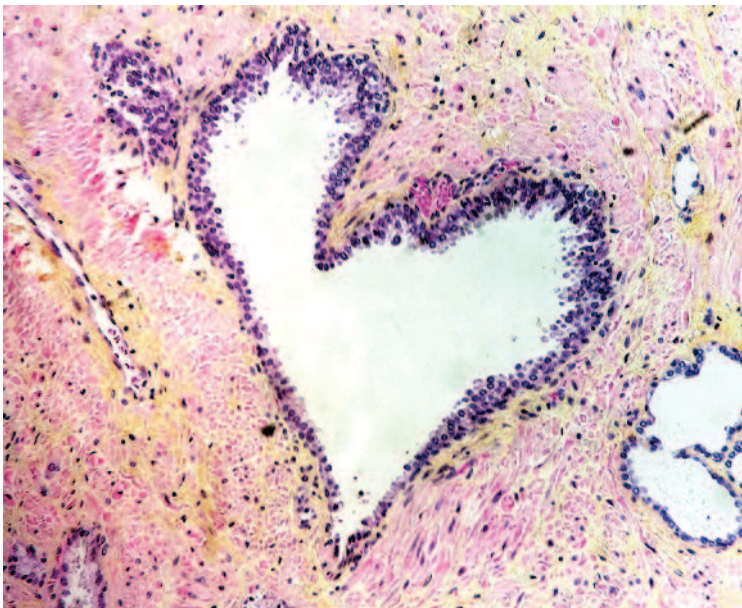


BEAUTY AND CREATIVITY



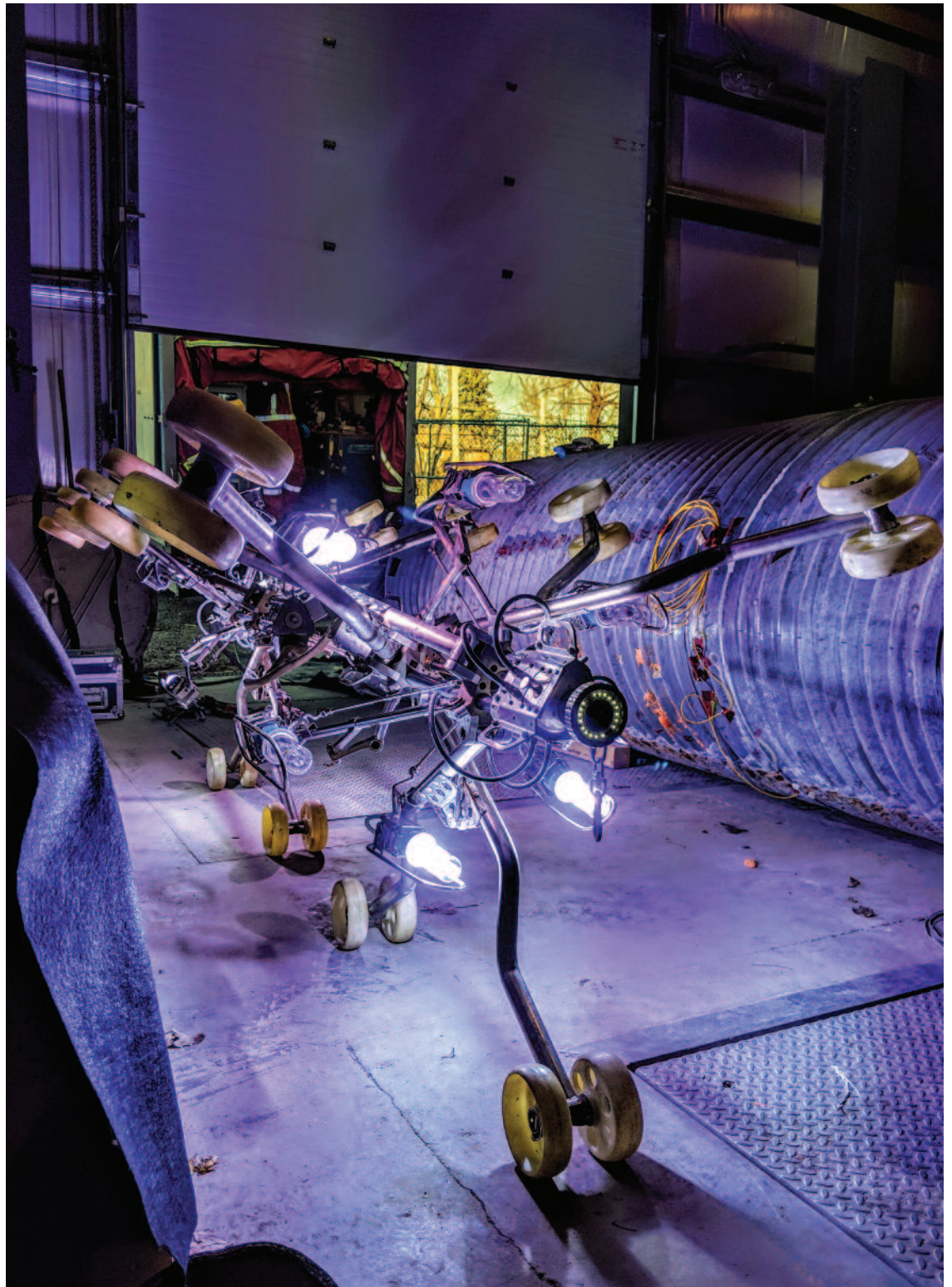
Invisible Discoveries: *Love under the Microscope* - Dalila Villalobos, Postgraduate Medical Education, Anatomical Pathology (MD, Resident), Kingston Health Sciences Centre.

As pathologists in training, we are constantly reminded that both human cellular responses and the most deadly medical conditions can be unexpectedly beautiful under the microscope. We are trained to be detail oriented and to understand disease in all its forms because abnormalities will only present to the eye that knows what to look for. This photo captures a normal prostatic gland with its characteristic double layer and irregular branching. The moment we diagnose a benign condition in a patient that is anxiously awaiting for results is always rewarding. But, if, on top of that, we see heart-shape glands, it is inspiration.



Art in Action: *Keep Cool Boy - The Jets Aloft in West Side Story* - Tim Fort, Faculty, Dan School of Drama and Music, Weston Playhouse, Weston Vermont.

In a rare moment, before a Franz Kline inspired setting, the Jets achieve a perfectly synchronized lift-off in this production of *West Side Story* mounted in celebration of Leonard Bernstein's 100th birthday. After 46 seasons at the Weston Playhouse in Vermont, this production also represented my 60th (and final) happy entanglement directing mostly musical theatre works on the playhouse's historical stage. Twenty-seven performers – from newly-minted conservatory graduates to Broadway veterans – enabled this epic work to fly.



125th Anniversary Prize – Faculty of Engineering and Applied Science: *A New Light* - Robert Cichocki PhD student, Civil Engineering, GeoEngineering Lab.

Tired of seeing roads being dug up to replace aging pipe infrastructure? Civil engineering research at Queen's is bringing a new light to innovative, no-dig rehabilitation techniques. In this image, a UV light train is being prepared to help rehabilitate the adjacent corrugated steel pipe. The inside of the pipe has been lined with a fabric fiberglass tube embedded with UV cure resin. When the light train passes through the tube, the UV cures the resin solid and transforms the fabric tube into a solid liner. The new liner and pipe will further undergo buried experiments that will bring new insight into the structural behaviour of these systems.

The 2019 Art of Research contest attracted a record number of submissions from across the Queen's community and from all of the faculties within the university. Participants provided a personal, inside glimpse of some of the amazing research that is being conducted at Queen's and a panel of judges selected a total of eight winners. Article and more winners on Page 3.

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QUEEN'S UNIVERSITY VICE-PRINCIPAL (UNIVERSITY RELATIONS)

Michael Fraser

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UNIVERSITY COMMUNICATIONS

Principal and Vice-Chancellor Daniel Woolf and Dean of Health Sciences Richard Reznick sign a formal letter of apology on behalf of Queen's University for injustices enacted upon its Black medical students, alumni, and prospective applicants, during the Senate meeting on Tuesday, April 16.

Queen's moves to right historic wrong

Principal Daniel Woolf and Dean Richard Reznick formally apologize for 1918 ban of Black medical students

BY COMMUNICATIONS STAFF

A century after banning admission of Black students to its medical school, Queen's University has extended a formal letter of apology acknowledging the institution's past racist actions and repeated failures to hold itself accountable. In an official ceremony, Principal and Vice-Chancellor Daniel Woolf and Dean of Health Sciences Richard Reznick signed the letter and expressed profound regret on behalf of the institution for injustices enacted upon its Black medical students, alumni, and prospective applicants.

"We are resolved to confront our past actions, and to more fully understand the meaning of the university's historical racism, including a commitment to identify its causes and consequences to the best of our ability," reads the formal apology issued by Principal Woolf and Dean Reznick. "In reckoning with our institutional history, we are committed to acknowledging our failures and to learning from our mistakes. It is our sincere desire to confront this past, learn from it, and never again repeat it."

In 1918, the Senate of Queen's University voted to support a motion prohibiting students of African descent from attending its medical school, at the request of



Present at the signing ceremony was Daniel Bartholomew, right, son of Ethelbert Bartholomew – an upper-year student whose medical career was abruptly ended by the policy in 1918.

the Faculty of Medicine – a ban that went enforced until 1965. According to recent research by Queen's PhD candidate, Edward Thomas, the ban was put in place to demonstrate alignment with discriminatory policies favoured at the time by the American Medical Association, the organization that ranked medical schools in North America.

Even after 1965, archival evidence suggests the historical facts of the ban were misrepresented by the university when confronted

with the issue in 1978, 1986, and 1988. In 2018, once Mr. Thomas presented his research findings to the current Queen's Senate and brought to light the motion's continued existence, the university formally rescinded the resolution that enabled the ban.

