arrived at Queen's as part of the new dual-placement Tri-SEP exchange program that allows students to study the Global Environmental Challenges of the 21st Century at Queen's University, St Andrews, and the National University of Singapore.

The contest features four cate-



PEOPLE & CULTURE: Alexa Reid - Mamazuzu, Vietnam

gories - People and Culture; Landscape / Nature; Home Away From Home; Critical Global Issues.

This year's category winners are:

**People & Culture**

- 1: Alexa Reid: *Mamazuzu* - Vietnam
- 2: Nikhil Arora: *Peaceful Reflections* - Abu Dhabi.
- 3: Sydnie D'Aoust: *All in a Day's Work* - India.

**Landscape / Nature**

- 1: Matthew Degeer: *Sunrise at Lower Lake* - New York.
- 2: Jordan Bertagnolli: *Failed Hunt* - India.
- 3: Gizem Ozdil: *Istanbul* - Turkey.

**Home away from Home**

- 1: Nadia El Dabee: *Toes in the*

*Bay* - India.

2: Atefeh Azizitorghabeh: *Snowman at John Orr Tower* - Kingston.

3: Jessie Han: *Farewell* - BISC at Herstmonceux, UK.

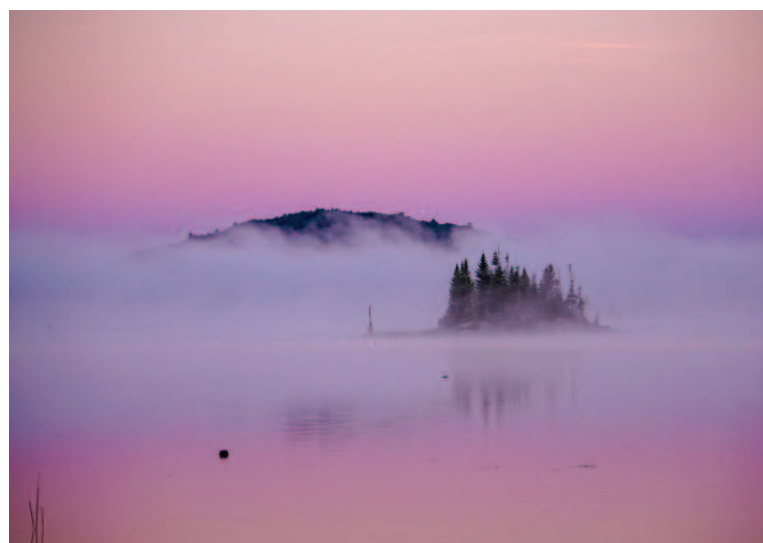
**Critical Global Issues**

- 1: Emily Marriott: *Iceberg* - Iceland - (Global warming)
- 2: Monique Sereno: *Staring Contest* - China (Endangered species, social media).
- 3: Bruna Gallo: *Viewing Machine* - Brazil (Environmental degradation).

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All of the winning photos can be viewed on the QUIC page on Flickr.

Learn more about the opportunities offered by QUIC ([quic.queensu.ca](http://quic.queensu.ca)).



LANDSCAPE / NATURE: Matthew Degeer - Sunrise at Lower Lake, New York



PEOPLE & CULTURE: Nikhil Arora - Peaceful Reflections, Abu Dhabi



LANDSCAPE / NATURE: Jordan Bertagnolli - Failed Hunt, India



CRITICAL GLOBAL ISSUES: Monique Sereno - Staring Contest, China

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# Queen's entrepreneurs accelerate with ONRamp

Partnership provides new space for Kingston startups to grow profile in Toronto

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

Queen's University is the newest member of ONRamp – a University of Toronto-led collaboration built to support entrepreneurship and help accelerate new businesses by providing access to work space, events, and networking opportunities. With facilities based in downtown Toronto, ONRamp will allow Queen's and Kingston-based startups to connect with a broader network of innovators and potential investors.

"Queen's and its partners in Kingston have nurtured a thriving innovation ecosystem here in the city," says Kimberly Woodhouse, Vice-Principal (Research). "ONRamp will extend the influence of our entrepreneurs in Southern Ontario, increasing awareness of the cutting-edge research, invention, and commercialization coming out of our university and community."

The ONRamp space is located at the University of Toronto's Banting Building near Queen's Park, major hospitals, and across the street from MaRS Discovery District. Its 15,000 square-foot facility provides free, secure co-working space for members, 24-hour meeting rooms, a kitchen and lounge, and technology-enhanced rooms for presentations and more.



With Queen's University joining ONRamp Queen's and Kingston-based startups will have the opportunity to connect with a broader network of innovators and potential investors.

Queen's plans to use the ONRamp space to showcase startups and researchers, to host pitches, networking events, and consultations with Toronto-based stake-

holders, including alumni, government and industry partners, and venture capitalists. Queen's will also invite entrepreneurs, startups, and community part-

ners to use the ONRamp facilities as a landing pad for meetings in downtown Toronto with potential investors, customers and suppliers, and government officials.

Queen's is the newest academic partner to join ONRamp, joining the University of Toronto and three other university partners, including McMaster University, the University of Waterloo, and Western University. Launched by U of T in 2017, ONRamp has since been utilized by 50 startups, and currently has 600 active users.

"We're thrilled to have Queen's join the ONRamp entrepreneurship community," says Derek Newton, Assistant Vice-President of Innovation, Partnerships, and Entrepreneurship at the University of Toronto.

For more information about ONRamp, or how to access ONRamp facilities and programs via Queen's membership, contact Amanda Gilbert, Communications Coordinator at Queen's University's Office of Partnerships and Innovation ([amanda.gilbert@queensu.ca](mailto:amanda.gilbert@queensu.ca)). The ONRamp initiative is the latest innovation partnership for Queen's, adding to other partnership efforts in Kingston, Ottawa and Eastern Ontario, and in Upstate New York. Visit the office's website for information about all Queen's innovation initiatives ([queensu.ca/partnershipsandinnovation/](http://queensu.ca/partnershipsandinnovation/)).

Upcoming ONRamp events will be posted on the Queen's events calendar ([queensu.ca/eventscalender/](http://queensu.ca/eventscalender/)).

## Board of Trustees receives first sexual violence report

New metrics part of provincial reporting requirements.

BY COMMUNICATIONS STAFF

Queen's Board of Trustees received at its March meeting, the university's first Sexual Violence Report that includes information about prevention, education and response services and programs, annual statistics reported to government, and information about the implementation and effective-

ness of the Policy on Sexual Violence Involving Queen's University Students, approved by the Board in 2016.

The report covers the period Sept. 1, 2017 through Aug. 31, 2018, when 82 students sought support from the Office of the Sexual Violence Prevention and Response Coordinator, and 31 formal complaints of sexual violence were

made. The data serves as a baseline, reflecting the first full year the policy was in place.

"These numbers suggest there is awareness of our policy, as well as campus response and support options, and that students are choosing to access the systems the university has put in place," says Ann Tierney, Vice-Provost and Dean of Student Affairs, who serves on the Council of Ontario Universities' Reference Group on Sexual Violence. "No one should have to experience sexual violence of any kind. We know that sexual violence is generally underreported, and we hope those who feel they have experienced some form of sexual violence feel they are able to access the supports and processes that are available."

Ontario's Sexual Violence and Harassment Action Plan Act became law in March 2016. The Act requires each college or university have a policy on sexual violence,

and to annually report to the provincial government using a common set of metrics. Annual reports to Boards of Trustees are also part of the legislation.

"Sexual violence is a serious issue on post-secondary campuses," says Barb Lotan, the Sexual Violence Prevention and Response Coordinator for Queen's. "It is important that campus community members know how to support and respond to individuals who experience sexual violence. Students are coming to me to access supports and services, and we are seeing increasing requests for education and training programs from faculty, staff and students."