"As an institution, we can never undo the harm that we caused to generations of Black students, and we have to accept that our actions contributed to the inequities in the medical profession that still exist today," wrote Dr. Reznick in a blog post published in advance of the ceremony. "I hope, though, that our actions will continue to move the School of Medicine in the direction of greater inclusivity, diversity, and equity."

The public apology marked the first in a series of necessary steps identified by a commission of Queen's faculty, students, and staff formed by Dean Reznick to address this historic injustice. Family members of individuals affected by the ban will receive personal letters of apology, and the School of Medicine will soon house an exhibit addressing the ban and its impacts. Course curricula will place greater focus on diversity, equity, and inclusivity, and a symposium examining the past, present, and future of the Black medical student experience is being organized for Winter 2020.

The School of Medicine established a mentorship program in March 2019, through which Black faculty members have volunteered to serve as mentors to Black medical students enrolled at Queen's as they progress through clerkship, residency, and into the medical profession. The school has also created an admissions award for Black Canadian students entering into the first year of undergraduate medical education. Recipients will be awarded up to \$10,000, based on academic achievement and demonstrated financial need.

"The Faculty of Health Sciences has shown great leadership in righting this historical wrong, and I look forward to seeing the implementation of its new programs to support Black student success and diversity in the medical profession," says Stephanie Simpson, Queen's Associate Vice-Principal (Human Rights, Equity, and Inclusion). "We owe much to the staff, faculty, students, and alumni who work tirelessly to ensure that this campus is a place where everyone feels welcomed, valued and respected, and able to participate without discrimination."

For more detail on this matter and on the university's future steps, read Dean Reznick's blog post in full (healthsci.queensu.ca/blog).



Queen's UNIVERSITY



Out in the Field: First Emergence – Ivana Schoepf, Post-Doctoral Fellow, Biology, Queen's University Biological Station (QUBS).

My research focuses on the effects that avian malarial parasites have on female reproductive success and offspring quality. To assess how malarial infection affects mothers and their offspring, I spent the spring and summer in the field at QUBS catching female, adult red-winged blackbirds and treated them with either an antimalarial medication or a control solution. Female reproductive success was determined by looking at a variety of parameters, including incubation behaviour, which was measured using I-buttons (as seen in the photo). If experimental reduction of infection leads to higher reproductive success in females, I expected to find medicated females to be able to spend more time incubating their eggs. Our preliminary analysis shows that this was indeed the case.



Best Description: Lights, Camera, Action: Wolfie's Story – Marian Luctkar-Flude, Faculty, School of Nursing, Glaxo Wellcome Clinical Education Centre.

This photo depicts the filming of a virtual simulation game about an older gay man grieving the loss of his partner of over 30 years. The game is part of the 'Make it Better for All' Developing and Evaluating Sexual Orientation and Gender Identity Nursing Virtual Simulation Games project, led by Dr. Marian Luctkar-Flude, an assistant professor in the School of Nursing. This innovative CIHR-funded research project aims to develop and evaluate a series of virtual simulation games to provide education for nurses and nursing students on Sexual Orientation and Gender Identity (SOGI). Four full games and four mini-games will be hosted on the SOGI-Nursing website along with other resources to promote cultural humility in nursing interactions with LGBTQI2S persons. Developing the games is an artistic expression of research evidence and best practice guidelines, and a unique collaboration between nurse researchers and LGBTQI2S persons. The research project will evaluate the pedagogical value of using virtual simulation games to educate nurses and nursing students.

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Capturing Queen's research

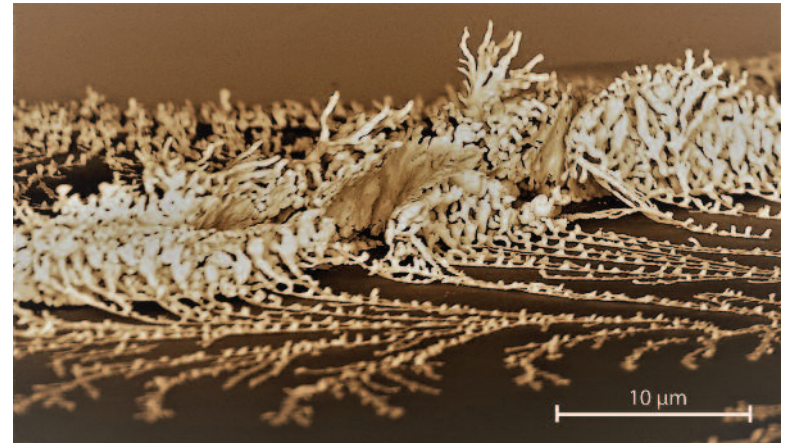
BY COMMUNICATIONS STAFF

It was a record-breaking year for the Art of Research photo contest. The 2019 contest received more than 100 submissions from Queen's faculty, staff, students, and alumni, who took up the challenge of capturing their research programs in engaging and thought-provoking ways.

Hosted by the Office of the Vice-Principal (University Relations), the Art of Research is an annual competition that provides a unique and accessible method of sharing and celebrating the ground-breaking research happening at Queen's. With submissions this year representing each faculty, the contest showcases the beauty and creativity of research across all disciplines.

"The Art of Research is central to our efforts to raise awareness of the breadth and depth of critical research happening at Queen's," says Michael Fraser, Vice-Principal (University Relations). "The success of this year's competition is a testament to the permeation of this campaign, and we are delighted to be able to share the results with the campus community, and beyond."

Prizes were awarded to the top submission in six categories: Community Collaborations; Invisible Discoveries; Out in the Field; Art in Action; Best Description; and People's Choice. A panel of judges selected the winners and an online poll (1,100 votes) of the Queen's community determined the Peo-



People's Choice: Nano-dendrite Collision – Hannah Dies, MD/PhD student, Chemical Engineering, Dupuis Hall.

This scanning electron microscopy image depicts branched gold nanostructures ("nano-dendrites") growing from planar microelectrode tips and crashing halfway, buckling upwards to create a third dimension of nano-features. The structures assemble from gold nanoparticles under the influence of an applied electric field, similar to how iron filings assemble under the influence of a magnetic field. The gold nanoparticle building blocks are 50nm in diameter – about 5000 times smaller than a human hair. The branched network formed by these nanostructures promotes incredible sensitivity for small molecule detection by means of Raman spectroscopy. At the QuSENS laboratory, and with the startup company Spectra Plasmonics Inc., we use these nanostructures to detect illicit drugs, pesticides and explosives at ultralow and societally relevant concentrations.

ple's Choice winner.

The 2019 contest also celebrated the significant anniversaries of two Queen's faculties: the 125th anniversary of the Faculty of Engineering and Applied Science and the 50th anniversary of the Faculty of Education.

Part of the university's integrated research promotion campaign, the Art of Research is showcased across a variety of research initiatives, including campus beautification displays, re-

search collateral and other materials. Past winners of the contest are featured in a travelling pop-up photo exhibit, which has travelled to more than 25 locations and events since September 2018, including the Canadian Science Policy Conference and alumni events.

For more information on the contest, and to view past winners, please visit the website or contact researchcommunications@queensu.ca.



50th Anniversary Prize – Faculty of Education: Learning to Live (Not Walking in Line) - Theodore Christou, Faculty, Faculty of Education, Thessaloniki, Greece.

The history of research and scholarship in education is a record of our efforts to make sense of the world. How ought we to live? What should we learn, embrace and resist? From antiquity to anarchism, or, from Aristotle to Pink Floyd, we have known that we should never confuse schooling with education. Schools, whether they are traditional, progressive, colonial or transgressive, have all been instruments of oppression as well as resistance.



Community Collaborations: Women in Mathematics - Stefanie Knebel, PhD student, Mathematics and Statistics, Jeffrey Hall.

Mathematical thinking is about finding patterns and structure. As a woman in the mathematics PhD program, I hope to inspire young women to follow their passion and find beauty in mathematics. At Queen's we offer the MathQuest camp for high school girls. As captured in the photo, I am brainstorming ways to teach game theory and linear algebra. This is also a part of my research with Dr. Peter Taylor, where we work with teachers across Ontario looking for innovative ways to incorporate mathematical thinking in education. We hope to change the math curriculum by making it a more engaging, positive and memorable experience.

An 'innovative and collaborative' educator

Heather Murray (Emergency Medicine) is the winner of the 2019 Chancellor A. Charles Baillie Teaching Award

BY COMMUNICATIONS STAFF

Throughout her career at Queen's University Heather Murray, an associate professor in the Department of Emergency Medicine, has won a number of teaching awards.

Described by her colleagues as a "passionate, dedicated, innovative and collaborative," educator it is perhaps no surprise that Dr. Murray is this year's recipient of the Chancellor A. Charles Baillie Teaching Award, which recognizes undergraduate, graduate or professional teaching that has had an outstanding influence on the quality of student learning at Queen's.

While Dr. Murray is honoured to receive the award, she is quick to highlight that many fellow faculty and staff members have contributed to her teaching achievements.

"I'm thrilled to be included in the list of stellar educators at Queen's who have been recognized with this award – it's a huge honour," Dr. Murray says. "At the same time, I recognize that it takes the collective work of a team to deliver excellent teaching. I'm able to create high quality learning events because of a large amount of background effort from both the Department of Emergency Medicine and the Undergraduate School of Medicine. The environment in my department and at the



Heather Murray (Emergency Medicine) is the winner of the 2019 Chancellor A. Charles Baillie Teaching Award.

medical school encourages innovation and excellence. I'm fortunate to work here. It is clear that the learning experience of students is paramount."

As a faculty member, Dr. Murray has been heavily engaged in teaching, curriculum development and leadership within the Undergraduate Medical Education program at the School of Medicine and has played a significant role in almost every aspect of the curriculum.

This hasn't gone unnoticed.

"The adjudication committee was particularly impressed with the energy and imagination Dr.

Murray brings to educational innovations and her fearless and relentless approach to improving student learning through educational change," says Jill Scott, Vice-Provost (Teaching and Learning). "Dr. Murray is an exemplar for scholarly approaches to educational leadership with her tireless efforts to include clinical reasoning into the medical school curriculum."

In winning the award several achievements were highlighted.

The first was the development, implementation and evaluation of a new curriculum enhancing the medical student learning of evidence-based medicine (EBM) and critical appraisal of scientific literature. The curriculum has had a lasting impact on student confidence and ability to interpret and apply emerging medical science long after they have graduated from Queen's.

For this work, Dr. Murray was recognized with the inaugural Principal's Education Award for Curriculum Development.

With the support of a number of Emergency Medicine colleagues Dr. Murray also created a series of Diagnostic Reasoning teaching sessions embedded in the second-year Clinical Skills course. Beyond the lessons, this intervention displayed a vision to realign the clinical skills teaching activities of physicians with educational encounters that are authentic to

their clinical practice experience, enhancing the impact of the experience for both student and faculty.

She also designed a new course in the second year of Medical School (Case of the Month) which uses patient illness stories to not only teach fundamental clinical knowledge, but also incorporate complex elements such as legal issues, professionalism, and complex communication.

Dr. Murray says that she works hard to ensure her students understand what she is teaching and, when complete, they will have an appreciation of how these challenging concepts apply to the practice of medicine on a practical level.

"The volume of information medical students receive and are expected to understand is daunting; creating relevance by drawing a line between content and the real world applications is really important," she says. "I strive to make my learning events engaging. Although I love adding humour whenever possible, more often engagement means adding patient perspectives to the content. At the end of the day, I want my students to become excellent physicians incorporating the best possible evidence while sharing care decisions with their patients. Everything I do works towards that goal."

Chancellor A. Charles Baillie Teaching Award recipients:

- 2018 Erik Knutsen, Faculty of Law
- 2017 Catherine Donnelly, School of Rehabilitation Therapy
- 2016 Jill Atkinson, Department of Psychology
- 2015 James Fraser, Physics, Physics Engineering and Astronomy
- 2014 Stephen Lougheed, Biology
- 2013 Anne Godlewska, Geography
- 2012 Lindsay Davidson, Surgery
- 2011 Brian Frank, Electrical and Computer Engineering
- 2010 Mark Weisberg, Law
- 2009 Richard Ascough, Theology/Religious Studies
- 2008 Bill Newstead, Chemistry
- 2007 Ron Easteal, Anatomy and Cell Biology
- 2006 John Smol, Biology

Dr. Murray will be recognized during Spring Convocation and will be the featured speaker at the annual teaching awards ceremony in January 2020.

More information about the Chancellor A. Charles Baillie Teaching Award, including eligibility requirements, is available on the Centre for Teaching and Learning website (queensu.ca/ctl/).

The future of teaching and learning

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

Heads of more than 20 post-secondary institutions from across the province gathered at Queen's University the first week of April to discuss shared values, student skills, and learning outcomes at the 307th meeting of the Council of Ontario Universities (COU).

The council, chaired by Queen's Principal and Vice-Chancellor Daniel Woolf, provides a forum for Ontario's universities to collaborate and advocate in support of their mission to enhance the prosperity of students and their communities.

"It's a pleasure to host my COU colleagues here at Queen's University, especially for my last meeting as Chair of Council," says Principal Woolf, who is leaving the role after a two-year term.

"During my tenure, I have enjoyed our many lively discussions about shared opportunities and challenges our sector has faced, and have witnessed the true value of this group as a forum for knowledge-sharing."

The major focus of the meeting was a presentation by Queen's Vice-Provost (Teaching and Learning), Jill Scott, entitled Student Skills and Learning Outcomes: Rethinking tools and assessments. During the talk, Dr. Scott discussed ongoing research into effective approaches to tracking and interpreting student learning outcomes being conducted by Queen's University's, in partnership with the Higher Education Quality Council of Ontario (HEQCO).

"The teaching and learning landscape is evolving rapidly, and learning outcomes is a big part of that," says Dr. Scott, who spoke

together with Brian Frank, Queen's Associate Dean (Teaching and Learning) and co-principal investigator for the research. "To remain successful in providing the most impactful and transformative learning experiences for our students, we must continually work toward a culture of valid and reliable assessment."

Teaching and learning outcomes are two of many areas of focus for the COU. Others include advancing research; internationalization; diversity, equity, and inclusion; economic opportunities and skills training; and more.

Principal Woolf completes his COU Chairpersonship in advance of stepping down as head of Queen's University in June 2019. COU colleague and current president of McMaster University, Patrick Deane, will then take over as Queen's University's next Principal and Vice-Chancellor.

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A sweet delivery for students

BY ANDREW CARROLL,
GAZETTE EDITOR

It's a cold and dreary Sunday afternoon and Principal Daniel Woolf and Julie Gordon-Woolf are methodically making their way through the various libraries at Queen's University on a mission of support.

Each time the duo steps into a room, their hands filled with bags of cookies, there is a buzz amongst the many students who are studying for final exams - it's time for a sweet treat.

In what has become a highly-anticipated tradition for Queen's students, for the ninth year in a row Principal Woolf and his wife spent the day handing out 1,800 cookies - a record number as the couple mark the final 'Cookie Drop' before Principal Woolf completes his second five-year term.

A small, delicious token perhaps, but the reactions of many students show that the snack and words of support are appreciated.

"Having been a Queen's student myself, I know final exams can be a stressful time," Principal Woolf says. "Nine years ago Julie and I decided to provide students at Queen's libraries with a sweet snack and maybe provide that little bit of momentum as they near the end of the academic year."

The cookies were sponsored by the Principal's Office, and the Queen's Student Alumni Association helped bag all 1,800.

"I want to thank everyone who has helped Julie and me over the years," Principal Woolf says. "We have enjoyed seeing all the smiles and the many conversations amongst the bookshelves at Queen's libraries."



For a ninth consecutive year, Principal and Vice-Chancellor Daniel Woolf and Julie Gordon-Woolf handed out cookies to students studying for final exams at Queen's University Libraries, on Sunday, April 14. This year, the duo handed out 1,800 cookies, the last of which went to Sydney Flatt in Stauffer Library, bottom right.



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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

I have no time...

BY ADRIAN BARANCHUK,
PROFESSOR, DIVISION OF
CARDIOLOGY

"A man who dares to waste one hour of time has not discovered the value of life." ~ Charles Darwin, The Life & Letters of Charles Darwin

"I have no time."

I have heard this sentence on several occasions.

I have heard this from my co-workers, staff, fellows, residents, nurses, and managers. I have heard this from friends – who used to spend long hours chatting, laughing and playing music – but now, they have no time.

I have heard this from close family members who have exclaimed, "I have no time."

Finally, I have heard this sentence – the same four words – said by myself. It has become part of the dialectic armamentarium that I use upon invitations – "I have no time."

Time has become a valuable commodity.

As academicians, our job descriptions specify the "time" allocated to different roles: (i) "time" for clinical work, (ii) "time" for teaching, (iii) "time" for research. We call the latter "protected time." The notion that our time is "protected" is comforting. We are protected. Our "time" is protected.

The structure of our life is built around time; it accepts different metrics, depending the cultural background, the level of education, and the earnings and savings.

It is "time" for you to move to

your own house.

It is "time" for you to further your career.

It is "time" for you to get married and start a family.

It is "time" for you to retire.

Although time can provide structure and discipline, it has become a regulator of our abilities to do something during our life.

Inadvertently, or not, we also use time to structure the life of others, such as family members, employees, or trainees. The ability to guide – or manipulate – someone by regulating the time they spend under one's supervision is more powerful than any other form of intervention, such as encouragement, motivation, salary, or recognition. Nothing compares to the impact that "time" regulation has over our actions, either voluntary or mandatory.

In that sense, we self-allocate "time" to activities that we perceive as meaningful or enjoyable, such as going to the gym, conversing with partners, reading a book, et cetera. Violating this principle is a trigger for anxiety and frustration. The feeling of guilt that we experience when doing something that we perceive is in place of another timely activity – despite being part of human emotions – is a source of discontent.

There is not a generalized approach to using "time" wisely – it is individualized. We go through life, with more or less success, defying our own chronometer to do some of the things that we have dreamt, and we allocate the "time" that we speculate we have

to reach those goals.

Few years ago, I found myself overwhelmed with work. My mentor called from the other side of the Atlantic and I responded without much enthusiasm. The wise man of only 83 years of age recognized my exhaustion and told me, "You sound too busy... you are doing too many things at the same time...you should slow down." Rather than taking the advice with sincerity and consider reducing my workload, it agitated me. I replied, "What do you want me to do? I have no time."

I said "I have no time" to my 83-year-old mentor who has, from a statistical point of view, much less time than me to accomplish his dreams.

There was a period of silence on the phone line. Some say that more than 23 seconds of silence between two individuals is the most tolerable duration before one of the two individuals breaks the moment with a comment; after about 10 to 12 seconds, I said "are you there?" He replied, "I was wondering whether you have time to think?" I have not forgotten this phrase since it was spoken many years ago.

When did I lose my capacity for contemplation? When did I sacrifice my ability to enjoy doing nothing? The "dolce far niente" ("sweet doing nothing") that the Italians have immortalized. Albert Einstein said, "Time is an illusion." Does the perceived lack of time represent the absence of illusions? How do we regain, in this world of immediacies, the ambition of living in a world of

illusions? How relevant, for the creative process of enjoying your life (and be productive) is to have illusions?

While Mahatma Gandhi taught us that "there is more to life than simply increasing its speed;" Benjamin Franklin has counteroffered that "lost time is never found again."

If we live in this world with a constant perception of not having "time," how are we going to construct memories that at some point may be our only companion in life? Are we losing the ability to contemplate? Does this affect our ability to relate to our patients if we have no time to connect with them?