A variety of educational activities and initiatives are undertaken each year by many units on campus further to the university's Sexual Violence Prevention and Response Framework. Ms. Lotan and the Division of Student Affairs collaborate with campus partners, in-

cluding student groups, to implement an annual education strategy designed to promote a culture of consent, address issues of sexual violence, and facilitate access to support mechanisms for students affected by sexual violence. Programs and services are adjusted based on feedback and student needs, and the university is currently engaged in a consultative review of its policy, which it expects will be complete later this year.

Any student in need of support is encouraged to contact Queen's Sexual Violence Prevention and Response Coordinator, Barb Lotan, at 613-533-6330, Student Wellness Services at 613-533-6000 ext. 78264, the Interfaith Chaplaincy at 613-533-2186, or Good2Talk – a 24/7 confidential and anonymous post-secondary student helpline at 1-866-925-5454. Faculty and staff members may contact the Employee and Family Assistance Program, at 1-800-663-1142.

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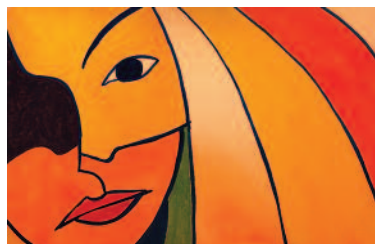
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## view point

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](mailto:andrew.carroll@queensu.ca)

# Dreamtime and the Seventh Fire

In the latest *Together We Are* blog, Tim Yearington, the Algonquin-Métis Knowledge Keeper within the Office of Indigenous Initiatives, writes about the importance of honouring Indigenous knowledge as the key to starting our learning journey



Lately I find myself pondering, or rather re-imagining, this: A long time ago my Algonquin ancestors saw the future. They did so by honouring and acting upon the knowledge that came to them – directly from the Creator – in what we call “the dreamtime.” One of the interesting things they re-imagined, or rather what they “saw”, was a clear vision of our current time.



Tim Yearington

To help us face the challenges of today, long ago my ancestors chose to share their vision. They called it the Time of the Seventh Fire. Their vision revealed that during the time of the Sev-

enth Fire a “New People” will emerge. The New People will be looking to find what our ancestors left behind upon the trail. Aware of the dilemmas of the day, the New People will suddenly wake up and realize they need to find those lost things – very valuable teachings – that were left upon the trail. When the New People finally find those important things, they will need to pick them up. But not just hold these teachings blindly and think about it all as knowledge. Nope, the real reason they are to pick them up is because it's time to learn how to embrace and use them.

When I think of re-imagining the institution of Queen's, what I see is that we, ourselves, are the New People. We are slowly waking up to the awareness that, first of all, there is actually a trail; the trail to traditional Indigenous

knowledge. Now that we know we're on this trail, it's wise to admit we're lost and often don't know which way to turn. We've reached a fork in the trail yet our own ignorance and fear prevents us from understanding the best way to proceed forward.

How do we make the best choice? How can we proceed up the trail in a respectful way?

The elders from all Nations here upon Turtle Island (North America) – those who still carry the traditional Indigenous knowledge of our ancestors – are given the responsibility of sharing it. Today's elders are present to encourage the others, the New People, to find the teachings, pick them up and then utilize this wisdom in a good-hearted way. The reason this is now necessary is because we are living in critical times. Could it be that Queen's is finally starting to re-imagine the truth of the matter that Indigenous knowledge not only still exists, but that it actually holds the key to helping all of us walk up the trail on our learning journey together? This is what I see. This is what I am re-imagining for Queen's University.

When I was young I was

taught, “We go to school in our dreams.” This is because it is believed that this is where the manitous (spirits) come and talk to us and teach us about the knowledge our ancestors have carried since time immemorial to help us be well and have a good life.

So, inspired by the wisdom of my ancestors – wisdom, by the way, that has served us since the time of the last Ice Age – I always feel guided to learn more about our traditional Algonquin knowledge. Additionally, I feel the time is right to embrace it and utilize it in a good way. But more importantly I can admit, from the things I've seen during my own journeys into the dreamtime, that what's most important to our current reality is that we act upon the knowledge and wisdom we have access to in order to consciously create change.

Change is hard. But in this age I believe change is what matters most.

As the creators of our own trails and life paths, I see today we must make a decision at the fork in the trail: We can tokenize Indigenous territory, traditional knowledge and worldview – and

even check the box to show we've completed the task – but this will only steer us deeper into the darkness of our ignorance. Alternatively, in a respectful way, we can make a real conscious effort to learn more about traditional Indigenous knowledge because, ultimately, it's today's Time of the Seventh Fire that will help us change the way we see, grow, believe and think.

My dream is this: I imagine that we, the New People, are now smart enough to realize and accept that Indigenous knowledge holds good medicine to help us learn to be better human beings. And as academic learners, we'd best be wise to recognize our own ignorance first. Because without first acknowledging there is still a cold climate of ignorance, we cannot confidently explore the trail as we seek the true human value of Indigenous knowledge.

Once we do have more awareness about the nature of our life-long learning journey, we will have a critical choice to make: We can either ignore our awareness or we can act upon it.

Read *Together We Are* at [queensu.ca/connect/equity/](http://queensu.ca/connect/equity/).

## Tips for critically engaging with secondary sources

The following column is written by Jack Williams, a third-year English student. It was first published on the *SASS Peers Blog* ([sass.queensu.ca/category/blog/](http://sass.queensu.ca/category/blog/))

BY JACK WILLIAMS

This past winter, I had a first-year student come into an appointment looking for help with an annotated bibliography for a sociology paper. It was her first time ever writing one, and she was understandably concerned about navigating the tricky business of incorporating and evaluating secondary sources.

“It says to critically evaluate my sources,” I remember her saying, “but this source is perfect for my paper. I agree with everything they're saying and I'm having trouble finding any flaws significant enough to write about, but I can't just say ‘it was good’ and leave it at that – what am I expected to do here?”

I chuckled to myself; this was a pain I knew all too well. Be it in

SOCY 122, ENGL 200, or ENGL 375, I have always found it exceptionally difficult to do more than simply agree with a secondary source that complements my own position.

After all, students work with the writings of professional academics, so it is easy to feel as though there's nothing to add. I have often fallen into the trap of simply reiterating and reaffirming a scholar's arguments, missing out on the evaluative element which is so essential to the effective use of secondary sources.

It was not until I critically evaluated my working definition of “critical evaluation” that I figured out what I could do with those pesky articles I so inconveniently agreed with.

Drawing upon this (very recently acquired) understanding, I suggested to the student that she consider extending the argument rather than choosing between either supporting or criticizing it. Taking this kind of approach enables you to do a little bit of both;

by identifying the relevance of a given article for a different but related issue or field of inquiry, you can express your support for the author's logic and method while demonstrating critical engagement by expanding on the potential applications of their work. Understanding “critique” as encompassing the expansion of a source's scope and the refocusing of its consequences in addition to disagreement or refutation is a helpful tool for thinking about how to converse with these sources in your own work and ensure that you are making explicit, meaningful connections which bolster the strength of your own argument.

For example, let's say I decide to use the SASS website's guide for writing critical reviews as a secondary source for this post. It outlines two different strategies for approaching a review, and sets out a number of useful questions to help kick start the reader's thinking: there's nothing there for me to refute or challenge.

I could, however, extend it and claim that the various prompts it sets out are just as applicable to writing annotated bibliographies as they are to critical reviews, as the areas it addresses – scope, logic, evidence, objectivity, organization, style, and general value – are exactly the kinds of concerns which a good annotated bibliography addresses, and can serve as useful focal points for evaluating a given source.

I could extend its implications even further and claim that it can also serve as a useful guide for how to read secondary sources with an eye toward producing arguments from them.