One of my other mentors – after consultation with a patient in the hospital ward – once asked me what book the patient was reading. "I have no clue" was my immediate answer, all the while skeptical about how this would relate to patient care. I did not understand at the time that our ability to contemplate and have holistic views will aid us as physicians to relate to the patient, which is a skill that is of immense value.

Where do ideas come from? How do we connect an idea with the creative process and the systematic work flow to move it into action? How does an idea move forward into realization?

Apparently, "time" is the key that regulates this process. Time is the precious commodity that we all want to attain – despite where we live and work, and how our family is structured – and we are all "offered" the same

total amount every day.

So far, we have not been able to create "time." We have not succeeded in having 25 hours in a day. We have to resolve the enigma of how to distribute our efforts and energy throughout the same amount of minutes and seconds in a day. A strict 24 hours per day.

I would like to teach my students to use their time wisely so as to enjoy their life and balance their ambitions. I want my students to be happy, and help them evolve not only as great scientists but also happy and content individuals. I want my students to have time to contemplate and think freely as such that time is not a factor that regulates their decisions.

I only wrote this piece because I had convinced myself that I had no time before.

I propose to the readers to exercise the search of finding time for what they really want to do with their lives. Perhaps allowing a few minutes a day to do what they did not find "time" to do lately.

Because the "time" that we think we do not have, is out there. It is a matter of learning how to grasp it and to make it ours.

It is time to do it.

Acknowledgements

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letter to the editor

Queen's has a history of helping scholars at risk

Dear Editor,

While noting that Queen's University is the newest member of the Scholars at Risk (SAR) program (*Gazette*, Feb. 12), we should not forget that Queen's already has a good record in this respect. Queen's was among universities world-wide that rescued scholars from Europe in the 1930s.

Notable among these was DNA biochemist Gerhard Schmidt, whose biography written by a

U.S. colleague is available in our library (Stollar D 2014. *Out of Nazi Germany in time, a gift to American Science*. American Philosophical Society, Philadelphia).

Prior to the establishment of a Biochemistry Department at Queen's, Schmidt joined the Chemistry Department. One delightful story relates to an invitation by a faculty wife to visit their family cottage on Garden Island. So one day Schmidt went down to

the changing room near the lion statue at the MacDonald Park waterfront. After a long swim he arrived dripping at the cottage door. It so happened that there was a party in progress, so they quickly found some clothes for him. At the end of the party they persuaded him to take the ferry rather than swim back in the dark!

It was in the 1930s that Queen's decided to establish a biochemistry department. The role of DNA

in heredity did not become apparent until the 1940s and at that time metabolism was a hot topic. The headship went to a biochemist with expertise in that area and Schmidt eventually found a post at Columbia University in New York, where he continued his studies with great distinction. I first came across his DNA work in the 1960s in the UK. My first scientific paper (1967) was based on my adaptation of his DNA assay to

small samples of human blood lymphocytes. Who knows? Perhaps had Schmidt remained, Queen's might have become a pioneering centre for DNA studies. Watson and Crick might have been pipped at the post by Canadian competitors!

Donald Forsdyke,
Emeritus Professor, Department of Biomedical and Molecular Sciences, Queen's University

Queen's in the news

Highlights of Queen's experts in the media from April 5-17

NEWSPAPERS

Naomi Alboim

(School of Policy Studies) says in the Washington Post that asylum seekers are becoming a wedge issue in Canada.



Paula James (School of Medicine, Pathology and Molecular Medicine, Pediatrics) wrote for The Conversation about outreach and education focused on hemophilia on World Hemophilia Day. The piece was re-published by National Post.

Louis A. Delvoie (Centre for International and Defence Policy) wrote a column for the Kingston Whig-Standard saying President Donald Trump cuts a rather pathetic figure on the world scene.

Christopher Cotton (Economics) says in the Globe and Mail that allowing corporations and unions to spend large amounts of money funding third-party groups undermines efforts to reform political financing.

Lorraine Godden (Education) spoke to the Windsor Star about a Queen's research project about math learning for children.

Christian Leuprecht (Political Studies, School of Policy Studies)

spoke to the National Post about the RCMP's ability to conduct financial investigations, and to Global News about Canada's handling of terrorism issues.

Hossam Hassanein (School of Computing) says in the Kingston Whig-Standard that lots of the things that are developed in the computing world actually begin with students.

J. Curtis Nickel (School of Medicine, Urology) says in the New York Times that technological improvements are allowing researchers to get better at identifying organisms, such as fungi, and their role in disease and symptom processing.

Kathy Brock (Political Studies, School of Policy Studies) says in the Hamilton Spectator that she sees two dimensions of uniquely Canadian angles embedded within the SNC-Lavalin affair. The story also appeared in the Toronto Star.



ONLINE

Sharry Aiken (Law) wrote for The Conversation, saying refugees are the ones that will suffer most after a 30 per cent cut to legal aid.

Paula James

(School of Medicine, Pathology and Molecular Medicine, Pediatrics) says as a health care provider, one of her major concerns is women may be dismissing their heavy periods altogether, in an interview with globalnews.ca.



Theodore Christou (Education, History) wrote for The Conversation, saying it's no wonder the public appears to be so exhausted by the waves of political change that surge to power and sweep children, parents, teachers, administrators and the public along in their currents.

Mary Ann McColl (School of Medicine, Public Health Sciences, School of Rehabilitation Therapy) says in her piece for The Conversation – Should I say 'disabled person' or 'person with a disability'? – that the best advice is to listen to how people talk about their disability themselves, and take your cue from them. The op-ed also appeared in the National Post.

Christopher Deluca (Education) co-authored a piece for The Conversation about testing literacy that also appeared in National Post.

Kim Nossal (Political Studies,

School of Policy Studies) spoke to CBC Online and says Canada and the 13 other NATO members and four non-NATO members that contributed armed forces to oust Gaddafi are unlikely "to acknowledge responsibility for 'breaking' Libya."

Warren Mabee (Geography and Planning, School of Policy Studies) says that the people of Alberta really feel the pressure of a rapidly changing, volatile energy sector, in an interview with CBC Online.

Sarah Rotz (Geography and Planning) co-authored a piece for The Conversation about digital data and agriculture appeared in the National Post.



Ashley Waddington (Obstetrics and Gynaecology) says in the Huffington Post that April Fool's Day announcements are no joke to those mourning the loss of a stillborn baby.

Alexandra Liebich (Political Studies) discusses in her column for The Conversation the mixed emotions that come with the 100th anniversary celebrations of the creation or re-creation of Central and Eastern European countries.

TELEVISION

Lynda Colgan

(Education) was interviewed by CKWS/Global Kingston and says it's not possible to compare the Ontario math scores to other provincial results because each province has its own metric for assessing the students.



Anne Ellis (School of Medicine, Biomedical and Molecular Sciences, Division of Allergy and Immunology) spoke to CTV Network News about pollen levels and how they could affect people during allergy season.

MAGAZINES

Adrian Baranchuk (School of Medicine, Cardiology) spoke to TIME about the composition of red wine - which has been tied to various health benefits.

Bruce Pardy (Law) spoke to Law Times about the Law Society of Ontario's statement of principles.

Commerce student's clean idea a winner

Top prize at Paul and Tom Kinnear Business Plan Competition goes to Sawyer Wildgen

BY COMMUNICATIONS STAFF

A Smith School of Business Commerce student's idea to reinvent the car detailing business has won top prize at the Paul and Tom Kinnear Business Plan Competition.

Sawyer Wildgen (Com'19), the founder of Cleen Detailing, says the mobile car detailing company has netted a wide customer base, from car buffs to the "mom who wants all the Cheerios out of her vehicle."

Customers make an appointment online; then one of the com-

pany's car detailing experts shows up at their home or work to clean their vehicle.

"Our customers appreciate the simplicity – the ability to book online, our reasonable prices and friendly service," he says.

That service includes what the company calls "little big things" that are meant to delight customers. For example, the company's own branded essential-oil scent is placed in every car. Cleen postcards placed in the vehicle tell the story of the company and allow customers to learn more about the student who cleaned

their vehicle.

A Cleen Detailing bag is also left behind, filled with stray objects found during the clean. (Loose change is left in another bag.)

Wildgen started Cleen Detailing three years ago in Ottawa as a way to create a summer job for himself. Last summer, the company employed 25 student car detailers and one full-time manager.

Wildgen hopes to grow Cleen Detailing through franchising to other university students across Canada.

The Paul and Tom Kinnear Business Plan Competition promotes entrepreneurship among commerce students. It was established in 2008 by Tom Kinnear (Com'66, LLD'02). Teams must have at least one Smith Commerce student as a member. The winner receives \$5,000 to further develop their business.

Wildgen intends to use his prize money to write a franchise agreement, develop franchisee-network software, and for online advertising.

The final phase of this year's Paul and Tom Kinnear Business Plan Competition took place



Sawyer Wildgen (Com'19) recently won the Paul and Tom Kinnear Business Plan Competition.

March 28 at Goodes Hall and saw four teams vie for the top prize.

The other three finalists were: Lunar is a local shopping rewards program. Members earn points for buying at participating stores in their community. The team: Sam Shore (Com'20), Copeland Lucas (Com'20), and Connor Crowe (Sc'20).

SitterNextDoor aims to modernize the babysitting business.

An online platform allows parents to find babysitters in their neighbourhood who fit the parents' specific needs. The team: Jenny Hua (Com'22), Andrea Hersovich (University of Ottawa), and Jenny Shen (Carleton University).

The Positivity Project lets people send handwritten cards around the world. Cards are created, handwritten, and shipped through the Positivity Project's website. The team: Aaliyan Khan (Com'22), Claire Mikuska (Com'22), Grace McColl (Com'22), Matt Joyce (Com'22), Lily Irwin (Artsci'22), Randy Shao (Comp'22), Zion Oginni (Comp'22), and Emilie Leneveu (Memorial University).

Finalists were evaluated by a four-person jury: John Arvanitis (Com'93), founder and president of Most Favoured Network; Chuck Dickison, owner of St. Lawrence Pools; David Scrymgeour, adjunct professor and executive-in-residence at Rotman School of Management and advisor with MaRS Discovery District; and JP Shearer, associate director of the Queen's Centre for Business Venturing at Smith School of Business.

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A unanimous choice for inaugural award

BY ANDREW CARROLL,
GAZETTE EDITOR

During her time at Queen's, Afshen Chowdhury (ConEd'19), like many students, has been involved in numerous extra-curricular activities.

She has been a residence don for three years, serves as a Board Member for the Levana Gender Advocacy Centre (LGAC) and held several positions on the Concurrent Education Student Association (CESA), for example.

What makes her stand out from other students, however, has been her participation in the governance of the university – student Senator for the Faculty of Education; member and co-chair of the Queen's University Board-Senate Advisory Committee; member of the Joint Board-Senate Principalship Search Committee; and, perhaps most significantly, member of the University Council on Anti-Racism and Equity (UCARE).

For all her contributions and continuing commitment, Chowdhury is the inaugural winner of the Margaret Hooey Governance Award.

The award was established in November 2018 by the estate of Margaret Hooey (LLD'02), the long-time secretary of Queen's who was admired for her dedica-



Afshen Chowdhury (ConEd'19) speaks at Senate after receiving the inaugural Margaret Hooey Governance Award.

tion to the university as well as the welfare of her colleagues, students, friends and family. The award is given to a student enrolled in any degree program at Queen's who has made an outstanding contribution to the good governance of the university through work with Senate or any committee of the Senate.

For Chowdhury, receiving the award has been both exciting and humbling.

"It's a little surreal. I think it is everything that went into it and this is the end of my journey here, after everything that has hap-

pened," she says. "Receiving an award like this is an important reminder that the work you do has a real tangible impact to the people beyond the borders of that room and beyond the Senate."

The award committee was unanimous in selecting Chowdhury as the inaugural winner. Letters of support mentioned her "thoughtful comments and opinions," "impressive insights," and keen interest in Queen's governance processes.

While she had already been actively involved in governance at Queen's, a turning point came

when she ran for rector in 2017. During the campaign week she received many messages from students – Muslim students, international students, students of colour – telling her how important it was to see someone just like them standing up and trying to make a difference in the university community.

Ultimately, her campaign was not successful but the experience set her on a new path, one that led her to become a champion for equity, diversity, and inclusion initiatives at Queen's.

"We always talk about how representation matters but then you realize that it really does matter. This is about people feeling safe and realizing they can be someone," Chowdhury says. "That's when I really started to take it seriously and I said even if I don't win the election I was still a senator and I'm still going to sit on the principal selection committee. I was going to move forward and I still wanted to do the things that I promised during the campaign."

As much as she has contributed during her time at Queen's, Chowdhury is quick to point out all that she has gained, particularly through her various roles with Senate. In the end her time as a senator wasn't about networking but about personal and

community growth.

"I think what really went a long way for me, especially sitting on Senate, was building community and genuine connections. It's sharing our stories with each other," she says. "The people who nominated me for this award were my friends, they are people who I had dinner with and it is such a blessing to have friends who are in their 40s, 50s, 60s, who are giving this wisdom but also treating me as an equal and feeling that I can have some wisdom to provide for them. It's people who genuinely pick you up and pick each other up throughout the process."

A Pillar of the Queen's Community

During her more than 30 years at Queen's, Margaret Hooey, was a valued adviser to four principals and their administrations, and a trusted mentor to students, staff, faculty and trustees. She played a key role in shaping Queen's modern governance system and was an advocate for the unique form of student government. More than her role as an administrator, she was viewed by student leaders as a mentor and friend. For her contributions and dedication Dr. Hooey received the Queen's Distinguished Service Award (1992), the John Orr Award (1998), and an honorary doctorate (2002).

New funding for art centre

BY COMMUNICATIONS STAFF

Agnes Etherington Art Centre at Queen's University has been awarded \$50,000 through the Canada Council for the Arts's Digital Strategy Fund.

This breakthrough funding will support a digital needs assessment and a digital strategic plan, focusing on the gallery's Contemporary Art and Indigenous Collections programs.

Recognizing that the power of digital and online tools is vital to the work of leading art museums around the world, Agnes aims to expand its digital presence and engagement with its contemporary and Indigenous collections, exhibitions, research, residencies, programs and publications. The overall goals are to create expanded avenues of participation around visual and media art and artists, and to participate in the evolution of digital visual cultures.

"We are eager to extend our digital reach by creating new avenues for engagement with online

collections, and with in-gallery and born-digital projects and programs" says Jan Allen, Director of Agnes Etherington Art Centre.

"The digital needs assessment and digital strategic plan will enable us to shape a digital future at Agnes that's both inspired and sustainable. This new capacity, through the Canada Council, is especially timely as we move towards launch of the new Screen Cultures and Curatorial Studies graduate program with the Department of Film and Media at Queen's."

This new support complements an ongoing digitization drive at Agnes. In December 2018, Danuta Sierhuis joined Agnes staff as digital development coordinator to advance an ambitious three-year initiative supported by the Isabel & Alfred Bader Fund of Bader Philanthropies. That project will transform the digital presentation of The Bader Collection of European art. Sierhuis's work includes deploying state-of-the-art interactive digital tools for in-gallery experiences, developing beautifully designed templates for born-digi-

tal exhibitions and publications, and enhancing the documentation and availability of critical research on The Bader Collection online.

Inspired by this initiative, Agnes will harness these thrilling technologies to increase access to contemporary art and programs, and ensure a beautiful and balanced digital stream is built that reflects the full scope of the gallery's achievements and capacity. The needs assessment and strategic plan components of the new project, which will take place from fall 2019 to fall 2020, will ensure these efforts meet the highest standards in this fast-evolving environment.

Agnes's Contemporary Art and Indigenous Collections capture the emerging generation of artists and works that reflect contemporary life and diversity of Canadian society, including media-based works. It is national in scope, representing vital artistic impulses, diverse cultures, ideas and events of the current period and context, and capturing movements at the forefront of artistic practices.

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Gate named in honour of Professor Emeritus Meisel

BY COMMUNICATIONS STAFF

Every day, hundreds of Queen's students, faculty, and staff pass through the black, wrought iron gate located between Dunning Hall and Richardson Hall.

Long a landmark of the university campus, the gate has never had a name – at least until now.

On Monday, April 15, Queen's dedicated the gate to one of the university's all-time great professors – John Meisel. During a ceremony at Richardson Hall Principal and Vice-Chancellor Daniel Woolf and Dean of Arts and Science Barbara Crow unveiled a plaque honouring Professor Emeritus Meisel, who first arrived at Queen's in 1949 and would go on to become one of Canada's most influential political scientists.

"The courtyard, bordered by Richardson, Dunning, and Mackintosh-Corry halls, has long been one of my favourite places on campus, and over the years the gate itself has acted as a symbolic



Principal and Vice-Chancellor Daniel Woolf and Dean of Arts and Science Barbara Crow unveil the plaque honouring Professor Emeritus John Meisel, during a ceremony held Monday, April 15 in the Peter Lougheed Room of Richardson Hall.

entrance to the social sciences here at Queen's," Principal Woolf says. "I can't think of a more suitable tribute to Professor Meisel

than to name the gate in his honour for all he has done for Queen's, the Faculty of Arts and Science, and the Department of

Political Studies."

A pioneer in research into political behaviour Professor Meisel also wrote widely on Canadian

elections, political parties, Quebec politics, science policy, and cultural policy. He was the founding editor of two prestigious academic journals, the *Canadian Journal of Political Science* and the *International Political Science Review*. From 1980 to 1983 he was chair of the Canadian Radio-television and Telecommunications Commission (CRTC) and later served as president of the Royal Society of Canada.

His contributions to Canada were recognized in 1989, when he was made an Officer of the Order of Canada, and again in 1999, when he was promoted to Companion, the highest grade in the Order.

In 2017, Professor Meisel was recognized by the Department of Political Studies with the establishment of the John Meisel Lecture Series. Each lecture addresses a timely political controversy and is followed by a town hall-style discussion that is open to both the Queen's and Kingston community.

UNIVERSITY COMMUNICATIONS

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New research looks at glaciers, rise in sea levels

BY ANNE CRAIG,
COMMUNICATIONS OFFICER

As part of an international research collaboration, Queen's University scientist and lead Canadian researcher Laura Thomson examined the contribution of Canadian glaciers and ice caps to global sea level rise. The research shows that, with the exception of the Greenland and Antarctica ice sheets, the Canadian Arctic has become the largest contributor to global sea level rise in recent years (2006-2016).

Taking into account statistical uncertainties, the findings suggest the mass loss of glaciers may be larger than previously reported.

Dr. Thomson, who leads the new Snow and Ice Research Laboratory in the Department of Geography and Planning, says the Canadian Arctic is currently responsible for 30 per cent of meltwater added to the oceans each year, which amounts to approximately a 1.1 millimetre sea level rise every five years.



Excluding the Greenland and Antarctic ice sheets, the Canadian Arctic hosts the largest area of glaciers and ice caps in the world, covering an area of 145,000 square kilometres.

"This study incorporates more than 50 years of observations by Canadian glaciologists, including federal scientists and university

researchers who contribute their findings to the World Glacier Monitoring Service," Dr. Thomson explains. "Since Canada hosts the largest area of glaciers outside of Greenland and Antarctica, a study like this requires collaboration and contributions from many researchers. In addition to collecting field-based observations, my contribution includes collecting and assimilating measurements from Canadian ice masses for the World Glacier Monitoring Service."