If you find yourself really agreeing with a scholar's work, ask yourself – am I convinced by the evidence? The logic? The style? Why are these factors effective or ineffective? Are they appropriate to the point being made? How do they interact with one another? Could the work be improved by adding, taking away, or expanding on any of these

strategies? Evaluative questions like these can form the kernels of arguments, which can help you determine the focus and trajectory of your paper. Thus, I could argue that the critical reviews guide has utility which extends beyond simply writing critical reviews.

Although working with secondary sources can, at times, feel intimidating (indeed, I have struggled with it for most of my academic career), I have found that viewing this engagement as a conversation rather than an argument per se has helped me make more effective use of secondary sources in my own work.

As I hope to have demonstrated above, you do not have to criticize a source to engage with it critically: “criticism”, in the academic sense, is more helpfully understood as a holistic process of closely examining the form and content of a piece of writing in order to understand how and why it does what it does. In other words, you need not be a critic, in the polemical sense, to be critical.



## Queen's in the news

Highlights of Queen's experts in the media from Feb. 22-March 7

## NEWSPAPERS

**David Murakami-Wood** (Sociology) says in The Toronto Star that the Sidewalk Labs project is exploitation by an American company that is largely outside of the control of law and policy in this country.



**Christian Leuprecht** (Political Studies, School of Policy Studies) discussed the Canadian intelligence law enforcement and political executive system and arms sales to the Saudis with The Toronto Star and Global TV.

**John Holmes** (Arts and Science) says in The Toronto Star that Chrysler's investment in a Michigan plant doesn't bode well for Brampton, which needs new vehicles in growing segments to survive.

**Duncan Hunter** (School of Medicine, Public Health Sciences) says in the Brockville Recorder and Times and Kingston Whig-Standard that he doesn't think that there is any question that Ontario Health reforms will save money for the government, but

he actually thinks the heart of these reforms will improve health care for patients.

**David Skillicorn** (School of Computing) and Christian Leuprecht (Political Studies, School of Policy Studies) wrote in the National Post that Canada should ban Huawei equipment to protect Canadian sovereignty and ensure its cyber readiness.

**Robert Wolfe** (School of Policy Studies) says in the National Post that a range of factors, including exchange rate fluctuations, fiscal policy changes, shifting consumer preferences and offshore competition make measuring the economic value of a trade deal a very hard thing to do, when comparing NAFTA and the USMCA.

**Anne Ellis** (School of Medicine, Biomedical and Molecular Sciences, Division of Allergy and Immunology) told the Kingston Whig-Standard that it is good for a study on allergies to have participants from all over North America to prove the effects are the same no



matter where a person lives.

**Andrew Graham** (School of Policy Studies) says in the London Free Press article 'Reminding decision makers about history of failures of public sector implementations' that it's time to better understand the architecture of failure.

## ONLINE

**David Saunders** (Dean, Smith School of Business) announced in Benefits Canada a recent study about diversity awareness and a new research hub aimed at gathering the input of Canada's companies to further examine the issues of diversity and inclusion.

**Kenneth Wong** (Smith School of Business) spoke to CBC Online about the Pyrex, CorningWare merger with Instant Pot says the Instant Pot was a huge hit but needed help to last.

**Kyla Tienhaara** (Geography and Planning) writes in The Conversation Canada that the broader shift in the framing of the climate change debate through the Green New Deal



has initiated should be recognized, and welcomed. The piece was re-published by National Post.

**James Anderson** (Political Studies, Centre for International and Defence Policy) wrote for The Conversation Canada and says any U.S.-China trade deal likely falls short compared to what the Trans-Pacific Partnership (TPP) could have been. The piece was re-published by National Post.

**Nicholas Bala** (Law) says in Canadian Lawyer that cost cutting and slow reforms in child protection legislation are putting kids at risk.

**Mary McColl** (School of Medicine, Public Health Sciences, School of Rehabilitation Therapy) told CBC Online that accessibility laws set the standard for organizations before problems occur, following a news item that a woman with disability was recently banned from No Frills store after failing to pack groceries fast enough.

**Caroline Wallace** (School of Medicine, Psychiatry) spoke to CBC Online about running a trial to test if giving people with depression a



powdered formulation of probiotic bacteria could improve their symptoms.

## TELEVISION

**Jonathan Rose** (Political Studies) was interviewed by Global TV to discuss the issue following two high profile cabinet resignations in connection with the SNC-Lavalin affair; told CKWS/Global Kingston the prime minister needs to show contrition on the issue.

## RADIO

**Keith Banting** (Political Studies, School of Policy Studies) told CBC Radio that while Canada is not immune to the kinds of xenophobic nationalism that have gripped European countries, the Canadian philosophy and practice of multiculturalism is unlikely to lead to the same kind of backlash against immigrants, refugees and multiculturalism.



## National honour for computing trailblazer

Selim Akl of Queen's School of Computing honoured by CS-Can/Info-Can with the Lifetime Achievement Award

BY AYSHA TAYAB-RÄTSEP, SCHOOL OF COMPUTING

In the field of computing, efficiency and effectiveness are key. Researchers are continuously searching for solutions to the computational challenges that come with processing massive amounts of data in a timely fashion. Selim Akl, professor in the School of Computing and a pioneer of parallel computation, has garnered worldwide recognition for his success in finding efficient and improved solutions to this issue. Recently, Dr. Akl was recognized by CS-Can/Info-Can, the national computer science academic organization, with a Lifetime Achieve-

ment Award for his outstanding and sustained contributions to the field.

"It's a huge honour and I owe a lot to my colleagues in the School of Computing and to my students. They really are inspiring," Dr. Akl says. "Queen's is a special place because it gives you unfettered freedom to follow your research interests."

Dr. Akl felt this sense of autonomy in pursuing his research program when he began his career at Queen's in 1978. Parallel computation involves the use of several computers to solve a problem simultaneously, a concept which was introduced through Dr. Akl's book *Parallel Sorting Algorithms* in



The School of Computing's Selim Akl has been recognized by CS-Can/Info-Can, the national computer science academic organization, with a Lifetime Achievement Award for his outstanding and sustained contributions to the field.

1985. The work was the first of its kind in this area of specialization, allowing Dr. Akl to become a pioneer in the field.

"There are real-life situations that necessitate the use of a specific number of computers and if you have one less, you cannot solve the problem," he says. "The big weather centres use massive parallel processors to give us up-to-the-minute updates on the weather but sometimes they are not even enough because if a

storm decides to hit and you hadn't predicted it in enough time to warn people, it would be too late."

Dr. Akl has used parallel computation as the core foundation of his research program while branching out into other areas of computing, including computational geometry and cryptography, in which his work on security in hierarchical organizations remains state-of-the-art. He also explored biomedical computing, developing algorithmic tech-

niques to analyze electrocardiograms for better diagnosis and treatment of cardiac arrhythmias. In recent years, he has been studying computational processes in nature and more generally, unconventional computation. In 2009, he originated the idea of quantum chess.

"Dr. Akl's research contributions span many facets of computing that influence virtually every aspect of daily life," says Kimberly Woodhouse, Interim Vice-Principal (Research). "The lifetime achievement award is a fitting recognition of his leadership and continued impact on the field internationally."

As the Queen's School of Computing celebrates its 50th anniversary this year, Dr. Akl's colleagues and collaborators are thrilled to celebrate this significant milestone in his career.

"I would like to dedicate this award to the School of Computing as it's been a wonderful home for me," Dr. Akl says. "If you have a good working environment, then you have no complaints."

Dr. Akl will be presented with the Lifetime Achievement Award at the annual CS-Can/Info Can meeting at McGill University on June 3.

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# Planning an international experience

BY ANDREW CARROLL,  
GAZETTE EDITOR

Adaptability and flexibility, preparation and communication, stress management, and staying in the moment.

A group of students from the School of Urban and Regional Planning who recently took part in the International Planning Project course (SURP 827) gained a world of experience and learned valuable lessons as they traveled to India for two weeks to create a project report of professional quality for the community of Auroville.

The course is a collaborative challenge that tests the students' resilience and abilities, but, at the same time, provides an opportunity to develop new skills and knowledge as they look to their future careers as planners.

"Project wise, in general, it's nice to actually get the experience working for a client. You have a strict deadline that you have to meet and then you are also challenging yourself because you have traveled to get there and you're maybe a bit jetlagged," says Carling Fraser, one of the eight members of the Queen's team. "It's a totally different environment that you are not used to. It was a real experience and there's another layer to it when you are in a different cultural environment and



School of Urban and Regional Planning students hold a group discussion with village elders from Edayanchavadi regarding tourism impacts and their community.

you are still expected to keep to your deadlines and adapt pretty quickly."

Preparations are key for the planning course.

Starting in September, the student team, which this year happened to be entirely female, had 12 weeks to conduct advance research, collect information, and make initial contacts before heading to India in early December.

The team then had two weeks to gather information and develop a tourism management plan to be

presented both in Auroville and back at Queen's.

Arriving after a 30-hour flight and a three-hour drive, the team quickly got to work on the first day. The first week is primarily filled with gathering information on the ground, analyzing, and making adjustments before preparing the report and making the final presentation.

It's a whirlwind of activity and no one can do it alone. Some of the major tools that come out of the experience, says project man-

ager Natalie Armstrong, are teamwork, adaptability, and communication skills.

"We are there with each other as a group 24/7 for two weeks. You learn to communicate within your team and the different communication styles of the team members and how to balance those, as well as the strengths and the weaknesses of the team dynamics," she says. "The project itself is so interdisciplinary. You are talking to so many different individuals and you are learning to communicate with multiple types of people. Not just language barriers but understanding residents with different priorities and competing priorities. You are learning how to effectively communicate with others and understand their interest behind their position and then working off that."

With a tight deadline, time management is crucial. Despite the pressure, the team set schedules, learned to alter course when needed, and came through with a final product on time that was well received.

"We were looking at tourism impacts for Auroville as it currently doesn't have a tourism management plan in place. We quickly found out that the community is conflicted as to what they would like tourism to look like as well as what tourism looks like currently," Armstrong says. "I

think our report did a good job in creating a foundation and a plan as to how the community can go forward. We looked at impacts such as environmental, social, community, and economic and provided some recommendations and implementations for how they can manage these impacts going forward."

Now in its seventh year, the International Planning Project course, led by SURP Professor Ajay Agarwal, provides a real-world and international experience.

This opportunity to step outside of North America is a key element for the school and continues to attract students to Queen's.

"Personally, when I was looking to come to grad school I was looking for an international experience," says Armstrong. "I didn't participate in one in my undergrad so it was something that I was seeking. It definitely was something of interest from when I was applying to schools because I wanted to have that unique experience that sets you apart when you are done school. I feel like at the end of the day you all graduate from the program but something like this kind of sets you apart."

For more information about the course or to obtain a copy of the full project report, contact Dr. Agarwal at agarwala@queensu.ca.

# Japan-Canada relations in an era of global change

BY DAVE RIDEOUT, SENIOR  
COMMUNICATIONS OFFICER

Canadian and Japanese university students recently gathered at Queen's University to discuss contemporary and future relations between the countries at the 10th annual Japan-Canada Academic Consortium (JACAC) Student Forum.

A group of 28 high-achieving students from schools across Canada and Japan learned how the two G8 partners can continue to promote positive progress in an era of increasing interconnectedness, shifts in governance, and global political, economic, and environmental risks.

"Experiential, cross-cultural learning opportunities like the JACAC Student Forum are so important for young people seeking future careers in an increasingly connected global society," says Jill Scott, Interim Associate Vice-Principal (International). "Engaging peers in thoughtful conversation about diverse worldviews helps



JACAC participants at Queen's with the Consul General of Japan in Toronto, Takako Ito (fourth from left).

students hone their abilities to build understanding and collaborative relationships capable of inspiring positive and equitable change."

Comprised of 14 Japanese participants and 14 Canadian participants – including Queen's student Nathan Bateman – the group

heard from academic experts in international relations, the Consul General of Japan in Toronto, Takako Ito, as well as former Canadian Ambassador to Japan and Queen's alumnus Mackenzie Clugston.

As part of the forum, participants were also divided into

groups to prepare a final presentation for a panel of expert judges at the Japanese embassy in Ottawa, where they traveled during the final days of the forum. Each group assumed a simulated role of G8 member-states to discuss and define strategies for promoting global peace and security, climate change action, trade, and technological innovation.

Final presentations were assessed by the panel, which included Yukako Ochi, First Secretary of the Japanese Embassy; Kwansai Gakuin University professor, Takamichi Mito; Seinan Gakuin University professor, Christian Winkler; University of Waterloo professor, David Welch; and Dr. Scott.

Borne out of the Canada-Japan University Rectors Roundtable in 2004, the JACAC Student Forum is one of many longstanding student exchange partnerships between Queen's and Japanese institutions. Additionally, Queen's also has 10 active academic agreements with Japanese institutions, and

over 120 active alumni in Japan.

"It is an honour for Queen's to host the JACAC Student Forum on its 10th anniversary," says Dr. Scott. "This milestone not only speaks to the lasting impact the forum has on Canadian and Japanese students, but also to the strength of the relationship between our two countries, which celebrate 90 years of diplomatic relations this year as well."

Among distinguished Queen's alumni is the late Prince Takamado Norihito, a member of Japan's imperial family, who spent much of his life dedicated to fostering a strong relationship between Canada and Japan. Since 2004, the Prince Takamado Visiting Student Scholarship created in his memory has provided Japanese undergraduate students with an annual opportunity to be awarded a fully-funded year of study at Queen's.

Students interested in participating in next year's JACAC Student Forum should visit the JACAC website (jacac.com).



# Engaging with local and international communities

BY DANA MITCHELL, INTERN,  
DIVISION OF STUDENT AFFAIRS

The Queen's Cares Alternative Reading week program has expanded to provide students with opportunities to engage with communities locally, and globally.

Over Reading Week in February more than 40 undergraduate Queen's students from a range of faculties and disciplines worked in seven teams in Kingston, and for the first time, teams in New Orleans and Ecuador. The students completed projects that supported community initiatives in partnership with a variety of organizations, including Camp Restore and ArcGNO in New Orleans, Fundación Brethren y Unida and Bee Farm Shunku in Ecuador, and Joe's MILL and Art the Science in Kingston.

"We are thrilled to have built so many great connections with organizations this year so that our students could learn from a variety of international and local community partners and work collaboratively in supporting community initiatives," says Kevin Collins, Coordinator, Community Engaged Learning in the Division of Student Affairs. "Our new international placements offered a unique opportunity for participants to create networks overseas, enrich their academics through experiential learning, cultivate intercultural awareness and understanding, and explore ethical global engagement and positionality."



One of the groups of students participating in the Queen's Cares Alternative Reading Week program worked with Art the Science in Kingston. From left: Peter Zhu, project leader; Jacob Lee, team member; Amelia Nicholas, team member; Yuxin (Elaine) Duan, team member from Western University; and Simran Somji, project leader.

Sari Ohsada (Artsci'19) traveled to Ecuador to work with Operation Groundswell, an organization that partners with a number of community groups to offer experiential learning opportunities focused on food security and indigenous farming practices.

"While our time abroad was relatively brief, the overall experience deepened our understanding about the global food sovereignty movement and the importance of supporting alternative, grassroots initiatives," she says. "Also, gaining insight about fair trade learning through our host organization,

Operation Groundswell, was a meaningful experience which enabled us to critically reflect on our own positionality and privilege, and gain a sense of humility on our engagement abroad."

For Connor Black (Artsci'19), a fourth-year Life Sciences student, working with the Habitat for Humanity program in New Orleans was a valuable learning experience and a chance for personal reflection.