University of Zurich Professor Michael Zemp, and colleagues including Dr. Thomson, used observational data collected from over 19,000 glaciers using two different methods to determine mass changes between 1961 and 2016. From this the research shows that glaciers contributed around 27 millimetres to global mean sea-level rise over this period.

"By combining field methods with satellite-based observations of glacier thinning, this study updates and improves upon previ-

ous estimates of glacier and ice cap contributions to sea level rise," says Dr. Thomson. "This integrated approach also accounts for and corrects a previously existing bias associated with traditional field-based methods, allowing us to more accurately determine regional glacier losses from point measurements."

The authors of the paper then calculated the mass-change rates for glaciers from 2006 to 2016 and found that during this decade alone they contributed nearly one millimetre each year to sea-level rise.

"Based on our findings, we suggest that glaciers could almost disappear in some mountain ranges by 2100 (including the Caucasus, Central Europe, Western Canada and the USA, and New Zealand)," Dr. Thomson says. "However, regions with many glaciers like the Canadian Arctic will continue to contribute to sea-level rise beyond this century."

The new research was recently published in *Nature*.



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AGNES THANKS Canada Council for the Arts, City of Kingston Arts Fund through the Kingston Arts Council, Ontario Arts Council, Collection of Canadian Dress Fund at Queen's University and our members and donors. Image: Anique Jordan, Darkie, 2018, from the exhibition Let's Talk About Sex, bb. Courtesy of the artist

'Disabled person' or 'person with a disability'?

Disability is a sensitive topic. Fear of saying the wrong thing prevents people from having important conversations about disability

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



BY MARY ANN MCCOLL, PROFESSOR,
REHABILITATION SCIENCE AND
PUBLIC HEALTH

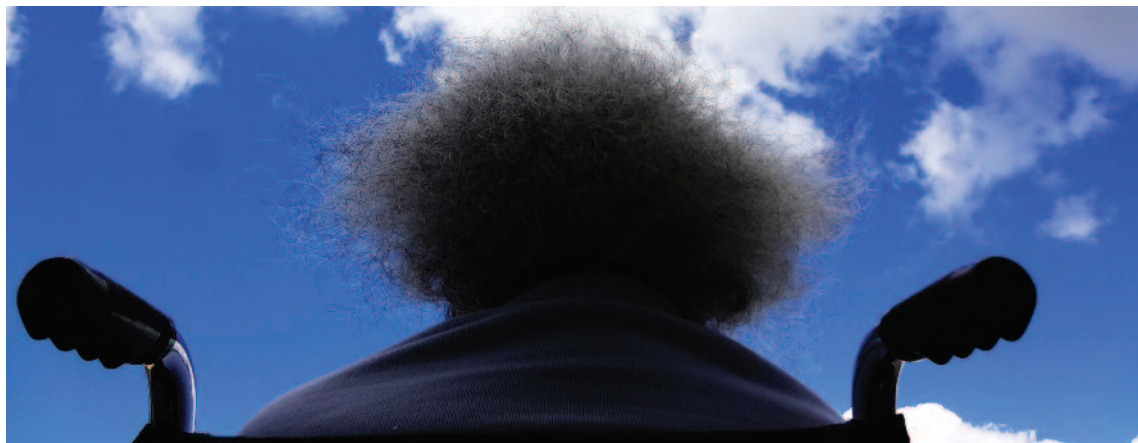


PHOTO BY JAMES WILLIAMS/UNSPASH

Although 90 per cent of Canadians believe accessibility is a human right, our behaviour says something different. Recently, an Alberta woman was turned away from a grocery store for slowing down check-out.

Recently, an Alberta woman with an obvious physical disability was asked to leave a grocery store and not come back because she could not pack her own groceries quickly enough. According to the report on CBC's *Go Public*, the checkout clerk said she was slowing down the line as she struggled to bag her groceries, and the store said no staff were available to help her. Presumably, neither were other patrons.

This story is consistent with what many disabled people say they experience. The Human Rights Commission says that almost 60 per cent of all claims cite disability as the basis for discrimination. People with disabilities are routinely denied the rights we all know they are entitled to. A poll commissioned by the Rick Hansen Foundation, found that 90 per cent of Canadians agree that accessibility for people with physical disabilities is a right, not a privilege, but there is still a clear prejudice in how disabled people are treated.

Disability is a sensitive topic. Fear of saying the wrong thing prevents people from saying any-

thing at all, and makes us avoid having important conversations about disability. This avoidance in turn creates the kind of toxic environment that leads to situations such as the one described above.

In our research at the Canadian Disability Policy Alliance, we worked with disability advocacy groups to assemble some guidelines to help readers gain confidence in their ability to participate in positive ways in the dialogue with people with disabilities.

Here, we share those guidelines: **Listen to how people talk about themselves**

The Canadian government has advocated "people-first" language which emphasizes putting the person first and the disability second: for example, saying a person with a spinal cord injury, or a person with a history of depression. Many disabled people, however, say the disability is not inside of them: they are not a "person with a disability." Rather they are a "disabled person" — someone who is disabled by a world that is

not equipped to allow them to participate and flourish. But they are a person either way. Avoid objectifying people by referring to them as "the disabled." Our advice is to listen to how people talk about their disability themselves, and take your cue from them.

Avoid euphemistic language

Language like "differently-abled" or "diverse-ability" suggests there is something wrong with talking honestly and candidly about disability. It might even suggest to some people that there is something shameful about disability; or that we can't talk about it directly unless we make it cute or pretty or funny.

Avoid unnecessary emotional tone

Disability is a fact of life for almost one-quarter of Canadians. Having a disability doesn't make someone a hero, a saint, a victim, a burden or a soldier. This type of hyperbole gets in the way of having authentic relationships with people with disabilities. These words suggest one-dimensional

characters. Instead, think: complex, interesting people, just like everyone else.

Avoid 'handicap'

The word handicap or handicapped is viewed as having a negative connotation — an implication that people with disabilities are disadvantaged in society. That social disadvantage is something we should fight against, rather than merely accept and enshrine in language.

Avoid calling a disabled person a 'patient'

A patient is a passive individual who has turned over responsibility for important decisions to a health professional. People with disabilities for the most part live independent lives in the community. They are no more patients than anyone else getting on with their lives in the community.

Avoid calling non-disabled people 'normal'

If non-disabled people are normal, then that means that disabled people are abnormal. Yet disability is the norm for some people. It

is alienating and marginalizing to classify someone as "abnormal."

Refer to a person's disability?

Is the disability a pertinent issue in the conversation you are having or the introduction you are making? We don't specify a person's gender, ethnicity, occupation or many other personal details when introducing them. Disability is a condition of life, like those others. It will be salient in some conversations and not in others.

Here are some 'dos'

Do look people with disabilities in the eyes and address them courteously, as you would anyone else.

Do ask if you can help, and how you can help.

Do assume that people with disabilities have something to say, and be prepared to hear it.

Do talk about disability. It's a fact of life for 22 per cent of Canadians.

The more we talk about it, the easier it gets to have the important conversations we need to have with disabled people, and to ensure that the rights we promise to all Canadians are extended to them.

Mary Ann McColl is a professor in Rehabilitation Science and Public Health at Queen's University. She is also academic lead for the Canadian Disability Policy Alliance and has written 16 books, the latest just released is *Appreciative Disability Studies*.

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.

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UNIVERSITY COMMUNICATIONS



Karen Bertrand, Vice-Principal (Advancement), recently met with Schulich Leader Scholars who are attending Queen's. During the meeting at Richardson Hall the group discussed Vice-Principal Bertrand's career path and the future plans of the Schulich Leaders.

Opening the door for outstanding students

BY ANDREW CARROLL,
GAZETTE EDITOR

When Canadian business leader and philanthropist Seymour Schulich established the Schulich Leader Scholarships, his goal was to provide support for leading entrepreneurially-minded students entering a STEM (science, technology, engineering, mathematics) program at one of 20 partner universities.

Created in 2011, the scholarships have opened the doors for many outstanding students at Queen's and the university has attracted the maximum of four leaders each of the past four years.

Recently, Queen's Schulich Leaders had the opportunity to speak with Karen Bertrand, Vice-Principal (Advancement), at a breakfast meeting at Richardson Hall. During the meeting the students spoke about how their scholarships have provided the opportunity to pursue their studies at Queen's as well as their experiences as recipients of the prestigious awards.

Created in 2011 by Seymour

Schulich, the annual nationally-competitive scholarship program encourages high school students to embrace STEM in their future careers. The awards provide financial support to winners over four years of study.

For Sonal Gupta, a 2018 Schulich Leader from Kingston, the scholarship solidified her choice of coming to Queen's despite also wanting to explore the post-secondary world outside of her hometown. The scholarship also helped set a direction as she entered her first year of studies.

"Receiving a scholarship like this definitely instilled that feeling that Queen's is a great school and a great community. I also believe that holding the title of Schulich Leader is not simply just a title. It's something to attain to, it's a responsibility to be leaders within our school and be that innovative agent of change that they are looking for," she says.

At the meeting, the Schulich Leaders had the opportunity to find out more about Vice-Principal Bertrand's work at the university and the important connection

between Queen's and its alumni.

She was impressed by the students and their willingness to ask questions of a school administrator.

"One of the great things about Queen's is the caliber of students that the university attracts. Thanks to the support of the Schulich Foundation these outstanding students have chosen to attend Queen's," Vice-Principal Bertrand says. "These scholarship recipients are insightful, inquisitive, and eager to learn no matter the situation. It was really encouraging to have this time to meet them and hear about their backgrounds, their achievement, and their goals."

This year, there were more than 1,300 Schulich Leader nominees from across Canada vying for 50 scholarships, valued at up to \$100,000 each for Engineering and \$80,000 for STEM-related disciplines.