"The main focus of the Queen's Cares experience was to learn about the organizations and the people in the community who

were working together to get New Orleans, especially the Lower Ninth Ward, back on track after Hurricane Katrina," he says. "While we were there, we had the opportunity to immerse ourselves in local culture, work alongside some amazing individuals, but also reflect on the work we were doing and talk about any misconceptions we may have had prior to the trip."

The international opportunities were the result of a partnership with Western University and were in part supported by the Career Ready Fund from the Ministry of

Training, Colleges and Universities. Pre-departure training was provided to all participants in collaboration with the Department of Global Development Studies, Four Directions Indigenous Student Centre, Queen's Environmental Health and Safety, Queen's University International Centre (QUIC) and the Experiential Learning Hub in Career Services.

In Kingston, projects included collaborating with the Kingston Frontenac Public Library to draft a marketing campaign to attract millennials, and partnering with KEYS Job Centre to promote their BAG project. Students also worked on detailed planning for Focus Forward for Indigenous Youth's first two greenhouse projects and assisted with afterschool programming and the planning for Pink Shirt Day at the local Boys and Girls Club.

On March 13, the Division of Student Affairs is hosting a Queen's Cares Showcase to highlight the experiences of the student participants. The event will take place from 6-7:30 pm in the Agnes Etherington Art Centre with doors opening at 5:30 pm. It will include jazz music, refreshments and interactive displays. All are welcome to attend and learn more about the program and how to get involved in community engaged learning opportunities.

For more information about Queen's Cares, visit the Student Experience Office website ([queensu.ca/studentexperience/](http://queensu.ca/studentexperience/)).

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## through the lens



Sydney Maxwell, left, led the way as Queen's University athletes competed in the 2019 University and College Squash Championships in Markham, Ont., taking the gold medal in the women's open division. Chris Howard, right, also claimed the gold in the men's A division. At centre is Gaels men's coach Eugene Zaremba. In the men's B division, Cameron Meakin captured the silver medal. Maxwell was the top player on the OUA champion Gaels women's squash team and took home both OUA MVP and Rookie of the Year honours earlier this season.



# Recognizing the best in teaching and learning

BY COMMUNICATIONS STAFF

Queen's University's teaching award recipients were recognized in a special event hosted recently by Vice-Provost (Teaching and Learning) Jill Scott at the Agnes Etherington Art Centre.

More than 80 Queen's faculty and staff members were honoured for their deep commitment to teaching and to the learning of students.

The event was highlighted by a talk by Erik Knutsen (Law), the recipient of the 2018 Chancellor A. Charles Baillie Teaching Award.

Presented by Principal and Vice-Chancellor Daniel Woolf the Principal's Teaching and Learning Awards celebrate teaching excellence and trans-disciplinary leaders in teaching while also highlighting the diverse ways in which the student learning experience is enhanced by educators and educational supports at Queen's.

The deadline for the 2019

award nominations is Monday, April 1. More information regarding the Principal's Teaching and Learning Awards, including the nomination process, is available on the Centre for Teaching and Learning website ([queensu.ca/ctl/awards/principals-awards](http://queensu.ca/ctl/awards/principals-awards)).

## PRINCIPAL'S TEACHING AND LEARNING AWARDS 2018 WINNERS

### Michael Condra Outstanding Student Service Award

Vanessa McCourt, Four Directions Indigenous Student Centre

### Promoting Student Inquiry Teaching Award

David Parker, Department of History

### Curriculum Development Award

William Nelson, Department of Biology  
Randy Flanagan, Department of Psychology  
Alan Ableson, Department of Mathematics and Statistics

Wanda Beyer, Faculty of Arts and Science Online  
Erik Bigras, Faculty of Arts and Science Online  
Julian Enright, Faculty of Arts and Science Online  
Rachel Eagen, Faculty of Arts and Science Online  
Nadia Morel, Faculty of Arts and Science Online

### Educational Leadership Award

Laura Murray, Department of English Language and Literature

### International Education Innovation Award

Yuxiang Wang, Department of Biology  
Stephen Lougheed, Department of Biology

### Educational Technology Award

\* No qualifying submissions

A full list of award winners and internal teaching awards is available at the CTL website ([queensu.ca/ctl](http://queensu.ca/ctl)).



PHOTO BY BERNARD CLARK

Laura Murray (English Language and Literature), winner of the Educational Leadership Award, and Vanessa McCourt, winner of the Michael Condra Outstanding Student Service Award, have a chat during the Teaching Awards Reception at the Agnes Etherington Art Centre.



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Image: Johannes Lingelbach, *A Garden with an Artist Drawing from Antiquities (detail)*, around 1671.  
Gift of Alfred and Isabel Bader, 1987 (30-089)



# Dealing with test anxiety and re-think on what testing means

Educational experts offer tips to help children manage test anxiety but find that overall, policymakers need to rethink what matters

This article was originally published on *The Conversation*. Read the original article at [theconversation.ca](http://theconversation.ca).



BY CHRIS DELUCA (EDUCATION)  
AND LOUIS VOLANTE  
(BROCK UNIVERSITY)

The term “test anxiety” typically conjures up images of a high school or university student obsessing over an upcoming exam.

Certainly, older students have been the focus of more than a half a century of research examining test and assessment anxiety and its impact on grades. Researchers know that such test anxiety generally has a negative impact on academic achievement.

Yet we also know schools and parents are recognizing anxiety in younger children. Researchers have probed how, in particular, a rise in test anxiety in schools corresponds to an increase in the use of standardized testing increasingly mandated for accountability and evaluation purposes.

Coupled with growing awareness of responding to mental health challenges in schools, educators and policy-makers need to understand how to confront and minimize the effects of testing on students’ anxiety.

In the big picture, current assessment methods must adapt to reflect contemporary knowledge of both children’s diverse cultural contexts and a more nuanced understanding of developmental competencies. Parents and teachers can empower themselves to be better prepared to support student well-being by re-thinking their own approaches to tests, and what adults are modelling.

## What is test anxiety?

Test anxiety is generally re-



Much like older students, younger students are increasingly experiencing test anxiety. Left prolonged or unattended, test anxiety can lead to negative outcomes.

garded as a “nervous feeling” that is excessive and interferes with student performance. Symptoms of test anxiety may fall into four broad physical, emotional, behavioural, and cognitive categories.

Children could exhibit physical symptoms such as headaches, nausea, sweating and shortness of breath or feelings of fear, depression and helplessness. Behaviours might include fidgeting, pacing and avoidance. Cognitive disruptions could look like “going blank,” racing thoughts and negative self-talk.

Although not all students experience each of these problems, the impact of one or more of these symptoms can be debilitating. Left unacknowledged or unaddressed, in time such symptoms may lead to personal negative outcomes or harm, and difficulties at school.

## The trouble with testing policy

Our research in Canada and abroad has consistently found that when policy-makers seek school reform, there is an ensuing em-

phasis on testing for accountability.

In these contexts, teachers and school administrators will focus classroom and school instruction on select areas and ultimately undermine a more holistic approach to children’s education. Standardized testing for accountability is also associated with heightened educator and student stress.

A narrow sense of “achievement” — such as is measured via standardized tests in select subject areas — is inadequate to capture key knowledge, skills and dispositions children need to be successful in contemporary schooling and life.

For these reasons, policy-makers would be wise to consider multi-dimensional approaches to holding schools accountable. For example, educational reforms are more likely to be successful when they use collective processes that incorporate perspectives of educators and communities.

## What parents and teachers can do

In the context of these systemic and long-term issues, parents and teachers can intervene to reduce test anxiety for young children in the following ways:

### 1. Offer positive messaging

One of the simplest and most effective ways parents can combat test anxiety is through positive messaging.

For example, research demonstrates positive benefits when parents encourage positive self-talk, offer relaxation techniques and reassure children that anxiety is a

natural feeling. Parents should know that psychological research suggests a certain amount of heightened arousal is necessary to perform well, a state of balance-in-tension.

### 2. Keep communication open

Parents also need to maintain open lines of communication with their child’s teachers — particularly since students do not necessarily exhibit test anxiety in all subjects.

### 3. Lower the stakes

Too often parent expectations increase the perceived “stakes” of the tests for students, assigning additional consequences or judging a child’s merit and ability on the outcome of a single test.

Instead, it is important for parents to understand and also convey to their child that tests are one indicator of their performance in a subject. No test is a perfect reflection of what a student knows or is able to do.

Seeing tests as one piece of information about how a child is progressing, and seeking out additional information as needed, will help parents gain perspective.

### 4. Take care of yourself

Ironically, one key issue both parents and teachers need to consider when attempting to assist students with test anxiety is to first take care of themselves.

Just as parents must be aware of what messages they send, teachers also need to attend to their own well-being and avoid inadvertently transmitting their own anxieties to students.

For example, the relationship between teachers’ math anxiety

and student math anxiety is well-established prompting some researchers to explore ways of breaking a mathematics anxiety cycle.

Similarly, teacher worry about large-scale test results, such as provincial or state-wide assessments, can transfer to students.

Thankfully, a positive development to emerge from some of these troubling findings is that there is a growing recognition of the relationship between teacher and student well-being.

### 5. Emphasize test skills, not drilling

Teachers can also help students combat test concerns by offering test-preparation skill development and reviews before important assessments.

The latter should not be confused with “teaching to the test,” which both narrows curriculum and may relentlessly drill test content. Rather, practicing strategies such as re-reading difficult questions, writing brief outlines beside short answer questions and managing time during tests will be helpful.

Preparing students to write tests effectively also includes teaching students about test structures — question formats, the rationale of scoring schemes and common pitfalls with different question types.

Collectively, these skills can be applied to any curriculum or test. Students who have been prepared in both content and skills tend to have lower levels of test anxiety and are more capable of managing their time and responses.

Not surprisingly, these types of strategies are more effective when they are supported by parents and caregivers.

Optimally, parents, teachers and policymakers can work in their various roles to support children’s success while learning about possibilities for more complex and intelligent forms of accountability.

Overall, we need to re-think what matters in schools and what’s worth measuring.

Christopher DeLuca is an associate professor in classroom assessment and acting associate dean, Graduate Studies & Research, Faculty of Education, Queen’s University. Louis Volante is a professor of education at Brock University.

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](mailto:knoxm@queensu.ca).



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UNIVERSITY COMMUNICATIONS

Smith School of Business student Ioana Tabra, left, and Yangchen Zhang are student consultants with the Queen's Business Consulting group.

## Students look to keep graduates in Kingston

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

Each year, Queen's attracts thousands of students from across the country and around the world, but once they graduate many choose to leave Kingston to seek out careers elsewhere.

Fourth-year commerce students from the Smith School of Business are now seeking to understand students' perspectives regarding employment opportunities in the City of Kingston, as part of an experiential learning project within the Queen's Business Consulting Group (QBC). The results will inform the development of a sales and marketing plan the students will present to the Kingston Economic Development Corporation (KEDCO), which commissioned the work to support efforts to increase and enhance Kingston's labour force.

"QBC projects like this one are fantastic opportunities for our students to gain hands-on, industry-facing experience before graduating," says QBC Director Charles Mignault, who will oversee the students' work. "Furthermore, they find the work enriching because they are able to see the impact they can make on their clients' missions. The project with KEDCO, for instance, could provide invaluable insight into how Kingston can continue to grow and prosper."

Thousands of students graduate from Queen's on an annual basis, but since 95 per cent of the student population originates from outside Kingston, improving

the city's ability to retain this intellectual capital remains an ongoing priority.

"To keep pace with the growth of local businesses and our success in attracting new international investments to the city, ensuring that Kingston has a strong workforce is essential," says KEDCO CEO Donna Gillespie. "Retention of graduating students and attraction of alumni back to Kingston to live and work is of increasing interest. We look forward to gaining insights from students and alumni to guide our marketing efforts and talent retention strategies."

Led by students Ioana Tabra and Yangchen Zhang, the study will seek to identify existing challenges and problems that deter students from considering a career in Kingston, highlight key factors that affect where students choose to launch their careers; and examine student perceptions about opportunities in the city and how they have evolved over the past 10 years. The pair aims to survey 3,000 members of the Queen's community, including both current students and alumni.

"The university plays a distinctive role in the city culture, as students bring enthusiasm and vibrancy," says Tabra, who invites current Queen's students and alumni to fill out the survey. "We have a unique opportunity to give back to the city that has been our home-away-from-home for the duration of our degree and to see it flourish. The research we are gathering will support KEDCO in building engagement and con-

vincing highly-skilled graduates to live and work in Kingston."

Tabra and Zhang are two of many QBC students currently working to provide high-impact consulting advice to businesses, government, and non-profit organizations across Eastern Ontario.

Last year, students completed an operations plan for the Obstetrics and Gynecology Department at Kingston Health Sciences Centre to help them take steps to lower wait times for diagnostic procedures and increase accessibility to clinics for women across the region. Recently, others created a digital marketing plan for the Ontario Hockey League's Kingston Frontenacs, which resulted in one of the student consultants being hired by the organization. This semester, another group of students is working on an affordable housing demand analysis for Prince Edward County.

"The QBC program always partners with clients who work in an area that supports social impact," says Mr. Mignault. "In that space, the senior-level students not only gain the practical, problem-solving experience and client management skills that could accelerate their career readiness, but they get to make positive contributions to society."

Participating in the Queen's Business Consulting Group is open to all Queen's students – not just those in commerce or other business programs.

To learn more about the program, visit [smith.queensu.ca/centres/business-consulting/](http://smith.queensu.ca/centres/business-consulting/).

## grad studies

### THESIS DEFENCES

#### Tuesday, March 12

Arlene Burla de la Rocha, Nursing, 'The Relationship Among Attachment, Empathy and Caring in Baccalaureate Nursing Students'. Supervisor: K.Y. Woo, 108 Catarqui Bldg., 8:30 am.

#### 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.

#### Friday, March 22

Laurence Simard-Gagnon, Geography, 'Ma vie est vraiment différente de ce que je pensais' A Life Story Analysis of Geographies and Gendered Subjectivities of Francophone Mothers in Kingston'. Supervisor: A. Godlewska, E314 MacCorry Hall, 11 am.

#### Friday, March 22

Tashfeen Hussain, Management, 'Implications of Firms' Interactions With Debt Markets'. Supervisor: L. Purda, 100 Goodes Hall, 10:30 am.

#### Monday, March 25

Xiaoxi Chang, Management, 'Managing Competing Work Priorities Mindfully: A Multi-Level Investigation of Organizational Paradox and Mindfulness'. Supervisor: S. Brodt, 100 Goodes Hall, 7 pm.

#### Monday, March 25

Tatevik Nersisyan, English Language and Literature, 'Marginal Voices: Conflicted Dialogism and Responsive Readers in "Utopia," "Beware the Cat," and "Arcadia"'. Supervisor: M. Straznicky, 402B Gordon Hall, 2:30 pm.

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## events calendar

### Thursday, March 14, Noon-1 pm Policy Talks: Anne Johnson

Talk title: Consultation, Consent, and Climate Change: The Challenge of Crafting Responsible Extractive Policy in an Era of Reconciliation. Integrated approaches to big policy issues have had mixed results, and Indigenous people in Canada demand a reset of their relationship with the Crown. In this setting, what does a "responsible" extractive policy look like and how do we get there? Anne Johnson is an assistant professor in the Robert M. Buchan Department of Mining, and Director of the Graduate Diploma program in Social Performance Management at Queen's University. Because mineral extraction occurs at the physical and figurative boundaries of values systems, Anne contends that intercultural competence is a critical skill for responsible practice. In her doctoral work, she identified the problematic beliefs that function as obstacles to the development of intercultural competence for mining students.