For more information on the scholarships and full profiles of the Queen's recipients visit the Schulich Leaders website (schulichleaders.com).

grad studies

THESIS DEFENCES

Tuesday, April 23

Suzanne Rath, Management, 'A Social Worth Framework of Perceived Persuasion: Understanding Consumers' Reactions to Feeling Targeted by Marketers' Persuasion Attempts'. Supervisor: L. Ashworth, 100 Goodes Hall, 10 am.

Tuesday, April 30

Malek Karaim, Electrical & Computer Engineering, 'Ultra-Tight GPS/INS Integrated System for Positioning and Navigation in Challenging Environments'. Supervisor: A.M. Noureldin, 302 Walter Light Hall, 11 am.

Tuesday, May 7

Frédéric Côté-Boudreau, Philosophy, 'Inclusive Autonomy: A Theory of Freedom for Everyone'. Supervisor: W. Kymlicka, 401 Watson Hall, 1 pm.

Thursday, May 9

Ahmed Ibrahim Mohamed Abdelra Ahmed, Electrical & Computer Engineering, 'Advanced Digital Modulation Formats for Optical Coherent Transmission Systems'. Supervisor: J.C. Cartledge, 428 Walter Light Hall, 10 am.

Friday, May 10

Jacqueline Rene Hellinga, Biomedical and Molecular Sciences, 'The Mechanism of Actin and Microtubule Polymer Stabilization by the Oncogenic Kinesin-3 Member KIF14'. Supervisor: J. Allingham, 449 Botterell Hall, 9:30 am.

Thursday, May 16

Diego Alejandro Paez, Civil Engineering, 'Developing a Framework to Quantify Reliability of Water Distribution Systems'. Supervisor: Y. Filion, 212 Ellis Hall, 9 am.

Friday, May 17

Sarindar Dhaliwal, Cultural Studies, 'From the East and west Indies to the Mother Country: The House of Daljinder Kaur and Out of Left Field'. Supervisor: L. Murray, D120 MacCorry Hall, 9:30 a.m.

Friday, May 17

Derya Güngör, Sociology, 'The Bio-Political Governance of Pregnancy in Turkey Through the Current Family Medicine Model's Pregnancy-Monitoring Mandate'. Supervisor: A.J. Burfoot, 402B Gordon Hall, 10 am.

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events calendar

Wednesday, April 24, 12:10-12:50 pm

Soulful Singing: Singing meditation for all

Take a mid-week, mid-day wellness break to breathe, relax and connect in the circle of song. Soulful Singing is an inclusive and uplifting meditative practice that promotes joy, mindfulness, creativity and community. We share songs and chants through the oral tradition. Come once, come weekly, come when you can. Mitchell Hall, Room 210

Wednesday, April 24, 1-3 pm

PUTL Workshop Series: Workshop III: Educational Leadership

Thinking about applying for faculty jobs in the near future? Need to build a teaching dossier? The Centre for Teaching and Learning (CTL) is offering a series of workshops that will help you complete the Certificate in Professional Development in University Teaching and Learning (PUTL), which is geared toward developing the elements required for a teaching dossier. Each workshop will lead you through one of the five required modules of the PUTL.

Workshop III: Educational Leadership

This workshop will help you reflect on how you have demonstrated leadership in your various teaching capacities throughout your graduate career. This component is designed to encourage students to consider the different forms educational leadership may take, such as in the role of Head TA or through peer mentorship. In this workshop, we will help you document and articulate formal and informal educational leadership roles related to university teaching and learning, which will be beneficial as you move through the inter-

view process. Ellis Hall Rm. 226

Thursday, April 25, 9 am-Noon

Grad Writing Lab

All disciplines welcome. Drop in, free, no registration. Academic writing specialist on site. Just bring your work, and your questions on writing. Graduate Student Reading Room, Third floor, Stauffer Library

Sunday, April 28, 1:30-4 pm

The Studio (Workshop at Agnes)

Get into the Studio for these artist-led workshops. All materials provided. Fee: \$10/class Subversive Stitching: Embroidering with Meaning, with Hannah Taalman This workshop will introduce participants to the skills and techniques of embroidery while also touching on the historical role that embroidery has played in the feminist movement and the female life. Included will be a visit to the exhibition Stepping Out: Clothes for a Gallery Goer. Agnes Etherington Art Centre, André Biéler Studio

Tuesday, April 30, Noon-1 pm

Monthly Brown Bag Conversations: Discussing Decolonization Series

DeQolonization? Decolonization in the Queen's context - An open discussion on the challenges and opportunities of decolonization in the Queen's context. Mackintosh-Corry Hall, F200, Large Collaboration Space

Wednesday, May 1, 10-10:30 am

Sustainability and a Coffee

Join the Queen's Sustainability Office and partners to have your questions about sustainability answered! Have an idea for improving sustainability initiatives on campus? Come join us for coffee and conver-

sation the first Wednesday of every month. Mackintosh-Corry Hall, Cafeteria

Thursday, May 2, 9 am-4 pm

Research Development Day 2019

This second annual event is open to faculty at all career stages and will feature newly-developed workshops on equity, diversity, and inclusion (EDI) in practice, and knowledge mobilization. New this year is a spotlight series hosted by the Library, URS-Grants, and University Relations. Register ahead to ensure we have sufficient space to accommo-

date participants for each session, registration is required (for morning, afternoon, or full day). Full program details will be available soon.

Mitchell Hall, Rm. 225

Friday, May 3, 6-7:30 pm

Spring/Summer Season Launch at Agnes

Join us for our Spring/Summer Season Launch! Members' Preview 5 to 6 pm, with remarks at 6 pm and the Public Reception 6 to 7:30 pm. Galleries remain open to 9 pm. We will be celebrating four beautiful new exhibitions: the research-rich

Puvirnituk Graphic Arts in the 1960s (curated by Alysha Strongman); the imaginatively staged Stepping Out: Clothes for a Gallery Goer; the immersive media world of Kingston artist Emily Pelstring's Any Saint, and the raw, open and playfully discursive Let's Talk About Sex, bb (by cocurators Carina Magazzeni and Erin Sutherland).

ACROSS

- 1 The laziest Simpson
- 6 Job, to Laura Bush
- 11 Lessened
- 16 Three-part aria type
- 17 Lamb Chop's pal
- 18 Donnybrooks
- 20 Peter Pan, on a good day?
- 22 Lasting forever
- 24 Texter's "wow!"
- 25 Old Greek region
- 26 Stand of trees on a golfing great's estate?
- 28 Leo's sound
- 30 Euripides tragedy
- 32 Panegyric
- 33 Tamera Mowry's twin
- 34 __ throat
- 36 Bellows
- 38 Get by
- 39 Highboy
- 41 Harper and Trueheart
- 43 Rowdy demonstrators
- 45 Takes forcibly
- 46 Gator's kin
- 48 Future lice
- 49 Eager beaver
- 50 Lloyd's son's spans?
- 55 Supplementary stories
- 59 Actress Anouk
- 60 "Gotcha!"
- 61 Bagel seeds
- 63 Hué holiday
- 64 Great Plains st.
- 65 Positive terminal
- 67 Zorba player
- 68 Actress Barrie
- 69 "For shame!"
- 70 Graphic design illustration
- 72 Compass pt.
- 73 Tessera worker
- 74 Chemist's "recipes"
- 76 "GWTW" domestic?
- 79 Vocal
- 80 " Fargo" director
- 81 Horatio of "SNL"
- 82 One certain to win
- 85 Nymphets
- 88 Disclose

DOWN

- 92 Error
- 93 Cognizance
- 94 Stately
- 96 "Purgatorio" poet
- 97 Act finale
- 98 Jazz singer Krall
- 100 The Hoosier Poet
- 102 Modern wall hanging
- 103 "It's Too Late" singer's ruler?
- 107 Strides easily
- 109 Prevarication
- 110 Charms
- 111 Specification in a horror star's contract?
- 114 Olden head garland
- 115 Amazon.com's business
- 116 Pizza topping
- 117 Tot's transport
- 118 Run-down
- 119 Blame-dodging words

DOWN

- 1 Whirlybird nests
- 2 Det. Monk's condition
- 3 Bing Crosby hit
- 4 Surrey Derby site
- 5 Comic Dangerfield
- 6 Nazarene, e.g.
- 7 Islanders' gp.
- 8 Milk, to Mimi
- 9 Pro with an army
- 10 Earthworms, Southern-style
- 11 Come into view
- 12 Blair of "Marty"
- 13 Lost, as a big lead
- 14 Designer Saarinen
- 15 Means
- 16 Downgrade
- 19 Torquemada, e.g.
- 20 Bad to the extreme
- 21 Good Samaritan
- 23 Future attys. tests
- 27 Cartoonish squeals
- 29 St. Bernard, at

times

- 31 Together with
- 35 Deep blue
- 37 Pigs' homes
- 39 Canadian Indians
- 40 Sage, e.g.
- 42 Weep
- 44 Footnote abbr.
- 45 Anglo-Saxon god
- 47 Of the skull
- 49 Shadowy quality
- 50 Alberta ski town
- 51 Kiddie song refrain
- 52 Brownish yellow
- 53 Spots for flapjacks
- 54 Art style
- 55 Pious person
- 56 Coral reef
- 57 Soprano Fleming
- 58 Fab Four drummer
- 62 Tallow source
- 65 The "A" in EAP
- 66 Actor Flynn
- 68 Rabbinical commandment
- 70 Famed physicist
- 71 Plural possessive

73 "Stay __!"

- 75 Cattle calls?
- 77 "__ Laughing"
- 78 __ none
- 80 Schemer
- 82 Pizza portion
- 83 Castro's capital
- 84 __ conditioning (behavioral technique)
- 85 Seepage
- 86 In a nimble way
- 87 New wave place?
- 89 Tennis court boundary
- 90 Lofts
- 91 Embankment
- 93 "__ Kate" (Porter musical)
- 95 Electron or muon
- 98 Shortstop Jeter
- 99 Actress Morris
- 101 Like some questions
- 104 Epps or Bradley city
- 105 Garden State
- 106 Punkie or no-see-um
- 108 Skewer
- 112 Inhabitant: abbr.
- 113 NT book

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Sudoku and Crossword solutions on Page 15

Building pathways to success

BY DANA MITCHELL, INTERN,
DIVISION OF STUDENT AFFAIRS

Queen's Athletics and Recreation and the Varsity Leadership Council (VLC), held their second annual Pathways to Education mentorship day on Saturday, March 23, bringing together Pathways to Education students and Queen's student-athletes for an afternoon of listening to speakers and participating in games, activities and discussions on resilience, goal setting, and mental health awareness.

Guest speakers included past and current Queen's student-athletes, including former CFL linebacker Andrew Lue, Olympian Megan Lukan, Queen's men's volleyball assistant coach and former varsity athlete Tom Ellison, Queen's men's hockey forward Jaden Lindo, and a video from Canadian speedskater Lauren McGuire.

"This was my first time participating in the Pathways to Educa-



Pathways to Education students and Queen's student-athletes have some fun together during an event hosted by Queen's Athletics and Recreation and the Varsity Leadership Council.

tion mentorship day, and it was a very special and meaningful experience," says Harry Range (Com'20), student-athlete and co-

president of VLC. "It was amazing to see how engaged and outgoing these kids are, and we all had such a fun time playing games

and listening to the various speakers."

Pathways to Education is a community-based program, run through Kingston Community Health Centres, designed to improve high school completion rates in the Rideau Heights and Inner Harbour neighborhoods of Kingston. Since 2010, Pathways to Education has been providing the resources and network of support to help students graduate from high school and build the foundation for a successful future.

The partnership between Queen's Athletics and Recreation and Pathways started in 2017, as a way to give students insight into the recreational opportunities on campus. It builds on the university's longstanding outreach and recruitment-focused work with the local Pathways to Education program, and Pathways programs in the Greater Toronto Area. Queen's staff visit Pathways to talk about post-secondary education, generally, host

prospective applicants at on-campus events, and assist applicants during the admissions process. Queen's recently implemented a First-Generation Admission Pathway, and has expanded available bursaries, to help further promote access among first generation students.

"Close to half of our students are first-generation learners, meaning they will be the first in their family to receive a post-secondary education," says Roger Romero, Coordinator at Kingston Pathways to Education. "The mentorship day helps Pathways students see themselves as post-secondary students, and show them that through hard work and determination, they can accomplish their goals."

This event was made possible by generous donations from McCoy Bus, Pita Pit, and Freedom 55.

To learn more, visit the Pathways to Education website (pathwaystoeducation.ca/pathways-kingston).

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books

Professor Emeritus Tom Courchene finalist for Donner Prize

Professor Emeritus Thomas Courchene's (Economics, School of Policy Studies), recent book, *Indigenous Nationals, Canadian Citizens: From First Contact to Canada 150 and Beyond*, is a finalist for the 2018/19 Donner Prize.

The Institute of Intergovernmental Relations (IIGR) at Queen's published the book as part of the McGill-Queen's University Press Policy Studies Series. Dr. Courchene gave the IIGR's 2018 Kenneth MacGregor lecture on the book.

The Donner Prize recognizes the best public policy book by a Canadian. The prize "encourages and cel-

brates excellence in public policy writing by Canadians and recognizes the role good public policy plays in the well-being of Canadians and this country's success."

The book and its outline are available on the MQUP website.

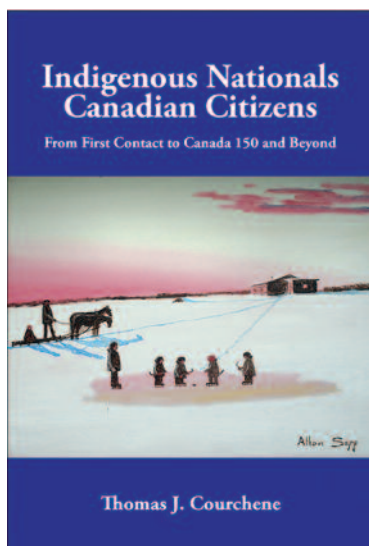
Dr. Courchene is also the inaugural winner of the Donner Prize, awarded for the first time in 1998, for his book *From Heartland to North American Region State: The Social, Fiscal and Federal Evolution of Ontario*, with Colin Telmer.

The winner will be announced May 1. More information is available at the Donner Prize website.

Indigenous Nationals/Canadian Citizens: From First Contact to Canada 150 and Beyond By Thomas J. Courchene

Indigenous Nationals/Canadian Citizens begins with a detailed policy history from first contact to the Sesquicentennial with major emphasis on the evolution of Canadian policy initiatives relating to Indigenous peoples. This is followed by a focus on the key Supreme Court decisions that have dramatically enhanced Indigenous peoples' legal and constitutional rights. Attention is then directed to the Truth and Reconciliation Commission and the associated "Calls to Action," including their relationship to the United Nations Declaration on the Rights of Indigenous Peoples.

With this as backdrop the focus turns to envisioning a brighter future for First Peoples beginning with the adoption of an analytical framework. After rejecting Indigenous nationals, Indigenous citizens (the traditional AFN position) and Canadian nationals, Canadian citizens (the Chrétien-Trudeau White Paper proposal), the chosen framework is Indigenous nationals, Canadian citizens. The two penultimate chapters address the manner in which this model has been successfully applied to the 14 Yukon First Nations as well as to the four Inuit land claims agreements.



The final substantive chapter applies the Indigenous nationals, Canadian citizens model to the 70-plus First Nations in Saskatchewan (referred to as CSIN, the Commonwealth of Sovereign Indigenous Nations). In essence, CSIN would embrace provincial-type powers within, and closely integrated with, the province of Saskatchewan. Among other features, CSIN would embody the requisite degree of scale economies, self-government and property rights that are essential for Saskatchewan First Nations to successfully make the transition to Indigenous nationals and Canadian citizens.

for the record

ANNOUNCEMENTS Input sought on future of Smith School of Business, search for next dean

Interim Provost and Vice-Principal (Academic) Tom Harris announced today that David Saunders' term as dean of Smith School of Business ends on June 30, 2020.

Interim Provost Harris will chair a committee to advise the principal on the future direction of the Smith School of Business, and on the selection of the next dean.

"I encourage all members of the Queen's community to provide input regarding the Smith School of Business, and to suggest individuals to serve on the advisory committee," says Interim Provost Harris.

Please send all submissions and advisory committee suggestions to the Office of the Provost, via e-mail, to provost@queensu.ca, by Tuesday, May 14. Respondents are asked to indicate whether they wish to have their letters shown, in confidence, to the members of the Advisory Committee.

More information about Smith School of Business is available in the Smith Strategic Framework, the

Smith Year in Review and on the faculty website (smith.queensu.ca).

Input sought on future of Faculty of Health Sciences, search for next dean

Interim Provost and Vice-Principal (Academic) Tom Harris announced today that Richard Reznick's term as dean of the Faculty of Health Sciences ends on June 30, 2020.

Interim Provost Harris will chair a committee to advise the principal on the future direction of the Faculty of Health Sciences, and on the selection of the next dean.

"I encourage all members of the Queen's community to provide input regarding the Faculty of Health Sciences, and to suggest individuals to serve on the advisory committee," says Interim Provost Harris.

Please send all submissions and advisory committee suggestions to the Office of the Provost, via e-mail, to provost@queensu.ca, by Tuesday, May 14. Respondents are asked to indicate whether they wish to have their letters shown, in confidence, to the members of the Advisory Committee.

More information about the Fac-

ulty of Health Sciences is available in the faculty's Strategic Planning documents, annual Dean's Reports and the faculty website (healthsci.queensu.ca).

NOMINATIONS Distinguished Service Awards

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

Recipients will be presented with their awards on Nov. 2, 2019.

Guidelines, the nomination form, and additional information are available at the University Secretariat website.

Please submit nominations to the University Council Executive Committee, care of the University Secretariat, by Friday, April 26, 2019 at 4 pm.

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

human resources

Successful Candidates

Job Title: Recruitment and Admissions Assistant (USW - Local 2010)
Department: Professional Graduate Program Services - Smith School of Business

Competition: J0219-0823
Successful Candidate: Lauren Zylstra

Job Title: Manager, Student Services
Department: Faculty of Engineering & Applied Sciences

Competition: J0119-1087
Successful Candidate: Micheline Johnston (Faculty of Engineering & Applied Sciences)

Job Title: Production Coordinator
Department: Marketing and Com-

munications - Smith School of Business

Competition: J0219-0875
Successful Candidate: Roxann Sadowski

Job: Program Manager, GDA & GDB
Department: Graduate Diploma in Business - Smith School of Business

Competition: J0319-0311
Successful Candidate: Christine Melling (Professional Graduate Program Services - Smith School of Business)

Job Title: Director, Systems and Analytics

Department: Undergraduate Admissions
Competition: J0918-1115
Successful Candidate: Dominic Antony

Job Title: Program Manager, EMBA Americas

Department: Professional Graduate Program Services - Smith School of Business

Competition: J0219-0607
Successful Candidate: Lesley McClement

Job Title: Student Conduct Case Manager

Department: Support Services & Community Engagement
Competition: J0119-0077

Successful Candidate: Desiree Fuller (Residences)

Job Title: Admission and Recruitment Assistant

Department: Undergraduate Admission and Recruitment
Competition: J1218-0984

Successful Candidate: Karlie Strickland (Undergraduate Admission and Recruitment)

Job Title: Departmental and Financial Assistant

Department: Department of Film and Media
Competition: J0918-0348

Successful Candidate: Paige Kasaboski

Job Title: Career Counsellor

Department: Career Services
Competition: J0219-0426

Successful Candidate: Sarah Bunting (Career Services)

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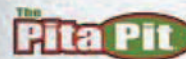
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