### Thursday, March 14, 3:30-4:30 pm Hand-Drumming Circle

All skill levels welcome. If you are able, please bring your drum. Otherwise, we have some drums and rattles available. Four Directions Indigenous Student Centre

### Thursday, March 14, 4-6 pm Art Hive @Agnes

Calling all young adults (18-24), drop-in for art and wellness. Relax, re-charge and expand your creative powers in the Studio. Art Hive is free; materials are provided and no prior art experience is necessary. If you are looking for guidance, our art therapist/facilitator offers weekly projects and visits to our current ex-

hibitions. Agnes Etherington Art Centre, André Biéler Studio

### Friday, March 15, 11:30 am-12:30 pm Harrison-MacRae Lecture: Dr. Peter Willis

Dr. Peter A. Willis of the NASA Jet Propulsion Laboratory at California Institute of Technology will speak on 'The Search for Chemical Signatures of Life Beyond Earth.' An intrinsic component of NASA's exploration of the Cosmos is the search for life on the molecular scale, inside our own solar system. This chemical search for biosignatures requires a new generation of spaceflight instrumentation capable of characterizing organic compounds present at levels as low as parts-per-billion. In this talk Dr. Willis will highlight key findings from past and present planetary missions of exploration that have critically informed how this search is performed at different planetary destinations and describe ongoing efforts at JPL to develop liquid-based chemical analyzers for use on potential future life-detection missions to ocean worlds in the outer solar system.

### Friday, March 15, 2:30-5 pm Psychology Distinguished Lecture, Dr. Rui Campos, University of Évora, Portugal

TALK: Taking a deeper look: Some considerations about the psychodynamics of suicide behaviours. In this theoretical presentation, Dr. Campos will discuss a psychoanalytic-focused and personal understanding of suicidal behaviours, from the perspective that this view is incomplete and that suicidal behaviours are complex and difficult to understand and predict. School of Kinesiology

and Health Studies, Kinesiology 101;

### Monday, March 18, 5:30-7 pm Saturday Club

Guest speaker Judith Irwin (Physics, Engineering Physics, & Astronomy) will speak on 'The Astronomical Connection.' Everyone welcome. Watson Hall, Rm. 517

### Tuesday, March 19, 9 am-Noon Coding Qualitative Research Data

The aim of this session is to review the process of coding qualitative data and to experience creating and revising codes for an interview transcript. Session outcomes: Iden-

tify the stages of inductive/deductive analysis; Code a sample interview transcript; Compare and revise codes with a partner. Robert Sutherland Hall, Rm. 202

### Wednesday, March 20, 5:30-7:15 pm Isabel and Alfred Bader Lecture in European Art

"The Research Database ArsRoma: Another Way to Look at Roman Early Baroque Painting" by Dr. Sybille Ebert-Schifferer. Director Emerita, Bibliotheca Hertziana, Max Planck Institute for Art History, Rome. Painting in the capital of pa-

pal power underwent a transformation around 1600. Fueled by profound social and political change, diverse stylistic approaches arose. Not all artists, however, thrived in this competitive environment. On what factors did a "successful style" depend? Drawing upon the ArsRoma database and the rich and complex data in it, Dr. Ebert-Schifferer will consider this innovative research vehicle and its contributions to our current understanding of early Baroque painting in Rome. This talk is free and open to the public. A reception follows. Agnes Etherington Art Centre

#### ACROSS

- 1 Off-key
- 5 \_\_\_ song (final performance)
- 9 In the distance
- 13 Dross
- 17 Ethel, in "Gypsy"
- 18 Staff officer
- 19 In arrears
- 20 After hard or silver
- 21 Field
- 22 Manitoba tribe
- 23 The Four \_\_\_ ('50s group)
- 24 Diabolical
- 25 Scone's kin
- 27 Bell the cat
- 29 Principles
- 31 Towel word
- 32 Slender
- 33 Make corrections
- 34 \_\_\_ guitar
- 37 Be prolific
- 38 Of the utmost urgency
- 42 Saline drop

- 43 Ginger's "Top Hat" costar
- 44 Unfilled
- 45 "Meet John \_\_\_"
- 46 Overhead trains
- 47 Take a tumble
- 48 Home run, informally
- 49 Casino draw
- 50 Makes happy
- 52 Soapbox
- 53 Hammer parts
- 54 Cobb's clobberer
- 55 Nibble on forage
- 56 By means of
- 57 Like many negligees
- 60 Put one's finger on
- 61 Billy Pilgrim's Tralfamadore companion
- 65 Animal hide
- 66 Dill swill
- 67 Velocity
- 68 Cartoon Chihuahua
- 69 Novelist Levin
- 70 Single
- 71 Links cry
- 72 Full \_\_\_ (maximum)
- 73 Urban abode
- 75 Sigher's word
- 76 Ph.D. tests
- 77 Hawaiian goose
- 78 Limo passengers' destination
- 79 "\_\_\_ Verum Corpus"
- 80 Leave high and dry
- 83 Legal equal
- 84 Biased
- 88 Roberts of "Star 80"
- 89 Cleveland's waterfront
- 91 Pagan god
- 93 Vetch
- 94 \_\_\_ up (contained)
- 95 Gather no moss?
- 96 First name of NASCAR fame
- 97 Spicy stew
- 98 Danson and Turner
- 99 Looks at

- 100 Yemen seaport
- 101 Require

#### DOWN

- 1 College gp.
- 2 Erudition
- 3 Really confused
- 4 Pedagogue
- 5 "Uncle Tungsten" author
- 6 Wild bird's perch
- 7 Lemon refresher
- 8 Taunted
- 9 False \_\_\_
- 10 Helen's launched 1,000 ships
- 11 Had a meal
- 12 Medical position
- 13 Cavity causes
- 14 Volcano effluvia
- 15 Bittersweet covering
- 16 Some tooth-pastes
- 26 Be miserable
- 28 Goal
- 30 LP
- 32 Permeate
- 33 Remove a
- mistake
- 34 Part of a procedure
- 35 Recount
- 36 Nonchalance
- 37 Baseball Hall of Famer Speaker
- 38 Dinner dish
- 39 Unemployed
- 40 Time of short shadows
- 41 Secures
- 43 Guitar bar
- 44 Bonfire
- 47 Nicholas or Alexander
- 48 Make steady
- 49 Theater unit
- 51 Help a hood
- 52 Everglades wader
- 53 Source of pitch
- 55 Glimmer
- 56 Show of hands, e.g.
- 57 Rotisserie part
- 58 "\_\_\_ goes nothing!"
- 59 Dash
- 60 Liable (to)
- 61 God of war
- 62 Diva's solo
- 63 "Old Curiosity Shop" heroine
- 64 "Indy 4" creepy-crawlies
- 66 Popular party guests
- 67 Stray
- 70 Response from the flock
- 71 Sunshine State
- 72 "\_\_\_ Makes, The World Takes"
- 74 Passes a law
- 75 "Come as You "
- 76 Female reproductive cells
- 78 Skins
- 79 Actress Karen
- 80 Equinox mo.
- 81 Renewable resource
- 82 Fruity detritus
- 83 Heap
- 84 Shoe part
- 85 Narrative
- 86 Perry's creator
- 87 Like a useless battery
- 90 Caviar base
- 92 Willy, to Biff and Happy

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## Jamieson receives Women in Mining Canada award

BY COMMUNICATIONS STAFF

Heather Jamieson, a professor and researcher in the Department of Geological Sciences and Geological Engineering, has been named the 2019 Rick Hutson Mentorship Award winner from Women in Mining Canada (WIMC).

This award is being presented to Dr. Jamieson in recognition of the role she has played in mentoring, supporting and guiding young women in their studies and in taking their first steps, and then beyond that, in helping them to manoeuvre in the early days of their mining careers.

An outpouring of letters of support from Dr. Jamieson's students, both past and present, solidified her candidacy for this award and speaks to the impact that she has had on these women and countless others in their careers.

A critical part of Dr. Jamieson's career has been sharing her enthu-



**A professor and researcher in the Department of Geological Sciences and Geological Engineering, Heather Jamieson is this year's recipient of the Rick Hutson Mentorship Award from Women in Mining Canada (WIMC).**

siasm for environmental geochemistry with students, introducing them to fieldwork at mine sites, and exposing them to the complex issues affecting communities in the Canadian North.

"During the first summer that I worked as a geological field assistant (at age 17), I met two female geologists who were truly inspirational pioneers. I was also taught at Queen's by Dr. Mabel Corlett,

one of the first tenured women professors of geology in Canada," Dr. Jamieson says. "It was pretty unusual for women to be in the field of geology and mining in the 1970s, and there was some resistance to sending women to remote mines or field camps. Over the years things have improved but there are still challenges. I have supervised more than 50 graduate students, about half of them women, and I have been delighted to watch them progress in their careers since leaving Queen's."

Women in Mining Canada identifies the three pillars of its organization as: "Educate, Empower and Elevate." Dr. Jamieson has certainly been a model for these pillars. She believes that teaching and supervising includes respect for a good work-life balance, and translates this to all of her students.

Of the more than 50 graduate students that Dr. Jamieson has supervised, all have found professional employment shortly af-

ter graduation with mining companies, environmental consultants, or as government regulators.

It is also worth noting that the Department of Geological Sciences and Geological Engineering consists of 50 per cent female faculty members, one of the highest of any geological program in Canada. This ratio is similar for undergraduate and graduate students in the department, as well. Dr. Jamieson has played a significant role in achieving this ratio, and has been a strong mentor and influence on young women entering the mining industry for decades.

This award was presented to Dr. Jamieson during the Prospectors and Developers Association of Canada (PDAC) annual convention. Women in Mining Canada hosted an event at the convention on March 5 to celebrate all of their Trailblazer Award Winners, at the Metro Toronto Convention Centre.

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## books

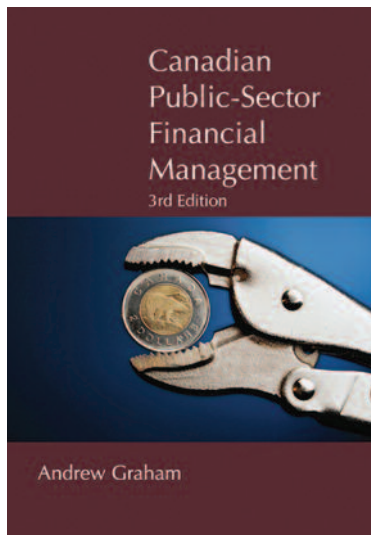
### Canadian Public-Sector Financial Management

By Andrew Graham (School of Policy Studies)

Very little happens in government without money. The real impact of policy pronouncements is only understood when the resources to implement them are known, secured, and spent. *Canadian Public-Sector Financial Management* is for the student and practitioner of public administration, not the finance specialist.

Andrew Graham focuses on understanding the public-sector financial environment and the accounting framework.

He moves then to the core elements of the financial management process itself (securing funds or the budget process), managing the spending of those funds (control and in-year budget management and reporting), and evaluating how the funds were spent (internal reporting, external reporting, audit, and oversight).



This third edition updates the accounting framework, places a stronger emphasis on risk management skills throughout the cycle, particularly in in-year budget control, and updates external reporting as governments look for different and more useful ways to report their financial and program results.

## for the record

### ADVISORY COMMITTEE Dean, Faculty of Education

Dr. Rebecca Luce-Kapler's term as Dean of the Faculty of Education ends on June 30, 2020, and Dr. Luce-Kapler has indicated that she would be pleased to consider a second term as dean. In accordance with the procedures established by Senate, an advisory committee chaired by Interim Provost and Vice-Principal (Academic) Tom Harris will be established to advise the principal on the present state and future prospects of the faculty, and on the dean's renewal.

### Future Prospects of the Faculty and Advisory Committee Membership

Members of the university community are invited to submit letters with commentary on the present state and future prospects of the faculty, and to suggest individuals who might serve on the advisory committee. Respondents are asked to indicate whether they wish to have their letters shown, in confidence, to the members of the advisory committee. More information on the Faculty of Education is available on the faculty website and in the Dean's Review report published in 2018.

Letters and advisory committee member suggestions should be submitted to Tom Harris, Interim Provost and Vice-Principal (Academic), via provost@queensu.ca, by Wednesday, March 27, 2019.

Belyea brings extensive leadership and administrative experience with not-for-profit organizations, and as a successful small business owner, to this important role. She founded and ran Fireworks Glass Studio locally for 17 years, developing planning, finance and management skills. She is also co-founder of Loving Spoonful and served as its first executive director. She worked with a board of directors, staff, volunteers, donors and community advisors to grow Loving Spoonful into a sustainable charitable organization that works to meet the needs of food insecure populations in Kingston.

Belyea enrolled at Queen's as a mature student and completed a PhD in the School of Kinesiology and Health Studies in 2018. Her dissertation focused on food provisioning in Canada and Cuba, and she brings to the directorship a global perspective – also acquired through more than 20 years of welcoming international students into her home.

Belyea has taught and supervised undergraduate students for the past five years, and is finishing up a post-doctoral fellowship. During her studies, she spent many hours writing at the Ban Righ Centre, and knows firsthand what a special community and space it is for Queen's, and the positive impact it has on the lives and academic success of mature women students.

### 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 individual 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.

## 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.

### APPOINTMENT

**Susan Belyea – Director, Ban Righ Centre**

The Division of Student Affairs and the Board of the Ban Righ Foundation welcome Susan Belyea as the new director of the Ban Righ Centre.

Belyea succeeds Carole Morrison, who has moved to the position of associate director, operations and business development in Career Services.

## human resources

### Successful Candidates

**Job Title:** Administrative Coordinator  
**Department:** University Relations  
**Competition:** J1118-1126  
**Successful Candidate:** Christine Wash (Smith School of Business)

**Job Title:** Registered Practical Nurse  
**Department:** Family Medicine  
**Competition:** J0119-0635  
**Successful Candidate:** Nicole McNeill

**Job Title:** Communications and Events Coordinator  
**Department:** Faculty of Health Science - Southeastern Ontario Aca-

demic Medical Organization Office (SEAMO)

**Competition:** J1018-0466  
**Successful Candidate:** Hollie Knapp-Fisher

**Job Title:** Program Manager, Master of Management Analytics  
**Department:** Master of Management Analytics - Smith School of Business

**Competition:** J0119-0554  
**Successful Candidate:** Emily Vanderheyden

**Job Title:** Office Assistant  
**Department:** Postgraduate Medical Education

**Competition:** J1218-0839  
**Successful Candidate:** Amanda Vil-

leneuve (Family Medicine)

**Job Title:** Program Manager, Global MMA

**Department:** Global Master of Management Analytics - Smith School of Business

**Competition:** J1218-0066  
**Successful Candidate:** Noemie Halle-Ducasse (PGPS Admin - Smith School of Business)

**Job Title:** Program Assistant, Commerce Program

**Department:** Commerce - Smith School of Business

**Competition:** J0119-0802  
**Successful Candidate:** Brittany Howard

**Job Title:** Business Support Representative

**Department:** Human Resources

**Competition:** J1118-0275

**Successful Candidate:** Peter Phillips

### PUZZLE SOLUTIONS

FLAT	SWAN	AFAR	SLAG
ROSE	AIDE	LATE	WARE
AREA	CREE	ACES	EVIL
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NENE	PROM	AVE	
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